

# **Co-Curricular Record**

**Office of the Vice-Provost, Students  
University Affairs Board  
November 20, 2012**



UNIVERSITY OF  
**TORONTO**

# what is a co-curricular record?

The **Co-Curricular Record (CCR)** is an official institutional record of student engagement outside the classroom. Its role is to validate the student's co-curricular activities and identify the skills and competencies that students have developed through these activities.



# background information

- \* In 2010, extensive focus groups conducted by the **Council on Student Experience** identified the need for an official record of co-curricular engagement
- \* **Council Working Groups** recommended that the University explore the feasibility of developing a **Co-Curricular Record**
- \* In late 2011, the principles of the CCR were drawn up and four further working groups were created to focus on:
  - Developing criteria for eligible activities
  - Describing competencies associated with activities
  - Establishing validation and work flow processes
  - Determining systems and technology needs



# process

Over the summer, the four working groups focused on developing the framework and documents in preparation for the consultation process. Over 75 members have taken part in the working groups, including staff, faculty, and students from across the institution.

This Fall, the AVP Student Life and her team rolled out an extensive consultation process that will involve meeting with all the campuses, faculties, St George colleges, residences, and groups of students:

**Chestnut Residence**  
**Family Housing**  
**Graduate House**  
**Loretto College**  
**New College**  
**Innis College**  
**St. Michaels College**  
**Trinity College**  
**University College**  
**Victoria College**  
**Woodsworth College**

**UTM**  
**UTSC**  
**Applied Science & Engineering**  
**Architecture**  
**Arts & Science**  
**Dentistry**  
**Forestry**  
**Information**  
**Kinesiology & Physical Education**  
**Law**  
**Medicine**

**Music**  
**Nursing**  
**Occupational Science & Therapy**  
**OISE**  
**Pharmacy**  
**Physical Therapy**  
**Public Policy & Governance**  
**Rotman Commerce**  
**Social Work**  
**School of Public Health**

**School of Graduate Studies**

**Division of Student Life**  
**Hart House**

**Students (Societies/Unions and general focus groups)**



UNIVERSITY OF  
**TORONTO**

# Searching Activities

In order to help narrow your search for co-curricular opportunities, please select as many or as few boxes:

## Where do you want to look?

- St. George Campus
  - Innis College
  - New College
  - St. Michael's College
  - Trinity College
  - University College
  - Victoria University
  - Woodsworth College
  - School of Graduate Studies
- University of Toronto Mississauga
- University of Toronto Scarborough
- Tri-Campus
- All of the above
- Faculty of Applied Science & Engineering
- Faculty of Music
- Faculty of Kinesiology & Physical Education
- Faculty of Arts & Sciences
- Faculty of Architecture
- Professional Faculties

## What are you interested in?

- Artistic, Creative, & Cultural Programs
- Athletics & Recreation
- Business, Economics, & Entrepreneurial
- Community Outreach & Volunteerism
- Environment & Sustainability
- Faith & Spirituality
- Family and Parent Life
- Graduate Life
- Health & Wellness
- International & Global Interests
- Leadership & Mentorship Opportunities
- Media & Communications
- Personal & Professional Development
- Politics
- Science & Technology
- Residence and Commuter Life
- Safety and Security
- Social Justice, Diversity, & Equity Programs
- All of the above

## What do you want to develop?

(The competencies will be included)

- Practical Skills Development
- Community & Global Engagement
- Interpersonal Engagement
- Personal Growth & Development
- Novel & Adaptive Thinking
- Knowledge Development & Application
- All of the above

## Who do you want leading?

- Faculty Led Initiatives
- Campus and Student Life Programs
- Student Led Initiatives
  - Campus Groups
  - Student Societies
  - Course & Program Unions
  - Campus Media
  - Hart House Clubs & Committees
  - Athletic Groups
- All of the above

Search

Or, type in keywords to search for activities:

