



Athabasca  
University

## **Factbook 2024-25**

Institutional Data Analysis





**Athabasca University respectfully  
acknowledges that we live and work on the  
traditional lands of the Indigenous Peoples  
(Inuit, First Nations, Métis) of Canada. We  
honour the ancestry, heritage, and gifts of the  
Indigenous Peoples and give thanks to them.**





# About Athabasca University

## Our Mission

Athabasca University, Canada's Open University, is dedicated to the removal of barriers that restrict access to and success in university-level study and to increasing equality of educational opportunity for adult learners worldwide.

[Learn more about AU](#)

**Like No Other** | [Athabasca University's strategic plan 2024-2029](#)



# History

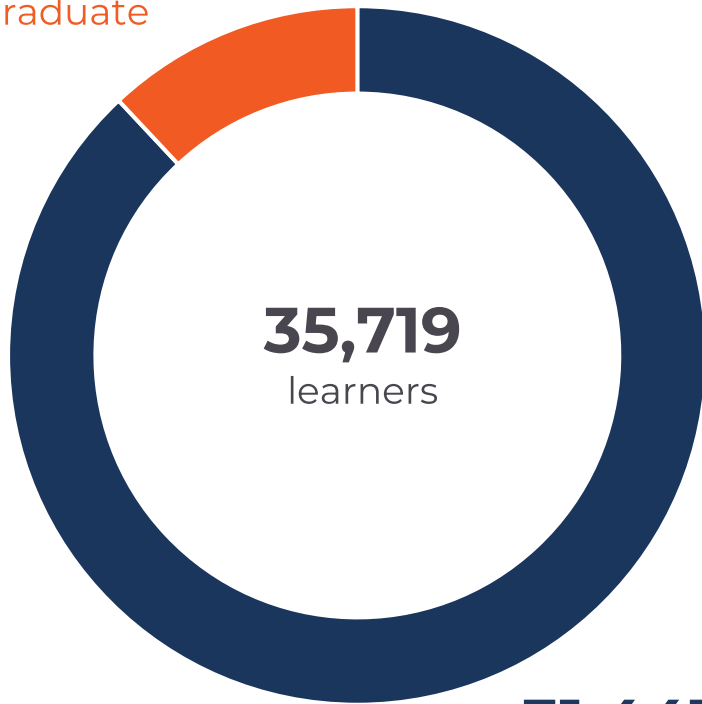
- 1970** Established by Government of Alberta on June 25, 1970
- 1972** Pilot project as an open, distance university
- 1973** First course 'World Ecology'
- 1976** First degrees offered in Bachelor of Arts: Liberal Studies and Bachelor of General Studies
- 1978** Permanent self-governing status as Alberta's 4<sup>th</sup> public university
- 1984** Relocated to Athabasca
- 1992** Revised mandate to offer Master's programs
- 1994** Introduced world's first online MBA
- 2001** Established Centre for World Indigenous Knowledge and Research (renamed 'Nukskahtowin' in 2019)
- 2008** First Doctorate program, Doctor of Distance Education (EdD) opened
- 2019** PowerED™ launched
- 2020** AU celebrated 50 years
- 2021** Start-up phase announced for Integrated Learning Environment (ILE)
- 2022** Faculty of Business received AACSB accreditation as one of the world's best business schools
- 2022** First courses offered on the Brightspace platform



# 2024-25 Learners' Profile



**4,278**  
Graduate



**31,441**  
Undergraduate

**32**  
Average Age

**66%**  
Female

**4.4%**  
Self-identified  
Indigenous

**41%**  
residing in  
Alberta

**7.4%**  
International  
learners

**9.5%**  
Self-identified  
Disability

**21%**  
Non-Program  
Non-Visiting

**26%**  
Non-Program  
Visiting

Note:

