

The logo for Ryerson University, featuring the text "Ryerson University" in white on a blue rectangular background. To the right of the blue rectangle is a vertical yellow bar.

**Ryerson
University**

PRIORITIES FOR INTERNATIONALIZATION AT RYERSON

A DISCUSSION PAPER IN ADVANCE OF THE DEVELOPMENT OF AN INSTITUTIONAL
INTERNATIONALIZATION STRATEGY

Prepared on behalf of Dr. Anver Saloojee, Assistant Vice President, International

by Ryerson International

September 2017

CONTENTS

Letter from the President

Letter from the Assistant Vice President, International

Introduction.....	6
An international Mission for Ryerson University.....	6
Background.....	6
2013 Internationalization Framework.....	6
Units responsible for internationalization.....	7
Internationalization Themes.....	8
Key Recommendations for Consideration by the Ryerson Community.....	9
Global Learning.....	10
Current state of Global Learning.....	10
Global Learning vs. International Education.....	11
Priorities for increased involvement.....	11
Creating new opportunities.....	12
Culture of Global Engagement.....	12
Global Learning Recommendations.....	13
Research Collaboration.....	13
Current state.....	14
Partnerships and impact.....	14
Supporting collaboration.....	15
Research Collaboration Recommendations.....	15
Projects and Capacity Building.....	16
Current state.....	16
Priorities driving new activity.....	16
Resources for outreach.....	17
Projects and Capacity Building Recommendations.....	17
International Students.....	17
International Students in context.....	17
Connection to research activity, capacity and grants.....	18
Student recruitment.....	19
Continued momentum.....	20
Support Services.....	21

International Student Recommendations	21
Innovation, Incubation and Entrepreneurship	22
International entrepreneurial connections	22
Drivers for new activity.....	22
Incubation, Innovation and Entrepreneurship Recommendations	23
Conclusion	24
Feedback.....	24



Mohamed Lachemi
President and Vice-Chancellor

Dear Ryerson Community Members:

Internationalization initiatives at Ryerson are almost as old as the institution itself. These initiatives have been shaped by the collective vision of members of the Ryerson community. As the initiatives have expanded, they have come to span the entire University. They now include every faculty, school, department and administrative unit, while involving a host of stakeholders, internal and external.

Coordinating these efforts in a systematic fashion is no easy task. Ryerson International has already made great strides in this regard. In 2013, it moved forward with an internationalization framework that identified six strategic areas pivotal in transforming Ryerson into a global institution. Since then progress in each of these areas has been considerable. In 2016, an Assistant Vice President, International position was established, with Dr. Anver Saloojee appointed as the inaugural incumbent. Under Dr. Saloojee's guidance, the staff of Ryerson International are overseeing the development of a new internationalization strategy for the University. During the past year, an initial round of consultations took place to provide a preliminary set of recommendations to be presented to the broader community. This discussion paper is the result. The intention is to seek broad community feedback on these proposals before the development of an institutional Internationalization Strategy.

The discussion paper summarizes the multifaceted array of internationalization efforts Ryerson is currently engaged in, while itemizing the opportunities and constraints likely to arise in expanding these activities in coming years. As the discussion paper makes clear, Ryerson has already made significant achievements in becoming an internationally engaged institution, yet more needs to be done if we are to accomplish our ultimate aim of becoming a global university.

I wish to thank those who have participated in this initiative so far, and I would like to take this opportunity to encourage all community members – students, faculty and staff – to provide their feedback on this document's preliminary recommendations so that the widest possible range of ideas and views can be incorporated in the next stage of the process. Your engagement will help ensure that we become a university known not just for our urban setting, our commitment to diversity and our stress on career readiness and innovation, but also for pioneering a unique and exciting brand of global citizenship which can serve as an inspiration to others.

A handwritten signature in brown ink, appearing to read 'Mohamed Lachemi'.

Mohamed Lachemi

Dear Ryerson Community Members,

Since taking on my current role as Assistant Vice President, International at Ryerson, I have had a chance to talk to numerous students, faculty and staff about how they see Ryerson's internationalization efforts expanding and evolving in the coming years. In these discussions, there have been several common themes.

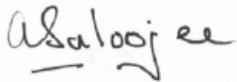
Community members appreciate the significance of fostering a sense of global citizenship at the University. Thanks to the dedicated work of many, we have already come a good way in achieving this aim in areas through our recruitment and support of international students, our provision of global learning experiences to our student body, the development and support of international research partnerships and other forms of research collaboration and the fostering of innovation, incubation and entrepreneurship in a global setting.

We need to continue and extend all of these efforts, community members have told me on repeated occasions, but given the inherent complexities of operating such a wide-reaching range of linked activities, there needs to be a more cohesive strategic vision infusing the various initiatives that comprise them. This discussion paper is the first element of a response to this widely perceived need.

Thanks to the efforts of the staff at Ryerson International, a campus-wide consultation has begun. Over the past several months, staff members have been talking to and soliciting written opinions from a range of internal stakeholders – students, faculty and staff – to gain a sense of the issues these stakeholders deem most important in fostering a culture of global citizenship at Ryerson. Their ideas have been incorporated in this document, which also provides a broad overview of Ryerson's current status in terms of international engagement.

The Ryerson International team has used the ideas raised in this process to attempt to identify the community's priorities for international engagement, and some of the supports required to pursue them. I am confident that the recommendations put forward here can provide a starting point around which a continued discussion can occur. I look forward to engaging with the Ryerson community over the coming months on this initiative, and strongly encourage all community members to share their thoughts during the round of consultations that is about to start.

Your ideas, comments and suggestions on the recommendations will help ensure that the internationalization strategy which results from this process will be as comprehensive and forward-looking as it can be as we move forward together to develop a workable, sustainable and inspiring international vision for the University.

A handwritten signature in black ink that reads "Anver Saloojee".

Anver Saloojee

Assistant Vice President, International

INTERNATIONALIZATION AT RYERSON

INTRODUCTION

Ryerson International has embarked on a process of developing an internationalization strategy for the University – one that will draw heavily upon the experience and expertise of the Ryerson community. This discussion paper represents the end of the first stage in developing this strategy. It has been produced following consultation with a wide range of key stakeholders. Over 100 individuals were invited to participate in the process, representing faculty, staff, students and external stakeholders. They provided their feedback through a number of meetings with Ryerson International personnel, and shared their thoughts through the submission of written comments. This feedback was used to provide a snapshot of international activities at Ryerson at present, and to give an overview of some of the main issues that a comprehensive internationalization strategy will need to take into account. A round of consultations will take place during the second half of the Fall 2017 term to solicit community feedback on the provisional recommendations put forward in this document.

VISION STATEMENT

Play a leading role in efforts to address complex social, cultural and economic challenges faced at home and abroad through global engagement.

