Student Involvement Guide
& Workbook

What’s Inside:
• What is involvement?
• What’s in it for you?
• Finding the right match
• Tracking involvement

Printed by:
Center for Student Involvement
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Involvement: It’s Up To You!

One of the most valuable assets you possess is your time. Whether going to class, studying, working, attending events or socializing with other students and friends, activities play a key role in your success and enjoyment of college. Becoming involved in activities outside of the classroom leads to many opportunities and benefits including:

- meeting people and developing friendships
- practical application of classroom or research knowledge
- making a difference and contributing to your community
- exploring and gaining career related experiences
- maintaining a balanced lifestyle
- developing personal skills such as adapting to new situations, becoming aware of different cultures and lifestyles or gaining an appreciation of the arts
- learning and practicing leadership and interpersonal skills
- having fun

The Student Involvement Guide

Getting Connected

This guide has been created to help you find and select the involvement activities that may meet your needs. It lists myriad opportunities and resources ranging from on-campus jobs to specific events and student organizations. Here’s how to start matching the activities and resources to your interests.

1. Select two or three interest areas. They can be activities you’ve previously enjoyed or experienced success in, something related to career or academic interests or just an involvement that sounds interesting and fun.

2. Set goals. Decide what you want to gain from your college activities (growth, recognition, achievement, participation, enjoyment), browse through the Involvement Guide and select activities that provide opportunities to achieve those goals.

3. Take risks. Join a student organization, try a new sport, or apply for a student leadership position. Only by trying will you know if an activity is right for you. And if an involvement doesn’t seem like a good fit, don’t give up, try something else. You’ll have learned from the experience and focused your field of interests.

4. Have fun. Remember your time is valuable; spend it doing things you like and that benefit your life and college career.

"Choosing to get involved here is one of the best decisions you can make during your time spent at UWM. You will meet some of the coolest people and make life-long friends while having great times and exciting adventures. Not to mention you will gain some valuable leadership experience to build your resume for when you are done with school." - Student
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Student Involvement Guide and Workbook v.1.0
Welcome to the first edition of the Student Involvement Guide and Workbook (version 1.0). The 2.0 version will be available online in the near future.
Introduction

No one ever regrets getting involved in college, but a lot of students have shared with us how much they regretted NOT getting involved or waiting too long before they took the leap. Don’t sleepwalk through your time at UWM, get involved and do it now!

What is involvement?
Involvement is FUN! It’s exciting. It’s a risk. It can be scary at first. It’s about connecting to new people and making friends that you will know for the rest of your life. It’s about exploring and trying new stuff. It’s about preparing for a new career or developing a new hobby. It’s about making UWM your school and getting the most from your time in college. Most of all, getting involved is totally worth it.

Take some time to think about where you want to be tomorrow, next year, or in 10 years and we can help you get there by finding opportunities to get involved at UWM. This guide is a resource, even more helpful is sitting down with an RA, mentor, advisor or one of our super-friendly staff in Union 363 to talk about your goals and how you can take the next step towards achieving them.

What’s in it for you?
Students get involved for different reasons and they choose all sorts of cool stuff on campus and in the community to explore - from service opportunities to intramural sports. We don’t care what you choose to get involved in, we just want you to get connected to something that excites you and opens up opportunities for you to learn and grow during your time on campus.

Getting Involved with a Student Organization
Being a member of a student organization can be a great way to explore an academic interest or develop a new hobby while meeting new friends. While academic success is a major focus of college, co-curricular activities help you learn and grow beyond the walls of the classroom and can provide you with hands-on training to better prepare you for your future career.

Participation in student organizations offers you opportunities for fellowship, leadership, recreation, and meaningful interaction with faculty, staff, and peers. The experiences you gain through being actively involved on campus can help transform what is sometimes a large and overwhelming institution into a place you can call “home.” There are over 300 organizations to choose from and you can use the search function on our database to find the right option for you: www.stuorgs.uwm.edu.

Finding the Right Match
Begin by asking yourself some questions:

- What am I looking for in an organization?
- What do I want to get out of my involvement with this group?
- Will joining enhance or deter me achieving my academic and career goals?

Next Steps
You can contact an office or organization directly or set a time with staff in the Center for Student Involvement to think more about your goals and how getting involved will help you achieve them. Stop by our office in Union 363 or send an email to us at activities@uwm.edu to set a time to chat.

Acknowledgements
Several resources were used to develop this manual:
Involvement Guide, Student Involvement, University of Nebraska-Lincoln, 1998-99
University of Arizona, Leadership and Involvement Transcript, Avenues website, downloaded summer 2012

Alternative Format
Students who need an alternate format of this document should contact the Center for Student Involvement (CSI) at 229-5780 or activities@uwm.edu.
Planning My Involvement

Knowing Myself
If you have ever used a map you know that in order to get to your destination you need to know where you are beginning your journey. This section of the Involvement Guide will help you explore your values, passions, and interests. By engaging in some initial self-examination, you will be developing the following skills:

- **Self Understanding** - You will have the opportunity to explore your values, passions, and strengths to help you better understand your capabilities and talents.
- **Understanding your Personal Values** - You can use the following resources to explore what’s most important to you and how your values impact the choices that you make.
- **Understanding the Scope of your Capabilities** - Develop a better understanding of the capabilities and talents that you have and how they can help you be successful.
- **Analysis** - The tools in this section can help you to analyze your capabilities so that you can make intentional choices about your future.

Are you feeling overwhelmed?
Take a deep breath and consider making an appointment with your first year mentor, RA, academic advisor or one of the super-friendly folks in the Center for Student Involvement. We are here to walk you through thinking about your values, your goals, and how to get the most from your UWM experience! Just email us at activities@uwm.edu or drop in and see us on the 3rd floor of the Union (Room 363).

Understanding My Values
It is essential to understand what is important to you and what you value when determining the best leadership and involvement opportunities for yourself. This way, you can align your values and your goals with your involvement choices.

**What are values?**
The American Heritage Dictionary defines a value as “a principle, standard, or quality considered worthwhile or desirable.” Begin by reflecting on the following questions:

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<th>What has shaped my values in the past?</th>
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<th>What continues to shape my values?</th>
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**What are my values?**

On this page are words or phrases that describe values. If something you value does not appear on the list, feel free to add it. Circle your top five values below:

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Now, considering your top 5 values and any other values you may have added, narrow your list to your top 3 values.

**My top 3 values:**

1. 
2. 
3. 

*How do these top 3 values play a role in your daily life?*

*How will my values impact the choices I make for leadership and involvement opportunities?*
Exploring My Interests and Passions

In order to plan your involvement and leadership experiences, you also need to evaluate your interests and passions. What do you care about? What would you like to learn more about? Use the following prompts to think about how you want to be more involved based on your time, availability, and interests and passions.

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<th>Passions/interests I have that I am committed to continue during college:</th>
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<tr>
<th>How I plan to continue these passions/interests:</th>
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<tr>
<th>Passions/interests that I would like to explore during college:</th>
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<tr>
<th>How I plan to explore these passions/interests:</th>
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</table>
Discovering My Leadership Competencies

In addition to clarifying your values and areas of interest, knowing what you are great at and what you still need to work on is crucial for your academic success and in preparing for your future career. However, developing an honest appraisal of your strengths and weaknesses can sometimes be difficult. In the following pages, we have assembled a list of Student Leadership Competencies. The next several worksheets will help you assess the following areas:

- Learning and reasoning
- Self-awareness and development
- Interpersonal interaction
- Group dynamics
- Civic responsibility
- Communication
- Strategic Leadership
- Personal behavior

What Are Your Strengths?

What Areas Do You Need to Improve?
<table>
<thead>
<tr>
<th>0=Strongly Disagree</th>
<th>1=Slightly Disagree</th>
<th>2=Moderately Disagree</th>
<th>3=Slightly Agree</th>
<th>4=Moderately Agree</th>
<th>5=Strongly Agree</th>
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**LEARNING AND REASONING**

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<th>Statement</th>
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<tr>
<td>I seek to understand and appreciate the perspectives of others.</td>
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<tr>
<td>After an experience, I reflect on the positive and negative aspects.</td>
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<tr>
<td>I understand the cause and effect relationship that the individual aspects of a situation have with each other.</td>
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<tr>
<td>I am able to divide information into smaller components for thorough analysis.</td>
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<tr>
<td>I am able to use resources to efficiently and effectively research information such as library resources, online platforms, and scholarly searches (online and in print).</td>
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<tr>
<td>When looking at different sources of information, I am able to identify a central theme common to all the information.</td>
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<tr>
<td>I am able to use my judgment to determine the significance of information in a particular context.</td>
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<tr>
<td>I am able to identify the underlying problem in a situation.</td>
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<tr>
<td>I consider the context of a situation when making a decision.</td>
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<tr>
<td>I am able to develop new knowledge that others can build from.</td>
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<tr>
<td>I am able to take multiple pieces of information and integrate them into one unified whole.</td>
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<tr>
<td>I am able to engage in actions that improve upon one aspect of a situation while causing minimal to no negative impact or positive impact on the other aspects of the situation.</td>
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<tr>
<td>I consider a variety of viewpoints when solving problems.</td>
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<tr>
<td>I am able to determine the most appropriate solution to a problem.</td>
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<tr>
<td>I take what I learned from an experience and integrate it in to my future actions.</td>
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<tr>
<td>I am able to critically examine pieces of information to understand more thoroughly the information as a whole.</td>
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<tr>
<td>I am able to determine how and to what extent information may be valuable in a particular context.</td>
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<tr>
<td>I am able to sort through a vast array of information (narrow down the search) to find the information I am seeking.</td>
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<td>I am able to come up with creative nontraditional solutions to problems.</td>
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<td>I am able to anticipate the effects that changing one aspect of a situation can have on other aspects of the situation.</td>
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<tr>
<td>I am able to distinguish legitimate research/sources from those with less legitimacy by understanding concepts such as media bias, peer review, and self published material.</td>
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<tr>
<td>I am able to develop and assess possible solutions to a problem.</td>
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<td>I allow my world view to be impacted by other perspectives.</td>
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<tr>
<td>I offer new ideas to improve upon a situation.</td>
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### SELF AWARENESS AND DEVELOPMENT

I have a clear understanding of my personality characteristics, beliefs, and interests.

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I have a clear sense of my own values.

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I know what I have to offer in terms of my strengths, abilities, and ideas.

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I have a clear understanding of the competencies I have and the competencies I do not have.

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I seek opportunities to enhance my understanding of myself.

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Unless in a learning environment, I do not engage in tasks outside my competency level.

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I ask others for feedback.

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I make decisions congruent with my values.

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I seek out opportunities to develop my competencies.

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I offer my strengths, abilities, and ideas to positively contribute to both tasks and relationships.

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I refer tasks to others when I do not have the adequate competency level to complete them.

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I consider others' feedback.

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I participate in opportunities to develop my competencies.

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### INTERPERSONAL INTERACTION

I am able to develop connections or associations with others that contribute positively to the wellbeing of those involved.

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I respect the boundaries of those I interact with.

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I attempt to experience the thoughts and feelings of others when interacting with them or making decisions that may affect them.

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I provide support and guidance to those I oversee.

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I use my expertise and experience to teach, coach, share resources, and challenge individuals with less experience and/or knowledge.

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I voluntarily give assistance to others when I have nothing to gain.

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I understand different ways to motivate others.

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I am able to work with others towards a common objective.

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I recognize others' contributions.

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I assist those I oversee in the development of knowledge and skills needed to best complete their intended job.

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I offer critiques, confirmations, and/or advice to others regarding their ideas or behavior.

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I share power, information, and resources with others so they can effectively engage in problem solving and decision making.

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I am able to develop relationships that provide a mutual support system and opportunity for meaningful exchange.

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I am able to assess a situation, both the context and individuals in the interaction, for an understanding of what is the most appropriate behavior for the situation.

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I am able to show others genuine care about their situation or experience.

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I am able to select and apply motivation strategies specific to each person.

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I try to make tasks or processes less difficult or time consuming for others.

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I offer feedback to others in a timely and respectful manner.

