Our Time to Lead: Academic Plan 2014-2019
Report to Senate
May 2018

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I. EXECUTIVE SUMMARY

Enabling student engagement, enhancing SRC excellence, fostering innovation, and expanding community engagement and city building – these are the main priorities that underlie Ryerson's academic plan *Our Time to Lead*. This submission represents the fourth annual update of the plan since its launch in 2014. The compilation process behind this update remains the same as in former years. All relevant units on campus have provided updates on the achievement of the goals in their individual plans which were shaped in light of the University's priorities. This update represents one of the ways these unit updates have been utilized, by providing the opportunity to assess the progress across the entire University over the past year.

This executive summary features an abridged version of the progress on *Our Time to Lead*'s main priorities. This is followed in Section II by a summary of progress made in each of the reporting units. Section III comprises the VPRI's annual report to Senate.

1. Enable greater student engagement and success through exceptional experiences

Curriculum and Academic Policies
The University continued to expand its range of curricular offerings in 2017-18. In June 2017, Senate approved the proposal for a Juris Doctor program, set to begin in Fall 2020. The University's undergraduate curriculum saw new minors approved in Computer Science and Communication and Design, while new graduate offerings are also being brought on stream, with the MA in Criminology and Social Justice launching in Fall 2017 and the Master of Health Administration (Community Care) in Fall 2018. In another development at the graduate level, the range of Professional Masters Diploma Programs increased with the launch of Accounting, and Management of Technology and Innovation in September 2017, and Financial Analysis in Fall 2018. At the Chang School, two new certificates were launched in Fall 2017: Certificate in Advanced Accounting and Certificate in Local Economic Development.

More generally, deliberations over possible changes in the underlying structure of the University's undergraduate curriculum were ongoing. Over the past year, the Curriculum Implementation Committee (CIC) reached an important milestone in the Undergraduate Curriculum Renewal Initiative by completing a proposed omnibus undergraduate curriculum policy, which involves a move from program-determined professionally related tables to open electives for all undergraduate programs at Ryerson. The new policy was passed at the December 2017 meeting of Senate, with an associated implementation plan tabled at the same meeting.

A substantial revision of Ryerson's Institutional Quality Assurance Process (IQAP) was finalized, with Senate approval of the new IQAP policies in March 2018. This wide-ranging initiative was in response to the Quality Council Audit Report received by the University in 2016. The revised

IQAP streamlines the process for schools and departments to assess the quality of their programs, to develop plans to enhance curriculum, and to propose new programs.

In a related development, the Academic Policy Review Committee (APRC) continued its work to revise five Senate policies that affect undergraduate and graduate students—Policy 134: Undergraduate Academic Consideration and 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 and Appeals Policy.

During this past year, the APRC revised and launched a new Health Certificate; drafted a revised policy on grade reassessment and grade recalculation for both graduate and undergraduate programs; drafted a revised examinations policy (Policy 135); drafted a revised policy on academic consideration; introduced a new online system for requesting academic consideration, and piloted this system for undergraduate students in TRSM and FEAS, with a plan to roll out for all undergraduate, graduate and Chang School students in 2018-2019; and introduced a pilot in the Department of Mechanical and Industrial Engineering of self-declaration of extenuating circumstances (e.g., health) to request academic consideration.

The Secretary of Senate, in consultation with the APRC, worked with Computing and Communications Services (CCS) to develop an online system for submitting grade and academic standing appeals. The online system will be piloted in the Faculty of Science in May 2018. The Secretary of Senate also developed a framework for Senate policies that supports the mission, vision and values of Ryerson. If approved by Senate, the Senate Policy Framework will be the foundation for the revised academic policies under review by the APRC.

Learning and teaching
In 2017, the Learning and Teaching Office (LTO) expanded its popular workshop series for TAs and GAs, which counts toward Level 1 of the Ryerson Graduate Student Professional Development in Teaching Program. The LTO also continued its regular programming geared to instructors, staff and students across the University. This past year the focus was on promoting principles of equity, diversity and inclusion as well as Universal Design for Learning in the classroom. In partnership with the Aboriginal Education Council and others in the Indigenous community, the Office hosted the following three special sessions: 'Decolonizing our Classrooms', 'Understanding Anishinaabe History Through Wampum Belts', and 'Indigenous Pedagogy'. In May 2017, the renamed Learning and Teaching Conference, with the theme RU Engaged! Learning, Teaching and the Student Experience, featured presentations and panel discussions on the promotion of student engagement and high impact practices, with a keynote address from George Kuh, founding director at the National Institute for Learning Outcomes Assessment, and the founder of the Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) at Indiana University.

In 2017, the E-Learning Office, supported by the Interpersonal Skills Teaching Centre, completed several eCampusOntario-funded projects while undertaking e-learning pilot initiatives across campus. With the aid of a working group including representatives from a range of Faculties as well the Deputy Provost and Vice-Provost, University Planning Office, the Chang School and the Library, the Office continued work on a strategy for blended online learning.

Co-op education
Following a successful application to the Ministry of Advanced Education and Skills Development's Career Ready Fund, the Co-op Office has been able to support the expansion of innovative experiential learning opportunities for co-op students. The past year also saw tremendous growth in the Ted Rogers Co-op program, with 305 new students from across TRSM now part of the program. TRSM's program has also had engagement with approximately 1,000 organizations and over 300 site visits.

2. Increase SRC excellence, intensity and impact

Over the last decade and a half (i.e. 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 2016 annual ranking of Canada's Top 50 Research Universities, and continues to be counted among the top 10 research universities without a medical school in Canada. The 2017-18 academic year marks an important juncture in Ryerson's path forward. The University appointed a new Vice-President, Research and Innovation (VPRI) and a new interim Associate Vice-President, Research and Innovation. The new academic leadership continues to build on the work that has been done to date to advance both the University's Research and Academic Plans.

Details of the most recent research achievements that are driving this growth are outlined in Section III.

3. Foster an innovation ecosystem

Zone Learning
For the past five years, the Zone Learning Office (ZLO) has overseen the development of a leading-edge innovation ecosystem at Ryerson. The University has reached its goal of supporting 10 incubator Zones across the University: the Biomedical Zone, Clean Energy Zone, Design Fabrication Zone, DMZ, Fashion Zone, iBoost, Legal Innovation Zone, Science Discovery Zone, Social Ventures Zone and Transmedia Zone. An important part of the Zones' mandate is to make opportunities for innovation and entrepreneurship available to the wider Ryerson community. This has occurred through workshops, hackathons, boot camps and seminars.

This past year the ZLO continued to build Zone-connected feeder-courses and facilitate the creation of lead modules in existing courses. Thanks to a successful application to the Ministry of Advanced Education and Skills Development's Career Ready Fund, the Office has also started creating innovation-focused pedagogical models of experiential learning. Looking ahead to the coming year, emphasis will move to Zone-run co-curricular activities that can be tracked by the new Co-Curricular Level Up program as well as to the sharing of methodologies across the University and beyond. One way the Office will be doing this is by supporting academic publication by individual Zones and Ryerson researchers, as well as through offering venues for presenting some of these findings.

The DMZ

The DMZ continues to be an integral part of Ryerson's initiatives in the fields of innovation and entrepreneurship as well as providing support and resources when needed to the University's other Zones. This past year it was ranked as number one university business incubator in the world, tied with the UK's SETsquared by UBI Global, and it received the Accelerator/Incubator of the Year Award from Digital Finance Institute, a Visionary Award from LatAm Startups, and the Gold Award in User Experience as well as a Silver Award in User Interface from W3 Awards. This year also saw the launch of DMZ's first international office. DMZ-NYC is an open workspace in Manhattan's financial district that is open to any Canadian tech startup looking to grow its business in the US.

4. Expand community engagement and city building

The Office of Community Engagement (OCE) in University Relations connects community-based organizations with students, staff and faculty from across the University. It does so by facilitating discussion, the exchange of ideas and the development of innovative solutions to community needs while cultivating civic and social partnerships to help the University and the city move forward together.

Over the past year, the range of Ryerson's community partnerships continued to grow as the OCE worked with various parts of the University. Over 40 projects are underway with the City of Toronto alone. For example, a new initiative called ShapeLab connects City of Toronto staff in planning and transportation with faculty, staff and students from across the University to co-create solutions to city issues. Faculty and students have also been contributing to the city's Resilient City and SmartCity strategies, documenting through video the City's StreetARToronto, hosting the International Students Airport Welcome Program, studying street and transportation issues, designing outdoor cooling spaces and showcasing start-ups in Toronto's innovation ecosystem. The depth and breadth of Ryerson's connections with the City of Toronto were formalized this year in a non-binding memorandum of understanding. The

memorandum outlines areas of common interest in which the two parties may continue to collaborate strategically for the benefit of the city.

Ryerson continues to be involved in outreach projects in the Regent Park, Moss Park and Allan Gardens neighbourhoods. Projects range from student volunteerism and tutoring on subjects relevant to students' majors to athletes giving their time to coaching in these neighbourhoods. This year, the Ryerson Rams launched the I Am Ryerson campaign to raise funds to send at least 100 children from priority neighbourhoods to Ryerson summer day camps. Ryerson is also a proud education sponsor and venue partner of several high-profile events, including WE Day Toronto (formerly Free the Children), which seeks to empower youth to become active citizens and agents of change, and The Invictus Games, which this past year were held in Toronto.

Equity and Diversity
Equity, diversity and inclusion were front and centre in the University this past year—not least with respect to the University's engagement in reconciliation with Canada's Indigenous peoples. As detailed throughout this document, a range of important initiatives related to the Indigenization of Ryerson are currently underway in various Faculties and divisions. In addition, an important University-wide milestone was achieved January 2018 when, after a year and a half of consultations, a Community Consultation Report was released at a community-wide celebration as an official response to the Truth and Reconciliation Commission. This report provided a detailed snapshot of Indigenous programs and services at Ryerson and distilled six major reconciliation themes from the community consultations. Fifty suggested recommendations were also outlined in the report, reflecting the community's aspirations in response to the TRC and its Calls to Action. Finally, a recommendation was made that the President identify an annual budget and establish a Working Group to be led by the Provost and VPECI. This Working Group would lead a second consultation with other bodies on campus, including Faculties, departments, unions and governing bodies (i.e. Senate and the Board of Governors) based on fifteen suggested next steps outlined in the Report.

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, seven leading Canadians received new appointments as distinguished visitors:
- Angeline Tetteh-Wayoe (2017) Distinguished Visiting Professor
- Hon. Justice Sandra Chapnik (2017) Distinguished Visiting Professor
- Katerina Cizek (2018) Distinguished Visiting Professor
- Debbie Field (2017) Distinguished Visiting Practitioner
- Peggy Nash (2017) Distinguished Visiting Professor
- Winnie Ng (2018) Distinguished Visiting Professor
- Praveer Sinha (2018) Distinguished Visiting Scholar

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

A. Faculty of Arts

The Faculty of Arts made great strides in its four strategic goals in the past year.

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

With the launch of the degree in Language and Intercultural Relations in 2016, all departments in the Faculty of Arts now have innovative and creative programs. The Faculty is currently in the consolidation phase of its development, strengthening the supports that it offers to students, verifying the relevance and rigour of its curricular offerings, creating new courses, and exploring initiatives to further develop opportunities in experiential learning. In all these endeavours, the Faculty pursues a strong focus on helping students to develop their academic, interpersonal and leadership skills. Arts also continues to be the leader in Liberal Studies course offerings with more than 90% of these courses available through the Faculty.

Following Ryerson and provincial government policy, programs are reviewed every seven years to ensure curricular excellence and adequate resources. This year, two Periodic Program Reviews (PPRs) in Sociology and in Politics and Governance were completed and sent to the Academic Standards Committee for review. PPRs currently in progress include Economics, English, Environment and Urban Sustainability, Geographic Analysis, History, Psychology, and Public Administration and Governance,

In the interest of strengthening student supports, the Faculty has also expanded the part-time position of Student Life Advisor into the new full-time position of Student Liaison Administrator. This position will provide support for student-facing activities, events and projects, while providing a research component that allows the Faculty to sponsor research into trends in student affairs and in diverse forms of learning, such as e-learning and service learning, as well as in curricular development. In order to support frontline departmental administrators and undergraduate program directors, the Faculty has organized a Mental Health 101 session for May 2018 so that staff are better equipped to "notice, engage, and refer" concerned students to mental health professionals.

Goal 2. Intensify scholarly research and creative activity

The Faculty continues to play a key role in advancing Ryerson's growth in research and innovation. At the present time, 79 researchers in the Faculty have active grants totalling $18,328,700. Arts faculty have won funding from national programs including CFI, CIHR, CRC, NSERC, SSHRC, provincial agencies, US agencies and international research consortiums, as well as from the private sector and non-governmental organizations such as Parkinson Society Canada, Ontario HIV Treatment Network, The Law Foundation of Ontario and The Ontario Mental Health Foundation. In addition to external funding, faculty members have been successful in securing a number of internal grants.

The Faculty hosted several prestigious national and international conferences and workshops in 2017-18, demonstrating its extensive collaboration with a community of academics dedicated to research excellence that is relevant and connected to real-world issues. A number of faculty members had successful book launches, and the Faculty hosted several prestigious national and international conferences and workshops, such as Contested Lands: Canadiana at 150 (Irene Gammel); Toronto Political Behaviour Workshop (Daniel Rubenson); Anti-Corruption Conference: Towards New Governance Strategies for Preventing Corruption: Law, Theory and Practice (Alexandra Orlova); Florine Stettheimer's Multimodal Modernism: Inaugural Symposium and Soiree (Irene Gammel); Art Book Week—Archives and Alternative Narratives Panel Talk (Communication and Culture Graduate Student Event); Congress 2017—ISS Showcase (ISS Graduate Student Event); Emotional Focused Family Therapy Training Event (Psychology Graduate Student Event); Restoring Confidence in Our Police: Investigating Police Oversight in Ontario (Sara Thompson); Corrections in Ontario: Directions for Reform (Kim Varma); The Third Conference of the International Association for Cognitive Semiotics (Jamin Pelkey); and Intersections: Cross-Sections Graduate Conference and Art Exhibition (Communication and Culture Graduate Students).

Dr. Jamin Pelkey (Languages, Literatures and Cultures) received the Dean's Scholarly Research and Creative Activity Award, the Early Research Career Excellence Award and the 2017 Mouton D'Or Award for best article in the international journal Semiotica. His research explores relationships between embodied cognition and the evolution of language with a special interest in patterns of bodily experience. His new book, The Semiotics of X, explores ways in which one of these patterns shapes culture, thought, language and behaviour.

Dr. Michael McGregor received funding from an Early Research Award (ERA) to be used to complement an existing SSHRC-funded Canadian Municipal Election Study (CMES). The goal of the CMES is to fundamentally transform the state of municipal elections research, undertaking a systematic study of elections in eight Canadian cities in 2017 and 2018. ERA funding will be used to hire several research associates, including a postdoctoral fellow and several graduate students. The award will allow for an expansion of the project into two new areas. The first is an examination of the effects of the implementation of a ranked ballot electoral system in London, and the second is a qualitative study (rare in the field of electoral studies), aimed at developing an understanding of how race and immigration status intersect to affect voter turnout in local elections.

Arts continues to focus on developing new and innovative graduate programs that prepare students to build rewarding careers in high-demand fields. Criminology welcomed their first cohort of MA students. Other graduate program proposals currently in the works are MA in Cities and History and a Sociology MA in Transformative Social Research.

Goal 3. Expand community engagement and city building

Over the past several years, the Faculty of Arts has made great strides in expanding community engagement and city building through strengthening democratic engagement, developing Indigenous-focused programs and hosting a flagship conference (Congress 2017) with multiple events open to the community.

To strengthen its community and democratic engagement, the Faculty has established the Democratic Engagement Exchange**.** This initiative will drive democratic engagement through partnership building with academic institutions, community organizations and government agencies. It will concentrate on developing tools and programs for democratic engagement in marginalized communities, provide training and consultation services to community-based organizations, and champion policies and programs that foster democratic engagement. The Exchange will build upon two successful programs established by Samara Canada: Democracy Talks and Vote PopUp. The Faculty also hosted a pre-election discussion featuring Premier Kathleen Wynne, former PC interim leader Vic Fedeli, NDP leader Andrea Horwath and Green Party leader Mike Schreiner, to discuss electoral absenteeism among youth and minority groups. A second panel, featuring five female MPPs, discussed the importance of upcoming elections and why voting matters to women.

