Our Time to Lead: Academic Plan 2014-2019
Report to Senate
June 2017

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I. EXECUTIVE SUMMARY

In June 2014 Ryerson University initiated its five-year academic plan *Our Time to Lead*. Since then, reports on the plan have been submitted to Senate in 2015 and 2016. As was the case last year, all units of the University were requested by the Office of the Provost and Vice President Academic to provide updates on their plans utilizing a progress narrative as well as commentaries on each of their goals and objectives. One important purpose of these submissions was to allow for the generation of this annual report to Senate as we take stock of the progress that has been made across the University on *Our Time to Lead*'s four core priorities.

Following the same structure as in previous years, this executive summary highlights areas of progress in the plan's priorities. Section II provides a summary of progress within each of Ryerson's Faculties and academic units, while Section III comprises the VPRI annual report to Senate. We begin with an overall look at progress on the four priorities.

1. Enable greater student engagement and success through exceptional experiences

Curriculum

In 2016-17 Ryerson continued to expand its range of curricular offerings in its ongoing commitment to provide students with exceptional experiences. In 2016 the inaugural class of the BA in Language and Intercultural Relations arrived on campus. The Chang School launched a certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition as well as a certificate in Access and Information Management. Meanwhile five new minors – Social Innovation, Global Narratives, Real Estate Management, Philosophy, and Music & Culture – were launched, along with concentrations in Nutrition and Health Research and in Software Engineering. In September 2017, three double majors in Arts – in English & History, English & Philosophy and History & Philosophy – will see their inaugural intake of students who were recruited with double majors as a program transfer option. Having completed the Faculty of Arts' common first year platform, these students are moving on to their second year.

The past year saw new graduate programs as well: an MSc in Data Science and Analytics, Masters and PhD programs in Biomedical Engineering, a Masters in Engineering Innovation and Entrepreneurship, an MA in Child and Youth Care and a PhD in Mathematical Modelling and Methods. An MA in Criminology and Social Justice will see its first cohort arriving in September 2017. The suite of Professional Masters Diploma Programs has expanded to seven offerings. Accounting was launched in Spring 2017 and Finance for Social Innovation and Management of Technology and Innovation are being launched in Fall 2017.

More generally, deliberations over possible changes in the underlying structure of University's undergraduate curriculum continue. Over the past year, the Curriculum Implementation Committee (CIC) has developed a the new policy on concentrations, which was passed by Senate. It also prepared a draft omnibus curriculum policy, to be presented initially as an

information item at Senate, which continues the evolution of Ryerson's curriculum to deepen the emphasis on student choice, especially in the offering of elective courses. Issues related to course delivery and course management are also under study by the Academic Policy Review Committee (APRC), which is reviewing five Senate policies: Policy 134: Undergraduate Academic Consideration & Appeals Policy, Policy 135: Examinations Policy, Policy 145: Undergraduate Course Management Policy, Policy 151: Graduate Studies Course Management Policy, and Policy 152: Graduate Student Academic Consideration & Appeals Policy. This past year saw the APRC undertake extensive work on the policy and procedures for requesting academic consideration for missed work based on medical and/or compassionate grounds, including Ryerson's current medical certificate.

Learning and teaching
This past year, the LTO's workshop series included topics concentrating on experiential learning, e-learning, and mapping of course learning outcomes. Faculty attendance at the workshops and lunch and learn sessions continued to expand as well, while the 2016 faculty conference was deemed a particular success. In addition, the Office's teaching chairs held an unprecedented number of workshops within their Faculties. The Academic Integrity Office, too, increased its focus on education and prevention through a total of 80 orientations and workshops for faculty and students during the year.

Innovations in technology-enhanced instruction, as coordinated by the Director of e-Learning, were a priority. In 2016-17 progress was made in the implementation of several initiatives focused on engaging faculty, schools and Faculties in expanding understanding and capacity for e-learning. In total, five new eCampusOntario grants were awarded for online modules and open textbook projects and a course re-design workshop was developed. Created in conjunction with Digital Education Strategies, Digital Media Projects and the LTO, this workshop steps instructors through the decisions needed to adopt blended or online learning techniques. A website and other materials are underway to increase information availability for faculty across Ryerson.

Co-op education
The provision of co-op opportunities is an important part of Ryerson's commitment to exceptional student experiences, and this year saw significant achievements. In 2016 -17 the Co-op Office engaged 322 new companies. This was a result both of efforts of Co-op Office staff as well as the expansion of co-op programs in the Ted Rogers School of Management, with six new co-op programs starting over the past year. Of the companies added this past year, 56 per cent flowed from the TRSM's new co-op programs while the remainder included all others.

2. Increase SRC excellence, intensity and impact

Over the last decade and a half (ie. fiscal years 2001 to 2015), Ryerson has outperformed all other undergraduate-focused universities in research income and producing peer-reviewed academic publications, according to the annual ranking of Canada's Top 50 Research Universities released in October 2016 by Research Infosource Inc. Due to this ongoing strong

growth, as of fiscal year 2015 Research Infosource has recognized Ryerson's transition by moving it from the "primarily undergraduate university" category in the rankings to the "comprehensive research university" category, acknowledging the immense transformation that Ryerson has undergone as a research institution. Details of the most recent research achievements that are driving this growth are outlined in Section III.

3. Foster an innovation ecosystem

Since 2013, Ryerson's Zone Learning has offered an innovative approach to experiential learning and entrepreneurship which has become a model for institutions around the world. In 2016-2017, Zone Learning further cemented its role as an integral component of Ryerson's experiential-learning and innovation ecosystem. With the launch of the Science Discovery Zone (SDZ), which focuses on an evidence-based approach to innovation, the program now hosts 10 incubator Zones across the university (the DMZ, Science Discovery Zone, SocialVentures Zone, Clean Energy Zone, Fashion Zone, Design Fabrication Zone, Transmedia Zone, Legal Innovation Zone, iBoost Zone and Biomedical Zone), along with a network of programming and partners as well as curricular and co-curricular activities. The Zone Learning Office's ecosystem connects innovation, entrepreneurial thinking and real-world impact with Ryerson's wider programming, priorities and mandate.

The DMZ remains a crucial link in this entire ecosystem. In the last seven years, it has successfully attracted the top entrepreneurs across Canada, secured partnerships with industry-changing companies, and bolstered the Canadian economy through the creation of over 2,500 skilled jobs. In 2016 the DMZ received the Accelerator, Incubator or Entrepreneurial Network Most Supportive of FinTech Award at the Canadian Fintech Awards. In 2015 it was awarded the Toronto Board of Trade Local Economic Impact Award.

4. Expand community engagement and city building

Initiatives were underway in various parts of the University to further community engagement and city building during the past year. Much of this activity has focused on access and diversity, with the infusion of Indigenous issues in Ryerson's overall mission being of particular importance.

The range of community partnerships continues to expand. There are more than 50 projects underway with the City of Toronto, including a significant number with Toronto Police Services (TPS). For example, students from the Masters in Spatial Analysis program worked with TPS to design and build an app that will help police officers connect to mental health resources in the field. Students from the Faculty of Arts and RTA School of Media, in tandem with subject matter experts in the Sexual Violence Education & Support Office, are helping update the existing TPS sexual assault survivors guide and related webpages. There are also projects involving outreach in Regent Park. For example, the Volunteers Assisting Students and Teachers (VAST) program allows Ryerson students to play a positive role in the long-term growth and success of youth enrolled in Lord Dufferin and Nelson Mandela Park schools. Meanwhile Ryerson student

volunteers, who are specially trained to tutor subjects relevant to their major, are tutoring youth in the Pathways to Education (P2E) program in Regent Park to help them achieve their academic and personal goals.

As Canada marks its sesquicentennial, Ryerson is using the occasion as a catalyst for curating events, activities and stories that speak to the Canadian experience from diverse vantage points. Besides the Congress of the Humanities and Social Sciences, and an array of keystone events coinciding with the Congress, plans are underway for a major Ryerson role in several other high-profile events, including the Invictus Games and We Day Toronto.

Access and diversity

Equity, diversity and inclusion were front and centre in the University this past year. For example, the 2016 annual faculty conference was entitled "The Ryerson Way": Equity, Diversity and Inclusion (EDI) in the Classroom. Meanwhile, as part of its commitment to equity, diversity and inclusion in science, in May 2017 the Faculty of Science launched the North American debut of the innovative and award-winning UK-based initiative called Soapbox Science. Professor Emily Agard, the director of SciXchange (formerly the Science Communication, Outreach and Public Engagement office) was the recipient of a Natural Sciences and Engineering Research Council of Canada (NSERC) PromoScience award to support the launch of a program titled Youth Engagement through Soapbox Science (YESS), which will serve to empower and inspire under-represented groups in science, technology, engineering and mathematics (STEM) fields. In addition, this past year Professor Eliza Chandler of the School of Disability Studies co-launched Bodies in Translations: Activist Art, Technology, and Access to Life, a seven-year SSHRC Partnership Grant for $2.5 million to create inclusion through disability art, Mad art, Indigenous art, and art by aging/aged people.

The University is embracing its responsibility to engage in reconciliation with Canada's Indigenous peoples. A response to the Truth and Reconciliation Commission report is being finalized by the Vice President, Equity and Community Inclusion and will be released to the Ryerson community during the coming year. Significant initiatives were also underway in various parts of the University:

- Through collaboration with the Aboriginal Education Council and the Office of Equity, Diversity and Inclusion, the LTO made educating the teaching community at Ryerson in areas of EDI with a lens focusing on Aboriginal Education a priority, while revisiting all LTO programming to ensure that these values are embedded and at the forefront of its services.
- The Indigenous Communication and Design Network (ICAD) was launched in FCAD to celebrate artists, makers and the creative community through the creation of Indigenous art, storytelling and research. This network supports the unique mosaic of Indigenous creative activities and acts as a place to mentor and educate students and researchers in Indigenous culture, communication and design.
- Indigenous scholar, writer and artist Leanne Betasamosake Simpson has been appointed distinguished visiting professor in the Department of Sociology, where she is

contributing to the Faculty of Arts through high-profile talks to the community and consultations on curriculum issues and Indigeneity.

- The School of Journalism launched a website, Reporting on Indigenous Peoples, with resources and other information for students, faculty and the public and has established a new reporting course, Reporting on Indigenous Peoples, for upper-year students. In addition, Duncan McCue, a member of the Chippewas of Georgina Island First Nation and a CBC journalist, has been appointed as a Velma Rogers Visiting Journalist to help shape further initiatives in the School of Journalism relating to Indigenous peoples.

Leading researchers and experts

World-class experts continued to associate their names and bring their expertise to Ryerson. Faculties enhanced their teaching and research capacity through strategic hires, and since the last report, eight leading Canadians received new appointments as distinguished visitors:

- Karim Bardeesy (2017) Distinguished Visiting Professor
- Dennis Edney (2016) Distinguished Visiting Professor
- Aryeh Gitterman (2016) Distinguished Visiting Professor
- Dan McGillivray (2016) Distinguished Visiting Professor
- Ratna Omidvar (2016) Distinguished Visiting Professor
- Hon. Justice Gregory Regis (2017) Distinguished Visiting Professor
- Haroon Siddiqui (2016) Distinguished Visiting Professor
- Leanne Simpson (2017) Distinguished Visiting Professor

II. FACULTY AND UNIT REPORTS (SUBMITTED TO THE PROVOST)

A. Faculty of Arts

The Faculty of Arts made great strides in all five of its strategic goals in 2016-17.

Goal 1. Enable student success through exceptional learning and engagement experiences

In September 2017, the first cohort of students who were recruited with double majors as a program transfer option will begin focusing on their chosen areas of study as they move from the common first year platform in Arts to their second year. In graduate studies, the Faculty launched a MA in Criminology and Social Justice. The inaugural class arrives in September 2017. The foundations have also been set for a MA in Cities and History and a Sociology MA in Transformative Social Research. Departments have expanded their liberal studies offerings to include a Philosophy course in religious studies, a Geography course in global water issues, an Economics course in economics and sex, and courses offered by the Department of Languages, Literatures and Culture in Arabic as well as in Chinese literature and culture. Arts registrations in 2016-17 hit an all-time high with a projected total of 74,612 individual course registrations from Fall 2016 to Spring 2017.

