

To: President and Vice-Chancellor, and Chair of Senate Sheldon Levy

CC: Secretary of Senate Diane Schulman

From: Provost and Vice President Academic Alan Shepard

Date: April 21, 2011

RE: Academic Plan Update to Senate, May 2011

I am pleased to submit this annual report on “Shaping Our Future: An Academic Plan for Ryerson 2008 – 2013.” The report captures the achievements and challenges of the Academic Plan in its third year of implementation: 2010 – 2011.

Shaping Our Future: Academic Plan for 2008-2013
Report to Senate
May 2011

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I. EXECUTIVE SUMMARY

Shaping Our Future, Ryerson University's five-year academic plan, was approved by Senate in June 2008.¹ The plan outlines five areas of strategic academic importance to the university; each faculty and academic unit pursues these goals through individual academic plans. On an annual basis, each unit submits a progress report to the Office of the Provost.

This report captures the achievements and challenges of the academic plan in its third year of implementation: 2010 – 2011. Progress within each of Ryerson's faculties and units is detailed in Section II of this report while below, summary highlights are provided.

1. High-quality, societally relevant programs

Ryerson continues to provide undergraduate and graduate students with high-quality and societally relevant programs. With the development and implementation of new, innovative and interdisciplinary programs, Ryerson's reputation for delivering responsive professional and professionally related university education continues to grow.

Innovative programs

Our new degree development reflects areas of growing social importance and connections to growing employment sectors. Undergraduate program offerings under development include Creative Industries and Professional Communications (FCAD), Real Estate and Mining Management (TRSM), and a degree in Environmental and Urban Sustainability (Arts) ready for implementation. In fall 2011, Ryerson will launch its first English degree, an in-demand program, having received over 1,000 applications.

Four new graduate programs began in 2010 – a PhD in Economics; and master's in Fashion, Professional Communication and Philosophy. Three more programs are expected to begin in September 2011: PhDs in Molecular Science, Computer Science and Biomedical Physics.

The Chang School continued to approach its goal of expanding its capacity to mount new continuing education certificates to 13% by 2012 through the creation of new certificates. The certificates developed in 2010 are available to students in 2011/12.

Program accreditation

Accredited programs are an integral part of Ryerson's academic reputation, ensuring that our programs meet the rigor of peer review and graduates develop the necessary skills and knowledge to effectively practice in their fields. In 2010/11, a number of programs and schools received and renewed accreditation status including the Master of Architecture professional-degree program (Canadian Architectural Certification Board), the School of Social Work (Canadian Association for Social Work Education), the Bachelor of Interior Design program (Council for Interior Design Accreditation) (CIDA), and the Public Health program (Canadian Institute of Public Health Inspectors).

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

Creating more student choice

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

A number of new majors are under development. Areas include Non-Profit and Voluntary Sector Management and Ethics (Arts), Medical Physics and Commercialization (FEAS and TRSM), Biology and Entrepreneurship (FEAS and TRSM).

Senate approved two new minors to be offered in fall 2011. Fashion Studies will be available to students from the Retail Management program, and other programs in the future, while News Studies, offered by the School of Journalism, will be available to students from Arts and selected programs within FCAD.

Other minor offerings in development include a minor in computer science (FEAS) and a professional minor for non-business students (TRSM).

Relevant and responsive curriculum

Regular curriculum review is essential to ensuring the quality and relevance of our academic programs. In 2010, degree-level expectations (DLEs) – a threshold framework for students' expression of intellectual and creative skills – were introduced into the curriculum review process. It is expected that as programs integrate DLEs into their curriculum reviews, redundancies will be identified and reduced to find room to offer new courses. The annual curriculum review day introduced by FCS is an opportunity to update curriculum on an annual basis.

The impetus for change in our curriculum extends beyond regular curriculum review. As the Academic Plan articulates, there is desire to open up our tripartite curriculum model somewhat to meet student demand for more course flexibility and choice, and fulfill program aspirations to create new courses and curriculum packages.² The Ryerson community – at the time of writing – is discussing a proposal for an amended model that would foster, in addition increased access to double majors and minors, more interdisciplinary courses and a liberal studies calendar that offers breadth across all faculties. The types of new programs that could be created by this model are apparent in the individual faculty reports contained in Section II.

2. Student engagement, success and retention

Space

The most obvious efforts toward enhancing the student experience are in the changes to space at Ryerson. On April 6, 2011, the spectacular design for the Student Learning Centre (SLC) was unveiled to the community. Designed by the international architectural team of Zeidler Partnership Architects of Toronto and Snøhetta of Oslo, Norway and New York, the eight-story building will provide students with an environment to study, collaborate and discover and will bridge to the existing library building. Transformation continues at Maple Leaf Gardens to turn it into a new athletics facility and the Image Arts building, home to the Ryerson Gallery and Research Centre, is slated for occupancy in fall 2011. Regardless, space limitations remain an issue while lab and lecture room renewal is ongoing.

² Shaping Our Future: Academic Plan for 2008-2013, p 11

Support

Individual student success matters at Ryerson. Student Learning Support launched four new programs in 2010/11 aimed at improving student retention and success. Programs included the Math Assistance Centre on the fifth floor in the Library, FA-ST (a series of facilitated study groups for select courses that are especially challenging for first-year students), Get Clear (a program for students on probationary status after the fall semester) and Fresh Start (for students who are RTW). Faculty-based initiatives also include the Writing Skills Initiative launched by FCS and the Mathematics Quickstart Workshop hosted in FEAS to help develop the necessary skills and knowledge to succeed in first-year math courses. The Library increased its capacity for laptop loans as technology was refreshed, and continued to develop popular mobile applications including its award-winning QR-barcode scanner which allows students to quickly determine if a book is available in its catalogue.

Within individual faculties, specific initiatives were launched to support greater student retention. With the Senate-approved establishment of the School of Accounting and Finance, there will be a redesign of first-year courses. Also within TRSM, a mandatory first-year math literacy test was implemented to improve basic numeracy, and weekly seminars and workshops added to the large Business 100 course (1,000-plus students) which had tremendous impact on preparing first-year students.

Support is also given at the university and faculty levels to enable student-run events, extra-curricular activities and participation in conferences.

Service

In an effort to improve the service we deliver to our students, a review and report on the Registrar's Office was conducted with the findings and recommendations to be implemented over the next several years. The front face of Undergraduate Admissions and Recruitment moved to the lobby of Jorgenson Hall to provide a more welcoming space for prospective applicants, students and their families. A new online booking system for OSAP distribution helped to reduce some of the longest lineups in the first few weeks of school. Recognizing the critical role academic advising plays in student success, a report was completed on how academic advising can be enhanced at Ryerson.

The Digital Media Zone (DMZ)

The DMZ is one of Ryerson's leading investments in student and alumni success, empowering young entrepreneurs to turn their digital innovations into viable businesses. This incubator responds to two of the five core priorities of our Academic Plan: the investment supports student engagement and success, while the extensive media coverage of and external interest in the DMZ contribute to reputation building for Ryerson.

In April 2011, the DMZ celebrated its first anniversary, marked by: more than 113 innovators in 28 teams, 24 start-ups incubated and accelerated, 187 jobs fostered and created through newly formed startups and market-driven research, and four companies leasing office space as they outgrew the DMZ.

Access

Ryerson's commitment to access is ongoing. The number of students served by Spanning the Gaps and Programs for 50+ (offered by the Chang School) increased. Spanning the Gaps activities also included outreach and information sessions for under-represented groups within the Toronto area such as participating in community capacity building (for example, Regent Park Learning Centre).

The Aboriginal Education Council (AEC), formed in early 2010, officially launched in October with a healing ceremony. The AEC supports post-secondary education for First Nations, Métis and Inuit communities. Membership on the council includes students, faculty, staff and members of Toronto's Aboriginal community. In April 2011, the council announced its first round of funding for a new student and faculty support fund.

