

ASC Orientation

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Yale ALUMNI SCHOOLS COMMITTEE

Overview for Members

This resource is intended to give ASC members a quick overview of the ASC Program to help get you started with the 2015-2016 application cycle. We encourage you to read this entire resource for in-depth coverage of the ASC Program and the interviewing cycle.

Overview of the ASC

The ASC is a network of alumni volunteers who share a passion for Yale and conduct interviews on behalf of Undergraduate Admissions with the goals of:

1. Providing crucial information about applicants to Yale so that the admissions committee can make better decisions as it shapes the freshman class; and
2. Establishing a Yale presence that educates the local applicants and community about Yale's unique opportunities, values, and character.

As of August 2015, the ASC consists of:

11,425
alumni
volunteers

members that represent
79
countries

active volunteers who
span EIGHT decades,
from the Yale Classes of

1942
to
2015

representatives
from all
14
institutions at
Yale University

*93% of our ASC
interviewers are Yale
College graduates

Where to conduct interviews

Interviews tend to last between 45 minutes and 75 minutes. Anything shorter than that may miss out on important information; anything longer may feel exhausting. Like many great conversations, interviews happen in a variety of places:

- Coffee shops
- Public libraries
- Students' high schools

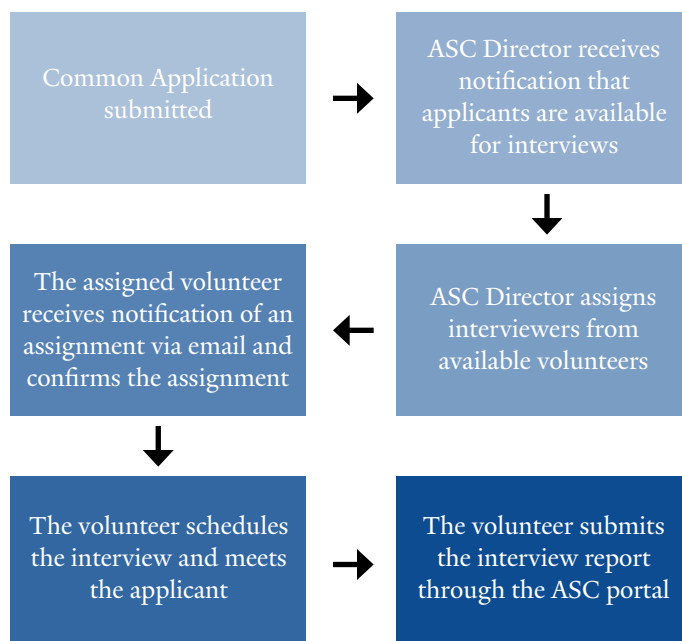
Please do not interview students in private residences (either your own or the students').

Why your work is important

Ambassadorship: In many cases, the interview may be the only time the applicants have direct contact with a Yale community member. As a result, the interview can be an influential moment for the applicant, even beyond the application process. Your interaction with applicants can illuminate the University's strengths and ethos, and for admitted students, it may contribute significantly to their choosing us over other attractive options.

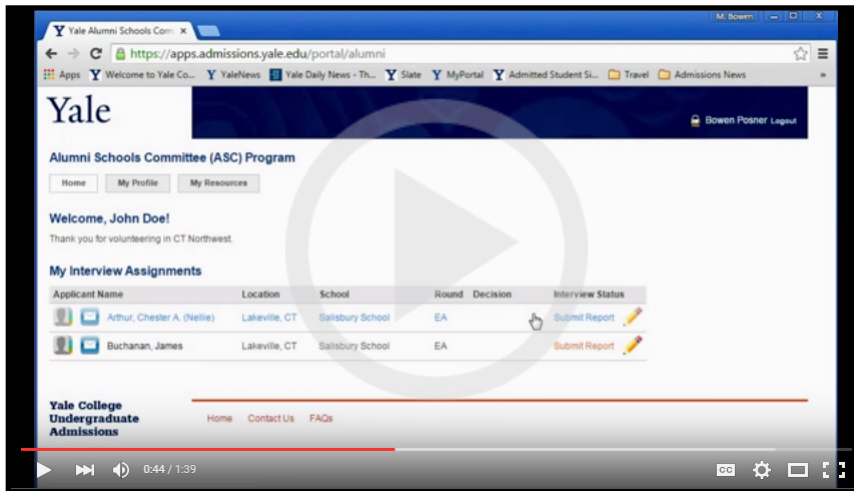
Interviews: Perceptive, vividly written impressions help the Admissions Committee envision the personal and intellectual qualities that may make some high-achieving students stand out among others. Additionally, your reports can lend important context for the applicant. The interview report remains one of the few documents that provides a window into a spontaneous interaction with the applicant. As a result, they are some of the most frequently viewed documents in our Admissions Committee.

Interview assignment flow



Interview assignments and report submission (the ASC portal)

To see your interview assignments, view applicant contact information, and to submit your interview reports, you should log-in to the [ASC portal](#).



Please watch this [brief instructional video](#) to take a walk through the updated portal.

Quick Tips

- We recommend completing your reports shortly after the interview.
- If you have a problem completing an interview, let your ASC Director know right away. You should still submit a report if a student declines the interview or is unresponsive to your messages.
- Applicants may ask questions to which you do not know the answer. That's okay! Feel free to direct them to the admissions office for accurate information.

Important dates for ASC members

In addition to checking your interview assignments early and often, please keep the following dates in mind during your work as an interviewer:

- **November 1st:** Early Action application deadline. While some interviews may happen before this date, this is the official kick-off of the interviewing season.
- **December 1st:** Deadline for Early Action interview reports
- **January 1st:** Regular Decision application deadline. You may start interviewing before the start of the new year.
- **February 15th:** Deadline for all interview reports

Additional resources

You may find the following resources helpful to you as you conduct interviews, and we encourage you to re-visit them throughout the admissions cycle.



Guidelines for writing interview reports

The impressions you form through the interview may provide key insights as we shape the class. Interview reports are some of the most frequently viewed documents in our Admissions Committee meetings. While there is no set format for interview reports, here are a few examples of themes you may learn from the interviews:

- Intellectual strengths and energy
- Academic interests
- Flexibility in thinking, openness
- Expressive abilities
- Nonacademic interests or talents
- Personal qualities
- Distinctive or unusual talents and/or circumstances

Yale interviews are meant to be conversations rather than interrogations, where applicants learn about Yale even as volunteers are learning about applicants. Expect applicants to ask about your own Yale experiences; they're just as curious as you are! Ultimately, we hope the interview is a meaningful interaction for both the student and the volunteer.

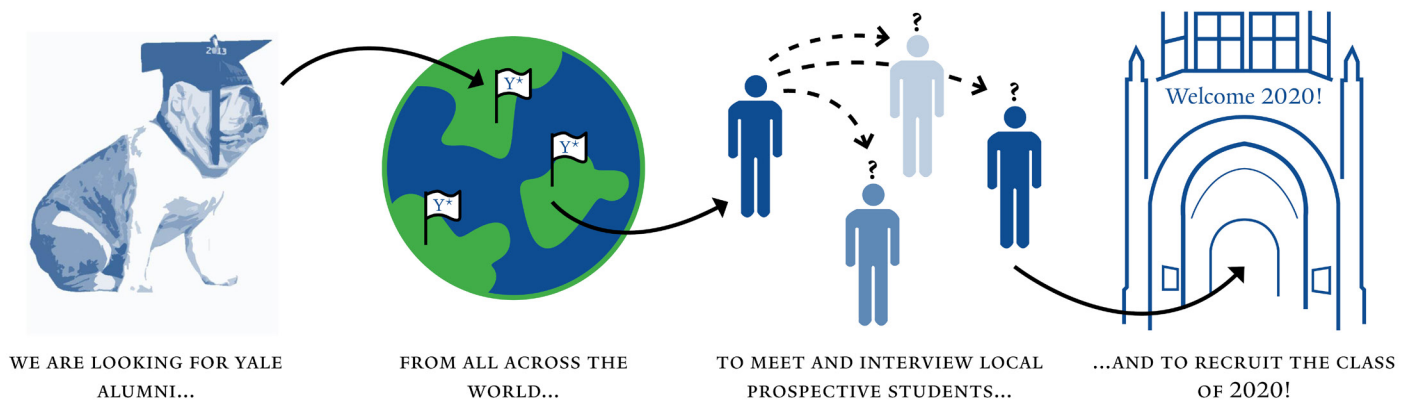
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What is the Alumni Schools Committee (ASC)?

The ASC is a network of alumni volunteers who share a passion for Yale and conduct interviews on behalf of Undergraduate Admissions with the goals of:

- Providing crucial information about applicants to Yale so that the admissions committee can make better decisions as it shapes the freshman class, and
- Establishing an ambassadorial presence that educates the local applicants and community about Yale's unique opportunities, values, and character.