AN INTERNATIONAL MISSION FOR RYERSON UNIVERSITY

Key to the current strategy building process is the need for an international vision for Ryerson University that all community members can identify with. Ryerson’s ambition is to be recognized as a leading global urban innovation university. It prioritizes providing all students, faculty and staff with access to opportunities for transformative global learning and for broadly collaborative scholarly, research and creative activity. Ryerson will continue to draw on the rich partnerships within the city of Toronto, and our alignment with the priorities identified by federal and provincial governments. The University is committed to forming ethical, sustainable and inclusive partnerships which advance critical engagement, mutually beneficial forms of innovation, capacity building and global awareness, both at Ryerson and in the communities with which we connect.

BACKGROUND

2013 INTERNATIONALIZATION FRAMEWORK

The process currently underway had its origins in 2013 when, under the direction of the Vice President, Research and Innovation, an internationalization framework was established in recognition of Ryerson’s drive towards increased global engagement. Aiming to support faculty,

RYERSON’S INTERNATIONAL VALUES

Value 1 – Collaboration: Strive for collegial relationships and partnerships, based on mutual respect and reciprocity.

Value 2 – Enterprising: Creatively pursue opportunities that are of strategic importance, raise Ryerson’s profile, and improve the student experience.

Value 3 – Good practice: Carry out work based on high ethical standards and current research. Monitor, evaluate, and reflect upon results of our international activity.

Value 4 – Openness: Operate with transparency and fairness, prioritizing open and honest communications.

Value 5 – Accountability: Ownership of responsibility, working towards specific goals, measuring progress through clear metrics, and reporting fully and accurately on progress.

Value 6 – Students First: The student experience is at the centre of our work, with a commitment to provide equitable access to all students, in particular underrepresented and marginalized groups.

Value 7 – Transformative Leadership: Focus on impact and serve as a beacon to our peers, offering our expertise and leadership where appropriate.

school and department strategies and programs, the framework identified six key areas for the provision of support:

- Partnership and collaboration
- SRC enhancement
- Innovation and entrepreneurship
- Student learning experiences
- Attracting an outstanding group of funded graduate students and post-doctoral fellows
- Building reputation and profile

The framework served to identify priorities for international engagement, but it did not identify specific objectives or propose strategies through which to position Ryerson as a global institution. This left room for the current strategy-building process.

UNITS RESPONSIBLE FOR INTERNATIONALIZATION

While all Ryerson faculties, departments, schools and most of its administrative units grapple with issues related to internationalization, there are three units mandated to play leading roles in global engagement.

RYERSON INTERNATIONAL (RI)

Ryerson International connects the Ryerson community to an increasingly globalized world through projects, partnerships, exchanges, research and visiting scholars. Reporting to the Assistant Vice President, International, the unit works to enhance the University's reputation abroad by promoting our areas of strength and capacity, and provides a range of overseas opportunities for students, faculty and staff. These include:

- Management of student exchange and mobility programs
- Coordination of internal funding programs and assistance with pursuing external international funding opportunities
- Support and coordination for international development projects
- Facilitation of collaborative institutional agreements
- Liaising with current and potential international partner institutions and other organizations wishing to visit Ryerson
- Research and analysis on international education issues and trends

Given this comprehensive mandate, Ryerson International is leading the development of the University's internationalization strategy.

STUDENT LIFE (SL)

Student Life is a division of Ryerson Student Affairs offering a diverse range of intentional student development programming and support to all students. International Student Support (ISS) is an office within Student Life that ensures students find community, a sense of belonging, and are supported in all aspects of being an international student. ISS works with the other areas of Student Life to nurture student engagement and success through exceptional experiences. These include:

- Supporting students in identifying, expanding, and amplifying their best selves
- Providing a safe and inclusive space for students to reflect on their growth during the process of exploring their identity and personal well-being

- Giving students the opportunities and tools to grow, shape and reflect on the personal, social and professional dimensions of their lives
- Creating conditions for students to actively participate and cultivate meaningful friendships, curate unique experiences and share their stories
- Connecting students across difference by intentionally including all people in mentorship and cultural links programs
- Providing support services such as immigration advising, health insurance, and status letters

OFFICE OF THE REGISTRAR (RO)

The Office of the Registrar (RO) works to attract international students from around the world, and supports them from the first point of contact, through the application, admission and matriculation processes to graduation. The RO's long history and expertise in recruiting prospective international students involves:

- Cultivating and maintaining relationships with education/trade commissioners and the international counselling community, being active members or leaders in a wide-range of international organizations (e.g. the Council of International Schools)
- Robust in-person and digital engagement
- Collaboration with key stakeholders at Ryerson (e.g. all faculties and programs, Alumni Relations University Relations, Student Affairs, Ryerson International, the Real Institute) on outreach in targeted markets and on-campus programming for visiting international groups

While Ryerson has maintained sustained presence in some international markets, overall international student recruitment has not been an institutional priority and limited financial resources have been available until recently.

INTERNATIONALIZATION THEMES

This discussion paper focuses on five themes for internationalization at Ryerson, based on the broad scope of international engagement across the institution. While the current academic plan does not speak directly to internationalization, it does set a clear direction for how we should approach global engagement. It is intended that these themes will focus discussion and help identify the institution's priorities for increased international engagement. The themes are:

- **Global Learning** – increasing opportunities for Ryerson's students to gain a global perspective
- **Research Collaboration** – enhancing SRC reach and impact
- **Projects and Capacity Building** – leveraging the Ryerson community to address social, cultural and economic issues of global importance
- **International Student Recruitment and Support** – internationalizing the student body
- **Innovation, Incubation and Entrepreneurship** – leveraging the Zone Learning network internationally

In addition, three cross-cutting themes have been identified. These address opportunities to ensure Ryerson is taking full advantage of the resources available:

- **Strategic Partnerships** – identifying relationships that support institutional priorities
- **Reputation and Profile Building** – identifying where Ryerson can enhance our presence, and take advantage of areas of existing leadership
- **Coordination of Institutional Activity** – identifying opportunities to share resources and ensure unity of effort

KEY RECOMMENDATIONS FOR CONSIDERATION BY THE RYERSON COMMUNITY

Based on the initial consultation with key stakeholders across the institution, the following 14 recommendations, discussed further in the corresponding thematic sections below, are offered for consideration by the Ryerson community:

Global Learning	
1	Create sustainable financial support programs for student participants and prioritize fundraising for these programs by University Advancement.
2	Create a Global Learning Working Group comprising the numerous stakeholders in this area to explore opportunities for more effective coordination and collaboration within the University.
3	Establish a Global Citizenship Program to incentivize student engagement.
Research Collaboration	
4	Invest in enhanced data management capacity to better recognize existing and potential connections, and the opportunities they represent, in an easily accessible and timely manner.
5	Establish regular workshops and networking events to provide information on opportunities available and assist researchers in identifying opportunities for partnership and funding relevant to their research area.
6	Develop a newsletter or similar communication device to share current international projects, opportunities and achievements to share with both internal and external stakeholders.
Projects and Capacity Building	
7	Extend collaboration between Ryerson International and the Office of the Vice President Research and Innovation on increasing support available for project prospecting and proposal development.
8	Develop a plan on how to capitalize on Ryerson's capacity to provide consulting and capacity building services as a means to generate revenue and strengthen partners globally.
9	Develop, in line with strategies for global learning, opportunities and funding for student involvement in project and capacity building activity.
International Student Recruitment	
11	Continue to implement Board approved strategy.
Innovation, Incubation and Entrepreneurship	
13	Establish an oversight mechanism for the overall entrepreneurship ecosystem in order that traffic can be effectively directed across the various entities within it.
14	Establish a working group to identify opportunities for international engagement through Zone Learning, to include leveraging existing programs for visitors on a revenue generating basis, and for the purposes of profile building/recruitment support.

