



Official Co-Curricular Record

Test Student

Authenticity Code:30725664560607692488

The University of Toronto recognizes that students are involved in a variety of activities, both on and off-campus. This Co-Curricular Record captures a select set of university -associated opportunities that have been recognized by the university and verified by a staff or faculty member. Only activities from the 2013-2014 school year onward are captured on this record.

Date	Opportunity	Position Title	Purpose and Description	Competencies
2013-2014	First in the Family Peer-Mentorship Program, Academic Success Centre	Senior Mentor	The First in the Family Program is a year-long academically-focused mentorship program that connects mentors with mentees for group and 1:1 personal and academic support. In addition to conducting weekly sessions with their mentees, Senior Mentors provided leadership for Peer Mentors of the program and underwent bi-weekly training.	Decision-making and action, Fostering inclusivity and equity, Reflective thinking
2013-2014	Residence Life, St. Michael's College	Residence Don	Dons are live-in staff who provide 24/7 supervision and support within the residence, foster a sense of community, and promote the personal and academic development of their residents. They uphold behavioural standards, organize programs and events, mediate conflicts, provide referrals, and respond to emergencies.	Communication, Professionalism, Leadership
2013-2014	Governing Council, University Affairs Board	Co-opted Member	The University Affairs Board is one of the three boards of the Governing Council. The Board is responsible for consideration of policy of a non-academic nature and matters that directly concern the quality of student and campus life. Typically, Co-opted Members attended between six and eight meetings per year.	Advocacy, Critical thinking, Strategic thinking
2013-2014	Alternative Reading Week, Centre for Community Partnerships	Project Leader	The annual Alternative Reading Week Days of Service program is an intensive project-based community service event for student leaders to explore the concepts of learning through service, leadership for social change, and community development. Project Leaders worked collaboratively and independently to develop projects based on community-identified need which were carried out by student volunteer teams during reading week. Students received training, and facilitated, led, and supported a team of 5-10 student volunteers for the project they were responsible for.	Community and civic engagement, Teamwork, Self-awareness

In witness thereof these signatures confirm the authenticity of this record:

Sandy Welsh

Vice-Provost, Students, University of Toronto

GUIDE TO THE CO-CURRICULAR RECORD (CCR)

What is the CCR?

The University of Toronto is committed to student success and the student experience, and has developed the Co-Curricular Record (CCR) to recognize the value of student engagement and a holistic university experience. The CCR is an official validated record of student involvement in university-affiliated activities that provide opportunities for intentional learning and development.

Criteria and Validation Process

Opportunities recorded on the CCR must meet a set of criteria, including: 1) being attached to the university; 2) having a recognized staff/faculty validator; 3) being linked to intentional competencies/skills; and 4) involving active engagement. An Evaluation Committee assessed whether submitted opportunities adhere to the criteria and align with the goals of the CCR. Competencies are attached to each activity, and signify that students have participated in an opportunity where they have developed or refined the identified competencies.

Competencies

Advocacy: For self or others, articulates the values and principles involved in decision-making; affirms and values the worth of individuals and communities; works individually or collectively to challenge appropriately the unfair, unjust, or uncivil behavior of other individuals, groups or social systems; advocates and justifies means for dismantling systemic barriers to equity

Career Planning: Demonstrates understanding of his/her personality traits, skills and competencies, values and interests and is able to connect these to appropriate career options and aspirations; able to develop a personal career plan and identify ways to develop new skills, experiences and education; reflects on experiential learning, integrating learning and adjusting career goals and direction; initiates a job search or seek advanced education; constructs a resume or academic cv based on clear job objectives and with evidence of knowledge, skills, and abilities; recognizes the importance of transferable skills; communicates effectively and persuasively in an interview or networking situation

Collaboration: Works cooperatively with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens to and considers others' points of view; works towards a shared goal

Commitment to ethics and integrity: Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, and authenticity; accepts personal accountability

Communication: Effectively conveys meaning through writing, speaking, or artistic expression; effectively articulates abstract ideas; uses diction, tone, and grammar appropriate to audience and medium; listens attentively and can read and use nonverbal communication and responds appropriately

Creative expression: Generating new ideas, or original ways of knowing, doing and being imaginative; exploring, experimenting and taking risks; inventing and producing new things; planning/designing things/processes; understanding one's identity through the creation of artistic representations; being able to represent ideas and communicate them through artistic means (visual, audio, performing, literary arts)

Critical thinking: Identifies opportunities, problems, questions, and issues; analyzes, interprets, and evaluates the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions

Decision-making and action: Pursue and works to achieve short-term and long-term goals; identifies options and works to overcome obstacles; engages in problem-solving