In Indigenous-focused programming, Hayden King has been appointed as an advisor to the Dean on Indigenous education and Indigenous governance. Part of his mandate involves assisting with curriculum and course development and addressing the problem of underrepresentation of Indigenous peoples among Ryerson's faculty and student populations. Hayden is also the Director of the newly launched Yellowhead Institute, which aims to shape public debate in Canada on topics related to Indigenous governance by generating cutting-edge analysis that reflects the debates, concerns, philosophies and perspectives of First Nations people. The presence of Yellowhead at Ryerson will ideally also lead to increased numbers of, and levels of engagement from, Indigenous students and scholars within the University. While based in academia, the Institute has deep and far reaching community networks that will inform, support and guide its work. By creating space for multi-disciplinary and community-focused collaboration and prioritizing an accessible knowledge mobilization strategy, the Institute also aims to build solidarity between Indigenous and non-Indigenous students and researchers.

Community engagement and city building were at the forefront of Congress 2017. With 10,014 attendees, Congress 2017 was the largest in its 86-year history. Congress delegates and the public engaged in intellectually stimulating workshops, diverse cultural events and provocative and inspiring public lectures in the heart of Toronto's downtown core. More than 5,400 papers were presented by researchers from 70 associations, in keeping with the year's theme 'The Next 150, On Indigenous Lands.'

Over 300 events were free and open to all attendees and to the general public:

- The Big Thinking Lecture Series offered up leading scholars and public intellectuals each day over the lunch hour who presented forward-thinking research, ideas and solutions to the critical questions and issues of our time.
- Ryerson presented a wide variety of programming with over 70 events ranging from interdisciplinary lectures to cultural programming such as film screenings, art installations, bike tours, social justice walks, Kairos blanket exercises, A Tribe Called Red concert, a public lecture with Cornel West (with over 1,000 in attendance) and more.
- Over 40 events were part of the reconciliation programming series highlighting how the humanities and social sciences are addressing the recommendations of the Truth and Reconciliation Commission.
- A total of 42 scholarly associations delivered programming funded by the Federation via the Aid for Interdisciplinary Sessions Fund and the International Keynote Support Fund.

Social Justice Week this past year took place from October 23 to 27. This year's multidisciplinary program featured 18 events ranging from daily roundtables, panel discussions, lunch and learn workshops, lectures and a commemorative art installation for Missing and Murdered Indigenous Women organized by Walking With Our Sisters—Toronto. The events touched on the themes of Indigenous culture and solidarity, home and belonging, disrupting the school-to-prison pipeline and building skills to turn social justice passion to concrete action for social change.

Goal 4. Activate and advance partnerships

Over the past year, Arts has worked strategically to deepen existing partnerships with external constituents and to engage select alumni. The Faculty has made progress in both fundraising and alumni relations as it continues to cultivate new relationships and deepen longstanding ones. By year end the Faculty will have raised $400,000 for 2017-18, which is well beyond the Faculty's 10-year average of $225,000 raised per year in the Make Your Mark Campaign. This success is attributed to taking a strategic approach, effectively collaborating with faculty members and building lasting partnerships with donors.

Three notable new partnerships were developed in 2017-18. Erika V. C. Bruce established the Geoffrey F. Bruce Fellowship in Canadian Freshwater Policy in partnership with Arts and the Yeates School of Graduate Studies. Through the cultivation of this relationship, Erika contributed $230,000 to fund the fellowship. The Hicks Morley law firm, a long time industry partner of Arts and Ryerson, has pledged $25,000 to support new student awards. The Faculty was able to build on Hicks Morley's corporate interest in diversity and inclusion to double the firm's giving and support for the next five years. Finally, 2013 Ryerson sociology graduate Lali Mohamad and friends created the Sumaya Dalmer Award. Inspired by Dalmar's life as a Black Muslim trans woman, this award will help support racialized trans students. The fund has been seeded with $5,000 to facilitate five annual awards of $1,000 each.

This year has also seen particularly strong growth in partnerships that strengthen the experiential learning component of the Faculty's curriculum. In 2017, the Department of Geography and Environmental Studies established a partnership with the Genesis Flight School to allow pilot training as an internship option for GEO 771 in Geographic Analysis. Arts and Contemporary Studies established a partnership with the Royal Ontario Museum to offer BLG 133 Fundamentals of Biological Anthropology I and BLG 233 Biological Anthropology II. The Philosophy Department offered PHL 803 Philosophy Engaging Communities as a Walls to Bridges course to a class of Ryerson students and incarcerated individuals at the Ontario Correctional Institute in Brampton. Finally, the Department of Politics and Governance collaborated with the Urban Worker Project on PPA 319 Politics of Work and Labour, which saw students complete projects on precarious work and employment standards.

B. Faculty of Communication and Design

The year 2017-18 has been one of major strides in the Faculty's four strategic goals.

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

FCAD's reputation continued to reflect the strength of its constituent programs. The School of Interior Design was again highly ranked by Azure Magazine as one of the top eight interior design programs worldwide. The reputation and strength of the Creative Industries program was illustrated by a 40% increase in international student applications. FCAD plans to leverage its reputation to attract top students with the addition of a new recruitment officer and a strategy for a student ambassador team to enhance undergraduate and graduate recruitment. A comprehensive digital marketing campaign will begin targeting prospective student audiences in the Fall, and parents and influencers in Spring 2018.

On the curricular front, FCAD has been preparing for the future by working across schools and disciplines to identify areas of strategic advantage and areas for more efficient delivery. A letter of intent for a proposed Bachelor of Fine Arts in Professional Music was submitted to the Provost with the support from three FCAD schools. Interior Design submitted a draft LOI for a Master's in Interior Design. In March, FCAD announced plans to partner with University of the Arts London on the development of a new Global MA in Design. FCAD's Faculty-wide PhD proposal entered its fifth revision and is pending cost modelling. A proposal for a PMDip in Packaging and Design was in progress, as were two PMDips in specific areas of design. The proposal for an MFA in Dramatic Writing is pending final feedback from University officials.

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

FCAD continued to enhance the diversity of faculty members' SRC activities. Approximately $250,000 in SRC external funding was received this year. Fifty-six proposals totaling more than $8 million have been submitted to 25 agencies or partners since May 1, 2017, including seven SSHRC Insight grants and six Insight Development grants. FCAD currently awaits a decision on the creation of a Tier 1 Canada Research Chair in Creative Innovation and Leadership. A Tier 2 Canada Research Chair renewal is also in process. In addition, the Faculty is pursuing several NSERC Industrial Research Chairs for existing faculty. This year's RUBIX, FCAD's annual showcase of SRC activity, featured 34 unique projects from across the Faculty.

The strategic focus on three core SRC clusters (cultural policy/strategy, audiences and technology) produced noteworthy results. FCAD established a Summer Institute to enhance engagement and SRC opportunities in the area of cultural strategy, attracting forty faculty and graduate students. The Audience Lab was formed and quickly reached capacity with contract research projects with Google, the CBC and a marketing agency. The strategy for technology-enabled SRC resulted in the formation of the Creative Technology Lab in the Daphne Cockwell Health Sciences Building, which will combine advanced computer-controlled robotics, large-

scale digital fabrication and packaging technologies, motion capture, augmented reality and live performance technologies for advanced SRC and teaching starting in Fall 2018. FCAD also announced the Co-Lab, a resource centre for strategic advice and technical assistance for integrating cutting-edge technologies into research. The Co-Lab's first major project was the acquisition and implementation of Pepper, an advanced humanoid robot being used for medical communication research.

FCAD Schools were very active this past year with SRC outputs and engagements. The Faculty's Indigenous Centre, Saagajiwe, presented Survival through Sovereignty, a large-scale installation that offered critical reflection on Canada's history and Indigenous insights for its future. Interior Design hosted Body, Object, Enclosure, a major international two-day symposium on critical issues in design. The Ryerson Journalism Research Centre hosted a colloquium on local news, featuring international scholars and experts during the Congress for the Social Sciences and Humanities. Significant activity in the Studio for Media Activism and Critical Thought, the Print Media Research Centre, the Centre for Fashion Diversity and Social Change, and the Centre for Free Expression continued to engage with critical social questions in diverse scholarly and creative modes.

Recognizing the opportunity to apply design methodologies to large-scale problems in the social sciences and humanities, the FCAD Design Network was established, convening more than 70 faculty from across the university for a workshop and planning session. Resulting interdisciplinary SRC projects and collaborations included design for inclusive urban spaces, designing resilient communities, co-design with and for excluded bodies, and experimentation with digital materials. The FCAD Design Network actively sought external funding to fuel design-related SRC activity. The Centre for Communicating Knowledge (CCK) continued to provide communication design and dissemination services to researchers across the University, in addition to a formal partnership with The Conversation Canada. It was also engaged in a study to measure research reputational equity using social media data and analytics.

Renovations to the second floor of the Rogers Communication Centre were underway. The resulting SRC Hub will be a place for all FCAD centres to converge, collide, collaborate and receive technology strategy support through the Co-Lab. The challenges of securing Tri-Council funding for scholarly creative research continued to drive the Faculty to find creative solutions. A proposal was in development with London South Bank University for an AHRC-funded "creative cluster" on Blockchain technologies in the creative industries. If successful, the study will be replicable in Canada.

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

The past year saw a new high-water mark of social and cultural impact resulting from FCAD's experiential learning, teaching and research mission. Through unique partnerships and project-based collaborations, FCAD students gained real-world experience and advantageous skills in creative development, design-based problem-solving, creative production and marketing. In the summer of 2017 the School of Performance launched the Parados Festival, a multi-day,

multidisciplinary, multicultural, multigenerational festival of performances which unites emerging talent with seasoned performers to ignite the next generation of music, dance, spoken word, digital and theatrical performance. In Fall 2017, FCAD partnered with Audible to deliver two days of workshops and one-on-one coaching sessions for students interested in voice acting and sound production for audiobooks – one of the fastest growing segments of cultural production. Also, in late 2017 the Ryerson School of Journalism in partnership with the DMZ and Facebook announced the Digital News Innovation Challenge, a five-month incubation program aimed at supporting five early-stage high-potential innovations for journalism in Canada, with a total of $500,000 in seed funding and $250,000 of in-kind support from Facebook. In February 2018, the Toronto Arts Council announced a partnership with FCAD for the TAC-FCAD Digital Solutions Incubator project, with $210,000 of grants available over the next two years for 14 arts organizations to participate as challenge sponsors and clients in FCAD's Creative Impact Supercourse.

Following on the participation by the FCAD Dean on the Expert Advisory Group on Canadian Content in a Digital World, Ryerson was named among the strategic partners in the Minister of Heritage's inaugural Creative Canada announcement, garnering significant media attention and focus on the role of multilateral partnerships for advancing Canadian cultural strategy. Globally FCAD's influence continued to grow through strategic partnerships with like-minded international institutions. As the partnership with Canadian University Dubai (CUD) entered its second year, FCAD prepared to celebrate the design, implementation and ministry certification of a Creative Industries degree at CUD with approximately 50 incoming students in its inaugural cohort. Curricular development and planning is well underway for a new Media and Communication degree to be offered at CUD that combines elements of FCAD's Media Production, Sport Media and Professional Communication programs, as well as a CIDA-accredited Interior Design degree modelled on FCAD's domestic program. The School of Journalism continued to foster entrepreneurial journalism education in Africa, providing lead curriculum support in innovation to Witwatersrand University in partnership with Journalists for Human Rights and the Brookfield Institute for Entrepreneurship and Innovation.

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

This has been a breakthrough year in the area of internationalization and global learning, with an average of 450 students taking advantage of opportunities to go abroad. Popular Ryerson-taught programs such as RTA in LA and RTA Humanitarian Project offered by the RTA School of Media, Performance in Greece, Graphic Communications Management in Germany and Belgium, Image Arts in Iceland and Germany, and Interior Design in Cortona continued to attract top students for global learning while inspiring faculty to design new globally relevant courses. FCAD received three RIELIF grants from Ryerson International to enable further growth of its short-term international intensives, with the Ryerson School of Journalism in Hong Kong, Creative Industries in Berlin, and Image Arts' Film and Photography Preservation and Collections Management program in Bologna. Supporting the growth of international programs and global learning opportunities with student bursaries and awards is one of the top priorities for fundraising in the year ahead.

Curricular renewal continued to be a major focus to ensure the highest quality, flexibility and currency of FCAD's programs. Graphic Communications Management fully implemented its new curriculum for Years 1 to 3 of its program, and now also offers students the choice of completing an internship in the Summer or Fall semester of their third year. Interior Design received its CIDA re-accreditation in 2017 and continued to enhance its curriculum. Fashion submitted its proposal for a complex change to its undergraduate curriculum that would result in a single adaptable program with five areas of specialization. Image Arts continued its roll-out of its future-ready Integrated Digital option, and plans to analyze and refine the specialization in the coming year to possibly include an internship option. The RTA School of Media initiated its curricular review, with plans to streamline course offerings, enhance student choice and integrate more experiential learning into its courses. Journalism rolled out revisions to its undergraduate program with new multi-platform courses, a required law and ethics course and new upper-year courses on innovation, entrepreneurship and professional branding. The Masters of Journalism is now undergoing significant changes, to reduce the overall program length, break platform silos, and bring digital skills and a focus on innovation to the forefront of the program. The School also embraced its responsibility to engage in reconciliation with Canada's Indigenous peoples and to ensure the next generation of journalists will report with honesty, respect and neutrality.

At the Faculty level, a new interdisciplinary minor in Communication Design was launched in 2017. Like FCAD's other interdisciplinary initiatives, it is housed in the School of Creative Industries. Curricular innovation remains a strong goal of the Faculty, with an increasing focus on interdisciplinary and collaborative learning. An undergraduate curriculum strategy will be implemented in 2018-19 to offer new pathways to an ever-broadening range of careers that cross traditional disciplinary boundaries. An interdisciplinary curriculum committee will design core electives and foster multilateral course collaborations.

A new era of nimble, collaborative and structured programming continued to take shape around the goal of fostering career-readiness, with collaborations across internship coordinators and the Career Centre to enhance program design, delivery, compliance and outcome measurement for internships and work-integrated learning programs. FCAD made a significant investment in the first of its supercourses, with the Creative Impact Supercourses I and II rolling out in Fall 2018. By their nature, supercourses are transdisciplinary, large in scope, and intently focused on developing 21st-century competencies in transdisciplinary collaboration, co-creation and agile creative product development in response to current market opportunities and demands. In the Creative Impact Supercourse, for example, interdisciplinary teams of students will design, develop and prototype creative solutions to real-world pain points faced by live clients and partners in not-for-profits, companies, arts organizations, government and NGOs under the instruction and mentorship of faculty and subject-matter experts.

C. Faculty of Community Services

The Faculty can point to significant accomplishments on all four of its strategic goals in 2017-18.

Goal 1. Teaching, learning and student experience

FCS maintained a collaborative and passionate approach to transformative teaching and learning. A new position, Manager, Experiential Learning Strategy, was created so that there is now a Faculty-wide eye on collective efforts to enhance the quality of experiential learning. In addition, funds were obtained for experiential learning through the new government funding program to create experiential learning opportunities in Nutrition and Occupational and Public Health, the two Schools that had not had experiential learning built into their core curriculum. The Faculty also made available more supports to close gaps that can create risks for students, faculty and staff, while deepening relationships between FCS Schools and the Dean's Office as well as connections with other parts of the University. The Faculty's international partnership with Amrita University for global placements was streamlined to make it more effective.

The Faculty's six graduate programs continued to be highly competitive in attracting and retaining top students. In Fall 2017, the School of Child and Youth Care graduated its first Master's cohort. This year also saw the Daphne Cockwell School of Nursing successfully submit an LOI and full proposal for what will be the Faculty's first PhD program in Urban Health, and the School of Occupational and Public Health developed an LOI for a new Master's program. More generally, simulation experiences were developed to offer further experiential learning opportunities to graduate students across the Faculty.

The number of participants in Interprofessional Education workshops continued to grow as did involvement of faculty members outside of FCS. This past year there were 445 participants. The Writing Skills Initiative continued to be well-received by students. The FCS Social Innovation Initiative saw higher student registration numbers in Social Innovation Minor courses and successfully supported student travel internationally to South Africa, India and to the Amrita/UN Conference in New York. The Community Transformation Cafes continued to develop, as Distinguished Visiting Professors were engaged to work with small cohorts of students in a series of workshops on particular topics (e.g. women's leadership, policing issues in communities).

New forms of recognition were created for students, faculty and staff. This included an award for first generation students and a staff and faculty collegiality award. The Faculty's student achievement event was expanded to a Faculty-wide fair with students who are involved in student-led initiatives both on and off campus presenting their work. The Faculty significantly increased the amount of funding made available to students to increase access to international placements and to present their work at conferences. In conjunction with the Faculty of Arts, the Faculty appointed a new Distinguished Visiting Professor and engaged in a new partnership in relation to the Jack Layton Chair. This year, for the first time, an FCS professor was appointed to the Chair.

