

**UW-Seattle Business School
SUPPLEMENTAL FACTORS – Spring 2023**

General Guiding Points

- **Personal statements are meant to bring equity* and a holistic lens to an otherwise numerical measurement of potential;** it is not meant to be a reward system for impressive student achievement.

**To critically examine systems to identify and rectify biases that prevent equal access and opportunity to individuals.*

- **Please let any information from other prompts inform your evaluation for each section.** We want an integrated measurement of the pieces they provide us.
- **Do your best not to make generalizations about a student's situation;** if they didn't speak to that exact experience, avoid making assumptions or applying meaning that they didn't identify.
- **Stay consistent in your review.** Keep in mind that your evaluation might change throughout the day (first read vs. last read of the day), so you might want to re-read your first couple of applications just to calibrate your process.

Hardship

Prompt: The Foster School's goal is to admit students who are prepared to be academically successful. We understand that students sometimes face challenges in achieving their academic goals. Please describe any extenuating circumstances that have impacted your higher education experience.

- Please only address time periods in which you received college credit – this may include times in which you received college credit while in high school (i.e., dual enrollment, running start).
- This is your opportunity to explain why you didn't do well in a particular class or over a particular period of time.
- Examples could include but are not limited to being a first-generation student*, health issues, financial challenges, cultural barriers, and/or community resistance to education.

Guiding Points:

- Essays in this section should acknowledge personal hardship and/or systemic barriers faced by the applicant.
- Hardships are largely unexpected or unavoidable events that significantly impact a student's academic experience.
- The point of this essay is to not quantify the severity of the hardship, we are instead considering the impact.
- Review their transcripts to verify the academic impact on grades they described. Use your best judgment as to whether their perception of the impact is reflected in their transcript.

Below are typical categories in which a student might experience personal hardship and/or systemic barriers (not exhaustive):

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Death of Loved One
Disability
Economic/Financial Barriers
Familial/Cultural resistance to education
Health (mental/physical) - both individual and family
Immigration/Undocumented Status
Identity Issues or Cultural Barriers
Safety & Security - stalking, domestic abuse, emotional/physical abuse, loss of housing, food access, etc.
Veteran - leave of Absence, deployment, reserve duties, etc.

Cultural Diversity

Prompt: The Purpose of the Foster School is to develop leaders who strive to better humanity through business. How do you plan to leverage your experiences to advance Foster's Purpose?

- Include how your own cultural awareness has shaped your desire to have an impact as a future business leader.
- Please focus on your own experiences and perspective.

Guiding Points:

- Reviewers should consider that certain communities have been (and continue to be) minoritized as a result of systemic racism, sexism, and oppression. Social inequities are also experienced by our international community, including xenophobia, stigma, and violence.
- Our review of this prompt is designed to acknowledge diverse lived experiences and commitment to bettering humanity as desired qualities of a Foster student.
- Review responses to this prompt in relation to leveraging their personal experience with cultural difference/awareness and their business goals.
- Merely describing the importance of diversity and providing overarching generalizations of cultural awareness without relation to personal experience is not sufficient.
- Identifying membership of a particular marginalized identity is not sufficient.
- Citing various groups/organizations they plan to or promise to join is also not sufficient. There must be connecting points as to why.
- Answers that reflect an understanding of larger systems/institutions and where the student places themselves in the world should receive higher consideration
- This means the applicant not only that they understand their position within these systems, but also identify how their business education/career goals can dismantle social inequities.

Below are the categories* in which a student might address cultural diversity (not exhaustive):
*consistent with UW's Department of History list of identities associated historical and contemporary inequities

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Race
Sex
Class
Nationality
Sexual Orientation
Ability
Religion
Creed
Age
Ethnicity

For additional context, refer to the Foster DEI Glossary: <https://foster.uw.edu/about-foster-school/fostering-diversity/dei-glossary/>

Leadership

Prompt: Please describe any significant additional responsibilities you have had (or continue to have) outside the classroom. Explain what you learned about yourself as a result of the responsibilities.

- Please do not use examples from high school unless you have completed high school within the past 18 months or your responsibilities from high school continue today.
- Significant additional responsibilities might include, but are not limited to: employment, substantial volunteer roles, community engagement, student organization leadership, significant family responsibilities.

Guiding Points:

- This section is meant to understand the student's journey of developing and applying their skills, identifying their values, and their introspective process.
- Consider "significant additional responsibilities" to be those beyond the average student's academic/personal duties, whether chosen for the sake of development, chosen for skill acquisition/income, or unavoidable due to circumstances.
- We are not rewarding participation or quantity of extracurriculars (i.e. a very busy student); we are recognizing the multi-dimensional potential of the applicant beyond academics and their transferable skills.
- At minimum, responses will address the prompt by identifying additional responsibilities and providing specific examples of what they learned about themselves.
- They should be addressing the prompt in a meaningful way; listing accomplishments and the general skills acquired is not sufficient.
- Membership to an organization is not sufficient.
- The Foster School is looking for an uncommon level of leadership/amount of responsibility and who has fully connected their experiences to a gained understanding of self in relation to leadership development.

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Below are typical categories in which a student might demonstrate leadership in multiple contexts (not exhaustive):

- Community
- Family
- Business
- Organizations (community/RSO)
- Volunteer Roles
- Employment

Educational Background

Look for these qualities in the essay questions (any of the above + additional information)

First Generation	Mentions information within other prompts.
Not First Generation	No mention of first generation in any questions.

First-generation, defined by the U.S Department of Education as students whose parents/guardians have not completed a bachelor's (4-year) degree.

A note about the fourth prompt "Is there anything else you would like the Foster Admissions Committee to know about you that you have not already mentioned?"

The information provided by the student in this section can (and should) be used to inform and support any other portion personal statement.

FACTORS	Percent of whole
Hardship	36%
Cultural Diversity	36%
Leadership	18%
Educational Background	10%
TOTAL	100%

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