Why your work is important

Ambassadorship: As a member of the ASC, you play a substantial ambassadorial role on Yale's behalf. Your interaction with applicants can advance Yale's reputation in general, and for admitted students, it may contribute significantly to their choosing us over other attractive options. Through your interactions with prospective students and their families, you illuminate the University's strengths and ethos. In many cases, the interview may be the only time the applicants have direct contact with a Yale community member. As a result, the interview can be an influential moment for the applicant, even beyond the college application process.

Interviews: Your interviews and written summaries are more important than ever. With so many applicants – and many presenting similar academic and extracurricular profiles – the Admissions Committee appreciates perceptive, vivid written impressions to envision the personal and intellectual qualities that may make some high-achieving students stand out among others. Additionally, your reports can lend important context for the applicant. The interview report remains one of the few documents that provides a window into a spontaneous interaction with the applicant. As a result, they are some of the most frequently viewed documents in our Admissions Committee meetings, flashed up on a big screen so that all members of the committee can read them.

Beyond the interview:

- Represent Yale at local information sessions led by regional admissions officers
- Represent Yale at various pre-college programs
- Attend receptions for admitted students
- Attend "Send-offs" for incoming freshmen

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Who is eligible to join the ASC?

Any Yale College or Yale graduate or professional school alumni can join the ASC. Please review our sections on [Ethical Considerations](#) and [eligibility as established by Ivy+ Best Practices](#) for additional details.

Yale Undergraduate Admissions & ASC structure

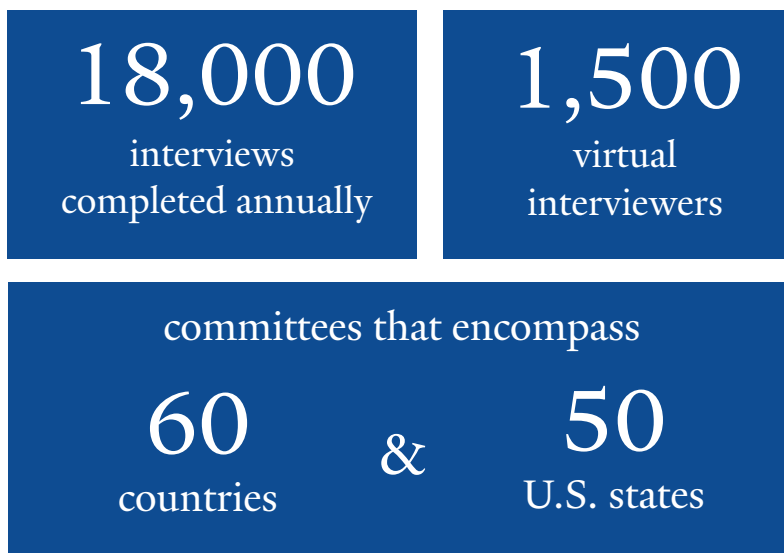


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Rewards and ambassadorship

Why is the ASC rewarding?

ASC members universally say that the biggest rewards of volunteering come from the one-on-one conversations with Yale hopefuls. Many of them are impressive because of their accomplishments or their engaging personalities. But even when you meet students with less dazzling attributes, the encounters can be endearingly memorable – in fact, your reports may help illuminate qualities that otherwise would not have emerged in their applications.

A few words about ambassadorship

For many applicants, alumni interviews are the first contact with the colleges they are exploring. You may be the face of Yale University for many applicants you meet, so your role is significant, perhaps momentous for a student who discovers the best of Yale through you. We often hear from students who say their interviewer was a key influence in their decision to enroll. We like to think that even those who decide to enroll elsewhere, or who are not admitted, nevertheless have very positive feelings about Yale because of their interviewer.

The heart of the ASC Program lies in our ability to be ambassadors for Yale. While we must be realistic about the admission rate, we can contribute to students' positive feelings about Yale. In fact, your ambassadorship on the University's behalf may ultimately contribute more significantly to Yale than your assessment of any single applicant. A student might find his meeting with you to be so comfortable, so engaging, and so sincere that he sees Yale's tangible and intangible strengths through you. And we never underestimate the positive ripple effect that can result from a good interview experience – even if the student isn't admitted. When applicants tell their families, counselors, and classmates about their engaging Yale interviewer, those impressions influence the thinking of other candidates and their supporters.

Interview workflow

How do students apply?

Common Application: In order to be eligible for an interview, freshmen applicants must complete the [Common Application](#), an online system offered by more than 500 other colleges and universities, including all eight of the Ivy schools and Stanford.

Application Rounds:

Single Choice Early Action (EA)

Deadline: November 1st

Decision Release: mid-December

The plan is non-binding, meaning that candidates who are admitted early need not respond to the offer of admission until May 1, and may apply to other schools during Regular Decision.

Regular Decision (RD)

Deadline: January 1st

Decision Release: late-March

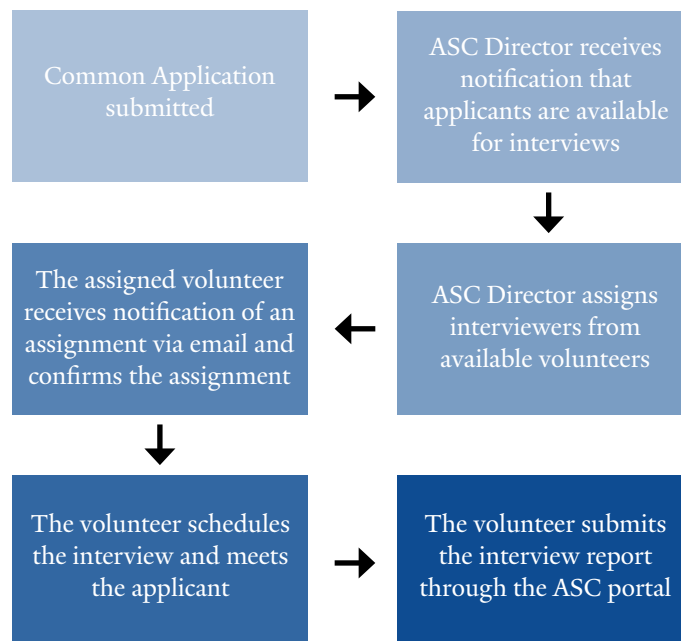
The decision release date is set by the Ivy League admissions deans as the Ivies release their decisions simultaneously. Students will have until May 1 to notify Yale of their matriculation.

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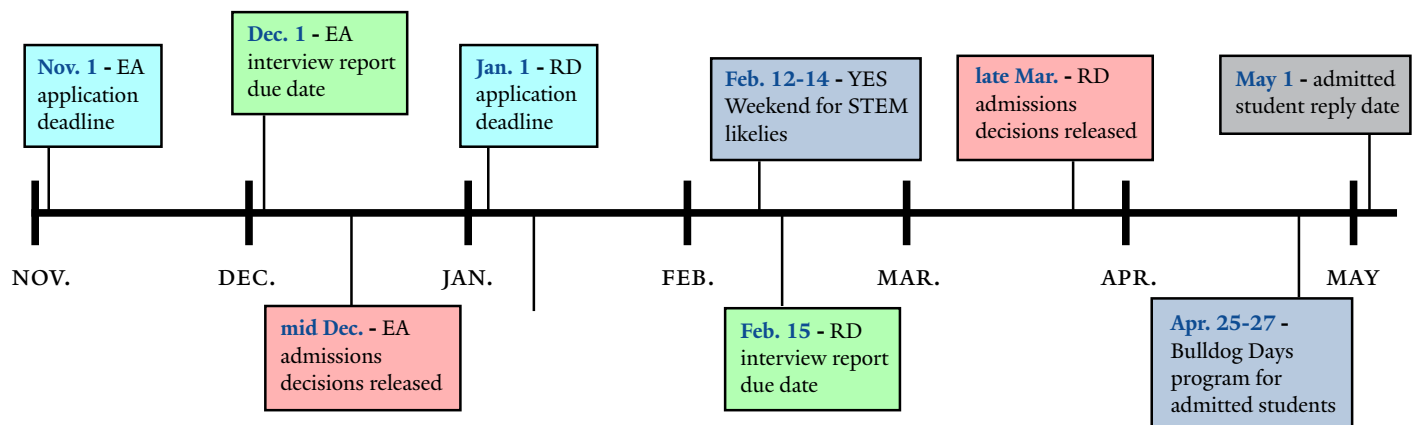
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How are interviews assigned to me?



ASC calendar



For a more in-depth look at the ASC calendar, please [visit our section on the Detailed ASC Calendar](#).