Goal 2. Intensify scholarly research and creative activity

In 2016-17, the Faculty had 142 active grants. A total of 66 Arts scholars received $2,956,745 in new external funding while ongoing active grants totaled $17,184,677. Sources of funding included SSHRC, CHIR, CRC, CFI, NSERC, Environment Canada, the Public Health Agency of Canada, the National Institutes of Health, the Ontario Ministry of Research and Innovation, the Ontario Ministry of Advanced Education and Skills Development, the Ontario HIV Treatment Network, the Ontario Brain Institute, Ontario Centres of Excellence, Gambling Research Exchange Ontario, the City of Toronto, and the Regional Municipality of Peel as well as international research consortiums such as the International Development Research Centre and United Way Worldwide. Researchers in Arts were also funded by private sector and non-profit organizations such as the J.W. McConnell Family Foundation, the Royal Bank of Canada, the Tree Fund based in Illinois and Mitacs.

As for notable individual honours, Professor Becky Choma and Professor Margaret Moulson from the Department of Psychology won Early Researcher Awards from the Ontario Ministry of Research and Communication in recognition of their ground-breaking research. Professor Eric Hehman, also in the Department of Psychology, received a 2016 international Rising Star designation by the Association for Psychological Science for his innovative accomplishments as an early career researcher. Professor Dale Smith in the English Department received the Charles Olson Award in English in recognition of his important work on Robert Duncan and Charles Olson. Finally, Vathsala Illesinghe, a doctoral student in the Arts-based interdisciplinary Policy Studies Program won Ryerson's first Trudeau Doctoral Scholarship, a highly prestigious graduate studies award.

In addition, the Faculty established a new Centre for Policy Innovation and Public Engagement to provide a forum for the pursuit and promotion of inter-disciplinary research, education and professional applications relating to public sector engagement and public policy innovation. This past year, the Faculty of Arts successfully hosted the XIV World Congress of Rural Sociology and the National Annual Public Administration Case Competition. It is currently hosting the Congress of the Social Sciences and Humanities 2017.

Goal 3. Foster innovation and social entrepreneurship

The SocialVentures Zone continues to provide co-working space, peer-to-peer networking, on-demand workshops, access to funding opportunities, special events, and a unique mentorship model that pairs ventures with community coaches for one to one mentoring throughout their tenure in the Zone. The social ventures it incubates address complex issues such as climate change, youth employment and food security. The Zone continues to work with more than 60 community partners including Brookfield, McConnell Foundation with RECODE, Ontario Centre of Excellence, MaRS, CSI, ONE Network, Toronto Foundation, Covenant House, the Yonge Dundas Business Improvement Association and Evergreen Brickworks.

Highlights for 2016-17 include doubling the number of ventures from the previous year to 25 and hosting the third annual Social xCHANGE, a social enterprise hackathon, attracting over 85 students and community members for this three day event. The Zone was awarded a Ontario Network of Entrepreneurs SE (Central Region) Social Enterprise Partnership Grant in partnership with MaRS, the Centre for Social Innovation, and the City of Vaughan. This one year $180,000 grant will be used to map social enterprise networks and their offerings in Ontario's central region. The Zone also launched the Social Venture Prize, awarding ventures across Ryerson's Zone network with startup funding provided by Brookfield and by Arts, and hosted the Social Venture Pitch Competition with RECODE (McConnell Foundation), awarding $55,000 in funding to ventures across Ryerson's Zone network.

Goal 4. Active partnerships at home and abroad

A generous $2 million donation from The Jarislowsky Foundation will endow a new research Chair in the Study and Advancement of Democracy. The Chair will position Ryerson at the forefront of teaching, research, and knowledge exchange on democracy and provide a public forum for discussion and debate about democracy at this critical moment in its evolution. In addition, Ranjit Singh Dulai, president and CEO of Petroleum Plus and Dulai Petroleum Inc., generously donated $31,000 to create the Ranjit Singh Dulai Scholarship for students enrolled in Languages and Intercultural Relations. This donation is the first scholarship specifically created for students in this new Arts program.

Goal 5. Create a flourishing and sustainable environment

The Arts Eco Action team promoted sustainable transportation within Arts for faculty, staff and students. The team, along with Arts and Sustainability Matters, launched a Cycle to Arts campaign that took place in conjunction with Healthy Commute Week hosted by Sustainability Matters. Departments were invited to participate in a Cycling to Arts celebration on Gould Street, where information was shared on sustainable commuting methods including public

transit, active transit and cycling. The Arts Eco Action web page featured a video and short stories of the cycling experiences of faculty, staff and students.

The O'Keefe Laneway project is an ongoing rejuvenation initiative to create an attractive, multifunctional, safe and innovative space that will connect Ryerson and the downtown community. Since the project's inception, Arts staff have worked to engage the range of stakeholders affected by the renewal and transformation of this space. After stakeholder input from the Downtown Yonge BIA, Laneway Project, Covenant House and the Ryerson community, Arts coordinated the launch of the Reimagining O'Keefe Lane competition. The competition received nine submissions, judged by a panel of community members, demonstrating that Ryerson can be a leader in pushing for more adaptive and dynamic use of public spaces.

B. Faculty of Communication and Design

Significant progress has been achieved in 2016-17 across all of the Faculty's strategic goals as investments made last year have begun to yield results.

Goal 1. Ensure we are future-ready in the changing landscape of media and the creative industries

Various curriculum initiatives are ongoing in the Faculty. Work continues on a proposed Bachelor of Fine Arts in Professional Music. The three schools involved – the School of Performance, RTA School of Media and Creative Industries – have created a Letter of Intent which they hope to submit formally in the coming months. Work is also ongoing on a proposed PhD in Communication and Design, which is being envisioned as involving all schools in FCAD and will leverage the Faculty's expertise in practice-based research and creation. Finally planning continues on an interdisciplinary minor in design.

In 2016-17 several major facilities upgrades were completed. This included the relocation of the School of Performance to the Student Learning Centre and the establishment of the FCAD Fab Lab in the School of Interior Design. Meanwhile the 110 Bond Street building is being converted to the Creative Innovation Hub, while renovations are soon to be underway to establish a new SRC Hub on the second floor of the Rogers Communications Centre. The hub will serve as a multidisciplinary collaborative space for leading research across FCAD's schools and related sectors. In the coming year the FCAD Project Space in the basement of the Image Arts Building is scheduled to move forward. As a shared "in house" space, it will open the School of Image Arts to the wider community and will provide an opportunity for student engagement, collaboration and outreach across the entire Faculty.

Significant investments are being made in bringing technologies of the future into the curricula of FCAD programs. These technologies cover three key areas: (1) augmented and virtual reality; (2) 3D projection mapping, advanced lighting and live performance technologies; and (3) specialized digital fabrication technologies including assembly robots, computer controlled cutters and mobile technologies. These investments will allow students across all FCAD programs to develop skills in the latest production technologies, and will simultaneously open new avenues for faculty-led SRC. For example, RTA School of Media, Image Arts and Journalism students will learn how to film and produce content for virtual reality applications; Graphic Communications Management students will gain more access to augmented reality applications in print production and packaging; School of Performance students will learn how to integrate advanced projection technologies into their performances; and all schools will benefit from enhanced fabrication technologies for fashion, set construction, furniture and interior design.

Goal 2. Become the creative and innovation hub for faculty, students and practitioners

The Faculty continues to enhance the diversity of its faculty members' SRC activities. Milestones for 2016-17 include:

- the approval of a proposal for a Tier 1 Canada Research Chair in Creative Innovation & Leadership, with recruitment now underway
- the expansion of RUBIX, the annual celebration of FCAD SRC activity, which this year attracted twice as many exhibits from faculty as in 2015-16
- the receipt of over $800,000 in external SRC funding by FCAD researchers

Existing research centres are flourishing and significant growth in activity has been reported across the board. Key growth activity includes international symposia, journal publications, conferences and events. FCAD, through the Centre for Communicating Knowledge, has joined The Conversation, a global platform for journalistic dissemination of academic work and university SRC to general audiences.

Additionally, FCAD launched new centres to enhance and support SRC activity:

- The FCAD Forum for Cultural Strategies is an innovation hub for designing and sharing actionable strategies to strengthen the cultural sector in Canada, targeting key questions about the future of work in the creative industries; equity, diversity and inclusion in the creative industries; and how to equip future leaders with the skills to drive creative innovation in content and delivery.
- The Audience Lab is a new FCAD research centre that aims to promote understanding of contemporary media consumption and the experiences of users and audience members, in particular in emerging areas of digital communication and human-computer interactions. The lab looks at today's unique challenges to understand the interplay of modern media audiences, digital communication users and producers and mediated consumption patterns.
- This coming year will see the launch of Co-Lab to support the adoption of emerging technologies for research and teaching in the areas of communication and design.

The Faculty is establishing new partnerships with the CBC, VRTO and Massey Hall and is expanding existing partnerships with TIFF, the NFB and the Ontario Science Centre. These partnerships are creating exceptional experiential learning opportunities for students as well as collaborative SRC outcomes for faculty.

Goal 3. Make an impact in our fields and the broader community

Major strides have been made in extending FCAD's international and domestic impact through strategic partnerships and memberships in important external bodies:

- A major partnership with London South Bank University (LSBU) was launched during the past year. It is structured to include SRC collaboration, student exchanges and co-curricular links. Already, on the co-curricular side, a major student-led design competition with LSBU has attracted 70 students from across disciplines to collaborate internationally.

- The Global Campus Network expanded to over twenty international partners, which extended the range of its international student-led collaborative productions and events.
- A new partnership with Canadian University of Dubai (CUD) has resulted in the launch of an international creative industries degree, co-designed by Ryerson and offered by CUD in a newly established Faculty bearing the name FCAD. New undergraduate programs and international exchanges will be added to FCAD Dubai in the coming years.
- FCAD has representation through the Dean on civic boards and committees, including the Toronto Arts Council and the Ministry of Heritage's Expert Advisory Council for Canadian Content in a Digital World.

Civic, social and business engagement with the community is at an all-time high. The School of Performance is preparing to launch the Parados Festival, a two-week public performance series which brings together leading dance, theatre, and music professionals with emerging artists. The Music Den launched and in its first year has created long-term engagement with industry leaders, the City of Toronto and the entrepreneurial community. The Honourable Melanie Joly, Minister of Heritage, visited FCAD for a roundtable discussion with student creators and creative leaders about the future of cultural strategy in Canada, and the launch of the Suzanne Rogers Fashion Institute (SRFI) with a $1-million gift from the Edward and Suzanne Rogers Foundation has set the table for long-term engagement with industry leaders at home and abroad.

Goal 4. Offer a distinct student experience in a world of choice

As the cultural and creative industries evolve, so too must FCAD's curriculum. In response to changing industry dynamics, the School of Journalism has rolled out new courses focusing on innovation, entrepreneurial skills and professional and personal branding. The School of Image Arts launched the Integrated Digital Option in Fall 2016, enhancing curricular choice, and for the first time, this year's interdisciplinary supercourse incorporates live challenges from industry partners. E-learning continues to gain traction. During the past year new online simulations and e-learning courses were introduced in the School of Professional Communication and the School of Journalism with more scheduled to follow.

In terms of careers, the partnership with the Career Centre along with increases in productivity from the Centre for Communicating Knowledge and RTA Productions have been positive steps toward increasing FCAD graduates' share of the job market. These initiatives have provided students a space to practice their skill sets within their professional environments, with support, guidance and, very importantly, with pay. Student well-being has also been a priority. The base funding received for the Faculty's second counselor and the formation of an FCAD Mental Health task force have sent a strong message about FCAD's commitment to student mental health. This year the Faculty increased accessibility of student counselling and support, working with individual schools to identify and implement strategies to increase student well-being.

Communications and outreach to prospective students and partners has matured. This year new recruitment materials were developed to demonstrate the interdisciplinary, experiential and international appeal of FCAD's nine schools. In addition, an enhanced and targeted international recruitment strategy has been developed with the Office of Student Recruitment to increase the proportion of international and out-of-province student applications.

C. Faculty of Community Services

The strategic directions of the Faculty of Community Services are derived from its mission and its commitment to offering societally responsive and relevant professional education through collaborative learning. During 2016-17 significant progress was made in furthering this mission through initiatives tied to the Faculty's four major strategic goals.