3. SRC Activity

A report to Senate from the vice-president, research and innovation on SRC accomplishments is included in Section III. Below are highlights.

Volume

SRC activity at Ryerson continued to make significant gains in terms of funding, awards, post-doctoral fellowships and external rankings. Ryerson leads all Canadian universities in research publication growth over the past decade and ranks second in the undergraduate category for top research university of the year.³ In the Faculty of Arts, SRC grants per faculty member exceeded their goals, and in FCAD, twice as many faculty produced academic publications as they did in 2009. Through the successful launch of the Undergraduate Research Opportunities (URO) Scholarships program, over 60 undergraduate students engaged with Ryerson faculty researchers. Ryerson was highly successful in the MITACS program with graduate students receiving over \$1 million in funding.

Research centres

Collaborations across disciplines and with external partners are increasing the number of institutes and research centres at Ryerson, particularly in strategic research clusters. Building upon existing faculty expertise and historic strength in immigration and settlement studies, Senate approved the Ryerson Centre on Immigration and Settlement (RCIS). The interdisciplinary Centre for Global Health and Equity was established at FCS and the Centre for Urban Energy (CUE) was announced by FEAS in September 2010. CUE secured \$7 million in funding for five years and includes a number of founding industry partners. TRSM has three centres and 11 research centres attached to the faculty.

Support

Recognition and value for SRC within each faculty continued to grow in 2010/11. Thirty post-doctoral fellows currently support faculty. Arts installed a grant writer to strengthen faculty submissions. In FCAD, the dean initiated a comprehensive revision of SRC policy to clarify expectations for tenure and promotion. The Office of the Dean in FCS continued to provide SRC support to faculty including additional funding to all faculty research centres to enhance their work in relation to external funding and knowledge translation. Within FEAS, a number of initiatives were undertaken including support for Ryerson post-doctoral fellows and provision of seed funding, NSERC bridge funding and conference travel subsidies for its faculty members. The Library launched a small fund to support faculty publishing in open access journals.

4. Learning and Teaching

Learning and teaching excellence is an academic priority that is pursued at the university and faculty level. Remarkable faculty were recognized at the annual Faculty Teaching Awards for their dedication

³ "Canada's Top 50 Research Universities List 2010", Research Infosource Inc.

and passion to teaching, and this year, Arne Kislenko, Professor, Department of History was recognized as a 3M Teaching Fellow, Canada's highest, post-secondary teaching honour.

The teaching chair model was mounted by the Learning and Teaching Office (LTO) and the seven inaugural teaching chairs are advancing the leadership of teaching at the faculty level. The LTO also initiated the Learning and Teaching Enhancement Fund (LTEF) to support innovation in the classroom; the seven recipients of the first round of funding will present their research at the 2012 faculty conference.

To support the development of teaching assistants and graduate assistants, the LTO launched a professional development program; to date, 732 participants attended the program workshops. A new certificate for teaching was developed for graduate students. More than 100 students joined the first phase of this program which involves both workshop attendance and a weekly seminar about teaching. The LTO is currently creating the second level certificate program which will be launched in fall 2011.

5. Reputation

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

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 eight leading Canadians were appointed distinguished visitors:

- Michael A. Levine (2011) Distinguished Scholar in Residence
- Jennifer Tarver (2011) Distinguished Guest Artist
- Jeremy Kinsman (2010) Distinguished Visiting Diplomat
- Joan Andrew (2010) Distinguished Public Servant in Residence
- Steven Loft (2010) Visiting Fellow and Scholar in Residence
- Buzz Hargrove (2010) Professor of Distinction
- Stephen Lewis (2010) Distinguished Visiting Professor
- Gerri Sinclair (2010) Senior Innovation Strategist

These appointments provide Ryerson faculties with the unique opportunity to connect students, faculty and staff with highly regarded, industry leaders.

Partnerships and collaborations

Every faculty and academic unit is broadening its base of strategic partnerships. FCAD fostered a number of partnerships including the Toronto International Film Festival (TIFF), the National Ballet School of Canada and Sheridan College Animation Program among others. Within FCS, external relationship building focused on developing research and knowledge dissemination relationships with a number of leading health institutions; TRSM launched specialized programs for Canadian Olympic athletes, NHL alumni and the Federation of International Basketball Association. Faculties are involved with St. Michael's Hospital in a number of different capacities, and the Chang School grew its partnerships base to 26.

Additional considerations

Academic structures

In 2010, the Provost's Commission on Academic Structures wrote and submitted a white paper to the Office of the Provost and Senate after broad community consultation. The white paper contained a set of suggestions for Ryerson's academic structure that the commission believed could support the university's growth and success in the future. This past year, committees were formed to explore two of the possible scenarios presented in the white paper: the creation of a Faculty of Science and the transfer of the School of Health Services Management to TRSM. The transfer of Health Services Management will be presented to Senate in May 2011; if approved, the transfer would occur July 1, 2011. Action on other white paper recommendations will be considered in coming years.

Academic administrative appointments

A number of academic administrative appointments started in the 2010/11 academic year:

- Usha George reappointed as FCS dean
- Gerd Hauck appointed FCAD dean
- John Isbister appointed vice-provost, faculty affairs
- Christopher Evans appointed vice-provost, academic
- Ken Jones reappointed TRSM dean
- Mohamed Lachemi appointed FEAS dean

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

A. Faculty of Arts

Notwithstanding some uncertainties facing us, the Faculty of Arts made excellent progress on a number of goals this year.

1. Undergraduate programming

- a. All departments in Arts agreed to participate in a one-year common platform, including Geographic Analysis, International Economics and Finance. This means that students enrolling in Arts programs in fall 2012 will be able to transfer seamlessly to any of our seven different programs after first year (some programs may have a minimum CGPA requirement). This is a significant breakthrough, ensuring flexibility and transferability for our students.
- b. Our program development is on track with a degree in English ready for launch in fall 2011 with almost 1,000 applicants, and a degree in Environmental and Urban Sustainability ready for implementation when appropriate. Degrees in History and Philosophy are in process. All departments and ACS are also working steadily towards the development of majors and will be ready to launch by the time the university has worked through the curricular and systemic implications of double majors. French and Spanish will also propose a program.
- c. We continue to work towards interdisciplinary initiatives including consolidating the Arts and Contemporary Studies program and the development of majors in Non-Profit and Voluntary Sector Management, and in Ethics.

2. Graduate programming

- a. The interdisciplinary PhD in Policy Studies successfully launched with dozens of faculty from across several faculties involved. Applications for the third intake (fall 2011) follow the trend towards making it (along with Psychology) one of the most successful graduate programs at Ryerson.
- b. The MA and PhD in Psychology continue to attract top students generating over \$700,000 in external scholarships.
- c. The MA in Public Policy and Administration continues to be the most-applied-to graduate program at Ryerson, with one of the best rates of acceptance-to-offers, one of the best completion rates, and graduates are remarkably successful getting jobs in their field.
- d. Arts faculty members continue to provide important leadership to interdisciplinary graduate degrees with both the Immigration and Settlement MA and the Communication and Culture MA and PhD led by Arts faculty.
- e. The newly launched graduate programs – the PhD in Economics and the MA in Philosophy – are proceeding with great success, attracting high-quality students at the specified targets.
- f. We again invested considerable resources in providing GA and RA opportunities for our graduate students, including an excellent GA training program. We will continue to work towards a more realistic funding structure for graduate programs.

3. C.E. programming

- a. The Faculty of Arts worked closely with CE to develop a number of certificates in: Ethics, Criminology and Criminal Justice, Demographic Analysis, Economic and Finance, English and Popular Culture, and Music and Cultural Contexts.
- b. Arts also developed a post-graduate Certificate in Public Administration and Leadership.