1. Snapshot of learners with course start dates from April 1, 2024 to March 31, 2025, excluding early withdrawals.
2. Each learner's program of study was recorded at their most recent (last) course start of the fiscal year timeframe.
3. Percentages were calculated out of all AU learners.
4. Self-identified Indigenous learners self-reported as Indigenous Peoples (Inuit, First Nations, Métis) of Canada.
5. Self-identified disability were learners who self-reported as needing accommodations.
6. Non-Program, Non-Visiting learners included undergraduate and graduate non-program learners, who were enrolled as non-credential seeking learners at AU.
7. Non-Program, Visiting consisted of undergraduate level, non-credential seeking (non-program) learners taking course(s) at AU that may be applied for credit in a program at their sending institution.

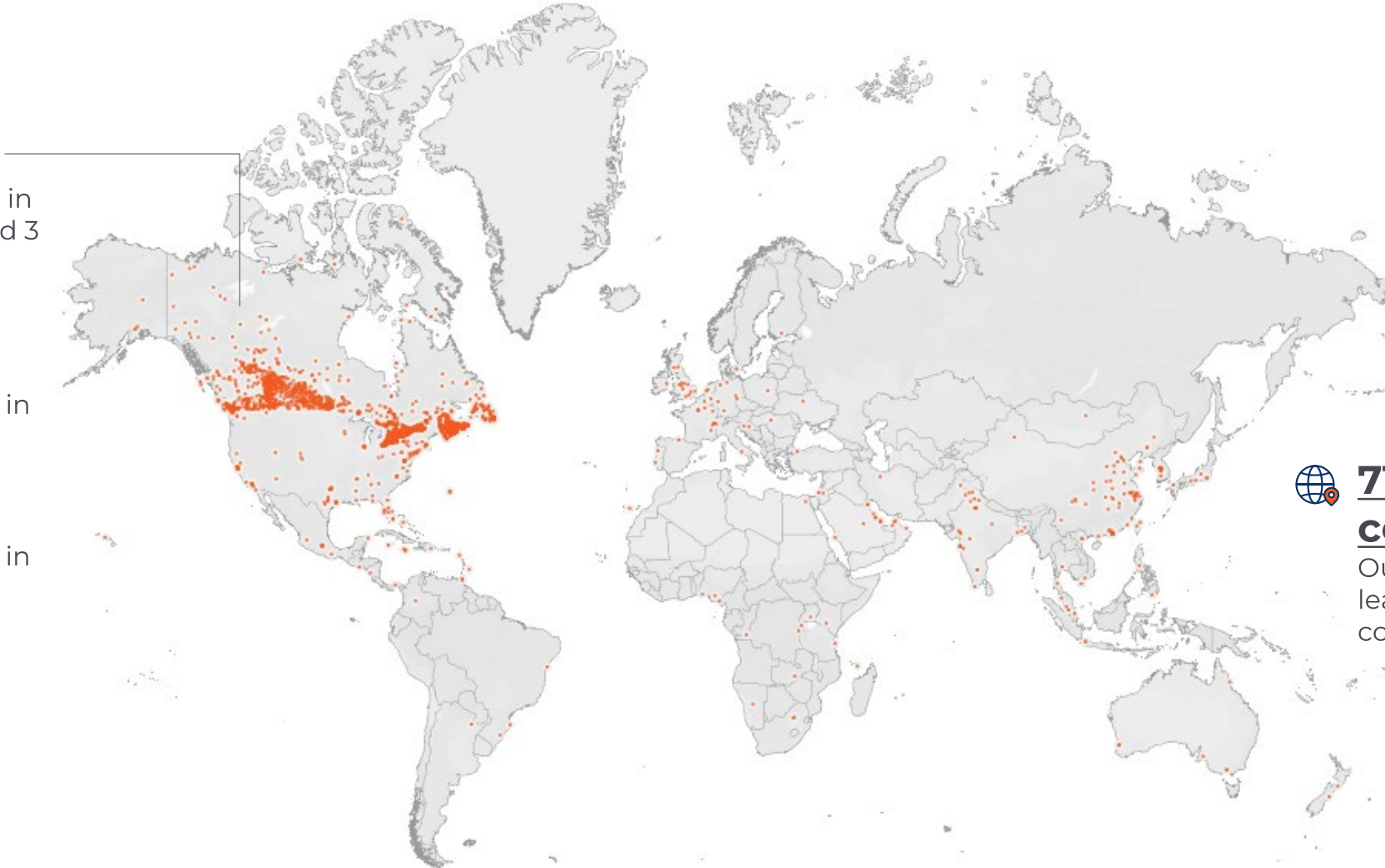


# 2024-25 Learners Worldwide

## Canada

AU learners reside in all 10 provinces and 3 territories.

- **11%** of AU learners in Canada reside in rural areas.
- **89%** of AU learners in Canada reside in urban areas.



## 71 international countries

Outside Canada, AU learners also reside in 71 countries worldwide.

Note:

1. Based on learner provided mailing address.

2. Canadian rural and urban areas were determined by Canadian postal codes, following [addressing guidelines from Canada Post](#).





# 2024-25 Top 10 City/Town of Residence

- |   |                                     |    |                                     |
|---|-------------------------------------|----|-------------------------------------|
| 1 | <b>Calgary, AB</b> (5,360 learners) | 6  | <b>Vancouver, BC</b> (550 learners) |
| 2 | <b>Edmonton, AB</b> (3,465)         | 7  | <b>Mississauga, ON</b> (494)        |
| 3 | <b>Toronto, ON</b> (1,432)          | 8  | <b>Hamilton, ON</b> (469)           |
| 4 | <b>Winnipeg, MB</b> (906)           | 9  | <b>Surrey, BC</b> (409)             |
| 5 | <b>Ottawa, ON</b> (856)             | 10 | <b>Saskatoon, SK</b> (402)          |

