

Shaping Our Future: Academic Plan for 2008-2013
Report to Senate
May 2012

Table of Contents

I. EXECUTIVE SUMMARY.....	2
A. High-quality, societally relevant programs	2
B. Student engagement and success	3
C. SRC activity.....	3
D. Learning and teaching.....	4
E. Reputation	4
II. FACULTY AND UNIT REPORTS (SUBMITTED TO THE PROVOST).....	6
A. Faculty of Arts	6
B. Faculty of Communication & Design.....	10
C. Faculty of Community Services	12
D. Faculty of Engineering, Architecture and Science.....	143
E. Ted Rogers School of Management	166
F. The G. Raymond Chang School of Continuing Education	20
G. Yeates School of Graduate Studies	213
H. Ryerson University Library (and Archives)	235
I. Office of the Vice-Provost, Students.....	257
J. Learning and Teaching Office.....	269
III. THE VPRI ANNUAL REPORT TO SENATE	32

I. EXECUTIVE SUMMARY

Shaping Our Future, Ryerson University's five-year academic plan, was approved by Senate in June 2008.¹ The plan outlines five areas of strategic academic importance to the University. Each Faculty and academic unit pursues these goals through individual academic plans, and on an annual basis submits a progress report to the Office of the Provost. These reports contribute to an overall view of the advances we are making toward the plan's vision for Ryerson.

This report to Senate shows the maturity of the academic plan in its fourth year of implementation: 2011 to 2012. Progress within each of Ryerson's Faculties and units is detailed in Section II, while Section III comprises the VPRI annual report to Senate.

1. High-quality, societally relevant programs

Innovative programs

Our new degree development reflects areas of growing social importance and connections to growing employment sectors. Undergraduate programs in the works include Sports Media and Management (FCAD) and Philosophy (Arts); while new BA programs in Creative Industries (FCAD), Professional Communications (FCAD), Biomedical Science (FEAS), Financial Mathematics (FEAS) and Real Estate Management (TRSM) have all been approved by Senate.

The first BA in English started in 2011, and BAs in History and Environment and Urban Sustainability are ready to launch in 2012. This year we are offering a new Digital Specialization option; meanwhile, a letter of intent was open to the community for feedback on a master's in Digital Media. An MBA specialization in Mining Management (TRSM) is also being developed.

In 2011, a PhD in Environmental Applied Science and Management and an MA in Philosophy were launched. Three more programs are expected to begin in September 2012: PhDs in Molecular Science, Computer Science, and Biomedical Physics.

In 2011, The Chang School established eight new certificates. This represents continued progress towards the School's goal to mount thirteen certificates per year by 2012.

Program accreditation

Accreditation is an integral part of Ryerson's academic reputation, ensuring that our programs meet the rigour of peer review and that graduates develop the necessary skills and knowledge to practise effectively in their fields. In 2011, the Ted Rogers School of Management received accreditation by the Association to Advance Collegiate Schools of Business (AACSB). AACSB accreditation is considered the hallmark of excellence in business education, and has been earned by less than 5% of the world's leading business schools. FEAS's biomedical engineering program is awaiting successful accreditation after its first review by the Canadian Engineering Accreditation Board (CEAB) in January. This year, eight programs in FEAS underwent the CEAB review process, for which the Faculty developed new assessment criteria. Four programs in Arts began their review process, and the MA and PhD programs in psychology (clinical field) underwent a rigorous review that led to full accreditation by the Canadian Psychological Association. The School of Early Childhood Education (FCS) was also successful in its review.

¹ www.ryerson.ca/senate/academicplan.pdf

Creating more student choice

While maintaining a strong commitment to excellence and relevance, we recognize the changing needs of our students. Increased access to majors and minors is one approach to offering our students more choice in exploring a wider range of their academic interests and preparing them for an increasingly interdisciplinary working world.

Senate approved three new minors to be offered in 2012: Business Essentials, Physics, and Employment Relations.

2. Student engagement, success and retention

Curriculum renewal

The Curriculum Renewal Committee (CRC), launched in Fall 2011, has been active in consulting the community and in using input from all stakeholders to develop a plan to implement the new curriculum framework, as approved by Senate in June 2011. The CRC released a green paper in February, hosted a Town Hall in March, and is presenting a white paper to Senate in June 2012. One of the major goals of the amended curriculum model is to give students more choice and flexibility in their program options.

Space

Ryerson's changes to space are visible proof of our efforts to enrich student experience. In September 2011, the Ontario government announced \$54.6 million in funding for a new health sciences building at Ryerson. Plans for development are currently underway. The School of Image Arts building, with its rebuilt and expanded space and new LED façade, was officially opened on March 23, 2012. On March 28th, a stretch of Gould Street was permanently closed to traffic and named Ryerson Square, after a campaign strongly backed and led by our students. The Mattamy Athletic Centre—where construction crews are now laying the ice rink—is slated for a September opening. We are also responding to a rising demand for housing: a new 500-space student residence will be built on Jarvis Street, and is expected to open in September 2016.

Support

Supporting our students, to help each one succeed, is a key priority at Ryerson. Faculty-based strategies include the FCS Writing Skills Initiative, now in its third year, and the Quickstart Workshops, hosted by FEAS. These popular workshops are helping new students develop the skills and knowledge expected at university. The range of topics has expanded from mathematics to include physics, chemistry and computer science.

The Fresh Start program continues to be a great benefit to students at risk. In 2011/12, out of 425 students who first joined the program in September, 145 were either reinstated or transferred to their program of choice by the end of their second term. In other words, 34.1% of students at risk were able to regain their footing at Ryerson.

The Library, in collaboration with Student Learning Support and CCS, has launched the Learning Commons @ Ryerson website and co-developed a Library Calculator to help students better manage their time.

The Digital Media Zone (DMZ)

The DMZ is one of Ryerson's leading investments in student and alumni success. The Zone enables young entrepreneurs to turn their digital innovations into viable businesses. This incubator responds to two of the five core priorities of our Academic Plan: the investment supports student engagement and

success, while the extensive media coverage of and external interest in the DMZ contribute to reputation building for Ryerson.

In April 2012, the DMZ celebrated its second anniversary and opened a new 5,300 square foot sub-basement space. Since its official opening it has housed 374 innovators, incubated and accelerated 41 start-ups, fostered and created 450 jobs through newly formed startups and market-driven research, and created 56 new jobs at Ryerson. Currently a membership fee agreement is being piloted with three teams leasing office space.

This Spring, a new program has brought DMZ fellows from the Indian Institute of Technology Madras and the Indian Institute of Technology Delhi to Ryerson for a term of collaboration. In China, four international DMZ fellowships were announced to be awarded to students at the Communication University of China and Nanjing University in 2012.

Access

Ryerson's commitment to access is ongoing. The number of students served by Programs for 50+ increased this year. Meanwhile, enrollment rates for Spanning the Gaps (offered by the Chang School) has remained steady at around 100 students.

Program 50+ partnered with the Prosserman Jewish Community Centre, Granite Club, and McConaghy Seniors Centre to offer 22 courses and special lectures off campus.

FCS is working with its schools towards integrating aboriginal content in their curriculum, while the Library has expanded its outreach to Ryerson's Aboriginal community.

A new Teaching Diversity Fund was launched to create new or strengthen existing courses, develop training programs or workshops, or conduct research—all with a strong focus on diversity and inclusion.

3. SRC Activity

Volume

SRC activity at Ryerson has kept an upward trend for over a decade. 2011/12 was no different. The total research funding this year is close to \$28 million, with \$13 million from Tri-Council funding. NSERC identifies Ryerson as a leader among Ontario universities—on the basis of the number of eligible researchers per university—in the number of NSERC Engage Grants awarded; while our NSERC Discovery grants increased by 60%. Ryerson is also a leader, on a per capita basis, in MITACs funded grants.

FedDev renewed our award for a maximum allowable of \$750,000; additionally, FedDev awarded us \$315,000 in new funding under the Scientists and Engineers in Business (SEB) program to provide commercialization fellowships to enhance the entrepreneurial skills of our graduates and graduate students in the fields of science, engineering, technology, and math (STEM). Ryerson has thirteen Canada Research Chairs, and the right to apply for one Canada Excellence Research Chair.

Ryerson is a leader in linking research and innovation to the student experience—with innovative programs such as the Undergraduate Research Opportunities (URO) Scholarships program, the OCE-funded Experiential Learning Program, and FedDev funded internships. In the summer of 2011, 58 students took part in the Undergraduate Research Opportunities (URO) Scholarships program, which enabled them to work with Ryerson faculty researchers. On the strength of their work, these students prepared over 28 presentations, in some cases resulting in publication or conference participation. In 2012 another 50 students join the program.

Research themes

Our “Innovation Zones” continue to expand. The Centre for Urban Energy (CUE), the Ryerson Institute for Aerospace Design and Innovation, the Digital Media Zone and a planned Biomedical Zone are designed to serve as “collaboration hubs” that give industry and government the opportunity to see new technologies in action, and to work with talented student and faculty researchers as well as entrepreneurs. In addition, we have supported efforts to develop partnerships in areas that cut across disciplines and Faculties.

Support

This year we increased the number of grants officers and facilitators, and added additional workshops and services to support our faculty members’ success. Intensive levels of support have been provided to faculty members pursuing Tri-Council, CFO and FedDev funding.

4. Learning and Teaching

Learning and teaching excellence is an academic priority at the University and Faculty level. Fourteen faculty members were recognized at the annual Faculty Teaching Awards in March for their outstanding dedication to teaching.

The Learning and Teaching Office (LTO) initiated the Teaching Diversity Fund to create new or strengthen existing courses, develop training programs or workshops, or conduct research—all with a strong focus on diversity and inclusion. The first recipients of this grant were announced in April 2012 and will present their research at the 2013 Faculty conference. Meanwhile, the second round of funding was announced for the Learning and Teaching Enhancement Fund, a grant that encourages faculty to incorporate innovative learning strategies in the classroom.