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<table>
<thead>
<tr>
<th>I am able to engage in interactions, relations, and exchanges based on what is suitable for the context and person or people being interacted with.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I integrate others’ ideas, strengths, and/or abilities in tasks and/or relationships.</td>
</tr>
<tr>
<td>I am able to work in a situation in which risk and responsibilities are distributed across team members.</td>
</tr>
</tbody>
</table>

**GROUP DYNAMICS**

<table>
<thead>
<tr>
<th>I am able to make meaning of individual and group behaviors within the context of the organization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to assist groups in developing a sense of shared purpose, commitment, trust, and effectiveness.</td>
</tr>
<tr>
<td>I am able to identify internal and external power dynamics of an organization.</td>
</tr>
<tr>
<td>I am able to navigate and impact an organization because I understand why individuals and groups behave the way they do.</td>
</tr>
<tr>
<td>I am able to develop a group that works together in the most effective, efficient, and empowering manner.</td>
</tr>
<tr>
<td>I understand strategies to effectively create change.</td>
</tr>
<tr>
<td>I am able to assess how power dynamics might affect individuals, groups, and the organization.</td>
</tr>
<tr>
<td>I am able to navigate power structures to achieve the best possible outcome.</td>
</tr>
<tr>
<td>I am able to select particular strategies to create change that are most sustainable and supported in the context in which the change is occurring.</td>
</tr>
</tbody>
</table>

**CIVIC RESPONSIBILITY**

<table>
<thead>
<tr>
<th>I participate in community service.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I attempt to expose myself to people from a variety of backgrounds, experiences and/or beliefs.</td>
</tr>
<tr>
<td>I seek out information about the conditions and/or situations of other individuals and/or groups to have a better understanding of others’ circumstances.</td>
</tr>
<tr>
<td>I understand the social power structures that result in advantage for some social groups and disadvantage for other social groups.</td>
</tr>
<tr>
<td>I contribute to the creation and fostering of a welcoming environment for others.</td>
</tr>
<tr>
<td>I make sure to act in ways that do not detract from the welfare of society and its members.</td>
</tr>
<tr>
<td>I promote to others the importance of exposing themselves to people from a variety of backgrounds, experiences and/or beliefs.</td>
</tr>
<tr>
<td>I help others feel like they belong.</td>
</tr>
<tr>
<td>I try to create more equal distribution of social power and reduce the disadvantages that some groups in society have by challenging unequal power structures.</td>
</tr>
<tr>
<td>I attempt to gather a wide range of thoughts, ideas, and experiences to integrate in to tasks and processes.</td>
</tr>
<tr>
<td>I adapt my behaviors and/or decisions based on what I know about the conditions or situations of others.</td>
</tr>
<tr>
<td>I reach out to others, especially those who may be more isolated, to include them in experiences.</td>
</tr>
<tr>
<td>I offer my time, energy, resources, and/or ideas to contribute to the welfare of society and its members.</td>
</tr>
<tr>
<td>I take on volunteer roles in my organization or community.</td>
</tr>
</tbody>
</table>

**COMMUNICATION**

<table>
<thead>
<tr>
<th>I am able to inspire, influence, counsel, and inform others through oral communication.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When writing, my thoughts come across as understandable and flow logically and clearly.</td>
</tr>
<tr>
<td>I am able to use body language, gestures, facial expressions, and proximity to others to either complement oral communication or serve as communication in and of itself.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>I am able to communicate my beliefs, opinions, and ideas so that others clearly and fully understand both the meaning and significance.</td>
</tr>
<tr>
<td>I am able to manage the group process during a meeting, presentation, or gathering without inputting my opinion.</td>
</tr>
<tr>
<td>I am able to speak with others one-on-one, in groups, and in front of a large audience.</td>
</tr>
<tr>
<td>I am able to direct the flow of a discussion and keep the group on track.</td>
</tr>
<tr>
<td>I am able to diffuse the emotional aspects of conflict by keeping tension and blame to a minimum.</td>
</tr>
<tr>
<td>I give my full attention to others when they are communicating with me to accurately receive the message they are conveying.</td>
</tr>
<tr>
<td>I am able to refrain from using body language, gestures, facial expressions, and personal space that detracts from my communication with others.</td>
</tr>
<tr>
<td>I am able to ask prompt questions that get the group to consider all perspectives.</td>
</tr>
<tr>
<td>I listen intently to others to show that I am paying attention and care about what they are communicating.</td>
</tr>
<tr>
<td>I am able to facilitate in a way that is inclusive of everyone in the process.</td>
</tr>
<tr>
<td>When writing, I am able to use words that reflect my intended meaning.</td>
</tr>
<tr>
<td>I am able to work with competing parties to find common ground.</td>
</tr>
<tr>
<td>I am able to influence the opinion of others.</td>
</tr>
</tbody>
</table>

**STRATEGIC PLANNING**

<table>
<thead>
<tr>
<th>I know how to develop a mission statement.</th>
</tr>
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<tbody>
<tr>
<td>I know how to develop a vision statement.</td>
</tr>
<tr>
<td>I set goals by laying out targeted measurable objectives that have specified timeframes for completion.</td>
</tr>
<tr>
<td>I understand strategies to help me manage my time.</td>
</tr>
<tr>
<td>I am able to lay out a course of action to complete my goal or objective.</td>
</tr>
<tr>
<td>I understand ways to create systems and structures that allow me to effectively manage, monitor, and utilize information, resources, and materials.</td>
</tr>
<tr>
<td>I believe that deadlines and due dates are important for follow through and efficient functioning of individuals and groups.</td>
</tr>
<tr>
<td>I refer to my personal or organizational mission statement to help me make decisions.</td>
</tr>
<tr>
<td>I set deadlines for tasks I need to complete.</td>
</tr>
<tr>
<td>I keep my information, resources, and materials organized.</td>
</tr>
<tr>
<td>I refer to my personal or organizational vision statement to help me develop and engage in long term strategies to achieve the vision.</td>
</tr>
<tr>
<td>I am able to implement time management strategies that best assist me in accomplishing tasks within specified time frames.</td>
</tr>
<tr>
<td>I complete the goals I set or that are set for me.</td>
</tr>
</tbody>
</table>

**PERSONAL BEHAVIOR**

<table>
<thead>
<tr>
<th>I refrain from behaving in ways that circumvent laws, policies, practices, or established codes of conduct for my individual benefit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I see things through to the end even in the face of adversity.</td>
</tr>
<tr>
<td>I am able to bounce back or easily recover after a setback.</td>
</tr>
<tr>
<td>I attempt to resolve situations resulting from my mistakes or bad choices.</td>
</tr>
<tr>
<td>I am able to quickly, positively, and smoothly transition others in response to a known or unknown change.</td>
</tr>
</tbody>
</table>
I try to look for the positive aspects of a situation.
I am able to move forward without all the necessary information if I need to.
Others can depend on me to follow through on what I say I will do.
I give 100 percent effort in all that I do.
I am able to find answers to questions on my own without assistance or guidance from others.
I take initiative to get things done without being asked or prompted by others.
I accept the consequences of my actions.
I am able to move an organization forward productively during and after a change.
I am able to demonstrate confidence in my knowledge, convictions, and/or capabilities.
I display a “can do” attitude.
I admit when I have made a mistake.
I am able to monitor the progress and timeliness of my own work without follow up from others.
I act in an ethical manner.
I am able to take charge if a situation needing leadership arises.
I attempt to face challenges and adversity with a positive outlook and minimal stress.
I am able to easily adapt my plans at the last minute to respond to an unpredictable situation or new information.
I apologize for my actions when they have a negative impact on others.

**DEMOGRAPHICS**

<table>
<thead>
<tr>
<th>Major:</th>
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<tbody>
<tr>
<td>Race/Ethnicity:</td>
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<tr>
<td>Gender:</td>
</tr>
</tbody>
</table>
### COMPETENCY DESCRIPTIONS:
These descriptions are used to clarify what your competencies mean. One or two word labels are not enough to capture what the competency includes and refers to so the descriptions are provided to assist you in understanding the competencies you have ranked.

<table>
<thead>
<tr>
<th>L &amp; R</th>
<th>LEARNING AND REASONING</th>
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<tbody>
<tr>
<td>Total ____/24</td>
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#### Research
Leaders can often get inundated with the vast amount of information being produced and shared in a variety of formats, some of which is useful and some extraneous to the leaders' needs. It is important that leaders can produce and distinguish useful, legitimate information most applicable to each leadership situation.

#### Other Perspectives
Leaders do not have all the answers. It is essential that leaders are able to truly consider other opinions, experiences, and outlooks to help them develop better solutions and approaches when dealing with leadership situations. In addition, considering other perspectives helps leaders relate to and appreciate others more by better understanding their viewpoints.

#### Reflection and Application
Being able to look at the past and better understand a situation, the strategies used, and the impact of decisions can help a leader learn what might work best in future situations. It is learning from failures and successes of the past that leaders can better lead in future leadership situations.

#### Systems Thinking
Leadership is about networks: individual, organizational, and community. A decision by one can have an impact far beyond the immediate scope of the decision maker. Therefore, leaders must be able to understand how networks work and be able to navigate through both the ripple effects of others' decisions as well as engage in their own decision making that considers the impact to a larger network or system.

#### Analysis
Leaders are confronted everyday with decisions, decisions that may have a large impact financially, organizationally, politically, socially, and/or interpersonally. With this responsibility comes the great need to understand a situation in its entirety, all the individual pieces as well as the whole, to be able to make meaning of the situation and make the best decision possible.

#### Synthesis
As the creation of information continues to grow, the demand for effectively managing that information is a necessary function of leadership. Leaders must be able to look at a variety of information, some seemingly unrelated, and connect that information to make sense of the bigger picture so that effective and sustainable decisions can be made.

#### Evaluation
Leaders make difficult decisions every day. In order to make the best decision possible, leaders must be able to sift through a vast array of information with a critical eye determining the use and importance of every piece of information received. Leaders must be able to look at all of this information and determine which information is most impactful to their situation and which information is just informative. Navigating through this vast array of information and determining what is useful, to what extent, and how it is useful can help inform the leaders in making effective decisions.

#### Problem Solving
Although everyone is confronted with problems, because leaders are connected to a larger system, problem solving can often have higher stakes for a group or organization. So, the ability to effectively solve problems is paramount for leaders. Effective problem solving has the opportunity to prevent damage, achieve a successful and productive outcome, refrain from negatively impacting others and in some cases can positively impact others, and prevent a problem from reoccurring.

#### Decision Making
Leaders are constantly engaged in leadership situations that require a decision to be made. Each decision needing to be made is situated in a context, factors that affect that specific decision such as people involved or affected, time, and resources. Understanding this context can help a leader make the most effective, productive, and sustainable decision appropriate for that exact situation.