Goal 1. Teaching, learning and student experience

FCS continues to prepare its students to be knowledgeable professionals possessing transferable inter-professional skills at the leading edge of practice. To maintain and expand this commitment, 2016-17 saw various new initiatives. In Fall 2016 the new Child and Youth Care graduate program was launched and proposals for an Urban Health Interprofessional PhD program, developed by the Daphne Cockwell School of Nursing, as well as a graduate program in Occupational and Public Health are underway. Many FCS programs also increased access to programs through the development of innovative online courses.

Student engagement funds from the Dean's office provided ongoing support for engagement within the classroom as well as in local and international communities. Faculty-wide initiatives such as the Writing Skills Initiative, Interprofessional Education and Social Innovation continued to successfully engage students in their learning experiences. The Faculty also began development of the new Student Connect program, an online resource to provide students and parents with resources to foster a positive transition to FCS and Ryerson at large.

Goal 2. Strengthening SRC intensity, excellence and impact

In 2016-17 FCS faculty members continued their work on and dissemination of SRC, their activities closely aligned with the Faculty mission to be policy relevant and to have social impact through knowledge creation, co-creation and dissemination for public good. Through the Faculty's Positioning for Success in Academia program, faculty were offered workshops on multiple topics. The Faculty provides opportunities to access seed and publication funding in support of scholarly work. During the year FCS faculty expanded their range of academic publications as individual scholars and in collaboration with internal and external partners and students. The number of external grant submissions by FCS faculty in 2016-17 continued its recent rise, most notably through an increase in the number of large scale grant submissions featuring industry and community partnerships and collaborations. With the expansion in graduate programming and the commitment to preparing undergraduate students in the area of scholarship, opportunities for undergraduate and graduate participation in SRC activities were further strengthened.

Goal 3. Advance social innovation

Innovation and creativity are central to the Faculty's activities. Major achievements in social innovation during 2016-17 include the following:

- An FCS in Action social innovation conference in March 2016 highlighting the refugee crisis attracted 130 student and faculty registrants. Bringing socially innovative theory, knowledge and practice to bear on this complex social issue from a multidisciplinary vantage point, conference participants focused on the refugee crisis from a perspective that highlighted the opportunity for community transformation.
- In the Fall of 2016 a minor in Social Innovation was launched with the first core course, Foundations in Social Innovation, offered in September, and the second core course, Social Innovation in Practice, offered in January 2017. Each course attracted 25-30 students from FCS as well as from other Faculties.
- A series of panels and workshops examined different aspects of leadership for social innovation. Students, practitioners, enthusiasts and curious minds were invited to explore the leadership skills required in the social sector today. The Faculty also held a wide-ranging set of social-innovation-themed conversations and dialogues attended by students, faculty and community members, all of which dealt in various ways with furthering the commitment to social transformation.
- Five FCS students were recruited for a three-week student engagement opportunity in India during the summer of 2016.

Goal 4. Civic engagement and city building

The strategic goal of civic engagement and city building continued to be a priority. Initiatives related to this goal included the following:

- The School of Nutrition collaborated with the Nutrition Resource Centre of the Ontario Public Health Association, sponsoring their annual forum and increasing opportunities for student networking. In collaboration with The Chang School, the School of Nutrition also launched an Internationally Educated Professionals in Nutrition Certificate program geared to new immigrants. The program's first cohort started in January 2017, supported by the College of Dietitians of Ontario and Health Force Ontario.
- Faculty and staff at the School of Urban Planning were involved in the development and administration of the Center for Urban Research and Land Development and the City Building Institute. Both entities have achieved major successes in community engagement, especially through the hosting of community events and forums. The School's public, private and nonprofit partnerships are integral to the delivery of curriculum. Recent studio client partners included the Building Industry and Land Development Association, the City of Toronto, the District of Muskoka, the Downtown Yonge Business Improvement Area, the Eabametong First Nation in Fort Hope, Evergreen Canada, IBI Group, Metrolinx, the Ontario Growth Secretariat and the Toronto Centre for Active Transportation.
- A new partnership with Trier University in Germany allowed several Child and Youth Care students to spend a term in Trier and CYC is hosting several Trier students.
- The Midwifery Education Program began liaising with the National Aboriginal Council of Midwives regarding outreach to aboriginal communities.

- The School of Occupational and Public Health held a landmark 20th anniversary event with over 100 alumni from its two programs attending.

D. Faculty of Engineering and Architectural Science

The 2016-7 year represents the first full year of during which the Faculty's goals have been in place. Significant progress on the goals has been made during the year.

Goal 1. Maintain and enhance development of societally relevant undergraduate programs to meet societal need

- Female engineering student enrollment increased from 18.8 to 20 per cent of FEAS's overall undergraduate student population. Projected Fall 2017 enrollment represents the highest female student percentage in the Faculty's history at 22 per cent.
- A revamped Dean's Pedagogical Innovation Fund was launched in March 2017 to support faculty member efforts to improve student experiences.
- Average undergraduate retention rates after three years have improved from 68 per cent for the class of 2008-09 to 74 per cent for the class of 2013-14.
- FEAS Dean Tom Duever was invited to present Ryerson and FEAS's unique approach to experiential learning and engineering leadership at University of Toronto's National Initiative on Capacity Building and Knowledge Creation for Engineering Leadership.
- A new student survey has been disseminated to assess engineering student success factors, with the goal of improving student experiences that foster professionalism, ethics, academic integrity and leadership, among others.
- The First Year Engineering Office was selected as the recipient of the 2016 President's Blue and Gold Award of Excellence.
- In keeping with the Faculty's aim to increase participation rates in co-operative internships, the position of Senior Manager, Engineering Co-operative Internship Program has been created. Hiring is anticipated in summer 2017.
- Architectural Science Professor Vince Hui is known for developing exciting work-integrated learning opportunities for his students. He recently partnered with Yulio, a company that specializes in 3D to VR software for architecture, interior design and real estate. This partnership makes Ryerson the first Canadian university to adopt this technology, enabling students to convert architectural drawings to virtual reality worlds.

Goal 2. Strengthen, enhance graduate programs, focusing on outreach, recruitment and new program development

- New Masters and PhD programs in Biomedical Engineering and a new Masters in Engineering Innovation and Entrepreneurship were launched in 2016-17, attracting talented students from around the globe.
- Monthly team building and knowledge sharing meetings have been launched with all Graduate Program Administrators and Directors to strengthen student and program support across FEAS.

- A series of FEAS-specific workshops was created for the 2016-2017 academic year to support graduate students in areas such as lab marking, writing, presentation skills, maintaining health and well-being, licensure and career development.
- A new affiliate campus group known as FEAS Grad Ambassadors has been established and has been running social programming.
- A FEAS Graduate Studies Open House in November 2016 showcased graduate programs and current students' research and creative accomplishments to potential applicants.
- An inaugural FEAS-wide welcome and orientation annual ceremony took place in September to greet incoming graduate students, providing them with information on campus wide resources as well as instigating a sense of belonging to the Faculty.

Goal 3. Increase scholarly research and creative activity (SRC) intensity and impact

- The 2017 US News Ranking, which ranks 1,000 universities globally, found that Ryerson Engineering research ranked 13th overall in Canada and within the top 10 for research impact statistics.
- One NSERC Industrial Research Chair in the area of social media analytics has been approved. This is the first new chair awarded since 2006.
- Two Tier 2 Canada Research Chair applications have been submitted, and two more are under preparation. Theses CRCs are expected to add further strength to FEAS's existing expertise in energy, infrastructure and health.
- Two large Canada Foundation for Innovation (CFI) and four CFI John R. Evans Leaders Fund applications and their matching Ontario Ministry of Research Innovation and Science applications have been submitted by FEAS faculty members and are currently being reviewed.
- The iBEST facility has reached its full occupancy, and it has appointed its first co-ordinator. It has finalized the four scientific themes of focus and will be running its annual symposium and regular seminar talks.
- Two large research grant letters of intent (each in the range of $2 million) have been selected for full application to the Ontario Centres of Excellence's Target Greenhouse Gas funding program addressing the province's climate change goals.
- Seven large research partnership grants, funded through NSERC Collaborative Research and Development Grants and Ontario Centres of Excellence, were awarded in 2016, in the aerospace engineering, robotics, energy, sensors, mining and data analytics.
- The appointments of Professor Dan McGillivray as Distinguished Visiting Professor and Mr. Stephen Pumple as Director of Industry Partnerships are further helping FEAS cultivate partnerships for a variety of SRC and innovation activities.

Goal 4. Foster innovation, entrepreneurship, partnerships and increase reputation and awareness

- Over 600 people have enrolled in Zone learning at iBoost since September 2015. The team at iBoost has held successful hackathons in partnership with industry and social-

profit partners and continues to create opportunities that bring student entrepreneurs together with leaders in business, venture capital and government.

- Seyed Nourbakhsh, Chemical Engineering 2013 graduate and Norman Esch Engineering Innovation and Entrepreneurship Award winner, launched his Canadian company, Formarum, in Buffalo, New York, after topping the 43North competition and winning (US)$500,000.
- Two student design teams, of which there are over 40 across FEAS, received special international attention in the past year. FEAS engineering students involved in the Hyperloop team won SpaceX's Subsystems Innovation Award, while those involved in the NASA Space Poop design challenge placed in the top 20 and were the only Canadian and student-based team to do so.

Goal 5. Embrace diversity, inclusiveness, advancement and augment community engagement and connectivity

- FEAS finalized and secured approval for fundraising priorities associated with a $15 million fundraising goal, which includes support for graduate entrance scholarships, the Centre for Engineering Innovation and Entrepreneurship, women in engineering, student design teams, laboratory and studio space renovations and a leadership institute.
- 12 new student awards were created across the Faculty.
- Women in Engineering programs were supported by NSERC PromoScience and the Motorola Solutions Foundation.
- The Centre for Urban Energy signed a second gift agreement from Schneider Electric valued at up to $1 million.
- Women in Engineering engaged 600 grade 9 students in the classroom (through Pitch Black), 140 high school students in on-campus events (through Go ENG Girl and Go CODE Girl, with field trips for grades 7 to 12), 33 grade 11 students (through summer experiential learning with ROPE), 160 Eureka summer camp students (ages 8 to13), 100 teachers and guidance counsellors, 109 Girl Guides (ages 9 to 12), and 200 WIE current undergraduate students in outreach and enrichment activities aimed at increasing young girls' awareness and exposure to engineering, and supporting female engineering student success.

E. Faculty of Science

The Faculty is achieving steady progress in 2016-17 in each of its four main goals.

Goal 1. Continue to develop student excellence and enhance connectivity

In September 2016 the PhD program in Mathematical Modelling and Methods was launched. With this degree, FOS becomes the only Faculty at Ryerson to have undergraduate, masters and PhD programs in all academic departments – Computer Science, Chemistry and Biology, Physics and Mathematics.

Strong application pressure has enabled some success in increasing the incoming grade point average across the Faculty with the aim of all programs seeing entering averages greater than 80 per cent by 2019. With recruitment of higher quality incoming students the Faculty can stabilize growth and focus on increased retention in its science programs to maintain steady state enrolment. Since 2013, both the overall incoming average (defined as the best six courses from Ontario high school students) and the number of applications have increased every year from a mean of 80.43 per cent and 7,203 total applications in 2013 to a mean of 83.52 per cent and 8,810 total applications in 2016.

New delivery techniques to increase student engagement are being developed. In Physics, the course PCS120 has a large online component with pre-lecture quizzes, pre-lecture videos and extensive post-lecture homework. In the course PCS130, students are provided online tutorial sessions that help them prepare for the final exam. Another example is the use of constructive alignment techniques in the Computer Science course CPS615, where the instructor (1) writes a comprehensive list of learning objectives covering lessons, class activities, assignments, and tests, (2) identifies a body of material that students always find difficult, (3) puts the respective learning objectives in the form of a study guide for the examination that will cover that material, (4) gives the study guide to students two weeks before the exam, and (5) prepares the exam drawing on the study guide for each question.