Goal 2. Strengthening SRC intensity, excellence and impact

Across FCS's six graduate programs, new opportunities for SRC engagement were added through the provision of new student engagement funds and the launch of showcase events in several Schools. The Faculty's leadership team collaborated to develop workshops to further enhance faculty development, provide support for external and internal research proposals and assist in campus-wide and Faculty-level award submissions. This past year, multiple awards were won by FCS faculty in the areas of service, innovation, teaching and research. In the School of Early Childhood Studies, faculty members devoted special attention to research, teaching and outreach on Indigenizing the curriculum. Overall, faculty members' productivity in terms of application for research grants, publication output and creative activities increased. In the 2016-2017 year, FCS members were principal investigators in 134 research projects that received awards.

Goal 3. Advance social innovation

Innovation and creativity continued to be central to the Faculty's activities. A total of 12 Community Transformation Cafes drew on the expertise of Distinguished Visiting Professors across Ryerson University for the benefit of FCS students. The Faculty also submitted a successful proposal for internal funding, seeking a five-year commitment to enhance collaboration with Amrita University in India. The Faculty appointed its first-ever artist-in-residence to focus on reimagining innovative education practices and student engagement. This project evolved as a collaborative initiative between the John C. Eaton Chair in Social Innovation and the FCS Teaching Chair. The residency provides an artist with the opportunity to lead a process of infusing new energy and thinking into curriculum and pedagogy anchored in a critical understanding of social issues. The residency is unique in that it is housed within a Faculty that is made up of professional practice disciplines and builds on the artistic and innovative practices of faculty and students.

Goal 4. Civic engagement and city building

This past year the Faculty focused significant attention on further enhancing its practices that promote equity, diversity and inclusion (EDI), including the development of an EDI Advisory Committee and the hiring of new Distinguished Visiting Professors with a focus on EDI. In addition, FCS continued to build and enhance its outreach and partnership development with community organizations to ensure its work is guided by community needs and that it is contributing to the local community. For example, graduate students in the School of Urban and Regional Planning pursued their RUaPlanner outreach program to middle and high school students while the Centre for Urban Research and Land Development maintained its community-based research and renewed its donor base for future years. In other initiatives, the Faculty moved to enhance its community profile, through more regular sharing of stories of FCS successes. A monthly digital newsletter for faculty and staff and a second one for students were launched, as was a new Instagram account as part of the Faculty's social media strategy. The

Faculty's first ever Student Storyteller was hired to promote the work of its Schools through social media channels and new videos were developed to promote Faculty programs. This work will continue to grow in the coming year.

D. Faculty of Engineering and Architectural Science

In 2017-18, the Faculty reached the end of the second year of its own Faculty-based plan, and can point to considerable accomplishments on all four of the strategic goals included in this plan.

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

FEAS's undergraduate curricular offerings continue to expand. A combined BEng/MASc was developed and is planned to be offered for the first time in 2018-19. The Faculty completed a review of curricula associated with its Canadian Engineering Accreditation Board submission and team visit. A final decision is expected in June 2018. An LOI for a Mechatronics Engineering program is in the process of being developed. .

As of May 2018, over 1,148 had enrolled in Zone learning at iBoost since its inception in 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. In 2017-18, the Faculty launched The Dean's Pedagogical Innovation Fund to support faculty member-driven ideas that align with priorities outlined in the FEAS strategic plan. Enhanced student experience, engagement and success are the foci of this initiative. Funding was awarded for tangible projects that will benefit students.

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 $500,000 USD. 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 and those involved in the NASA Space poop design challenge placed in the top 20, the only Canadian and student-based team to do so. Since 2014, the U.S. Department of Energy has held an annual Race to Zero competition in which 30 teams compete to design a home so energy-efficient that it uses renewable sources to offset all or most of its annual energy consumption. A Ryerson team has won the competition every year.

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

New Master's and PhD programs in Biomedical Engineering and a new Master's in Engineering Innovation and Entrepreneurship were launched in 2016-17, attracting talented students from around the globe. The Faculty developed and released new funding packages for research-based graduate students which, along with a number of outreach events and digital marketing campaigns, are enhancing FEAS competitiveness with peer institutions.

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. In addition, a new affiliate campus group known as FEAS Grad Ambassadors was established and has been running social programming. An open house was held in November 2016 to showcase current graduate students' research and creative accomplishments to potential applicants. Also 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 and to instigate 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. Research in the Faculty was reframed to emphasize the importance of blue sky discoveries which serve to continue to build upon and complement historical emphasis on applied research. This was done by defining how FEAS SRC themes, unique strengths and their impacts are framed in marketing and communications material. FEAS continued to implement the annual April-to-October early intervention process regarding the preparation of grant applications, which translates into a seven-month window for NSERC Discovery Grant applications.

Canada Research Chair appointments have been the object of considerable attention over the past year. FEAS had proposed to appoint six new CRCs over the course of the period from April 2015 to October 2017. In September 2017 a revision took place to the CRC allocation and re-allocation process with the establishment of a central University-wide committee. FEAS responded to the University-wide competition and was awarded two new CRC positions in the strategic areas of power engineering and biomedical engineering. The Faculty is currently home to eight CRCs (six approved and two to be submitted). These are expected to add further strength to FEAS's existing expertise in energy, infrastructure and health.

One NSERC Industrial Research Chair in the area of social media analytics has been approved, and two more are being pursued. The industry contributions portion have been secured. A FEAS faculty member received an Early Research Award from the Ontario Ministry of Research, Innovation and Science. He is the only Ryerson recipient in the latest round of competitions. Seven large research partnership grants, funded through NSERC Collaborative Research and Development Grants and Ontario Centres of Excellence, were awarded in 2016, covering the areas of aerospace engineering, robotics, energy, sensors, mining and data analytics. The NSERC Energy Storage Network received a $5 million investment from the federal government to create greener technologies for energy storage. Dr. Bala Venkatesh, academic director of Ryerson's Centre for Urban Energy, is leading a team of 27 professors from 15 universities and eight provinces to create a more reliable, environmentally responsible and efficient power system.

Two large Canada Foundation for Innovation (CFI) applications, four additional CFI applications related to the John R. Evans Leaders Fund, and their matching Ontario Ministry of Research Innovation and Science applications have been submitted by FEAS faculty members and are currently being reviewed. These CFIs will create state-of-the-art equipment facilities and infrastructure in the areas of urban mobility, building science and technology, micro-fabrication facilities and aircraft cabin interiors.

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

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. The Faculty identified industry partners through strategic connectors which FEAS wants to pursue, and convert them into successful partnerships and large-grant applications. The iBEST facility has reached its full occupancy and has appointed its first co-ordinator, has finalized the four scientific themes of focus and will be running its annual symposium in June and regular seminar talks. The Associate Dean, Research and Partnerships established guidelines for creation and operation of clusters and received five applications for new clusters in January 2017. The result was the approval of a new Smart Cities cluster. The CFI-funded lab of Bilal Farooq will add an Urban Transportation and Mobility Facility in the new Centre for Urban Innovation.

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

Female engineering student enrollment increased from 18.8% to 20% per cent for FEAS's overall undergraduate student population. The Fall 2017 enrollment represented the highest female student percentage in FEAS's history at 22%. As of May 2018, FEAS Women in Engineering (WIE) engaged over 1,600 grade 9 students in the classroom, 400 elementary school girls in off-campus events, 94 high school students in on-campus events, 29 grade 11 students, 160 Eureka summer camp students, 100 teachers and guidance counsellors, 101 Girl Guides, 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. FEAS Dean Tom Duever published an op-ed in the Ontario Society of Engineers' Voice Magazine on the need for a culture shift from the concept of women in engineering to equity, diversity and inclusion and addressed the issue in October 2017 at the Navigating the Glass Obstacle Course Conference.

Engineering and other STEM professions continue to face a significant challenge with respect to equity, diversity and inclusion. When FEAS and Engineering Faculties at other partner universities were awarded funding from Hydro One to attract and retain more women to the profession, FEAS had already engaged in over 20 years of programming that had failed to move the needle. The Hydro One University Partnership came at a time that coincided with a larger cultural shift in public awareness about identity issues such as race, disability, sexual identity

and class. In other words, broadly speaking, issues of privilege play a more significant role in marginalization than gender alone. FEAS decision-makers realized they needed to change their perspective by diversifying their understanding of diversity.

In the last year, the Faculty has undertaken a series of actions to transform FEAS's traditional focus on women in engineering to equity, diversity and inclusion. For example, all senior FEAS staff and faculty participated in a full day of professional development on the topic of inclusion with Ritu Bhasin. In 2017, FEAS carried out two student surveys that provided direction regarding what students want the Faculty to do to create a more inclusive learning environment. One survey was administered to female engineering students only, through the Hydro One Partnership, and another was targeted strategically to students who were affiliated with an identity-based group or expressed interest in tackling identity issues on campus. The results were revealed in an identity dialogue survey as well as focus groups. This feedback is informing the development of a new Office of Equity, Diversity and Inclusion to replace what was formerly called the Women in Engineering Office.

In March 2017, FEAS engaged a faculty member from the Department of Psychology to carry out a research project on engineering success. In June 2017, FEAS developed the All In Approach to Education, based on student development theory and in consultation with staff in Student Affairs and the Career Centre. This approach provides a new organizing structure for defining and evaluating FEAS effectiveness at providing a well-rounded student experience. Several projects are underway related to this effort, all of which are designed to identify and map core competencies required for whole student development in six key areas along an undergraduate and graduate student journey.

E. Faculty of Science

The year 2017-18 has seen noteworthy progress in the activities of the Faculty of Science (FOS), based on the four goals articulated in the Faculty's academic plan.

Goal 1. Continue to develop student excellence and enhance connectivity

FOS continues to develop student excellence and connectivity through various activities and initiatives. All its departments are striving hard to provide students with a vibrant learning experience through curriculum renewal and enhancement, career awareness activities, an increase in teaching capacity by hiring highly qualified faculty, and the enhancement of experiential learning. One recent trend is the gradual but steady increase in the percentage of female students in the Computer Science department, from a baseline of 7% in 2015 to 18% in 2017. Some of the impetus for this trend may be outside the department's control, but Computer Science has nonetheless been helping through high school outreach activities initiated by SciXchange in the Dean's office, the Hour of Code activity and a Code Camp just prior to first year orientation. Computer Science has also been able to gradually increase the average GPA for incoming students. In 2015, the average GPA was 80.2%; in 2017 it was 85%. This demonstrates the department's growing reputation as it draws more applicants.

The First Year and Common Science Office (FYCSO) achieved tremendous progress this year in removing curriculum bottlenecks and providing academic support to first year students. All of FOS's departments are intent on strengthening their current graduate programs and introducing new ones, including at the Ph.D. level. For example, Mathematics has intensified its outreach activities to attract highly qualified graduate students and a new graduate award will be given out in the coming year. Physics is continuing innovative teaching, focused on the training of teaching assistants and outreach through the TA training program. In addition, phase 2 testing is underway in Physics as the department develops an augmented reality education platform for gesture recognition in the classroom.

The Associate Dean, Research and Graduate Studies (RGS) held workshops to prepare graduate students in applying for national scholarships. It is notable that for NSERC, one out of two scholarships to Ryerson at the Ph.D. level, and four out of eight at the M.Sc. level were awarded to graduate students in FOS. The Associated Dean, RGS also continued to work with several units within the University to enhance the student experience. Examples include the Industrial Insights and Navigating Networks (IINN) program that is being supported by the Career Centre, the Yeates School of Graduate Studies and FOS faculty members.

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

The tremendous increase in the SRC activities at FOS have been noticed by the OVPRI. An example is a communication to the Associate Dean, RGS received from an Applied Research and Innovation Advisor, Applied Research and Commercialization: "I would like to express my deep gratitude to the FOS and FOS's Senior Administration for their increasing involvement, intensity and enthusiasm in applying for NSERC Research Partnerships Programs (RPPs), which fall under my portfolio. Over the past two years, I have seen emerging genuine interest and ongoing enquiries from both new and experienced FOS researchers, as well as their willingness to participate in RPPs. As an indication of the increased interest, FOS received four NSERC Connect Level 2 Grants in the last fiscal year, and this fiscal year FOS researchers have continued to use this great opportunity for holding industrial mixers and workshops."

Another new initiative to support this goal is the creation of the Dean's Research Fund Post-Doctoral Fellowship (DRFPDF) initiative. This initiative is perhaps the most ambitious initiative to date targeted to increasing the research intensity of FOS faculty through the hiring or retention of post-doctoral fellows (PDFs). The Associate Dean, RGS is aware that securing funding for this purpose is challenging and is pleased to support this effort of FOS faculty members. It is expected that the PDFs will contribute to the research outputs of FOS faculty, but also provide support to graduate students either directly or indirectly through providing input to their dissertation work or help in their projects. Moreover, the PDFs will be agents to help in the execution of the partnership agreements that the Associate Dean, RGS has put forth with FOS faculty members. Various levels of support are provided, with either a one-third or two-thirds match to the salary of the PDF. It is proposed that in the inaugural DRFPDF competition, 13 PDFs will be hired.

With one-on-one application feedback support and contributions to faculty who are successful and unsuccessful in NSERC Discovery Grant applications, there is a continued effort to even out faculty members' research income. FOS's success rate in the flagship NSERC Discovery Grant competition was 48%, with an aspirational goal of matching the average success rate for the nationwide competition of 60%. Initiatives funded from the Dean's Research Fund (Booster/Connect, Travel, Tools) and ad-hoc support continue to be provided to FOS's tenure-track faculty. This is having an effect on research opportunities available to undergraduate students as well. For example, through their success in the NSERC USRA and URO awards competition, more faculty from Maths have become actively engaged in providing research opportunities for undergraduate students. A team of Financial Mathematics students prepared and participated in the international Rotman Trading Competition hosted by the University of Toronto.

Goal 3. Intensify innovation and enhance external collaboration

FOS has arguably achieved greatest progress with its efforts to implement this goal. The Faculty's Manager, Research Programs, Partnerships and Strategic Initiatives has been a key enabler in the success of the initiatives geared to this aim. The partnership development efforts have paid off with many new partnerships in the last academic year, including partnerships with international companies. For example, CancerRX provided a one-year contract for $300,000, of which $85,000 is overhead for the University. To intensify external collaboration, Mathematics hosted the prestigious domestic conference CANADAM in June 2017. It is hosting the Canadian Applied and Industrial Mathematical Society in June 2018. Physics signed an inter-institutional agreement with Sunnybrook Health Sciences Hospital and over 20 collaborations happened during the reporting year. Physics is also maintaining and renewing its affiliation agreement with UHN in Toronto.

Goal 4. Augment community engagement, entrepreneurship and escalate visibility

The Associate Dean, RGS has been working with the Web and Communications Manager and FOS on initiatives to escalate the visibility of FOS's graduate programs. An example is the successful Biomedical Physics open house that was held this year. Also noteworthy was the level of coordination between the department's graduate program and the Web and Communications Manager, focusing on the experience of potential graduate students and on the design of the event to enhance impact. Moreover, information was gathered in such a way to be able to assess impact.

Measurable progress is being exhibited by SciXchange in augmenting FOS's community engagement and escalating visibility in city building. SciXchange secured one year of PromoScience funding from NSERC, three full-time Career Boost positions for Summer 2017 and four part-time Career Boost positions for Fall/Winter 2017-18. SciXchange also hired students for the PromoScience project and Career Boost positions as well as one graduate student to be a Let's Talk Science volunteer for elementary and high school outreach and other events. In addition, SciXchange held a Let's Talk Cancer symposium for high school students in May 2017 and developed three new enrichment activities for elementary schools as well as two new enrichment activities for high schools, while engaging 665 youth in Fall 2017 during STEM events. It also held Eureka, a Science/Engineering/Sports summer camp for children aged eight to 13, and developed the Harriet Brooks Internship for high school youth and Camp SoSci for children, engaging 33 youths from demographics underrepresented in the sciences.

In addition to such youth outreach, SciXchange held Science Rendezvous at Yonge-Dundas Square in May 2017, engaging thousands of people of all ages from the general public, and launched the first Soapbox Science event in North America at Science Rendezvous and then at

Harbourfront Centre's Word on the Street in September 2017. It also held an evening of beginning computer coding for adults in December 2017, organized a Let's Talk Cancer symposium for high school students and partnered with Taylor Creek elementary school to host a Science Fair and to prepare their students for Toronto Science Fair. The SciXchange website has been kept up to date, increasing SciXchange's Twitter following. Activity has also been maintained on SciXchange's Facebook page. Finally, Soapbox Science was launched, which involved working with Science Gallery International to bring travelling exhibits to Toronto in 2020. SciXchange was also active with groups such as SciComm TO, while the Director was invited to give talks at youth conferences, career panels, etc.

F. Ted Rogers School of Management

In 2017, TRSM reached significant milestones in achieving its academic plan goals.