Design thinking: Integrates mental, emotional, and creative processes for increased insight; formulates a new approach to a particular problem through defining, researching, ideating, prototyping/piloting, implementing, and assessing

Fostering inclusivity and equity: Understands and explores one's own identity and culture in relation to others; seeks involvement with people different from oneself; articulates the advantages and impact of a diverse society; identifies and challenges systemic barriers to equality and inclusiveness; exhibits respect and preserves the dignity of others in all interactions

Global perspective and engagement: Understands and analyzes the interconnectedness of societies worldwide; develops and demonstrates intercultural competency and exhibits appropriate stewardship of human, economic, and environmental resources; identifies one's own individual agency in a global perspective

Goal-setting and prioritization: Sets individual goals; articulates rationale for personal and educational goals and objectives; articulates and makes plans to achieve short-term and long-term goals and objectives; understands principles of time management

Health promotion: Engages in behaviors and contributes to environments that promote health and reduce risk to self and community; **Identity awareness and development:** Integrates multiple aspects of identity into a coherent whole; recognizes and exhibits interdependence in accordance with environmental, social, cultural, and personal values; actively commits to important aspects of self-identity

Inquiry: Develops knowledge of one or more subjects/topics/concepts; knows how to access diverse sources of information

Investigation: Uses and synthesizes multiple sources of information to solve problems

Knowledge application to daily life: Seeks new information to solve problems; relates knowledge to academic, career, and life decisions; articulates life choices based on assessment of interests, values, skills, and abilities; demonstrates evidence of knowledge, skills, and accomplishments resulting from academic, co-curricular, and extra-curricular experiences; makes connections between diverse learning experiences

Community and civic engagement: Demonstrates consideration of the welfare of others in decision-making; participates in service/ volunteer activities that are characterized by reciprocity; engages in reasoned debate and critical reflection; understands and participates in relevant governance systems; educates and facilitates the civic engagement of others

Knowledge creation and innovation: Uses experience and other sources of information to create new insights; makes meaning from text, instruction, and experience; generates problem-solving approaches based on new insights; derives new understandings from learning activities and dialogue with others

Leadership: Demonstrates skill in guiding and assisting a group, organization, or community in meeting its goals; identifies and understands the dynamics of a group; exhibits democratic principles as a leader or group member; communicates a vision, mission, or purpose that encourages commitment and action in others; fosters and encourages leadership in others

Personal health management: Makes purposeful decisions regarding balance among education, work, and leisure time; acts in congruence with personal identity, ethical, spiritual, and moral values

Professionalism: Commitment to, demonstration of and accountability for the appropriate behaviour, character, attitudes, skills, conduct and integrity corresponding to a given circumstance or environment

Project management: Develops and implements strategies and programs in alignment with organizational goals and values; develops appropriate outcomes and conducts assessments; develops and implements strategies for managing finances, human resources, scope, schedule, quality and outcomes; demonstrates best practices for project management and event planning

Reflective thinking: Intentionally examines previous assumptions and experiences during or following the learning opportunity; Applies previously understood information, concepts, and experiences to a future situation or setting

Self-awareness: Assesses, articulates, and acknowledges personal skills, abilities, and growth areas; uses self-knowledge to make decisions; articulates rationale for personal behavior; seeks and considers feedback from others; critiques and subsequently learns from past experiences; employs self-reflection to gain insight; balances needs of self with needs of others; understands and manages emotions

Social Intelligence: Establishes healthy, mutually beneficial relationships with others; treats others with respect; manages interpersonal conflicts effectively; adapts to and demonstrates behaviour appropriate to the situation

Spiritual awareness: Develops and articulates personal belief system; understands roles of spirituality in personal and shared values and behaviors; critiques, compares, contrasts, and respects various belief systems; explores issues of purpose, meaning, and faith

Strategic thinking: Analyzes complex information from a variety of sources including personal experience and observation to form or refine a decision or opinion; recognizes patterns, identifies obstacles, and proposes solutions through foresight and future planning

Systems thinking: Is able to recognize a system and holistically analyze it, while identifying and solving seemingly disparate problems within it; understands how relationships between parts of a system interrelate and culminate to equal a whole greater than its sum -- i.e. an ecosystem

Teamwork: Seeks help from others when needed and offers assistance to others; shares a group or organizational goal and works with others to achieve it; learns from the contributions and involvement of others; accepts and offers supervision and direction as needed

Technological aptitude: Demonstrates technological literacy and skills, respective current intellectual property and privacy regulations and best practices; uses technology effectively to communicate, solve problems, and complete tasks; stays current with technological innovations and trends