The LTO is encouraging faculty to enter an open dialogue about teaching at Ryerson—through social media (including Twitter and blogs), teaching-related materials such as the best practices newsletters and a monthly digest newsletter available through Teachnet, and an informal luncheon with the vice provost academic.

In April the provost launched a review of Ryerson’s Experiential Learning Office to study its role and direction.

5. Reputation

Ryerson continues to build its academic reputation among prospective students, media, industry, and government—within the GTA, across Canada, and around the world. It is beyond the scope of this report to capture all the initiatives that contribute to reputation enhancement; what follows only scratches the surface.

Leading researchers and experts

World-class experts continued to bring their names and expertise to Ryerson. In 2011/12 our Faculties enhanced their teaching and research capacity through strategic hires, and since our last report thirteen leading Canadians were appointed distinguished visitors:

- Anne Golden (2012) Distinguished Visiting Scholar and Special Advisor
- Constance L. Sugiyama (2012) Distinguished Visiting Scholar

- Linda Schulyer (2012) Distinguished Producer in Residence
- Lance Weiler (2012) Distinguished Producer in Residence
- David Livingston (2012) Distinguished Visiting Scholar
- Marie Boutrogianni (2011) Distinguished Visiting Scholar
- Ralph E. Lean (2011) Distinguished Counsel in Residence
- Peter Sharpe (2011) Distinguished Visiting Fellow
- Chris Rudge (2011) Distinguished Visiting Fellow
- Atom Egoyan (2011) Distinguished Scholar in Residence
- Tony Burman (2011) Velma Rogers Graham Research Chair in News Media and Technology
- David C. Dingwall (2011) Distinguished Visiting Professor
- Winnie Ng (2011) Professor of Distinction and Endowed CAW-Sam Gindin Chair in Social Justice and Democracy

These appointments provide Ryerson faculties with the unique opportunity to connect students, faculty and staff with highly regarded, industry leaders. The “Ralph Lean speaker series” was so popular—and the audience so engaged—that high-profile speakers are already lining up for next year.

Partnerships and collaborations

Every Faculty and academic unit is broadening its base of strategic partnerships. FCAD fostered a number of partnerships with institutions such as Italy’s Fondazione Centre Sperimentale di Cinematografia, the Communication University of China, Aalto University of Art & Design in Helsinki, and the Hochschule für Fernsehen und Film in Munich, Germany. FCS focused on developing partnerships for research and knowledge translation with a number of leading health institutions including the Hospital for Sick Children’s Learning Institute, the Centre for Addiction and Mental Health, and St. Michael’s Hospital. The Ontario Multicultural Health Applied Research Network (OMHARN), launched in Fall 2011, is a collaboration between Ryerson and York University.

TRSM signed a Memorandum of Collaboration with Sandals Corporate University. The Chang School added eight new external partners in 2011, bringing the total to 33. In Fall 2011, Ryerson’s Yeates School of Graduate Studies and York University’s Osgoode Hall Law School signed an agreement for a reciprocal Interdisciplinary Studies Opportunity.

Ryerson currently has partnerships with over 100 universities in 30 countries. This year, Ryerson has reached out to all four BRIC countries: Brazil, Russia, India, and China. In February, a team went to Brazil to sign a memorandum of understanding on a new phase of partnership, to look at collaborative funding opportunities (e.g., Science Without Borders), and to meet with three industry leaders. In December, Ryerson hosted the Canada-Brazil Smart Grid Partnership Development Activity. Steps are being taken to pursue opportunities for collaboration with universities in Russia. In India, groundwork was laid for a proposed Canada India Centre in Research Excellence in Inclusive Innovation and Entrepreneurship that will be led by Ryerson, Simon Fraser, and Carleton with six other universities and 20 industry partners. In China, formal agreements were signed with Communication University of China and with Harbin Institute of Technology. Discussion with other universities in China—with regard to collaboration in such areas as sustainable water resource management and medical physics—are now underway.

High-calibre students

Ryerson is joining the Loran Award consortium of partner universities. Graduating secondary students are nominated by their schools and selected for high academic achievement, extracurricular activity and leadership potential. The Loran Award is only tenable at 25 partner universities across Canada.

Additional considerations

Academic structures

The new Faculty of Science will launch July 1st, 2012, one year after its approval by Senate and the Board of Governors. Imogen Coe has been appointed as the new dean, with preparations underway for both the budget and the organizational structure of the new Faculty. The upcoming launch is the fruit of years of consultation, research, and feasibility studies. The creation of a Faculty of Science was the foremost recommendation in the 2010 white paper that came out of the Provost's Commission on Academic Structures. The Faculty will create new opportunities in science-based education and research, and will increase the visibility of science at Ryerson.

Academic administrative appointments

A number of key academic administrative appointments occurred in the 2011/12 academic year:

- Imogen Coe appointed as dean of science
- Usha George reappointed as FCS dean
- Hossein Rahnama appointed associate director DMZ
- Jean-Paul Boudreau appointed FA dean
- Jennifer Mactavish appointed YSGS dean
- Maureen Reed appointed director Learning and Teaching Office
- Madeleine Lefebvre reappointed chief librarian

II. FACULTY AND UNIT REPORTS SUBMITTED TO THE PROVOST

A. Faculty of Arts

Our academic plan is on track and our eleven departments and interdisciplinary programs are taking innovative steps towards the next phase.

1. Undergraduate programming

As of Fall 2012, all students enrolling in Arts programs will be able to transfer virtually seamlessly to any of our seven different programs after the first year.

Our new BAs are well underway: English (2011), History (2012), Environment & Urban Sustainability (2012), and Philosophy (2013). To date, the Faculty of Arts has received over 15,500 applications for 1133 program seats for the 2012/13 academic year.

The Department of Languages, Literatures, & Culture developed a letter of intent for an innovative BA designed for review in Spring 2012 and implementation in Fall 2014. All departments, as well as the Arts and Contemporary Studies (ACS) program, are developing majors in preparation for the University's new curricular framework for combined majors. We are consolidating the flagship ACS program to replace the discipline-based options, where new degrees have now been developed. We continue to build options and new minors for all students (e.g., Geography and Caribbean Studies).

Finally, we have undertaken program reviews this year in ACS, Criminal Justice & Criminology, Politics & Governance, and in Sociology. The program reviews will be completed for 2013.

2. Graduate programming

The Interdisciplinary PhD in Policy Studies is following an impressive intake trend that makes this graduate program, along with Psychology's, one of the most successful graduate programs at Ryerson. The MA and PhD in Psychology attract top students, generating over \$1 million in external scholarships. The new PhD in Economics is helping to solidify the reputation of the department of Economics as one of the region's rising stars in a highly competitive field. The MA in Public Policy and Administration continues to be the most-applied-to graduate program at Ryerson, with one of the best rates of acceptance-to-offers, one of the best completion rates, and graduates that are extremely successful in securing jobs in their field. The MA programs in Literatures of Modernity and in Philosophy are proceeding with great success.

We again invested considerable resources in providing GA and RA opportunities for our graduate students, and we will continue to work towards a more realistic funding structure for graduate programs in order to attract the highest quality students.

Our MA and PhD Programs in Psychology (Clinical Field) were granted full accreditation this year by the Canadian Psychological Association—marking Canada's first accreditation in clinical psychology prior to graduating the first cohort of doctoral students.

In 2012, we added a new associate dean of research and graduate studies which will be instrumental in consolidating our current graduate programs while building on documented areas of excellence.

3. C.E. programming

This year we established a new Arts-CE Advisory committee (co-chaired by the dean of Arts and dean of CE) which examines and supports new initiatives while also supporting current programs. We added new certificates in Global Diasporas and in Social Sciences & Humanities Foundations—the latter enabling students to strengthen a future application to one of the full-time undergraduate Arts degrees. We are collaborating with CE on their new ESL initiative and exploring on-line degree offerings.

4. Enhanced SRC productivity

Key indicators (grants per faculty member) suggest that we continue to increase research productivity. This year we supported efforts to improve grant writing and application success. Arts received half of the SSHRC awards for Ryerson. Our NSERC and CIHR success rates continue to rise modestly. Increasingly, our health-based researchers are securing highly competitive US-based NIH funding. Our CRC-I in Modern Literature and Culture was renewed for seven years and was awarded a new CFI grant for implementing a new infrastructure in the Modern Literature and Culture Research Centre. Our centres have all contributed extensively to the research infrastructure and capacity in Arts.

We added seven new tenure-track hires in 2012. At the inaugural Faculty of Arts “Celebrating Authors” event we featured over 50 faculty who had published new books and research articles.

5. Enhance student success strategies

Our Student Engagement Centre has added new international partnership exchange programs and has expanded our experiential learning opportunities for both in-class and community-based options. We added a new general computing lab in 2012 and developed a proposal for improving student space in the Podium area. Finally, new teaching awards in Arts will reinforce some of the strategic goals, including student engagement, of the faculty.

6. Review and reorganize administrative structures

In 2012 we initiated a comprehensive overview of the Faculty of Arts administrative processes, including the office of the dean. The outcome of this review will be realized by end of 2012 with further progress into 2013.

7. Advancement opportunities

This year we established a new Dean’s Advisory Committee and a “Breakfast with the Dean” series for our alumni. We have secured new student scholarship awards and one new facility-named award. Our development efforts are focused and include support for such core initiatives as Stress & Wellbeing Research; Indigenous Governance; Digital Humanities; Immigration & Settlement; and Geographic Analysis.

We continue to reach out to the community with various speaker series. The Department of English hosted our first ever writer-in-residence, an initiative which we look forward to continuing in 2013. Our Modern Literature & Culture Research Centre has partnered with the new Ryerson Gallery and Research Centre on researching and celebrating American photographer Berenice Abbott.