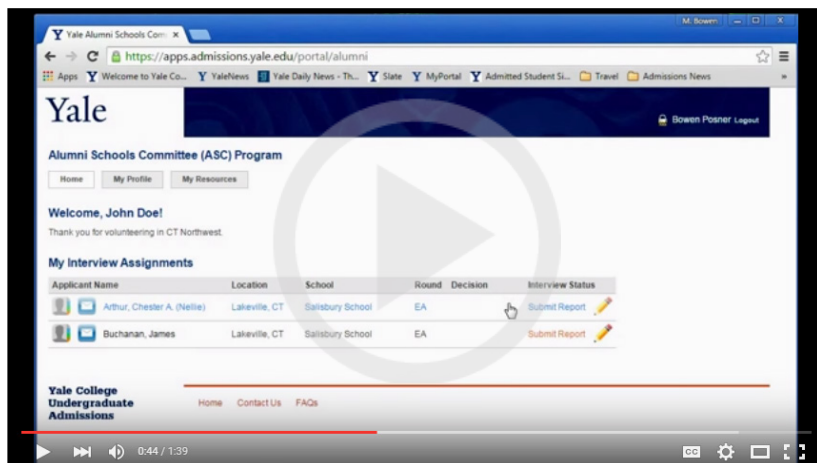
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The ASC portal: your interviewing hub

To see your interview assignments, view applicant contact information, and submit your interview reports, you should log-in to the [ASC portal](#).



Please watch this [brief instructional video](#) to take a walk through the updated portal.

The interview

Contacting the applicant:

Friendly, inviting first contacts by email or phone can put applicants at ease. Let them know from the outset that you're looking forward to a good conversation rather than a formal interrogation.

You will be able to access the phone numbers and email addresses for all of your assigned interviewees through the [ASC portal](#). We recommend that you cover all bases by using email, and then if needed, the phone. After two or three attempts to reach an applicant, you should not feel obliged to pursue the interview any further. *In such instances, please submit the interview report and indicate that the student could not be reached after multiple attempts.*

Scheduling the interview:

Please take into account driving distance and time of day. Schedule interviews during *non-school hours*. *It is inappropriate to ask students to skip class for an alumni interview.*

Give several choices of date and time as well as venue. Indicate that interview will take approximately 45 minutes but no more than 75 minutes.

Occasionally applicants will decline interview invitations, typically because they have been admitted early to their first-choice colleges or for other reasons. Unless the student has had an on-campus interview, we would very much like to have her sit with you for an alumni interview. You may simply say that Yale's goal is to have as many students as possible interviewed. *If a student declines an interview invitation, please submit the interview report and indicate the student's reasons for declining the interview.*

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The venue:

Please choose a neutral, comfortable, and convenient venue. *Interviews are not permitted in either the interviewer's home or the applicant's home.*

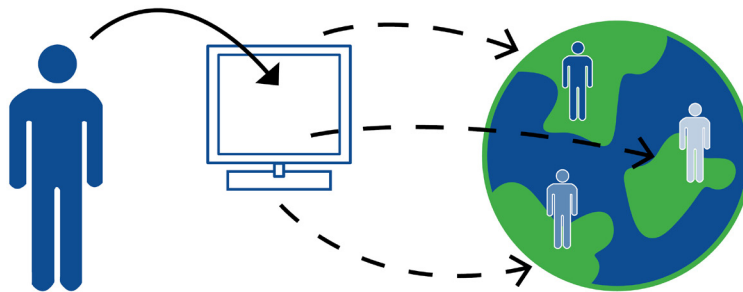
Virtual interviews:

While in-person conversations are almost always more natural, there are occasions when a physical meeting is impossible and a virtual interview is the next best option.

Online communication means that we can now reach students who live in remote locations or who are otherwise difficult to see in person. Many volunteers have found that virtual interviews are perfectly reasonable substitutes for the real thing. Additionally, they offer a convenient option from the comfort of home or office.

Venue Ideas:

- Your local public library
- The student's high school
- A small coffee shop



Virtual interviews are arranged and conducted in the usual way, but you and the applicant will need to have the appropriate web application available on your computers – we recommend Skype or Google Hangouts.

Of course, there may be situations where even online interviews aren't possible, but where a conversation with the applicant is highly desirable. In such cases, we'll have to rely on the telephone. That means yet another dimension of the conversation is removed, but it's preferable to having no conversation at all. As with any interview, you may need to lead the way toward putting the applicant at ease.

Length:

There is no prescribed length for interviews, but we recommend 45 to 75 minutes. This length of time tends to strike a balance between "rushed" and "overwhelming."

Notes:

You may be tempted to write notes during the conversation. We suggest waiting to make notes until after you've wished the applicants well and sent them on their way, as to prevent them from feeling self-conscious.

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What do we want to know?

We will have the applicants' academic records, teacher recommendations, list of extracurricular activities, and other evidence of their abilities. But you may be able to detect some of the characteristics that will help us assess their promise for success at Yale.

By focusing your questions on students' interests, inspirations, and sources of pride or satisfaction, you can help dispel the notion that raw academic data points alone are used to categorize applicants. Even in the admissions office, we never look at grades and scores without placing them in the context shaped by a number of other factors which are known to us. Students may volunteer their credentials without your asking, which is perfectly fine; we just ask you not to attempt to forecast their chances for admission based on that information.

[Sample Questions »](#)

It is perfectly okay to accept such items, but it's generally best to set them aside and go right into the interview. Toward the close of the conversation, you may wish to mention that interviewers cannot submit documents on behalf of applicants, and that you assume the student has provided the admissions office with the same information.

Please do not consider what follows to be a script or a checklist. We just want to summarize what we hope to learn from you about the applicants, including these main categories:

Intellectual strengths, energy: What is your impression of the applicant's general thinking skills? Does he seem comfortable with complex ideas? Were his answers to your questions thoughtful, full? Did he display insight, originality, ability to support ideas with examples? Can you envision him taking an active part in classroom discussions or in lively conversations over meals in the dining hall?

Academic interests: Was the applicant able to identify some areas of particular academic interest? Does she enjoy learning in other academic areas? Is she likely to take advantage of a liberal arts education? Has she begun to form ideas about specific majors or Programs? Is she aware of Yale-specific academic offerings? Does she have career aspirations? How well-reasoned do those aspirations seem to be?

While we do not admit students to fill certain academic departments or vocational roles, it does help us to have a sense of how much thought students have given to how they might use their Yale academic experience, and whether they have especially well-defined areas of scholarly focus.

Flexibility in thinking, openness: Did the applicant show signs that he can entertain different points of view and can offer opinions with grace? Did he discuss any experiences in which conflict or disagreement arose? If so, how did he handle himself? Did he reveal any strongly held beliefs or attitudes that could be considered strengths in the context of a university community? Or liabilities?

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Students naturally carry their own set of convictions and perspectives. We especially appreciate those whose minds are agile enough to have convictions and perspectives tested through healthy exchanges and experiences.

Expressive abilities: How skillfully and confidently did the applicant express herself? Is she an easy conversationalist? Did she offer full, articulate responses to reflective questions? Did she ask thoughtful questions? What strengths did she display in using the English language?

Expressive abilities tend to be closely linked with intellectual strengths, but sometimes students are better thinkers than talkers, and vice versa. Our best candidates will usually be strong in both realms!

Nonacademic interests or talents: What are the applicant's favorite outside interests? How did she become involved? What is her level of commitment in terms of time and energy? Is she likely to pursue similar interests while in college? Does she seem to be striking a healthy balance between extracurricular activity and school work?

Keep in mind that we will already have an extensive list of an applicant's activities, as well as commentary from her school about her extracurricular accomplishments. We are interested in your impressions of how nonacademic pursuits fit into her life and what role they may play in her experience at Yale.

Personal qualities: What about the applicant's demeanor stood out for you? What kind of classmate and/or roommate is she likely to be? What character traits are you able to detect? Do her personal traits set her apart in a positive way? In a less than positive way?

Since many of our applicants will not have extensive interviewing experience, we ask you to try to see the person beyond the anxious or eager interviewee. What is this applicant like, in all probability, in her daily life?

Distinctive or unusual talents and/or circumstances: Did the applicant mention rare pursuits or accomplishments? Did you learn anything about his background or life experiences that may be significant?

Applicants or their recommenders tend to tell us about achievements or talents they consider to be noteworthy, so don't bother listing common awards or activities. But please note anything that seems to be truly special or unusual. The same goes for background circumstances. In most cases, though, we're interested less in what was achieved or what the circumstances are than what impact the talent or background has on the student's life.

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Some things to consider:

Parents: It is perfectly generous and appropriate to chat with parents and to answer questions they may have – after the interview, if you have the time, and if the circumstances are comfortable. But you are not obligated to devote extra time and energy to a full-scale session with family members, especially if you detect efforts to cajole or pressure you.

Difficult Topics or Circumstances: As a rule of thumb, it is better to let students themselves, if they wish, introduce topics that are deeply personal or sensitive. We've found that applicants have become increasingly open and forthright in their application essays, and you may meet a candidate who will mention personal struggles, family issues, and the like. You would not want to probe such areas, but you should be ready to let students talk about things they believe are relevant in conveying “who they are.” We also advise against asking leading questions such as those concerning the students' or parents' political leanings, religious beliefs, or financial situations. And should interviewees raise delicate subjects themselves, it's wise to employ diplomatic instincts in determining how to keep the conversation within the bounds of a college interview.

