

Co-Curricular Record

Build you experience. Tell your story.



UNIVERSITY OF
TORONTO

TOWARDS 2030

A Third Century of Excellence
at the University of Toronto

Synthesis Report



UNIVERSITY OF
TORONTO

“Once students are admitted, their experience must be viewed holistically, taking into account both formal academic programming and broader opportunities for personal growth outside the classroom”

what is a co-curricular record?

The **Co-Curricular Record (CCR)** is an official institutional document that reflects student learning and development through active engagement in activities outside the classroom, linking those experiences to competencies.



what about the academic transcript?

The **academic transcript** functions as the primary official consolidated record of a student's academic performance and achievement.

A co-curricular record will complement the academic transcript by reflecting a student's involvement and development outside the classroom, providing a valuable resource by which students can **tell their story**.

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 2011, a group of **eighteen faculty, staff and students** from across the three campuses developed the principles for the CCR and four working groups were created to focus on:
 - Developing criteria for eligible activities
 - Describing competencies associated with activities
 - Developing validation and work flow processes
 - Determining systems and technology needs



benefits to the institution

1. As a **recruitment tool**, demonstrates to prospective students the breadth of co-curricular opportunities available
2. Co-Curricular involvement enhances the student experience, student development and learning and **fosters stronger connections** between students and the institution
3. Tracks the number of students engaged in co-curricular activities, and provides the means to **assess and evaluate** effective co-curricular programming
4. Encourages **communication and collaboration** across the institution through shared ideas and programs and increases quality of experiential education development
5. Distinguishes the University of Toronto graduate



benefits to our students

1. **Creates a database** of co-curricular opportunities.
Engaged students achieve higher academic success, whereby quality and quantity of the student's involvement influence their learning and development (Astin, 1984).
2. Involvement increases interaction among students, professors, and staff, which can allow for a greater **sense of belonging and inclusion**
3. Provides opportunities for **reflection** which supports deeper understanding of the learning involved
4. Provides students with the language by which they can reflect their **competencies** to potential employers or for graduate applications
5. Distinguishes the University of Toronto graduate



criteria

The CCR is intended to provide ease of access to opportunities thereby encouraging student engagement 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

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.

Fall 2012, the Student Life team rolled out an extensive consultation process that involved meetings with faculty, staff and students at all the campuses, faculties, 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	Develops knowledge of one or more subjects/topics/concepts; knows how to access diverse sources of information
		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			
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 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
	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		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

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 and autonomy of **local units** and **existing processes.**



next steps

- Town Halls: one on each campus
- System selection, implementation, testing and training
- Project Team and Implementation Team have been established
- Form Local Evaluation Committees and collect eligible activities
- Developing communication and implementation strategies
- Launch: Fall 2013

follow the process

- Website: ccr.utoronto.ca
- Email: ccr@utoronto.ca
- Listserv – email: kimberly.elias@utoronto.ca