Initiatives are also underway to encourage more integration and options across programming within the Faculty. Cohort enrolment, whereby groups of students are scheduled together into common courses, is being tested, since this promotes a sense of mutual support and community, while laboratory curricula are being redesigned and updated to improve the quality of students' practical learning. For example, in the General Chemistry Laboratory, formal writing exercises have been incorporated into more experiments to provide additional opportunities for students to develop their critical thinking and written communication skills. In addition, by leveraging the urban location of Ryerson as a draw for the development and delivery of hands-on experiential experiences, field courses have also been introduced in several programs. For example, in the Computer Science course CPS813 on human robot interaction the theme for the final exercise was the neutralization of improvised explosive devices (IEDs), and in this exercise students had to determine a method for moving their robots

from the second floor of the SLC to the third and conduct their search for a container of 'plutonium dioxide' made out of a coffee tin.

The Faculty of Science continues to develop and support mentoring programs at the undergraduate level such as RySciMatch, which is now a Faculty-wide initiative. Zone-like courses in Chemistry (CHY399 and CHY307) have also been created, where students exclusively use evidence-based approaches to develop their research ideas and validate them in the lab. At the graduate level, the innovative IINN program, a pilot project of the Career Centre, the Yeates School of Graduate Studies, and the Biomedical Physics graduate program has been highly successful and will be expanded to other graduate programs within the Faculty. At the same time, personal and academic counseling to all program students is being provided through the Dean's and the program departmental offices. Impactful career and professional development is being offered regularly. Joint programming with the Career Centre and work-integrated learning opportunities are being provided to complement the long-standing co-op programs.

Goal 2. Continue to build a Faculty culture of scholarly, research and creativity activity

The Faculty now collects and shares with chairs and graduate program directors annual collated data detailing research activity so that the community has up to date and relevant information regarding SRC. Successes, opportunities, workshops and other mechanisms to support SRC growth are communicated through several mechanisms. Continued infrastructure support is a priority for researchers who remain on the main Ryerson campus in conjunction with maintaining connectivity with those who have relocated to MaRS and iBEST. Departments are working on their own standards for space assignment, utilization, efficiency and adjacencies to ensure that all space is utilized for active research and that researchers, particularly new faculty, have the appropriate support for their research programs.

The Faculty continues to support the SRC of faculty members through the provision of research seed funding grants, bridge funding, conference travel subsidies and the annual Faculty research excellence awards, with the aim of achieving greater balance across all faculty members in the receipt of grants. This also involves ongoing coordination with various sections of the University to enhance post-grant supports and encourage collaborative research projects. These efforts are paying off, as evidenced by a 21 per cent increase in total research funding to $4.62 million in 2016 from $3.82 million in 2014 (the academic plan baseline), which is consistent with a small increase in the number of applications for research funding being submitted (133 in 2016 compared to 131 in 2015). The Faculty submitted four applications to CFI in 2016 with total value of $9 million. One (from the John R. Evans Leaders Fund) was successful and the resultant infrastructure is being implemented in Computer Science. In addition to funding success, other measure of output continue to improve slowly. Annual citations of publications have increased by 9 per cent, from 4,891 citations in 2014 to 5,329 citations in 2016. The Faculty submitted its first external Tier I CRC application and, if approved, will recruit, from the UK, an outstanding cancer researcher who will be located in the MaRS Biomedical Research Facility (opened in October 2016) which provided urgently needed

research space for the Faculty. The move forward on leads for FOS's first NSERC Industry Research Chair application is continuing.

Goal 3. Intensify innovation and enhance external collaboration

To increase the participation of Science students in Ryerson's emerging innovation infrastructure, the Faculty has encouraged and supported Zone initiatives, especially with the new Faculty-sponsored Science Discovery Zone. Faculty-level events are being held to support a Faculty-wide culture of innovation, with opportunities provided for faculty, students and staff to learn innovation-related topics such as patent submission, licensing agreements, spin-offs, new products and services, the formation of new networks, contract research, continuing professional development and consultancy.

Faculty-level student scholarships in support of globalization (the Global Science Citizen Program) launched successfully with one student spending four months at University College London in a research lab resulting in a co-authorship in a prestigious scientific paper. The Faculty continues to actively seek opportunities to work with institutional partners internationally (University College London and University of the West of England in the UK and Wageningen in the Netherlands) to provide international learning opportunities. It is also the supporting the creation of national and international strategic research partnerships and teams that can successfully compete for grants and research and development projects on a global basis.

Goal 4. Augment community engagement, entrepreneurship and increase visibility

One of FOS's priorities is to ensure that the broader community is aware of the existence and activities in the Faculty. A Web Manager/Communications position was created and filled to promote FOS on various platforms in a coordinated manner with central media and marketing. Amplification of messaging through social media and an improved web-based presence have both made the Faculty's online presence stronger.

In 2016, there was a reorganization and rebranding of the former SCOPE to the newly launched SciXchange which promotes science communication, outreach and public engagement as part of the Faculty's mandate to contribute to a scientifically literate and engaged national culture. This has boosted the Faculty's work with high school science teachers and guidance counselors to share concerns, best practices and curricular innovation in service of university-bound students.

SciXchange is currently a site for the national organization Let's Talk Science and works with community organizations such as Visions of Science Network for Learning and Pathways to Education to engage youth from vulnerable communities. To date, science outreach has provided hands-on enrichment and mentorship to over 4500 high school students from 58 different schools in Ontario and engaged over 400 children aged 8-13 through summer science camps. SciXchange was recently accepted as a member of the Mozilla Hive Toronto Learning

Network to help expand community collaborations. The goal is to increase the number of partners. For example in Summer 2016 SciXchange participated in a pow wow engaging 98 Aboriginal youth and is preparing to participate in community talking circles.

SciXchange also continues to host Science Rendezvous at Yonge Dundas Square, an event that engages thousands of people of all ages and science backgrounds. At the Science Rendezvous held in May 2017, SciXchange launched Soapbox Science, making Ryerson the first North American Soapbox Science site. This award-winning science outreach platform was created in the UK in 2011. The goal for Science Rendezvous is to have 10 percent of participants each year involved in other FOS engagement initiatives. SciXchange was awarded $25,000 by NSERC's PromoScience program to support a Youth Engagement through Soapbox Science (YESS) project and other community engagement.

In other outreach initiatives, in September 2016 FOS hosted a week of student-run activities for Science Literacy Week, engaging over a thousand Ryerson community members. One of the student projects developed for that week was featured in the Harbourfront Centre's Word on the Street Festival. For the 2017 Science Literacy Week, SciXchange plans to expand its reach beyond the Ryerson community. SciXchange has also provided excellent experiential learning opportunities for students participating in these outreach activities, with financial support from Ryerson's Career Boost program and national funding through Canada Summer Jobs.

F. Ted Rogers School of Management

In 2016-17, significant progress was made on a range of the Faculty's goals. While certain goals came to fruition, others were redefined in order to expand their organizational reach and better serve students and faculty. The TRSM focused its activities on initiatives that directly improved student engagement and experiential learning. The creation of a co-operative education business plan which focuses on real world learning opportunities and job preparedness, combined with the ongoing development of a revitalized core curriculum, were at the centre of planning goals. Graduate programming showed tremendous growth this year due to a marked increase of MScM student enrollment and the approval of three new graduate level Professional Management Diplomas. In the area of research, the creation of a Student Research Pool has allowed undergraduate students to be more deeply engaged in research with faculty and their peers. The Faculty is making important strides to enhance its research culture. Finally, 2016 was an important year in preparing for multiple accreditations and imbedding accreditation more deeply into the TRSM's culture.

Goal 1. Redefine experiential learning for the 21st century

The student-centric nature of the Zone Learning model allows students to be at the centre of innovation and entrepreneurship. The advancement of Zone Learning at the TRSM provided students with the option of international experiences in India, Rwanda and United Arab Emirates. These experiences encouraged them to explore the realities of world markets. The Zone Learning Analytics School's (ZLAS) student membership has implemented a modular program that involves professionals in the business analytics field engaging with students and providing the skill sets that complements the undergraduate curriculum. The Zone Learning model implemented through ZLAS allows for a unique experiential learning opportunity for interdisciplinary student collaboration.

The receipt of a $1.25 million gift to enhance co-operative education at the TRSM has allowed for acceleration of co-op portfolio and the creation of a business plan Growing Co-operative Education. The offering of a co-op option in all BComm programs was finalized in 2016. Together, these initiatives have created a tremendous opportunity to significantly expand co-operative education in the coming year. The School has an ambitious goal of increasing the numbers of co-op placements for its students to 1,500 over the next three years. The TRSM Business Career Hub has hired a manager of co-operative education and will be expanding their team of business developers and co-operative education coordinators in the coming months. The expansion of co-op opportunities is a key priority in strengthening work-integrated experiential learning for students at the TRSM.

Flipped classrooms continue to be a valuable tool in creating new and exciting learning opportunities for students at the TRSM. This year, the flipped classroom project added closed captioning to the online video component, allowing for greater accessibility for students. In order to move forward with curriculum review and the adoption of a core curriculum, broad consultation and careful review of proposals are currently underway, along with targeted

conversations between the Faculty Council Governance Committee and the Faculty Council Undergraduate Curriculum Committee. Curriculum review is closely tied to both admissions revision and re-structuring in the School of Business Management. Progress in each of these areas requires a coordinated and collaborative effort amongst a range of stakeholders both within TRSM and across the University.

In 2016, the TRSM underwent a pilot to examine the feasibility of virtualization in the classroom, which would allow students accessibility to software without a computer lab. This pilot has resulted in positive feedback from all participants, with a highlight of student's positive feedback on the ability to work with course-required software from their home. The establishment of a Student Research Pool (SRP) through the department of Marketing Management has allowed the TRSM to more deeply engage undergraduate students in research experiences. Researchers were able to recruit undergraduate students for academic research projects. In Fall 2016, its first term of operation, the SRP saw 707 undergraduate students recruited. This provides significant exposure of faculty research to students while accelerating the production of researchers.

Goal 2. Enhance graduate programs and scholarly, research and creative (SRC) activities

The TRSM's graduate program continues to grow through the delivery of Professional Masters Diplomas (PMDs). PMDs represent an excellent opportunity to create new material, and to deliver it through programs that will bring the Ted Rogers MBA programs closer to industry partners. The Quality Council Appraisal Committee has approved the following PMDs in 2016-17: Accounting, Finance for Social Innovation, Management of Technology and Innovation, and Canadian Business. Accounting was launched in Spring 2017, Finance for Social Innovation and Management of Technology and Innovation will be launched in Fall 2017, and Canadian Business will be launched in Summer 2018.

The TRSM Faculty Council committee has been initiated to investigate doctoral degree options. Based on the information gathered and feedback received from the TRSM schools and departments, the committee has indicated that the TRSM has the capacity and will to propose and mount a doctoral program. Based on the TRSM's mission, the Canadian doctoral landscape, and faculty feedback, the need to be industry relevant and have specialization areas to focus upon were points of convergence. In February 2017, Faculty Council had approved a motion to develop a Letter of Intent for a PhD in Management.

In January 2016, the TRSM operated a second joint research program under the auspices of its MoU with Hong Kong Polytechnic University to foster collaborations with their Faculty of Business. This second wave of research projects involved seven TRSM faculty collaborating with six HK Poly U Faculty of Business faculty members on four 18-month research projects. This expands joint research collaborations to eight projects and TRSM faculty involved to eleven from across six TRSM schools and departments. An International Committee was initiated with representatives from across the TRSM to consider strategic approaches to international collaborations. The committee currently is collecting baseline data on faculty members'

international activities across teaching, research, and professional affiliations. The committee will be proposed this spring to be formalized as a standing committee of TRSM Faculty Council.

Goal 3. Cultivate a reputation for community building

The TRSM continues to fully integrate the Toronto business community into the daily operations of the Faculty to foster experiential learning and extend the outreach to guest lecturers and mentors. To date, the TRSM employs approximately 12 Distinguished Visiting Professors (DVPs) and Executives in Residence, along with an additional three DVPs who are in cross-appointed roles with other Faculties and the Provost. Its Executives in Residence play a pivotal role in connecting students with employers, primarily via the Business Career Hub and the Ted Rogers MBA Careers department. Additionally, the DVPs are instrumental in assisting with the organization of panel events, working closely with research centres and individual faculty members as guest lecturers and in speaker series. The DVPs who work with the Top 200 program have played an integral role in developing the program, along with providing opportunities for case competition and training of both undergraduate and graduate students.