B. Faculty of Communication & Design

The Faculty of Communication & Design has made significant progress in all four areas identified in the original academic progress report. FCAD schools have responded to fast-changing professional practices, scholarship and teaching in the disciplines assembled under the FCAD umbrella. They have committed to extensive revisions of their curricula; deep engagement with the latest research outcomes; creative responses to the pervasive financial pressures; and consideration of greater operating sustainability.

As a result, the Faculty now operates more efficiently, frugally, and conscientiously than it did only a year ago. Most faculty members, staff and students have embraced the new “normal,” and all eight school chairs have been highly supportive of endeavours aimed at finding greater operational efficiencies and closer alignment with broader University objectives.

1. Operating sustainability and currency

Significant advances have been made in developing and implementing operational road maps that have resulted in greater administrative efficacy. In almost all cases, they have also resulted in cost savings that helped mitigate the negative effects of the required base budget cuts on curriculum, staff, and resources. The Faculty’s recent endorsement of a comprehensive and incisive strategic technology plan will further streamline our operations and affect both the currency and cost-effectiveness of our technology use. More specifically, it is aimed at addressing how we can best sustain innovation in our technology management and enhance our core academic activities – including SRC, pedagogy, course delivery, and student support. The Director of Technology Planning, Dr. Michel Kouadio, and his team of six planning advisors deserve considerable credit for that.

2. Evolution and growth

Two undergraduate program proposals received Senate approval and are likely to be up and running by Fall 2013. These programs will be unique for FCAD, not only because of their innovative curricular structures and interdisciplinarity, but also because of their lesser reliance on studio or lab resources. Designed around lecture-based courses, they will bring in an initial total intake of some 160 students and are expected to operate at a steady state of 500+ students. This will be of significant financial benefits to the Faculty and the University, and offer students across the University a substantial number of attractive elective courses and minor programs.

In addition to these new undergraduate programs, FCAD has developed, or is in the process of developing, a series of minors, certificates, online courses, and graduate as well as undergraduate programs, including a minor and cognate certificate in News Studies, an online communications course for engineers, a BA in Sports Media and Management, another undergraduate degree in Gaming, a joint MFA program with Sheridan in Animation, and an MA program in Writing for the Dramatic Media (of film, television, theatre, and gaming). Initial discussions have also taken place for a program in Packaging—either at the graduate or undergraduate level.

In order to optimize our curricular offerings, identify possible cost savings, mitigate redundancies, and capitalize on the anticipated incentives inherent in the new resource allocation model, each school has undertaken an extensive curriculum review the results of which are being analyzed at the time of writing.

3. Reputation enhancement

Firm in the belief that a university’s reputation is built on the excellence of its students, alumni, teachers and researchers, FCAD has worked hard on all fronts to contribute to Ryerson’s exponential reputational

growth. With a significant number of illustrious alumni and a network of high profile industry partners and collaborators in the creative industries, FCAD has been fortunate to entice several world-class experts to come on board. Internationally renowned filmmaker Atom Egoyan, for example, joined our Faculty as a Distinguished Visiting Scholar in Fall 2011, as did internationally respected journalist Tony Burman, our new Velma Rogers Graham Research Chair in News Media and Technology. They bring a significant amount of reputational weight to the Faculty, and we are delighted to observe their enthusiastic engagement with our colleagues and mentorship of our students.

We have also added a number of new institutions to the extended roster of communication and design universities in other parts of the world who have been long-standing and productive partners: the Communication University of China, for example, with whom we are beginning an active exchange of students and researchers and through whom we have found admission to "M League," a research intensive conglomerate of 52 Media Studies Institutions in 22 countries. MOUs have also been signed with Aalto University of Art & Design in Helsinki and the Hochschule für Fernsehen und Film in Munich, Germany. Relationships with several Indian universities are being developed at this time, which we expect to be in full gear a year from now.

Meanwhile, our faculty and students have contributed significantly to enhancing Ryerson's reputation by winning awards and scholarships all over the world. GCM student Andrew Wong, for example, received a \$10,000 industrial scholarship to develop a new technology for making flexo printing plates; Interior Design student Laura Carwardine won the top student prize at the highly regarded Radical Innovation in Hospitality competition for her 4D Cube, an automated series of hotel rooms that attach to flight gates at airports; and Image Arts student Ana Čop took second place at the Sony World Photography Awards for her unique female nudes in downtown Toronto locations.

4. Scholarly Research & Creative (SRC) activities

The 2010 report suggested that enhancing faculty members' SRC output is a key objective for the present Dean. This is still the case; however, the lofty expectation that last year's quantifiable SRC successes might be surpassed could not be met. The comprehensive revision of the SRC policy was put on hold because of the bargaining for a new collective agreement, and many of the top FCAD researchers who had won awards in 2010 were not permitted to apply for grants from the same institutions. Exact data were unavailable at the time of writing and will be submitted at a later date.

C. Faculty of Community Services

This narrative report summarizes the progress achieved by the Faculty of Community Services in the implementation of the Academic plan during the year 2010/11. The six goals of the Faculty's academic plan are:

- Build Infrastructure and capacity
- Strengthen and integrate undergraduate and graduate programs
- Strengthen SRC
- Institutionalize interdisciplinarity, IPE and IPC in teaching, SRC and practice
- Build community
- Build and promote diversity in all areas of the Faculty's activities

Build infrastructure and capacity

Construction of the three labs for the School of Occupational and Public Health and the conversion of POD 247b are complete. Two new OPH faculty members as well as another OPH faculty member are now in the renovated space. The offices vacated by the School of Health Services Management will be allocated to the School of Child and Youth Care, which is hiring new faculty members.

Six new faculty members were hired during the year and three schools received part- or full-time temporary administrative staff to meet the growing challenges of field placement and internship. All new faculty members received furnished offices.

With respect to infrastructure requests (computers, furniture, lab equipment for teaching), we introduced a process in 2009 by which schools send in their total requests on an annual basis. The Dean's Office assesses these requests and allocates appropriate amounts. An estimated total of \$260,000 was allocated in 2010/11 for this purpose.

Strengthen and integrate undergraduate and graduate programs

On the whole there is great demand for the programs. TA/GAs have increased within the Faculty, giving more graduate students the opportunity to "earn and learn." Graduate directors at FCS have two meetings per year to discuss all issues related to the graduate programs. Special attention is given to the discussions around the quality of graduate courses.

Most schools at the Faculty review their curricula on an ongoing basis. Although much of the content is determined by accreditation requirements, "curriculum days" provide an opportunity to update the curriculum annually. Special attention was paid to the major research papers during the final year—to foster innovation and creativity among the students. The School of Early Childhood Education successfully completed its program review and requested its name change to Early Childhood Studies. The School of Child and Youth Care is currently undergoing program review.

All student supports (graduate and undergraduate) described in the previous narrative reports are still continuing. Particularly noteworthy is the Writing Skills Initiative, now in its third year. The student engagement project, "Making a Difference," was once again funded by the Dean's Office. All the schools reported a great deal of student participation in these initiatives.

The notion of social innovation and entrepreneurship was introduced into the Faculty of Community Services through retreats and other discussions. The Faculty received an endowed chair: the J.C. Eaton Chair in Social Innovation and Entrepreneurship, based at the School of Child and Youth Care.

A special committee exploring the use of technology in the classroom submitted its recommendations.

Strengthen SRC

Faculty members are increasingly active in applying for grants.

In 2010/11, 33 externally funded grants applications were successful, totalling \$1,297,569.00. The Dean's Office provided additional funding for all of the research centres of the Faculty to enhance their work in relation to application for external funding and knowledge translation.

Additional funding was made available for student research—both undergraduate and graduate. This enabled more students to participate in the undergraduate summer RA program.

The Ontario Multicultural Applied Research Network (OMAHRN) was launched in the Fall of 2011, with funding from the Ministry of Health and Long-Term Care. The goal of OMAHRN is to support high-quality applied population and systems/services health research that addresses complex issues affecting health and health equity using a collaborative networked approach. A very successful conference on multicultural health was held in March 2012. OMAHRN has completed one year and is poised to move into the second year. The funding will be renewed for 2012/13.

Institutionalize interdisciplinarity, IPE and IPC in teaching, SRC and practice

With the funding from the Ministry of Health and Long-Term Care and matching funds from the Provost's Office, we have advanced this goal significantly. A number of curriculum products were launched during 2010/11: a graduate course titled "Therapeutic Communication," an undergraduate course "Inter-Professional Narratives," online IPE modules, Wolcott Creek online simulation, and Wolcott Creek live simulation. Considerable progress was made in IPE placement and experiential learning development as well as faculty and student development. Funding for the project ended in March 2011. We have hired a part-time staff person to continue the IPE work with all our schools and placement agencies.

Build community

In addition to the efforts made by the FCS schools to build community partnerships, the Faculty is involved in developing three major relationships. Three external partnerships for research and knowledge translation are in place. The Hospital for Sick Children's Learning Institute and the Faculty of Community Services have established IMPAKT: Ontario's Institute for Child and Youth Success. FCS is collaborating with the Centre for Addiction and Mental Health on two initiatives. The Schools of Nutrition and Nursing are also participating in the St. Michael's Hospital partnership. Schools hold educational workshops and social gatherings for field supervisors/preceptors as well as award nights. We actively promote our alumni awards and recommend significant individuals for Honorary Doctorate consideration.

Build and promote diversity in all activities of the Faculty

There is tremendous interest to enhance diversity within the Faculty. Integrating diversity in the curriculum is ongoing, as some of the schools are working towards integrating aboriginal content in their curriculum. Internationalization of the curriculum and of student experience is being pursued by a number of the schools. A special committee appointed by the dean is exploring how internationalization can be integrated more systematically in the faculty.