- c. We undertook an extensive analysis of our CE operations, formed a CE Council for Arts in conjunction with the Chang School and placed a standing CE business item on the chairs' meeting agenda.

4. Enhanced SRC productivity

- a. We continue to see important increases in research productivity in grants and publications. The results of our SSHRC applications this year were nothing short of spectacular, with a success rate 15% higher than the system average. It is too early to judge whether our grant writer was an effective component in this result, and we await this year's SSHRC results as verification.
- b. We noticed that the number of applications was significantly fewer, indicating that the pool from which we can draw applicants is shallower than we would like.
- c. SRC grants per faculty member exceeded our goals (from \$4,256 to \$10,297).

5. Enhanced student success strategies

- a. We are working on new strategies to improve retention in some of our programs, including participation in the common platform.

6. Review and reorganize administrative structures

- a. Our staffing manager is working closely with our director of administration and with HR to address the staffing challenges facing Arts, with a major staffing reorganization now underway to address the existing inequities in the grade categories.

7. Develop advancement opportunities

- a. We had good success in securing expendable funding for the chair and Centre in Indigenous Governance, enabling us to bring Dr. Pam Palmater to Ryerson as interim chair in indigenous governance last year.
- b. The proposal for an Immigration and Settlement Centre recently passed Senate.
- c. Discussions are ongoing with University Advancement on other key areas such as Digital Humanities, Immigration and Settlement Studies and the permanent funding of the Indigenous Governance Chair and Centre, but the large donations required remain elusive.

B. Faculty of Communication & Design

The Faculty of Communication & Design finds itself at a fascinating juncture. With seven new or recently hired chairs in eight schools and a new dean, there is ubiquitous openness to change and renewal. At the same time, some of the structures, policies and customs that are engrained in the DNA of the institution continue to slow down the implementation of change. Nevertheless, the faculty made significant progress in meeting many of the goals identified in the five-year Academic Plan. Here are some of the highlights:

1. Operating sustainability and currency

As technology changes on an 18-month cycle and the creative industries play an increasingly important part in our economy, we aimed to safeguard currency of our technological and human resources, responsiveness to change, nimbleness in our processes, and relevancy to the needs of our students and the community. We have achieved this by:

- a. Hiring a new director of technology planning and innovation who is charged with strategizing how we can synergize our high-level technological infrastructure most effectively with our teaching needs and research effort;
- b. Developing a broad base of strategic partnerships with industry, educational institutions and cultural organizations, including St. Michael's Hospital, the Toronto International Film Festival (TIFF), the National Ballet School of Canada, Cannon Design, the McLuhan Legacy Network, the Canadian Theatre Museum, Sheridan College Animation Program, Evergreen Brickworks, Wellspring Cancer Support Centre, and several others;
- c. Broadening our fundraising activities by identifying "lost" alumni and soliciting research support from industry partners; at this point, these efforts have produced only mildly satisfying results; and
- d. Initiating the reorganization of the work flow processes in the deanery through workshops, individual discussions, town hall meetings, personnel changes, and extensive consultation with HR experts; at the time of writing, this process is in its final stages.

2. Evolution and growth

Thoughtful curricular expansion and renewal is key to the healthy evolution and growth of the Faculty of Communication and Design.

- a. Two new masters-level graduate programs in Fashion and Professional Communication were introduced and two new minors in Fashion and Journalism approved.
- b. Given the shortfall of provincial financial support and institutional space for new graduate programs, we focused our growth (a) on developing innovative undergraduate programs that capitalize on existing faculty expertise, resources and research interests; and (b) on investigating the curricular opportunities offered by the revised tripartite curriculum and resource allocation model. This provoked a plethora of proposals – many of them interdisciplinary – for minors, new undergraduate programs, and –hope springs eternal!—future graduate programs. Examples include:
 - i. MFA in Writing for Dramatic Media (RTA, IMA, RTS)
 - ii. BA in Sports Media and Management (RTA and TRASM)
 - iii. Minor in XMI (Experimental Media) (New Media, DMZ)
 - iv. Minor in Packaging (GCM)
 - v. Minor in Business Communication (ProCom and Retail Management)

- c. The LOIs for undergraduate programs in Creative Industries and Professional Communication were approved and are presently undergoing development of full proposals. We expect them to take in the first group of students in fall 2013.
- d. In order to optimize our curricular offering (and capitalize on the anticipated incentives inherent in the new resource allocation model), we are also engaging in a comprehensive and ongoing curriculum review that is intended to identify redundancies in the existing course offerings across the faculty, joint courses and new courses that may be of interest to students in other faculties.

3. Reputation enhancement

A university's reputation is built on the excellence of its students, alumni, teachers and researchers. FCAD has a lot to offer in this regard, as the large number of illustrious alumni confirms. It is also built on the willingness of world-class experts to be associated with the institution, and in this area we had considerable success:

- a. Internationally renowned filmmaker Atom Egoyan agreed to join our faculty as a distinguished visiting scholar, which will be announced at the start of his appointment in fall 2012. Nationally respected entertainment lawyer and producer Michael Levine and digital media guru Gerri Sinclair were also appointed distinguished visitors. CBC radio personality Andy Barrie joined us for a brief time in fall 2010.
- b. We joined forces with communication and design universities in other parts of the world, including Linköping University and Malmö University (Sweden), Universidad Iberoamericana (Mexico), Copenhagen School of Art & Design (Denmark), Helsinki University of Art & Design (Finland), Nottingham Trent University (UK), and Hochschule der Medien (Germany).
- c. Students and faculty presented their work internationally, and many of them won prestigious awards or honours, including two prestigious awards for third-year film student Stephen Dunn at the 2010 Toronto International Film Festival (TIFF), acceptance into the Royal Academy for Photography faculty member Marta Braun, and a Governor General's Award for film alumna Barbara Sternberg. The School of Interior Design was voted by Azure Magazine as one of the top three interior design departments in the world.

4. SRC

- a. Enhancing faculty members' SRC output is a key objective for the present dean. To facilitate it, he initiated a comprehensive revision of SRC policy intended to clarify expectations for tenure and promotion and to establish thresholds for success. The ambitious goal is to increase the already respectable number of peer-reviewed publications and vetted creative research.
- b. In 2010, 25 FCAD faculty members applied for 36 research grants (many of which met with success from SSHRC, OMD, CAC, OAC) and 20% of faculty (double the 2009 number) produced 126 academic publications (up from 79 in 2009). The expectation is that these numbers will be even higher in 2011.

C. Faculty of Community Services

This narrative report summarizes the progress achieved by the Faculty of Community Services in the implementation of the Academic Plan during the year 2009-10. The six goals of the faculty's plan are:

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

Infrastructure and capacity building

Improvements were made to the space needs of some schools. For example, three faculty members in OPH were able to have labs for their SRC activities and plans are underway to convert POD 247b into office spaces for new OPH faculty members. On the whole, the demand for space is greater than supply.

Seven new faculty members were hired during the year and three schools received part-time, or full time temporary administrative staff to meet the growing challenges of field placements and internships.

A centralized planning process was initiated for infrastructure purchases such as technology, furniture and equipment. The Office of the Dean assesses these purchase requests on an annual basis and allocates appropriate amounts.

Strengthen and integrate undergraduate and graduate programs

Most schools at the faculty organize curriculum days to review their curriculums on an ongoing basis. Although much of the curriculum content is determined by accreditation requirements for the majority of our schools, the annual curriculum days provide an opportunity to update the curriculum on a regular basis. Schools of Social Work, and Occupational and Public Health successfully completed accreditation reviews. The Public Health program was accredited by the Canadian Institute of Public Health Inspectors (CIPHI). The School of ECE went through a successful review incorporating UDDLES. The School of Child and Youth Care is currently preparing for program review.

