

## 2020-21 Incremental Project Grants Outcomes Report

Project Name	Objectives	Indicators	Actual Results/Outcomes/Impacts
Open research and data portal project	To further advance open science and open access scholarship	Impact metrics derived from increased open data and research data management	Content migrated from old institutional repository to new <a href="#">Figshare repository</a> . Developed new capacity to manage research data and disseminate and showcase the range and diversity of research output. Improved integration with other aspects of the research life cycle (ORCID, Github). Improved ranking and reputation metrics, other tracking and research measures, knowledge sharing and mobilization.
Increased commercialization supports	To increase commercialization and technology transfer involvement by faculty members and students to enhance impact of SRC activities	Number of invention disclosures filed	66 invention disclosures filed
Increased EDI resources and training in SRC activities	To enhance EDI in institutional SRC activity as part of research design and methodology (To broaden the awareness of EDI in SRC activities)	1) Number of training tools developed and launched	7 training tools/resources were developed, revised, launched and/or relaunched. Tools included: <ol style="list-style-type: none"> <li>1. <b>Employee Diversity Self ID (DSID) Quiz</b> (Raise awareness about Ryerson's workforce and its diversity)</li> <li>2. <b>DSID Group Facilitation Questions</b> (Leading questions to aid discussion regarding inclusive teams, hiring process and workplaces)</li> <li>3. <b>CAPRIS Framework</b> (Framework outlines <b>six steps</b> required for an inclusive hiring process - Candidate, AD, Pre-Screening, Reflect/Refine, Interviews, and Selection.)</li> <li>4. Types of <b>Unconscious Bias</b> (Raise awareness about six (6) forms of unconscious bias, including Normative and Performance)</li> <li>5. Recruiting and Hiring Diversity Faculty Guidelines (Provides concrete steps of what one can do and why)</li> <li>6. Suggested <b>EDI Questions for Interview Process</b> (Provides EDI interview questions that align with</li> </ol>

		<p>2) Researcher, trainee, and student participation rates in individual modules</p>	<p>research, teaching, services and EDI duties and responsibilities)</p> <ol style="list-style-type: none"> <li>7. <b>Applicant EDI Assessment Rubric</b> (Provides a means of scoring for EDI related to different dimensions of research/scholarly responsibilities)</li> <li>8. <b>Incorporating EDI into Research - A Pragmatic Approach</b> (Framework for researchers to learn how to embed EDI into the research process)</li> <li>9. <b>From Principles to Action: Collaborating to Create an Inclusive Research Culture</b> (Published in 2019, this report and resource underscores 10 ways in which principles of EDI are challenged and ways to address those challenges across the research ecosystem).</li> <li>10. <b>Ryerson Employee DSID 2018 Report</b> (Published in 2019 this report and resource provides an overview of the faculty to support the diversifying research teams and the research ecosystem overall.)</li> </ol> <p>16 modules were delivered to Ryerson faculty, students and staff in the form of plenaries, presentations, training sessions, guest lectures, individual consultations, brief talks and updates.</p> <p>Participation rates were moderate to high, with some sessions delivered during required meetings, such as Academic Senate, Faculty Orientation, and Soup and Substance (Ryerson’s monthly EDI lunch and learn series).</p>
	<p>To promote EDI in research team and lab environments by assisting researchers to eliminate barriers associated with EDI on their teams</p>	<p>1) Completion rate of participating researchers, trainees, and students in the training program</p>	<p>Completion rates of researchers, trainees and students were moderate to high in that the training sessions were delivered in a one-stop shop format. (e.g. as hiring committees, roundtables, guest lectures, and required meetings included a combination of the tools and/or resources delineated above). Typically tools number 4, 6 and 7 were presented together for EDI research leads in one-on-one consultations and to hiring committees. Resources were typically presented at required meetings.</p>

		<p>2) Cross-faculty representation ratio to gauge training module relevance across the academic board</p>	<p>The launch of the Dimensions Pilot Program at Ryerson in 2020 saw the establishment of Dimensions Faculty Chairs. Each Chair works within their Faculty to integrate EDI into all aspects of SRC -- the formation of diverse research teams, equitable and inclusive research design and practices, and building sustainable EDI competence for all researchers, from students and trainees, to faculty.</p> <p>Relevance of materials against different faculties was moderate to high in faculties with less experience engaging EDI principles into their research, teams, leadership, etc. The materials were found to have had greater relevance for them. In comparison those faculties and/or departments with more exposure and application of EDI principles found less relevance in the materials. This required a need to adapt and adjust to attendees as intermediate learners rather than as beginners. Faculties represented among the 16 modules include all 6 faculties, with the highest rates of participation among STEM, Business and Arts faculties.</p>
<p>Enhancing supports for research integrity training</p>	<p>To enhance University's training resources around research integrity to promote a culture of SRC integrity among Ryerson's community members</p>	<p>1) Number of launched training modules</p> <p>2) Integration of the training across all levels of the research enterprise</p> <p>3) Participation and completion rate of participating researchers in the training program</p>	<p>4 Training Modules including: overhaul and refinement of module categories, creation of an interactive process and platform. Implementation of updated research integrity policy and expert training in policy</p> <p>Research integrity component has been included in the New Faculty Orientation and on the website.</p> <p>High rate of participation and completion achieved in the New Faculty Orientation.</p>

<p>Deepening the synergies between Ryerson Zones and researchers</p>	<p>To expand and strengthen linkage between Ryerson researchers and HQP with the Ryerson Zone network to support the acceleration of research from the lab to commercial and societal impact</p>	<p>1) Number of Ryerson research-based startups supported by the Zone network</p> <p>2) Number of Ryerson research-based technologies moving to industrial or societal application through Zone engagements</p> <p>3) Number of HQP involved in Zone projects and startups gaining commercialization and innovation experience and training</p>	<p>Number of research-based startups : 23</p> <p>Number of research-supported startups : 11</p> <p>Number of HQP involved : 541 (HQP includes 415 undergraduate and 126 graduate students, but excludes continuing education students)</p>
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