As stated in last year's narrative report, it is challenging to report on progress in terms of percentages because the academic plan goals do not generally translate into quantifiable elements.

D. Faculty of Engineering, Architecture and Science

The Faculty academic plan (2009 to 2014) has six strategic goals. Each is associated with several planned activities and/or initiatives that will be implemented over the next few years, along with initiatives that may be brought forward during this period.

Performance measures have been identified to enable gauging of goal progress and achievement. These measures and corresponding values were initially identified in the *Performance Measurement Addendum to Faculty Academic Plan 2008-13* document submitted to the University Planning Office in November 2009. Highlights of this year's progress in meeting the Faculty's goals are given below.

Goal 1: Achieving excellence in the quality of our undergraduate and graduate programs

- a. All undergraduate engineering programs were reviewed during a visit by the Canadian Engineering Accreditation Board (CEAB) in January 2012. The biomedical engineering program underwent its first accreditation review and visit. This review included an exercise on CEAB's outcome-based assessment, based on twelve graduate attributes. The initial feedback from the accreditation visit was positive and we are awaiting a successful (re-)accreditation.
- b. The Computer Science program is seeking accreditation and has received feedback from an external assessment. CS is currently completing their UDLEs assessment, and all paperwork associated with the accreditation must be filed by May 2013. To support the accreditation effort and enhance the student experience, the faculty invested in the first phase of the renewal of computer laboratories for this program. The new faculty of science will continue to renew these facilities over the next two years.
- c. The new curriculum components in the first-semester course CEN100: Introduction to Engineering have been implemented and include a significant component on engineering design. This addition initiates students' understanding of the components of engineering design at a very early stage of their studies. Preliminary feedback from students has been positive.

Goal 2: The development and the implementation of new societally relevant and needed high-quality undergraduate and graduate programs

- a. The following three PhD programs were successfully launched in Fall 2011: (i) Molecular Science (ii) Computer Science and (iii) Biomedical Physics.
- b. The Faculty continued development on the professional Master's degree in Digital Media in conjunction with FCAD and TRSM. The LOI was submitted in October 2011. The Applied Mathematics (MSc) and Building Science (MSc/MASc) master's programs have been successfully implemented and are well underway in their second and third years, respectively.
- c. The Faculty has continued to work with the Chang School to establish a certificate program in Energy Management and Innovation to be launched in September 2012.
- d. The Faculty continued its development in the following undergraduate programming: (i) Financial Mathematics with input from the TRSM (approved at the April Senate meeting), (ii) Biomedical Science, and (iii) a joint major in Game Development and Design with the Faculty of Communication and Design (pending a financial feasibility review by UPO).

Goal 3: Faculty restructuring

- a. The new Faculty of Science was approved by the Ryerson Board of Governors and Senate and will officially launch on July 1, 2012. Dr. Imogen Coe has been appointed the new founding dean and preparations are underway for both the budget and organizational structure of the new Faculty.

b. The Faculty and the Yeates School of Graduate Studies (YSGS) successfully relocated graduate program administrators from YSGS to FEAS to better assist departments and graduate students.

c. In May 2011, the Faculty officially launched the Centre for Urban Energy (CUE), a Faculty-based research centre with secured funding in the amount of \$7 million for five years. The CUE has so far appointed six distinguished visiting research fellows and completed several research projects.

Goal 4: Establishment of national and international partnerships

a. The CUE entered into an agreement formally establishing a partnership to develop a joint centre for research and collaboration in urban energy at Anna University in India in August 2011.

b. The Faculty has been developing a Memorandum of Understanding with St. Michael's Hospital for collaboration in the areas of biomedical engineering and medical physics and to secure space in the Li Ka Shing building.

c. The dean went to the Wroclaw University of Technology (WUT) in Poland to attend the convocation of students in the double masters' programs in Power Engineering and Telecommunication Engineering.

Goal 5: Enhancing and strengthening SRC activities and outcomes

a. The FEAS Research and Innovation Office (RiO) launched a two-day grantsmanship workshop, mandatory for all new faculty members and open to any interested current faculty members.

b. To support industry-related research initiatives, RiO organized five connector events with industries and hospitals in the strategic areas of advanced materials, water, health and IT/media. To date we have 53 successful Engage grants and are the per-capita leader in Ontario by a factor of two compared to the next placed University.

c. Our two CRCs in aerospace engineering were renewed for another term and our only NSERC Industrial Research Chair in power engineering was renewed for a second term with funding of \$500,000 from industry (Rockwell) and \$500,000 from NSERC.

d. The Faculty's NSERC DG success rate climbed from 38% to 47% in 2011. Two faculty members were awarded Discovery Accelerator Supplemental Awards (DAS).

e. The number of grants per faculty member has increased by 36% from 1.20 to 1.64 grants/RFA. The average total value of grants per faculty member has increased by 10% from \$48,822 to \$53,670.

f. Other SRC achievements and awards of note include an Early Researcher Award (MEDI), three CIHR grants (worth over \$800,000), two NSERC CRDs, one NSERC CHRP, two NSERC I2Is, and two OCE grants. MEDI also recognized the efforts of researchers in the CUE with an Ontario Research Excellence award worth \$1.76 million.

Goal 6: Enhancement of students' and graduates' engagement and satisfaction

a. The Office of the Dean and departmental offices continue to provide academic advice, while in-house Faculty-based counselors provide personal advice.

b. The Faculty continues to provide over \$200,000 of support to student teams for competitions.

c. The Faculty expanded the Quickstart Workshops—to give new students the essential skills and knowledge expected of them—from mathematics to include physics, chemistry, and computer science.

d. The Faculty and the Yeates School of Graduate Studies (YSGS) successfully relocated graduate program administrators from YSGS to FEAS to better assist departments and graduate students.

E. Ted Rogers School of Management

Goal 1: Improve the quality and quantity of faculty

In August 2011, the Ted Rogers School of Management was awarded accreditation by the Association to Advance Collegiate Schools of Business (AACSB). To meet AACSB criteria (Standard 10), the TRSM reached its five-year target of having 90% of its faculty academically or professionally qualified. The 2010/11 period also saw our “Doctors to Be” program yielding significant returns. Six faculty members in this very innovative program graduated from their respective PhDs.

Goal 2: Increase retention/graduation rates

Our focus on retention this year highlighted three initiatives:

- 1) Improving retention rates in these quantitative-oriented courses: Accounting 100, 110, 406, and 410; Finance 300 and 401; and Quantitative Methods 102 and 202. Results were mixed. In five of the eight “killer courses,” retention rates increased: Accounting 100 and 110 by 1.2% and 1.7 % respectively; Finance 300 and 401 by 4.3% and 2.3%; and Quantitative Methods 202 by 7.3%. However, in the other three courses—Accounting 406, Accounting 410, and Quantitative Methods 102—the retention rates decreased, and the sizes of the decreases were troublesome. Here, the retention rates dropped by 9.8%, 10.8% and 7.5%, respectively. The TRSM is working to improve these rates by re-evaluating our quantitative course offerings, by allocating more resources to improve the basic numeracy of incoming students, and by the introduction of the School of Accounting and Finance and the associated modification of the accounting curriculum.
- 2) Continued investment in the large Business 100 course (1000+ students). The curriculum was modified and supported by a series of smaller weekly seminars/workshops managed by our learning strategy area and a team of trained student leaders. This course continues to have a significant impact on first-year students.
- 3) Support for student initiatives such as the Ted Rogers Conference, the Commerce Games, and the TRSM orientation program—in cooperation with the Ryerson Commerce Society. The number and quality of our 25 student clubs and associations continue to be a priority.

Goal 3: Expand high-quality graduate programs

In 2009, we made a conscious decision to maintain our MBA admission standards—a minimum GPA of a B, an average GMAT of over 600, and a work experience of two years. We clearly now rank among the top ten MBAs in the country. For the 2010/11 academic year, the following metrics speak to the quality of the program. These metrics indicate that the targets for this goal have been reached and in terms of quality exceeded:

- Enrollment in the program as of March 1012 was 89 full-time and 129 part-time students.
- Over 100 MBA/MMSc students graduated in the Fall convocation.
- The average GMAT score for entering students was 615.
- 93% of our graduates found work in their field with 6 months of graduation.
- The average starting salary for graduates was \$84,500 (slightly higher than Rotman).
- The entering class had an average of 6.5 years of work experience.
- Our MBA teams continued to excel in national competitions.

Goal 4: Increase in Scholarly, Research and Creativity

Our objective to increase the SRC of the faculty is on track. We now have fourteen centres (eleven research-based) that are increasing our academic reputation in key areas.

A major concern is the drop in research funding: the total for 2011 was less \$700,000 than for the previously reported period. In part this can be attributed to a reduction in SSHRC funding. More encouraging was the increase in total publications. The total for 2011 was 504.

Goal 5: Reputation building

A number of initiatives have been undertaken at the TRSM to enhance the reputation of the school:

- In 2011, 689 events were held in our two principal venues: the Cara Commons and the CMA Lounge. Of these, 121 were for external clients and 414 were for student-run events.
- The Centre for Labour Management Relations expanded its lecture series and research program. Very productive meetings were held with both the federal and provincial Ministers of Labour.
- The University of Quebec at Montreal and the TRSHTM research colloquium and student case competition (hospitality and tourism) held a three-day event at Ryerson in March 2012.
- Three Dean's Breakfast Speakers Series events were held with presentations from Buzz Hargrove, Brian Segal, and Stephen Lewis.
- Two new professors of distinction were added: Ralph Lean and David Dingwall.
- Two TRSM-based conferences were planned: with PWC, and with Deloitte and Touche.
- A memorandum of collaboration was signed with Sandals Corporate University.

The building of these connections with various universities and industry-based organizations is key to the building of the reputation of the TRSM and by extension Ryerson University.