To date, the TRSM has established and reinvigorated 13 out of 14 Advisory Councils to operate at full capacity and support the Ryerson University policy of strategic development of Program and Faculty Advisory Councils. The established Councils are proving to be pivotal points of contact and resources for the growing co-operative education programming, research, and experiential learning opportunities with students via the Business Career Hub and the Ted Rogers Student Society.

The Executive and Corporate Education Department went through several notable changes in 2016, including a move into new office space at the Toronto Region Board of Trade (First Canadian Place). There were also important staffing changes, including the hiring of a new Director, a new Manager, and a new Executive Director of External Relations (with oversight of the department). The Executive Director is working closely with the Director and Manager to create a new strategic direction and plan for 2017 that includes a focus on deepening ties with existing clients, securing new relationships and partnerships, and developing programming that reflects the academic priorities and vision of TRSM. Near the end of 2016, The Hospital for Sick Children and RBC Financial Group were added as new clients, with a focus on leadership and innovation. The Department is also actively engaging with prominent Associations, including REALpac and HRPA, to increase awareness about the TRSM's custom programming and to strengthen existing professional development programs.

As well, since the partnership with the TRSM and the Toronto Regional Board of Trade (TRBOT) was launched in 2015, the Department continues to offer ten three-hour seminars annually for TRBOT board members, with a 95 per cent approval rating.

Goal 4. Improving our internal governance, communications and structures to enable lasting innovation

In April 2016, the Faculty engaged in a process of self-evaluation and a periodic external review of accomplishments as part of its continuous improvement review for the Association to Advance Collegiate Schools of Business (AACSB). The preparation of the report, submitted in November 2016, was an inclusive exercise that depended on input from faculty and staff across the TRSM. The process saw an increased engagement and commitment of faculty and staff and served as a catalyst to spur further globally recognized accreditations such as EQUIS. The TRSM has been advised that it has been AACSB reaccredited for another five years, with no conditions or reservations.

The TRSM has also achieved the globally recognized Chartered Professional Accountants accreditation for its undergraduate accounting program and the new Professional Masters Diploma in Accounting. The School of Hospitality and Tourism Management was one of the first in Canada awarded the SMART+ Accreditation and the School of Business Technology Management and its co-op are now officially accredited by the BTM Forum, Information Technology Association of Canada (ITAC).

G. The G. Raymond Chang School of Continuing Education

This progress on The Chang School's strategic goals in 2016-17 involves all Chang School units, including each academic program area, Digital Education Strategies, Spanning the Gaps, Programs for 50+, and Community Outreach.

Goal 1. Continue to develop a student-centric environment that engages and supports students and alumni

The Chang School's ongoing attention and dedication to students and alumni has been demonstrated through initiatives such as the Experiential Learning Exchange (involving master classes, coaching, panel discussions and networking opportunities); ChangSchoolTalks; Serious Games, an innovative method for engaging students with learning content; as well as a Web Accessibility Massive Open Online Course (MOOC). In these programs learners engage not only with academic content, but also develop their skills and prepare themselves for success in the workforce. Engagement has also been achieved through social media, blog posts, and participation in student surveys to glean feedback on how to best serve the market and meet societal needs with new programming. Efforts are also continually underway to provide students with financial support through bursaries or establishment of new awards.

Goal 2. Actively engage CE instructors and staff through innovation and learning excellence opportunities

Continuing Education Contract Lecturers (CECLs) and Chang School staff are highly engaged in extracurricular opportunities. CECLs have opportunities to engage in professional development through both the Learning and Teaching Office as well as the Teaching Adult Learners Online program. CECLs and staff are continuously engaged through both internal and university-level initiatives. For example, CECLs are presented with opportunities for professional development through the online programs Teaching Adult Learners Online and Let's Connect and also through monthly communication such as the CECL Bulletin, the CECL LinkedIn page, and the Chang Teach mailing list. Staff have received several awards for their contributions to students and the academic environment. This includes the Community Engagement Award and The Julia Hanigsberg Make your Mark Staff Award.

Goal 3. Continue to improve internal systems and manage budget to optimize fiscal contribution

Several internal process improvements were made in 2016-17. These include the introduction of departmental consent for Big Data courses, Continuing Education Web ID activation, and the migration of the Workplace Communication in Canada and Internationally Educated Social Work Professionals Moodle courses to D2L. The bid for a new Chang School website has been awarded to Destiny Solutions. The website project will involve various internal personnel at The Chang School as well as collaboration with several units within Ryerson, who will represent the

needs of stakeholder groups, including assisting in data integration, compliance with business needs, usability requirements, and Accessibility for Ontarians with Disabilities Act standards.

Goal 4. Support CNED growth through relevant academic and professional programs with industry connections

The Chang School's curriculum is being continually updated to ensure the most current and relevant programming is offered to learners. This is demonstrated through the introduction of the Certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition as well as the Certificate in Privacy, Access and Information Management; certificate reviews in progress such as Global Management Studies, Gerontology, Facility Management and Business French and Translation; certificate discontinuations such as Mining Management and English as a Second/Additional Language; and revisions that may be minor, significant or major. With the amendment of Senate Policy 76: Development and Review of Certificate Programs, there is the opportunity to offer four-course certificates as well as to revise graduation requirements in current programs. This is providing students with shorter certificate completion times and will help The Chang School stay competitive in the continuing education market. Examples of proposed certificate programs to be shortened include Environmental Sciences, Economics, Advanced Applied Digital Geography, and GIS. Course series are a type of programming which allows for opportunities to pilot curriculum. A total of 11 course series were implemented for Fall 2016 (e.g. Architectural Technologists Professional Career Foundations; Introduction to Health Data Analytics; Leading and Planning for Patient Experience).

Goal 5. Promote innovative, interactive and accessible digital learning opportunities

Digital Education Strategies, together with program areas at The Chang School, continues to develop and update curriculum and programming for online delivery. A notable example is the development of online versions of courses in the Aboriginal Knowledges and Experiences Certificate. Collaborations also involve various departments and Faculties within the Ryerson community.

Goal 6. Grow our presence through outreach, partnerships and research to support profile as a city builder

The Chang School's continued support of Aboriginal students, first generation students, students with disabilities, internationally trained individuals and older adults is exemplified through many activities, such as collaboration with the First Nations Technical Institute and partnerships with the School of Nursing for internationally educated nurses. Outreach and partnerships within Canada include collaborations with Sunnybrook, George Brown, Baycrest, Alberta Emergency Management Agency, and many others. Lastly, Chang School staff continue to foster opportunities for research through participation at numerous national and international conferences such as the Ontario Council for University Lifelong Learning, the

University Professional & Continuing Education Association and the Canadian Association for University Continuing Education.

H. Yeates School of Graduate Studies

The Yeates School continues to make significant progress on its four strategic goals.

Goal 1. Building a community of culture and inquiry

During the past year student engagement was promoted through several initiatives. A total of 26 students submitted 60-second videos about their unique journeys as graduate students at Ryerson for the GRAD Video Contest, while 300 submitted 20-word responses to the question: "Why Ryerson?". The 2016 Three Minute Thesis (3MT) Competition showcased students from 11 graduate programs who presented their research and its impact in an accessible and compelling way. The Ryerson finalist won second place at the Ontario 3MT Competition.

Communication strategies give an opportunity to highlight graduate student success both internally and externally. The Year in Review, Admissions Viewbook, program brochures, and program websites are updated periodically to reflect the accomplishments of YSGS students. Ryerson Today and GRADNews also offer the chance to increase awareness of student accomplishments, events and opportunities. YSGS has launched a Graduate Studies Facebook page that features program spotlights, Dean's Desk videos, opportunities on campus, and Humans of Grad Studies posts. YSGS continues to have a YouTube channel that highlights remarkable students and graduates, YSGS events, and student competitions.

YSGS continues to develop alumni engagement strategies in conjunction with the Alumni Office, Faculties, departments, schools and programs – for establishing and engaging graduate alumni associations. The School participated in the national pilot TRaCE project to track, report, connect and engage PhD Alumni from the humanities. The project interviewed alumni from the Psychology and Communication and Culture doctoral programs. On the basis of the data and narratives compiled from Ryerson as well as other schools across the country, YSGS has been able to use the TRaCE findings to gain a better understanding of student experience.

Goal 2. Elevating excellence in graduate education

Senate, Quality Council and MTCU have approved one new graduate program – an MA in Criminology and Social Justice – for a Fall 2017 launch. One new PMDip has been approved for a Fall launch as well. Meanwhile YSGS continues to coordinate and support curriculum programming through the periodic program reviews (PPRs) of graduate programs. Four PPRs were successfully passed through Senate this academic year. Collaboration with the Vice Provost Academic is taking place to streamline documents and undertake actions aimed to improve the quality and uniformity of the PPR process.

Continued promotion and review of Future Smart, an essential skills development program, has led to a greater turnout at YSGS events connected with the program. Each year Future Smart adds new programs from new and current partners. For example, Financial Services became a new partner this year, with the addition of RU Debt Free as a program offering. New workshops

were also launched with the Career Centre, the Centre for Student Development and Counselling and Student Learning Support. The number of Mitacs Step workshops provided to all Ontario universities was reduced from seven to two this year, affecting enrollment. Mitacs is hopeful that this number will increase for next year. New promotion avenues have been implemented through GRADNews, social media and campus signage.

Open dialogue has continued about ways in which to improve and implement mechanisms for enhancing time-to-completion and rate of completion of graduate students through supervision, intervention and progress reports. YSGS offers support for students and faculty members to optimize their student/supervisor experience.

Goal 3. Attracting and retaining outstanding graduate student talent

The School continues to develop and expand domestic and international recruitment. This year saw the roll-out of a successful marketing, communications and recruitment plan and media buy in conjunction with University Relations. This was combined with heavy advertising of Faculty-based open houses and specific open houses for individual graduate programs, including graduate admissions expertise provided at events.

The School has continued to increase its web presence through advertising. Enhanced use of social media channels has created a more dynamic opportunity to advertise events, highlight student and faculty stories, share information and field admissions inquiries. Launched in September 2016, the Facebook page has had 2,832 total engaged users to date. Humans of Grad Studies continues to be a popular series with the graduate community. GRADNews continues to be well-received and increased distribution to 4,772 recipients.

The addition of a graduate scholarships assistant has continued to allow for better support of students and their search and application for scholarships and awards. YSGS continues to actively negotiate for more funding for excellence-based student scholarships.

The School's admissions staff members continue to provide excellent supports to local recruitment initiatives and open houses. The graduate admissions team has improved the quality of communications to include more personalized and detailed communications to applicants. For example, specific reasons that outline inadmissibility or outstanding documentation are clearly identified, allowing the applicant the opportunity to contact admissions officers directly. A contract staff position was secured to provide additional support to cover front line inquiries during the busiest point of the admissions cycle from January to March. YSGS is further developing relationships with Ryerson International to clarify and implement graduate student exchange guidelines and mobility agreements.

Goal 4. Leading academic and administrative support and services

The School continues to work with all graduate programs to support their needs. The decentralization of YSGS created a concern that information silos would be inevitable, but the

addition of Associate Deans with graduate responsibilities in each Faculty has aided communication and promoted different levels of information sharing among faculty and staff to improve program delivery. Self-enrolment was made available to graduate students through RAMSS, which has allowed students a smoother and more efficient course enrolment process.

In terms of policy development, discussion has begun around the review of graduate specific policies now that a clear understanding of jurisdiction has been established. Policy development will engage Associate Deans with graduate responsibilities. In addition, YSGS has three representatives involved in the Academic Policy Review Committee of Senate. Meanwhile Graduate Program Councils, the Program and Planning Committee and the YSGS Council have been meeting throughout the year to engage faculty and students in the operations of graduate studies and to ensure policies and procedures are relevant and adhered to.

I. Ryerson University Library and Archives

Progress has been made on several of the Library's goals.

Goal 1. Improve the Library's facilities to create healthy, configurable and flexible learning spaces

In recent years, significant improvements have been made in the Library's facilities, with an important milestone achieved over the past year. In January 2017 the Archives and Special Collections unit opened. The unit is integrated into an expanded collections and consultation space, ensuring that collections and staff are housed in the same location and leveraging the staff component to provide better service coverage. The unit also provides effective new quiet study space and a reading room. In addition, the Faculty of Arts' Centre for Digital Humanities has moved into the space, merging collections and sharing a digitization suite.