GLOBAL LEARNING

It is well established that there are significant benefits for students who participate in international experiential learning activities. Opportunities to study, work or travel abroad, or to engage in globally oriented activity on campus, enable Ryerson students to broaden their perspective on the world, to develop their intercultural sensitivity and to build personal networks. There are, however, a number of barriers to participation – financial, curricular and personal issues – that cause many students to assume that an international experience is beyond their reach. To counteract this assumption, Ryerson will have to begin to build a culture of global engagement.

CURRENT STATE OF GLOBAL LEARNING

Ryerson is home to an academic exchange program, with up to 500 students taking part annually (sending and receiving). Ryerson has developed partnerships with 75 institutions in over 25 different countries. Students

typically spend a single term at the partner institution, though some opt for an entire academic year. Opportunities to take part and rates of participation are somewhat unevenly distributed across the university, and there is significant opportunity for greater involvement.

Exchange	2016-2017		2015-2016		2014-2015		2013-2014		2012-2013	
	IN	OUT								
TRSM	103	86	127	64	139	93	130	107	121	90
FCAD	75	75	80	86	86	93	60	77	74	55
ARTS	35	19	35	25	22	17	17	20	26	20
FOS	3	2	0	0	1	0	6	0	0	0
FCS	9	7	5	13	8	15	14	6	18	7
FEAS	20	7	11	2	13	5	6	7	7	0
TOTAL	245	196	258	190	269	223	233	217	246	172

In addition to exchanges, work abroad opportunities, including field placements, internships

and co-ops, are currently provided in some areas. Reflecting Ryerson’s commitment to experiential learning, the Ryerson International Work Experience Fund (RIWEF) encourages participation by providing grants to students undertaking unpaid work outside Canada. In the 2017-18 year, 30 RIWEF awards were available. Funding is also available to students traveling abroad to conferences to present their work. The International Conference and Research Support Fund (ICRSF) supports just over 100 students annually with grants available on a matching basis. Ryerson has also invested in resources supporting student health and safety while abroad.

Dedicated faculty members within a number of Ryerson departments and schools run international field camps, studios and other short-term activities specific to their area of study. The resources required for these initiatives are significant, but feedback suggests they provide an experience that students see as among the highlights of their time at Ryerson. Students themselves arrange short-term trips through student groups and other organizations on campus. Often these trips involve volunteer activity in the global South. Many are only loosely affiliated (e.g. via funding) to the University.

Evidence suggests there is room to expand these initiatives. The National Survey of Student Engagement (NSSE) identified “[i]ncreasing opportunities for international experiences (e.g. exchanges, study abroad)” as one of the top 10 priorities for improvement at Ryerson identified by our students (ranked 6th).¹ Well under 5% of Ryerson students reported taking advantage of opportunities for international learning, a lower participation rate than

¹ University Planning Office (2014). *National Survey of Student Engagement 2014: Highlights of Results*. Available at <http://www.ryerson.ca/content/dam/upo/reports/undergrad/nsse/NSSE2014HL.pdf>.

many of our peer institutions.² Of particular concern, in a recent survey conducted by the Canadian Bureau of International Education (CBIE), only 8.7% of Ryerson students indicated that they strongly agree with the statement that “[g]raduating students who are globally knowledgeable and culturally aware is a priority at my institution.”³ In the meantime there is unused capacity for student exchange based on greater demand from current and potential partners to send students to Toronto than there is interest from our students to study elsewhere. A greater interest in global learning enhances Ryerson’s capacity for new partnerships, and would also likely increase the numbers of students engaged in shorter-term international activities.

GLOBAL LEARNING VS. INTERNATIONAL EDUCATION

Ryerson has historically framed discussion around global learning in the context of international education opportunities for students. However, a broader definition of global learning incorporates engagement with other cultures and nations within Canada and elsewhere. This perspective includes an acknowledgement of the role imperialism and colonialism have played both at home and abroad. This recognizes the importance of meaningful collaboration with Indigenous studies and perspectives on campus, as well as an exploration of how we engage with difference in Canada given the co-existence of diverse worldviews and epistemologies. 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.

PRIORITIES FOR INCREASED INVOLVEMENT

Increasing access to global learning opportunities for Ryerson students is clearly a priority moving forward. What requires more careful consideration is which forms of global learning Ryerson should focus available resources on over the next 3-5 years. Consultation with key stakeholders identified a broad range of opinions. The one point of consensus was that emphasis should be placed on developing a more comprehensive and multifaceted range of opportunities, allowing for the inclusion of a diverse range of students. In the words of one panel member, “One size fits all doesn’t fit well with diversity, equity and inclusion.” Among the specific areas that deserve particular attention in the short term are:

- **Work abroad opportunities** should be expanded. This will necessitate increased coordination of activities by Ryerson International, the Career Centre, the Co-op Office as well as department/school level coordinators and advisors to connect student with employers.
- **Credit-bearing learning experiences** should be prioritized to ensure that, wherever possible, fundamental learning components are present in international experiential learning activity.
- **Project-based activity**, with specific objectives, to be carried out in partnership with like-minded organizations over a sustained period, should be prioritized over one-off or fee-for-service models.
- **Global learning at home opportunities** should be developed, recognizing the diversity of knowledges, cultures and perspectives present within our own city, and within the Ryerson community. One important part of this involves learning related to Indigenous and diaspora communities in Canada.

² Across Canada, sources suggest that approximately 3% of students participate in ‘study abroad’ (exchanges), a figure that is currently just under 2% at Ryerson

³ Canadian Bureau for International Education (2015). *Ryerson University-CBIE Education Abroad Student Survey Report*. Received July 20, 2015.

- **The role of technology** can play in providing opportunities for students to engage and collaborate with peers in other jurisdictions should be further explored. This may potentially involve seeking out ways to expand existing programs such as the Global Campus Network

The prioritization of the above five areas is not to suggest that resources be diverted from existing programs (such as the student exchange program), but that a greater diversity of opportunity must be provided to Ryerson students. Increased collaboration between on-campus stakeholders will likely identify other opportunities to work towards these and other priorities for engagement.

CREATING NEW OPPORTUNITIES

To accommodate increased participation in global learning activity, new opportunities will need to be created. Among the recurring themes throughout our consultation on this topic was the lack of available resources for faculty and staff setting out to create a global experiential learning activity. Resources identified as priorities include financial support for both the organizer and participants as well as guidance and expertise in planning projects and logistical support and advising on experiential learning models and best practices. Ryerson International will need to develop additional capacity to advise faculty and staff organizers on all aspects of program planning, ideally leading to a more organized and systematic approach to program development.