Goal 1. Redefine experiential learning for the 21st century

This past year saw tremendous growth in the Ted Rogers Co-op program, which welcomed 305 new students from across the 11 Bachelor of Commerce programs, representing a 163% increase in student intake. Additionally, business development efforts resulted in engagement with approximately 1,000 organizations and over 300 site visits. The combined efforts of faculty and staff have resulted in a highly invigorating experiential learning opportunity for over 600 students. In addition, a new co-op platform was released to TRSM students in August 2017. This industry-leading platform was customized over the summer months and was leveraged to process more than 4,000 student applications and 1,000 job postings. A strong preparatory program and business development efforts created a 100% placement rate for Fall 2017.

More generally, experiential learning continued to expand through industry engagement in course projects, field trips and study tours. Two new experiential learning projects were introduced: the Pop-up Retail Learning Zone, which allows TRSM students and faculty to collaborate with companies, including those from the Fashion Zone, DMZ and other Zones; and Riipen, a platform used in the Schools of Retail Management and Information Technology Management to connect the greater business community with higher education students, recent graduates and educators through meaningful project-based experiences. Flipped classrooms continued to be refined and incorporated into the curricula of marketing, accounting and law courses. In the case of accounting, the number of sections employing the model expanded and for the first time these incorporated closed captioning to the online video component to provide greater accessibility for students. Undergraduate research also received attention. In particular, Marketing Management's Student Research Pool continued to successfully recruit undergraduate students for academic research projects, with a total of 2,580 students taking part to date.

Phase two of the Faculty's virtualization pilot was launched, delivering cloud-hosted desktops and course software to all 289 students in ITM750. The pilot was a comparative study between the two leading virtual desktop providers in the market today—Amazon Web Services and VMware—with a goal of determining which service provided the best student experience. Students were surveyed upon completion of the course and feedback was positive. The School also delivered six weeks of Excel workshops through VMware, reaching 120 students.

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

On the graduate front, TRSM's MBA program continued to enjoy success in global rankings. In 2017, the program was 24th among international business schools on Bloomberg's ranking of MBA full time programs. This past year also saw the creation and approval of a new Master in Health Administration (Community Care) program, as well as the posting of an LOI for a PhD in

Management. The progression of this LOI is significant, involving input and approvals from TRSM's Faculty Council, Graduate Council, the Yeates School of Graduate Studies and the University Planning Office.

TRSM's Professional Masters Diploma (PMDip) in Accounting was accredited by the Chartered Professional Accountants of Ontario in the Spring of 2017. With this new accreditation, graduates of the Bachelor of Commerce who major in Accounting and then successfully complete the new PMDip gain advanced standing to the capstone 1 module in the CPA Professional Education Program. In addition to the six PMDips that have been approved by the Ontario Universities Council on Quality Assurance, a new Professional Masters Diploma in Real Estate Management was under development and moved through the internal approvals process.

The annual amount of research funding for 2017-18 reached $2,711,198, while the number of peer reviewed publications by faculty has achieved a steady increase to 108 for the year. The Ted Rogers Leadership Centre, the Centre for Labour Management Relations, the National Institute on Ageing, and the Jim Pattison Ethical Leadership Program all continued their efforts to promote collaborative, ethical, innovative, proactive and sustainable approaches to societal problems and issues that sit at the intersection of business and other stakeholders, including labour, government and healthcare, to name only a few. These endeavours occurred through various means, including research, seminars, conferences and stakeholder engagement. In 2017, an International Committee with representatives from across TRSM has been formalized into a standing committee of TRSM Faculty Council. The International Committee is developing strategic approaches to international collaborations.

Goal 3. Cultivate a reputation for community building

TRSM has taken a broad and integrated approach to cultivating a strong presence and brand reputation for community building and social engagement across the School. Countless initiatives and efforts of students, faculty and staff have helped to ensure that TRSM's unique story and value proposition of diversity, inclusion, social impact and community building have maximum exposure and brand awareness in the business community and beyond.

Staff regularly work alongside students in annual volunteer community outreach efforts including a Thanksgiving Lunch that takes place in downtown Toronto in partnership with the Church of the Holy Trinity; a street cleanup with the Downtown Yonge Business Improvement Association; and most recently a staff-led volunteer dinner at the local Ronald McDonald House. Most notably, this past year a Microbusiness Mentorship Pilot in Regent Park was launched in collaboration with Dixon Hall Employment Centre and The Daniels Corporation. Fourth year TRSM students designed and delivered small business mentorship workshops to three microbusinesses operating out of the Regent Park community. An expansion is planned for Fall 2018.

In all these efforts, the School looks for ways to share its story of community building with the external world. Most recently, a new Dean's Student Award for Community Building was launched to showcase the numerous social justice projects that TRSM students regularly initiate and lead as a way of giving back to the community. Over 25 student groups and organizations have added their information to the TRSM website and a winning team will be announced at the Annual Alumni Awards Reception in May.

It is also a top priority to cultivate existing external partnerships and to develop new external partnerships that will help build upon TRSM's unique brand. The Dean's Advisory Council and 13 External Advisory Councils across TRSM departments have been established to develop strong linkages to the private and public sectors. Together with the Distinguished Visiting Professors and Executives in Residence, these Councils include over 175 senior executives drawn from the public and private sectors who regularly engage with students and faculty, and offer important linkages to the local, national and international communities. Distinguished Visiting Professors and Council members also serve as an important resource for TRSM's Co-op education program, provide opportunities for student engagement in the business sector, and help with the strategic growth of Executive and Corporate Education.

Other partnerships that TRSM actively cultivates include the Downtown Yonge Business Improvement Area (DYBIA) and the Toronto Regional Board of Trade (TRBOT) which just renewed the formal partnership with the School as their exclusive education partner for another three-year commitment during 2017-20. New and ongoing outreach efforts include the Mississaugas of the New Credit First Nation (MNCFN), City of Toronto, the Institute of Corporate Directors and the Toronto Community Foundation to name just a few. TRSM Centres such as the Diversity Institute run by Director, Dr. Wendy Cukier, the Ted Rogers Leadership Centre with Director Dr. Chris McDonald, and the Institute of Ageing with Director Dr. Al Goss, regularly contribute to thought leadership that helps to further brand awareness and community outreach nationally and internationally.

In summary, an ethos of community engagement permeates every corner of the Ted Rogers School of Management.

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

Accreditation
TRSM's accreditation with AACSB continues to play an important role in how the School structures its processes toward continuous improvement and lasting innovation. In Fall 2017, the School introduced significant changes to the implementation and assessment of student learning outcomes that align with AACSB's Assurance of Learning (AoL) expectations and best practices. The Faculty's Undergraduate Curriculum Committee selected five core program learning outcomes (written communication, business integration, numeracy, critical thinking and ethics) to represent the skills, knowledge and values expected of all TRSM Bachelor of Commerce graduates.

To ensure assessment validity and consistency, independent assessors determine whether the identified learning goals are met using standardized rubrics developed through a consultative process with Undergraduate Curriculum Committee members and faculty experts. The AoL results are summarized in an annual report and reviewed by faculty in order to determine appropriate actions going forward, thereby closing the continuous improvement loop.

TRSM is now exploring EQUIS accreditation. If successful, the School would be part of the 1% of business schools worldwide that have both AACSB and EQUIS designations. The initial draft application was submitted in August of 2017. In October of 2017, an EQUIS representative conducted an eligibility briefing visit. The eligibility decision rendered by the EQUIS Committee in March 2018 was positive, thereby setting the stage to begin the self-evaluation process.

Communication
An integral aspect of achieving this goal is dependent upon successfully aligning the School's communications strategy with other key initiatives in the Faculty, including recruitment, advancement, alumni and internationalization portfolios related to accreditation. In September 2017, TRSM launched its first ever integrated three-prong strategic external marketing campaign that encompassed the BComm, MBA and Co-Op programs. The goal was to raise the profile of the TRSM brand domestically and internationally and increase enrollment in all programs. The tracking of metrics is ongoing and early results suggest all three campaigns have been very successful. The Ted Rogers MBA has already seen an increase of approximately 120% in applications from the same time last year. The Co-op program has already reached its internal and external goals of engaging more employers and students.

In order to better showcase and share all that TRSM offers, a new TRSM website was launched in Fall of 2017, as well as a new external e-newsletter which was sent to alumni and other external stakeholders. The renewed website and information sharing system are integral to aligning and presenting multiple initiatives across TRSM, including research, faculty and student achievements.

G. The G. Raymond Chang School of Continuing Education

The Chang School made progress on its six strategic goals. As in previous years, all the School's units participated, including the academic program areas, Digital Education Strategies, Spanning the Gaps—Access to Post-Secondary Education, Programs for 50+ and Gateway for Internationally Educated Professionals.

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

The School maintained its high quality service in student support, advisement, recruitment and retention. It also engaged with students, alumni and staff to explore innovation and experiential learning opportunities. These include the Experiential Learning Exchange (ELX), first launched in 2016, which involves master classes, coaching, panel discussions and networking opportunities; the ChangSchoolTalks event series; and Serious Games, an online role-play environment designed by Digital Education Strategies. In 2017, ELX expanded its offerings; ChangTalks2017 brought thought leaders Timothy Snyder, Curtis Bonk, Michael Serbinis and David Suzuki to campus; and Serious Games' portal, Lake Devo, was enhanced with additional online role-play scenarios. New initiatives this past year included the launch of the International University Foundation Program (IUFP) which welcomed a cohort of 12 students from eight different countries, and the Accessibility Project, whose inaugural showcase event, held in November 2017, formally recognized 17 finalist teams comprising students and alumni.

The School extended its engagement with students and alumni through opportunities to connect with sector leaders. For example, DiverseCity onBoard, the Chang School program that provides governance training and connects qualified candidates from underrepresented groups to non-profit and public boards, was promoted to the broader Continuing Education community and re-evaluated to enhance its outreach. In addition, the School worked closely with the Career Centre to expand opportunities to connect students and alumni with sector leaders through industry-specific networking events. For example, this year's Let's Talk Business event connected business students with industry professionals from various organizations and disciplines, while the Spanning the Gaps program held a career networking event for current students and alumni to explore non-traditional career paths.

Several new awards were created or renewed. This past year saw the re-establishment of the Cathy Mann & Associates Inc. Award in Fundraising Management and the establishment of the Natasha Vasiliou Bursary to support Spanning the Gaps students. There was also a renewed gift to support the Liz Krehm Mentorship Award in Creative Writing. In addition, a number of new initiatives are underway to support recruitment, retention and marketing activities. The Film Hub was launched to support recruitment efforts in the Film Studies certificate. Another hub was incubated which will be aimed at the creative class to draw interest in a number of certificates in Communications and Design. As an aid to students, a career-focused newsletter was created and a new look and feel was brought to the CNED Bulletin. In terms of recruitment, the School experimented with new marketing channels, including Spotify, Snapchat geofilters

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and Hauler Ads. Finally, through its website replacement project, the School mapped out current and future state processes to ensure a student-centric user experience.

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

The School pursued ongoing efforts to build and promote an equitable, diverse, inclusive and engaging working environment. For example, the CE Social Committee continued to engage Chang School staff through community building activities and fundraising for causes aligned with EDI, while units across the School undertook a range of accessibility initiatives, including digital accessibility, the provision of AODA-accessibility offerings, and the launch of the Accessibility Project. The Chang School made a substantial contribution to Ryerson's successful application for Canada's Top 100 Employers.

The School continued to actively support its academic coordinators and contract lecturers. An inaugural academic coordinator handbook was produced for academic coordinator training and reference, with the handbook to be launched in Spring 2018. Enhancements were made to Distance Education Strategies' database to manage and efficiently access course development information. A new Teaching at a Glance pamphlet was developed for CE Contract Lecturers (CECLs), and new FAQs for CECLs were created and posted on the School's website.

Dynamic teaching strategies were implemented for CECLs in collaboration with the Learning and Teaching Office. This included a teaching module for LIFE Institute course leaders, the hosting of a new CECL Orientation and a series of workshops, training sessions and online learning opportunities for Chang School instructors. A Virtual Proctoring Initiative was also underway to facilitate academic integrity in online exams, while CECLs were more actively engaged with Ryerson-based professional development opportunities and encouraged to collaborate and share teaching practices within the CECL community.

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

The replacement of the School's website is ongoing. This year saw the completion of the extensive discovery phase for the CE System Project, which includes replacement of The Chang School website. This discovery phase involved the system vendor Destiny Solutions in collaboration with multiple groups at the School as well as the Registrar's Office, Computing and Communications Services (CCS) and Ryerson's Finance unit. Planning, testing and training activities were begun in preparation for the implementation phase of the project.

In 2017, in-person and online user experience focus groups were conducted to explore how users navigate the current Chang School website. This helped the School better understand expectations and navigation patterns when developing courses and programs and has provided a solid foundation for putting together a more effective and user-friendly structure for the new website. Work also commenced on prototyping a look and feel for the website using the

template provided by Destiny One as the new platform the School will be implementing with the new website. The design of the website is being aligned with the University-wide communications strategy.

The School continued to effectively manage its budget and generate revenue. Four proposals were submitted and accepted for three- to four-year funding from the Ontario Ministry of Citizenship and Immigration. A large number of partnership proposals were funded as well, supporting sustainability of Gateway programs on a one-time-only basis for the next few years.

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

The School continued to develop new certificates, course series and specialized programs to enrich career opportunities for CNED students, promote societally relevant curriculum and leverage industry relationships. In Fall 2017, two certificate programs and 12 new course series were launched. New delivery models were also introduced. The Data Analytics, Big Data and Predictive Analytics Certificate was offered for the first time in day delivery mode during the Fall and Winter semesters. The School also launched its first fully online courses that appear on Ryerson's open electives table while adding day school degree credit courses from the areas of engineering, architecture and science. Collaboration continued with faculty to support curriculum currency and streamline program offerings through certificate reviews and certificate discontinuation. Two certificates were reviewed and seven were significantly revised, with seven other reviews currently in progress or under initial assessment. Four certificates were discontinued.

There has been a significant expansion in English language support for non-native speakers. Growing out of the School's highly successful ESL Foundation Program (RESLFP), the Real Institute's ESL Foundation Program has grown from its initial 2013/14 intake of 21 students to 217 students in 2017-18 and this figure is expected to increase by a further 20% to 40% over the next few years. The Real Institute has also developed several intensive short- and mid-term programs for international students seeking to improve their English language proficiency and awareness about Canadian life and culture, including the Real English ++ program, which combines discipline-specific language training with a credit-bearing academic course and exposure to Ryerson entrepreneurial zones.

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

Digital Education Strategies maintained its emphasis on online course development based on increase demand from CNED students. This year saw 21 new courses and 25 courses redeveloped, with the Certificate in Sustainability Management and Certificate in Computer Security and Digital Forensics now available in fully online pathways. Online courses in a range of certificates were also updated for currency, while ongoing professional development opportunities for online instructors were explored. Proactive measures were designed to further improve student and instructor support for online course delivery, and Digital Education

Strategies continued to explore opportunities to facilitate peer-to-peer interactivity and experiential learning online.

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

The School maintained its support of Aboriginal and first generation students, students with disabilities, internationally trained individuals and older adults. It continued to support Aboriginal students through the Spanning The Gaps Aboriginal Foundations Program and worked with first generation and non-traditional students across all programming, targeting outreach to communities with low post-secondary attainment levels. In the Certificate in Aboriginal Knowledges and Experiences, Community Services program areas and Digital Education Strategies developed one required course online and posted it through Contact North for wider reach. It started work on developing the second required course to be completed in Winter 2019. Programs for 50+ developed a new Music program, including courses and special event lectures looking at Music and the brain. Also in Winter 2018 Programs for 50+ created a new film series looking at the evolution and history of different film genres.

The School continued to engage and grow partnership opportunities to extend Ryerson's reach into the community. Two new courses were implemented with The Hospital for Sick Children, one an online course available nationally and internationally, and over thirty internal and external partnerships were established and/or renewed with community partners such as the Toronto Centre for Community Learning and Development's Immigrant Women Integration Program, TVO, and the Council of Educators of Toronto. Thirteen MCI funding applications in which The Chang School was the lead or partner institution were approved. These included Internationally Trained Medical Doctors, Green Economy, IMPP, IESW and a variety of partnership submissions with established organizations that support newcomers.

Opportunities were fostered for research to enhance the School's reputation as a thought leader in education. The School is Co-Investigator on a $226,430 grant from the eCampus Ontario Fund for a Collaborative Post Graduate Certificate in Complex and Long-Term Care and is Collaborator and Co-Investigator on a $95,856 grant from eCampus Ontario's Open Content Initiative Fund for Patient Safety and Quality Improvement (QI) Methods and Tools for Nurses. Programs for 50+ completed a study on a learning model in long term care homes and conducted research in online learning for older adults which should be completed by Fall 2018. An initiative was designed and developed to support the Canadian Armed Forces. A program coordinator was hired for the Veterans Transition to Education (VTE) program, which launched in Fall 2017. The aim is to work towards equivalency credits and appropriate transition supports for veterans at Ryerson and across the GTA.