At the graduate level, reputation building was directed toward supporting case competitions (e.g., MBA games, Molson Cup, and RBC challenge), investing in career placement support, and continuing to attract top-level students by offering the eighteen TRSM graduate scholarships.

Goal 6: Targeted undergraduate/graduate growth subject to increased resources

The plan to develop two programs in anticipation of future enrollment growth and related to major employment sectors in the GTA has been realized. These new programs are in the areas of Real Estate and an MBA specialization in Mining Management. In addition, two other major structural changes have taken place within the TRSM that are consistent with the achievement of our overall academic plan. First, the long-term plan to establish a School of Accounting and Finance received Senate approval and will be accepting students for the Fall of 2013. Second, the School of Health Management was relocated to the TRSM effective July 1, 2011. For each of these initiatives, curriculum development has been underway, academic champions within the TRSM have been identified, and discussions have been undertaken with both internal and external stakeholders. The selection of these academic growth areas is consistent with the overall strategic direction the TRSM: to build programs that are relevant and associated with the growing brand presence of the TRSM as a major management school in Canada.

Further initiatives have either been agreed to or are in development. These will facilitate access to TRSM courses and programs both within and outside of the university. One is the development of an *Executive Education* focus within TRSM; another is a minor in business essentials—approved by Senate and due to be offered in a number of programs effective Fall 2012.

Goal 7: Fundraising

Fundraising continues to be a major on-going activity. In 2011, the TRSM advancement team:

- Contributed to the funding of various case competitions and specialized undergraduate events such as JDC and the Ted Rogers Management Conference.

- Added a considerable number of new awards and developed a plan for renewal of past award donors.
- Focused on building relationships with CGA, developing strategies for the Mining Management program and the Real Estate Management program (and its advisory council), as well as preparing for the Career Centre launch.
- Met with alumni groups in order to discover new ways of staying connected to alumni.

The gifts, pledges, and government matching funds raised for the Ted Rogers School of Management for 2011 totalled **\$3,269,324.41**.

The value of the TRSM portion of the University endowment at April 30, 2010 was **\$32,416,910**

Looking forward to 2012/13, the TRSM advancement team will be focusing on:

- Raising funds for a Chair in the Real Estate Management Program.
- Soliciting strategic partners for the career centre (with a goal of 25 partners at \$150,000 over five years).
- Following-up with a solicitation of Marriot International for \$600,000 to fund improvements to the courtyard.

F. The G. Raymond Chang School of Continuing Education

In 2011/12, The Chang School made progress on its six goals as follows:

Goal 1: Prepare adult learners for the 21st century

In 2011, The Chang School expanded the number of certificates available to adult learners by establishing eight new certificates. This advances our goal to mount thirteen certificates per year by 2012. Enrollment data analysis shows that the growth of enrollment in new courses is faster than in pre-existing courses.

Our annual omnibus student survey* conducted in Fall 2011 revealed the following: (a) over 92% of students would recommend Ryerson CE to family or friends; (b) 92% of class and 89% of distance education respondents would enrol in more Ryerson CE courses; and (c) 95% of distance education students and nearly 90% of classroom-based learners agreed with the statement “academic standards have been high.” In terms of the value proposition, approximately 80% of students across both surveys (classroom and distance education) feel they have received value for the money invested in CE courses. The level of agreement was even higher for the statement “my employer believes I have received value for the money spent on CE courses” at 83%.

These figures are in line with the 2010 findings, with a slight increase in agreement regarding employers believing the student has received value. Our goal is to remain competitive and enhance the value proposition for continuing education (“CNED”) students by improving the currency and relevance of our course and certificate offerings, as well as by enhancing student services and career-oriented advising.

(* Omnibus surveys used to be carried out biennially; however, from 2011 it has been established as an annual evaluation of The Chang School. As in previous surveying cycles, two questionnaires were administered: to both classroom-based and distance education (DE) students. The figures cited in this report are separated for each survey and labelled “class” or “DE.”)

Goal 2: Maximize access

We made excellent progress in maximizing access in 2011. More students were served by Programs for 50+ and enrollment rates for Spanning the Gaps programs remained steady at around 100 students. Programs for 50+ also partnered with the Prosserman Jewish Community Centre, Granite Club, and McConaghy Seniors Centre to offer 22 courses and special lectures off campus, thereby expanding the geographical reach of the program. Spanning the Gaps activities included the development of two certificate programs—in Learning Strategies and Program Evaluation—which are currently in the works for future implementation.

Gateway for International Professionals programs has continued to increase access to Canadian training and employment for immigrants and new Canadians. There has been increased growth in the organizations that support Gateway programs.

The following Gateway programs receive direct funding from the Ministry of Citizenship and Immigration (“MCI”): International Accounting and Finance Professionals program (“IAFP”); Internationally Educated Dieticians Pre-registration Program (“IDPP”); International Midwifery Pre-registration Program (“IMPP”); Internationally Educated Social Work Professionals (“IESW”); Middle Level Manager with Technical Background (“MLM”); and Workplace Communication in Canada (“WCC”).

The following Gateway programs are partnered with organizations: WCC – ACCES; WCC – Laurentian University; and WCC – Jewish Vocational Services (“JVS”).

Goal 3: Manage undergraduate demands for Chang School courses

Growth in full-time enrollments continues in 2011, now up over 15% from 2010, reflecting a multi-year trend as full-time students manage their time demands (e.g., course scheduling and travel time) and financial needs (e.g., part-time jobs and transportation costs) by combining day and evening classes.

The Chang School has made efforts to manage course enrollment and undergraduate demands through tied sections with Faculties, such as TRSM and FCS. The increased effectiveness of class size and section management has resulted in cost containment and revenue enhancement, so that net contribution to the University has grown by 13%.

Goal 4: Foster continued innovation

Eight new partnerships were added in 2011, bringing the total to 33 partners for The Chang School. In 2011, we continued to introduce courses in non-traditional formats with the number of distance education courses rising to 279 (from 235 in 2010) and intensive programs, such as boot camps, increasing to 76 (from 69 in 2010). The Chang School and Ryerson University received several awards, including the 2011 Sloan-C Award for Excellence in Institution-Wide Online Education awarded by The Sloan Consortium. Project funding grants received by The Chang School continued strong in 2011.

Goal 5: Foster organizational excellence

Improved enrollment management in 2011 resulted in a significant increase in overall section size from 25.6 in 2010 to 26.6 in 2011 as The Chang School continued to manage enrollments to ensure overall efficiency while balancing the need to provide student access and foster increased enrollment opportunities. The number of enrollments per staff member has decreased due to a small increase in part-time staff as The Chang School works to complete a number of new initiatives designed to set the stage for future growth. These efforts facilitated the effective management of administrative costs while enhancing the revenue-earning capacity of The Chang School.

The Chang School Human Resources Planning process, initiated in 2010, continues to facilitate an improved alignment between the activities of program directors and increased administrative capacity gained by the Organizational Strengthening Exercise (2008–2010). Specifically, the increased administrative capacity of The Chang School suggests that teams led by managers (e.g., client/student services, instructor relations, and program support) can assume some of the routine administrative activities of the program directors. Correspondingly, by releasing these routine activities, program directors would have the capacity to focus more attention on the development of new initiatives, including partnerships, training programs, certificates, and international opportunities.

In 2011, The Chang School continued its work on an HR Plan with the rollout of an improved organizational structure to facilitate better strategic, budgetary and human resource planning. The entire organization, together with HR, has been involved in a multi-step planning process to develop core competencies. In time, these will form part of every employee’s annual performance plan and inform staff recruitment and succession planning. The HR Plan is due for completion in 2012.

Goal 6: Continue generating revenue

Direct revenue generated by The Chang School in 2011 reached \$41.0 million, up 2.4% from the previous year. On the other hand, expenditures were controlled resulting in net contributions reaching \$12.1 million, up 12.6% from the previous year.

G. Yeates School of Graduate Studies

The Yeates School successfully implemented four new programs in 2011/12, with three new PhD programs ready to launch in Fall 2012. Demand continues to rise: in 2011/12 there were 5.6 applications for every available space. As a key indicator of student strength, the value of external scholarships won by Ryerson graduate students in 2011/12 rose to \$3.8 million, or \$1.5 million over last year's total.

New program implementation, 2011/12 (Nov 1 counts, domestic only):

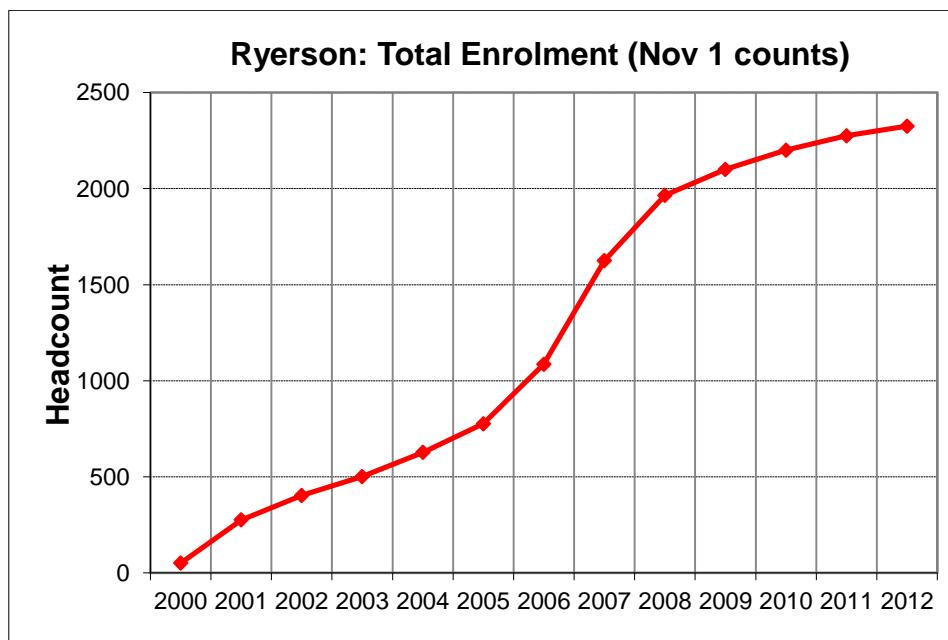
PhD Policy Studies:	28 FT
PhD Psychology:	52 FT
PhD Environmental Applied Science and Management:	14 FT
MA Philosophy	24 FT