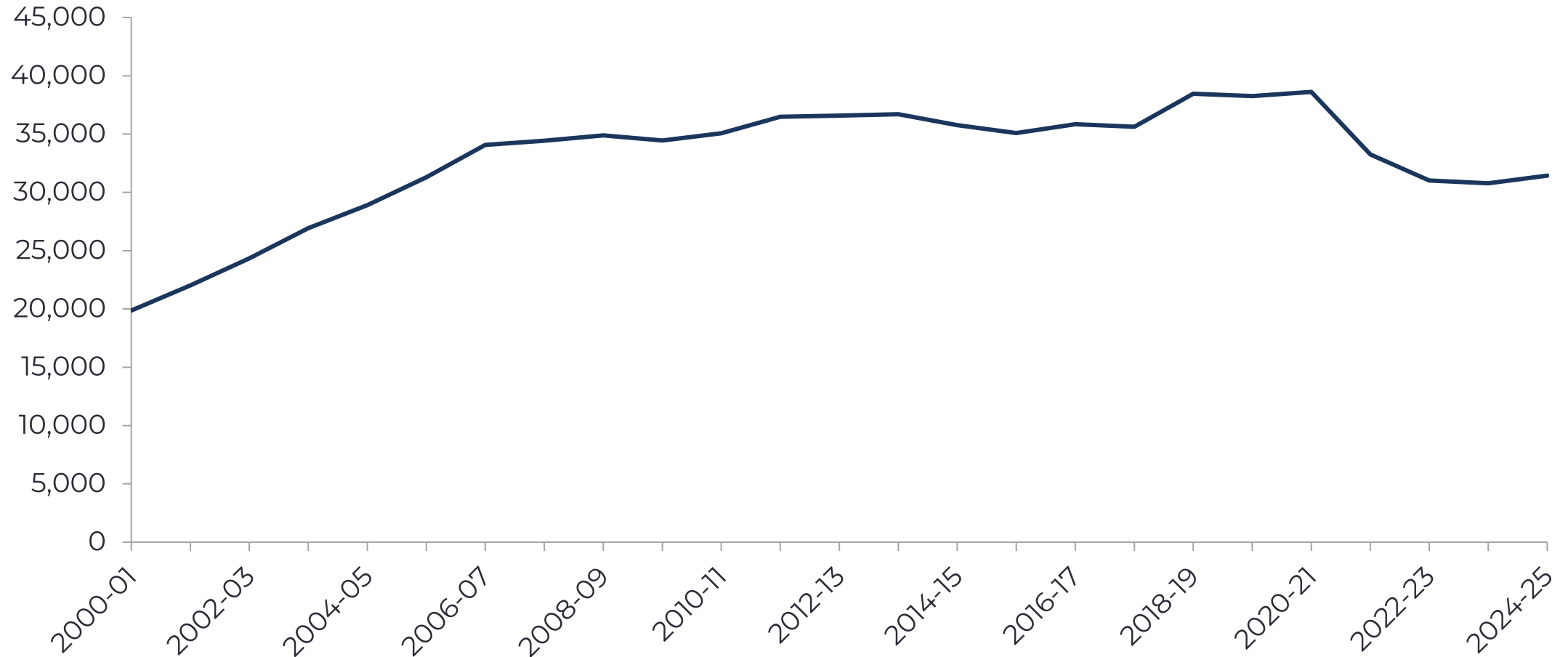
**UNDERGRADUATE**





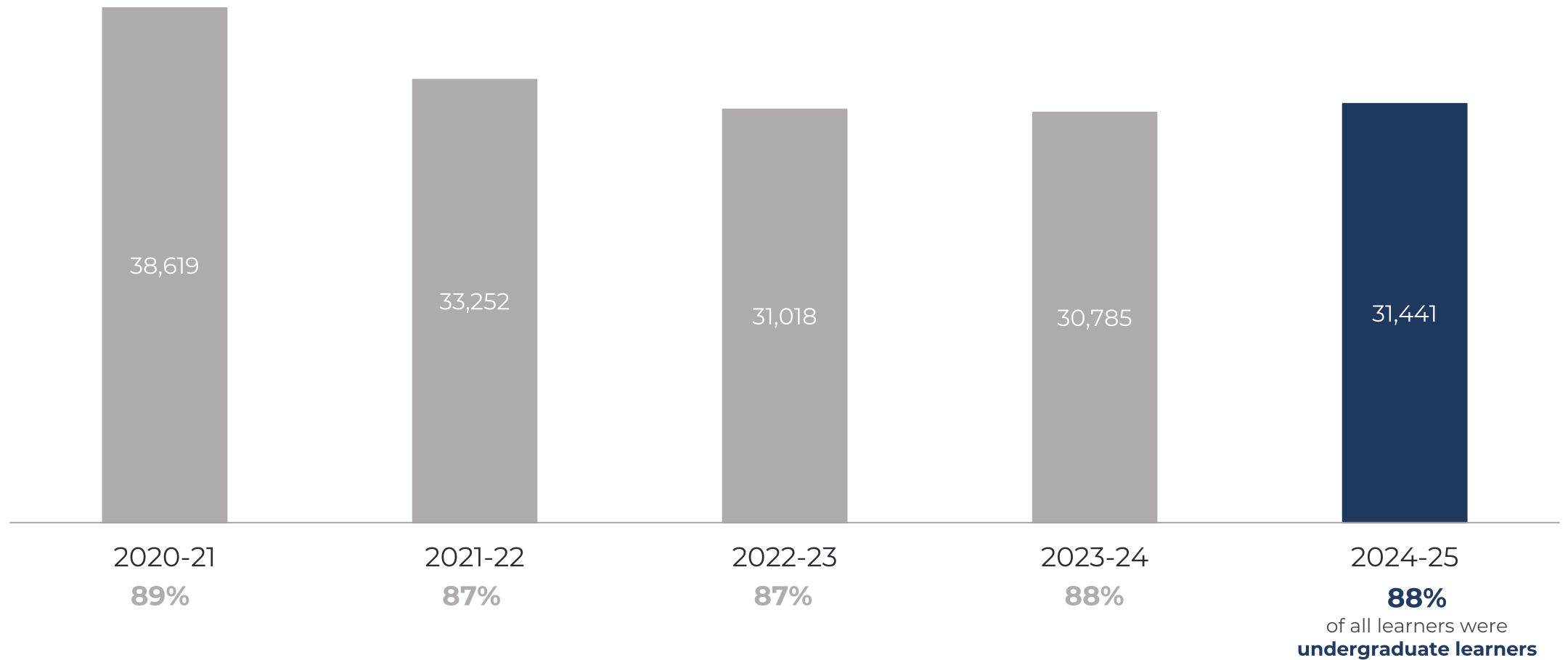


# Undergraduate 25 Year Enrolment Trend



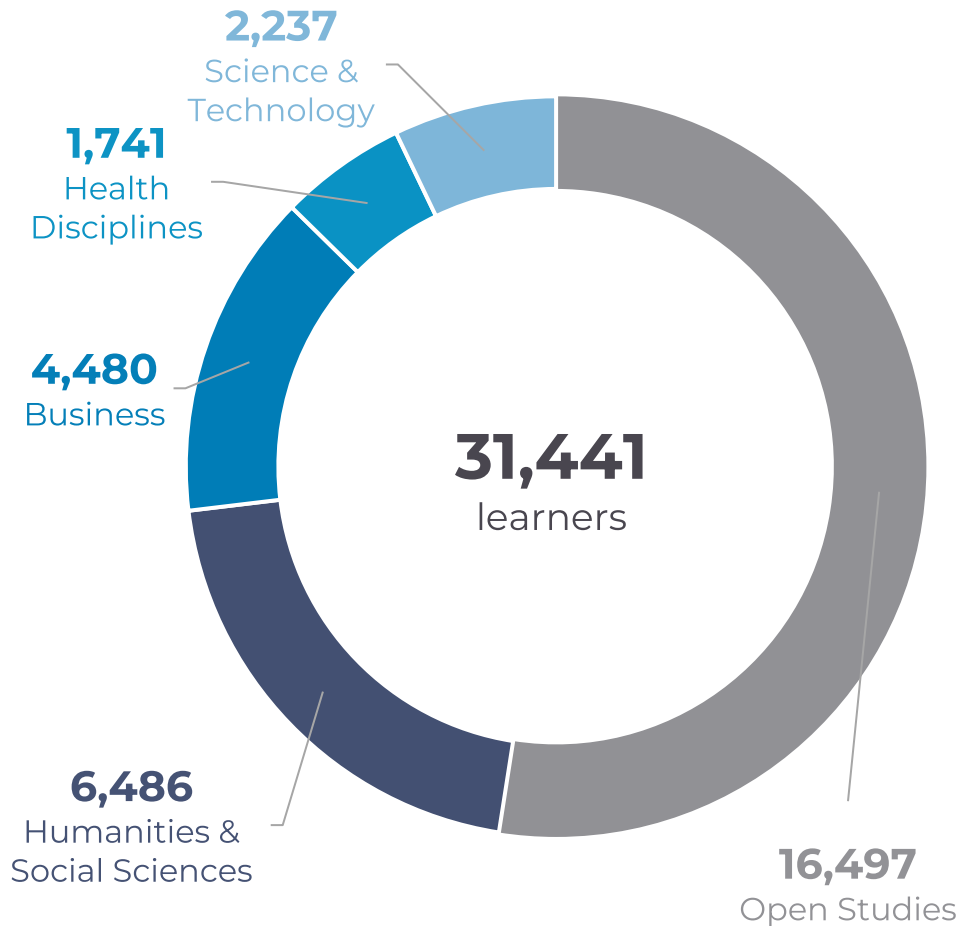


# Undergraduate Learners





# 2024-25 Learners' Profile: Undergraduate



**31**  
Average Age

**64%**  
Female

**4.5%**  
Self-identified  
Indigenous

**42%**  
residing in  
Alberta