#### Developing Original Ideas
Leadership situations are complex involving a variety of people, perspectives, and circumstances. This complexity often does not call for a one size fits all approach. Therefore, it is vital that leaders create plans, processes, and solutions to better address each complex leadership situation in a unique fashion.
<table>
<thead>
<tr>
<th><strong>SA &amp; D</strong></th>
<th><strong>SELF AWARENESS AND DEVELOPMENT</strong></th>
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<tbody>
<tr>
<td><strong>Total ____/13</strong></td>
<td><strong>SELF AWARENESS AND DEVELOPMENT</strong></td>
</tr>
<tr>
<td><strong>Self Understanding</strong></td>
<td>Self awareness is vital to effective leadership. Not understanding how one might respond to change or working from one’s weaknesses thinking they are strengths can have devastating impacts on others. However, when a leader understands his or her feelings, beliefs, actions, and personality, he or she can emphasize strengths and mitigate weaknesses in their leadership style and lead with more authenticity and in a more productive manner.</td>
</tr>
<tr>
<td><strong>Personal Values</strong></td>
<td>Values are a guiding force for individual behavior. Being aware of one’s own values can help leaders prioritize organizational initiatives and make decisions congruent with their values. And, leaders who demonstrate their values through leadership can influence and inspire others to work with them.</td>
</tr>
<tr>
<td><strong>Personal Contributions</strong></td>
<td>Everyone has assets, those aspects of themselves that are helpful and contributory including strengths, skills, knowledge, and ideas. Leaders who know what their assets are can tap into them to lead more effectively. A leader who contributes the strength of compassion when someone in the group falls on hard times can positively impact others, or a leader who contributes the skill of website design when others in the organization lack that skill can contribute positively to a needed task. Leaders give of themselves to make their organization better.</td>
</tr>
<tr>
<td><strong>Scope of Personal Competencies</strong></td>
<td>Just as important as it is to know the strengths, skills, and talents that a leader may bring to a situation, it is just as vital for the leader to know what he or she does not bring to the situation. This allows the leader to leverage other strengths, skills, or talents to fulfill a task or tap into the strengths, skills, or talents of others. Not only can this be empowering to those whose competencies are tapped into, but it can also produce better results for the task at hand.</td>
</tr>
<tr>
<td><strong>Feedback from Others</strong></td>
<td>For a leader to continue to develop as well as enhance effectiveness with others, being self aware is key. Sometimes, however, a leader cannot simply self assess their competencies because there are elements that are not visible in the same way as they are to others. So, these often either go unaddressed or not addressed in the best manner. Being able to seek, consider, and then integrate feedback from others is crucial for a leader to best develop their competencies and increase their effectiveness with others.</td>
</tr>
<tr>
<td><strong>Developing Competencies</strong></td>
<td>Whether it is learning new technology or how to become a better public speaker, leaders are always learning. They may do this voluntarily like seeking out training or out of necessity based on the leader’s role or the group’s needs.</td>
</tr>
<tr>
<td><strong>II</strong></td>
<td><strong>INTERPERSONAL INTERACTION</strong></td>
</tr>
<tr>
<td><strong>Total ____/21</strong></td>
<td><strong>INTERPERSONAL INTERACTION</strong></td>
</tr>
<tr>
<td><strong>Healthy Relationships</strong></td>
<td>Leadership involves having meaningful connections with others; simply interacting with people does not constitute a relationship. A leader who cultivates healthy, mutually beneficial relationships with others can create a trusting environment in which people care about each other. This allows for channels of communication to open for the emergence of new ideas and honest dialogue, a shared commitment for a vision or task, and a personal and professional support structure to develop.</td>
</tr>
<tr>
<td><strong>Appropriate Interaction</strong></td>
<td>Everyone is different whether that is due to a situation, a personality, or a set of circumstances. Leaders must understand this context and gauge their interactions to respect the boundaries, needs, and styles of others.</td>
</tr>
<tr>
<td><strong>Helping Others</strong></td>
<td>There are times in people’s job, family, or personal lives in which they could benefit from assistance, whether that is to make something less difficult or time consuming. Because leaders care about people, they know how valuable it is to help others and foster an environment in which people help each other.</td>
</tr>
<tr>
<td><strong>Others’ Contributions</strong></td>
<td>Leaders know that the unique ideas, strengths, and abilities that individuals bring to a task or relationship are assets because no one person has every great idea or a mastery of all competencies, and certainly leaders cannot do it all alone. Leaders understand this and integrate others’ ideas, strengths, and abilities to better address an issue, strengthen a relationship, solve a problem, or engage in innovation.</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>Empathy plays an important role in leadership. Not only can demonstrating empathy with others build relationships and a sense of trust, it can also help a leader understand another point of view or other set of circumstances to effectively inform decisions and actions.</td>
</tr>
<tr>
<td><strong>Supervision</strong></td>
<td>Leaders want others to succeed, not only because success can be beneficial to the individual involved, but one’s own success can have benefits for others. Because leaders often oversee the work of others whether that is formally or informally, they can be highly instrumental in providing the guidance and support one needs to be successful.</td>
</tr>
<tr>
<td><strong>Providing Feedback</strong></td>
<td>Providing feedback for others can help them in working more effectively by giving ideas and suggestions as to how to improve productivity, effectiveness, or outcomes. Feedback can also help others achieve their goals by providing ideas as to how one might best approach a goal and resources available in doing so. Finally, providing feedback can also improve one’s relationships as individuals often have a blind spot regarding their interpersonal impact and external feedback can help shed light on someone’s behavior so they can make appropriate adjustments.</td>
</tr>
<tr>
<td><strong>Mentoring</strong></td>
<td>It is vital that leaders share their knowledge, ability, and/or experience with more novice individuals to help them develop their capacities. Doing so is not just good for the individual, but developing the capacities of others could contribute to team productivity, a greater sense of trust, more group legitimacy, and allow for the workload to be more evenly distributed.</td>
</tr>
<tr>
<td><strong>Empowerment</strong></td>
<td>Leaders understand the benefit of empowering others. Sharing power allows others to have an investment in a task or process and can provide them a sense of ownership, accountability, and commitment. This may lead to higher quality of work, greater timeliness and follow through, and greater commitment to the task and team.</td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td>Motivation can help individuals get started on a project that may be challenging and see that project through until the end despite challenges. This can be good for the individual and good for the team. That is why it is essential for leaders to find out how each person likes to be motivated and engage in specific strategies that motivate others to do their best work.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>There are a variety of situations in which it is more beneficial to work together than to work independently. These may include solving a challenging problem, addressing an ethical dilemma, or simply completing a comprehensive project. Being able to work together allows a multitude of voices and ideas to be considered, an enhanced sense of group commitment and responsibility to occur, and an increase in human power to execute a task.</td>
</tr>
<tr>
<td><strong>GROUP DYNAMICS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Organizational Behavior</strong></td>
<td>Organizations can be living beings with the organization and its individuals creating and sustaining their own sense of culture, norms, and practices. Leaders need to not only understand the organization, but anticipate, navigate, mitigate, and respond effectively to the behaviors of the organization and those in it to lead most effectively in the organizational context.</td>
</tr>
<tr>
<td><strong>Power Dynamics</strong></td>
<td>Whether it is formal or informal, internal and external power dynamics impact nearly every group. These power dynamics may be influenced by position, seniority, resource access, and/or relationships of its members or stakeholders. It is vital that leaders understand the types of power dynamics that exist in their groups so they can better navigate and respond to the group's needs within the context of these power dynamics.</td>
</tr>
<tr>
<td><strong>Group Development</strong></td>
<td>Working together is not just about achieving an outcome; it is about participating in a process. Leaders need to pay attention to the group process ensuring that the group feels a sense of connection and commitment to both the group and its members. This connection and commitment can foster a sense of trust in which members share ideas, give feedback, follow through, and make difficult decisions. By understanding how groups form and develop, the leader can help the group grow effectively.</td>
</tr>
<tr>
<td>CREATING CHANGE</td>
<td>Nothing stays the same; people change, environments change, and other organizations change. Not only is change inevitable, it can be challenging on people, structures, and processes. And, if change is not instituted well, it can be damaging. Thus, it is imperative that leaders enact change that moves the organization forward that is sensitive to the context and people involved.</td>
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</tbody>
</table>
| CIVIC RESPONSIBILITY | **Diversity**
Leadership is inherently an interpersonal process, and in many situations, leaders will find themselves in the position of working with individuals with many differences. Oftentimes, those differences enhance a group and group functioning. Effective leaders value such differences and seek to promote a diversity of backgrounds, beliefs, and experiences.

**Others’ Circumstances**
It is critical for leaders to seek to understand the situations and/or conditions of other people. Understanding this information not only helps inform the leader’s decisions but also helps the leader understand what others have experienced or are experiencing so as to connect with them with a sense of care.

**Social Justice**
Leadership exists within a larger social system that often involves an inequitable distribution of social power. Effective leaders have an understanding of social power, the inequities that exist in the distribution of social power, and a motivation to lessen or eliminate those inequities. Socially just leaders act in ways that promote a more equitable distribution of social power and also challenge other individuals as well as systems that are reinforcing inequity.

**Inclusion**
Leaders do not just lead an abstract group of people for an abstract cause; they lead with people and for people. Since people like to feel included, whether that is to share their viewpoints, contribute to a cause or task, or simply feel a sense of belonging, leaders must foster an inclusive environment.

**Social Responsibility**
Leaders often have the ability to greatly impact others and society through their decisions and actions, whether that impact is positive, neutral, or negative. Leaders have a responsibility to the community and its members. Engaging in socially responsible behaviors can enhance their positive and/or reduce their negative impact which can foster healthy, caring, and ethical communities.

**Community Development**
Community involvement is essential to creating and maintaining safe and thriving communities. Whether community members are involved in community processes and decision making, collaborative initiatives, volunteer positions, or community service, communities are only as strong as their members’ involvement and commitment. Leaders model community involvement and find ways to contribute personally and/or professionally to the development of a thriving community.

| COMMUNICATION | **Oral Communication**
While the context in which they would need to do it varies greatly, leaders frequently need to be able to effectively speak with others. This may take the form of speaking in front of a crowd, delivering a presentation, running a meeting, or coaching someone one-on-one, among many others. Regardless of its delivery method, effective oral communication allows a leader to inspire, influence, counsel, and negotiate.

**Nonverbal Communication**
Effective communication is more than just saying words out loud; it is also about body language, gestures, and other cues that convey meaning. Being able to effectively communicate nonverbally allows leaders to fully express their intended meaning and show they care, they are listening, and they are being honest.

**Listening**
Leaders know how important effective communication is. They aim to send messages effectively, but it is also vital for them to be able to listen. Effective listening can help prevent miscommunication, as well as allow the leader to better understand messages being communicated, gather ideas and feedback, and demonstrate that they care about what others want to communicate. |
<table>
<thead>
<tr>
<th>Writing</th>
<th>Leaders need to be able to effectively communicate through writing whether that is writing out a vision or strategic plan, developing a proposal, writing a performance evaluation of another, or communicating electronically. Failure to write effectively can result in missed opportunities, miscommunication, or even poor representation of oneself and organization. Effective writing, on the other hand, can help leaders organize ideas, inspire and influence others especially when oral communication is not an option, and showcase accomplishments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation</td>
<td>Groups are powerful engines of problem solving, innovation, and decision-making. To best utilize the group process, leaders need to be able to effectively lead discussions, ask the right questions, and synthesize information. Doing this enables groups to maximize their potential in solving challenging problems, generating new ideas, and making difficult decisions.</td>
</tr>
<tr>
<td>Conflict Negotiation</td>
<td>Conflict is inevitable. Leaders may be involved in the conflict or helping others negotiate through the conflict. Regardless, conflict happens. Avoiding or mishandling conflict can result in strained relationships, difficulty for people to work together, issues of trust, and it even has the potential to escalate into acts of harm. To create a safe, respectful, and trusting environment, leaders must be adept at negotiating conflict.</td>
</tr>
<tr>
<td>Articulating a Point of View</td>
<td>There are many issues, causes, situations, and ideas that leaders create an opinion about. Leaders may believe strongly in one thing and maybe just as strongly not be in favor of another. Effectively communicating what they believe is not easy. So, not only does the communication itself need to be clear and understandable to convey the intended meaning, the leader needs to deliver the information in an influential yet respectful manner. Being able to do this effectively ensures the effective transmission of the message as well as allows the leader to demonstrate a commitment to his or her values, exhibit passion, show others that he or she is willing to put his or her reputation on the line to stand by an opinion, and even convince others to believe what he or she believes.</td>
</tr>
<tr>
<td>SL Total ____/13</td>
<td></td>
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<tr>
<td>STRATEGIC LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td>Knowing one’s values and leading with them is vital to individual and organizational leadership. Because a mission statement is a summary of an individual’s or organization’s values, it can serve as a decision-making compass so that all decisions are made in alignment with the values. On an organizational level, having a mission statement that reflects the values of the organization and its members can help provide guidance and justification to engage in particular behaviors and can serve as a binding force for those in the organization who stand behind the values.</td>
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<tr>
<td>Vision</td>
<td>Vision is an aspiration based on what one imagines the possibilities to be in the future; it is a picture of what one wants the future to look like, as an individual, organization, or community. Developing and having a vision can help people develop strategies, goals, and plans that align with the vision; inspire people to keep moving toward the vision; and allow individuals to avoid distractions and stay focused on the end vision.</td>
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<tr>
<td>Goals</td>
<td>Attempting to achieve a vision can be an overwhelming and daunting task because the vision can be very large and/or take place over a lengthy time span. Breaking the vision down into smaller pieces, such as goals, is key to achieving it. Goals are smaller, measurable, time-sensitive objectives that contribute to the larger vision. Leaders must be able to set goals so that progress toward the larger vision can be measured and so people feel a sense of accomplishment along the way.</td>
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<tr>
<td>Plan</td>
<td>Leaders can be grand thinkers, big dreamers, and aspire to do things no one has ever done. But, how do leaders get themselves, others, and their organization to achieve great things? They must be able to develop a plan to get there. In an effort to reach goals or simply engage in day-to-day organizational operations, leaders must be adept at planning. They must be able to identify tasks and set deadlines so that there is a roadmap in place to get where the leader wants to go.</td>
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<tr>
<td>Organization</td>
<td>In addition to the human relations aspect of leadership, leadership is often about managing a lot of moving parts such as information, resources, and materials. Leaders need to create systems and structures to most effectively manage, monitor, and utilize these moving parts. Not only does this create ease in navigating structural processes, it allows the leader to spend time on more pressing needs rather than attempting to track down information, resources, and materials.</td>
</tr>
<tr>
<td>Time Management</td>
<td>In many situations, leaders are required to complete tasks, or ensure that an entire group completes a task, within a specified time frame. These time frames may be developed by the leader or the group, or they may be defined by some external factors. In the process of engaging in effective time management, leaders may develop their own methods and systems and/or seek to learn these methods and systems from others.</td>
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<tr>
<td>PB Total ____/22 PERSONAL BEHAVIOR</td>
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<tr>
<td>Ethics</td>
<td>Leaders are not exceptions to the standards others are held accountable to; they are the model that others follow. Leaders need to be aware that they have been entrusted to make decisions with far-reaching effects and have a responsibility and obligation to hold oneself to a higher standard. Leaders who act ethically can gain the trust of those they work with, inspire others to greatness, and fulfill the duty of care for those they lead.</td>
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<tr>
<td>Resiliency</td>
<td>Leadership does not always yield positive results in the eye of the leader; leaders face challenge and adversity that they cannot overcome, as well as major setbacks and disappointments. But, it is the leader who can learn from the experience and rise again to the next challenge that sets leaders apart. Many great leaders throughout history have had major setbacks, but we remember them for their ability to not only rise again, but rise higher than before.</td>
</tr>
<tr>
<td>Responding to Change</td>
<td>Because of environmental needs, innovation, or matters out of one’s own control, change can be unpredictable, frequent, and even necessary. The way a leader responds to change can set the tone for others, both affecting the attitude of the group during the change as well as impacting how successful the transition will be. So, leaders must be flexible and positive but must also be able to adapt quickly so that processes and procedures have a quick and smooth transition and others can move forward and adjust to a new way of being or doing things.</td>
</tr>
<tr>
<td>Responding to Ambiguity</td>
<td>Because leaders cannot truly control all circumstances and will never know all the answers, they must be able to respond to uncertainty and the unknown. Leaders need to be able to adapt quickly, change direction, and move forward without all the information so they can continue functioning during uncertainty. In addition, embracing that one’s plans might get altered or new information might be presented that require a change of course can allow the leader to handle ambiguity with less anxiety because the only thing that becomes predictable is unpredictability.</td>
</tr>
<tr>
<td>Functioning Independently</td>
<td>Being able to function independently is not only advantageous for the leader who may not have the time or interest in providing a lot of oversight, answering a great deal of questions, or motivating someone to complete a task, but is also beneficial to the individual who is working independently. Working independently can assist an individual in developing their confidence to complete a task without relying on the input of others, critical thinking to seek out answers without having to continue to ask others, and follow through and motivation by having to complete a task without having to be followed up with or reminded.</td>
</tr>
<tr>
<td>Initiative</td>
<td>Leadership often requires action, and a leader is willing to take charge in a situation either individually to fill a need or to help motivate the group to get moving on an idea or task. Leaders do not sit back and wait for someone else to step up; they make things happen. Their contribution may not only fill a need, but can be motivating and inspiring to others to move forward.</td>
</tr>
<tr>
<td>Follow Through</td>
<td>People need to be able to depend on and trust each other to follow through on their commitments even when facing obstacles. An individual persisting through challenge to see something through to the end not only allows for a task to be accomplished, but demonstrates that the individual can be relied upon and trusted to carry out commitments.</td>
</tr>
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</table>
### Responsibility for Personal Behavior