Ryerson International is already in the process of developing several resources to inform the development of new initiatives:

- An evaluative framework for global learning activities to promote ethical, sustainable and inclusive programming, consistent with Ryerson’s mission and mandate
- Comprehensive pre-departure cultural, ethical and technical training materials, in addition to existing travel health and safety programming
- Comprehensive post-activity de-brief materials, promoting critical reflection and continued engagement

The Ryerson International Experiential Learning Initiatives Fund (RIELIF) is being introduced during the Fall 2017 term to support the development of new opportunities, in keeping with the values of ethical, sustainable and inclusive programming. The funding attached to the program is intended to support student involvement in a pilot version of new projects that will help to establish models of engagement that can be iterated upon in future years. It is hoped that this recognition will serve as a first step towards meaningful acknowledgement of the time and effort invested by faculty and staff project leads.

CULTURE OF GLOBAL ENGAGEMENT

The barriers to participation in these activities, according to the CBIE survey referred to above, include financial, curricular and personal issues that can limit a student’s opportunities for international engagement.⁴ It is also the perception of these barriers – some of which are not as daunting as they may seem – that prevents many students from even considering such an experience. Students assume that international engagement is out of their reach, especially where there has been no precedent for participation among their circle of peers. To break down the perception of these barriers and increase participation in international experiential learning, Ryerson will need to build a culture of global engagement on campus.

⁴ A CBIE survey indicates the top barriers to be “Requires money I do not have”, “Do not know if it will delay my graduation”, “Do not know if I will get credit for the courses taken abroad”, and “Takes me away from my friends”. CBIE (2015).

The availability of financial support for global learning activities will be crucial to efforts to see greater student participation, and key to promoting any new opportunities that are created. Existing programs support international work experiences and participation in international conferences and research activities. The Ryerson International Exchange Opportunity Scholarship (RIEOS), which provides support for exchange program participants on a financial need basis, is being reintroduced this year. In order to encourage ongoing growth, Ryerson will have to commit to providing this funding on a sustainable and ongoing basis. It is recommended that financial support for global learning activity be considered for inclusion among the priorities for Ryerson's fundraising activities.

Consultation with stakeholders also revealed that many students are not fully aware of the options available to them. Enhanced campus presence for global learning should be considered a priority. While the global learning portion of the Ryerson International website was enhanced in early 2017, there is still much to be done. More cohesive and effective communication strategies – including events, social media and other promotional activity – must be developed to bring opportunities to students' attention. The creation of a centralized, highly visible 'Global Learning Hub' on campus was among the suggestions made during the consultation process.

Finally, recognizing students' global learning, and the intercultural competencies built through participation in a globalized curriculum, study and work abroad activities and global engagement on campus can also help to incentivize participation. The CBIE survey cited above indicates that 72% of respondents indicate that they would be more likely to undertake an educational experience abroad if they were to receive "institutional recognition (e.g. separate certificate, notation on your diploma/transcript etc.)."⁵ Ryerson should consider borrowing an initiative employed by a number of other Canadian universities and colleges (including UofAlberta, Western and Humber) by creating a Global Citizenship Program that would reflect a student's global engagement through a transcript notation.

GLOBAL LEARNING RECOMMENDATIONS

1. Create sustainable financial support programs for student participants and prioritize fundraising for these programs by University Advancement.
2. Create a Global Learning Working Group comprising the numerous stakeholders in this area to explore opportunities for more effective coordination and collaboration within the University.
3. Establish a Global Citizenship Program to incentivize student engagement.

RESEARCH COLLABORATION

Scholarly, research and creative activity (SRC) is one of the core functions of the University, and the Office of the Vice President for Research and Innovation (OVPRI) has played a lead role in internationalization. The OVPRI has encouraged Ryerson researchers to work in collaboration with partners from around the world – to seek new perspectives, compete for funding and provide opportunities for graduate students to learn. International collaboration also allows the SRC community to access minds and facilities that are complementary to those on our own campus. Our growing reputation for innovation and high-impact applied research has increasingly helped our institution to stand out among competitors and has led top-tier researchers to seek out Ryerson's expertise and leadership in key fields. No small part of a university's reputation is based on the academic company it keeps.

These partnerships with research labs, centres and institutes at highly ranked universities have a very real impact on Ryerson's international profile, in addition to increasing the impact of individual researchers' work.

⁵ CBIE (2015).

Furthermore, SRC activity is a key lens through which both the provincial and federal governments present universities in the context of trade missions and other forms of international engagement. Maintaining a robust international research footprint is crucial to our relationships with government stakeholders.

CURRENT STATE

Ryerson’s documented international partnerships include 78 active memoranda of understanding (MOUs) in support of collaborative SRC activity. These partnerships support joint publications and the pursuit of funded research projects, provide access to research data and facilities otherwise unavailable, and provide opportunities for visiting researchers. Over the past few years, Ryerson faculty members have hosted visiting researchers, both faculty and students, in increasing numbers. These visitors bring new insights and perspectives with them and not only add to the research capacity of the centres and labs they spend their time working in, but open up reciprocal opportunities for Ryerson researchers.

Geographical Location	Active MOUs
Africa and the Middle East	11
Asia	28
Australia and Oceania	4
Central, South America and the Caribbean	7
Europe	25
North America	3
Total	78
*as of 8/24/2017	

While this growth indicates growing collaborative activity, Ryerson currently has a substantial blind spot in terms of effectively tracking international collaboration that is not documented through formal MOUs. Anecdotally, there

Year	Visiting Researchers hosted
2015	72
2016	135
2017 (to date)	106 (+56 in process)

is evidence of many faculty members who have close colleagues at institutions abroad – often their alma mater or a leading institution in their country of origin – with whom they coauthor publications or otherwise share their work. It is recognized that these connections represent a significant untapped resource for Ryerson. By recognizing these informal partnerships, and the rich and diverse connections held by diaspora faculty members, Ryerson would open up a wealth of possibilities for new formal partnerships.

PARTNERSHIPS AND IMPACT

How can we optimize the impact of international partnerships? Much of the emphasis must be on the quality of institution that Ryerson is able to connect with. Ryerson faculty work closely with colleagues at leading institutions around the world, their expertise reflecting positively on the university as a whole. When Ryerson hosts a visiting professor, or where one of our faculty members has welcomed a graduate student from a collaborator’s lab, a natural champion for our university is created. We must better leverage the opportunity this represents. Connections with leading institutions have also been established through channels such as the academic exchange program and the entrepreneurship ecosystem, also excellent starting points for broader collaboration.

Year	New Research MOUs signed
2015	15
2016	15
2017 (to date)	13

Moving forward, Ryerson can better leverage relationships with these priority partners by more effectively cataloguing existing connections with them, then identifying additional areas of shared capacity. These enhanced relationships can be pursued through existing researcher-to-researcher connections, but also through coordination well in advance of executive missions, or by Ryerson International staff connecting with their counterparts through international education conferences. In order to accomplish this, a concerted effort will need to be made to collect

data on researchers' international connections and to systematically organize this data so that potential collaborators for new endeavours can be identified.