All student supports (graduate and undergraduate) described in the 2008/09 narrative report are continuing. Particularly noteworthy is the Writing Skills Initiative, which was modified based on the feedback received from the evaluation.

On the whole there is great demand for the programs, as reflected in the application numbers. There was an increase in the number of TA/GAs within the faculty and this offered opportunities for graduate students to 'earn and learn'.

A special committee appointed by the dean is exploring the use of technology in the classroom especially as it relates to social media.

Strengthen SRC

All the supports described in the 2008/09 report continue to be offered to faculty. More faculty members have been active in applying for grants. In 2009/10, 58 applications were submitted for external funding including the competitions run by the VPRI's Office. Forty-two applications were successful, amounting to a 72% success rate. The Office of the Dean provided additional funding for all faculty research centres to enhance their work in relation to application for external funding and knowledge translation. Recognizing faculty interests and strengths in the area of global social and health issues, the Centre for Global Health and Equity was established in 2010. The faculty-based centre is

interdisciplinary in nature, and faculty members from cognate disciplines participate in centre activities. The centre partners with Mt. Sinai Peter A. Silverman Centre for International Health. The research centres of the faculty hosted a well-attended national conference 'Promoting Health Equity' and the dean's office collaborated with Arts to host the first international conference on immigration.

Additional funding was made available for student research – both undergraduate and graduate. Increased funding for the undergraduate summer RA program allowed more students to participate.

Institutionalize IPE and IPC in teaching, SRC and practice

With the funding from the Ministry of Health and Long-Term Care and matching funds from the Office of the Provost, we advanced this goal significantly. A large number of resources have been developed and we are making efforts to encourage instructors' use of these resources. Attempts are also made at the faculty level to sustain the resources for instructional purposes even when the funding runs out.

Community building

In addition to the efforts made by the FCS schools to build community partnerships, the faculty is involved in developing three major relationships. Three external partnerships for research and knowledge translation are at different stages of evolution. The Sick Kids Hospital's Learning Institute and the Faculty of Community Services are establishing IMPAKT: Ontario's Institute for Child and Youth Success. FCS is collaborating with the Centre for Addiction and Mental Health on two initiatives. The Multi-Cultural Health Network of Ontario launches in spring 2011. It is funded by the Ministry of Health and Long-Term Care as part of its Applied Health Research Network Initiative (AHRNI), and Ryerson and York Universities will co-lead the initiative with the administrative centre at Ryerson. Schools of Nutrition and Nursing also participated in the St. Michael's Hospital partnership.

Build and promote diversity in all activities of the faculty

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

D. Faculty of Engineering, Architecture and Science

The faculty Academic Plan (2009-2014) has six strategic goals in its mission to achieve academic excellence. Each goal has associated with it several planned activities and/or initiatives that will be implemented over the next few years, along with new initiatives that may be brought forward during this period. Achieving these goals will have a positive impact for all students, staff, faculty and programs within FEAS.

The Office of the Dean began its tasks in achieving these goals. Performance measures were identified, in addition to current (i.e., fall 2010) and proposed target levels for 2013, to enable gauging of goal progress and achievement. These performance measures and corresponding values were initially identified in the performance measurement addendum to the faculty Academic Plan 2008-13 document submitted to the University Planning Office in November 2009. Highlights of this year's progress in meeting our goals are given below.

Goal 1: Achieving excellence in the quality of our undergraduate and graduate engineering, architecture and science programs

- a. The Master of Architecture (MArch) program was granted accreditation by the Canadian Architectural Certification Board (CACB).
- b. All undergraduate engineering programs are preparing documents for the next accreditation review and visit by the Canadian Engineering Accreditation Board (CEAB) in January/February 2012. The Biomedical Engineering program will undergo its first accreditation review and visit. This review includes an exercise on CEAB's outcome-based assessment, based on twelve graduate attributes.
- c. The faculty invested in the renewal of physics teaching laboratories for eight courses taken by engineering and science students with modern computer equipment.
- d. First-semester course CEN100: Introduction to Engineering was revised to include a significant component on engineering design. This addition initiates students' understanding of the components of engineering design at a very early stage of their studies.
- e. Professors K. Behdinan and D. Androutsos assumed their roles as NSERC Chairs in Design Engineering, and began their work to enhance the engineering design component throughout all the engineering programs.

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

- a. The following three PhD programs were approved by the Ontario Council on Graduate Studies and Ryerson's Board of Governors: (i) Molecular Science, (ii) Computer Science, and (iii) Biomedical Physics. These programs will launch in fall 2011.
- b. The Applied Mathematics (MSc) and Building Science (MBSc/MASc) master's programs were successfully implemented and are well underway in their second and third years, respectively.
- c. The faculty continued development of the following undergraduate programs: (i) a joint major in medical physics and commercialization with TRSM, (ii) a joint major in biology and entrepreneurship with TRSM, (iii) and a new minor in computer science.

Goal 3: Faculty restructuring

- a. The faculty is working to create faculty-based research centres, like the Centre for Urban Energy (CUE) which was announced on September 1, 2010.
- b. The faculty worked closely with YSGS on a plan to relocate graduate program administrators from YSGS to FEAS.

- c. The provost's Faculty of Science Feasibility Committee met twice in the fall semester and held one town hall meeting with the science departments. The committee requested the science departments to reaffirm their commitment to the creation of a Faculty of Science by voting in favour of a motion prepared by the committee. While one department amended the motion somewhat to include their reservations, all departments passed the motion. The committee recently completed the first draft of its feasibility study and circulated it for further review before final submission to the provost.

Goal 4: Establishment of national and international partnerships

- a. CUE was announced on September 1, 2010. This faculty-based research centre secured \$7 million in funding for five years. The founding sponsors are Hydro One, Ontario Power Authority, and Toronto Hydro.
- b. The faculty plans to meet with senior representatives from St. Michael's Hospital to discuss collaboration in the areas of biomedical engineering and medical physics.
- c. The dean travelled to India in January 2011, where CUE hosted a workshop on urban energy solutions. Collaborations, including joint graduate programs, with Anna University and IIT-Madras were explored.

Goal 5: Enhancing and strengthening SRC activities and outcomes

- a. The Research and Innovation Office, housed within the Office of the Dean, continues to provide administrative support for all researchers.
- b. The faculty continues to support Ryerson post-doctoral fellows, and provide seed funding, NSERC bridge funding and conference travel subsidies for its faculty members. This year, over \$250,000 was awarded to researchers through the Dean's Research Fund.
- c. CUE will distribute up to \$900,000 annually for approved research projects. In addition, each year CUE will grant \$100,000 in awards to students, and \$400,000 to distinguished fellows from industry and academia who are engaged in CUE's work.

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

- a. The Office of the Dean and departmental offices continue to provide academic advice, while in-house faculty-based counselors provide personal guidance.
- b. The faculty continues to provide financial support to student teams for competitions.
- c. The faculty started the Dean's Seminar Series which includes topics of interest to both undergraduate and graduate students and faculty.
- d. The faculty collaborated with the Chang School to design the Mathematics Quickstart Workshop, which gives new students the essential skills and knowledge needed for first-year mathematics courses. Quickstart Workshops are planned for physics, chemistry and computer science.
- e. The faculty worked closely with YSGS on a plan to relocate graduate program administrators from YSGS to FEAS.

E. Ted Rogers School of Management

Goal 1: Improve the quality and quantity of faculty

Eight new strategic hires were made for the 2010/11 period in the following areas – Accounting (1), Global Management (2), Human Resources Management (1), Business Law (1), Finance with a Real Estate focus (1), Marketing (2), and Information Technology Management (1). These hires helped to enable TRSM to reach the academically qualified /professionally qualified ratio of 90% that is required to meet Accreditation Standard Ten of the Association of the Advancement of Collegiate Schools of Business (AACSB). The school also maintained its support for the upgrading of current faculty enrolled in PhD programs. This support involved hosting internal PhD seminars (led by Peterson and Carsrud) and providing advanced quantitative graduate level instruction (provided by Ngwenyama and Haider) to support the research programs of faculty members enrolled in these PhD programs.