All people make mistakes and poor choices on occasion. It is how one handles those situations that showcases leadership. Leaders do not defer responsibility, push blame on others, or cover up errors. They own up to their actions by admitting when they were wrong, apologizing, rectifying the situation, and accepting the consequences for their actions. Doing this demonstrates a leader’s honesty, integrity, and allows the leader to move forward in taking corrective action and learn from the experience so as not to make a mistake or bad choice in this circumstance in the future.

### Positive Attitude

Life is full of unexpected challenges, changes of course, and decisions that have negative impacts on others, and attitude plays an important role in how to deal with these circumstances. A leader with a positive attitude can foster a sense of optimism, hope, inspiration, and enthusiasm even if the circumstances are bad. Not only are attitudes contagious and having a positive one can help the morale and spirits of others, being able to find the good in all situations can help one actually create the best situations possible.

### Confidence

People look to leaders to give them inspiration, faith, and assurance. That is why demonstrating confidence is so essential. Followers must be able to believe in their leaders; in turn, leaders must look like they believe in themselves. Although there are instances in which one may not be confident, demonstrating confidence can help others in their comfort with a situation.

### Excellence

One’s ability to lead is a reflection of the work they put forward. A leader who puts forth the best effort possible striving for the greatest outcome not only can accomplish amazing things, but others can look to this person as a model and inspiration to put forth their best effort in all they do.
Exploring My Options

UWM and Milwaukee are filled with numerous opportunities to get involved and develop your leadership skills! With hundreds of involvement experiences from study abroad to internships, community service opportunities, and over 300 clubs and organizations there are plenty of options. Your challenge is to select opportunities that help you develop new skills and enhance talents and abilities you already possess. While you are learning and growing at UWM, we hope you are also contributing to making your campus and community a better place!

By exploring involvement options at UWM and beyond, you will be developing the following skills:

- **Research** - This encourages you to search and learn about opportunities that are available to you on campus and in the community.
- **Evaluation** - You can use the resources listed here to evaluate options for involvement.
- **Analysis** - You will have the opportunity to analyze your options while keeping in mind your competencies, strengths, interests, and passions.
- **Decision Making** - After researching and reflecting on the options, you can make thoughtful and intentional decisions about how you want to be involved and how this will help you reach your goals.

Leadership Programs

Whether participating in a leadership retreat, attending a campus program, or exploring your interests through a career development assessment, consider taking advantage of the myriad of opportunities to focus on your personal growth and development. For more information, visit:

- Career Development Center, Mellencamp 128, [www.cdc.uwm.edu](http://www.cdc.uwm.edu)
- Center for Student Involvement, Union 363, [www.involvement.uwm.edu](http://www.involvement.uwm.edu)
- Center for Volunteerism and Student Leadership, Union G28, [www.volunteer.uwm.edu](http://www.volunteer.uwm.edu)

Clubs and Organizations

There are so many options to choose from! UWM has categorized all the organizations into easy to understand groups and has a keyword search function. Use the PantherSync search engine to start exploring your options: [http://uwm.orgsync.com/uwmorgs](http://uwm.orgsync.com/uwmorgs)

Community

Are you interested in volunteering and giving back to your community? If so, check out:

- Center for Volunteerism and Student Leadership, Union G28, [www.volunteer.uwm.edu](http://www.volunteer.uwm.edu)

Academic Courses

Keep in mind that although most forms of involvement take place outside the classroom, there are some academic courses that contribute to your self-development plan. The University has a set of General Education Requirements (GER) to support a well-rounded educational experience for all students. At UWM, these include two major requirement categories, the first designed to assure basic student competencies and the second designed to provide students with a broad body of knowledge as a context for specialization. The requirements include the general areas of the arts, humanities, social sciences, cultural diversity, natural sciences and foreign languages.

Note that GER courses are referenced in some of the types of Involvement that appear later in this Guide.
Planning My Involvement

In making an idea a reality, developing a plan is crucial. By developing goals, you will be able to focus on skills that you need to sharpen and make it happen. By engaging in this process, you will be developing the following competencies:

- **Planning** - Use this section to think specifically about a plan you want to enact in order to gain the involvement experience that will be the most helpful and interesting to you.
- **Decision Making** - After you have narrowed down your list to the best involvement options, you can make thoughtful and intentional decisions about how you want to be involved and how this will help you reach your goals.
- **Goal Setting** - Set specific long-term and short-term goals for yourself that describe how and when you will accomplish what you intend to do.
- **Initiative** - Setting goals and making a detailed plan can help to provide the initiative you need to commit to and follow through on your involvement.

The value of attending events and one-time activities

Many involvement experiences take the form of one-time events on-campus. Attending a Distinguished Lecture Series featuring a speaker who’s book you have read and enjoyed, being at the dance recital of a friend majoring in dance or signing up for a workshop on entrepreneurship presented by a successful and recent UWM graduate are all forms of this type of involvement. Be sure to check event calendars regularly and scope out those one-time opportunities that fit with your involvement plan.

Decision Making

Involvement activities can be divided into two levels of involvement—Exploration and Investment—to help you select activities that best fit your educational commitments, needs and desires. These levels differentiate the degree of personal commitment required to fully benefit from the experience.

Exploration activities are typically:
- One-time events spanning an hour, an evening or a day
- Opportunities to sample what a subject, event, activity or organization is all about

Exploration activities will help you discover new interests in a particular subject matter, an art form, an activity, a culture, an organization, or a personal development program.

As you participate in Exploration activities, you should reflect on:
- What you like and don't like about the experience
- Its potential value to you in terms of entertainment, personal development, knowledge acquisition or skill development
- How you might use this experience for future learning experiences

Investment activities are typically:
- Significant time commitments spanning a period of days, weeks, or months
- Endeavors requiring a personal commitment to preparation, planning and assuming responsibility for a meeting, an event, a project, a group or a class

Investment activities will encourage you to purposely commit your psychological and physical energies to acquiring a deeper breadth of knowledge and skill development from the experience.

As you participate in Investment activities, you should:
- Intentionally and critically analyze the skills learned and attempt to incorporate them into your daily life
- Discover how these experiences help shape and define your interests, values, work habits, and the way in which you view others and the world around you
Setting Goals
Reviewing the work that you did previously to better understand your values, interests/passions, and competencies can help you in developing career and involvement goals. Using what you learned from that work, use the chart to outline your immediate, short-term, and long-term goals as they relate to your leadership and involvement experience. In the proceeding worksheets you will be asked to write down your immediate short-term and long-term goal(s), and then answer the following questions:

1. **Purpose**: What is the purpose of my goal? Why am I engaging in this goal? Why is it important?
2. **Action Plan**: What is my specific plan to achieve this goal? What steps do I need to accomplish?
3. **Timeline**: When do I want to achieve this goal by?
4. **Barriers**: What are some of the obstacles that I will face in working toward this goal?
5. **Advantages**: What are the advantages that I have in my life that will help me achieve this goal?
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<tr>
<th>Career/Professional Goals</th>
<th>Leadership/Involvement Goals</th>
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<tr>
<td><strong>Immediate Goals (within 1 year)</strong></td>
<td><strong>Immediate Goals (within 1 year)</strong></td>
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<td>Goal:</td>
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<td><strong>Short-Term Goals (1-5 years)</strong></td>
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<td>Advantages:</td>
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<td><strong>Long-Term Goals (5+ years)</strong></td>
<td><strong>Long-Term Goals (5+ years)</strong></td>
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<td>Advantages:</td>
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**My Leadership and Involvement Plan**

Being able to write down the specific steps you plan to take to get involved and develop your leadership skills is a major step in achieving your goals. Use this worksheet to prepare a leadership and involvement plan for the next year. Make additional copies of this form if you want to plan multiple academic years. The Center of Student Involvement on the 3rd floor of the Union also has additional copies available in the office and online at [www.involvement.uwm.edu](http://www.involvement.uwm.edu).

<table>
<thead>
<tr>
<th>Time</th>
<th>Leadership &amp; Involvement Experience</th>
<th>Additional Information</th>
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<tbody>
<tr>
<td></td>
<td>What are some ideas for activities that I would like to pursue?</td>
<td>What information do I need to know to make this happen?</td>
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<td><strong>Fall Semester</strong></td>
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<td><strong>Spring Semester</strong></td>
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<td><strong>Summer Session</strong></td>
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Tracking Involvement Using an ePortfolio

My Involvement
The My Involvement feature in PantherSync is an organized list of all campus involvement including organization/club memberships and event participation. The “My Involvement” module is a great tool for tracking your involvement in campus activities and exporting a record to show to employers, schools and other programs.