Sharing Ryerson's research capacity and achievements more broadly will also require closer coordination among individual researchers, the OVPRI, Ryerson International and University Relations. We must clearly communicate our areas of strength and willingness to collaborate so that we can better align with partner universities, industry and government in other jurisdictions and the Canadian Trade Commissioner Service. Through more effective means of engagement, we will be better able to build long-term, mutually-beneficial relationships that are based on the partner's shared values of increased SRC output, opportunities for students and the further enhancement of reputation and profile.

SUPPORTING COLLABORATION

Initiating international research collaboration is a time-consuming and complex activity. Our consultative process revealed the existence of a large number of Ryerson researchers who would like to engage internationally but are unsure of where to start or of where to find the resources they require to move forward with their projects. Aside from identifying potential partners beyond their existing networks, resources that researchers identified as desirable include the availability of funding, technical support for grant writing, and ongoing advice on managing an international collaboration.

While enhanced information management will have some impact on broadening participation in international research activity, further support will be required to make these opportunities more accessible. An ongoing series of workshops and networking events, bringing senior researchers with international linkages and experience together with those seeking to get started, has been suggested as an effective method. These events would serve as an opportunity to share insights, connections and best practices in addition to mentorship. Regular information sessions organized by Ryerson International and the OVPRI could also help direct attention to upcoming funding opportunities to address questions around grant writing, intellectual property and formalization of partnerships.

RESEARCH COLLABORATION RECOMMENDATIONS

1. Invest in enhanced data management capacity to better recognize existing and potential connections, and the opportunities they represent, in an easily accessible and timely manner.
2. Establish regular workshops and networking events to provide information on opportunities available and assist researchers in identifying opportunities for partnership and funding relevant to their research area.
3. Develop a newsletter or similar communication device to share current international projects, opportunities and achievements to share with both internal and external stakeholders.

PROJECTS AND CAPACITY BUILDING

Ryerson University has a substantial history of participation in international development projects, involving faculty and staff from across the institution working with partners around the world. Although Ryerson is not home to an academic program in international development per se, there is considerable expertise in this area distributed among the academic units, Ryerson International, OVPRI and elsewhere. This theme is particularly relevant to Ryerson's commitment to engage globally to help address complex social, cultural and economic challenges faced at home and abroad. Furthermore, Global Affairs Canada (GAC) and the International Development Research Council (IDRC) provide significant amounts of funding. These are pools of funding that, in terms of securing access, Ryerson has the capacity to be more competitive.

CURRENT STATE

Ryerson has had success in securing funding for a small number of international projects, and Ryerson International, along with the OVPRI, has developed capacity to take on a number of roles in collaboration with Ryerson community members:

1. OVPRI and Ryerson International providing support through grant identification and application processes
2. Ryerson International providing project management support to faculty/staff project leads
3. Ryerson International providing project administration support
4. Ryerson International as project lead

As with international research collaboration, there is a great deal of informal activity that has not been recognized beyond a small group of faculty. With added effort and coordination, Ryerson has the capacity to expand greatly in this area. We have been engaged to provide pro bono capacity development support to international institutions, especially in the area of innovation and entrepreneurship. There is an opportunity to monetize this type of capacity building, and to leverage Ryerson's alignment with federal and provincial government priorities.

PRIORITIES DRIVING NEW ACTIVITY

Beyond Ryerson's commitment to engage globally, participating in international projects and capacity building brings benefits to the University. Among the priorities identified by Ryerson stakeholders for the development of new projects is the opportunity for student involvement. Involvement could include opportunities as interns or coop students, as research assistants, or as part of a funded high-impact experiential learning activity – including robust ethical, cultural and technical training, as detailed in the global learning section above – leading to excellent opportunities for high-impact experiential learning.

New capacity building projects will ideally involve multiple faculty members, and provide opportunity to support existing research programs, internationalize existing teaching strategies and lead to the development of new courses. Capacity within Ryerson International and the OVPRI exists to provide assistance with partner prospecting and partnership brokering, proposal development and management support during implementation. In keeping with Ryerson's proposed international vision, priority should be placed on projects that serve to build the capacity of our partners as well, and that bring benefit to the communities that our faculty, staff and students work in. The availability of funding from Canadian and international sources should also be taken into account.

Every opportunity to use project work to enhance Ryerson's reputation and profile globally should be taken. The successful implementation of projects supplements Ryerson's ability to enhance partnerships and to build a

sustainable, lasting presence in the communities we engage with. This in turn leads to a higher likelihood of success for new project proposals, the involvement of additional Ryerson and partner faculty and students, and the identification of other potential areas of collaboration. Revenue generated from project activity can then be used to expand capacity for further resources and supports to project acquisition and management. Additionally, enhanced profile in a region can contribute to Ryerson's ability to recruit international students at both the undergraduate and graduate level.

RESOURCES FOR OUTREACH

In order to increase activity in this area, Ryerson will need to invest in robust support for faculty and staff undertaking international projects and capacity building activity. Ryerson International currently has staff to assist with prospecting international opportunities and providing proposal development guidance, as well as capacity in project management and financial reporting. As new international projects are awarded, however, more capacity will be required.

Further work is needed to identify existing areas of expertise within the University, and how this existing capacity can be leveraged for project work, consulting services, or capacity building activity. A great deal of the applied research activity that takes place at Ryerson has the potential to be applied to the social, cultural and economic challenges faced in other jurisdictions. Efforts taken to map these existing areas of capacity against the calls for proposals from both Canadian and other funding agencies have the potential to result in new opportunities, provided that meaningful supports are in place to assist project leaders through the proposal submission process.

PROJECTS AND CAPACITY BUILDING RECOMMENDATIONS

1. Extend collaboration between Ryerson International and the Office of the Vice President Research and Innovation on increasing support available for project prospecting and proposal development.
2. Develop a plan on how to capitalize on Ryerson's capacity to provide consulting and capacity building services as a means to generate revenue and strengthen partners globally.
3. Develop, in line with strategies for global learning, opportunities and funding for student involvement in project and capacity building activity.

INTERNATIONAL STUDENTS

Ryerson is among the most diverse universities in the world, yet when compared with peer institutions its international students make up a relatively small proportion of its student body. Given changing demographics relating to age in the province of Ontario, and a changing provincial funding formula, the recruitment of international students will become increasingly important in the coming years. Ryerson's unique program offerings and its favourable urban location both point to a strong potential for growth, especially at a time when Canadian institutions of learning are perceived to be especially attractive to international students. But it is important to set this potential within an appropriate institutional context.

INTERNATIONAL STUDENTS IN CONTEXT

In the past Ryerson has not invested significant resources in international student recruitment. Over the past ten years a strong domestic demand for its available student spaces has resulted in a significant growth in Ryerson's total enrolment as well as a steady increase in the quality of applicants that have been attracted. Part of the expansion of the past decade was due to more general demographic factors, with a relatively large percentage of

Ontario’s population between the ages of 18 and 25. This percentage is now undergoing a decline, which is affecting all Ontario-based institutions of higher learning, Ryerson included.