Our applicant pool naturally includes students with disabilities and a variety of special circumstances that may require accommodations for the interview setting or the way the interview is conducted. We rarely hear of situations that pose difficulties, though, and common sense adjustments, if needed, usually make the interview flow as smoothly as any others would

It's hardly common, but students themselves may display unusual immaturity in one way or another, which tends to lead to an understandably somewhat abbreviated conversation. In extreme cases where, say, an applicant is disrespectful or combative, you have clear right to discontinue the interview and include in your report the circumstances that led you to do so. We try to be forgiving of candidates who are simply unpracticed in the art of interviewing, and may dress more casually (or formally) than expected, for instance, or may be less than precisely punctual or unsophisticated in other ways. But you may of course record your honest impressions in the interview write-up.

The interview report:

What to tell us:

You are free to write your report in any style that is comfortable to you. We see everything from elegant prose to crisp bullet points. We set no specific parameters for length, but extremely terse reports lack the descriptive texture that lends credibility to any conclusions drawn. Extremely long reports often include unnecessary details – even to the point of obscuring the gist of your impressions.

In general, we think it's wise for interviewers to complete write-ups as soon as possible after the conversation concludes while memories are still fresh.

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While the Admissions Committee already has the applicant's academic credentials and extracurricular resume, you can make observations about her expressive abilities or depth of thinking that aren't easily captured in SAT scores or grade averages. You may be able to gauge more accurately the authenticity of her enthusiasm for an academic subject or commitment to an activity through your in-person conversation.

The assessments you make about your interviewees are strengthened with any supporting details you can include. If the applicant seems to you like one who'd be a lively contributor to seminar discussions, tell us how he gave you that impression. If you think she would be a great roommate and member of her residential college, tell us about her demeanor or something she said that led you to that conclusion. You may find it helpful to include quotations – or at least paraphrased utterances – in your report.

Sample reports:

We offer these samples of actual interview reports or excerpts to highlight the kinds of commentaries that help the admissions committee make careful, informed decisions. For contrast, we've included examples of write-ups that could have been more influential with the addition of supporting detail. This selection is not fully representative of the many effective reporting styles used by ASC volunteers, but we hope it serves illustrative purposes. We've changed names and other identifying characteristics.

Sample
Reports »

Ethical considerations:

We hope you enjoy the privilege of and pride in representing Yale. That comes with some responsibilities which should be easy and natural to fulfill, mostly because they require only common sense and general thoughtfulness. Here are some of the key ideas; we trust you to adapt or extrapolate where appropriate.

Ivy+ Best Practices:

The Ivy+ Colleges and Universities have agreed to abide by these general practices and principles. Individual institutions may tailor these practices to suit their individual programs.

1. Institutional Priorities

- a. Subscribing institutions agree to have a statement of purpose defining the roles of alumni volunteers and their interactions with prospective students.
- b. Schools will provide training to alumni volunteers.
- c. Legitimate complaints will be investigated without prejudice to the applicant at any point in the admissions process in a timely manner. Institutions will provide a point of contact for counselors, parents, and students to contact the alumni admissions program with any such complaints.

2. The Role of the Alumni Volunteer

- a. Alumni volunteers will abide by the non-discrimination policies established by the individual institution.
- b. Alumni volunteers will abide by the confidentiality policies of the program and the institution.
- c. Alumni volunteers will abide by [the best practices established by NACAC](#) and the NCAA.

3. Eligibility

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- a. Conflicts of interest, real or perceived, will inform the volunteer's eligibility, as determined by each individual institution. Such conflicts may include:
 - i. Admissions officer or a college counselor
 - ii. Secondary or post-secondary institution employee
 - iii. Immediate family member of current applicants to the individual institution
 - iv. Immediate family member of current college applicants
 - v. Independent college counselor
 - vi. For-profit college preparation consultant
 - b. An alumni volunteer may not represent more than one undergraduate institution in the same admissions cycle.
4. Expectations for Alumni and Applicant Interactions
- a. Alumni volunteers will strive to create a mutually respectful environment and interaction.
 - b. Alumni volunteers will treat all information provided by the institution or the applicant as confidential.
 - c. Alumni volunteers will not request that applicants provide specific materials (e.g., transcript, application, essays, resume, questionnaire) to their interviewer.
 - d. Alumni volunteers should not create any impressions or expectations, positive or negative, about the student's probability of admission.
 - e. Alumni volunteers will ensure that interactions occur in a safe, accessible and neutral location; at a time that is agreed upon by **both** parties; and that respects the volunteer's and the student's commitments to school, work, activities, and family obligations.
 - f. Alumni volunteers will not interview applicants with whom there is an existing personal, familial or professional connection.
 - g. Alumni volunteers will not initiate conversation that may make a candidate uncomfortable or that is overly personal, whether with regard to the candidate or the volunteer.
 - h. Alumni volunteers will use appropriate language.
 - i. Alumni volunteers will not use disparaging comparisons of secondary or post-secondary institutions.
 - j. Alumni volunteers will not ask the student where he or she is applying.

ASC eligibility:

ASC members are not permitted to recruit or interview for another undergraduate college.

If an ASC member's child is in Yale's applicant pool during the current admissions cycle, he or she must step away from the ASC during that cycle and not conduct any interviews. We also ask that members take a year off from the ASC if a grandchild, sibling, or other close relative is applying to Yale.

Independent college counselors or individuals otherwise engaged in helping students prepare college applications (college admission officer, for-profit college preparation consultant, etc.) are not permitted to be ASC members.

School-based counselors and teachers may interview, but they should not interview students who attend the schools in which they work.

Interview conduct:

Please conduct interviews in English.

We strongly prefer that interviews be one-on-one conversations. For even the most poised of applicants the college interview can be stressful, and facing more than one interviewer, no matter how warm and approachable they are, may be intimidating. Only interview students with whom you have no prior association or connection – re-

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frain from interviewing friends, relatives, friends of friends, children of friends and relatives, etc. We trust you to be unbiased, but in the high-anxiety climate of college admissions, we think it's better for everyone if we avoid even appearances of a conflict of interest. If your ASC Director happens to assign you a student who fits in the "I should recuse myself" category, simply decline the assignment.

Avoid anything in the conversation that implies you or the University prefer students of certain political persuasions, religious beliefs, or other personal points of view or backgrounds. Do not ask where else an applicant is applying, and do not denigrate other colleges or high schools, and, of course, do not discuss other candidates during the interview.

Do not create any impressions or expectations, positive or negative, about the student's probability of admission. Do not ask to see test scores, grades, or a resume, and if the student happens to hand you this information, accept it graciously but then put it aside.

Anything you learn about a student should be treated with utmost respect for privacy. You may find it helpful to discuss an interviewing experience with your ASC Director or with the appropriate admissions staff member, especially if there is a delicate concern or if general feedback would be useful to you. In the extremely rare case where a student might reveal directly or indirectly a potentially dangerous physical or psychological situation, it may be prudent to consult with a parent or school official, but only when safety is at stake and after seeking advice from the ASC Director and admissions staff.

Detailed ASC calendar:

September-October:

- Admissions office recruitment travel, including local information sessions and school visits
- ASC gatherings
- EA interviewing begins

Early autumn sees the heaviest recruitment travel in the US and throughout the world. [Public information sessions](#) may be offered in your area, and you are cordially invited to attend. It is often very helpful to have ASC members on hand to meet and answer questions from students and parents. Although the application deadline is November 1st, you will probably receive interview assignments from the ASC Director via email notification in early fall.

Your Director may also invite you to attend an ASC gathering, giving you the chance to meet fellow members, give and receive tips on interviewing Yale applicants, and otherwise kick off the academic year and admissions season with fellow volunteers and ambassadors for Yale.

Click the image for details on our upcoming events!

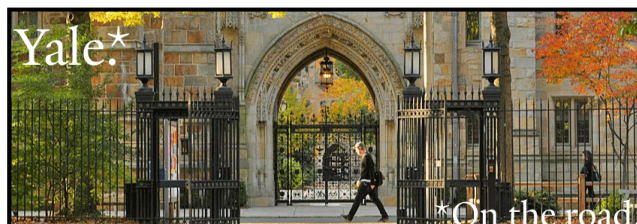


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November:

- November 1 - EA applications due
- Interviews continue

November is a busy month for interviews, given that the EA application deadline is November 1st, and Admissions Committee meetings begin later in the month. You will receive interview requests from your ASC Director via email notification. We urge you to confirm or decline an assignment immediately and then contact students promptly. Try to schedule the interviews during the first half of the month if possible. (Keep in mind that the U.S. Thanksgiving holiday may affect scheduling options later in the month.) By preparing and submitting your interview reports by late November, you will help admissions officers enormously as we prepare for committee meetings. In any case, we ask that you submit your reports no later than December 1st.