H. Yeates School of Graduate Studies

In 2017-18, the Yeates School has made strides on all four of its strategic goals.

Goal 1. Building a community of culture and inquiry

This year saw several new events and programs established at the School. The inaugural GRADShowcase was an university-wide one-day conference which 150 students and faculty members attended. Organized for graduate students by graduate students, the event showcased and celebrated Ryerson Graduate Studies, featuring workshops, a panel discussion on how to succeed in and after grad school and a research showcase. The inaugural Graduate Student Advisory Panel was also launched. This gave graduate students a forum to share their ideas, insights and thoughts on graduate studies at Ryerson and work together to support new initiatives.

Continuing programming included GRADCafé, with participants coming together in Fall 2017 to discuss the question "How do we continue to foster and nurture a graduate community at Ryerson?" In Winter 2018, participants engaged in a discussion about diversity, inclusivity, and authenticity with author Ritu Bhasin. Approximately 300 students attended this year's three GRADTalks events: Charting Your Career Journey, Engineering Wellness, and Growing Your Network. These events included interactive student engagement activities, panels, and speaker presentations. In addition, a GRADImprov session was conducted in partnership with the John Eaton Chair in Social Innovation and was facilitated by Cathy Paton, a YSGS alumna and social arts facilitator. This participatory session blended performance and communication skills through engaging participants in improvisational activities and techniques to enhance networking skills.

In the first of this year's GRAD Contests, more than 60 students from all Faculties showcased their vision for making an impact in their world in a 30-second video presentation in response to the question "How will you create change in your world?" This contest was conducted in partnership with the Offices of Community Engagement and Social Innovation. In a second GRAD Contest, students showed how their graduate education is transforming them in a selfie with three words. The contest awards events celebrating the participants and winners also included an interactive 'people's choice' selfie contest on the same theme as the second GRAD Contest. The 2017 Three Minute Thesis (3MT) Contest showcased 17 students from 13 graduate programs. The Ryerson finalist won Silver and tied for the People's Choice Award at the Ontario 3MT Finals.

The School continues to communicate with students and faculty members in a variety of ways. These include GRADNews, which is circulated every two weeks on Tuesdays during academic terms. GRADNews Plus, a supplement featuring timely information, was recently launched on alternate Tuesdays. The GRAD Newsflash provides specific information relevant to Associate Deans and Graduate Program Directors. The YSGS Graduate Studies Facebook page features program spotlights, videos, opportunities on campus and profile series such as Humans of Grad

Studies and Alumni of Grad Studies. Currently, the page has 1,100+ likes and followers. The School continues to have a YouTube channel that highlights remarkable students and graduates, YSGS events and student competitions.

Goal 2. Elevating excellence in graduate education

YSGS continues to support the many stages of new program development with a range of proposals at various stages. This year, one new graduate program that furthers Ryerson's priorities within the framework of the SMA has been added. The Master of Health Administration (Community Care) has been approved by Senate, Quality Council and the Ministry of Advanced Education and Skills Development for Fall 2018. Two new Professional Masters Diplomas will also launch in the Fall 2018 term: Management of Technology and Innovation for Chief Information Officers and Financial Analysis.

One Periodic Program Review (PPR) of a graduate program has successfully passed through Senate this academic year with 24 other programs currently in the review process. In addition YSGS collaborated with the Vice Provost Academic to review the Institutional Quality Assurance Policy to improve the quality and uniformity of the PPR process and ensure alignment with Quality Council criteria.

Open dialogue has continued about ways in which to improve and implement mechanisms for enhancing times to completion and rates of completion of graduate students. For example, Graduate Program Directors and Associate Deans with graduate responsibilities came together in Winter 2018 to begin rethinking graduate education as part of a global conversation in response to the increasing complexity of our global knowledge economy and the diverse career pathways of graduate program alumni. YSGS will continue this conversation of program delivery to best meet the needs our students and our community. In an innovative step, the School has appointed a Director of Experiential Learning (Dr. Janice Waddell) to examine how experiential learning is understood and could be further enhanced throughout the University's graduate programs.

The number of Mitacs Step workshops associated with Future Smart was increased this year to five with an average of 20 students per workshop. A university-wide task force was struck this year to review professional development opportunities within YSGS. The taskforce has conducted an internal scan of available professional development opportunities for graduate students and has identified gaps for future development. Major changes are expected in the professional development offerings for graduate students in 2018-19.

Goal 3. Attracting and retaining outstanding graduate student talent

A recruitment panel was held for internal and external potential applicants to promote graduate education at Ryerson. The panel included three YSGS alumni and current students who spoke about how graduate studies has enriched their lives and enhanced their careers. The panel was also attended by admissions officers and program assistants who answered

participant questions. The 2017-18 digital marketing campaign included Facebook, Twitter, LinkedIn, native advertising, programmatic display and original video profiles of graduate students.

As in previous years, YSGS is continuously looking for opportunities to better utilize the online systems that contribute to admissions, student administration and file sharing in order to support graduate programs and their students. All YSGS staff began the conversation around diversity and inclusion through Ritu Bhasin's training including discussions about ways to remove barriers that exclude individuals and groups from engagement in graduate studies. The School continues to actively negotiate for more funding for excellence-based student scholarships.

Goal 4. Leading academic and administrative support and services

In conjunction with all graduate programs, the School continues to work to support their needs. Collaboration between Associate Deans with graduate responsibilities in each faculty and the Office of the Vice Provost and Dean, YSGS has supported strong program delivery by addressing communication challenges and developing new methods of information sharing at different levels.

Under the jurisdiction of the Vice Provost and Dean, YSGS, a committee was struck to review Policy 142: Graduate Admissions and Studies, chaired by the Associate Dean and with representatives from each Faculty. This policy has been restructured to align with policy best practices. In addition, YSGS continues to have three representatives involved in the Academic Policy Review Committee of Senate. As in past years, Graduate Program Councils, Program and Planning Committee and 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

Ryerson University Library and Archives (RULA) has had a successful year in meeting its strategic priorities and goals. Through innovative programming, strategic use of limited financial and space resources, and a focus on impact on student learning and experiences and advancing SRC activities, RULA has made important contributions to the success of the University. What follows is a summary of some of the highlights for the past year.

Priority 1. Enable greater student engagement and success through exceptional experiences

RULA continued to innovate and expand its support for student academic success and engagement through a number of key initiatives. This included important regional and local leadership in the advancement of Open Education Resources (OER), providing students with high-quality faculty-selected and customized texts at no additional cost as well as the expansion of the successful one-stop course reading e-reserve system ensuring convenient access to essential course readings. RULA also assessed and expanded the use of the LibGuides application in order to enrich critical research and information literacy skill development in students, innovate instructional capacity and ensure the effective use of essential information resources. RULA's successful flipped classroom pilot has now become a standard pedagogical approach to embedded-information instruction. Demand for workshops in advanced research and special content information skills, such as data, GIS, special collections and primary source archival materials, continues to grow. These activities advance critical thinking skills necessary for the academic success for both graduate and undergraduate students and support RULA's goal to **enhance capacity to support the information needs of diverse learners and facilitate the development of lifelong learning skills (goal 3)**.

RULA's goal to **strengthen collaboration with Ryerson partners to provide holistic student support (goal 5)** was supported through renewed collaborations with complementary areas such as Student Learning Support. This included new workshop development and delivery and the creation of innovative e-learning tools such as the Master your Sources online tutorial for graduate students. In December 2017, the Library and Student Learning Services formed a committee to renew and explore new collaborations over the coming year, which has led to a joint series of research and writing e-tutorials focused on international students' needs. RULA also improved and expanded e-learning and classroom support for Ryerson Aboriginal Student Supports and the Spanning the Gaps program with customized instructional tools and supports. RULA continues its important role in collaborating to support the academic success of all student populations, providing descriptive video and other format modifications to ensure core learning resources are accessible and students have access to needed academic accommodations.

RULA is also particularly pleased to have expanded its Career Boost program and partnership, creating meaningful and engaging employment and experiential learning opportunities for Ryerson students from across a range of programs.

RULA's ongoing support of Zone learning students, its efforts to support AODA requirements and student needs and its attention to matters related to the TRC Calls to Action have also been important successes in the ongoing aim to continue to grow and expand in order to advance student engagement and success through exceptional experiences.

Priority 2. Increase SRC excellence, intensity and impact

RULA has implemented many innovative initiatives focused on increasing SRC excellence, intensity and impact. This has included advancement of research data management expertise, an institutional repository refresh and the creation of new research spaces and collections through the archives and special collections.

2017 saw the completion and soft launch of the Library Collaboratory, a leading edge multidisciplinary research lab complete with expert staff, unique collaboration spaces, and unique tools and technology. A Faculty Advisory Committee for the space has been established, an operational plan developed and more than 75 faculty and their research assistants have already become members. RULA is pleased to continue to demonstrate leadership in creating an innovation ecosystem and to positively impact student engagement and success while advancing and continuing to **improve the Library's facilities to create healthy, configurable and flexible learning spaces (goal 1)**.

In the past year RULA implemented self-service options for Digital/Institutional Repository (IR) deposit for researcher compliance with the Tri-Agency Open Access Policy. This policy applies to all NSERC, SSHRC and CIHR funded research, mandating open access for research funded by these agencies. Using this new self-serve option provides researchers with a convenient method of meeting this requirement, while also ensuring their research can reach a wide external audience. Capacity building to support the scholarly communication needs of faculty and graduate students was also expanded in the past year through targeted workshops and special scholarly communication educational events (copyright, advanced researcher, Open Access, impact etc.).

RULA continues to participate in and take on leadership roles in provincial and national research data and content initiatives such as the Portage Network, which is dedicated to the shared stewardship of research data in Canada; the Canadian Association of Research Libraries; and the Open Researcher and Contributor ID (ORCID), which provides individual researchers with a persistent unique numeric identifier. These key partnerships have been in conjunction with the Office of the Vice President of Research and Innovation (OVPRI) as well as Computing and Communications Services (CCS).

It is also important to note and celebrate the SRC activities and contributions of Librarians. This year saw a three-fold increase in publications (from five to 18) demonstrating the value of SRC activity for academic Librarians and adding to Ryerson's SRC reputation. This work informs all aspects of academic librarian work, advances innovation and capacity for creativity and contributes to both professional practice and theoretical literatures.

Priority 3. Create an innovation ecosystem

The Isaac Olowolafe Jr. Digital Media Experience (DME) Lab, launched in 2015, continues to advance RULA's goal to b**uild a flexible, sustainable and progressive technological infrastructure to address the existing and emerging needs of the Library and its users (goal 11)** The Library DME Lab has become an important and popular hands-on learning and creation space that fosters peer learning, student experiential learning and equitable access for all students to technology tools and support regardless of program or means. This year the Library DME Lab undertook strategic improvements in three areas: a) peer to peer learning and instruction through daily tutorials; b) support of extra-curricular learning projects such as the Library's Cosplay workshops; and c) support of curricular projects through integration with courses and capstone projects.

RULA's migration to a new archival software (ATOM) enables important access to unique special and archival collections that are essential for SRC and enhancing community engagement and the University's reputation. The past year also saw the completion of an important new initiative to make available specialized equipment for legacy and specialized formats as well as for developing a digitization framework in order to increase accessibility of RULA's unique collections and to ensure ongoing, sustainable preservation. This includes specialized digitization equipment for microfilm and microfiche, audio discs, large format photographs, rare book materials, maps, blueprints and three-dimensional ephemera. This supports RULA's goal to **develop a digitization and preservation program to enhance access to unique and high profile collections and participate in regional digitization and preservation efforts (goal 17).**

RULA has also demonstrated innovation in terms of its approach to structure and organizational capacity. Fostering a culture of innovation among Librarians and staff colleagues through the addition of strategic new positions such as a Manager of Client Services, a comprehensive review of information systems ecosystems and a review of the current Liaison Librarian model to reimagine new ways to advance teaching and learning as well as SRC, will ensure responsiveness, improve innovative program support and faculty relationships, and consider workload equity.

Priority 4. Expand community engagement and city building

The Library and Archives plays a core and critical role in the success of students and faculty and in the ability of the University to meet its mandate. As a shared academic resource supporting all members of the Ryerson community regardless of program, discipline, interest, means, aspiration or role, RULA plays an important role in engagement and community building. As a service and space open to the public, at the nexus of the campus and the city, it is also an essential site connecting the University and city in new ways.

RULA continues to engage and build its outreach and programming in ways that embrace and leverage this unique position and role. This has included outreach programming related to Open Education Resources displays and Open Access speakers (OER week, OA week); support for student hackathons (IEEE student chapters); collaboration with RSU (extended study spaces, new services); engagement with city-wide initiatives (Science Week, Digital Literacies Week); and conference planning (OpenCon collaborations), among others. Of special note is the work this year within Archives and Special Collections which developed an outreach program to highlight the unique and special collections to the public and campus community members. This contributed to public interest and awareness, improved institutional reputation and sparked additional interest in including these unique resources in course-based instruction.

J. Office of the Vice-Provost, Students

In 2017-18, the Office of the Vice-Provost Students (OVPS), which includes the Registrar's Office, Athletics and Recreation, and Student Affairs, continued to achieve progress on its goals.

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

- The Career Centre launched Career Builder, a new program to support employers to develop more inclusive talent pipelines while simultaneously providing students from distinct groups with a safe space to build their professional skills with confidence. Together with its inaugural partner, Scotiabank, Career Builder acts to combat the traditional gap in outcomes for students from equity-seeking background into graduate roles at levels on par with their peers. This year 15 students with declared disabilities, LGTBQ2S and Women in STEM participated in tailored professional development sessions and had firsthand exposure to Scotiabank leaders and recruitment practices.
- Building on the successful implementation of a same day consultation system in 2016-17, the support system within the Centre for Student Development and Counselling continued to evolve, including the development of a brief counselling model and more streamlined referral pathways to partners at Ryerson and in the community. These improvements have resulted in 65% of students receiving an initial visit within 24 hours, an average wait time for all other students of less than seven days (one of the lowest in the country), and a 45% reduction of students waiting for ongoing counselling this year compared to the same time last year.
- With the aid of a significant donation from the Harry Rosen family and friends, Student Learning Support (SLS) has been in the first phase of a project that increases accessibility to SLS resources. Winter 2018 saw the launch of an online matching service for student tutors in Ryerson course subjects and students seeking tutoring. This past year, SLS hosted 3,166 visits to the Supported Learning Group (SLG) program, providing facilitated study sessions by academically exemplary students for courses with high failure rates.
- International Student Support (ISS) oversaw personal welcomes to 720 of the 1,201 incoming international students during the first weeks of the academic year. Student advisors and peer supporters discussed issues such as immigration documents, academic integrity, locations of local banks and stores as well as housing, and were personally invited to participate in ISS's community building initiatives.
- Thriving in Action (TiA), Student Affairs' eleven-week resilience and academic skill-building program, helped enact empathy through offering a universal welcome to the full breadth of so-called 'non-traditional' students, from injured athletes to mature working parents to those on probation.

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

- Over $300,000 was spent to upgrade the RAC facility, including refinishing the two RAC gym floors, the installation of new lighting and filtration system in the pool, new LED lighting in the Kerr Hall lower gym and the painting of the change rooms.

- Student Health and Wellness introduced their new SHARPER student workshops to help students gain tools to increase health-seeking behaviours prior to a crisis occurring. This pilot phase comprised 15 workshops to 266 students in a variety of Faculties and departments.
- In September 2017, SLS launched Academic Edge, a five-week learning strategy program that supports students with their transition to Ryerson by helping them build the practical academic skills they need to succeed in first year. Students met five times in the Fall over lunch to discuss a topic or skill correlated to the relevant point in the semester.
- The Long Night Against Procrastination, hosted by SLS in November 2017 and March 2018, saw 659 individual students have access to study space, nourishment, math, writing and English language help, Engineering tutoring, study groups for specific courses, research support from the Library, health tips from the SHARP team and yoga breaks courtesy of Athletics.
- A total of 8,577 students signed up to participate in Level Up, Ryerson's new co-curricular recognition program. Students were recruited to participate across Student Affairs units, and two new partnerships were forged in Arts and FCAD. Meanwhile 1,437 students are now reflecting and making meaning of their Ryerson experience in active e-portfolios on Desire2Learn.
- A total of 7,000 attendees participated in key #RoadtoRyerson Orientation Week events, including three evening concerts, Ryerson's official invocation and the annual International Student Welcome Party.
- The student-run Student Initiative Fund allocated $288,000 to 94 exceptional student experiences that embodied key Ryerson values including community, pride, equity, diversity, accessibility and inclusion.
- Student Affairs established the Student Experience Research Team (SERT), which involves hiring undergraduate students to engage in meaningful research about the varieties of student experiences at Ryerson.