With the attention being given to international student enrollments province-wide, it is useful to look at how the international composition of Ryerson’s student body compares with peer institutions. Currently the proportion of international students as a percentage of Ryerson’s total enrolment is amongst the lowest in Ontario. While the international cohort has grown to roughly 7% of Ryerson’s student population, the majority of Ontario universities have proportions between 10% and 20% of their enrolment, with some reporting close to 30%. It is also worth noting that many of Ryerson’s international students are in the process of emigrating to Canada – over a quarter of the students who pay international student tuition in first year are landed immigrants, paying domestic tuition fees, by the time they graduate.

**International Student Applications by Country of Citizenship
All Programs, All Levels**

2013 (Sept)			2017 (Aug)		
#	Country	Applications	#	Country	Applications (n)*
1	China	2087	1	China	5685 (1)
2	Nigeria	355	2	India	566 (4)
3	Korea	260	3	Nigeria	400 (2)
4	India	234	4	USA	378 (8)
5	Saudi Arabia	208	5	Pakistan	294 (6)
6	Pakistan	194	6	Korea	281 (3)
7	Hong Kong	191	7	Turkey	232 (13)**
8	USA	181	8	Hong Kong	201 (7)
9	Vietnam	112	9	Vietnam	201 (9)
10	Bangladesh	100	10	Bangladesh	165 (10)

* = Fall 2013 (F13) position
 **F13 applications: Turkey = 88

Office of the Registrar, August 2017

Maintaining the quality of students that Ryerson has recently become accustomed to is among the most important reasons to invest in international student recruitment efforts. Additionally, the presence of international students in our classrooms adds to a diversity of perspectives and experiences that enriches the learning experience for all. An institution’s international student enrolment also reflects on the quality of the university – a number of the better-known university ranking methodologies use the number of international students as a metric of quality. While revenue is another motivation for seeking to increase the number of international students on campus, it should not be the focus of our efforts.

CONNECTION TO RESEARCH ACTIVITY, CAPACITY AND GRANTS

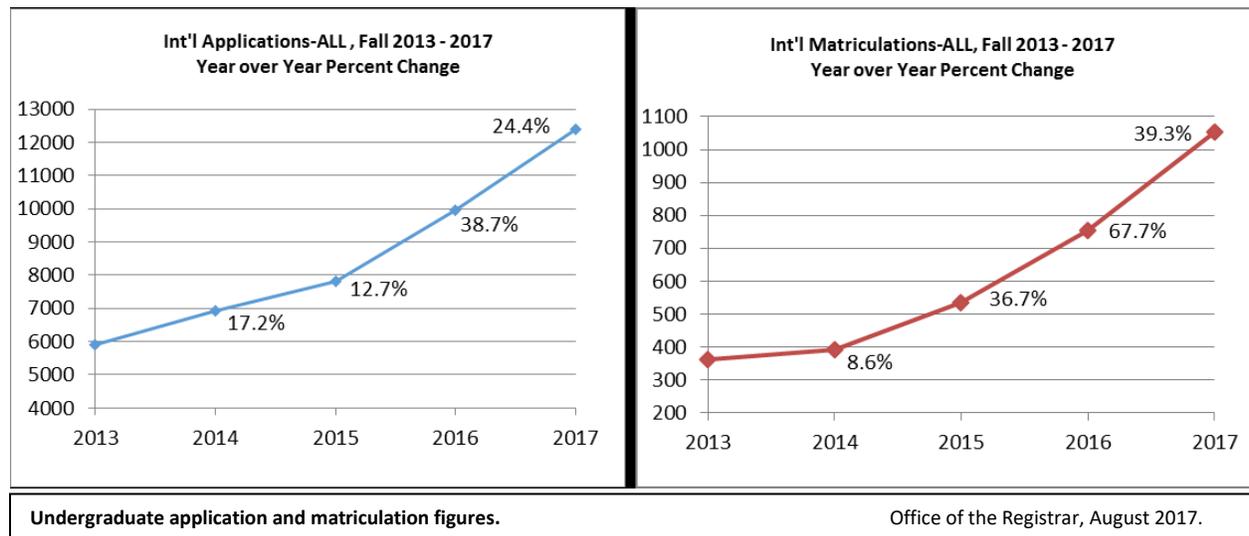
Graduate level international students in particular also represent an important intersection between two key institutional priorities – enhancing the intensiveness of scholarly, research and creative (SRC) activity and building global research linkages and partnerships. Ryerson’s ability to attract top-tier graduate students is critical to the university’s competitiveness and position among Canada’s leading comprehensive universities.

As noted by the October 2012 report from the Provost’s Working Group on International Graduate Students,⁶ the contribution of international graduate students varies from program to program. For example, the ability of researchers in STEM fields to attract external research funding is strongly dependent on the capacity represented by high quality graduate students, including those in the international graduate student (IGS) category. Other disciplines highlight the value added to the learning environment by a strong IGS component. It is also important to note that international graduate students who return to their home country maintain strong ties to both Ryerson and Canada, playing an important role in increasing our international profile and reputation. Also, a significant percentage of international graduate students elect to remain in Canada, and have a significant impact on the economy, innovation and international trade.

STUDENT RECRUITMENT

The Office of the Provost has formulated a student recruitment strategy in conjunction with the Office of the Registrar, the University Planning Office, the Yeates School of Graduate Studies and the Real Institute. This strategy has received the full support of Ryerson’s Board of Governors. The recruitment of international undergraduate students requires significant investment of time and resources. The strategy is currently being implemented, and is already showing strong results. The need to carefully manage the risk of overreliance on enrolments by students from one or two specific source countries is recognized.

The University’s efforts are being carefully coordinated both to avoid the potential hazards of a drop-off in applications from a key country and to ensure that we are taking full advantage of the benefits of a globally diverse student body.



⁶ Provost’s Working Group on International Graduate Students (2012). *International Graduate Student Growth Trajectory: Where to from here?*.

Graduate student recruitment tends to occur on a more program-specific basis than is the case for undergraduates. Top graduate students will come to Ryerson to work with a specific faculty member or specific lab, often with funding available through existing research grants. Ryerson attracts other international graduate students through a strong reputation within a specific sub-field. Ryerson receives significant interest from international graduate students, with the number of international applications almost equalling those from domestic students.

International Graduate Students: Top 10 Countries of Origin	
1	India
2	Iran (Islamic Republic of)
3	China
4	Saudi Arabia
5	Egypt Germany
6	Nigeria Pakistan
7	Brazil United States Bangladesh
8	Vietnam
9	Turkey Nepal Korea, South
10	Ghana Libya Colombia Poland

YSGS, September 2017.

International graduate students by faculty			
Faculty	(N) Intl	(%) Intl Intl Student Grp	(%) Intl Grad student body
Arts	9	3%	3 %
FCAD	16	6%	8 %
FCS	3	1%	1 %
FEAS	205	71%	25 %
FOS	19	7%	9 %
TRSM	28	10%	15 %
YSGS	8	3%	3 %
Overall	288	100%	12 %

YSGS, September 2017.

International Graduate Students: Applications by intake year			
Intake Year	International Applications (N)	% Diff from Prev Intake	Intl (%) of Total Applications
2013	2015		33.7%
2014	1927	-4.4%	35.2%
2015	1909	-0.9%	35.8%
2016	2385	24.9%	39.8%
2017	3265	36.9%	46.1%

YSGS, September 2017.