December:

- December 1 - EA interview reports due
- Admissions decisions released
- Congratulatory contacts with admitted students

After several weeks of intensive committee meetings, EA admissions decisions are posted online, usually by mid-December. You will be able to view the decisions for the applicants you interviewed in the [ASC portal](#) following the notification date. *The decisions must not be made public or discussed outside the ranks of the ASC membership. We are obligated to maintain the strictest standards of privacy and confidentiality with respect to our applicants, whether admitted, denied, or deferred.*

It is customary for interviewers to contact admitted students to express words of congratulations and willingness to stay in touch if questions about Yale arise. (Remember, students admitted early do not have to make a commitment to attend until May 1st, and continued interest and support on the part of volunteers goes a long way to assuring that the response will be “yes.”) We do not encourage initiating contact with applicants who have been denied admission or whose applications have been deferred for consideration anew in the RD process.

January:

- January 1 - RD applications due
- RD interviewing begins

The RD interviewing season is less compact than the EA period, but the volume of applications is higher. With admissions committee meetings starting in February, the need for prompt action remains – as does the appreciation for your efforts! Please submit your reports no later than February 15th.

February:

- Interviews continue
- February 15 - RD interview reports due

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ASC Orientation

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March:

- Admissions decisions released

By agreement, all eight Ivy schools release admissions decisions online on the same day, usually at the end of March. You will be able to view the decisions for the applicants you interviewed in the [ASC portal](#) following the notification date. *The decisions must not be made public or discussed outside the ranks of the ASC membership. We are obligated to maintain the strictest standards of privacy and confidentiality with respect to our applicants, whether admitted, denied, or placed on the wait list.*

April:

- April 25-27, 2016 - Bulldog Days
- Congratulatory contacts with admitted students
- Admitted student gatherings
- Financial aid and wait list questions

From the moment they receive the decision through the early days of April, admitted students will be soaking up the happy feelings. While many students will have already chosen Yale, a good many will allow themselves to be tempted by a barrage of hopeful solicitations from competing institutions and their alumni and student recruiters. Fortunately, the warmth and sincerity of our volunteer efforts tend to win out over even the fiercest of competition.

But taking nothing for granted, we do all we can to make our prospective Yalies feel welcomed into the community, and we know from experience that they not only appreciate the congratulatory messages, the celebratory events, and offers to answer questions and make connections, but they weigh that caring attention in their decisions to accept Yale's offer.

Bulldog Days can be another turning point for undecided students, so we hope you will urge them to visit campus for the occasion.

While this is an important month for admitted students, it is a significant and often anxious time for the hundreds of students offered places on our wait list. Some students may contact you with questions. Please refer them to the area admissions officer.

It's less common for students who have been denied admission to contact you with "why didn't I get in?" laments, but it can happen. Again, you should always free to refer disappointed students to your area's admissions officer.

May:

- May 1 - Admitted students make decisions by common reply date
- Wait list deliberations begin

Both EA and RD admitted students must record their decisions by May 1st. The Common Reply Date is, by agreement, the same throughout the Ivy League.

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Once we have heard from all admitted students, we know how many (if any) candidates we can admit from the wait list. We begin another round of committee meetings to decide which students to admit. There is no specific notification date for wait list decisions. We do our very best to release the decisions as promptly as possible, and we specifically aim to notify all students by the end of June at the latest. The timing depends almost entirely on the number of spaces available, which affects the length of our committee deliberations.

June-August:

- “Send-off” gatherings for new freshmen and returning students

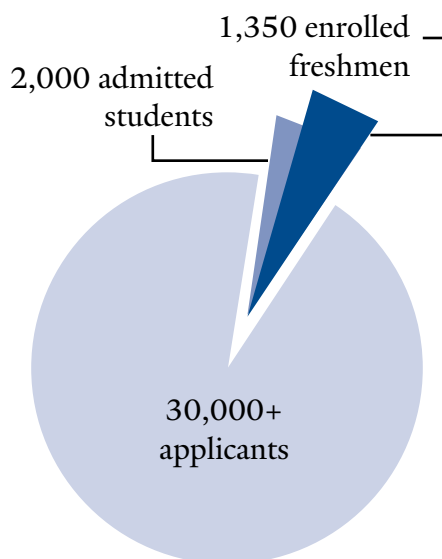
The admitted student gatherings in April tend to be celebratory events, but the “send-off” parties for new and returning Yalies allows for unbridled happiness and shared pride. It’s not only a memorable occasion for the students and their families, but it can be a shining moment for you and fellow volunteers as well. After all, you have played a key role in making Yale a part of the students’ lives, and it should be savored.

Undergraduate Admissions:

Highly selective admissions:

You undoubtedly know that the size and talent of the applicant pool compared to the number of places available in the freshman class severely limit the number of students who will receive good news when admissions decisions are released. Sometimes the news is as disappointing to interviewers as it is to applicants. You are likely to find at some point that your favorite interviewee has applied unsuccessfully – in spite of your enthusiastic masterpiece of an interview report. Your conversation with students might well have a positive impact on them, even if they don’t land at Yale. And, as we often say, applicants’ positive interactions with alumni volunteers brings additional glow to the University’s world-wide reputation.

[Click here to view the full Yale Class of 2019 Profile »](#)



You may be familiar with statistics about our applicant pool. But though they are typically the most quoted figures in guide books and news articles, they don’t come close to describing the variety of talents and backgrounds represented in the cohort of Yale hopefuls, and they tend to suggest that gaining admission to places like Yale is really a contest to see who can present the highest grades and scores, and the most items and awards on their resumes.

It takes months of careful deliberation to assemble a class of approximately 1,350 individuals who bring to the University the range of backgrounds and experiences, depth of abilities and accomplishments, and community-minded human qualities that have enriched Yale year after year. We know that each year our decisions disappoint a great many applicants and their admirers – often

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including ASC members. We regularly see comments from teachers, counselors, and interviewers along the lines of “This student is extraordinary” or “The best I’ve ever seen” or “A must admit for Yale.” Alas, if we were to take all the applicants who received “best ever” level praise, we would have to add at least twelve more residential colleges to accommodate them all. And were we to simply admit as many of the “most impressive” individual applicants we could fit into a freshman class, we would be sacrificing much of the variety of interests, backgrounds, points of view – all manner of diversity – that creates broader and deeper learning experiences for all.

Thanks to your collaboration with us, we not only attract a superb applicant pool, but we enroll classes that only a few peer institutions might match. Your impressions help us see the promise of individual candidates, and your ambassadorial efforts help us assemble the singular and wonderful community that is Yale.

While the interview report can provide helpful information about the applicant, it is but one part of the application process. As previously mentioned, Yale receives far more qualified applications than the number of spots available in the freshman class. Not every student you interview will be admitted, including the strongest, as everyone competes within the national pool. That said, be as open and honest as possible in your reports. If a student is truly a standout, be sure to document how and why. If you had a less-than-favorable impression of the student, be open and honest about that. We are always looking for the “how” and “why” from your reports.

Financial aid:

Yale is one of the most affordable colleges in the country for families with under \$200,000 in annual income – significantly less expensive on average than attending a top public university, even for in-state students. Families who have annual incomes below \$65,000 and typical household assets are not asked to pay anything toward the cost of a Yale education. Yale meets 100% of every admitted student’s financial need, with an aid package that does not require taking out loans.

To apply for financial aid, applicants should submit:

- The Free Application for Federal Student Aid (FAFSA) - fafsa.ed.gov
- The CSS Profile - student.collegeboard.org/css-financial-aid-profile
- A signed copy of the family’s most recent tax returns

Students also make a modest financial contribution from summer and term-time job earnings. [Yale’s Net Price Calculator](https://yale.edu/financialaid), available at yale.edu/financialaid, allows families to receive a more precise estimate of their cost of attendance. More information, including Yale’s criteria for granting Common Application fee waivers, is available at admissions.yale.edu/price.

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Yale ALUMNI SCHOOLS COMMITTEE

Overview for Directors

This resource is intended to give our ASC Directors a quick overview of the Director role as we head into the 2015-2016 application cycle. As we do with our general membership, we encourage you to read this entire resource for in-depth coverage of the ASC Program and the interviewing cycle.

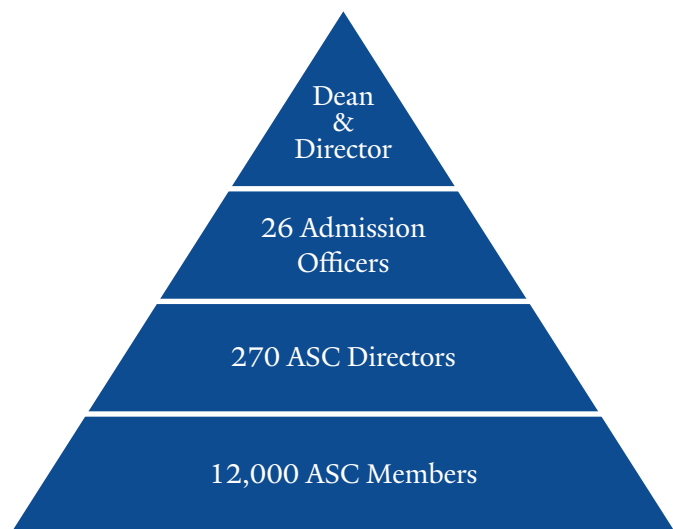
The role of the ASC Director

The ASC is one of the largest and most active Yale alumni organizations with arguably one of the most crucial roles in developing the future of Yale College. As ASC Director you lead a group of volunteers in interviewing and recruiting potential students to our campus community. It would be impossible for Undergraduate Admissions to do its work without the efforts of the ASC. You are at the forefront of this effort.