You have the following options within the My Involvement tool:

- **Full Involvement History**: Includes the full history of your involvement on campus, including self-reported entries and entries pending approval.
- **Co-Curricular Record**: Unofficial version of your Co-Curricular Transcript. Only complete and verified entries may be included.
- **Co-Curricular Transcript**: Official version of your Co-Curricular Transcript (similar to an academic transcript). You must request the CCT from your campus administrator and may do this from the manage involvement page.
- **Learning Outcomes**: Observations on the involvement you participated in. Select from a list of learning outcomes defined by your campus community.
- **Reflections**: Direct observations resulting from your participation in an organization or event. This section is open-ended.

An accurate and complete Involvement Record can assist you in developing your resume and your ePortfolio (see below). It is also useful in filling out applications for graduate school, employment and other activities that call for information on what you have done in the past (besides going to class).

What is an ePortfolio?
An ePortfolio is a way for you to represent yourself, your experiences, and your education all on one convenient, easy to manage website. The ePortfolio is a personal website used to organize, showcase, and reflect on academic course work, co-curricular involvement, internships and employment. It allows you to upload work samples, solicit professional recommendations, and link to social media profiles. UWM offers all students the opportunity to use PantherSync to develop a free, online ePortfolio to document your co-curricular involvement.

What will I gain by doing an ePortfolio?

- **Reflection and Application** - Being able to see all of your involvement in one place and add personal reflections helps you articulate your experience clearly and share your learning.
- **Synthesis** - Putting together your ePortfolio helps you briefly summarize your involvement and leadership activities so that others understand your participation in a concise way.
- **Feedback from Others**: Including recommendations, allows you to share others perspectives on your contributions and the quality of your work.

How do I create and update my ePortfolio?

1. Log in to PantherSync (Don’t have an account? Learn more about PantherSync on the back cover of this involvement guide).
2. On the top menu, go to “My Tools” and then select “ePortfolio” from the drop down menu.
3. To begin your ePortfolio, you will need to select a name. This name will be the URL extension of your ePortfolio. When considering a name, remember that this is what people will type in to get to your ePortfolio.
4. If you would like, add a tagline. This will appear below your name and above your contact information on each page. Consider something related to your career, but something short and catchy.
5. When establishing your ePortfolio, consider your level of privacy for your contact information. You can choose to hide contact information if you would like.
6. Enter information into each section (biography, involvement, academics, employment, documents, and recommendations) by selecting the corresponding tab.
**How would I use my ePortfolio?**
Include your ePortfolio URL on resumes, business cards, cover letters, or in your email signature. Invite prospective employers to view your ePortfolio. You can also download your ePortfolio into one document to print and present at job fairs or interviews.

**Can I get help with my ePortfolio?**
Of course! The Center for Student Involvement can assist you in developing your portfolio. Contact us at activities@uwm.edu to schedule an appointment.

**Reflections**
To assist you in reflecting on your involvement experiences and getting the most of them, two reflection worksheets are printed below. One focuses on Exploration involvement and the other on Investment.

Each time you complete an involvement experience, fill out an appropriate reflection sheet. Use your reflections when journaling for a class or when building your ePortfolio. As you prepare for interviews consider the question “What did you learn from this experience?”

<table>
<thead>
<tr>
<th>Exploration Reflection Sheet</th>
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</thead>
<tbody>
<tr>
<td>Activity:</td>
</tr>
<tr>
<td>Category of Involvement:</td>
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<tr>
<td>Dates of participation:</td>
</tr>
<tr>
<td>Answer each question in paragraph form. For each question critically evaluate the significance of the experience and the learning (positive or negative) that took place as a result of your participation.</td>
</tr>
</tbody>
</table>

1. Write a description of the activity/event. Identify the purpose for the activity/event, your reason for participating and your role or responsibilities. Describe any leadership positions and/or skills that you observed.

2. What did you want to learn from this experience (identify at least three items or concepts)? Did this experience address what you hoped to learn? Why or why not?

3. Identify what you liked and what you didn’t like about the experience. How will it affect you in the future? Will this be something you will pursue? Why or why not?

I learned about this opportunity from:
## INVESTMENT REFLECTION SHEET

**Activity:**

**Category of Involvement:**

**Dates of Participation:**

Answer each question in paragraph form in the space provided or on a separate sheet of paper. For each question critically evaluate the significance of the experience and the learning (positive or negative) that took place as a result of your participation. Be specific and direct when answering the questions. Questions adapted from “Getting the Most Out of College” by Arthur W. Chickering and Nancy K Schlossberg, 1995.

1. Write a description of the activity/event. Identify the purpose for the activity/event, your reason for participation and your role or responsibilities. Describe any leadership positions and/or skills that you observed.

2. What were your expectations of this experience (identify at least three)? How did the experience live up to your expectations?

3. How did this experience compare with similar experiences you have had in the past? Identify and discuss the factors that made the experiences the same and/or different.

4. Identify at least three new facts or skills that you learned from this experience. Consider the insight you developed about yourself, the college culture and/or society as a whole that you would not have learned in the classroom alone.

5. Identify at least three ways this experience has assisted you with developing skills, defining who you are and/or what you value.

6. Describe and discuss at least three additional exercises (e.g. readings, classes, similar activities) that would enhance this learning experience and its lasting benefits for you.

7. How does this experience assist you with reaching your future goals? (Be sure to identify your goals)

I learned about this opportunity from:
The UWM Bucketlist - 56 Things To Do Before You Graduate

Your UWM experience should be an adventure. Get out and explore all that UWM and Milwaukee has to offer, from campus life to local favorites. Finish the list? Receive a free T-shirt. What will you check off first?

1. Attend a Fall Welcome event to kick off the academic year.
2. Stargaze at the UWM Manfred Olson Planetarium.
4. Get your photo taken with Pounce.
5. Join one of UWM’s 300+ student organizations.
6. Attend the Distinguished Lecture Series.
7. Visit the Milwaukee County Zoo and its 2,500 animals.
8. Soak up the sun on Speights Plaza.
9. Vote for your student leaders in the Student Association election.
10. Check out the Milwaukee Art Museum, it’s free the first Thursday of the month.
11. Take a trip with Outdoor Pursuits.
12. Eat at Oakland Gyros, an East Side landmark.
13. Participate in, or volunteer at, the Panther Prowl, UWM’s annual 5K run/walk.
14. Enjoy the lake view at Alterra at the Lake.
15. Close your eyes in the Fireside Lounge, known as UWM’s quietest nap spot.
16. Attend PANTHERFEST.
17. Enroll in a fitness class, or use the facilities at the Klotsche Center.
18. Witness the cross-town rivalry at a UWM vs. Marquette soccer or basketball game.
19. Attend the annual UWM Drag Show.
20. Eat at the Kenwood Inn, located on the third floor of the Student Union.
21. Grab a slice at Ian’s Pizza on North Avenue.
22. Play a game of volleyball or catch some rays at Bradford Beach, Milwaukee’s largest public beach.
23. Cheer on the Milwaukee Panthers men’s basketball team at the Klotsche Center.
24. Attend a competition for one of the 14 other Panther varsity athletic teams.
25. Eat some popcorn and catch a movie at the Union Theatre.
26. Attend one of the 300+ performances at the Peck School of the Arts.
27. Wear UWM apparel to class and show your Panther Pride.
28. Attend one of Milwaukee’s many festivals.
29. Check out the student artwork at the Union Art Gallery’s Annual Juried Exhibition.
30. Challenge friends to bowling, billiards, or ping pong at the Union Rec Center.
31. Attend Jazz in the Park, Milwaukee’s favorite free outdoor, summer music series.
32. Eat lunch by the fountain outside of Curtin Hall.
33. Root for the Milwaukee Brewers at Miller Park.
34. Take a ride with Be On the Safe Side (BOSS).
35. Enjoy a meal and check out Team Night Trivia or a performer in the Gasthaus.
36. Reach out and make new friends you did not know in high school.
37. Visit the Milwaukee Public Market in the Historic Third Ward.
38. Finish the crossword puzzle in one of the weekly editions of the UWM Post.
39. Find your favorite Milwaukee Friday Fish Fry. (Most offer non-fish options too!)
40. Meet the Chancellor.
41. Try some of Milwaukee’s famous frozen custard.
42. Walk through Downer Woods, UWM’s 11.1 acre preserved nature area.
43. Attend a UWM graduation ceremony (other than your own).
44. Visit the Career Development Center or attend one of the many career fairs.
45. Attend a Bike-Powered Concert.
46. Donate blood or volunteer at a Campus Blood Drive.
47. Make something in the Studio Arts and Crafts Centre.
48. See an outdoor movie under the stars. (We recommend Fish Fry and a Flick)
49. Head down to the Milwaukee River Walk and take a photo with the Bronze Fonz.
50. Run, walk, or bike the Oak Leaf or Hank Aaron State Trails.
51. Get a cup of coffee or tea at the student-run 8th Note Coffeehouse.
52. Take a class that interests you and has nothing to do with your major.
53. Find the perfect study spot at the Golda Meir Library.
54. Make snow angels on campus.
55. See the city of Milwaukee by boat.
56. Find the North Point Light Station in Lake Park.

**Choose Your Own Adventure Option** - Don't feel like doing something on the list? You may opt to substitute up to three UWM bucket list items with a UWM campus or Milwaukee challenge of your choice. (As long as it is legal/ethical, of course).**

Complete all 56 items on this list, and bring your pictures, ticket stubs, etc. to the Center for Student Involvement (Union 363) for an "I Completed the UWM Bucket List" T-shirt!

**Bucket List Bonus!**

*Take the Bucket List Abroad! Send us your picture with Pounce at a must-visit place at your study abroad locale and we will post it on our web site!*

*Graduate! - Show us your completed Bucket List and your graduation announcement and we will give you a sticker to wear on your cap at commencement.**

**Why 56 Things?**

*The University of Wisconsin-Milwaukee was created in 1956. The UWM Bucket List was developed in 2012, 56 years from UWM's founding date. 56 things seems appropriate, don't you think?*
Exploring Involvement Areas

The following pages list actions and resources for different types of involvement. The “Involvement Areas” are designed to group activities and opportunities with a common thread such as Academic Involvement, Diversity Involvement, Wellness Involvement and so on.

Keep in mind that exploring the involvement areas is just the beginning. There are far more opportunities, resources and actions on campus, in Milwaukee and beyond. Use this section as a springboard to generate ideas as you develop your Involvement Plan.

Academic
Career
Community
Diversity
Government
International
Leadership
Leisure/Entertainment
Commuter
On-Campus Living
Performing and Fine Arts
Personal Development
Spiritual
Sports & Recreation
Wellness
Academic Involvement

Academic involvement opportunities can provide additional depth and breadth to the knowledge you are gaining in your courses and your field of study. They are also a great way to meet people involved in similar academic pursuits to develop your professional network.

Actions

- Make an appointment with an academic advisor to talk about opportunities at UWM and beyond to learn more about academic areas of study.
- Apply to be in an honors society (stuorgs.uwm.edu).
- Assist in research projects.

Resources

Campus

- Academic advising
  - Sheldon B. Lubar School of Business, Lubar Hall N297, 229-5445, http://www4.uwm.edu/business/undergrad/career/, careerserv@uwm.edu
  - School of Education, Enderis Hall 595, 229-4721, www4.uwm.edu/soe/
  - College of Engineering and Applied Science, EMS 387, 229-4667, ceasadvising.uwm.edu
  - School of Freshwater Sciences, 500 E. Greenfield Ave, (414) 382-1700, http://www4.uwm.edu/freshwater/
  - College of Health Sciences, Merrill Hall 115, 229-2758, chsadvising.uwm.edu
  - School of Information Studies, Bolton Hall 510, 229-4707, soisadvising.uwm.edu
  - College of Letters and Science, Holton Hall 142, 229-4654, letsadvising.uwm.edu
  - College of Nursing, Cunningham Hall 135, 229-5482, www4.uwm.edu/nursing/undergrad/advising
  - Peck School of the Arts, 229-4763, http://www4.uwm.edu/psoa/admission/advising/
  - School of Public Health, publichealth.uwm.edu
  - Helen Bader School of Social Welfare, Enderis Hall 1110, 229-4851, wbssadvising.uwm.edu
  - OARSS (Office of Adult and Returning Students), 229-6732, www.oarss.uwm.edu
  - Honors Program, 229-4668, honors.uwm.edu
- Student Accessibility Center, Mitchell Hall 112, 229-6287, http://www4.uwm.edu/sac/
- Study Abroad Advising, 229-5182, studyabroadadvising.uwm.edu
- Student Success Center, Bolton 120, 229-5386, ssc.uwm.edu
- Office of Undergraduate Research (OUR), Bolton Hall 192, 229-2666, our.uwm.edu

**Panther Academic Support Services (PASS)** is here to help improve your academic performance and college success. Please take some time to browse our website and learn more about our wide range of services: tutoring, supplemental instruction, study groups, and academic resources. Our tutors are top students who can help you understand course content and guide you in college study strategies. Visit pass.uwm.edu.
Career Involvement

Your time in college is an ideal time to explore career options. Internships, part-time employment, volunteer projects or professionally affiliated student organizations are just a few of the ways to begin exploring options or preparing for a career after graduation.