CONTINUED MOMENTUM

Despite the limited scope of Ryerson's international recruitment program prior to 2015, the RO has been able to steadily grow applications and enrolments. In the five-year period from 2009-14 applications from international students increased 63.5% (+2,596 applications) and actual enrolments increased 59.7% (+126 enrolled students). Capitalizing on bolstered resources received in 2015, the RO significantly increased the number of international enrolments in 2016 and 2017.

In order to maintain the recent gains in international enrolment, recent investments in international recruitment activity will also need to be maintained. Building an institutional presence in key markets requires ongoing and consistent contact, particularly in light of the fact that Ryerson is a relative newcomer to concerted recruitment activity as compared to our peer institutions here in Canada, and from other highly competitive markets such as the USA, UK and Australia.

THE REAL INSTITUTE

The Ryerson English as an Additional Language (Real) Institute, housed in brand new facilities located at College Park, is the home of the Ryerson ESL Foundation Program (RESLFP). The Ryerson ESL Foundation Program is designed for students who are academically qualified to apply for admission to a Ryerson University undergraduate program, but do not meet the minimum English proficiency requirements. The program offers intensive English language and academic skills instruction combined with undergraduate coursework. Students who successfully complete the Ryerson ESL Foundation Program are admitted to Ryerson degree programs with at least one undergraduate course credit and a strong foundation for academic success.

Ryerson ESL Foundation Program

	Applications	Total Offers	Enrolled	Year over Year %
	Total	Total	Total	Change in Enrolment
Fall 2013	114	50	21	0.0%
Fall 2014	337	161	52	147.6%
Fall 2015	566	262	82	57.7%
Fall 2016	911	489	159	93.9%
Fall 2017	1205	696	223	40.3%

Office of the Registrar, August 2017

The Real Institute, especially through the RUESLFP program, represents an important element of Ryerson's strategy to recruit growing numbers of highly qualified international students. The Real Institute also has the capacity to develop new short-term and on-demand English as an Additional Language (EAL) programming that will build Ryerson's international presence.

AGENCY RELATIONSHIPS

Unlike many other Canadian institutions, Ryerson has not historically worked with international recruitment agencies. The University will continue to tread carefully in terms of outsourcing student recruitment. Aside from the ethical issues that have been brought to light in regards to commission-based recruitment activity, the resources required to ensure that agents are well-trained, well-informed and continually up-to-date on admission standards are considerable. There is no intention to categorically reject possible collaboration with international recruiters in the future, but recruitment efforts are expected to remain primarily a home-grown effort involving those with expertise in our programs and standards, and with the best interests of Ryerson at heart.

SUPPORT SERVICES

Ryerson has been a leader in international student support. The University will continue to offer our growing number of international students a consistent quality of education and support. This means maintaining and enhancing the broad range of support programs currently in existence. These include, but are not limited to, programs relevant to mental health, visa/permit advising, English as an Additional Language (EAL) support, math and writing skills support and social support.

Word of mouth is a significant medium through which reputation is developed, and providing the conditions for academic, personal and professional success are of central importance.

INTERNATIONAL STUDENT RECOMMENDATIONS

1. Continue to implement Board approved strategy.

INNOVATION, INCUBATION AND ENTREPRENEURSHIP

Ryerson's commitment to innovation, incubation and entrepreneurship (IIE) has become a key differentiator for the University, and central to the vision of Ryerson as a global urban innovation university. The University's success in this area is well-recognized globally and has made a considerable contribution to Ryerson's international reputation and profile building efforts. With this has come a significant expansion in our ability to forge new global connections and partnerships. The DMZ in particular serves to draw global universities, industry and government representatives to the Ryerson campus on a regular basis, opening doors for the rest of the University.

INTERNATIONAL ENTREPRENEURIAL CONNECTIONS

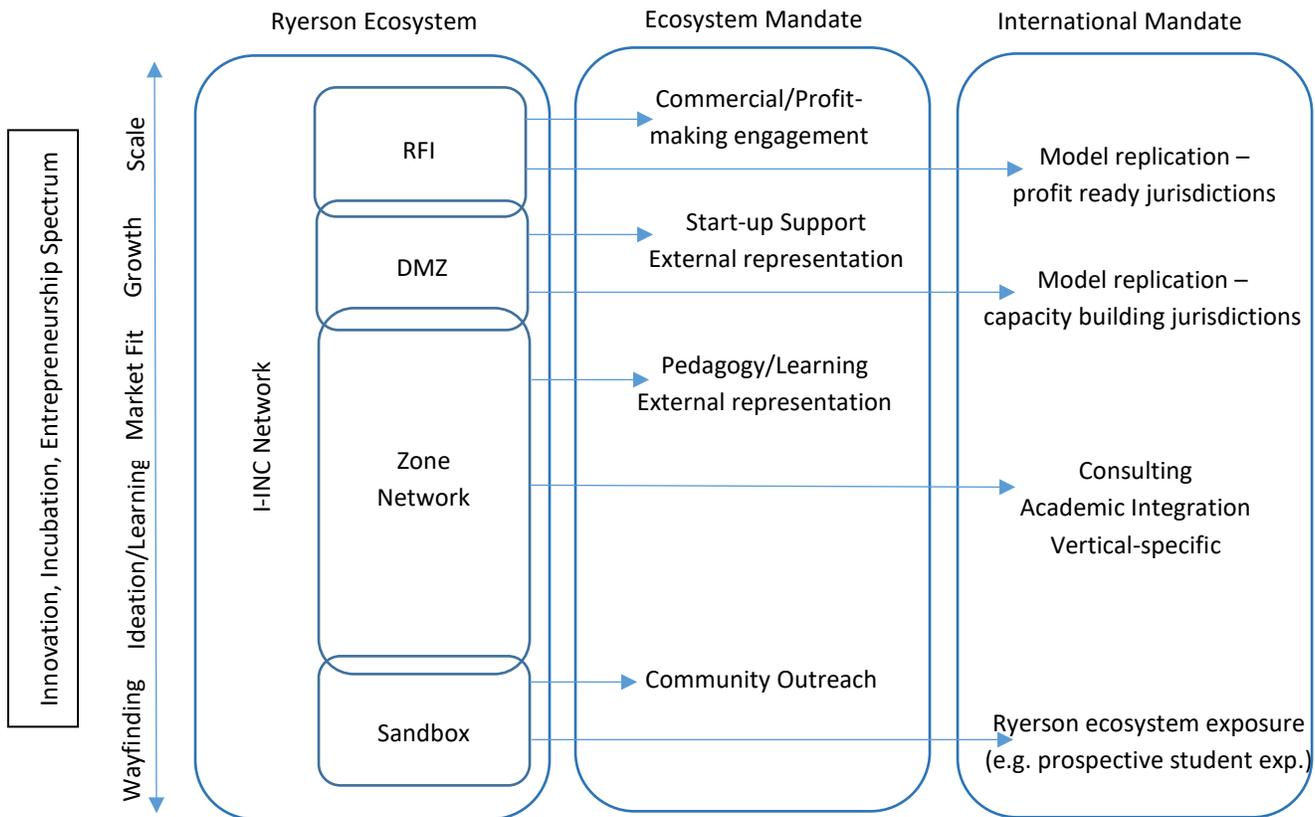
The DMZ and Ryerson Futures Inc. (RFI) accelerator program have established linkages in over 20 countries, with collaborators on every continent. These connections take a variety of forms, from mutual soft landing agreements, which give startups the opportunity to use a partner facility as a home base in a different jurisdiction, to international development projects, joint ventures and fee-for-service agreements. The first of these international connections, an RFI partnership with the Bombay Stock Exchange in India dubbed Zone Startups India (ZSI), has resulted in a Ryerson-modeled incubator space in the BSE Tower in central Mumbai. Most recently, the DMZ has secured an outpost in New York City, providing DMZ startups with a greater opportunity to expand their company into the American market. Other connections include a partnership with the University of the Witwatersrand – among Africa's most important universities – and relationships with Canadian and other trade commissioner networks that are the envy of Ryerson's peers. In addition, the Ryerson-led I-INC Network is a key part of the University's identity as a convening power in this space in Canada.