**8.1%**  
International  
learners

**10%**  
Self-identified  
Disability

**23%**  
Undergraduate  
Non-Program  
Non-Visiting

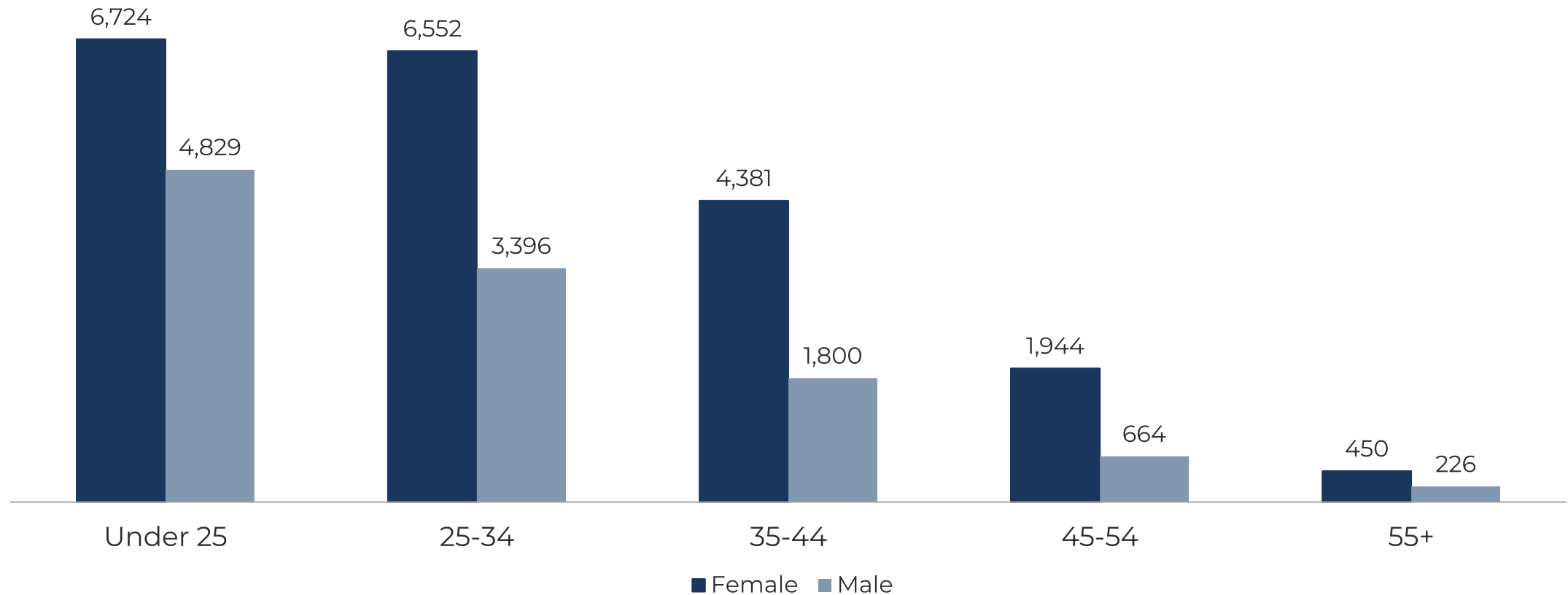
**30%**  
Undergraduate  
Non-Program  
Visiting

Note:

1. Snapshot of undergraduate learners with course start dates from April 1, 2024 to March 31, 2025, excluding early withdrawals.
2. Each learner's program of study was recorded at their most recent (last) course start of the fiscal year timeframe.
3. Percentages were calculated out of undergraduate learners.
4. Self-identified Indigenous learners self-reported as Indigenous Peoples (Inuit, First Nations, Métis) of Canada.
5. Self-identified disability were learners who self-reported as needing accommodations.
6. Undergraduate Non-Program, Non-Visiting was a subsection of Open Studies, consisting of undergraduate level, non-credential seeking learners who may be taking course(s) for general interest.
7. Undergraduate Non-Program, Visiting was a subsection of Open Studies. This category of learners were taking course(s) at AU that may be applied for credit in a program at their sending institution.