Actions

- Meet with your academic advisor to explore career options.
- Visit the Career Development Center and explore what they have to offer.
- Attend one of UWM’s resume workshops offered by the Career Development Center.
- Submit your resume to Panther Jobs at uwmexperience.com/experience/login and explore campus employment.
- Register for “Ed Psy 101: Planning Your Major and Career” or “Ed Psy 301: Successful Career Transitions.”

Resources

Campus

- Career Development Center, Mellencamp 128, 229-4486, cdc.uwm.edu
- Business Career Services Center, Lubar Hall N203, 229-5445, http://www4.uwm.edu/business/undergrad/career/, careerserv@uwm.edu
- College of Engineering and Applied Sciences, Career Services, EMS Building E387, 229-6960, http://www4.uwm.edu/ceas/career_services/, ceascareers@uwm.edu
- Panther Professional Development, professional development program for student employees, Career Development Center, Mellencamp 128, 229-4486, http://www4.uwm.edu/ppd/
- Office of Undergraduate Research, Bolton Hall 192, 229-2666 http://www4.uwm.edu/our/

Community

Community Involvement

What is your role as a member of a community? What will it be after you graduate? Involvement in community settings as a volunteer, or in another form, provides many opportunities for you to develop important leadership skills. Community involvement is also an excellent way to explore and clarify your values, help others and make a difference.

Actions

- Visit the Center for Volunteerism and Student Leadership to find out about volunteer opportunities.
- Join a community or service oriented student organization such as Habitat for Humanity, Best Buddies, Circle K or Ecotone (visit stuorg.uwm.edu to search for a list of service organizations).

Resources

Campus

- Center for Volunteerism and Student Leadership, Union WG28, 229-3161, volunteer.uwm.edu
- Neighborhood Housing Office (NHO), Union WG85, 229-6999, nho.uwm.edu, housing@uwm.edu
- University Housing, 229-4065, 3400 N Maryland Ave., http://www4.uwm.edu//housing/, university-housing@uwm.edu
- University Legal Clinic, Union 357, 229-4140, ulc.uwm.edu, ulc@uwm.edu
- UWM Police Department, 3410 N. Maryland Ave., 229-4627, http://www4.uwm.edu/police/
- UWM Parking and Transit, Union GW25, 229-4000, parking.uwm.edu

Community

- City of Milwaukee, city.milwaukee.gov/home
- Milwaukee Festivals Guide, onmilwaukee.com/seasonal/festivals/
- Village of Shorewood, villageofshorewood.org
- Wisconsin Department of Housing and Urban Development, hud.gov and select “States” and then “Wisconsin.”
- YMCA Milwaukee, http://www.ymcamke.org/locations
- Blood Center of Wisconsin, www.bcw.edu/bcw
- American Red Cross of Southeastern Wisconsin, www.redcrossinsewis.org
Commuter Involvement

Off-campus living is a rewarding experience and can provide you opportunities to learn to manage your personal freedom, time, finances, and multiple competing responsibilities. Commuter students who live at home are able to remain close to family and save money. Involvement for commuter students may focus more on activities related to classes, careers, and student organizations. Although you might not be living in a residence hall, you should take advantage of opportunities to connect to peers by getting an on-campus job, spending time on-campus between classes, and joining intramural teams or student orgs that sound interesting. Look around Milwaukee and you’ll quickly find other students using Milwaukee’s bike trails, riding buses, renting apartments and filling grocery store carts in Panther gear.

Actions

• Present your student I.D. at the Parking & Transit area in the Union and receive your free Upass for all buses in Milwaukee!
• Join an intramural sports team at the Klotche Center.
• Hold a study group or class project in your home.
• Attend the Student Involvement Fair in Spaight’s Plaza in September.
• Create a profile on PantherSync and check out all of the organizations on campus.
• Check out the calendar on CSI’s webpage for all the latest upcoming events and activities.

Resources

Campus

• Center for Student Involvement (CSI), Union 363, 229-5780, www.involvement.uwm.edu, activities@uwm.edu
• Recreation Sports and Facilities, Klotche Center, 229-5287, recsports.uwm.edu
• Campus Jobs, https://jobs.uwm.edu/
• Neighborhood Housing Office (NHO), Union WG85, 229-6999, nho.uwm.edu, housing@uwm.edu
• Parking & Transit, Union WG25, 229-4000, parking.uwm.edu
• Zimride is a private ridesharing network for University of Wisconsin-Milwaukee, http://zimride.uwm.edu/

Community

• Milwaukee County Transit System, http://ridemcts.com/
Diversity Involvement

Did you know that UWM is the UW System’s most diverse and urban campus? Students come from a wide variety of cultures, communities and countries. Open up your world by getting to know someone different than yourself!

College is all about exploration and discovery. There are offices, departments, organizations and people across campus that can help you do just this. Whether in the classroom, at the Union, or beyond campus, UWM offers a plethora of opportunities to expand your mind and heart!

Actions

- Enroll in a course that focuses on another culture and meets the GER Cultural Diversity requirement.
- Attend a cultural event [socioculturalluw.edu](http://socioculturalluw.edu) on-campus.
- Join one of our many cultural organizations [stuorgs.uwm.edu](http://stuorgs.uwm.edu)
- Volunteer at one of the community centers listed below.
- Attend a cultural night sponsored by a UWM student organization.

Resources

**Campus**

- Southeast Asian-American Student Services, Bolton Hall 160, 229-5282, southeastasianadvising.uwm.edu
- African American Student Academic Services, Bolton Hall 170, 229-6657, aasas.uwm.edu
- Black Cultural Center, Bolton Hall 176, 229-5566, bcc.uwm.edu
- Roberto Hernandez Student Center, Bolton Hall 183, 229-6156, hernandezcenter.uwm.edu
- American Indian Student Center, Bolton Hall 195, 229-5880, aiss.uwm.edu
- Multi-cultural Student Lounge, Union W198, 229-3731, [http://www4.uwm.edu/msc/programs_services/](http://www4.uwm.edu/msc/programs_services/), rms2@uwm.edu
- LGBT Resource Center, Union WG89, 229-4116, lgbtuwm.edu, peerout@uwm.edu
- Women’s Resource Center, Union WG93, 229-2852, wrc.uwm.edu, wmncntr@uwm.edu

**Community**

- Philippine Cultural Center, [http://www.philippinecenter.com/](http://www.philippinecenter.com/)
- Polish Center in Milwaukee, [http://polishcenterofwisconsin.org/index.html](http://polishcenterofwisconsin.org/index.html)
- United Community Center, [http://www.unitedcc.org/index.htm](http://www.unitedcc.org/index.htm)
- Milwaukee LGBT Community Center, [http://www.mkelgbt.org/](http://www.mkelgbt.org/)
- Milwaukee Cultural Festivals, [http://milwaukeefests.com/cultural-festivals/](http://milwaukeefests.com/cultural-festivals/)
Government Involvement

Residence hall governments, student senates, local, state, or federal government, if your interests are in political processes, decision making or government, Milwaukee and UWM offer no shortage of opportunities to get involved.

Actions

- Register to vote. Find out where by checking out the Government Accountability Board (GAB), http://gab.wi.gov/elections-voting/voters.
- Stay up to date and informed on local, regional, national, and world politics and current events.
- Assist community organizations involved in major projects such as political campaigns, fund-raising, or publicity campaigns.
- Run for a student government office or attend a Student Association meeting.
- Join a political party or action group (stuorgsuwm.edu).
- Become involved with Student Housing Administrative Council (SHAC) and Hall Councils.
- Join a University governance committee, appointments to committees are made by the Student Association.

Resources

Campus

- Student Association of UWM, Union EG79, 229-4366, http://www.sauwm.edu/, student-association@uwm.edu
- UWM Post, student run newspaper, Union EG80, www.uwmpost.com
- Student Housing Administrative Council, Sandburg C221, www.uwmshac.org
- Center for Student Involvement, Union 353, involvement.uwm.edu, activities@uwm.edu
- University Legal Clinic, Union 357, ulc.uwm.edu, ulc@uwm.edu
- Political Science courses, http://www4.uwm.edu/letsci/polisci/courses/
- Distinguished Lecture Series (DLS), Union Programming, disuwm.edu

Community

- Milwaukee Government, city.milwaukee.gov/home
International Involvement

The world has truly become a smaller place and having the knowledge and skills to work effectively with individuals from all cultural backgrounds is an essential skill for all college graduates to develop. International Involvement activities will help you develop a broader perspective of people, places, and issues. You may have opportunities to interact with people from many different backgrounds, share experiences and begin to find "where you fit in" in the world picture.

Actions

- Travel or study abroad through the Center for International Education (see below).
- Participate in a conversation program to help international students learn English, English as Second Language program, [http://www4.uwm.edu/esl/iep.cfm](http://www4.uwm.edu/esl/iep.cfm).
- Become a member of AIESEC, (International Organization for Students in Economics and Commercial Sciences), Global Student Alliance, or any other international organization ([stuorg.uwm.edu](http://stuorg.uwm.edu)).
- Enroll in an international studies or a global studies course.
- Study a foreign language.
- Join a language or cultural student organization ([stuorg.uwm.edu](http://stuorg.uwm.edu)).

Resources

Campus

- Center for International Education, Garland Hall 138, 229-3757, [international.uwm.edu](http://international.uwm.edu)
- Study Abroad Office, Pearse Hall 166, 229-5182, [studyabroad.uwm.edu](http://studyabroad.uwm.edu), [overseas@uwm.edu](mailto:overseas@uwm.edu)
- The Institute of World Affairs is dedicated to keeping the people of Wisconsin informed about and engaged with the critical global issues of our time. 229-3220, Garland Hall 138, [iwa.uwm.edu](http://iwa.uwm.edu), [iwa@uwm.edu](mailto:iwa@uwm.edu)

Community

- The Milwaukee World Trade Organization is a membership-driven organization that links companies and individuals with common interests in expanding their international business; exchanging history, challenges and experiences; increasing member knowledge of expertise in international sales and services in the Milwaukee-area and beyond. 756 N. Milwaukee Ave, 4th floor, Milwaukee, WI 53202, (414)271-7753, [www.mwta.com](http://www.mwta.com)
Leadership Involvement

You have many opportunities in college to discover and define your leadership style and develop important skills. Co-curricular activities help first time leaders develop important interpersonal and organizational skills and gain experience. Experienced leaders can “fine tune” their skills through a variety of activities. Leadership skills are lifelong skills that are increasingly sought after by employers and needed in our local communities.

Actions

- Attend the LeaderShape Institute; contact the Center for Student Involvement for more information.
- Take advantage of Student Organization Training and Development available to all student leaders at UWM by the Center for Student Involvement.
- Participate in the Student Leadership Retreat hosted by CVSL and Student Life.
- Take “Introduction to Group Leadership AD LDSP 50” through the School of Education.
- Become an officer of a student organization.
- Participate in shared governance of the University by serving on a University Committee.
- Run for an elected position in the Student Association (SA) or Student Housing Administrative Council (SHAC).
- Seek out employment that involves leadership development opportunities such as Resident Assistant (University Housing), Campus Ambassador (Admissions), Mentor/Orientation Leader (Student Success Center), or Peer Health Advocate (Norris Health Center).