The Isaac Olowolafe Jr. Digital Media Experience (DME) Lab in the Student Learning Centre continues to grow. It will soon be complemented by the new Library and Information Technology Services collaborative makerspace across the bridge on the Library's third floor, scheduled to open this year. The Library's relationship with the Master of Digital Media program has been enhanced by the program's presence on the SLC fifth floor.

Goal 3. Enhance capacity to support the information needs of diverse learners and facilitate the development of lifelong learning skills

Implementation of the LibGuides platform continues, with the aim of providing effective, interactive learning tools for students. The LibGuides subscription has been expanded to include LibWizard, with five quizzes added to the SSH LibGuide. Rather than using static lists, there has been a switch to using the LibGuides A-Z list to generate dynamic lists of subject databases. Creative Commons licences have also been added to all guides. The Library has been recognized as one of the four major departments at Ryerson that support faculty e-learning projects. This year two librarians served as the members of the University's e-learning support renewal committee, while the Library played an important role in helping Ryerson acquire an eCampus Ontario grant to develop two open textbook projects.

Goal 5. Strengthen collaboration with Ryerson partners to provide holistic student support

In response to the Truth and Reconciliation Commission's recommendations and their implications for Ryerson, the Library conducted a literature review and environmental scan of Aboriginal support initiatives in academic libraries, including staffing, in April 2016. In collaboration with the Aboriginal Education Council it also launched an Aboriginal Research Portal on its website in 2015. The Library and Ryerson Aboriginal Student Services (RASS) interviewed students and faculty to gather advice and feedback, reflected in the content and design of the portal. The portal was created by a Ryerson Aboriginal Student Services Peer Supporter student and is continually maintained as a resource for the Ryerson community. In a

sign of the progress that has been achieved in this area, this year St. Francis Xavier University requested to borrow some of the Library's Aboriginal Research Portal content for their own guides. A new guide on Indigenous Literatures and Authors was added in 2016.

The Library regularly hosts students enrolled in the Aboriginal Foundations Program, a course that introduces student life and encourages them to enroll in university. A librarian delivers short instruction in three hour labs on research and provides writing support. Research support is also provided to students in the First Nations Technical Institute program, with librarians presenting standard instruction on researching scholarly material in person and via email.

There are ongoing challenges associated with the cost of research collections combined with general base budget issues. The Library was granted a three year expansion budget in recognition of Ryerson's growth and diversity of programs but has had to halt expansion hiring as the expansion budget continues to be eroded. There are two major investigations underway: a liaison review and a strategic systems requirements review. It is hoped that the results of these investigations, due in Fall 2017, will enable the Library to more effectively address the needs of the Ryerson community in the current financial climate.

Goal 11. Build a flexible, sustainable and progressive technological infrastructure to address the existing and emerging needs of the Library and its users

Since its launch in February 2015, the Isaac Olowolafe Jr. Digital Media Experience (DME) Lab has supported thousands of students, faculty, and staff to experiment, create, and learn to use digital tools in a collaborative environment. Now one of Ryerson's most active learning and innovation hubs, the DME offers a distinctive approach to 21st century teaching and learning. By providing space and resources for collaboration, experimentation and discovery, it allows students to flourish in an experiential learning environment in which they can develop skills and disseminate knowledge. The DME also promotes cross-disciplinary collaboration within Ryerson and productive liaisons with community partners such as the ROM and the TIFF Lightbox. In terms of teaching and curriculum, the DME supports a wide variety of Ryerson's programs, including those offered by the School of Performance, Graphic Communication Management, Interior Design, Architectural Science, Digital Media, Fashion, History and English. Through the integration of emerging technologies such as virtual and augmented reality, 3D design and printing and physical computing into the classroom experience, the DME has enhanced and facilitated pedagogical innovation and creative curriculum development at Ryerson. It continues to expand its programming: new programs added this year include a V4Lab summer camp, a Women Learn Code workshop, the DME Tech Talks series and a DME technology lending program via library circulation.

Goal 17. Develop a digitization and preservation program to enhance access to unique and high profile collections and participate in regional digitization and preservation efforts

The migration to the Access to Memory system was completed in August 2015. This implementation has significantly increased the visibility and accessibility of the Library's

records, and by extension, the Archives and Special Collections Research Centre and Ryerson as a whole. Given that search engines can index Access to Memory records, the Library has received many requests from graduate, PhD, faculty and independent researchers across Canada, the US and internationally and has been able to fulfill many of these without the cost to the researcher of a physical visit. In addition, as the system is open source, there is an ability to create test instances to use in the classroom, allowing students to learn with the tools in use in the field. Integration work is now waiting for the outcome of the Strategic Systems Requirements Project.

J. Office of the Vice-Provost, Students

In 2016-17, the Office of the Vice-Provost Students (OVPS) and the 300 employees who work within the diverse portfolio that includes the Registrar's Office, Athletics and Recreation, and Student Affairs, continued to actively pursue their goals and objectives. With many notable achievements in 2015-16 – the opening of the ServiceHub, the consolidation of all Student Learning Support programs to the fourth floor of the SLC, varsity success at the provincial and national levels, and the launch of the Office of Sexual Violence Support and Education – 2016-17 can be described as a year of momentum building.

Record-breaking attendance was realized at Orientation Week and the Fall Open House. Student wellness received renewed support and visioning with new programs, additional resources and changes to the intake system in the Centre for Student Development and Counselling. Student athletes contributed a record number of community service hours, achieved academic success with the highest number of Academic All Canadians, and four of eight varsity teams were nationally ranked.

Goal 1. Help to build a culture of empathy, support and responsiveness for students

- The intake/triage system in the Centre for Student Development and Counselling (CSDC) was improved so that over 60 per cent of students needing support are offered walk-in or same-day counseling service. Nearly 85 per cent of students are seen within two weeks, with the availability of same-day/same-week first appointments increasing by over 60 per cent, overall average wait times reduced for first counseling appointment by more than 50 per cent, and 94 per cent of clients who received individual therapy now saying they would recommend CSDC to a friend.
- 110 individuals impacted by sexual violence, both current and historical, were supported by the Office of Sexual Violence Support and Education. This past year saw 15 educational campaigns and projects on topics such as sexual violence and consent developed and launched, with 55 workshops, lectures and training sessions delivered including to all varsity teams, orientation leaders, Housing and Residence Life Staff, and on-campus bar staff.
- More than 85 complex student cases, of which half involved mental health or behaviour concerns, were managed by the Student Care Office while the Student Conduct Office received and dealt with 57 complaints.

Goal 2. Build a sense of community and pride among students

- Orientation Week's on-campus evening concerts were attended by over 8,000 students, while over 6,000 students and community members attended the culminating free concert in Yonge Dundas Square.
- Intramural participation increased a further 10 per cent, and four of eight varsity teams were nationally ranked. The year also saw a record 29 Academic All Canadians, with the goal of 35 by the end of the plan period on track. There was continued strong

attendance at basketball games and increasing attendance at volleyball games year-over-year.

- In excess of $300,000 was allocated by the student-run Student Initiative Fund (SIF) for new projects aimed at community building and high-impact experiences.
- Building on the success of the #RoadtoRyerson digital Orientation Week campaign, RU Student Life launched the #RoadfromRyerson transition campaign for graduating students, including over 2,600 tweets and 5,000 blog post reads.

Goal 3. Innovate systems, operations and administrative processes

- Feedback from students on the Registrar's Office's implementation of the new Visual Schedule Builder software was very positive. 79 per cent of students surveyed agreed that using the software was a positive experience and found it easy to view their available schedule options.
- The Registrar's Office continued to successfully partner with Faculties and programs on admissions, enrolment, grading and scheduling. Ongoing initiatives included the Ryerson ESL Foundation Program/REAL Institute, with applicants for 2017 increasing by 40.5 per cent, and a record-breaking attendance in excess of 11,800 (up from 8,500 in 2015) at the 2016 Fall Open House.
- There was a strong emphasis on customer service training in Recreation and Athletics with extensive student employee training sessions and a large-scale customer service survey undertaken to solicit feedback in all areas of programming, services, accessibility and inclusion.
- The Career Center launched the Graduate Destinations Survey following a global best practices review. This aimed at collecting relevant labour market data on Ryerson graduates six months after graduation.

Goal 4. Embrace fully the university's values, in particular EDI

- Following a year of awareness building, collaboration and education, Ryerson Student Affairs authored its official response to the Truth and Reconciliation Commission's report, committing to further indigenization of programs, spaces, and staff.
- In order to provide higher level support for Ryerson's deaf student community through a basic understanding of American Sign Language (ASL), Student Learning Support staff participated in a 10-hour ASL Workshop: Communicating with the Deaf in Emergency Situations.
- Housing & Residence Life introduced an all-gender housing application and assignments process. Ryerson is the first university in Canada to make the entire housing application and assignments processes gender-neutral.
- The RAC continued to offer women's only work out times. It also worked with transgender and LBGTQ communities to create safe spaces and a variety of change room options.

Goal 5. Provide growth and development opportunities for OVPS staff

- Athletics and Recreation held its first all-staff off-site retreat with a focus on employment engagement, inclusive communication and effective team work.
- The Registrar's Office voluntary monthly meet-ups attracted between 50 and 80 staff members at each event.
- Student Affairs led a country-wide social media effort on behalf of the Canadian Association of College and University Student Services called Connecting Our Country – monthly Twitter chats designed to enhance professionalization of student affairs staff across Canada. They also hosted the fourth-annual internal Student Affairs Conference which nearly 100 staff attended.

Goal 6. Build a culture of community engagement and philanthropy among students and staff

- A record number of 2,951 hours of community service was provided by student athletes last year, as 97 per cent of Ryerson's U Sports (formerly Canadian Interuniversity Sport) athletes participated in community service. A new Rams Care program was developed with notable corporate partnerships including Jays Care, Nike and Toronto Community Housing. Athletics acquired its first-ever $1 million gift.
- The Career Boost Off-Campus Work Experience Program was launched with the aim of providing students with valuable paid work experience with non-profit organizations in the community.
- The second year of Housing & Residence Life's "Your Neighbour" program saw an extended reach with 40 per cent more students participating, more community partner sites visited, and continued partnerships throughout the academic year with St. Stephens' House and the United Way.

K. Learning and Teaching Office

In 2016, the LTO developed its first public strategic planning in consultation with the Senate Learning and Teaching Committee, with its new three-year plan outlining a new vision and mission for the Office. Highlights of the progress made in the LTO's goals over the past year include the following:

Goal 1. Offer programming that allows our participants to develop diverse modes of instruction that serve our increasingly diverse student body

Each year, the LTO offers programming to support diverse modes of instruction, including two internationally accredited programs through the Staff and Educational Development Association (SEDA). The SEDA-accredited University Teaching Development Program is for new and experienced teachers and provides a solid foundation in university teaching and learning. This program had 27 faculty participating in its 20 hours of course time and a three-day Instructional Skills Workshop (ISW) focusing on high impact teaching practices. There was an increase in the number of ISWs offered to faculty and TA/GAs this past year with a new high of 34 participants. The LTO was able to train three additional facilitators which will allow for a further increase in offerings during the coming year. This past year also saw the TA/GA Professional Development in Teaching Program attract 163 registrants.

The workshop series for Faculty and TA/GAs included additional offerings and a targeted focus on EDI and Aboriginal Education. Total registration was 2,008 faculty, TA/GAs and staff for 2016-2017. The marquee workshop this year was the continuation of the 3M Fellowship Speaker Series which featured Dr. Pamela Toulouse from Laurentian University.

Grants from the Learning and Teaching Enhancement Fund and Teaching about Diversity Fund required the Office to ask for additional funding from the Provost. A Dean's Teaching Award has been newly developed for sessional and part-time instructors and this past year the LTO received 34 nominations. The LTO looks to further celebrate teaching excellence in innovation by launching a new faculty spotlight as part of its newsletter.

Goal 2. Continue to promote the values of equity, diversity and inclusion with respect to teaching.