Goal 2: Increase retention/graduation rates

Retention in two of our traditional problem areas – accounting and finance – was increased with the redesign of our first-year courses – one for accounting majors, the other for business management majors. It is anticipated that with the establishment of the new School of Accounting and Finance and the associated curricular redesign, the retention and graduation rates of both accounting and finance majors and non-majors will increase.

This goal was also supported by two other new initiatives that were implemented in the academic year. To address issues related to our incoming students' basic numeracy, all first-year students in TRSM were required to pass a math literacy test that was developed and administered by a mathematics learning strategist. Students who required additional support were provided workshops to improve their fundamental competencies in mathematics. The second initiative involved the investment in the large Business 100 course (1,000+ students) that was redesigned and supported by a series of smaller weekly seminars/workshops that were managed by our learning strategy area and a team of trained student leaders. This course had a major impact on preparing first-year students for their successful transition to university.

Continued investments supported various initiatives that facilitated greater student involvement and interaction. This support addressed the constant TRSM challenge of “making a large school small and welcoming”. Under the auspices of the Ryerson Commerce Society, there was an increase in the number of student-run events and greater involvement in various extra-curricular activities. Student clubs and associations attached to TRSM increased to a total of 35. The associate dean of students improved the service environment for students and under his office allocated resources to establish a student career centre that will expand, centralize and coordinate student placements.

Goal 3: Expand high-quality graduate programs

In 2009, we made a conscious decision to maintain our graduate admission standards: a minimum B GPA, an average GMAT of over 600 and work experience of two years. For 2010/11, the following metrics speak to the quality of the program:

- 75 full- and 59 part-time enrollments
- Over 100 MBA/MMSc students graduated in the fall convocation
- Average GMAT score for entering students was 618
- 93% of the graduates found work in their field within six months of graduation
- Average starting salary for graduates was \$86,870 (slightly higher than Rotman)
- Ryerson MBA teams continued to excel in competitions placing first in the Tata Cup, second in academics and first in spirit in the MBA Games.

Goal 4: Increase in SRC

Our objective to increase faculty SRC is on track. We now have three centres and 11 research centres attached to the faculty and these units collectively increase TRSM's and Ryerson's academic reputation in a number of key areas.

Goal 5: Reputation building

A number of initiatives were undertaken to continue to enhance the school's reputation. These included:

- Establishing the Centre for Labour Management Relations' lecture series and research program
- Hosting the Ted Rogers Leadership Centre's Student Leaders' Conference
- Launching the University of Quebec at Montreal and the TRSHTM research colloquium and student case competition in the area of hospitality and tourism
- Developing a dual-degree program with the University of Quebec at Montreal
- Hosting a Dean's Breakfast Speakers series
- Hosting the Future of Canadian Mining Conference in cooperation with PDAC
- Planning two TRSM-based conferences – one with PWC and the other with Deloitte and Touche

Building these university and industry-based connections is key to building the reputation of TRSM and by extension Ryerson.

At the graduate level, reputation building is directed toward supporting various case competitions (e.g., MBA games, Molson Cup and RBC challenge), investing in career placement support and in continuing to attract top level students by offering the 18 TRSM Graduate Scholarships.

Our reputation building extended to the development of a number of other initiatives. Examples of these include the establishment of a professional post-degree certificate in the area of public/private infrastructure with the Chang School and the development of a distance-based undergraduate degree program for Walmart. A second area relates to the delivery of specialized programs that are directed to life after sports educational programs for Canadian Olympic athletes and with the NHL Alumni Association (the Break Away Program), and the development of a management program for the Federation of International Basketball Association (FIBA).

Goal 6: Targeted undergraduate growth subject to increased resources

In anticipation of future enrollment growth, planning is at the LOI stage with advisory committees established to develop two new undergraduate programs in Real Estate and Mining Management. In addition, the transfer of the School of Health Management from FCS to TRSM will be presented to Senate in May 2011. If this transfer is approved, it would occur July 1, 2011. In each of these areas, curriculum development is underway, champions in TRSM identified and discussions undertaken with both internal and external stakeholders. These three domain areas are consistent with the overall strategic direction of TRSM – to build programs that are connected to major employment sectors in the Toronto economy.

In addition, other initiatives that will facilitate growth have either been agreed to or are in development:

- Agreement on the protocols associated with the delivery of executive education
- Agreement reached between the Schools of Fashion and Retail Management to offer cross-disciplinary programming
- Development of a professional minor for non-business students
- Discussions with FCAD to propose a new degree program in Sports Media and Management

Goal 7: Fundraising

Fundraising continues to be a major ongoing activity. In 2010, the TRSM advancement group:

- Honored the class of 1960;
- Contributed funding to various case competitions and specialized undergraduate events such as JDC, Rogers National Case Competition and the Ted Rogers Management Conference; and
- Cultivated relationships with major financial organizations and consulting firms.

The total gifts, pledges and government matching funds raised for TRSM in 2010 totalled nearly \$4 million.

F. The G. Raymond Chang School of Continuing Education

The Chang School's Academic Plan 2009-2013, approved in May 2009, identified six goals to support the university's priorities identified in *Shaping Our Future: Academic Plan for 2008-2013*. In particular, the university-wide plan encapsulates the contribution that the Chang School makes to the university in strategy six:

"Ryerson will continue to pursue initiatives that offer life-long learning through continuing education programming as well as a broad range of programs to meet the access obligations of a democratic society."

In 2010, the Chang School made progress on a number of the measures in the Academic Plan. The highlights for each goal are as follows:

Goal 1: Prepare adult learners for the 21st century

The Chang School expanded the number of certificates available to adult learners by establishing new certificates. This represents considerable progress towards the goal of our Academic Plan for 2009-2013 to expand our capacity to mount certificates to 13% by 2012. New certificate development reflects our primary mechanism for establishing new academic curriculum and professional courses to meet the needs of adult learners within the context of the collaborative model. Enrollment data analysis shows that the growth of enrolment in new courses is faster than in pre-existing courses. Certificates developed in 2010 are available to students in 2011/12.

Our 2010 student survey reveals: (a) 87% overall student satisfaction with the school; (b) academic standards highly rated at 91%; and (c) 95% of students would recommend Ryerson continuing education to a friend or family. It is interesting to note that "value for money" and "employer believes I have received value for the money" are 80% and 78% respectively. These numbers are down one to two per cent from 2008, suggesting a need to enhance the value proposition for CNED students by improving the currency and relevance of our course and certificate offerings, as well as by enhancing student services and career-oriented advising. In 2011, we will focus on enhancing student services and engagement, including permitting students to register their interest in a course when a section is full.

Goal 2: Maximize access

Excellent progress was made in 2010 toward this goal. There were increases in the number of students served by Spanning the Gaps and Programs for 50+. Spanning the Gaps activities also included outreach and information sessions to under-represented groups within the Toronto area, such as participating in community capacity building (e.g., Regent Park Learning Centre). In addition, there was a 13.1% increase in student bursaries and awards over 2008 and it is anticipated that this trend will continue.

Goal 3: Manage undergraduate demands for Chang School courses

The growth in full-time students continued in 2010, now up over 14% from 2009, reflecting a multi-year trend as full-time students manage their time demands (e.g., course scheduling and travel time) and financial needs (e.g., part-time jobs and transportation costs) by combining day and evening classes.

The Chang School made efforts to manage course enrollment and undergraduate demands through tied sections with faculties such as TRSM and FCS. The increased effectiveness of class size and session management resulted in cost containment and revenue enhancement so net contributions to the university grew. We will continue efforts towards enhancing enrollment management in 2011.