Resources

Campus

- Center for Student Involvement (CSI), Union 363, www.involvement.uwm.edu
- Center for Volunteerism and Student Leadership (CVSL), Union G28, www.volunteer.uwm.edu
- Community Leadership Certificate Program, See CVSL (above), http://www4.uwm.edu/cvsl/lcp.cfm
- Student Association (SA), Union EG79, www.sauwm.edu
- Student Housing Administrative Council (SHAC), Sandburg C221, www.uwmshac.org
- Student Organization list, http://uwmorgsync.com/uwmorgs
- Student Success Center, Bolton 120, www.ssc.uwm.edu

Community

- LeaderShape (National Leader in Developing College-Aged Leaders), www.leadershape.org
Leisure/Entertainment Involvement

Leisure/Entertainment Involvement provides many benefits including the chance to nurture lifelong skills, develop a deeper self-awareness, experience personal development, and have fun. Whether you pursue an activity alone or with friends, learning to balance your time and energy and recharging by doing something fun and enriching is a skill you will always appreciate.

Actions

- See a concert on-campus or at one of Milwaukee's great live music venues.
- Cheer on one of Milwaukee’s professional sport teams.
- Work out, or attend a fitness class, at the Klotsche Center.
- Rent a bike or head out on a trip, with the Outdoor Pursuits Program.
- Attend an event sponsored by Peck School of the Arts. Volunteering to usher gets you free admission.

Resources

Campus

- Klotsche Recreational Center, 3409 N. Downer Ave, 229-5287, recsports.uwm.edu
- Union Art Gallery, Union W199, 229-6310, artgallery.uwm.edu
- Outdoor Pursuits, Union WB11, 229-5513, adventurecenter.uwm.edu
- Union Theatre, Union 323, 229-4070, uniontheatre.uwm.edu
- Manfred Olson Planetarium, Physics 150, 229-4961, www.planetarium.uwm.edu
- Union Recreation Center, Union WB10, 229-4430, www.reccenter.uwm.edu
- Union Gasthaus Entertainment Series (music, team trivia, open mics), gasthaus.uwm.edu

Community

- Milwaukee Art Museum, mam.org
- Miller Park, millerpark.com
- Bradley Center, bradleycenter.com
- The Rave/Eagles Club/Eagles Ballroom, therave.com
- Pabst Theater/Riverside Theater/Turner Hall Ballroom, www.pabsttheater.org
On-Campus Living (University Housing)

University Housing provides simple and easy opportunities for involvement such as socializing or studying with others, using your Resident Assistant as a mentor and resource, applying for a student staff position, or getting involved in a housing leadership group. Get to know the people you live with, make new friends and select the activities that meet your needs and interests.

Actions

- Apply for a University Housing job online.
- Run for a position or join your Community Council.
- Run for a representative position in the Student Housing Administrative Council (SHAC) or Senator position in the Student Association of UWM.
- Join a SHAC committee or the Community Review Board (CRB).
- Participate in the activities planned by your Resident Assistant (RA) or in your residence hall.
- Check out all the common spaces in your hall: fitness rooms or classrooms in Cambridge, RiverView, or Sandburg, Sandburg Channel, Sandburg Flicks and Green Room, the Cambridge Commons Green Space, Cambridge Commons link lounges, RiverView and Purin Lounges, or the awesome RiverView Patio. Residents are always hanging out in these common spaces.

Resources

Campus

- Student Housing Administration Council (SHAC), http://uwmshac.org
  - Northwest Community Council
  - Southeast Purin Community Council
  - South End Community Council
  - Community Review Board (contact the Residence Life Office at 229-5712).
- Living Learning Communities (LLC) are small groups of students with a common interest that live on the same floor and take at least one class together. This is a great opportunity to meet first year students. http://www4.uwm.edu/livinglearning/
  - American Sign Language
  - Architecture
  - Art & Design
  - Beyond Borders: International
  - Business Panthers
  - Communication and Conflict: Keys for Social Intelligence
  - Community Leadership
  - Creating Your Future (for undecided majors)
  - Crossroads: Rock 'n' Roll
  - Dance Foundations
  - Environmental Sustainability and Biology, Mathematics
  - Film, Video and New Genres
  - Helping Hands in Healthcare
  - Honors House
  - Innovation House for Computer Science & Engineering
  - Lab Rats: Undergraduate Research
  - Mobile Rockstars
  - Music Community
  - Transfer Community
  - Wisconsin Covenant Scholars
  - Writing and Visual Culture

- UWM Employment, https://jobs.uwm.edu/
Performing/Fine Arts Involvement

Theatre, art, music, dance, and creative self-expression are an important part of human nature. You can actively participate in an activity or be an audience member enjoying others' talents. Either way, the Performing/Fine Arts provide opportunities to further your level of cultural awareness and appreciation while being entertained.

Actions

- Enroll in an art history class or other arts class to satisfy General Education Requirement (GER).
- Attend a performing arts event such as a ballet or dance performance, a play or musical, or a music performance such as the UWM Fine Arts Quartet.
- Visit a UWM Union Art Gallery exhibit opening event.
- Attend poetry or literature reading such as the monthly open mic event Lyrical Sanctuary.
- Check out the Gausthaus open mic nights.
- Pick up student rush tickets at the Marcus Center for the Performing Arts (discounted tickets are available to students 2 hours before a show).
- Attend an event on the Peck School of the Arts calendar or volunteer to usher at one of these events (leads to free admission).

Resources

Campus

- Helene Zelazo Center for the Performing Arts, Peck School of the Arts, 2400 E. Kenwood Blvd., 229-4763, [http://www4.uwm.edu/psoa/](http://www4.uwm.edu/psoa/)
- Union Cinema, Union 2nd Floor, 229-4070, [uniontheatre.uwm.edu](http://uniontheatre.uwm.edu)
- Union Art Gallery, Union 1st Floor, 229-6310, [artgallery.uwm.edu](http://artgallery.uwm.edu)
- UWM Post newspaper (for event information), Union EG80, [uwmpost.com](http://uwmpost.com)
- Studio Arts and Craft Centre, Union EG30, 229-5535, [craftcentre.uwm.edu](http://craftcentre.uwm.edu)
- Inova Art Gallery, 2155 North Prospect Avenue, 229-5070, [http://www4.uwm.edu/psoa/inova/](http://www4.uwm.edu/psoa/inova/)

Community

- Marcus Center For The Performing Arts, [http://marcuscenter.org/](http://marcuscenter.org/)
- Pabst Theater, [www.pabsttheater.org](http://www.pabsttheater.org)
- Turner Hall, [www.pabsttheater.org](http://www.pabsttheater.org)
- The Riverside, [www.pabsttheater.org](http://www.pabsttheater.org)
- Skylight Opera Theater, [www.skylightopera.com](http://www.skylightopera.com)
- In Tandem Theatre INC., [www.intandemtheatre.org](http://www.intandemtheatre.org)
- Milwaukee Ballet, [www.milwaukeeballet.org](http://www.milwaukeeballet.org)
- Milwaukee Chamber Theatre, [www.milwaukeechamertheatre.com](http://www.milwaukeechamertheatre.com)
- Milwaukee Repertory Theater, [www.milwaukeerep.com](http://www.milwaukeerep.com)
- Milwaukee Symphony Orchestra, [www.milwaukeesymphony.org](http://www.milwaukeesymphony.org)
- Milwaukee Theatre, [www.milwaukeeetheatre.org](http://www.milwaukeeetheatre.org)
- Milwaukee Art Museum, [mam.org](http://mam.org)
- Marcus Amphitheater, [www.marcusamp.com](http://www.marcusamp.com)
- Woodland Pattern (Poetry), [www.woodlandpattern.org](http://www.woodlandpattern.org)
- AV Club, Onion Inc. (for event information), [www.avclub.com](http://www.avclub.com)
Personal Involvement

Learn new skills, explore social life alternatives, clarify values and gain different insights and new perspectives about yourself. The responsibility for your personal development rests with you. Organizations and activities are ideal tools to use in your growth process.

Actions

- Take the course “TherRec 103 – Intro to Leisure” or other recreational courses.
- Register for “Ed Psy 101: Planning Your Major and Career” or “Ed Psy 301: Successful Career Transitions.”
- Visit the Center for Student Involvement or Panthersync.uwm.edu and join a group on-campus.
- Participate in one of the UWM Outdoor Pursuits events.
- Find and participate in a volunteer opportunity with the Center for Volunteerism and Student Leadership at UWM or the Volunteer Center of Greater Milwaukee.
- Take a tour of the Urban Ecology Center.
- Check out one of the Milwaukee Community Centers or one of the many YMCA locations within Milwaukee.

Resources

Campus

- Involvement by academic department (See Academic Involvement Page)
- Center for Student Involvement (CSI), Union 363, 229-5780, involvement.uwm.edu, activities@uwm.edu
- Center for Volunteerism and Student Leadership (CVSL), Union WG28, 229-3161, volunteer.uwm.edu, lmarks@uwm.edu
- Outdoor Pursuits, Union WB11, 229-5513, adventurecenter.uwm.edu
- Studio Arts and Craft Centre, Union EG30, 229-5535, craftcentre.uwm.edu
- Student Accessibility Center, Mitchell Hall 112, V/TTY 229-6287, www.sac.uwm.edu
- Norris Health Center Counseling & Consultation Service, 229-4716, www.mentalhealth.uwm.edu
- Women’s Resource Center, Union WG93, 229-2852, wrc.uwm.edu, wmncnr@uwm.edu
- LGBT Resource Center, Union WG89, 229-4116, lgbtuwm.edu, peerout@uwm.edu
- Career Development Center, Mellencamp 128, 229-4486, cdc.uwm.edu

Community

- Milwaukee Community Centers, http://www.milwaukeerecreation.net/community.centers/
- YMCA Milwaukee, http://www.ymcamke.org/locations
- The Volunteer Center of Greater Milwaukee, volunteermilwaukee.org
- Urban Ecology Center, Riverside Park, urbanecology.org
- Milwaukee Art Museum, mam.org
**Spiritual Involvement**

Spiritual activities can give students a way to connect in deep ways with other people and the world around them. Religious groups provide opportunities for students to be centered in a caring community, explore the connections between faith and real world complexities, make a difference in the lives of others through service work, and grow in a sense of their own gifts and vocation. Involvement activities for many different faiths and philosophies can be found on campus and in Milwaukee.

**Actions**

- Attend a campus ministry center, church, temple, mosque, or synagogue of your choice near campus or in Greater Milwaukee.
- Take a religious studies course.
- Join one of the many religious student groups on campus (stuorg.uwm.edu).
- Participate in an alternative spring break or a mission trip sponsored by one of the religious student groups on-campus.

**Resources**

**Campus**

- Religious student organizations, [www.stuorg.uwm.edu](http://www.stuorg.uwm.edu)
- Religious Studies, 229-5871, various offices, [http://www.religiousstudies.uwm.edu](http://www.religiousstudies.uwm.edu)
- Sam and Helen Stahl Center for Jewish Studies, 3367 N. Downer Ave, 229-6121, [http://www4.uwm.edu/jewishstudies/](http://www4.uwm.edu/jewishstudies/)
- Coalition of Campus Religious Communities (CCRC), [http://www.universityparent.com/2010/05/06/religiouscenters](http://www.universityparent.com/2010/05/06/religiouscenters)
  - Catholic Campus Ministry at UWM, 3001 N. Downer Avenue, (414) 964-6640, [http://www.johnpaul2center.org/CampusMinistry.htm](http://www.johnpaul2center.org/CampusMinistry.htm)
  - Hillel Milwaukee (Jewish Student Center), 3053 N. Stowell Ave. (414) 961-2010 [http://www.hillelmilwaukee.org](http://www.hillelmilwaukee.org)
  - InterVarsity Christian Fellowship at UWM, (262) 408-1596, [http://www.facebook.com/groups/223203216/](http://www.facebook.com/groups/223203216/)
  - University Christian Ministries, 2211 E. Kenwood Blvd, (414) 962-5460, [http://www.ucm-uwm.org](http://www.ucm-uwm.org)
- Tom Dake, UWM liaison to the Religious Centers, Union 363, 229-5780, [dake@uwm.edu](mailto:dake@uwm.edu)

**Community**

Sports and Recreational Involvement

Sports and recreational activities are a good way to release stress and maintain a healthy, balanced lifestyle. Whether you participate in intramurals, varsity competition, individual activities or athletic booster groups, you can improve your mental and physical health and have lots of fun at the same time!

Actions

- Join an intramural sports team or a Sports Club through Recreational Sports and Facilities.
- Join one of the many recreational student organizations (stuorg.uwm.edu).
- Take an adventure trip with the Outdoor Pursuits program.
- Volunteer with the Urban Ecology Center.
- Explore Milwaukee’s bike trails (http://city.milwaukee.gov/bike) and walking paths.
- Visit Bradford Beach.
- Join a recreational league sport through Milwaukee Recreation.
- Utilize fitness resources on-campus (http://www4.uwm.edu/housing/services/fitnesscenters/).
- Check out the fitness events on http://www.fitmilwaukee.com/wordpress/.