The 2016-2017 year kicked off with the highest attended Faculty conference in LTO history boasting 660 participants from across the campus. This conference was also the official start to the Office's yearly theme "The Ryerson Way": Equity, Diversity and Inclusion in the Classroom. The priority for the year has been to educate the teaching community at Ryerson in areas of EDI with a lens that focuses on Aboriginal Education. In tandem with the Aboriginal Education Council, Aboriginal Initiatives and the Office of Equity, Diversity and Inclusion, the Office has also revisited all current LTO programming to ensure that these values are embedded and at the forefront of its services. One of the major draws of the conference was the keynote address by Senator Murray Sinclair, who helped begin an important discussion among Ryerson faculty

and staff. The LTO promised to continue the conversation in all of its programming. The conference received 88 submissions for facilitated sessions and poster sessions.

Ryerson, by virtue of its location and programming, is one of the most multicultural campuses in the world. The LTO recognizes the value in helping to create and further Ryerson's reputation as an inclusive university. The Office is ahead of schedule in its objective to infuse EDI and UDL (Universal Design for Learning) practices in its programming. The LTO's UDL committee was successful in securing a Teaching about Diversity Fund grant to begin a course outline project. The goal is to create an effective UDL course outline, which may be implemented across all disciplines. The LTO continues to collaborate with the Aboriginal Education Council, the Academic Integrity Office, e-Learning, The Chang School, the Library, and Student Affairs. For example, the LTO was honoured to receive one of the very few seats on the Aboriginal Education Council.

Goal 3. Develop and deliver new programs for faculty on e-learning and technology enhanced learning

The LTO is happy to work alongside the Director of e-Learning and the instructional designer who has been hired by the Director's office. Ryerson recognizes the need to raise its profile and offerings in the areas of e-learning and technology enhanced education. The Office has met this challenge by increasing its offerings of workshops on these topics. In conjunction with the Library, the Digital Education Strategies, Computing and Communications Services and the Digital Media Projects Office, the LTO is raising its connection with new and emerging educational technologies. This includes research into the best practices surrounding open access resources and textbooks, social media as a teaching tool, and beginner and advanced workshops on the "google drive" innovation. With the aid of an external grant, the LTO is preparing a suite of workshops directed at the future of e-learning and technologically enhanced learning. These will be hands-on workshops in computer labs where faculty and staff will put theory to practice and learn new and emerging technologies.

Goal 4. Address the increasing importance of evaluation of course learning outcomes

The LTO continues its work with the Office of the Vice Provost Academic to further the best practices of course learning outcomes. It is a challenge to convince faculty members of the need to view a course as a holistic entity. Faculty need to be shown the necessity of linking course values and directions with the goals of course learning outcomes. However, the LTO is encouraged by the strong attendance at those workshops – especially those on technology enhanced learning where this important topic is covered. Faculty are now seeing how their courses are made stronger and more relevant by linking the goals of the course on a discipline level to the course learning outcomes on a pedagogical level. The Office is now at the stage of moving to new workshops and one-on-one sessions to show faculty how to design their course outlines around the theme of course learning outcomes. This also facilitates mapping between course content and UDLES-based outcomes.

Goal 5. Expand existing and develop new programs and resources to support experiential learning

In the past year, the LTO offered two new workshops specifically geared towards experiential learning: one on Interpersonal Skills Teaching Centre (ISTC) facilitation and the other on gamification in teaching. In addition, the Office has been involved in ongoing investigations on the state and future direction of experiential learning at Ryerson.

Goal 6. Maintain and expand the number of externally accredited programs offered by the LTO

Working with its external partners at SEDA, the LTO maintained all SEDA accreditations. LTO programming – such as Levels 1 and 2 of the Teaching and Development Program – must undergo annual review to maintain SEDA accreditation. This is a labour intensive activity, but has a significant marginal benefit in providing graduate students with an accredited program to place on their CVs.

The LTO assessed the demand for an accredited TA/GA Level 3 program, but ultimately decided to go in a new direction and work with SEDA to offer an accredited internal award. The Office is in the process of developing a Graduate Professional Development Award through The Chang School and in partnership with the Career Centre and Student Learning Services. The Office is also evaluating the possibility of establishing new accreditations in the coming years.

L. Zone Learning and the DMZ

In June 2013, Senate approved an optional specialization in Zone learning and the Provost appointed an inaugural Director of Zone Learning to implement an experiential learning program for Ryerson students and members of the community to pursue innovation and entrepreneurship activities via the university's distinctive Zones.

Participants in the Zones enrol in CEDZ 100, which is the constituent course of the optional specialization. Enrolees in this pass/fail course, which is administered by an academic director for the different Zones, are provided with the following: dedicated workspace, access to advanced manufacturing equipment, mentorship and support from academic, industry, and community experts and leaders, and the chance to join a distinctive community of likeminded creative and ambitious individuals. Participants in Zone learning seek to make positive social and economic impacts on the world beyond campus and receive transcript recognition for their efforts.

Each term, the Zones together offer 40 to 50 learning modules in the form of talks, workshops, demonstrations and day-long themed conferences on domain-specific topics related to innovation and entrepreneurship. Additionally, students have access to a suite of talks on entrepreneurship provided via the Startup School. In Fall 2016, the Office launched a distinctive new evaluation and assessment platform intended to offer both comprehensive Zone-wide and personalized reports and reflections on the experiential learning taking place through this program.

Goal 1. Increase opportunities for students to pursue innovation and entrepreneurship through zones

The Science Discovery Zone is the newest Zone. There are also new and distinct hubs within existing Zones – the Music Den within the Transmedia Zone and the Food Innovation Hub within the Science Discovery Zone. Enrollment numbers are up this year, reaching what is likely to be a steady-state under current funding. 2014-15 saw over 79 per cent enrollment growth in CEDZ 100 and 2015-16 saw a further 43 per cent rise. Programming has been expanded through initiatives such as the Legal Innovation Zone's 12-week bootcamp, the Biomedical Zone's student-focused Co-Development Lab and the rebranding of the Sandbox as the community and student outreach branch of the DMZ.

Goal 2. Increase linkages between established academic programs and the Zone Learning model

New connections include the SocialVentures Zone leading several modules within large-scale Arts courses, the planned expansion of RTA's collaborative supercourse to an FCAD-wide course, and the inclusion of Startup School modules as content for the cross-university EID 100: Digital Skills and Innovation for the Global Economy. This programming increases the number of students benefiting from entrepreneurial programming, and also serves to broaden the

recruiting base for students to formally enter Zones. Shared programming has been developed as well, including events co-hosted by the Science Discovery Zone and the Faculty of Science, and the Transmedia Zone/Fashion Zone and FCAD. Close collaboration between the new Masters of Engineering Entrepreneurship and the iBoost Zone also breaks new ground in curriculum development.

Goal 3. Contribute to the university's larger access to education strategy

Startup School provides free workshop-based education available to the wider community. This past year it exceeded its attendee goals by 20 per cent. Zones also ran extremely popular entrepreneurship events and hackathons. Notable examples included the iBoost Zone's Play4Tomorrow with 400 entrepreneurs and students across three North American cities, 300 attendees at over 11 free Legal Tech events from the Legal Innovation Zone, and the Transmedia Zone's operation of the Education track for the Buffer Festival.

Zone Learning also has new initiatives under way to attempt to better understand and share Zone methodologies both for the sake of internal assessment and improvement, and to share its approach internationally. The intention is not necessarily significant numerical growth, though the newer Zones and specialized hubs within Zones may require some time to reach their own steady state. The goal is rather to increase opportunities through the wider Zone Learning ecosystem with the aid of events, activities and partnerships, along with ongoing revisions of programming within Zones as has occurred since Zone Learning's inception.

The DMZ
The DMZ's mission is to help high-potential tech startups grow and achieve scale by connecting them with customers, capital, influencers and experts in a community that drives global innovation and learning. The Zone network allows for enhanced student experiences beyond the standard classroom and encourages cross-pollination throughout the University. The DMZ is proud to be Ryerson's initiating force for students and professionals who are launching their entrepreneurial ambitions into scalable companies. Here is a snapshot:
- Ranked number one university business incubator in North America and number three globally in 2015, up two spots in both categories from 2014.
- Received the 'Accelerator, Incubator or Entrepreneurial Network Most Supportive of FinTech' award at the 2016 Canadian Fintech Awards in November and awarded the Toronto Board of Trade Local Economic Impact Award in 2015.
- Over $300 million generated in funding by startups since inception.
- Over 700 tours came through the DMZ in each of the last two years.
- 257 DMZ events took place, including 107 weekend events in 2016.
- 210 Sandbox (previously Launch Zone) events took place in 2016.
- An average of between 80 to 95 startups were incubating in the space during 2016.
- 50 new startups joined the DMZ in 2016.
- 75 new DMZ alumni companies joined in 2016.
- 2,562 jobs were fostered and created through newly formed startups and market-driven research since inception.

- On average, there are over 400 innovators in the space on any given day.
- There were 350 applications to the DMZ in 2016.
- 360,000 interactions took place with Front Desk Staff in 2016, according to metrics provided by LiveGauge – a DMZ company.
- There were 3,040 media mentions (up from 1,347 in 2015 and 933 in 2014).
- 325,557 page views were recorded on the DMZ website, compared with 382,223 in 2015, 243,618 in 2014, and 185,563 in 2013.
- 651 CEDZ participants were enrolled, up from 589 in 2014.
- Business Development raised $1,000,000, up from $716,500 in donations and sponsorships in 2015 and up $100,000 from 2014.
- The DMZ launched a high-profile Advisory Council with 18 of the top business and tech minds in the country, including Uber's Andrew MacDonald, Diply's Kirstine Stewart, IBM President Dino Trevisani, and Globe and Mail editor-in-chief David Walmsley. The Council provides expert advice to the DMZ and promotes the DMZ to the broader community.
- The DMZ hosted high-level tours, including C-level executives, international delegations, the Honourable Yasir Naqvi, Attorney General of Canada, and the Crown Prince Haakon and Crown Princess Mette-Marit of Norway to meet with innovators in the space and share best practices.
- The DMZ hosted a joint cabinet meeting with Ontario and Québec premiers and ministers on October 21, 2016.
- DMZ Director Abdullah Snobar joined Their Excellencies the Right Honourable David Johnston, Governor General of Canada, and Mrs. Sharon Johnston, on an 8-day trip to Jordan, Israel and the West Bank between October 29 and November 6, 2016.
- The DMZ partnered with BMO Financial Group to launch The Next Big Idea in Fintech
- The DMZ's flagship sales accelerator program, DMZ Playbook, was launched in April 2017.
- The DMZ to develop and expand a global network of innovation zones with 51 national and international partners.

III. THE VPRI ANNUAL REPORT TO SENATE

Our progress in 2016-17 has continued to advance Ryerson's SRC enterprise. Working with colleagues across the University, the team in the Office of the Vice-President, Research and Innovation (OVPRI) has made significant contributions to advancing both the research and academic plans of the University.

Goal 1. Increase research excellence, quality and participation through support to all researchers at all stages

Within the past year, the OVPRI has established additional support for faculty members to link researchers to relevant funding programs and develop their applications. We added an additional grant facilitator position with expertise in the social sciences as well as a manager of institutional projects to ensure that large-scale institutional applications are fully supported through the application and execution process.

We continue to provide support to faculty members applying for Tri-Council funding through grant facilitation, budget preparation support and the sourcing and identification of potential partners for matching programs. This is translating into consistent research success with Tri-Council agencies, including:
- A new five-year NSERC Industrial Research Chair was established in Engineering.
- Professor Mark Towler (FEAS) received a CIHR Project grant ($359,315), in the inaugural competition for the program.
- The first year amount awarded in the 2016-17 NSERC Discovery competition reached a new all-time high at $973,000 (the previous high was $891,000 in 2015), including five Early Career Supplements being awarded to emerging Ryerson researchers.
- In 2017, Ryerson was awarded three NSERC Research Tools and Instruments grants, equaling the total number awarded over the past three years (2014-2016) combined.
- In April 2017, Ryerson was awarded $1.68 million in SSHRC Insight grant funding (a 33.3 per cent increase from 2016) more than doubling Ryerson's market share in dollars over the past three years from 0.8 per cent in 2014 to 1.8 per cent in 2016.
- The amount of awarded NSERC Collaborative Research and Development grants increased substantially, from $895,700 in fiscal year 2015-16 to $3,058,350 in fiscal year 2016-17.