Goal 3. Innovate systems, operations and administrative processes

- Athletics undertook a significant project in implementing a new recreation management software system that allows for better online and in-person customer service to all users of Ryerson's recreational facilities and activities.
- In March 2018, the Career Centre and the Co-Op Office embarked on a merger to streamline and strengthen Ryerson's career-oriented education offerings.
- The Co-op Housing program, in its second full year, has seen a significant increase in popularity. Through the program, co-op students from Ryerson and other institutions are able to live in Pitman Hall during the summer months while completing co-op placements in the city. The program has reached capacity in 2018 with over 100 students from across Canada interested in the program.
- In August 2017, Academic Accommodations Support (AAS), of Student Learning Support, launched an online intake form and registration appointment system to students with disabilities who seek academic accommodation help, in combination with group

orientation sessions for students and their parents connected to AAS. In Fall 2017, the average student wait time for academic accommodation registration and confirmation was one week, versus two to three weeks in the past.

- The Registrar's Office juggled numerous projects this year including an upgrade of RAMSS to PeopleSoft 9.2, the implementation of the new document management system Content 7 and the Ontario Universities' Application Centre's new admissions management system AMS.
- The Registrar's Office also continued to provide strategic insight, planning and support for a variety of pan-University initiatives, such as the implementation of the new Faculty of Law and new Law program, planning for the Brampton campus, implementation of the new curriculum structure and the just-in-time enrollment of 300 Toronto Police Services staff into Chang School courses.

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

- Housing and Residence Life's All-Gender Housing Policy, the first of its kind in Ontario, was crafted to create a more inclusive applications and assignments process. Almost half of residence students opted for an all-gender room assignment. Academic Accommodation Support (AAS) within Student Learning Support created a Ryerson Aboriginal Student Services Liaison role within its Student Accommodation Facilitator staff complement to strengthen the connection between Aboriginal students and AAS.
- Two new World University Service of Canada (WUSC) scholars joined Ryerson this academic year making a total of eight international refugee-scholars at Ryerson. A thriving WUSC local committee, and a dedicated International Student Advisor, actively supported these students in all aspects of campus life including cultural integration, academic success, securing housing and goal setting. The scholars and local committee collaborated to educate Ryerson regarding refugee issues with four Lunch and Learns.
- The peer mentoring initiative of the Tri-Mentoring Program (TMP) expanded to include eight mentoring groups focused on building identity among equity-seeking students including mature students, students with diverse abilities, women in STEM, Arab women, LGBTQ2S identified students, Latinx/a/o students and Portuguese speaking students. Over 100 students participated in group mentoring sessions that connected them to peers, staff, faculty and industry professionals with shared identities.
- Born out of a conversation about the need for more brave spaces on campus, Feminist Hour, a collaboration between Student Affairs and the Consent Comes First office, is a monthly event featuring guest speakers who engage students and staff in conversations about ending gender-based violence and oppression. Feminist Hour is for everybody who longs for change, so students, faculty and staff alike join Feminist Hour to discuss, create and share in brave spaces dedicated to anti-racist, pro-feminist work.

Goal 5. Provide growth and development opportunities for OVPS staff

- Athletics partnered with You Can Play, an organization dedicated to ensuring equality and respect for all athletes without regard to sexual orientation or gender identity, to

provide four workshops for all 200 U Sport Athletes and Athletics staff to discuss attitudes and strategies to ensure that Ryerson's teams and games are welcoming and inclusive of all athletes and fans from the LGBTQ community. Training occurred for 85 student staff members working in recreation. This included sessions with the Office of Sexual Violence Support and Education and The 519, a local agency dedicated to advocacy for the inclusion of LGBTQ communities.

- The Career Centre created a coordinator team of young professional career education and campus engagement staff as part of creating in-house career progression routes. The Centre also collaborated with ISS to include tailored advice and guidance for Ryerson staff supervising international students in the second edition of the Career Checkpoint toolkit.

- The annual Student Affairs Conference highlighted a keynote conversation with celebrated Indo-Canadian filmmaker Deepa Mehta. In addition, the division's various committees dedicated to staff engagement hosted over 25 events and webinars related to staff wellness, leadership development and assessment practices.

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

- In partnership with Toronto Community Housing, Jays Care and other local agencies, Athletics launched the Rams Care program. Varsity athletes provided over 3,600 hours of service to offer sport-based programming, mentorship, academic support and leadership skills to at-risk and underserved youth in the community.

- The I AM Ryerson fundraising campaign was successful in raising funds to send 100 underserved community youth to Ryerson day camps.

- The Career Boost Off-Campus Work Experience Program, providing students with valuable paid work experience in the GTA, entered its second year. A total of 323 student volunteer opportunities were posted for the 835 students who are part of the Volunteer Link organization on ConnectRU.

- A new initiative, VolunteerLink Community Field Trips, aims to bring together Ryerson students in order to build community, connect, inspire and make a positive difference together. A total of 45 students participated in this pilot year serving two community organizations.

- In collaboration with Central Toronto Youth Services and The Canadian Training Institute, over 50 youth visited the Tri-Mentoring Program to explore issues of racism, discrimination, violence and poverty, and their links to academic, personal and career success.

- Mood Routes, Student Affairs' campus strolling program, has been nurturing commitment and connectedness in its participants—so much so that two students have been volunteering since the spring of 2017 to photographically document the walks and promote them through several social media pathways, in order to recruit, retain and inform.

K. The Office of the Vice Provost Academic

Highlights of the progress made in the OVPA's goals over the past year include the following:

Goal 1: Excellence and innovation in academic programming and curriculum

Senate's approval of Policy 2: Undergraduate Curriculum Structure in December 2017 represented the culmination of the work of the Curriculum Implementation Committee and served as a significant milestone in Ryerson's Undergraduate Curriculum Renewal Initiative. The revised curriculum structure, which replaces program-determined professionally related electives with open electives, will give students more control over their educational choices by allowing them to select courses related either to their career paths or to their personal interests. The first phase of the University-wide implementation of open electives in undergraduate programs began in January 2018.

In the 2017 calendar year, Senate approved five periodic program reviews (one undergraduate) and two undergraduate major curriculum modifications. The Curriculum Quality Assurance (CQA) team, including the Director of CQA and the Curriculum Development Consultant, supported 27 periodic program reviews (PPRs) in various stages of completion as well as other curriculum modifications. The Curriculum Development Consultant also increased support for graduate PPRs. A proposed model for collaboration on curriculum quality assurance between YSGS and the OVPA was also developed.

Senate's approval in June 2017 of the proposal for a Juris Doctor program was a significant landmark in Ryerson's efforts to bring a law school to the University. Ryerson's Institutional Quality Assurance Process, comprising four policies, was substantially revised over the course of 2017 and was approved by Senate in March 2018. The revised policies respond to the recommendations and suggestions of the Quality Council Audit Report presented to Ryerson in January 2016 and provide a streamlined process for schools and departments to assess the quality of their programs, to develop plans to enhance curriculum and to propose new programs. Meanwhile, the addition of a second curriculum development consultant in February 2018 increases the University's capacity to support schools and departments during undergraduate and graduate program reviews and curriculum modifications.

Goal 2. Excellence in innovation in teaching and learning

This year, the Learning and Teaching Office (LTO) was engaged in several initiatives. First, it enhanced graduate students' professional development in teaching by expanding the workshop series for TAs and GAs, which count toward Level 1 of the Ryerson Graduate Student Professional Development in Teaching Program. Since Fall 2017, 150 graduate students enrolled in the program, with a total of 82 completing the first 18-hour course CILT 100 and 23 completing its continuation CILT 105. In addition, the LTO provided funding for 12 projects, with funds ranging from $5,000 to $12,000, as well as producing three issues of Faculty Spotlight, with interviews highlighting the outstanding achievements of faculty members at Ryerson.

Overall the LTO held 75 events and workshops with over 2,500 attendees. Three graduate assistants were added to the LTO team, working in the Office to research and write discipline-specific best practices, complete environmental scans and facilitate workshops for graduate students. A total of eight best practice guides have been produced since Fall 2017.

To promote equity, diversity and inclusion in the classroom, the LTO integrated principles of EDI and Universal Design for Learning in the majority of their programming. The LTO also partnered with the Aboriginal Education Council, Ryerson Aboriginal Student Services and the Office of Aboriginal Initiatives to identify, develop and deliver learning opportunities for the Ryerson community that build capacity for intercultural understanding, empathy and mutual respect between Indigenous and non-Indigenous faculty, staff and students. These initiatives included workshops such as the Kairos Blanket Exercise, Understanding Anishinaabe History through Wampum Belts and a session on Indigenous pedagogy. The LTO and Aboriginal Education Council also worked collaboratively to synchronize their respective grants and funding in order to create more opportunities to develop an educational environment that embraces and supports Aboriginal perspectives and experiences and that builds community with Aboriginal peoples. This includes using funding to integrate Indigenous knowledge and teaching methods into classrooms.

The hiring of a new instructional design specialist in January 2018 means that the LTO has for the first time an educational developer whose primary focus is supporting faculty to help them develop curriculum and new, more innovative methods to achieve their course goals and learning outcomes. The instructional design specialist will hold weekly drop-in hours for faculty to discuss course design and assessment techniques.

With the theme RU Engaged! Learning, Teaching and the Student Experience, the renamed annual Learning and Teaching Conference offered many ideas to promote student engagement and high impact practices, and it provided a kick-off to a deeper understanding of Ryerson's successes and areas for improvement with respect to the latest NSSE scores.

In December 2017, the Provost and VP, Administration and Finance accepted the recommendations of the LTO and Facilities Management and Development (FMD) to co-lead an initiative for multi-year classroom standards and improvements planning. A steering committee comprising stakeholders from across the University was struck, with the goal of creating a multi-year plan, using input from a range of stakeholders and targeting both accessibility and successful learning experiences, to ensure that Ryerson is using design excellence to enhance its learning and teaching environments.

There was continued progress on the University's strategic objectives for e-learning. An instructional designer was hired in Spring 2017 to work with faculty in the design of blended and online courses. A pivotal member of a course design team, the instructional designer has provided pedagogical and technological design support on numerous projects. This year's activities by the E-Learning Office included the completion of eCampusOntario-funded projects; the initiation of several e-learning pilot projects across campus, which included the launching of two blended courses, a digital badging pilot in Student Affairs, and an evaluation of Labster for

virtual biology labs in the Faculty of Science. Work toward a strategy for blended online learning has continued with the establishment of the Provost's e-learning working group. The working group includes faculty representation from TRSM, FOS, FCS and Arts as well as the Deputy Provost and Vice-Provost (University Planning Office), the Chang School and the Library.

In addition to supporting the E-Learning Office on two of its eCampusOntario-funded projects, the Interpersonal Skills Teaching Centre (ISTC) developed and delivered two new case simulations for the Law Practice Program. The ISTC also collaborated on the development of new co-curricular workshops for graduate students in Nursing, Early Childhood Studies and Urban and Regional Planning, among others. In addition, ISTC simulations are a key component of the proposed curriculum for the new Ryerson Faculty of Law slated to launch in 2020.

Summer math programs in TRSM, FEAS, FOS and Arts provided support to over 1,400 incoming students. Math support in math-related first-year courses in these Faculties (e.g., workshops, online practice modules, math skills testing and self-assessment tools) continue to contribute to student success and retention.

Goal 3. Excellence and innovation in community-based learning experiences for students

Ryerson received two years of funding from the Ministry of Advanced Education and Skills Development's Career Ready Fund, which will help support the expansion of innovative experiential learning opportunities for students. With the aid of this funding, the Co-op Office was able to hire a full-time job developer in January 2018. To date the developer has made contacts, including in-person visits, with over 28 different companies and already generated jobs for students.

The ISTC participated as a partner in two community-engaged learning projects in the Faculty of Arts and during the 2017-18 academic year doubled the number of non-academic and professional development simulations it delivered in partnership with the Career Centre, TRSM Career Hub, Student Housing Services and other partners across the University.

Goal 4. Promoting a culture of academic integrity at Ryerson University

Significant progress has been made towards engaging the Ryerson community on academic integrity and in supporting faculty in fulfilling their responsibilities under Policy 60. This past year, the Academic Integrity Office presented to students 66 times at orientations and in class, addressing a total audience of over 5,000. The Office also presented to faculty, staff, invigilators and TAs and GAs on 43 occasions, with a total audience of 1,524. The Office continued to offer facilitated discussions (473 discussions throughout the 2016-2017 academic year) for faculty wishing to pursue a suspicion of academic misconduct under Policy 60. In addition, the Office increased its levels of support and guidance to faculty who engaged in non-facilitated discussions with students (108 discussions throughout the 2016-2017 academic year). The Office worked in partnership with the ISTC on the design and development of an interactive set of online modules using the principles of gamification. The purpose of the modules is to

educate Ryerson students, faculty and staff, university-wide, on the underlying principles, resources and policies relating to academic integrity at Ryerson.

Goal 5. Engaging faculty, students, and staff

The ISTC developed new collaborations and partnerships in 2017, including workshops for the Academic Leadership Program, the Women in STEM Conference and Professionalism in the Workplace initiatives for FEAS students in partnership with the Career Centre; a new simulation for Social Justice Week (titled School to Prison Pipeline); digital learning modules; and open resource and digital projects in partnership with the Chang School's Digital Education Strategies team, E-Learning, the School of Retail Management and Digital Media Projects.

Goal 6. Creating an integrated office of the Vice Provost Academic

The OVPA submitted a proposal that would combine four of its units (the Learning and Teaching Office, the E-Learning Office, Curriculum Quality Assurance and the Math Support Coordinator) and one unit in Computing and Communications Services (Digital Media Projects) in a shared space that would enhance their collective mission by forming a new Centre for Learning and Teaching Excellence and Innovation (CLTEI). The Centre would serve as a hub for a range of learning and teaching services to meet the needs of faculty, instructors and TAs and GAs. Discussions are also underway to create a new CLTEI website that would be a virtual hub linking to the various teaching and learning supports across the OVPA.

In 2017, various collaborative initiatives involved units within the OVPA. For example, the LTO, the E-Learning Office and the Math Consultant have been collaborating around the 2017 NSSE results, seeking understanding through the data about priorities in learning and teaching, and working towards the development of new programming to be implemented in the upcoming academic year. The Co-op Office, in collaboration with the ISTC, delivered two Navigating Workplace Challenges simulation pilots in Fall 2017 and Winter 2017. The simulations include new co-op students working through workplace situations they may encounter, with the guidance of experienced co-op students, and working with live actor simulations. The Co-op and E-Learning Offices also collaborated to produce the first two modules of the Co-op Office's online co-op course, featuring co-op policies and procedures and cover letter and resume instruction. The modules were introduced to over 100 first year chemical engineering students in March 2018.

L. Zone Learning and the DMZ

In 2017-18, the Zone Learning Office (ZLO) continued to integrate its goals and mission into the wider mechanisms of the University, with the goal of supporting long-term sustainability of the Zone Learning initiative. The ZLO has met its goal of launching and maintaining 10 incubator Zones across the University: the Biomedical Zone, Clean Energy Zone, Design Fabrication Zone, DMZ, Fashion Zone, iBoost, Legal Innovation Zone, Science Discovery Zone, Social Ventures Zone and Transmedia Zone. At the same time, it is extending its integration with partners and existing initiatives around campus.

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

Zone Learning is at the heart of an ecosystem that brings together schools and departments, Faculties, researchers, curriculum and the Career Office. The particular focus this past year has been the launch of initiatives to integrate Zone-connected learning into the curriculum. All Zones have been making opportunities available to the wider Ryerson community through workshops, hackathons, boot camps and seminars. Examples include HealthBound from the Biomedical Zone, the 12-week Legal Innovation Bootcamp from the LIZ and workshops at Buffer Festival led by the Transmedia Zone.

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

The ZLO supports Zone-connected feeder-courses, Zone lead-modules in existing courses and Zone-run co-curricular activities that will soon be tracked by the Co-Curricular Level Up program. Through a successful application to the Ministry of Advanced Education and Skills Development's Career Ready Fund this past year, the ZLO now has resources dedicated to helping all Zones incorporate valid pedagogical models of experiential learning into their programming, including reflection opportunities, distinct learning outcomes and connections to faculty-led courses. This has resulted in connections to several credit courses, including ENT 500 New Venture Startup and CRI 815 Creative Impact Supercourse, as well as Zone-related modules in existing courses such as ACS 800 Senior Group Project.

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

The ZLO has new initiatives in place to share its methodologies more widely. It is supporting academic publications by individual Zones and Ryerson researchers, as well as presenting some of the findings itself. It has also launched the IncStart initiative in partnership with OVPRI, DMZ and Oulu University in Finland. This initiative aims to support emerging academic institutionally linked incubators through workshops, knowledge-sharing and consulting. The initiative's inaugural event in February 2018 involved 9 academic institutions from Brazil, Germany, Columbia, Jamaica, the US and Canada. Ryerson's Zones continue to do sector and advocacy work on behalf of the wider University mission, above and beyond direct incubation. The

programs include the LIZ AI Legal Challenge, funded by the Ontario Ministry of Attorney General, and the iBoost Zone Play for Tomorrow initiative.