New program implementation planned for 2012/13:

PhD Computer Science	total target 20 (four years)
PhD Molecular Science	total target 20 (four years)
PhD Physics	total target 20 (four years)

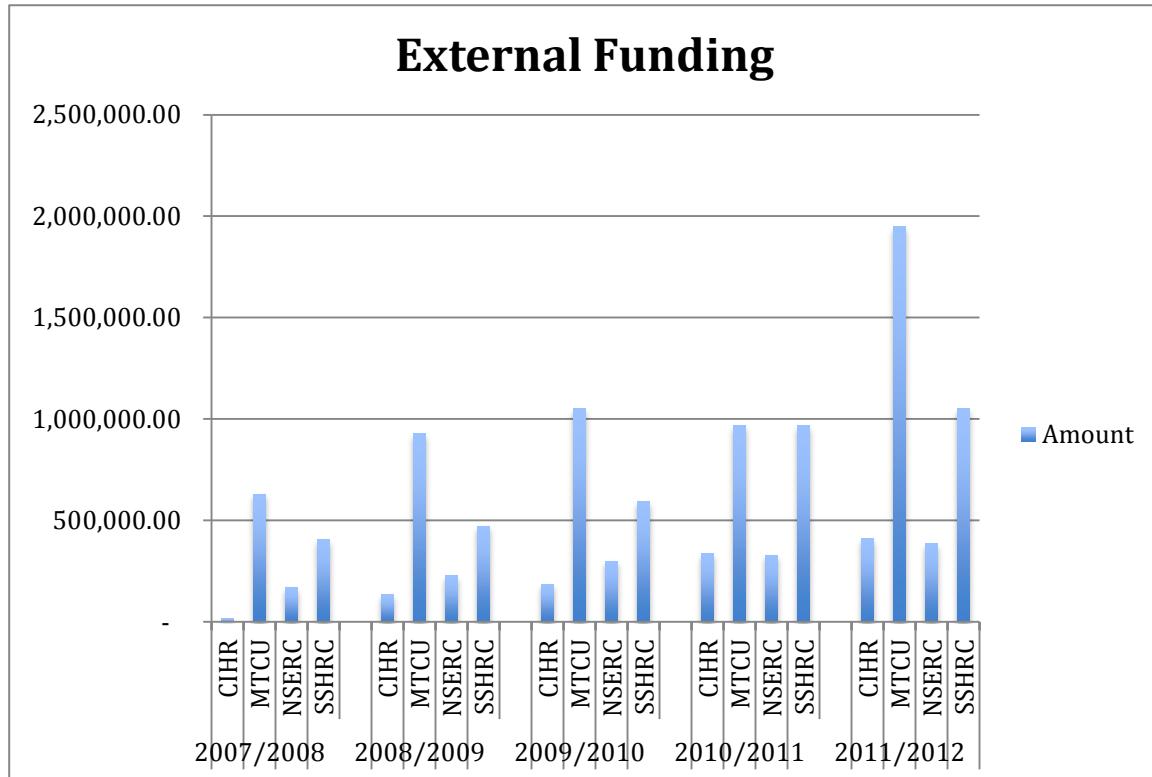
Towards steady state

As anticipated, the rate of growth in enrollment is moving towards a steady state. The growth that occurred this past year is a consequence of new program implementation in 2011/12 and the continued implementation of existing PhD programs along with the MA in Philosophy.



External scholarships and funding for graduate students

As a measure of success, graduate students in academic year 2011/12 brought to the University \$3.8 million in external scholarships. In particular, the number of students holding Ontario Graduate Scholarships at Ryerson has increased dramatically from 2011/12 over 2010/11.



Demand for Ryerson graduate programs

Demand continues to grow for our existing programs and is strong for the rollout of newer programs. For the 2009/10 enrollment cycle, YSGS calculated a ratio of five applications for every available space. For the 2010/11 enrollment cycle, the ratio increased to 5.5 applications for every available space. For the 2011/12 cycle, the ratio continued to increase to 5.6 applications for every available space.

H. Ryerson University Library (and Archives)

The Library continued to expand the breadth and depth of its collections, particularly in the digital realms. Collaborations both internal and external allowed us to develop improved services and accessibility. The Student Learning Centre project reached a significant milestone when the schematic design was revealed to the public.

We continue to seek ways to build our reputation for responsiveness and service. Innovative technologies are enabling us to partner in the learning and teaching process, while making library content as accessible as possible for all our students, faculty and staff.

Build our space

Planning for the Student Learning Centre project is on schedule. Improvements were made in creating more shelf and study space in the current building. A zoned approach to study space (active to silent) was implemented with input from our student advisory committee.

Build our collections and access

We implemented a Google-like discovery tool we call Search Everything on the Library's website. Student feedback has been strongly positive. We began an implementation plan for RDA (Resource Description and Access), a new unified cataloguing standard for the digital environment.

A leader in AODA compliance, we implemented the new AERO (Alternate formats Education Resource Repository) through MTCU and the Ministry of Education. We also added accessible online course content through Blackboard.

We seconded a Ryerson librarian to OCUL to develop collection usage evaluation processes. We continued to maximize our buying power through careful budget management, and expanded our digital archives with OTO funds where possible.

Build Our support of teaching, learning and SRC

We adopted the OCUL Quality Assessment Framework template for periodic program reviews. We strengthened the relationship with the Office of the VPRI through participation in the SRC Reps Committee. The first OA journal was published through the Digital Commons, and thesis digitization workflows were thoroughly tested to ease thesis submission and access.

In collaboration with Student Learning Support and CCS we launched the Learning Commons @ Ryerson website. In collaboration with OCUL we launched the beta version of Scholars GeoPortal, with the installation of a new ArcGIS server. We co-developed a Library Assignment Calculator to help students plan their time for assignment completion.

We expanded our outreach to Ryerson's Aboriginal community. Ask a Librarian, an OCUL collaboration for Virtual Reference, was developed. Furthermore, the Library's Faculty Learning & Teaching Committee was established to support the work of the Library Faculty Teaching Chair.

A RULA mobile architecture app (DataMob) was co-developed with the School of Architecture.

Build our technology infrastructure

We implemented ARES, an e-reserve module integrated into Blackboard. We adopted the Ontario Usage Rights (OUR) system to help users determine legal use of e-resources.

We continue to plan for new platforms to increase efficiency, such as the Relais document delivery system (in collaboration with other OCUL libraries). Many service enhancements were added in close collaboration with CCS. We continued to develop new mobile apps. Planning began on for a possible upgrade to a new platform for the current catalogue system.

Build our reputation

A staff training and development fund policy and procedures were put in place. The second phase of the RULA 2.0 social media training program was a success. The Lynda.com web based technology training platform was evaluated for adoption. A wider section of staff received training in the Millennium library system functions to spread daily operational workload.

Standards and expectations documents focused on multi-incumbent positions, and work with staff began on reviewing those job descriptions.

A closer working relationship was developed with UA to provide a consistent approach to Archives and Special Collections donations, as well as to strategize on fundraising for the new Student Learning Centre.

With the arrival of a new data specialist librarian the Associate Chief Librarian was able to intensify her assessment and evaluation portfolio and to mine the LibQUAL+ survey results to a more granular level.

We continue to seek and develop collaborations across campus, solicit and act on feedback, and work to increase our profile.

I. Office of the Vice Provost, Students

This year, the OVPS has focused on four goals in response to the University's academic plan.

Goal 1: Enhance opportunities for student engagement and a sense of community on campus.

Highlights of accomplishments include the improved engagement of students in activities related to school spirit such as Blue and Gold Days, increased attendance in Varsity athletic events, and community events on Gould Street. The continued growth and development of our Digital Community Project in Student Community Life has increased the engagement of our students through digital and social media tools. We have provided more learning support for students electronically and continue to formalize and embed in our regular activities programming such as Fresh Start that was piloted for the first time in 2010. Student Health and Wellness held its first Mental Health awareness week in the Fall of 2011.

Goal 2: Improved communication, advising and “student centred” service for students across campus.

Highlights of accomplishments related to this goal include the continued development of academic support programming for Varsity Athletes and the resulting improvement in their academic success. In July 2011 we began a successful pilot of the creation of a one stop service delivery model for all services for students related to enrollment, student fees and student records. There has been a dramatic improvement in our service delivery of the UHIP program for international students with the relocation of its administration from Enrollment Services to the International Student Services office. The Office of Student Community Life began the development of an on-line system to support students and student groups in event planning, event management, and event risk assessment. Proposals related to the recommendations of the University Committee on Student Success were developed, aimed at improving the University's academic advising services.

Goal 3: Development of partnerships within and outside the OVPS.

Staff and units within the OVPS are involved in partnerships across campus with academic units, administrative departments, and student organizations. Highlights include involvement in three major capital developments at Ryerson: the Mattamy Athletic Centre, the Student Learning Centre, and the development of a plan for third-party residence development. Successful partnerships within the OVPS related to admissions have continued to develop with Athletics and with Ryerson Aboriginal Student Services. The Director of Student Health and Wellness has worked with partners in many sector of the university to establish a committee to develop a mental health strategy for Ryerson. Members of the OVPS team have also been involved with academic colleagues in the development of a twelve-week semester implementation plan.