Goal 4: Foster continued innovation

Nine new partnerships were added in 2010 including the New York Institute for Finance and Interactive Ontario; the school now boasts 26 external partners. In 2010, we continued to introduce courses in non-

traditional formats with the number of distance education courses rising to 304 (from 289 in 2009) and intensive programs, such as boot camps, increasing to 62 (from 52 in 2009). A pilot initiative was also conducted offering morning courses during spring/summer 2010. Additionally, Ryerson received the most grants of any organization in Ontario in 2010 for Gateway programs. We received several awards from various organizations including the Canadian Society for Training and Development, National University Telecommunications Network, and the University Professional and Continuing Education Association. In 2011, we continue to launch more courses and certificates in an online format.

Goal 5: Foster organizational excellence

In 2010, the number of students per section increased due to a focus on ensuring courses are above break-even enrolment levels. The number of enrollments per staff member increased due to small staff reductions. These efforts facilitated the effective management of administrative costs while enhancing the school's revenue-earning capacity.

A Chang School Summit led by the provost focused on the renewal and strengthening of the continuing education collaborative model between the school and Ryerson's faculties.

An HR planning process was initiated to facilitate improved alignment between the activities of program directors and increased administrative capacity gained by the organizational strengthening exercise, first conducted in 2008 and concluded in 2010. Specifically, the increased administrative capacity of the school suggests that teams led by managers (e.g., client/student services, instructor relations and program support) can assume some of the routine administrative activities of program directors. By releasing these routine activities, program directors would have the capacity to focus more attention on the development of new initiatives, including partnerships, training programs, certificates, and international opportunities. It is anticipated that the HR plan will be completed in 2011.

The CUPE 2 contract was negotiated, resulting in a four-year agreement for the academic years ending August 2014.

Goal 6: Continue increasing enrolments

The Chang School continued to support the university's commitment to increasing access to post-secondary education. In spring/summer 2010, total enrollment numbers reached 26,273, up 4.2%. CNED numbers reached 9,521, representing a 1.4% increase from the previous year. The spring/summer 2010 numbers point to a curbing of the declining trend in CNED numbers that began in 2002/03.

G. Yeates School of Graduate Studies

After many years of rapid growth in the Yeates School of Graduate Studies (YSGS), we are now moving towards a steady state. Three new PhD programs are being launched in fall 2011, and four programs were launched in fall 2010. Demand for Ryerson's graduate programs continues to be strong, with the ratio of applicants to available spaces steadily increasing. The student survey data reports continued high satisfaction with the YSGS admissions process. Program quality indicators including external scholarships to students, times to completion and completion rates also show sustained improvement. The value of student external scholarships won by Ryerson graduate students has increased 2.6 fold in the past five years to over \$2.3 million.

New program implementation and phase-in, 2010/11 (November 1 counts, domestic only):

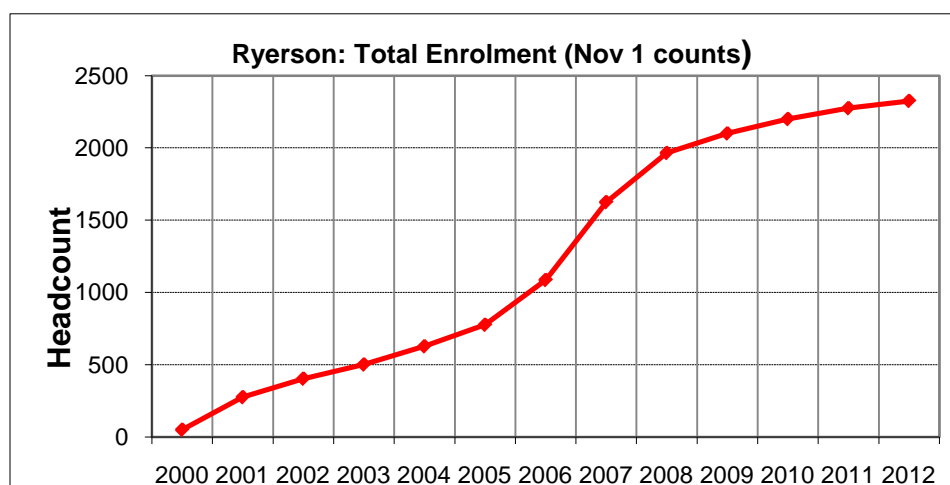
- PhD Policy Studies* 18 FT (intake on target)
 - PhD Psychology* 37 FT (intake on target)
 - PhD Env Appl Sc and Mngmt.* 11 FT (intake on target)
 - PhD Economics 5 FT (intake on target)
 - MA Fashion 19 FT (intake on target)
 - MPC Professional Communication 23 FT (intake on target)
 - MA Philosophy 13 FT (intake on target)
- *launched in September 2009

New programs starting 2011/12

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

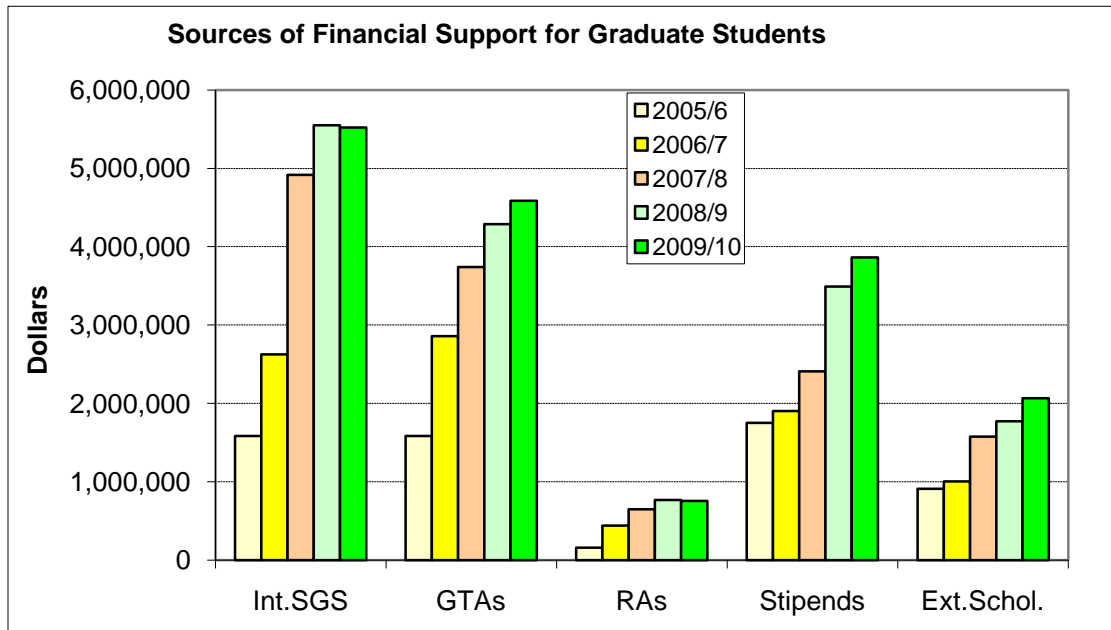
Toward steady state

As anticipated, the rate of growth in enrolment is moving toward a steady state. The growth that occurred this past year is a consequence of new program implementation in 2010/11 and the continued implementation of existing PhD programs along with the MA in Philosophy, the MA in Fashion and the MPC in Professional Communication.



Financial support for graduate students

The Customer Relationship Index Report⁴ on the admissions process for September 2010 identified an ongoing need to enhance financial support for graduate students. On the one hand, total funding has increased by 5%, to more than \$16.7 million from 08/09 to 09/10 and graduate assistantships, student stipends and external scholarships all increased. However, internal Ryerson funding for graduate students decreased marginally both as a consequence of external scholarships/CUPE funding replacing internal funds as well as minor budget reductions. The amount received per student funded decreased slightly to an average of \$10,065 for master's students and \$22,853 for PhD students.