As leader of your ASC's efforts, you are responsible for:

- **Stewardship**
 - » Maintaining and growing the ranks of ASC volunteers
 - » Training new and returning volunteers
 - » Providing feedback to volunteers
 - » When the time comes, preparing a new Director to succeed you
- **Ambassadorship**
 - » Leading the charge by being the face of Yale to students, families, and schools in your community
 - » Encouraging your volunteers to have rewarding interactions as ambassadors for Yale

Admissions and ASC Structure



Resources for the ASC Director

There is a multitude of resources available for our ASC directors as they provide leadership for their respective ASC's. Most notably, the [ASC portal](#) went through numerous changes in the past year, making your role as a Director even more convenient.

- **Director Portal**

All active and inactive interviewers in your ASC will be listed in the portal. Contact them by mid-September to welcome them back to the ASC and, more importantly, to confirm their participation in the upcoming admissions cycle. This will help to cut down interviewer reassignments later in the process.
- **Virtual Interviews**

Your ASC may have “virtual” members. These are volunteers who may not live within the borders of your ASC, but in many cases have some connection. These volunteers are willing to interview students through virtual means such as Skype, Google Hangouts, FaceTime, etc. Please incorporate these volunteers into your interview assignments, especially for students who may live at the edges of your ASC.
- **Undergraduate Admissions**

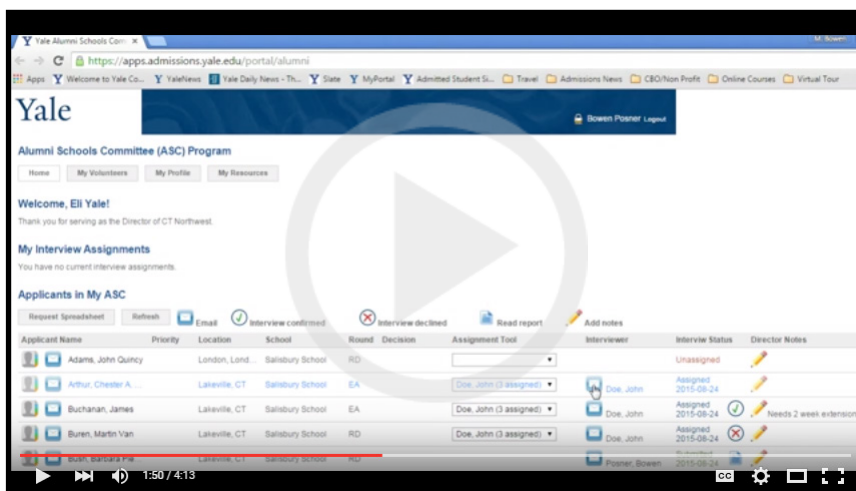
Please feel free to [reach out to the Admissions Office](#) via the contact information at the end of this document, should you need guidance or assistance.
- **Technology Upgrades**

We continue to make upgrades to the [Director portal](#) to ease your use. Directors can now:

 - » Add notes for applicants in the portal
 - » Craft personalized emails to assigned volunteers
 - » Adjust volunteers' preferences and add notes
 - » Quickly recognize volunteers for outstanding service
 - » Email their entire volunteer corps
 - » Easily track to see which volunteers have confirmed or declined interview assignments

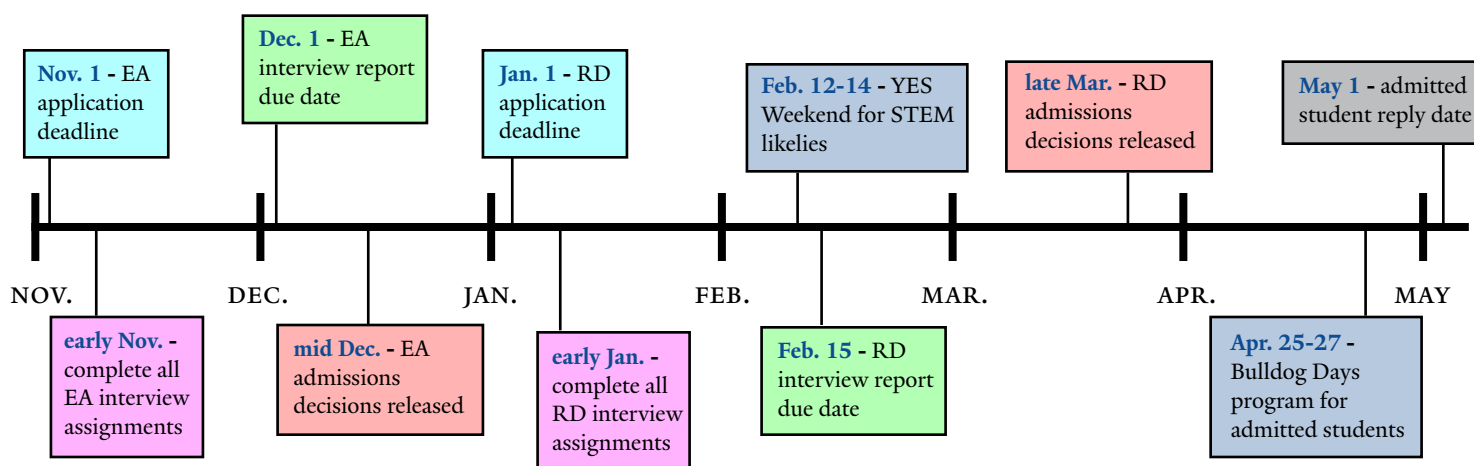
Assigning interviews and managing your ASC (the Director portal)

The [Director portal](#) has been updated with additional features and a cleaner, clearer interface to better assist you in your work as an ASC Director. Please watch this [brief instructional video](#) to take a walk through the new portal.



The interviewing cycle

There are several important dates and time frames to remember throughout the ASC interviewing cycle. Please keep these in mind as you assign interviews, manage your volunteers, and keep track of interview reports.



Your ASC's timeline may have additional markers, especially if you choose to organize events such as group interviewing days, ASC workshops or training, admitted student receptions, or "send-off" programs for matriculated students. We encourage you, as the leader of your regional ASC, to make the most of the calendar year and pursue creative programming for you and your volunteers.

Additional resources

You and your volunteers may find the following links helpful throughout the ASC interviewing season. Although ASC email correspondences will contain these links (and others), we encourage you to direct your volunteers to these resources as they carry out their interview assignments.



Contact us

If you find that you need additional support in your role as Director, or you simply would like to be in touch with Undergraduate Admissions, please feel free to contact your regional admissions officer, or one of the ASC staff members below:

[Bowen Posner](#), Director of the ASC Program
[Donna Alchimio](#), ASC Coordinator
asc@yale.edu (general questions and information)

ASC Orientation

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Why your work is important

The significance of the role you play as a Director of one of Yale's largest and most active alumni organizations cannot be overstated. Even with an admissions staff of nearly forty members and many of the latest communication tools at our disposal, it would be impossible for us to coordinate the network of alumni volunteers who each year manage to interview 18,000 applicants and provide insights that are indispensable in thoughtful admissions decision-making. That coordination task alone would be enough to win our grateful appreciation, but we are fully aware that you and your fellow ASC directors are performing a greater service to Yale than you might imagine. The University's superb world-wide reputation has been burnished and affirmed over three distinguished centuries, but to attract and inspire students who will add to Yale's legacy of educational prominence for the next century requires ongoing demonstration of our character and mission. Through the ASC members you recruit, guide, inform, and cultivate, the world beyond New Haven sees the best of Yale, and the benefits accrue not for the Admissions Office alone, but for the Institution at large.

What is the Director's Role?

The ASC Program constitutes Yale's largest alumni volunteer effort, both in terms of alumni involved and hours committed. There are nearly 270 ASC areas throughout the world, each headed by an alumnus or alumna. Through the ASC Program, Yale alumni interview approximately 18,000 high school students per year.

The job of ASC Director involves a commitment of roughly 40-60 hours per year, plus discretionary activities. Most communication with the Admissions Office and ASC interviewers is via email, and some by telephone. The interview assignment and monitoring process is based in the [Director portal](#).

As an ASC Director, we ask that you be both a manager and a leader. You manage the process of building and maintaining the ranks of ASC members, training new volunteers, coordinating the assignment of interviews, and coordinating local recruitment activities. You lead by setting an enthusiastic and purposeful tone and shaping your ASC activities and communications such that your members embrace a sense of mission beyond mere duty. We hope you will take satisfaction from the knowledge that, through you, alumni of all eras can experience a sense of connection to a place that affected their lives in enduring ways.