Goal 4: Contribute fully to the realization of all the strategies in the Academic Plan.

The OVPS staff and units have been working with various units in ways that are appropriate to provide support for all the strategies in the academic plan. This includes partnerships with the Chang School, YSGS, and the Office of Research; and direct involvement on the Curriculum Renewal Committee. We have developed pilot programs and established more lasting traditions related to the professional development of the 265+ staff in the OVPS, and we have done our part in effectively tell Ryerson's story through the hosting of a national conference of student service professionals in June 2011.

J. Learning and Teaching Office

The mandate of the Learning and Teaching Office's (LTO) is to stimulate an interest in teaching renewal, guiding faculty towards improved teaching practices, and its mission is to provide professional development in teaching for faculty at all stages of their careers. To achieve this, the LTO fosters a culture of best teaching practice that is grounded in the scholarship of teaching and learning, and provides services and programs that are focused on improving student learning, addressing diversity through appropriate teaching methods, engaging faculty in interdisciplinary experiences, and strengthening the connection between teaching and research.

A priorities review conducted in 2011 led to our development of the following goals:

1. Provide services that are relevant to faculty and timely in their scheduling.
2. Provide opportunities for discussion about teaching at Ryerson.
3. Offer resources to assist faculty to:
 - a. provide skills for effective course management,
 - b. create evaluations/assessment of their students that are relevant to their course goals,
 - c. infuse appropriate technology into their teaching and to use technology in a way that enhances teaching,
 - d. see the connection between the scholarship of teaching and teaching practice,
 - e. teach to Ryerson's diverse population and model best practice at the LTO,
 - f. understand teaching data (e.g. Faculty Course Surveys) and relate these data back to teaching practice,
 - g. understand the difference between teaching and learning,
 - h. understand the ways in which people learn and relate that to the forms of delivery.

Goal 1: Provide services that are relevant to faculty and timely in their scheduling

The vice provost academic and the LTO developed a three year plan that focused on providing services relevant to faculty. In addition, the vision and mission statements for the LTO were renewed. Further, the LTO re-designed its website to highlight programs categorized by faculty groups (new faculty, mid-career faculty, post-docs, TA/GAs).

Goal 2: Provide opportunities for discussion about teaching at Ryerson

New initiatives have been developed to assist with the discussion around teaching. The vice provost academic met with faculty to learn of their-teaching related concerns in an informal luncheon. In addition, the LTO has created both a twitter account and an LTO blog for teaching related discussions. Teaching related materials such as the best practices newsletter and the monthly digest newsletter are available to faculty on Teachnet. Further, the vice-provost academic led a monthly discussion around teaching related issues with those who attend the Senate Learning and Teaching Committee.

Goal 3a: Provide skills for effective course management

The LTO sponsored a workshop at the May Faculty Conference—and again during the academic year—that highlighted skills for course management. In addition, the LTO offered a workshop that spoke to engaging students in large classes. The workshops were completely re-designed from past efforts and the emphasis was on introducing methods that have sound pedagogy and are supported by scholarly research. The LTO further developed an electronic newsletter on techniques for effective classroom management, and continued to increase resources for faculty to encourage good classroom management practice.

Goal 3b: Assist faculty to create evaluations/assessment of their students that are relevant to their course goals

The LTO published two newsletters about assessing students. One focused on best practices in assessing students, and the other (the Monthly Digest) focused on scholarly research into student assessment. In addition, the LTO has compiled considerable resources on assessment practices. The LTO offered a workshop about creating assessments that fit with course goals during New Faculty Orientation in August 2011. Information on assessment was also provided during the January 2012 New Faculty Orientation and in a workshop on creating effective group work.

Goal 3c: Assist faculty to infuse appropriate technology into their teaching and to use technology in a way that enhances teaching

The LTO co-sponsored, with Digital Media Projects, a workshop series on using technology in the classroom and the appropriate use of these technologies. These workshops feature hands-on demonstrations of technology. A faculty member who has experience with the use of the particular technology acted as a discussant. The LTO also began planning for increased technology use through Blackboard, and offered a Blackboard workshop at New Faculty Orientation.

Goal 3d: Assist faculty to see the connection between the scholarship of teaching and teaching practice

The LTO has continued with its Monthly Digest electronic publication series. The purpose of this series is to review current teaching journals and highlight some of the most interesting current themes for faculty. Typically between 200 and 500 faculty read this publication. In addition, the LTO has re-designed all workshops to include best-practices literature. Recently the LTO, with the assistance of the vice provost academic, subscribed to Magna Online Seminars, which emphasize pedagogy within scholarly research. These online workshops are now available to all Ryerson community members. The LTO, with the generous support of the provost, continued to sponsor the Learning and Teaching Enhancement Fund—a grant that offers an opportunity for faculty to pursue innovative projects for classroom use. Each grant recipient is required to provide a scholarly review so that their outcomes are based on best practice, and then present their outcomes at the May Faculty Conference.

Goal 3e: Assist faculty to teach to Ryerson's diverse population and model best practice at the LTO

This year, with the generous support of the provost, the Teaching about Diversity Fund was created. The first recipients of this grant were announced in April 2012. These grants are intended to assist faculty to infuse non-traditional topics into their curriculum. The LTO is also assisting faculty in modeling best practice through its on-going Open Door Program. This program allows faculty members to visit classrooms of our faculty award winners. This is an opportunity for faculty members to observe strong teaching pedagogy. Further, in all workshops, best practices in teaching are modeled to faculty. This year, various successful teaching techniques were also modeled to new faculty during New Faculty Orientation.

Goal 3f: Assist faculty to understand teaching data (e.g. Faculty Course Surveys) and relate these data back to teaching practice

The LTO created resources to help faculty understand teaching evaluations and interpret them in relation to teaching practice. This material was presented in a newsletter issue of best practices in June 2011. In addition, the LTO designed a teaching assessment program (Teaching Tips Program) to assist faculty who would like direct feedback and a pedagogically sound assessment of their teaching.

Goal 3g: Assist faculty to understand the difference between teaching and learning

The LTO renewed the University Teaching Development Program which helps faculty in small groups to appreciate how students learn and become acquainted with effective practices in teaching that contribute to this learning. In addition, the LTO sponsored a series of Instructional Skills workshops which assist faculty to review their own teaching styles in order to have a larger effect on student learning.

Goal 3h: Assist faculty to understand the ways in which people learn and relate that to the forms of delivery

This is a general goal of all programs at the LTO. This year delivery methods were modelled at New Faculty Orientation, in workshops, through resources and publications, through the Open Door Program, Teaching Tips Program, Instructional Skills Workshops, general workshops, and at the University Teaching Development Program.

Other Highlights

Implementation of the pronunciation program: The LTO offered faculty English pronunciation assistance from our EAL specialist. The focus was on pronunciation for classroom teaching. This service was voluntary and confidential.

The continued development of the TA/GA certificate program: This program offers development in teaching related skills and a certificate of completion to graduate students and teaching assistants. A three-level certificate is being developed and implemented. The first two levels were fully developed and students completed these.

The May Faculty Conference: 420 faculty attended the May 2011 Faculty Conference, and the interest in that conference created a larger number of abstract submissions to the 2012 conference from across all faculties.

Teaching Chairs program: The teaching chairs program continues to flourish with increased Faculty-level activities that were supported by the LTO and deans.

III. THE VPRI ANNUAL REPORT TO SENATE

Executive Summary

Scholarly research and creative activity is central to our mission. Our growing reputation as a first class research institution attracts well qualified faculty and students, builds student engagement and keeps teaching and learning relevant. It fuels innovation and economic and social development. SRC at Ryerson is richly diverse. SRC at Ryerson is also distinguished its significant real-world impact—on policy, on practice and on economic, social and cultural development. Since 2005/06 grant funding has more than doubled and growth in journal publications was the highest among primarily undergraduate institutions in 2010/11. As the reputation of the University continues to grow, Ryerson is a clear partner of choice for other universities as well as a diverse range of industry and community partners in Canada and abroad. Highlights for this year:

- Total funding for 2011/12 approaching \$28 million. Ryerson demonstrates continued success with Tri-Council funding in spite of a challenging environment.
- Continued development of partnerships to support applied research and knowledge mobilization for example through NSERC Engage and Collaborative Grants, MITACs grants, Partnership Grants and FedDev funding, as well as building research alliances.
- Leading role in linking research and innovation to the student experience with innovative programs such as the URO scholars program, the OCE-funded Experiential Learning Program, as well as FedDev funded internships.
- Improved focus on key research themes including Digital Media, Energy, Sustainability and the Environment, Health and Well-Being, Civil Society, Design, Creative Expression and Cultural Industries, Innovation and Entrepreneurship, Teaching and Learning.
- More focused and deeper internationalization with new partnerships established, for example, in India, Brazil and China, as well as multi-institutional grants applications.
- Enhanced reputation by improved external communications including a redesigned website and broader range of outreach activities such as NSERC day and media outreach as well as participation in multi-lateral efforts such as COU's *Research Matters*.
- Enhanced staff and infrastructure to support faculty with a broader range of expertise and services.
- Improved tracking and accountability systems using a broader range of indicators of success and excellence to reflect the full range of SRC activities and inform strategy and outreach.