Average funding per student decreased slightly due to the recent growth in enrolment in programs in FCAD and FCS where stipend support is smaller and where the undergraduate pedagogic structure does not, for the most part, utilize graduate teaching assistants. Graduate students registered in programs in FEAS and Arts (interdisciplinary prorated) receive the majority of available graduate teaching assistantships.

Demand for Ryerson graduate programs

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

⁴ The Customer Relationship Index Report is a third-party report produced for YSGS to analyze graduate student applicant data.

H. Ryerson University Library (and Archives)

Goal 1: Build our space

All our initiatives under this goal were underpinned by an ethos of building collaboration with other Ryerson departments.

On April 6, 2011, the spectacular design for the Student Learning Centre (SLC) was unveiled. The eight-storey building, designed by the acclaimed international architectural team of Zeidler Partnership Architects of Toronto and Snøhetta of Oslo, Norway and New York City, will provide Ryerson students with an outstanding environment to study, collaborate and discover. The chief librarian, as a member of the Building Committee, participated fully in the schematic design development process with the architects and other stakeholders.

A Math Assistance Centre was created on the fifth floor, and the sixth floor Language Lab was renovated and transformed into a learning lab. Other rooms had further learning and teaching technology added, and an area on the second floor was redeveloped to create an effective workroom for AV/Interlibrary Loan staff.

Goal 2: Build our collections and access

We continued to advance an e-resources strategy within the limitations of our budget. Our ERM (electronic resources management) system provides a core to the e-resources we hold.

The Minisis archive database system was implemented and several applications developed to simplify access to resources. Ryerson was a leader in alternate format development under AODA.

As such technologies as VHS become obsolete the Library is moving forward with superior alternatives such as streaming. A major project is underway to streamline interlibrary loan technology to improve access to materials not in our collection.

Goal 3: Build our support of teaching, learning and SRC

Reflecting their changing role, librarians are active participants in course development and sometimes delivery, working closely with teaching faculty. The inclusion of the Library in the planning for faculty teaching chairs underlined this trend. The Library has taken a lead role with the DMP and LTO in developing a social media education program for the faculty.

The Library successfully embedded information literacy assignment and assessment tools. Research guides dynamically deliver course-related research materials within Blackboard. Effective online tutorials such as self guided tour podcasts were developed. Graduate student workshops and tailored resources were successful. Services to the Chang School were enhanced.

The institutional repository continued to grow, and the Library emphasized open access to faculty. As a member of the VPRI's SRC Committee the chief librarian linked the Library to the research activity of the faculty including the launch of a small fund to support faculty publishing in open access journals.

Goal 4: Build our technology infrastructure

New mobile apps were developed, including an award-winning QR barcode scanner. In-house web applications improved services and reduced costs. More loaner laptops were added for students as technology was refreshed. A Library Information Technology Services department (LITS) was established to bring together technology staff to develop a strong identity to underpin all library services. Many enhancements were added in close collaboration with CCS.

Preparations were made to acquire and implement a revolutionary search and discovery tool on the Library's website. The project is expected to be launched in the early summer of 2011.

Goal 5: Build our reputation

Ryerson was accepted into the Canadian Association of Research Libraries (CARL), marking a major shift in the external perception of the Library and its role.

Web 2.0 technologies improved outreach and encouraged feedback. The Student Advisory Committee (RULA-SAC) continued to provide us with excellent feedback.

Staff training and development covered a wide range of topics both for targeted groups and for all staff. The Library played a lead role in campus-wide AODA training. A varied program of lunch and learn sessions was held almost weekly through the year, with twin goals of educating staff and encouraging staff to share their knowledge to increase mutual understanding. Customer service was emphasized, with a successful new library-wide 'greeter' service initiated at the start of semester. Coupled with a OneDesk initiative to harmonize services at circulation, these projects are designed to prepare for more generalist, flexible and non desk-restricted customer service roles when the new building opens.

We are undertaking a variety of initiatives to evaluate our collections and services in our goal of continuous improvement. The LibQUAL+ survey was conducted in March and the results analyzed. Significant improvements were noted in library information control and service categories. Dissatisfaction increased in the library as space category.

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

I. Office of the Vice-Provost, Students

There are two strategies in the Academic Plan that speak specifically to the Office of the Vice-Provost, Students (OVPS) portfolio and a brief response to each of these is provided in this summary. These are:

Strategy 11

The vice-provost, students will assess the academic support services, and other services for students, and the university will work to sustain its effective programs and make improvements and changes where necessary. To this end, after a reorganization of the student service areas into clusters, attention was turned to the Registrar's Office. A review and report was completed by the vice-provost students, and the findings and recommendations shared with staff. The recommendations will be implemented over the next few years with a focus on improved service to students.

Student Learning Support was strengthened by the appointment of an academic success coordinator and the team launched four new programs aimed at improving student retention and student success. These included the establishment of the Math Assistance Centre, FA-ST (a series of facilitated study groups for select courses that are especially challenging for first-year students), Get Clear (a program of support for students who are on probationary status after the fall semester) and Fresh Start (a program for student who are RTW). The team designing Fresh Start was also very involved in the committee that reviewed and revised the RTW policy at Ryerson.

The front face of Undergraduate Admissions and Recruitment moved to the lobby of Jorgenson Hall to provide a more welcoming space for our prospective applicants, students and their families. A new online booking system for OSAP distribution helped to reduce some of the longest lineups in the first few weeks of school. We increased our efforts to reach students and build community through social media with the creation of a digital media coordinator position in Student Community Life. The University Success Committee chaired by the vice-provost, students completed a report with recommendations to enhance academic advising at Ryerson. These examples reflect only a small sample of the continuous review and improvements made in the OVPS in 2010.

Strategy 12

The director of athletics will lead efforts to enhance facilities and opportunities for intramural sports and recreation. To this end, the athletic director led the design of a new strategic plan for Athletics and Recreation, a reorganization of the department, a rebranding exercise and is heavily involved in the development of Maple Leaf Gardens as Ryerson's new athletics and recreation facility.

J. Learning and Teaching Office

The Learning and Teaching Office's (LTO) mandate is to stimulate an interest in teaching renewal, guiding faculty towards improved teaching practices. In addition, the Academic Plan states that some teaching support for faculty should be housed locally. With this in mind and with the commitments made in the 2009/10 Senate update, the following goals were developed:

1. Through committee, review current LTO practices and identify priorities;
2. Implement the teaching chairs model;
3. Improve faculty communication on teaching-related issues;
4. Provide support to all faculty groups across their career (new faculty, mid-career);
5. Implement a new model of TA/GA support;
6. Create new opportunities for teaching renewal;
7. Raise LTO's profile; and
8. Model inclusivity through LTO practices.

Goal 1: Identifying priorities

The vice-provost, academic struck a committee to review the current status of the LTO and make recommendations for change. The outcome was a report on priorities and recommendations for practice.

Goal 2: Implementation of the teaching chairs model

Teaching chairs were selected via application and interview. Each teaching chair submitted an action plan for the academic year and formed a teaching committee within their faculty. Teaching committees met monthly to address faculty-related issues, brought forward issues to the LTO at monthly meetings and created a joint project (faculty survey) to identify teaching-related needs.

Goal 3: Communication

While many faculty already subscribe to the LTO's teachnet list serve, a communication strategy was developed to improve outreach to the Ryerson community. The LTO interim director created contacts across the university to assist with information dissemination around events, workshops, best practices and more. These initiatives resulted in increased attendance at events/workshops (typically 40-70 participants) compared to previous years.