## Competencies Framework

Domains	Competencies	Definition/Description			
Practical Skills Development	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	Collaboration	Leadership	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
	Decision-making and action	Pursue and works to achieve short-term and long-term goals; identifies options and works to overcome obstacles			
	Effective 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			
	Technological competence	Demonstrates technological literacy and skills, respective current intellectual property and privacy regulations and best practices; uses technology effectively to communicate, solve			
			Personal Growth and Development	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

Domain	Competencies	Definition/Description
Novel and Adaptive Thinking	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
	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

Community and civic engagement	Global perspective and 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 Development and Application	Knowledge acquisition	system interrelate and culminate to equal a whole greater than its sum – i.e. an ecosystem
		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			Develops knowledge of one or more subjects/topics/concepts; knows how to access diverse sources of information
Interpersonal Engagement	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	Knowledge application to daily life	Knowledge investigation, connection and integration	Uses and synthesizes multiple sources of information to solve problems
	Interdependence	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		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
					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



UNIVERSITY OF TORONTO

# CO-CURRICULAR RECORD

**Name:** A, Student

**Date:** September 6, 2012

**Student Number:**

**Date**

**Activity**

**Position**

**Skills Gained**

2011-2012

Residence Life, Victoria College

Senior Residence Assistant

Leadership  
Self-Awareness  
Health and Wellness

2010-2011

Residence Life, Victoria College

Residence Assistant

Interdependence  
Social Intelligence  
Understanding Diversity while  
Fostering Inclusivity and Equity

2010-2011

Intramural Sports Council (ISC)

Women's ISC Chair

Decision-making and Action  
Leadership  
Collaboration

2010-2011

Victoria College Athletic Association

Women's Representative

Health and Wellness  
Program Management  
Effective Communication

\*All activities have been validated by a recognized university staff or faculty member.

\*\* Only activities from the 2010-2011 school year and onward are captured on this record.

-----  
**Name #1**

**Position**

University of Toronto

-----  
**Name #2**

**Position**

University of Toronto

-----  
**Name #3**

**Position**

University of Toronto

-----  
**Name #4**

**Position**

University of Toronto

# benefits for the institution

1. May function as a recruitment tool by allowing prospective students to familiarize themselves with co-curricular opportunities offered
2. Helps foster stronger connections between students and the institution and strengthens an alumni base that stays connected to the university
3. Tracks the number of students engaged in co-curricular activities, and provides the means to assess and evaluate co-curricular programming
4. Encourages communication and collaboration across the institution and provides avenues for support





5. Provides resources and tools, including ways to conduct assessment/evaluation, reflection, and programming ideas
6. Creates a professional network of student program developers, encouraging sharing ideas and increasing quality of co-curricular programming
7. Assists those acting as referees by providing a record of student activities
8. Provides the tools to conduct assessment and run statistics/analytics of co-curricular programming



# criteria

The CCR is intended to encourage student engagement through participation in co-curricular activities.

There is, however, a need to establish criteria for the activities that will be included on the record. The Activities Working Group has developed the following criteria. Activities must:

- Be recognized by (attached to) the University
- Meet validation process requirements
- Be linked to intentional competencies/skills
- Involve active engagement



# process

While Student Life will provide support and resources, the **CCR will be a decentralized process.**

There will be central committees with tri-campus representation to offer support and ensure the rigour and integrity of the CCR. The CCR will, however, be run by identified local units. The local units will be determined through the consultation process.

The CCR will be a **collaborative effort, respecting** the authority of **local units** and **existing processes.**



# next steps

- Extensive consultation
- System selection, implementation, testing and training
- Developing communication and implementation strategies
- Database of eligible opportunities
- Launch: Fall 2013

# follow the process

- Website: [ccr.utoronto.ca](http://ccr.utoronto.ca)
- Email: [ccr@utoronto.ca](mailto:ccr@utoronto.ca)
- Listserv – email: [kimberly.elias@utoronto.ca](mailto:kimberly.elias@utoronto.ca)