The OVPRI has also placed a greater focus on identifying and circulating non-Tri-Council research funding programs. These include smaller, niche opportunities from government and other public/non-profit organizations, leading to a more diversified, and thus more stable, research funding portfolio for the University. Examples of such funding awarded in fiscal year 2016-17 include:
- Ministry of Environment and Climate Change – Best in Science grant ($96,000 – Professor Stephanie Melles, FOS)
- Law Foundation of Ontario grant ($92,264 – Professor David Day, Arts)

- OCE/SOSCIP – Smart Computing Challenge ($183,330 – Professor Xavier Fernando, FEAS)
- OCE Aerospace R&D Challenge ($136,800 – Professor Goetz Bramesfeld, FEAS; and $160,000 – Professor David Xu, FEAS)

After a review, significant changes were made this year to the Internal Research Fund programs with the objective to assist, in particular, early- and mid-career faculty with their SRC goals and to help them become more competitive in external grant competitions. These changes include:
- An increase in the maximum amount per award (from up to $7,000 to $10,000 per award)
- An increase in the overall funding envelope per competition (from $70,000 to $100,000 per competition)
- A two-stream adjudication system (emerging scholars and established scholars) to help "level the playing field" for emerging scholars

The expectation is that these changes, implemented for the 2017 project call, will seed future externally-funded research success for researchers through both funding applied for and received, and knowledge translation (publications, conferences, etc.).

The OVPRI continues to work with University Advancement on a unique program that engages new-generation donors to support research projects at the University and expects to launch this program in 2017.

Late in 2016, a call was issued for 11 new Canada Excellence Research Chair (CERC) positions with up to $10 million available for each Chair, which is matched by the institution and other funds for a total value of $20 million. Based on a review of internal proposals, Ryerson decided to register an application for a CERC in Migration and Integration. The Phase 1 proposal is due in early May 2017, from which a limited number of applicants will be invited to submit a Phase 2 proposal. The final decision is expected sometime in 2018.

Goal 2. Expand SRC partnerships

A shifting research landscape with ever-decreasing government funding for discovery-based research has increased the need for universities to turn to industry and community partnerships, where the potential for growth is limited only by capacity. The OVPRI's priority to expand these relationships is reinforcing Ryerson's reputation as Canada's 'Comprehensive Innovation University'.

Partnership engagement in applied research directly supports Ryerson's strategic priority to expand community engagement and city building. The University's targeted outreach to identify opportunities and find partners for faculty has produced numerous successes, increasing research funding from partnership-based programs substantially over the past four years.

In 2016-17, there was a continued focus on engaging industry and community partners through events, mixers, and information sessions, which brought over 200 potential collaborators to campus. Our reputation for engaging company partners has increased our profile and reputation with funders such as Ontario Centres Of Excellence (OCE), Tri-Council agencies, and Mitacs, leading to increased opportunities for faculty members as well as a 'seat at the table' when these funders are developing new programs.

In addition, we are continuing to engage with a wide range of cross-disciplinary partners, including Microsoft, Canada Council, the Canada Media Fund, Woodbine Entertainment, GM Canada, CEMI, and Wearewearables to host events including workshops and innovation challenges. We are also continuing to work with Think2Thing, our embedded advanced manufacturing partner in RC4, and with the support of the Ontario Chambers of Commerce continue to develop workshops and programming that will expand the 3D technologies industry and research commercialization in Southern Ontario.

This year, we have focused on supporting researchers to pursue larger, multi-year project grants with industry partners and to support repetitive engagements with the same research-company teams. For example, Professor Ahmed Shaker Abdelrahman (FEAS) was recently awarded a CRD project with Teledyne Optech Incorporated, which is a two-year project with a total of $120,000 in cash funding from NSERC and the company. This project is built on the findings of Professor Shaker's previous NSERC Engage Grant in collaboration with the same industrial partner. Having longer grants and repeat-funding sponsors is key to giving faculty members stable funding with which to engage graduate students and postdocs.

These efforts have resulted in, for example, an all-time high of NSERC CRD applications and awards, including:
- Professor Goetz Bramesfeld's partnership with Aeryon Labs Inc. and the University of Waterloo to model and design rotorcraft configurations for unmanned aerial vehicles (UAVs). Funded by OCE and Aeryon, the total two-year project budget is $220,000.
- Professor Dérick Rousseau's collaboration with Mondelez Canada on a project to reduce saturated fats in snack foods that has been awarded $395,700 from NSERC for three years, with an additional $244,500 of funding from Mondelez.
- Professor Jeff Xi's four-year project with Bombardier, Development of a Full-size Morphing Winglet with Space and Weight Constraints, has led to Bombardier committing $480,000 in resources, which we are further leveraging through NSERC for an additional $480,000 for a total budget of $960,000.

Goal 3. Provide opportunities for students

Students are crucial to supporting Ryerson's SRC productivity and excellence. Almost half of research funds received are spent on students and postdoctoral fellows. This means that a significant proportion of any increases in research funding directly aid students. In addition, Ryerson continues to receive a high number of Mitacs Accelerate and Talent Edge grants that all support student research internship opportunities.

Ryerson must continue to emphasize the link between research and teaching, as well as continue to support initiatives that develop Highly Qualified Personnel (HQP) and engage students in the research enterprise, helping to provide (1) hands-on experiential learning opportunities, (2) internships, (3) research assistantships, (4) on-the-job training, and (5) supports for start-up and spin-off incubation. This final item is of particular interest to us moving forward. Further efforts must also be made to promote graduate student research to external audiences.

Goal 4. Strengthen interdisciplinary collaboration across themes

To take advantage of opportunities opening up along new SRC frontiers, students and faculty must move beyond the traditional mindset that research is confined by disciplinary boundaries. Funding bodies and partners are increasingly attracted to projects that draw from diverse SRC backgrounds in order to tackle economic and societal problems in innovative ways. Ryerson must continue to strive to stimulate innovation through strengthened interdisciplinary connections, bringing students and faculty with broad expertise together on specific projects that reinforce our eight SRC activity themes.

Goal 5. More focused and deeper internationalization with expanded engagement

We continue to support international engagement and projects targeting specific countries in areas of strategic importance to the University, while supporting the international interests of individual academic units and researchers. Our efforts have led us to the successes of securing two new significant international projects:
- A $5 million consortium-based project, led by the Canadian Bureau for International Education (with Ryerson, two local Jordanian partners, and a small role for Humber College), for which Ryerson has a share of about $1.4 million. Ryerson's role will be to work with a Jordanian civil society organization (INJAZ) to help establish an incubation program to support young women entrepreneurs to form and sustain businesses.
- A Caribbean research mobility project led by Professor Mehrab Mehrvar (Chemical Engineering) will provide Ryerson with $455,000 to support the mobility of 20 PhDs, postdoctorate fellows, and Early Career Researchers between Colombia and Canada through the Queen Elizabeth Scholars-Advanced Scholars Program (funded by IDRC, SSHRC, and the Community Foundations of Canada).

With the appointment of the Assistant Vice President International and the movement of Ryerson International out of the OVPRI, on a future basis the efforts of the office will focus on supporting the work of individual researchers and the VPRI.

Goal 6a. Expand commercialization, knowledge translation and mobilization

Activities that the OVPRI has been undertaking to advance Ryerson's innovation impact include (1) providing advice to researchers on commercialization paths, (2) providing access to market-

evaluation resources, (3) walking the halls and the laboratories to establish connections with academics and students in order to gain an appreciation of the emerging commercialization opportunities at Ryerson, and (4) circulating calls for commercialization and proof-of-principle funding. As the supports increase, the University continues to see a year-over-year increase in inventions disclosures and licensing activity.

The OVPRI successfully secured Campus-Linked Accelerator (CLA) funding from the Province of Ontario in the full amount requested of $1.2 million for the 2016-18 period.

The OVPRI also worked with University Advancement to secure a new donor to provide the matching funding of $100,000 for a program with the CLA. The donor's contribution will support stipends going to high-potential young entrepreneurs across the Ryerson incubation zones in 2016-18.

We have increased knowledge about commercialization beyond STEM researchers by providing support to social innovation start-ups (which have a higher number of non-STEM participants) through the Social Enterprise Demonstration Fund (SEDF) program. The total amount of funding awarded to date to over 36 projects is $290,000.

We have supported 12 patent applications this fiscal year, as well as other commercialization activities, including market assessment and business plan development support, commercialization workshops, and information sessions for researchers. We have increased the number of IP licenses and start-up companies. More importantly, the OVPRI has cultivated its reputation as a supportive and assistive team that is in turn driving more faculty-led commercialization activities across the campus.

Goal 6b. Support increased SRC dissemination through traditional and non-traditional channels, and publicize the SRC achievements of Ryerson faculty and students to build reputation

The OVPRI has continued to promote Ryerson research through various channels, including:
- Advertising and editorial content: Globe and Mail and National Post supplements.
- Digital communications: more than 80 articles as well as videos, emails, a researcher database, and social media (e.g., our Twitter following on @RyersonResearch is growing steadily, doubling over the last two years and increased by 39 per cent over the previous fiscal year).
- A newly launched, overhauled website with increased functionality, including promotional opportunities and easier access to the most searched-for content.
- Sponsorships: NSERC Foundation Lecture, RCI Gala Dinner, Gardiner Awards Breakfast and Dinner, Royal Society of Canada AGM.
- More than 20 Internal and External Events: OCE Discovery, SRC Awards Luncheon, New Faculty SRC Orientation.

- Marketing Collateral: bi-monthly newsletter, the annual report, themed brochures, research one-pagers, and various themed and topic-specific presentations used at keynotes, events, conferences, and international missions.

The OVPRI continues to lead Ryerson's participation in the planning activities of Research Matters, a public outreach initiative from the Council of Ontario Universities that connects university research with everyday life, work, and play. We have promoted the research of several faculty members through many of the Research Matters initiatives, including the "Top 50" series (Professors Frank Russo, Jean-Paul Boudreau, and Deborah Fels); the Parliament Hill and Pop-Up Research Park initiatives; and providing research stories or access to faculty members for themed communications.

We work with government and industry funders to develop strategies to promote their support and partnership for Ryerson's research, as well as to facilitate the knowledge mobilization of research results (which is often a funding requirement). We are also called upon by various levels of government to host and organize funding announcements related to their research and innovation investments, such as the NSERC Strategic Network Grant (Professor Bala Venkatesh) in 2016, and the anticipated CIHR/NSERC Collaborative Health Research Projects announcement (Professors Mark Towler and Michael Kolios).

Goal 7. Streamline administration and strengthen infrastructure (including space)

In 2016-17, the OVPRI supported the development and submission of 16 Canada Foundation for Innovation (CFI) proposals to support the acquisition and installation of critical research infrastructure at Ryerson. These included six CFI John Evans Leaders Fund (JELF) applications and 10 CFI Innovation Fund (IF) applications for 2017. The total value of proposed infrastructure projects is $25 million, with requests from CFI of $9.2 million and matching requests of $9.2 million from the Ontario Ministry of Research, Innovation and Science, Ontario Research Fund.

The proposed projects were selected in a competitive process from internal Ryerson proposals and, if funded, would support infrastructure in FEAS, FOS, FCAD and the Faculty of Arts. As of April 2017, Ryerson has received informal notification of positive decisions on four CFI JELF applications. We will be informed of decisions on the CFI Innovation Fund applications in the summer of 2017.

In addition, the OVPRI has provided support to other departments by providing data and metrics to support facilities decisions, including participating in the planning meetings for the University's Strategic Investment Fund (SIF) application led by the Provost's office.

Goal 8. Strengthen performance metrics and accountability frameworks

The OVPRI has continued to work closely with the Deans and Associate Deans of SRC Activity in each Faculty to develop relevant SRC activity performance indicators to directly support their

strategic plans for SRC activity. This also facilitates evidence-based practice in order to enhance the OVPRI's planning and decision-making processes.

The OVPRI also works closely with the University Planning Office to conduct various research-related statistical analyses for different sorts of internal and external purposes (e.g., the recent preparation of the Strategic Mandate Agreement).

A number of new metrics databases and tools have been made available to the University to assist Faculties in determining comparators and in measuring their research performance against their peers. At the annual SSHRC meeting, Ryerson also championed the need to make metrics databases more inclusive of all types of SRC activity, including work in the creative industries.