Stewardship:

Recruitment: With steadily increasing applications to Yale, some ASC directors find that growing the size of the volunteer corps is desirable, if not downright necessary. The conditions for recruitment of new ASC members varies from area to area, so we won't propose "one-size-fits-all" strategies here, but we will offer some tested ideas as well as sources of advice and help.

"Grassroots" approach: Whether you think five or twenty-five additional volunteers would help meet the demand in your area for interviews, you might simply put out a call to existing ASC members to suggest names of fellow alumni who might be available to serve. Of course, it will help if they are willing to "recruit" the prospective volunteers as well! You and your colleagues might also make a deliberate effort to keep an eye out for interviewer candidates at local Yale Club meetings or other gatherings where Yalies come together.

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Email canvassing: In larger areas, or in regions where a sizeable increase in the number of interviewers is needed, it may be useful to augment the grassroots approach with a broadcast call to service through email – and maybe a follow-up call or note. The Admissions Office can prepare a list of local alumni and send out tailored messages inviting Yalies to consider joining the ASC cause. This is a good way to perhaps discover alumni who are new to the area, or even recent graduates; for them, joining the ASC may be a nice way to begin establishing Yale ties in the community.

Recent grads: The pool of younger Yale graduates can be a rich source of enthusiastic volunteers, and you and your veteran ASC members might wish to make special efforts to target that group, especially those who are returning to their “home” territory where they may have been interviewed. Even if they are located elsewhere, they can connect with local applicants virtually. Again, the Admissions Office can help identify alumni in the area. The Yale Alumni directory may also be a useful tool.

Maintaining and inspiring the ranks:

Inspiring the current ranks of volunteers is another goal of directors which can be addressed in a variety of ways that best suit the circumstances. Natural attrition happens, of course: members move away or have personal reasons for a stop or pause in their service, and interviewers with a child in the applicant pool are obliged to take a “leave” during that academic year. Directors can guard against other kinds of attrition by employing strategies to keep volunteers actively engaged – and by heading off conditions and circumstances that can lead members to drift away. Frequent and encouraging communications can play a major role in connecting with volunteers and rallying them around shared goals.

Training:

Good interviewing technique comes either through instinct or from practice of effective skills. While we can offer a few tips and hints as help, we’d rather not presume that our volunteers need training in the art of interviewing. We think it is much more important to offer guidance regarding the nature and context of college interviews.

That said, it is still very useful early in the interviewing seasons to introduce or reintroduce the essential philosophies and practices that guide our interviewing process.

We ask you to urge every volunteer to take time to explore ASC Orientation, and to take note of the call for an explicit commitment to carry out this important service to the University with the aims of our mission in mind.

Events:

Gatherings for ASC members: These are ideal for addressing the program philosophies and providing the visible demonstration of mutual subscription to the principles of the program.

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ASC Orientation

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Including several ASC gatherings on the calendar is a great way to accomplish a variety of aims:

- Rallying “kick-off” session into lay out the year’s schedule and plans
- Recruiting new volunteers
- Orienting members to the admissions process and interviewing practices
- Ambassadorial events with prospective or admitted students
- Thanking volunteers for answering our call to service
- Complementing other occasions for Yalies to gather socially

You have full license to adapt according to circumstances. And you should not feel obliged to host every gathering; sharing both the planning and the execution of events is a good way to spread the responsibilities and to give others a chance to raise their level of engagement.

Interviews

Assignment logistics:

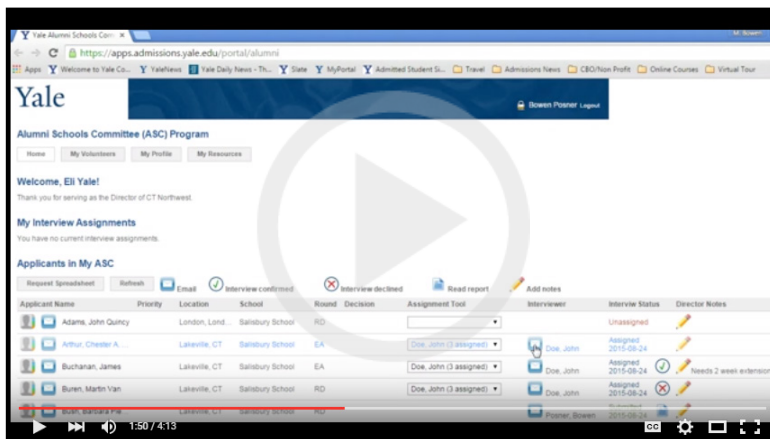
Fortunately, the mechanics of assigning interviews have become increasingly automated, which we hope relieves some of your clerical burden. However, we are fully aware that it takes time and thought to allocate your human resources effectively and efficiently, especially given often changing circumstances. In simplest terms, the aim is to give as many students as possible in your region the opportunity for an interview, which generally means doing a bit of basic math: dividing the number of applicants by the number of interviewers.

On-campus interviews:

A limited number of on-campus interviews are available on a first-come, first-served basis from late-June to mid-August and from mid-September to mid-November. These interviews are conducted by current Yale seniors at the Admissions Office and take approximately thirty minutes.

If an applicant has interviewed on-campus, he or she will not have the opportunity to interview with a Yale alumnus/a.

The Directors portal:



The [Director portal](#) has been updated with additional features and a cleaner, clearer interface to better assist you in your work as an ASC Director. Please watch this [brief instructional video](#) to take a walk through the new portal.

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Challenges:

You may have an abundance of volunteers such that some might be left with very few or even no candidates to interview. This may be a less challenging situation than that of too few volunteers, but we know that it's a challenge, just the same, particularly if you have ASC members who are enthusiastic about being involved. If it's a matter of volunteers having slightly fewer interview assignments than they've had recently, just a word from you to the group will at least let them know that the volume is such that fewer interviews are needed.

If there are literally more volunteers than candidates in an area, you may wish to consider the advantages (if any) in assigning interviews to members who are new or newer to the team and would appreciate and benefit from the experience. Seasoned volunteers may be willing to let other members take assignments—and they may even enjoy the break! Another strategy might be to have a portion of the volunteers handle the Early Action interviews, and let the remaining portion take on the Regular Decision assignments.

You may have volunteers who, for whatever reason, are unable to conduct as many interviews as they had promised and you had expected. Most volunteers will, of course, make heroic efforts to fulfill their commitments to you and the “cause,” but we know that unforeseen circumstances can arise. You should probably assume that one or more volunteers will let you know that they cannot complete some or all of their assignments. You might wish to identify some of your stalwarts and alert them that you may need to call on them to come to the rescue.

You have volunteers who seek to set certain conditions regarding when, where, and for whom they wish to do interviews. As nice as it would be to match interviewers to applicants based on shared interests or backgrounds, directors don't usually have the luxury of “personalizing” the assignment process. While you certainly may try to assign candidates to volunteers whom you believe would be particularly well-suited for the interviewee, we urge you to avoid setting expectations that interviewers can pick-and-choose interviewees.

We've noted the [ethical considerations](#) regarding interviews for ASC members (e.g., not seeking or accepting assignments of students known to the volunteer), but even as a practical matter, it may not be possible for you to accommodate members' insistence regarding whom they wish to interview. You are less likely to have a volunteer who schedules interviews at odd hours or at inappropriate locations (such as in their home), but that would constitute a real concern. Most of these situations would surely be resolved by a quick word from you, but in rare cases you may need to have a conversation with a volunteer about whether the guidelines of the ASC Program fit with his or her expectations. Should such circumstances arise, don't hesitate to consult with the Director of the ASC Program.

You may be directing an ASC region where there are already too many applicants for your volunteers to reach. Or you may face a temporary shortfall because of a surge in applications or reduction in available volunteers. As much as we'd like to offer every applicant the opportunity to meet with an alumnus/a, it's not always possible to arrange, and there's a limit—not rigidly defined, but a definite limit to which we can press our volunteer forces!

