



# Official Co-Curricular Record

## **Mahesh Sudhakar**

Authenticity Code:28549492647612950458

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.

<b>Date</b>	<b>Opportunity</b>	<b>Position Title</b>	<b>Purpose and Description</b>	<b>Competencies</b>
2018-2019	Electrical and Computer Engineering Graduate Students' Society (ECEGSS), Student Organization	VP Communications	The Electrical and Computer Engineering Graduate Students' Society (ECEGSS) promotes academic, social, and professional development activities for graduate students (MEng, MAsC, and PhD) in the Edward S. Rogers Sr. Department of Electrical and Computer Engineering. The VP Communications was responsible for advertising ECEGSS events through social media platforms and creating other advertising materials (e.g., banners, flyers, posters etc).	Communication, Communications and media, Strategic thinking
2018-2019	iConnect International Mentorship Program, Centre for International Experience	Mentee	iConnect is a peer-to-peer mentorship program that supports new international students in their transition to the University of Toronto U of T and Canada. Mentees communicated regularly with their mentors, were actively involved in outings and events, participated in discussions focused on intercultural understanding and reflected on their experience through two surveys.	Fostering inclusivity and equity, Global perspective and engagement, Reflective thinking
2018-2019	Campus Events Ambassador, Academic and Campus Events Department	Campus Events Ambassador	Campus Events Ambassadors represent the University at signature events where they have the opportunity to practice communication, teamwork and strategic thinking skills while assessing and balancing the needs of competing priorities. The Campus Events Ambassador assisted guests in a demanding customer-service focused environment while enforcing Con Hall policies	Decision-making and action, Teamwork, Professionalism
2019-2020	iConnect International Mentorship Program, Centre for International Experience	Mentor	iConnect is a peer-to-peer mentorship program that supports new international students in their transition to U of T The University of Toronto and Canada. Mentors supported mentees online and in person throughout the year, lead small group outings and facilitated intercultural learning.	Fostering inclusivity and equity, Global perspective and engagement, Identity awareness and development

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

**Sandy Welsh**  
Vice-Provost, Students, University of Toronto

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## 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 an inherent understanding of his/her personality traits, values, interests and transferable skills and competencies, and is able to: connect these to meaningful career options, communicate these effectively on a résumé or during an in-person exchange, and continuously reflect upon these to adjust career goals and/or initiate further education or job search

**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

**Communications & Media:** Develops and implements strategies to inform the wider community of programs, events and messaging; demonstrates ability to convey persuasive messages to outreach to different audiences; utilizes multiple forms of media, including social media, to share and exchange information

**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

**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

**Entrepreneurial thinking:** Demonstrates the ability to generate ideas; takes responsibility and makes decisions; demonstrates creative and innovative problem solving skills

**Facilitating & Presenting:** Effectively coordinates processes and procedures for a group or organization; supports inclusive decision making; guides learning and dialogue to support participants in deeper thinking; presents ideas clearly, effectively, and accessibly

**Financial literacy:** Effectively organizes and makes informed decisions about financial resources; manages and implements effective budgeting systems; engages in financial record-keeping that maintains transparency and accountability

**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

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

**Investigation and synthesis:** Gathers, selects, uses, and synthesizes multiple sources of information to solve problems; Uses appropriate technology and tools to analyze and apply information

**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

**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

**Organization and records management:** Effectively devises and maintains office and organizational systems; manages people, information, and resources in an effective way; understands the importance of accurate and concise record-keeping

**Personal health and wellness:** 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