1. **Autobiography:**

What is your story? Write an autobiography in which you include a description of yourself, your family background, and other significant life experiences through the present time. Be sure to include your college application experience, and how/why you chose to attend Columbia. Your autobiography should also include the nature and development of your interest in your major, how it led to your future professional ambitions, and any other information that you feel would help us in getting to know you better. (one page, single spaced is an ideal length, but you can write a lengthier piece if you prefer.)

1. **Long-term contributions/professional ambitions**

Name a group with which you identify or that you would like to help or impact in the future. Why do you feel a connection to this group? (were you exposed to this group through travel or academic exploration? Are you directly a part of this group? Etc.) What is the central predicament of this group that you would like to address? (If this is a scholarly group, this might be an underexplored area of study; if this is a social group, this might be about underrepresentation in a certain area, etc.)

1. **Leadership and ambassadorial potential**

Choose a single moment or episode in which you chose to act as a response to an issue you viewed as somehow problematic. [Example: While working at a summer internship at an environmentally-friendly textile firm, you noticed that take-out lunches were generating a lot of waste in the form of throw-away containers, cups, forks, and plastic bags. You organized a competition for the best homemade lunch recipes and helped to make such lunches fashionable.] What ethical values, political priorities, intellectual curiosity or thirst for experience inspired you to act? Did you surprise yourself by acting? If so, how? What impact did your actions have on others? Had you anticipated these effects beforehand? What did you learn about yourself as a result of this action? (1/2 page – 1 page, single spaced, is an ideal length for this question!)

**Supplemental questions**

(The answers to these questions can be brief—150 words is an approximate length.)

1. What do you do to relax and have fun? What are your hobbies?
2. What would you describe as your most important non-academic strength or asset?
3. What would you describe as the personal characteristic that you most need to work on? (Avoid saying you’re a perfectionist or that you have a tendency to overcommit! If you need some inspiration, take a look at the Core Competencies listed in Appendix A.)
4. Describe an instance in which, as an adult, you felt disappointed in yourself. Describe the nature of that disappointment and tell us how you handled the situation. What did you learn from the experience?
5. Tell us about a time you felt humbled.
6. Do you feel that your academic record is an accurate reflection of your ability? If not, why?
7. If there is a break in your educational history (that is, a semester or year off *during* college), please explain. Include information about what you did during that time away from college.
8. Have you ever been sanctioned by Columbia (academic or disciplinary probation/suspension) for academic performance or conduct violations? If yes, explain.
9. Tell us about a significant ethical dilemma that you have faced in your life (excluding incidents of academic dishonesty involving another person). Explain how you dealt with or resolved the issue and what resources you relied on to help you navigate the issue (people, beliefs, books, etc.). Please reflect on the impact that this dilemma has had on in the long term.
10. Describe a moment when you made it a priority to pursue the well-being of another person (or people). What obstacles (internal or external) did you have to overcome to carry out this action? What effect did your actions have in terms of your sense of self and your sense of your community?

List five things about yourself that would surprise a reader (i.e. not something that would appear in a traditional resume). These things can be quirky, funny, informational, etc.

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**Activities Grid**

Please list the *extracurricular activities, work experiences and volunteer experiences* (e.g. clubs, athletics, community service, jobs, research, religious activities, music studies, performance, etc.) in which you have participated during and after college. Include offices held, extend of involvement, and/or programs worked on. Please use one row per activity. Do not feel obligated to use all lines provided unless necessary. (As opposed to your resume, this is an opportunity to explain at length what you have done in the positions that you have held. This information is incredibly helpful to us in speaking about your training, commitment, and leadership abilities in different contexts!)

Please type one of the following under Experience Type for each activity: Paid Employment; Community Service/Volunteer; Research/Lab; Teaching/Tutoring; Honors/Awards/Recognitions; Conferences Attended; Presentations/Posters; Publications; Extracurricular/Hobbies/Avocations; Leadership—not listed elsewhere; Other; Intercollegiate Athletics; Artistic Endeavors. **Please list in reverse chronological order (i.e. most recent engagements first)!**

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| To/From Dates (Month and Year) | Activity/Organization/Employer Name | Experience Type | Leadership Positions (Include dates) | Paid(yes/no) | Avg. hours/ week | Experience Description |
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**Appendix A: Core Competencies**

The Core Competences are intended to be a tool with which you can consider your experiences as a student, both here at Columbia, but also extending beyond your time here. To learn more about the Core Competencies, go to <https://www.college.columbia.edu/journey/competencies>.

**Oral Communication:** Effectively articulates ideas and perspectives; expresses oneself clearly in conversation, communicated complex ideas with precision and clarity. Listens effectively.

**Teamwork and Collaboration:** Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals.

**Civic and Individual Responsibility:** Demonstrates a desire to help others and seeks to positively impact the communities with which one engages, on the local, national and/or global level. Cultivates personal and academic integrity, and adheres to ethical principles and moral reasoning. Takes responsibility for personal actions and performance.

**Community Engagement and Inclusion:** Demonstrates a sensitivity to others’ perspectives, needs and feelings; engages with one’s sense of responsibility to society in ways that benefit the broader community. Engages diverse and competing perspectives as a resource for learning, citizenship, and work.

**Global Awareness:** Experienced intercultural interactions and communications and have built an understanding, intellectual and/or personal, which has been inspired by engagement with peers from around the world.

**Wellness and Resilience:** Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.

**Creativity and Innovation:** Ability to think flexibly, and learn new concepts and skills. Engages in reflective practice for improvement; sets goals for improvement and for learning new concepts and skills; solicits and responds appropriately to feedback.

**Critical Thinking:** Have acquired the tools necessary to engage with a particular subject or question with rigor. Explores opportunities to think critically that include new and different perspectives.

**Written Communication:** Effectively articulates ideas and perspectives; uses language to clearly present information, to communicate complex ideas with precision and clarity.

**Knowledge:** In-depth broad-based understanding of one or more disciplines; interest in advancing one’s proficiency in a particular area or field of study.

**Research:** Conducting an in-depth investigation of a particular question or topic that contributes to a discipline, area or theme. Leverages opportunities to present research to the broader community.

**Information and Technological Literacy:** Leveraging digital and technological resources to enrich one’s exploration of a particular topic, both inside and outside of the classroom.

**Quantitative Literacy:** Learning how to analyze and interpret data, and to consider the bridges between different disciplines and areas of study that such analysis might support.