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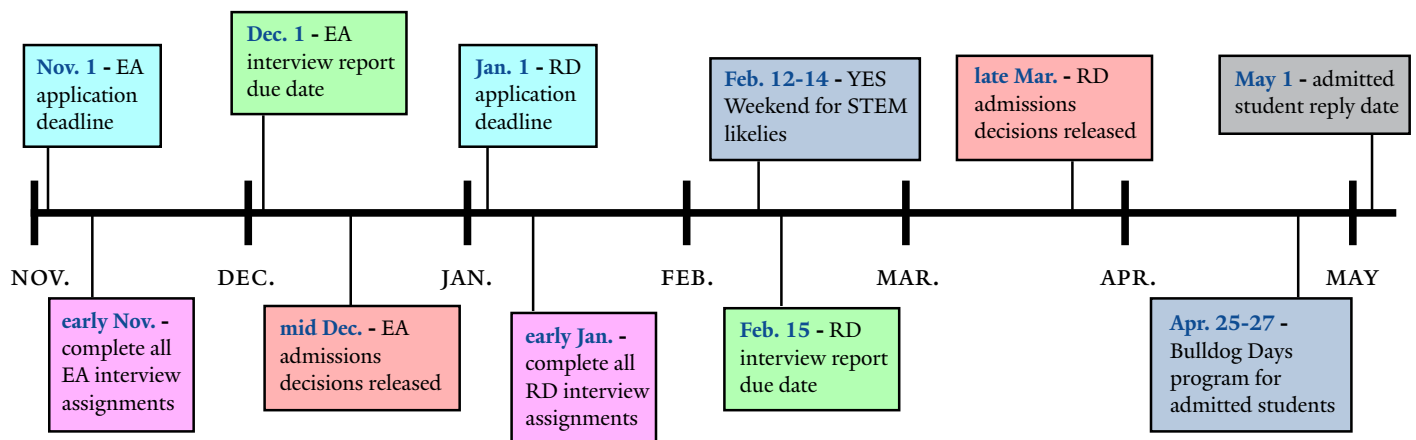
Creative Solutions:

You might consider holding an interview mini-marathon, where a team of volunteers get together for a morning or afternoon and interview a series of applicants. The venue could be a school or library or another spot with a comfortable setting for a combined effort such as this.

Your region may be relatively isolated from other centers of ASC activity, but should you be located in or near one of the higher density areas, you may find it helpful to consult with your counterparts and with your admissions officer to determine whether volunteers in one ASC region would be able to help with interviews in another region.

We have made steadily increasing use of technology to conduct “virtual” interviews when timing and location have made traditional in-person conversations impractical. For some time now, interviewers have arranged phone or web-based conversations on an ad-hoc basis, but we have recently organized a small number of teams of virtual interviewers whose assignments are hard-to-reach candidates for whom interviews are essential. This has been a particularly useful option for those applicants who are otherwise unavailable for the face-to-face interview. You should not hesitate to encourage your volunteers to conduct virtual interviews when they are the most practical option, and should you see the need for expanding the use of virtual interviews in your area, please feel free to talk with your admissions officer about how to proceed.

Detailed ASC calendar:



September-October:

- Admissions office recruitment travel, including local information sessions and school visits
- ASC gatherings
- EA interviewing begins

Early autumn sees the heaviest of our recruitment travel in the US and throughout the world. Officers typically begin making regional travel plans in late summer and confirm individual visit itineraries and public information sessions as the academic year kicks off in early September. We encourage directors to attend one of the Yale information ses-

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sions presented by the Admissions Office in the region. Your regional officer will be in touch with you to apprise you of his or her recruiting plans and invite you to attend any local information sessions that may be on the schedule.

This is also an opportunity to discuss the possibility of organizing a meeting with your volunteer team while the officer is in the vicinity. Officers can give advice about interviewing, answer questions about the admissions process, or simply give ASC members a chance to meet the person who represents applications in your region.

We encourage you to review the list of active ASC interviewers and reach out proactively to excite them for the season ahead. As volunteers respond, adjust their records in the [Director portal](#) to reflect any changes or send changes to [Donna Alchimio](#). If you anticipate a need for more interviewers, let the Admissions Office know in September. We also recommend that you communicate with your ASC volunteers to ensure they are on board for the year and that they update their preferences and contact information.

We will receive Early Action applications from late summer right up until the Early Action application deadline of November 1st, and you would be wise to get a head-start on making interview assignments early, rather than waiting until that deadline.

November:

- November 1 - EA applications due
- Interviews continue

The overwhelming majority of Early Action applications will have been received by the Admissions Office during the last week or so of October, making November a very busy month for interviewing. The sooner assignments are made to accommodate the deadline rush, the more time your team will have to make contact with students, schedule and conduct interviews, and write and submit interview reports by the interview submission deadline of December 1st. By mid-November you will want to begin monitoring the progress of report submissions to determine whether gentle group or individual reminders about the approaching deadline are necessary.

December:

- December 1 - EA interview reports due
- Admissions decisions released
- Congratulatory contacts with admitted students

We encourage you to remind ASC interviewers to submit their reports by December 1st. Likewise, you can review these reports and offer feedback to your volunteers. All or most of the interview reports should be on file by the first of the month so officers can review them in advance of the admissions committee meetings, which commence immediately following a busy Thanksgiving weekend finishing off application reading. By mid-December, admissions decisions are posted online for applicants to see, and very shortly thereafter you will be able to view the decisions for all the applicants in your region.

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It is customary for interviewers to contact admitted students to express words of congratulations and willingness to stay in touch if questions about Yale arise. Remember, students admitted early do not have to make a commitment to attend until May 1st, and continued interest and support on the part of volunteers goes a long way in assuring that the response will be “yes.” We do not encourage initiating contact with applicants who have been denied admission or whose applications have been deferred for consideration anew in the Regular Decision process.

January:

- January 1 - RD applications due
- RD interviewing begins

There is a longer stretch of time available in the Regular Decision season, but the volume of interviews needed is much higher. That means making the assignments as soon after the New Year’s as possible.

With the slightly longer interviewing season, and the seemingly distant decision notification date, some volunteers might be lulled into thinking there’s plenty of time. But with Admissions Committee meetings getting underway in early February, we ask you to monitor the flow of interview submissions and to drop friendly group or individual reminders to your team when needed.

February:

- Interviews continue
- February 15 - RD interview reports due

We strongly encourage ASC directors to review the reports submitted by their volunteers. A quick note of encouragement or appreciation for a report well-written can go a long way!

March:

- Planning an admitted student gathering for April
- Admissions decisions released

The customary admitted student party or reception is not only a celebratory occasion for all involved, but we know that it can be a crucial recruiting experience for students and families who are still mulling over their college choices. An event sometime in the second or third week of April is ideal, given that undecided students must make a commitment to their school of choice by May 1st. You will want to avoid scheduling a gathering that falls on one of the major spring holidays (e.g., Easter, Passover) or during Bulldog Days, Yale’s spectacular admitted student visiting program. We do not invite wait-listed students to the celebratory events or to Bulldog Days, partly for practical reasons and partly to avoid potentially awkward or confusing situations.

By agreement, all eight Ivy schools release admissions decisions online on the same day, usually one of the last couple of days of March. We will notify you of the date. You, as Director, will be able to view all of the decisions for your ASC region online two or three days after the release date, and your volunteers will have access to the decisions made

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regarding their interviewees only. In all cases, the decisions must not be made public or discussed outside the ranks of the ASC membership. We are obligated to maintain the strictest standards of privacy and confidentiality with respect to our applicants, whether admitted or denied.

April:

- April 25-27, 2016 - Bulldog Days
- Congratulatory contacts with admitted students
- Admitted student gatherings

From the moment they get the decision through the early days of April, admitted students will be soaking up the happy feelings. For some, the deal is done: nothing will get in their way of that late summer procession toward New Haven. But a good many will allow themselves to be tempted by a barrage of hopeful solicitations by competing institutions and their own alumni and student recruiters. Fortunately, the warmth and sincerity of our volunteer efforts tend to win out over even the fiercest of competition.

But taking nothing for granted, we do all we can do making our prospective Yalies feel welcomed into the community, and we know from experience that they not only appreciate the congratulatory messages, the celebratory events, and offers to answer questions and make connections, but they weigh that caring attention in their decisions to accept Yale's offer.

Bulldog Days can be another turning point for undecided students, so we hope ASC members will urge them to visit campus for this occasion.

May:

- May 1 - Admitted students make decisions by common reply date
- Wait list deliberations begin

Both EA and RD admitted students must report their decisions by May 1st via the online website established for them. The Common Reply Date is, by agreement, the same throughout the Ivy League.

Once we have heard from all admitted students, we know how many (if any) candidates we can admit from the wait list. We begin another round of committee meetings to decide which students to admit. There is no specific notification date for wait list decisions. We do our very best to get the decisions out as promptly as possible, and we specifically aim to notify all students by the end of June at the latest. The timing depends almost entirely on the number of spaces available, which affects the length of our committee deliberations.

June:

As the season draws to a close, this is a good time to thank and recognize your volunteers for their efforts over the year.

It may also be valuable to craft a summary of outcomes for the team, including some of the key regional data, and perhaps some closing thoughts and observations from you, as

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Director. This can be a fruitful moment to inspire your comrades to answer the call to serve in the upcoming year.

We'll also ask an administrative task of you in early summer: we need you to review your ASC roster of volunteers and make appropriate updates so we can keep our records as current as possible.

August:

- Volunteer recruitment
- “Send-off: gatherings for new freshmen and returning students

Keeping an eye out for prospective ASC members is a year-round activity, of course, but summer may be a good time to recruit volunteers before the next academic year – and interviewing season – kick into high gear.

The admitted student gatherings in April tend to be celebratory events, but the “send-off” parties for new and returning Yalies allow for unbridled happiness and shared pride. It's not only a memorable occasion for the students and their families, but it can be a shining moment for you and your volunteers as well. After all, you have played a key role in making Yale a part of the students' lives, and it should be savored.

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