The LTO also improved its newsletter communications by increasing collaborations with other units (e.g. student services, the conduct officer, library, etc.). The Monthly Digest is a review of current literature in teaching and the Best Practices Newsletter provides timely teaching related-tips. The faculty teaching committees, via the teaching chairs, are a new tool for informing this information flow. The two monthly newsletters enjoyed considerable readership (200 - 400 downloads). The LTO worked to improve online resources available to faculty by updating topics, seeking external input on issues and reorganizing material to increase accessibility.

Goal 4: All faculty groups

The LTO continued its tradition of supporting new/early-career faculty through new faculty orientation sessions, workshops on dossier development, the University Teaching and Development Program and with a new initiative called the Open Door Program (teaching observation program). Efforts to increase offerings to mid-career faculty included the Instructional Skills Workshops, awards programs, evaluation of dossier workshops (aimed at DACs), discussion opportunities such as a lunch session with the vice-provost, academic and inclusivity simulations. Further, the LTO now identifies the career level of the target group for programming on its website. The LTO recognizes the need to continue to develop programming that encourages teaching renewal.

Goal 5: Implement the TA/GA program

The TA/GA professional development program was launched in September 2010. To date, 732 individuals have attended the program workshops. In addition, the new certificate for teaching was launched for graduate students. More than 100 students joined the first phase of this program which involves both workshop attendance and a weekly seminar about teaching. The LTO is currently creating the second level certificate program which will be launched in fall 2011. In partnership with the Writing Centre, a new program to assist TA/GAs in writing assessments is in the planning stages.

Goal 6: Create opportunities for teaching renewal

The curriculum developer position allowed the LTO to support the creation of new undergraduate programs and the periodic review of existing programs, particularly around the definition and analysis of degree-level expectations (DLEs). The curriculum developer generated two workshops as well as text- and web-based material to help programs define effective program-level expectations and to show them how to map their course curriculum content to program- and university-level degree expectations. This process helps create an environment for teaching renewal. In addition, the LTO now facilitates mentorship for faculty through the Open Door Program and the Facilitators Development Workshop, as well as opportunities to examine classroom innovation through the Learning and Teaching Enhancement Fund (more details below).

Goal 7: Raise LTO's profile

The LTO took several steps to increase its profile across campus. The LTO created partnerships to work on joint projects including the Web 2.0 Series with the DMP and Library, the Information Literacy Series with the Library and the inclusivity simulations with the Senate Learning and Teaching subcommittee and the advisor on outreach and access. The LTO plans to further increase these partnerships.

A second initiative was the creation of the Learning and Teaching Enhancement Fund (LTEF). This fund intends to motivate faculty to innovate in the classroom and to conduct teaching-related scholarly work. The first round of funding supported seven projects which will be presented at the faculty conference in 2012.

The faculty conference, our cornerstone event, will benefit from a number of enhancements to encourage greater attendance and networking. Starting in 2011, we will spotlight high-profile guest speakers (Stephen Lewis this spring), include a poster session/reception, and run the event as a one-day format.

Goal 8: Model inclusivity

The LTO re-designed its web materials to better include all faculty through access software. The LTO is working to include discussion around inclusivity in all of its workshops and seminars. The LTO interim director met regularly with the advisor on access and outreach to discuss programming that would promote teaching to the diversity of Ryerson's student population.

III. THE VPRI ANNUAL REPORT TO SENATE

The 2010-2011 academic year saw exciting changes in the Office of the Vice-President, Research and Innovation. Focusing on a number of new initiatives enabled OVPRI to expand our role and improve our services to the broader research community. Refocusing existing programs facilitated the coordination of various past initiatives to accomplish our overall goals. The following are some highlights:

New institutional initiatives

- New strategic research plan outlining our vision for the OVPRI over the next three years
- First strategic innovation plan detailing our vision, priorities and objectives for innovation and commercialization through OVPRI
- Creation of a federal engagement strategy for research
- New annual report format for comprehensive stakeholder use
- Honours and awards strategy and plan
- Establishment of a unique Undergraduate Research Opportunities Scholars Program
- Creation of a Research Metrics and Analysis Unit within OVPRI
- Identification of investigators across disciplines, working on related problems or technologies, to create strategic research clusters with the aim of facilitating coordination and promoting the research clusters nationally and internationally
- Launch of OVPRI Net, a one-way listserve for communicating funding opportunities and potential honours and awards nominations

Portfolio reorganization

In order to better facilitate, support and promote the initiatives above, while continuing to support our ongoing research effort, OVPRI underwent a major reorganization to reflect the priorities of the university. We now have a top-notch team that is gearing up to take the research enterprise at Ryerson to the next level.

Honours and awards strategy

As one of Canada's fastest growing teaching and research institutions, the reputation of Ryerson University rests upon, among other things, the strength of its faculty. OVPRI continues to focus on ensuring that outstanding faculty members receive the recognition they deserve through nomination for national and international research awards, prizes and honours. Some of this year's highlights resulting from OVPRI's new, coordinated strategy and integrated approach to honours and awards, at an institutional level, include:

- Two Fellows of the Royal Society of Canada – Marta Braun and Tas Venetsanopoulos
- The Inaugural Trudeau Visiting Fellow Award – Steven Loft (with Doina Popescu)
- Canadian Urban Institute Prosperity Award – Ryerson Entrepreneur Institute (Steve Gedeon)

Strategic research clusters

Cross-disciplinary collaboration is becoming the norm in an increasing number of research areas that are emerging as important contributors to addressing the issues and problems of societal relevance. Often, these investigators are situated across a variety of departments, schools and faculties, and do not have an effective mechanism for coordinating their interests and creating new partnerships. Together with input from the SRC Advisory Board, OVPRI initiated a new program based on analysis of results of a faculty survey, which identified groups of investigators working on related issues. The Strategic Research Clusters program is designed to take advantage of these natural alliances by providing a mechanism for promoting collaborative research and innovation across disciplines, and creating the opportunity to identify challenges and share information.

University centres and institutes

We are consolidating the role of the OVPRI in university research centres in accordance with Policy 144. Over the next academic year, we plan to host a meeting series with academic and program directors for all centres and institutes that fall under the auspices of the OVPRI.

Communications

We continue to implement our comprehensive cross-platform strategy to ensure that the wider stakeholder audience is informed of the ongoing innovations through a suite of communications materials including our first Research and Innovation Annual Report 09-10 "Ideas, Innovation, Impact".

Internal programs

Working closely with the SRC Advisory Board (associate deans from each faculty), we updated and refined our internal grants program. This now comprises competitions in Health Sciences, Social Sciences & Humanities, Creative Activity and Equipment. In addition, this was the first year of the Undergraduate Research Opportunities (URO) Scholarships (for undergraduate students with greater than 3.5 GPA), jointly funded by the Office of the Provost and OVPRI. This program, which received 160 applications in its first round, was a tremendous success, both with students and faculty researchers.

External research and innovation funding success

There were a number of successes in terms of research and innovation funding – to name only two:

FedDev

OVPRI was extraordinarily successful in the new round of funding announced in early 2010 by the Federal Development Agency of Southern Ontario. In a highly competitive process, we were awarded the maximum allowable under the Applied Research and Commercialization initiative – \$750,000 – to create partnerships between smaller enterprises that would like to innovate, and post-secondary institutions that have the applied research capacity to further develop those ideas and help bring them to market. In the second competition, Graduate Enterprise Internships, we just received news from the Ministry that we were awarded \$2.1 million for an innovative "Entrepreneurship Bootcamp" application.

Mitacs

Ryerson graduate students received over \$1 million in funding.

Internationalization

Ryerson International provided advice and support for a number of international initiatives this year as highlighted in their report. The VPRI established an Ad Hoc Internationalization Working Group which

will present a report by early June. The report will provide an inventory of international activities at Ryerson and some preliminary identification of future directions and challenges.