The DMZ

The DMZ is Canada's leading growth accelerator, helping high-potential tech startups accelerate success and rapidly scale their business. It provides tech entrepreneurs with the expertise and networks they need to attract new talent, capital and customers with the sole intention of helping startups grow. The DMZ is proud to be an integral part of Ryerson's initiatives in the fields of innovation and entrepreneurship, as well as providing support and resources when needed to the University's other Zones. Here is a snapshot of this year's accomplishments:

- Ranked as number one university business incubator in the world, tied with the UK's SETsquared by UBI Global.
- Received the Accelerator/Incubator of the Year Award by Digital Finance Institute.
- Received a Visionary Award from LatAm Startups.
- Received the Gold Award in User Experience and Silver Award in User Interface from W3 Awards.
- Launched DMZ-NYC. DMZ's first international office in NYC. This open workspace in Manhattan's financial district is open to any Canadian tech startup looking to grow its business in the US.
- Designated business incubator for the Startup Visa Program and granted the designed business incubator for the Visa Program.
- Selected to be the co-host of the World Incubation Summit with UBI Global, an international business incubator network.
- Helped current and alumni DMZ startup companies raise $120.8 million in 2017.
- Incubated and accelerated 104 startup companies in 2017.
- Hosted 692 startup members in 2017, including 169 women entrepreneurs.
- Was instrumental in creating 413 new jobs in 2017.
- Welcomed 2,666 tour visitors in DMZ's space, with 104,047 unique foot traffic visits.
- Reached an average of over 400 innovators in the space on any given day.
- Achieved digital and print reach of 43,188,069 via local, national, and international media.
- Partnered with Scotia Bank and Tangerine to develop the Female Founder Program.
- Continued to develop and expand a global network of innovation zones with 51 national and international partners.
- Formed a partnership with Toronto Police Service to develop community engagement tools.

M. Office of the Vice President, Equity and Community Inclusion

During the past year, the Office of the Vice President, Equity and Community Inclusion (OVPECI) marked its fifth anniversary. Originally known as the Office of Equity, Diversity and Inclusion, its name was adjusted in early 2017 to reflect the new title of the Vice President, Equity and Community Inclusion (VPECI). The year also saw significant progress on the Office's five strategic goals.

Goal 1. Enhance Ryerson's leadership in utilizing an Aboriginal holistic educational model.

Through the participation of the VPECI and Ryerson Aboriginal Support Services (RASS), who worked in conjunction with a range of other groups and individuals across campus, including the Aboriginal Education Council (AEC) and the Elder for Ryerson, the OVPECI was integrally involved in the preparation of Ryerson's ongoing response to the Truth and Reconciliation Commission (TRC) Report. In January 2018, the series of Talking Circles, consultation meetings, events and course projects that spanned the past year and a half culminated in the presentation of Ryerson's Summary Community Consultation Report to the President and Provost at a community celebration. The celebration also included the unveiling of a plaque to accompany the Egerton Ryerson statue as a reminder of the University's commitment to truth and reconciliation in light of its namesake's connection to residential schools.

The Community Consultation Report, entitled Truth and Reconciliation at Ryerson: Building a Foundation for Generations to Come, serves a number of purposes. First it provides a detailed snapshot of Indigenous programs and services that at the time of the report's release existed at Ryerson. This includes not just the AEC, RASS and the Elder for Ryerson, but a wide range of specialized resources and groups located across the University, such as the Chair in Indigenous Governance; Centre for Indigenous Governance; the Aboriginal Human Resources Consultant' the Indigenous Student Association; the First Nations, Metis, Inuit Community Group; and the Ryerson & First Nations Technical Institute (FNTI) partnerships.

Six major reconciliation themes were distilled from the consultations in response to the TRC Report's Calls to Action: 1) develop and implement a strategic vision to Indigenize Ryerson; 2) improve and expand support for Indigenous learners; 3) Indigenize teaching and learning practices; 4) increase Indigenous staff and faculty and recognize other ways of knowing; 5) deepen engagement and establish partnerships with the local community, Indigenous communities and other post-secondary institutions; and 6) increase the Indigenous visibility at Ryerson and honour the Indigenous history and cultures through symbolic gestures such as offering a formal statement of apology and expressions of reconciliation.

In the case of each of these themes, the consultation process identified possible barriers and concerns as well as potential solutions and opportunities. Fifty suggested recommendations were drawn from the various solutions and opportunities. These suggested recommendations reflect the community's aspirations in response to the TRC and its Calls to Action. Finally, the

Community Consultation Report recommended that the President identify an annual budget and establish a Working Group to be led by the Provost and VPECI. It was suggested that this Working Group lead a second consultation with other bodies on campus, including Faculties, departments, unions and governing bodies (i.e., Senate and the Board of Governors) based on fifteen suggested next steps outlined in the Report.

The OVPECI's work on has already been positively affected by some of the concrete steps that have been taken with respect to this reconciliation process, such as the movement to base budget funding of the staff positions in RASS, as well as by the funding of a full-time EDI/Aboriginal curriculum development consultant position to develop Aboriginal curriculum resources and content for Faculties across campus.

Goal 2. Improve Ryerson's staff, faculty and students' accessibility and accommodation competencies

The OVPECI supports staff, faculty and students to enhance and increase their knowledge of accessibility and accommodations policies, best practices and tools to create an inclusive climate for those with disabilities. While many in the Ryerson community are familiar with the Accessibility for Ontarians with Disabilities Act (AODA), they may not be fully competent in how it applies to the Ryerson workplace, classroom or campus. Nor might they be familiar with the aim, as expressed in the University's academic plan, to go beyond AODA compliance and create a campus environment that is barrier free. For example, the Office is currently collaborating with other units in the University as well as community members with the intention to identify Indigenous deaf community members and students to find out what their experiences have been and identify the gaps they've experienced in the delivery of ASL, within the classroom, and within programs and services they've participated in. Based on the feedback received from this consultation, concrete steps will be taken in an attempt to fill the gaps.

Goal 3. Increase awareness and understanding of human rights and compliance

In university campuses across Canada, heightened attention is being paid to human rights issues. In keeping with this national trend, Human Rights Services (HRS) has been expanding its services as it deals with a growing caseload as well as a constantly increasing number of informal inquiries and requests for training. The past year saw a higher volume of cases centering on discrimination under Ryerson's Discrimination and Harassment Prevention Policy, partly due to the mandatory investigation requirements associated with the Sexual Violence and Harassment Action Plan Act, as implemented in Ryerson's Sexual Violence Policy. For example, in 2016 HRS had two formal sexual violence investigations; in 2017 it had 18.

Cases that fall under the Discrimination and Harassment Prevention Policy and the Sexual Violence Policy have expanded not just in volume, but also in complexity, given the number of issues raised, the number of parties involved and the nature of the concerns themselves. To help deal with this expansion, HRS is in the process of developing an up-to-date case management and tracking system to facilitate regular reporting of cases, trends and issues as

well as inform programming, education and partnerships. In addition, it is turning to an updating of its policies and procedures to reflect changes to the Ontario Human Rights Code and to align with the legal obligations the University is required to adhere to.

Goal 4. Foster EDI values into learning, leadership and community engagement.

While most community members would agree that Ryerson's values of community engagement and inclusion are important and should permeate the University's organizational culture, oftentimes it is easier said than done. The OVPECI has an important role to play in ensuring that this ongoing infusion is taking place. During the past year, the Office's staff provided ongoing advice and guidance to Student Affairs in delivering the equity component of its programs for student success. They also supported the BUS 100 and ENG 100 courses, engaged with first year students in Nursing and Professional Communications classes and provided classroom support for graduate students in Food and Nutrition. This is in addition to the ongoing educational training sessions that the Office conducted with students, student union, societies, both inside and outside the classroom.

In yet another area, the OVPECI contributed in important ways to the Administrative Policy Committee, resulting in every administrative policy being expected to use an EDI lens. In addition, OVPECI staff supported the development and delivery of training for Department Hiring Committees (DHCs), Department Evaluation Committees (DECs) and Faculty Tenure Committees (FTPs), and continued to take part in orientation sessions for new chairs and directors, new faculty orientation sessions, LTO sessions and orientation sessions provided to all new Ryerson employees. Staff also engaged with the Vice Provost of Faculty Affairs and Human Resources on collective agreements prior to bargaining with RFA, CUPE and OPSEU to incorporate a stronger EDI lens in the negotiations and ultimately the agreements themselves. Meanwhile, the Accessibility Coordinator was co-lead with Ryerson's Facilities Management and Development in implementing a campus-wide accessibility audit that will be used in decision-making by Campus Planning on upcoming renovations and new builds. In conjunction with Human Resources, the Office continued to support community networks. Some of these networks have reached out to other parts of the University to support their activities.

Ryerson's Global White Privilege Conference, with the theme Are Canadians Too Polite: Addressing Global Perspectives on White Privilege and Oppression in Canada (and Beyond), took place in May 2018. The conference brought together delegates from across the campus, the GTA, Canada and internationally and successfully set a mark for Ryerson as the first Canadian institution to engage the wider community in important dialogues on the many ways that privilege, oppression and intersectionality operate in our society. The Viola Desmond Banquet and Awards were timed to occur during the conference, offering the chance to recognize the achievements of several accomplished Black women in Canada while also celebrating the debut of $10 bill featuring Viola Desmond, the first Black woman to be featured on a regularly circulating Bank of Canada note.

Goal 5. Establish and implement assessment/monitoring tools and protocols to determine progress with respect to EDI at Ryerson

Research related to equity, diversity, inclusion and organizational change indicates the consistent and persistent assessment and monitoring of progress is important for the advancement of EDI values within an organization. We are all familiar with the saying "what gets measured gets done". For those in the Ryerson community who wish to advocate and integrate EDI into their organizational structure, baseline data, policy/process reviews and status updates are vital to create opportunities for our community to make real, lasting progress. Therefore, it has been an important strategic direction for the OVPECI to support assessments of this nature.

As part of its focus on monitoring and accountability, the OVPECI has been collecting faculty and staff diversity data on an ongoing basis since 2014, reporting annually. In 2017, the Student Diversity Self ID was launched and starting in 2018 the Office will be reporting on that data regularly as well. Faculties, departments and schools have been asking for student diversity data by program, so that they can take action to make programs more accessible for students from under-represented groups, e.g. women in STEM programs.

N. Ryerson International

With the creation of an Assistant Vice President International position in late 2016, Ryerson International (RI) became a standalone division within the University. This past year, staff members have led University-wide efforts to develop an internationalization strategy for Ryerson. The division's five ongoing functions are 1) connecting the Ryerson community to an increasingly globalized world by 2) increasing opportunities for global learning, 3) facilitating international research collaboration, 3) supporting international development and capacity building activity, 4) assisting in international outreach to foster new incubation, innovation and entrepreneurship activities and 5) providing expert management of international partnerships and advice, research and analysis on relevant global trends and opportunities.

Considerable progress on all fronts has been made in the past year as Ryerson International has completed the first phase of its restructuring efforts. The following three goals have received particular attention:

Goal 1. Develop an internationalization strategy for Ryerson

The process of developing an internationalization strategy for the University began in Spring 2017, with an extensive round of consultations with key stakeholders, including faculty, staff, students and external stakeholders. On the basis of these consultations, a discussion paper was released to the community in October. It serves as an accessible source of information on Ryerson's existing international activities; provides an overview of the main issues that a comprehensive internationalization strategy will need to take into account; and outlines a set of themes underlying this strategy-making process.

Five primary themes were identified: 1) a stress on global learning through increasing opportunities for Ryerson's students to gain a global perspective; 2) a focus on research collaboration by enhancing SRC reach and impact; 3) an emphasis on projects and capacity-building through leveraging the Ryerson community to address social, cultural and economic issues of global importance; 4) a close look at international student recruitment and support in the interests of internationalizing the student body, while ensuring that international students are provided with the resources they need to thrive during their studies; and 5) a highlighting of innovation, incubation and entrepreneurship, with the intention of leveraging the Zone Learning network internationally. In addition, three cross-cutting themes were highlighted: 1) the need to identify strategic partnerships that support institutional priorities; 2) the need to identify where Ryerson can enhance its presence and take advantage of areas of existing leadership; and 3) the need to identify opportunities to share resources and ensure unity of effort in the interests of effectively coordinating institutional activity.

The discussion paper also includes 14 recommendations, which are serving as the focus for campus-wide discussions now taking place as the next stage in the process of strategy

development gets underway. Already operational discussions are taking place with the Registrar's Office, Student Life and other units such as University Advancement who will all play a major role in implementing the internationalization strategy.

Goal 2. Increase opportunities for global learning

As the process of establishing an internationalization strategy continues, the importance of providing Ryerson students with opportunities for global learning has been recognized, and a strong commitment made to both increasing the number of opportunities available and expanding access to existing opportunities.

Over the past five years the University's academic exchange program has involved 400 to 500 students annually, including those from Ryerson sent out on exchanges and those from other institutions coming to study at Ryerson. This is based on 75 partnership agreements that Ryerson has signed. There is also a range of field placements, internships and co-ops that provide the opportunity for students to work abroad.

This past year saw several new milestones achieved in funding these activities. The Ryerson International Experiential Learning Initiatives Fund provided 11 faculty members with the funding to create short-term student mobility pilot programs during the 2018 Spring/Summer term, adding new capacity for engagement by students. Also, the Ryerson International Exchange Opportunities Scholarship (RIEOS), which provides support for exchange program participants on a financial need basis, was reintroduced this year. The announcement of 40 $2000 need-based scholarships for students participating in a full-term exchange program served to significantly increase the number of applications received for participation, including increases of 30% from TRSM and 100% from the Faculty of Arts. In addition, Ryerson International has continued to provide support for international experiences through the International Conference and Research Support Fund (ICRSF) and Ryerson International Work Experience Fund (RIWEF).

The vision of global learning at Ryerson has been shifting to include not just international education opportunities for students but a broader engagement with other cultures and nations within Canada and elsewhere. In the words of the discussion paper, "Global learning can, and should, include recognition of other ways of knowing and being that function outside the dominant Western point of view—a framework that is not necessarily challenged through international exchanges or travel experiences." Already Ryerson International has built connections with a range of Indigenous stakeholders at Ryerson and is engaging in conversations to ensure deeper integration.

Goal 3. Build awareness of opportunities for international engagement

In answer to feedback received during the early phases of Ryerson's internationalization strategy consultation process that many faculty and staff were not aware of how their scholarly, research and creative work could have international applications, Ryerson

International launched a series of events aimed at raising awareness of the opportunities available. Seminars and workshops provided attendees with the knowledge and tools required to take on opportunities for engagement such as leveraging existing funding programs to enhance their international research impact, providing support for international visiting researchers, and exploring the opportunities to host a visiting researcher in their lab or unit. Each event featured a panel of Ryerson faculty and staff with experience or expertise in the featured mode of collaboration.

Work is currently underway on planning the next series of events in alignment with the developing internationalization strategy. Topics over the coming year will include leveraging SRC activity in the context of international capacity building and development projects and best practices in the design and administration of short term global learning activities, among others to be based on the feedback and requests of faculty and staff.

O. University Advancement

This year University Advancement (UA) hired a new Vice President, Advancement and Alumni Relations who has identified six strategic goals to further develop trust and confidence with both internal and external stakeholders including Deans, Faculties, the Executive Group and donors. This year significant progress was made on all six of these goals.

Goal 1. Fundraising: Raise fundraising sights, discipline, and results

University Advancement closed the 2017-18 year with over $20 million raised. While this contribution falls $2 million short of last year's total, it is consistent with what's to be expected post campaign (Make your Mark), and represents a solid platform for future planning.

Goal 2. Enhance association with alumni that promotes pride of association, a commitment to enhancing the student experience and financial support

This year, Alumni Relations examined many of its alumni programs in light of the Alumni Relations review of 2016. With the goal to better integrate the objectives of development and alumni relations, many of the existing programs were discontinued or redesigned. As one example, the Alumni Achievement Awards was integrated into Alumni Weekend as the focus of the Ryerson Dinner. A shift has also taken place in the way Alumni Relations speaks to alumni, emphasizing shared experience, purpose and pride.

There are now 40 active alumni groups: 20 associations, 12 shared interest groups and eight branches. Social media contact with alumni is increasing as well. In partnership with these groups, Alumni Relations hosted 93 events in Toronto and around the world, engaging 6,000 alumni. Contact via web and social media became increasingly important as well. From May 2017 to March 2018, the alumni website had 73,000 visitors and 232,000 individual page views. Meanwhile, 28,000 fans are following Alumni Relations' channels on Facebook, Twitter and LinkedIn Group.