The VPRI Annual Report to Senate

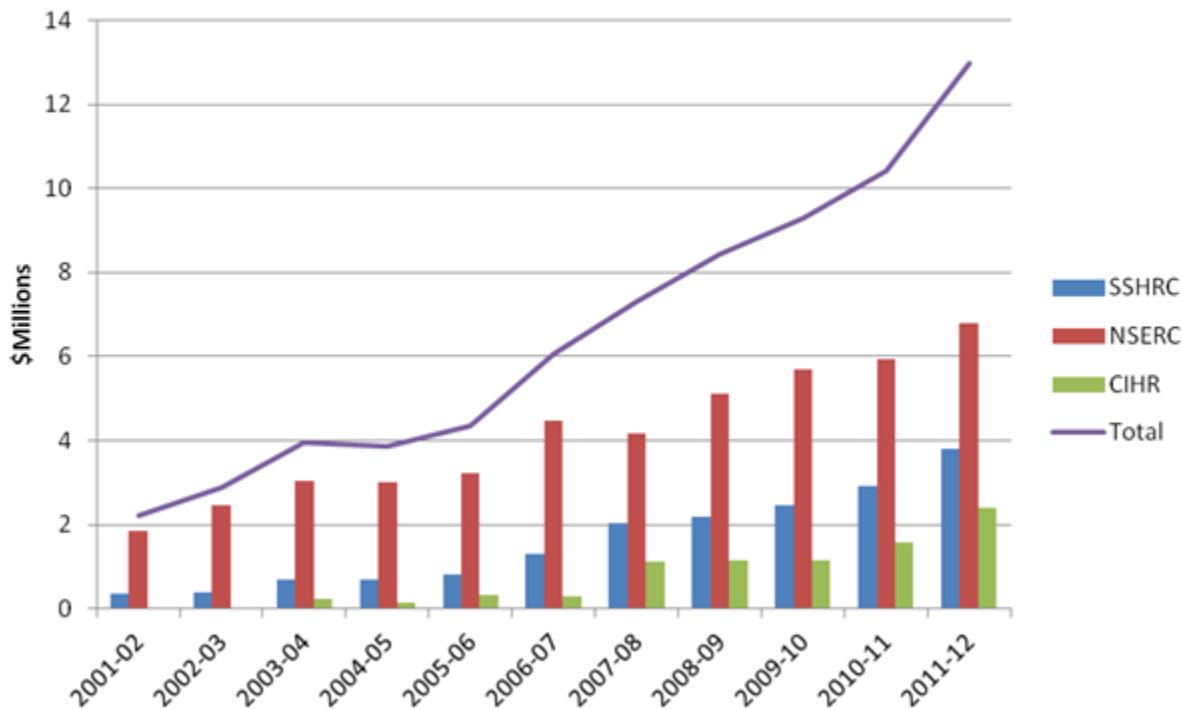
Our scholarly, research and creative (SRC) activity for Ryerson University reflects our growing strength and the continued excellence of our researchers. We have more than doubled research funding since 2005/06. In 2010/11, Ryerson was ranked first nationally in primarily undergraduate universities in the growth of research publications.

Tri-Council research funding

In 2011/12 total research funding is approaching \$28 million which is, as expected, down slightly from last year's \$29 million. Competition for Tri-Council research funding has intensified and the new architecture tends to support larger grants by more established researchers; however, we have held our own receiving approximately \$13 million [see Federal Granting Council Funding figure below].

This year saw a dramatic improvement in our NSERC application success rate and continued success in research programs involving community and industry partners. Owing in large part to targeted initiatives by FEAS, our NSERC Discovery success rate increased dramatically, approaching 60%, and with many of them above the national average in terms of grant size. Our Tri-Council successes support the allocation of our thirteen Canada Research Chairs, the right to apply for one Canada Excellence Research Chairs as well as an increase in the contribution to indirect costs.

Federal Granting Council Funding



*2011-12 Figures are based on preliminary COFO data.

Partnerships

Ryerson is a leader in grants with industry and community partners. For example, we are working with St. Michael's Hospital on a number of collaborative initiatives and are negotiating with other community organizations on large, multi-stakeholder partnerships. According to NSERC, Ryerson is the leader amongst Ontario universities, on the basis of the number of eligible researchers per university, in the number of NSERC Engage Grants awarded. As well, on a per capita basis, Ryerson is a leader in MITACs funded grants involving a range of partners including non-traditional areas such as journalism, psychology and architecture. Other partnerships include an Ontario Media Development Corporation partnership, where Charles Davis (RTA) is leading a consortium of scholars investigating ways to improve the success of new product development in entertainment and creative cluster companies.

We have aggressively and successfully pursued new emerging opportunities such as the Federal Development Agency of Southern Ontario Applied Research and Commercialization Initiative, resulting in the renewal of the maximum allowable of \$750,000 award. FedDev also awarded \$315,000 in new funding to Ryerson under the Scientists and Engineers in Business (SEB) program to provide commercialization fellowships to enhance the entrepreneurial skills of our graduates and graduate students in the fields of science, engineering, technology, and math (STEM).

As Tri-Council demands more and more matching funds and as competition intensifies, we are actively seeking innovative ways to support SRC through matching with industrial, not-for-profit and government partners.

Research and the student experience

Ryerson is also considered a leader in integrating teaching and research, and provides extensive opportunities to engage undergraduate and graduate students in research projects. Our Undergraduate Research Scholars (URO) program continues to thrive in 2011/12 with 50 new scholars teamed with faculty on research projects. Our focus on experiential learning also provides ample opportunities to integrate research into the curriculum. We are continuing to work to better integrate and ladder internal research funding opportunities for faculty and students and to explore new sources of funding. To that end, Ryerson was awarded \$685,000 from the Ontario Centres of Excellence under its Experiential Learning Program. This funding is used to support the operation of the Digital Media Zone.

Reputation

We have worked hard to build strong relationships with other institutions, granting councils, government and potential partners as well as enhance our communications and media outreach. The OVPRI staff met with more than 200 organizations over the course of the last nine months. The reputation of Ryerson University's research and innovation has grown immensely, making Ryerson a partner of choice for other universities in Canada and abroad as well as a diverse range of industry and community partners. *NSERC Day*, for example, organized for the President of NSERC, engaged more than 30 researchers from across the University as well as 30 industry and university partners to showcase Ryerson's successes. We hosted a very successful Herzberg lecture, which recognizes leading scientists, attracting scholars from across the GTA as well as a host of dignitaries and have been asked to host it again for Fall 2013.

Research communications are improving including news stories generated by Ryerson's University Advancement and internally by OVPRI. More partners are turning to Ryerson to hold research and innovation announcement events and news conferences. In addition to the annual report, other publications focusing on research themes such as health and well-being are planned. We have rebuilt our website, and our first electronic research and innovation newsletter is set to be released shortly.

We are collaborating with COU on a multimedia campaign, *Research Matters*, featuring Richard Lachman (RTA).

Infrastructure and Support for Faculty Members

This year we have enhanced the infrastructure to support faculty in a number of ways. We have increased the number of grants officers and facilitators and added additional workshops and support services in an effort to support our faculty member's success. Intensive levels of support have been provided to faculty members pursuing Tri-Council, CFI and Fed Dev funding. Faculty members have been nominated for dozens of awards and prizes to recognize their expertise and impact ranging from the Royal Society of Canada to the MIT Top Researchers Under 35. Pamela Palmater (Politics and Public Administration) received a prestigious YWCA Women of Distinction Award for her dedication to advocating for the rights of Indigenous people and empowering Indigenous women. For the first time ever, Ryerson has a recipient of the Sara Kirke Award for Entrepreneurship and Innovation. Valerie Fox (DMZ) received this award for her outstanding demonstration of technological innovation and corporate leadership. More than 150 faculty members have taken advantage of the new initiatives introduced this year. For example, this year, for the first time, we provided editing support for all grant applications. We also initiated and supported the self-organized group of new faculty members from across Ryerson – RySer – in their networking and professional development activities and provided specific services requested by Deans and Associate Deans for their faculties. We have also worked to remove irritants, working closely with the Vice President of Finance and Administration we have a team and project plan underway to provide improved and integrated financial statements.

Stronger Focus and Coherence Around Research Themes

In addition to research themes, "Innovation Zones" continue to expand. We have continued to develop collaborative research projects and partnerships with the Digital Media Zone, which has incubated and accelerated 41 start-ups and helped create 450 jobs since its launch in 2010. We have also worked closely with the Centre for Urban Energy Green Zone (CUE), the Ryerson Institute for Aerospace Design and Innovation, and a planned Biomedical Zone, which will serve as "collaboration hubs" providing industry and government with opportunities to see new technologies in action, and to work with talented student and faculty researchers as well as entrepreneurs. In addition, we have been supported efforts to develop partnerships related to Water Research, Social Innovation, and other areas which cut across disciplines and faculties. We have also provided support for a wide range of initiatives driven by individual faculty members, schools and faculties as well as faculty and university research centres and institutes.

More Focused and Deeper Internationalization

Working with the provost, deans, chairs and directors, we have targeted specific countries and high quality institutions for research collaborations, faculty and student exchanges and joint projects—dramatically improving our international profile and securing several large international grants. Some of the international work in 2011/12 included hosting a major industrial delegation from the prestigious SENAI Brazil at Ryerson, resulting in collaborations related to the DMZ and the Faculty of Engineering, Architecture and Science, as well as the opportunity to host fully-funded Brazilian students at Ryerson. Dr. Henry Parada, Social Work, successfully secured a \$1.5 million grant from the Canadian International Development Agency (CIDA), to support the international development cooperation initiative *Children and Youth Human Rights Empowering Project* to be jointly implemented with institutions in the Dominican Republic. This is a significant achievement for Dr. Parada and Ryerson, at a time when fewer resources are available to Canadian universities for international development collaboration. New

agreements with leading institutions in India, China and South Africa have also been negotiated over the last year and will lead to new opportunities for collaboration for faculty, staff and students.

Improved Tracking and Accountability Systems

Fundamental to our efforts is having good information about who is doing what. We need this to identify opportunities, to help build partnerships within and without, to communicate achievements to the external world and to ensure that we are investing our scarce resources wisely. Considerable effort has gone into improving our information systems about researchers and their achievements, about opportunities, about current and prospective partners. Building on this, we hope to significantly improve both internal and external communications in 2012/13, to develop stronger tracking and management systems and to have more information about a broader range of opportunities.