Resources

Campus:

- Klotsche Recreational Center, 3409 N. Downer Ave, 229-5287, recsports.uwm.edu, rec-sports@uwm.edu
- UWM Athletics, uwmpanthers.com
- College of Health Science, Sports and Recreation Program, Merrill Hall, Room 115, 229-2758, www4.uwm.edu/chs/, chs-info@uwm.edu
- Recreational Sports and Facilities (includes Intramural sports and sports clubs), Klotche Center, 229-6433, recsports.uwm.edu, rsf-intramurals@uwm.edu
- Union Recreation Center, Union WB10, 229-4430, www.reccenter.uwm.edu
- Center for Student Involvement (CSI), Union 363, 229-5780, involvement.uwm.edu, activities@uwm.edu
- Outdoor Pursuits Program, Union WB11, 229-5513, adventurecenter.uwm.edu

Community

- Milwaukee Recreation, http://www.milwaukeeerecreation.net/
- Milwaukee County Parks and Recreation, http://county.milwaukee.gov/Parks
- Urban Ecology Center, urbanecologycenter.org/
Wellness Involvement

Your effectiveness as a student can be impacted by how well you balance your physical, emotional and psychological well-being. Don’t overlook these important involvement opportunities and when you need help, reach out to one of the resources below to help keep you on the right track while maintaining your health and wellness.

Actions

- Take a class on wellness, or a fitness/instructional class at the Klotsche Center.
- Take a class through the College of Health Sciences.
- Work out with some friends.
- Try massage therapy or attending a yoga session.
- Become a Peer Health Educator at Norris Health Center.
- Take the UWM e-CHUG Assessment, [e-chug.uwm.edu](http://e-chug.uwm.edu) online.

Resources

Campus

- Norris Health Center, 3351 North Downer Ave., 229-4716, [norris.uwm.edu](http://norris.uwm.edu), nhc-help@uwm.edu
- Norris Health Center Counseling & Consultation Service, 3351 North Downer Ave., 229-4716, [www.mentalhealth.uwm.edu](http://www.mentalhealth.uwm.edu)
- College of Health Sciences, Merrill Hall 115, 229-2758, [www4.uwm.edu/chs/](http://www4.uwm.edu/chs/), chs-info@uwm.edu
- Peer Health Educators, students trained as health educators, 3351 North Downer Ave., 229-2919
- Recreational Sports and Facilities, 229-5287, [recsports.uwm.edu](http://recsports.uwm.edu), rec-sports@uwm.edu
- Center for Student Involvement (CSI), Union 363, 229-5780, [involvement.uwm.edu](http://involvement.uwm.edu), activities@uwm.edu
- Women’s Resource Center (counseling), Union WG93, 229-2852, [wrc.uwm.edu](http://wrc.uwm.edu), wmncntr@uwm.edu
- University Housing Live-in Staff, [http://www4.uwm.edu/housing/reslife/staff.cfm](http://www4.uwm.edu/housing/reslife/staff.cfm)

Community

- Milwaukee County Parks and Recreation, [http://county.milwaukee.gov/Parks](http://county.milwaukee.gov/Parks)
Exploring Student Organizations

How to find the student organization(s) you are looking for

The public online database of student organizations can be found here: www.stuorg.uwm.edu. You can browse student organizations, search for key words or specific activities of organizations. For more detailed access to student organizations, you will want to create a PantherSync user account (see below).

PantherSync online

PantherSync is the online environment for UWM student organizations. Any UWM student, faculty, or staff member with a valid ePanther ID can create a PantherSync user account and take advantage of the many tools and features the system has to offer. Students can browse organization profiles, submit join requests, search for events and start new organizations in the system.

Individual users also have access to involvement tracking tools, ePortfolio system, a calendar of events they have RSVPed to and other features.

To enter PantherSync go to www.panthersync.uwm.edu. Sign in using your ePanther ID and password. New users will be prompted to create a user profile. After completing their profile, first time users will be automatically joined to the Student Involvement portal. Returning users are directed to the UWM Community Page.

Once you have logged into PantherSync and have been directed the UWM Community page, a black menu bar will appear at the top of the page. Select “Organization” and a pull down menu will appear. You can choose to go to one of the organizations you are already a member of or you can browse all organizations. Join request buttons appear with each student organization that is officially registered and eligible to take new members.

Finding a Student Organization

With over 300 options, it can be challenging to determine which student organizations are the best fit for you. Utilize this worksheet to identify your priorities. After completing the worksheet, you can browse the student organizations online at www.stuorg.uwm.edu. The answers you provide below will assist you in searching for organizations by keywords and sorting through your options. You can also bring your results into the Center for Student Involvement and we will help you explore your options and, if necessary, narrow down the list.

What is your school/college affiliation?

- Architecture and Urban Planning
- Arts
- Business
- Continuing Education
- Education
- Engineering & Applied Sciences
- Freshwater Sciences
- Graduate School
- Health Sciences
- Information Studies
- Letter & Sciences
- Nursing
- Public Health
- Social Welfare
- No affiliation

Each student organization on campus is assigned to a classification. These are broad descriptions of the overall purpose of the organization. Please indicate your interest in the classifications below

- Cultural
- Departmental/Academic
- Fraternity
- Governing
- Honor Society
- Political
- Professional
- Recreational
- Religious
- Service
- Social Action
- Sorority
**Membership Size**

- Small Memberships (20 or fewer)
- Medium Memberships (20-80)
- Large Memberships (80+)
- No preference

**Time Requirement**

- 0-5 hours/week
- 5-10 hours/week
- 10-20 hours/week
- No preference

**Organization involvement you are interested in (check all that apply)**

- Active participation in community service activities
- Active participation in fundraising efforts
- Hosting public or private speakers
- Planning small-scale events
- Planning large-scale events
- On campus social activities
- Off-campus social activities
- Conferences/trainings
- In-state travel
- Out-of-state travel
- International travel
Example Involvement Student Profiles

Asia S. Cheeks

Hometown: Milwaukee, WI
Major/Minor: Biological Sciences/Japanese

Status

It’s important to get to know your professors and TAs. Going to their office hours can be really helpful if you don’t know the course material and they make really good references. Never be afraid to ask them questions, that’s what they’re there for.

Affiliations & Experiences

Student Success Services (SSS), Japanese Cultural Association (JCA), Circle K, Conversation partner for foreign exchange students, UWM track team.

Work Experience

Orientation Leader, First Year Mentor, Visitor Assistant at Betty Brinn Children’s Museum.

Likes

DANCE! Running, Playing my flute and guitar, Yoga, Traveling, Playing video games

Friends at UWM
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My Class Schedule:

- **Monday**: [Teacher name]
- **Tuesday**: [Teacher name]
- **Wednesday**: [Teacher name]
- **Thursday**: [Teacher name]
- **Friday**: [Teacher name]
- **Saturday**: [Teacher name]
- **Sunday**: [Teacher name]
Ciera Lewis

Hometown: Oak Creek, WI
Major/Minor: Clinical Psychology with a minor in German

Status
Get into the routine of setting certain parts of the day aside for certain tasks (doing homework at the same time everyday). This helps you have better time management, which then gives you more free time.

Affiliations & Experiences
Chancellor's Scholarship group, Scholar's Leadership Organization, Big Brothers Big Sisters, I Have a Dream Foundation, The Center for Volunteerism and Student Leadership

Work Experience
Union Station
Orientation Leader
First Year Mentor

Likes
Rollerskating, Volunteering, Soccer, Art & Painting, Travelling, Fashion Leadership Retreat, Hunger Clean Up

Friends at UWM
**Nikole Rude**

**Hometown:** Fond du Lac, WI  
**Major/Minor:** Kinesiology Pre-Physical Therapy

---

**Status**

Go through all your syllabi at the beginning of the semester and put all the important dates (due dates for assignments, tests, quizzes, etc.) into a calendar that you will look at frequently. This way you know what you will have to do for the week and how busy the week ahead will be. This strategy helps improve time management.

---

**Affiliations & Experiences**

- Living Learning Community, Learning Community, Big Brothers Big Sisters

---

**Work Experience**

- First Year Mentor & Orientation Leader

---

**Likes**

- Hanging out with my family and friends,  
- Being outside, Going to the beach, Running,  
- Traveling to new places, Trying new things.

---

**Friends at UWM**

- [Image of friends]
Tyler Litts

Hometown: Hartland, WI
Major/Minor: Middle Childhood / Early Adolescent Education

Status
Get into the routine of setting certain parts of the day aside for certain tasks (doing homework at the same time everyday). This helps you have better time management, which then gives you more free time.

Affiliations & Experiences
Student Housing Administrative Council (SHAC), Blood Center of Wisconsin, Erin Soccer Club, Black Cat Ultimate Frisbee team, Hunger Task Force, help with ROTC events

Work Experience
Orientation Leader, Soccer Coaching, Papa Murphy’s

Likes
Spending time with family & friends, coaching soccer, volunteering, playing sports, running by the lakefront, going to Bradford Beach, exploring downtown, Brewer’s games, swimming, meeting new people, attending campus events, traveling

Friends at UWM
### Status

Get Involved! Go to campus events and participate in different activities. Try something new. Meet new people and make new friends! There are over 300 student organizations on campus and they are a great way to make friends and make a better experience for you at UWM!!

### Affiliations & Experiences

- Fund for Wisconsin Scholar's group
- UWM Symphony Orchestra
- LGBT Resource Center
- Film Living Learning Community

### Work Experience

- Building For Kids
- Cello Teacher
- Orientation Leader
- First Year Mentor

### Likes

- Hanging out with friends and family, Music,
- Volunteering, Meeting new people
- Swimming, Eating, Laughing, Smiling

### Friends at UWM
Recognition Opportunities

Student Recognition on Involvement Record

Each year, individual student leaders contribute in countless ways to the quality and richness of life at UWM. The Center for Student Involvement seeks to recognize these contributions and accomplishments each year. For students who have been recognized for excellence in a student organization, campus employment or any other contributions to student life at UWM, the PantherSync Involvement tool will allow you to add awards and recognitions to your list of involvements and activities. To explore this feature, go to panthersync.uwm.edu and log into your PantherSync account. In the black bar menu at the top of the page, select “My Tools” and under this select “Involvement.” If you need assistance, please contact the Center for Student Involvement at activities@uwm.edu.

Student Organization Recognition of Regional, National and International Awards

The Center for Student Involvement would like to encourage all student organizations to contact us with news and information on any awards the organization may have received. Such awards might be for service to an off-campus community or charity, excellence in the standards of a national or international organization or placing in competitive activities. If your organization would like to share news of such a form of recognition, please contact the Center for Student Involvement at activities@uwm.edu.

Achievement Awards

Each year student organizations at UWM exceed expectations and prove to be exemplary. Through volunteering, sponsoring events/programs and service to others, student organizations have worked hard to develop, grow, and make progress towards their goals. The Center for Student Involvement seeks to recognize these students and their organizations for their commitment to excellence.

Nominations for these awards are typically due in March with award recipients and recognition events in April.

ePortfolios

The ePortfolio is a personal website to organize, showcase, and reflect on academic coursework, co-curricular involvement, internships and employment. It allows you to upload work samples, solicit professional recommendations and link to social media profiles. To explore this feature, go to panthersync.uwm.edu and log into your PantherSync account. In the black bar menu at the top of the page, select “My Tools” and then select “ePortfolio.”

"I joined a student organization during my Junior year, and now that I’m in my senior year I keep thinking how come I didn’t join a student org earlier? I’ve grown and became more focused because I joined a student org."   -Student
GETTING TO CAMPUS BY CAR

THE SCENIC LAKE ROUTE FROM ALL DIRECTIONS:

From I-43 or I-94 near Downtown, take I-794 east to lakefront exit. Go north along the lake on Lincoln Memorial Dr. to the top of the hill, where Lincoln Memorial Dr. becomes E. Kenwood Blvd. and intersects with N. Lake Dr. Go straight (west) on Kenwood five blocks to campus.

FROM THE NORTH: Take I-43 south to the Capitol Dr. East exit. Go east on Capitol to N. Downer Ave., then south on Downer five blocks to campus.