Alumni Relations worked collaboratively with Admissions and Recruitment to host regional receptions for alumni, friends and prospective students in Barbados, Trinidad and Brampton. A total of 1,138 alumni attended Alumni Weekend activities. The event included more Faculty-hosted events than ever before. A total of 540 guests attended the Ryerson Dinner. Also the Notable Alumni Catalogue was launched in March 2018. With more than 600 notable alumni identified to date, the catalogue provides a central place and process by which Alumni Relations can identify and track alumni who are making their mark on the world after leaving Ryerson. Alumni Relations participated in alumni events in eight countries. An initiative is underway to engage important constituencies beyond the alumni group, including current and former Distinguished Visiting Professors, former board members and senior volunteers.

Goal 3. Further develop an advancement culture within Ryerson distinct to and aligned with our unique personality, values, market positioning, and internal and external stakeholder attitudes/readiness

UA initiated a series of meetings with Ryerson community stakeholders to present the ways Advancement can help raise sights and contribute to the University's shared vision. The new Vice President, Advancement and Alumni Relations made 22 formal presentations in the past year, sharing Advancement priorities and aspirations with Deans, Chairs, staff, the Board and alumni groups. The focus was on UA as a willing and able partner, while simultaneously reinforcing that all community members have a role to play in advancement and fundraising as well as in creating a culture of giving. In addition, this year saw the inaugural G. Raymond Chang Outstanding Volunteer Awards with 58 individuals celebrated for the contributions they make to the University.

Goal 4. Ensure the attraction, retention, and ongoing training and development of high-performance advancement professionals committed to/capable of achieving extraordinary fundraising/revenue generating results

UA has been (re)building its team: adding personnel in strategic positions, realigning portfolios, providing clarity between central and divisional responsibilities and finding efficiencies and improving effectiveness between units. This includes both cross-divisional professional development and individual and group meetings to help clarify expectations and promote integration and collaboration. New hires this past year included Director of Stewardship, Director Planned Giving and Director Regional/International Development.

Goal 5. Contribute to the creation of distinctive, consistent, relevant and credible advancement materials that fuel pride of association and reputation

UA has worked purposefully to develop materials that reflect Ryerson's distinctive values. From fundraising proposals to impact reports, success stories to direct mail campaigning, and across platforms and channels, UA staff strive for consistency and distinctiveness of tone and look. This past year new materials were developed for the President's PACE Awards, Planned Giving, the Ryerson Fund, the Viola Desmond Awards and more. A peer review of brand positioning was also initiated with University Relations, and a new website was launched, clarifying giving opportunities and impact. A full integration of bi-monthly alumni and development newsletters has taken place to create a monthly publication. This engages approximately 10,000 readers, including alumni, employees, friends and donors.

Goal 6. Further involve students in Advancement

Students are a critical ingredient in building a culture of engagement and philanthropy. They are primary beneficiaries of fundraising success. They are also natural ambassadors for the University. This past year, concrete action was taken on this goal with the hiring of a Student Engagement Alumni Officer. The position is geared to increasing the awareness in students of

the role of fundraising in the creation of enriched student experiences and opportunities, and to increasing the involvement of students in Advancement activities. This year also saw a specific accomplishment with regards to this goal with the campus-wide Giving Tuesday campaign for the Ryerson Student Union Good Food Centre, which utilized all the University's social media accounts, Ryerson Today and the ryerson.ca website.

III. THE VPRI ANNUAL REPORT TO SENATE

The 2017-18 academic year marks an important juncture in Ryerson's path forward. The University appointed a new Vice-President, Research and Innovation (VPRI) and a new interim Associate Vice-President, Research and Innovation. The new academic leadership continue to build on the work that has been done to date to advance both the University's Research and Academic Plans.

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

Ryerson has outperformed all other undergraduate-focused universities in research income and producing peer-reviewed academic publications over the last 15 years (FY2001-FY2015) according to the 2016 annual ranking of Canada's Top 50 Research Universities, and continues to be counted among the top 10 research universities without a medical school in Canada (source: November 16, 2017 release by Research Infosource Inc).

The OVPRI is a shared service that fulfills a number of functions including:
- Providing support to researchers on researcher or investigator-led research proposals
- Overseeing the development of institutional-led proposals and the development of institutional collaborations and partnerships
- Providing various levels of support for the innovation zones knowledge and technology transfer
- Importantly, providing the required support and leadership for several areas of compliance requirements

Support for Investigator-led Research Proposals
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 research success with Tri-Council funding including:
- Professor Josephine Wong (FCS) was awarded a CIHR/National Natural Science Foundation of China (NSFC) Team Grant: Global Alliance for Chronic Diseases (GACD) Mental Health—Canada-China for $1,075,000—one of only 7 grants awarded in Canada
- Professor Costin Antonescu (FOS) was awarded a significant CIHR Project grant ($852,975)—the largest ever received by Ryerson
- Ryerson was awarded 5 SSHRC Partnership Development Grants worth $966,304—the most ever awarded to Ryerson in one competition, with Ryerson's total market share being 8.15% (largest ever for Ryerson)
- Ryerson was awarded a SSHRC Partnership Grant worth $2,480,134 (Professor Kathryn Underwood, FCS)

- Professor Tracey Rainey (Arts) was awarded a SSHRC Partnership Engage Grant in its inaugural competition ($24,901)
- Professor Scott Tsai (FEAS) was awarded an NSERC Strategic Grant for Projects ($404,101)
- Ryerson was awarded 2 NSERC PromoScience Awards (Professor Emily Agard, FOS $15,000; Professor Vincent Hui, FEAS $25,000)
- Professor Naimul Khan, a new faculty member in FEAS, was awarded a $249,000 grant under the NSERC Collaborative Research and Development (CRD) program

A greater focus has been placed on the identification and circulation of research funding programs and calls from non-Tri-Council sources including government and other public/non-profits (including smaller, niche opportunities). This is leading to a more diversified (and thus stable) research funding profile portfolio for the University. As a result, significant funding has been awarded including:
- Ministry of Environment and Climate Change (MOECC) / Partners in Climate Action Grant Program ($200,000 Professor Bilal Farooq, FEAS)—largest amount Ryerson has ever received from MOECC
- Canadian Blood Services MSM Research Grant ($400,000 Professor Trevor Hart, Arts)—first ever to be awarded to Ryerson
- Ministry of Labour (MoL) ($60,000 Professor Thomas Tenkate, FCS; $60,495 Professor Chun-Yip Hon, FCS)—first 2 grants ever awarded to Ryerson from MoL
- Ministry of Seniors Affairs, Seniors Community Grant Program ($96,036.80 Professor Sepali Guruge, FCS)—first ever to be awarded to Ryerson
- Canadian Institute for Advanced Research (CIFAR), Research Workshops Program ($50,000 Professor Tara Collins, FCS)—first CIFAR grant ever awarded to Ryerson

Overseeing the development of institutional-led proposals In 2016-17, the OVPRI supported the development and submission of 40 institutional-led projects to the Canada Foundation for Innovation (CFI) and the Ontario Ministry of Research, Innovation and Science proposals to support the acquisition and installation of critical research infrastructure at Ryerson. We are pleased to report that over the next five years Ryerson will receive in excess of $3 million from the federal government and $3.8 million from the Provincial Government towards this activity.

In June of 2017, Ryerson and its seven partners were informed that our Ryerson-led submission was one of 18 successful applicants (total submitted was 38) invited to submit a full proposal to

the CFI Cyberinfrastructure call based upon our adjudicated Notice of Intent submitted in May 2017. Ryerson's total ask was just shy of $5 million from both federal and provincial sources. Results of the federal government are expected in late March 2018 with the various provincial governments occurring throughout the year.

Late in 2016, a call was issued for 11 new Canada Excellence Research Chair (CERC) positions, each Chair with a $10M allocation from the federal government. Ryerson's successful

application for a CERC in "Migration and Integration" was one of 54 files submitted and the only social science proposal approved to move to Stage 2. The search for the CERC is currently underway; once the successful nominee is selected the OVPRI will assist in the preparation of two proposals to support the CERC.

As part of Canada's 150th anniversary celebration, Ryerson submitted two proposals to the C150 Competition totalling more than $9.4 million; Ryerson was not successful in its bid. During 2016-2017, we submitted two CRC nominations (Hwang and Dworkin) and were successful with both. These two NSERC Tier 2s provide the university with $100,000 per CRC every year for five years or a total of $1 million. In 2017-2018, we submitted two applications to the April deadline (Olson and Farooq), both of which were successful. The CIHR Tier 1 will provide the university with $200,000 every year for seven years or a total of $1.4M and the NSERC Tier 2 will provide the university with $100,000 every year for five years or a total of $500,000. In addition, we submitted three nominations to the Fall 2017 deadline (Mazalek, Taghipour and Gauntlett), with results pending for the end of April 2018. If successful, these positions will provide the university with $100,000 per CRC every year for five years for two of the awards, and $200,000 every year for seven years for the third or a total of $2.4 million. In the fall of 2018, we anticipate submitting nine CRC applications and if successful would receive $100,000 per year for five years for eight positions ($8 million) and $200,000 per year for seven years for one position ($1.4 million).

Goal 2. Expand SRC partnerships

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 4 years. Non-faculty funding now accounts for 42% of research revenue (up from 26% in 2012-13).

Through I-Inc and other initiatives Ryerson has invested considerably in corporate engagement, engagement with other research ecosystems in Durham, Brampton and B.C., and international relationships. Ryerson's engagements outside of Toronto have been in response to requests from those regions or through expansion of established relationships. This work has helped to build the reputation of Ryerson as a leader in innovation ecosystem and program development. The result of this success has enabled Ryerson to develop new partnerships and facilitate funding opportunities for Ryerson faculty, staff and students. Recently we were awarded $3.6 million over three years from the Ministry of Economic Development and Growth (MEDG) to work with provincial partners to connect young entrepreneurs to our world class entrepreneurial and ecosystem. This program includes funding to support academic research into the efficacy of University-based incubator programs.

Based on our reputation, academic institutions including Sheridan College (Canada), Carnegie Mellon University (USA), San Jose State University (USA), RMIT University (Australia), Technische Universitaet Berlin (Germany), Polytechnique Montréal (Canada), UTFPR—Universidade Tecnológica Federal do Paraná (Brazil), Pontificia Universidad Javeriana (Colombia) have expressed interest in developing one or more of the following; academic collaborations, student exchanges, new skills training programs, collaboration of our University-based incubators including soft landing support for Zone companies.

We also continue to work with partners to co-create programs and infrastructure to support industry-academic collaboration with partners including Motorola, Durham Regional Police Services (DRPS), Toronto Global and General Dynamics.

Goal 3. Provide opportunities for students

Students are crucial to supporting Ryerson's SRC productivity and excellence. We have continued to work with the Faculties to increase the resources of OVPRI's Summer RA and URO support program to award 20 more URO students to provide more opportunities for undergraduates to participate in faculty-mentored summer research at Ryerson. This provides important branding opportunities for Ryerson, creating a culture of SRC activity and innovation among undergraduate students and helps to increase SRC productivity, especially in departments and schools whether there is no graduate program.

As referenced in previous reports to Senate, Ryerson must continue to emphasize the link between research and teaching, as well as continue to support initiatives that develop HQP and engage students in the research enterprise, helping to provide i) hands-on experiential learning opportunities, ii) internships, iii) research assistantships, iv) on-the-job training, and v) 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 collaborate with YSGS to promote graduate student research to external audiences.

Goal 4. Strengthen interdisciplinary collaboration across themes

As the OVPRI continues 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. As demonstrated in the 2018 Federal budget announcement, 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 stimulate innovation through strengthened interdisciplinary connections, bringing students and faculty with broad expertise together on specific projects that reinforce Ryerson's areas of strength.

As part of his orientation, the VPRI has met with the Chairs, Directors and Deans of each of the Faculties in order to establish strong working relationships and to:

- better understand the scholarly, research and creative activities currently being conducted
- promote the shared service provided by the OVPRI
- encourage interdisciplinary collaboration and Ryerson's researchers to be bold with their aspirations.

The OVPRI has been visiting centres and institutes to gain a better understanding of the scope of research conducted, strategic alliances within and outside the university, and operational models. The goal of the visits is to learn more about Ryerson's centres and institutes in order to amplify areas of research excellence and strength. In parallel with the visits, the OVPRI has begun to follow the formal Senate policy review process in order to review and refine the existing Policy 144: Policy on Research Centres. Through these efforts, the OVPRI is working to

strengthen interdisciplinary collaboration across Ryerson and have centres and institutes reflect the best exemplars of the University's strengths. An updated policy is on track to go to Senate for approval by the end of 2018.

Goal 5. More focused and deeper internationalization with expanded engagement

With the appointment of the AVP International and the movement of Ryerson International out of the OVPRI, the OVPRI no longer reports on this goal.

Goal 6a. Expand commercialization, knowledge translation and mobilization

The OVPRI provides various levels of support for the innovation Zones' knowledge and technology transfer. Activities that the OVPRI has been undertaking to advance Ryerson's innovation impact include providing advice to researchers on commercialization paths, access to market evaluation resources, walking the halls and the laboratories to establish connections with academics and students to gain an appreciation of the emerging commercialization opportunities, and 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, license activity and proof-of-principle funding applications.

We have supported 12 patent applications this fiscal year, as well as other commercialization activities, including market assessment and business plan development support, workshops and information sessions for researchers. We have increased the number of IP licenses and start-up companies. More importantly, 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 made some changes to its internal staffing in order to effectively serve the university community and to be in a strong position to advance Ryerson's reputation. Part of this change

was an increased focus on applying for external awards. In particular, supporting the nomination of Professor Deborah Fels (TRSM) who was shortlisted (top three) for a 2017 SSHRC Impact Award - Insight category - which was a Ryerson first and as another first, nominating three faculty members for Killam Research Fellowships Professor Harald Bauder was a finalist this year. Professor Bin Wu (FEAS) became a Fellow of the Royal Society of Canada, Professors Catherine Beauchemin (FOS) and Anatolyi Gruzd (TRSM) we made members of the Royal Society of Canada, College of New Scholars, Artists and Scientists.

In addition, the OVPRI promotes research at Ryerson to support knowledge mobilization and enhance the university's reputation. In particular, the OVPRI worked with University Relations on a Fall reputation campaign that focused on research and also used traditional and social media to promote Ryerson research through various channels and marketing collateral. The OVPRI also sponsored and participated in a number of conferences and activities that showcased Ryerson researchers and the impact of their work, such as the 2017 Accessibility Innovation Showcase, OCE Discovery and the Council of Ontario Universities' Research Matters Parliament Hill Pop-Up Research Park, where researcher Professor Ali Mazalek (FCAD) had the opportunity to share her work with Members of Parliament and the Minister of Science.

The OVPRI continued to host events to showcase achievements, including the SRC awards luncheon, and to work with our government and industry funders to promote their research support and partnerships by organizing funding announcements related to their research and innovation investments. For example, this past spring Ryerson hosted the announcement of funding for researcher Anton de Ruiter (FEAS) from the Canada Foundation for Innovation (CFI) John R. Edwards Leaders' Fund (JELF) to create a new lab for research on spacecraft dynamics and control.

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

As external funding shifts from traditional sources toward collaborative and applied projects, the internal administrative structures that are required to support SRC activity are also changing. Building a comprehensive university requires the development of effective supports and services for researchers. In order to strengthen Ryerson's SRC culture, we must place a greater emphasis on the assessment and streamlining of administrative structures, processes, services, and resources. This step is necessary to ensure the ongoing effectiveness of the University's assets, support for SRC activity, and enhanced space utilization. To this end, the OVPRI has continued to work with Ryerson's Finance, HR, and the Provost's offices to improve administrative support for researchers.

The OVPRI also began a policy review process for five SRC-related policies in order to clarify and reflect societal change and best practices:
- Policy 52: Ethics Review of Research Involving Animals
- Policy 58: Research Using Bio-hazardous Materials
- Policy 118: Scholarly, Research and Creative Activity (SRC) Integrity

- Policy 143: Policy on the Indirect Costs Associated with Scholarly, Research and Creative (SRC) Funding
- Policy 144: Policy on Research Centres

In addition, the OVPRI initiated a Terms of Reference review for the Senate SRC Activity Committee and the SRC Representatives sub-committee to clarify and streamline roles and responsibilities.

Goal 8. Strengthen performance metrics and accountability frameworks

The OVPRI has revamped the centralized research data system for tracking SRC activities, relationships and accomplishments of our faculty members. This has provided information to source stories for research publications, identify researchers for relevant funding calls and possible collaborations. The data have been used for conducting analyses and assessments to better refine Ryerson's SRC clusters.

The OVPRI has also introduced new pipeline analyses that map the grant/program progression of all RFAs. This initiative has helped senior management develop their short and long-term planning strategy.