During initial consultations, key stakeholders noted the need to ensure that engagement in this space is informed by the same values that inform Ryerson's other channels of international engagement – in particular, mutual benefit, respect and sustainability. There is also a recognition that, despite the many opportunities available, the University has not yet fully leveraged the many assets at its disposal. One possible reason is a lack of clarity across the institution as to how IIE can best align with academic and research activity. Furthermore, there is currently no centralized oversight to connect the dots across entities, to weave a common strategy, or to set common or complementary goals. One solution might be additional resourcing to coordinate the various aspects of the innovation and incubation ecosystem at Ryerson – a 'hand on the wheel' to provide greater cohesiveness and a clearer narrative on how the IIE ecosystem can most effectively operate in an international context.

DRIVERS FOR NEW ACTIVITY

Consultation with key stakeholders in IIE pointed to a need for careful planning moving forward. Other Canadian and international universities have made strong entries into this field and Ryerson will need to continue to invest in programming, outreach and engagement if we are to maintain our status as a leader among entrepreneurial universities. Ryerson's ability to do so successfully will bring opportunities for increased reputation and profile building, generate revenue, attract international students and lead to invitations to collaborate on funded projects and SRC activity. Ideally, this engagement will expand to include the broader entrepreneurship ecosystem, particularly the Zone Learning network, as this connection to Ryerson's academic mission is a key differentiator from commercial incubators and co-working spaces.

Ryerson requires a clear path for engagement with external parties to inform a meaningful international strategy in this sphere. It is critical that no matter how or with whom an external party engages with our ecosystem, they are consistently stewarded to the appropriate centre of expertise to assess, and where appropriate, take a prospective collaboration forward. The schematic below attempts to bring clarity to the various elements of external engagement as they relate to international opportunities.



The main stated priority for the DMZ is the support of startups while the RFI was created to generate revenue. The priorities of the Zone Learning network are more closely related to academic engagement. In order to serve all these interests, a careful consideration of international priorities for each sector will need to be developed. Along with Ryerson International, the DMZ is well-placed to seek out revenue generating opportunities to support international partners seeking to establish their own incubators. This will, however, require increased capacity among DMZ staff to act as subject matter experts and consultants for such projects. RFI has had success in its partnerships to date, and should continue in the same direction. Zone Learning has not yet been leveraged fully in terms of global engagement, and should be a priority for future international program development in collaboration with like-minded partners.

INCUBATION, INNOVATION AND ENTREPRENEURSHIP RECOMMENDATIONS

1. Establish an oversight mechanism for the overall entrepreneurship ecosystem in order that traffic can be effectively directed across the various entities within it.
2. Establish a working group to identify opportunities for international engagement through Zone Learning, to include leveraging existing programs for visitors on a revenue generating basis, and for the purposes of profile building/recruitment support.

CONCLUSION

While Ryerson has made significant strides towards recognition as a global urban innovation university, there is still a great deal of work to do before our global reach meets our global ambitions. By implementing an internationalization strategy, indicating specific goals and targets – and identifying the resources required to support initiatives that will help us reach those goals – it is hoped that still more progress can be made over the next 3-5 years. This discussion paper is intended to serve as the foundation for a meaningful conversation with the Ryerson community on what matters most to us in terms of global engagement. It is hoped that by providing a snapshot of Ryerson’s current global outlook, and presenting recommendations for possible next steps, a more formal strategy can be presented in the coming months, taking into account the feedback we hope to receive from across the University.

Students should be at the centre of this discussion. Ryerson produces graduates capable of competing with their peers from other institutions in Canada and around the world, and contributing to solutions to the social, economic and cultural issues we face. We must provide opportunities for students from across the institution to engage their global citizenship. We can do this through the curriculum, via opportunities to study and work abroad, or by using Toronto’s rich diaspora community and Ryerson’s technological savvy to connect them with cultures and ways of being that challenge them to think critically and appreciate difference. International students at Ryerson can contribute to this goal, and our institution will need to carefully consider how we move forward with increasing their presence on campus while ensuring they have the support they require to thrive here.

Ryerson works in collaboration with universities, governments, and industry in a large number of jurisdictions. The international reach of our scholarly, creative and research activity has grown in recent years, but there is still capacity for significantly greater impact. For this to take place, a greater degree of information sharing and coordination will need to take place. Personal networks, experience with grants and proposal development, project management and administration expertise, and familiarity with the ways of doing business in partner jurisdictions are all assets available at Ryerson, but these assets haven’t always come together. By creating opportunities to share our resources, the impact of the SRC activity and the projects we choose to pursue will be considerably greater.

Innovation and entrepreneurship have become important elements of Ryerson’s identity, with recognition of our accomplishments in this area growing across Canada and in the minds of local, provincial and federal governments. We can further leverage this expertise and reputation by, again, working to better coordinate the efforts of the many stakeholders internally. The attention that Ryerson draws through these activities can in turn be more effectively leveraged to provide opportunities for other forms of collaboration, and to ensure that Ryerson’s reputation and profile continue to improve.

FEEDBACK

The purpose of the material above is to begin a conversation at Ryerson on the topic of internationalization with the intention of developing an internationalization strategy based on what we learn from our community. We hope all members of the Ryerson community will take the time to engage with us through the following venues:

- **Town Halls** – Dr. Anver Saloojee, Assistant Vice President, International will host a series of town hall events during the month of October to discuss the contents of this report, to answer questions about Ryerson’s current activities, and to listen to feedback from the community. Specific dates and times will be communicated through the Ryerson International website and other channels.

- **Online Form** – Community members are strongly encouraged to share their thoughts in writing through the [Community Consultation on Internationalization at Ryerson Feedback Form](https://www.ryerson.ca/ri/internationalization-strategy). The form will remain available up to January 12, 2018.
<https://goo.gl/forms/v02LlnUgzmj7uqBK2>

Please visit www.ryerson.ca/ri/internationalization-strategy for more information.

We look forward to hearing from you.