# 2024-25 Undergraduate Age & Gender (Sex)



Note:

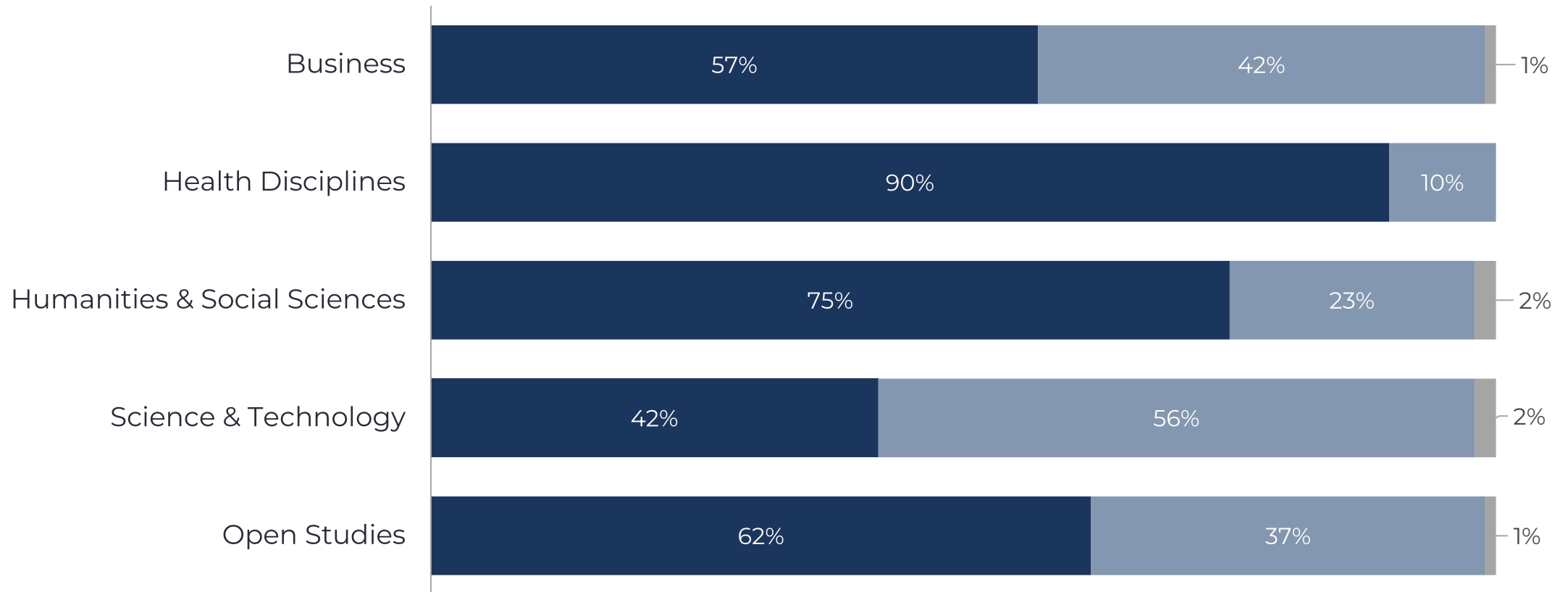
1. Age was calculated at the learner's most recent (last) course start of the fiscal year.
2. Unknown values for the age and gender (sex) categories were not reported in the bar chart.





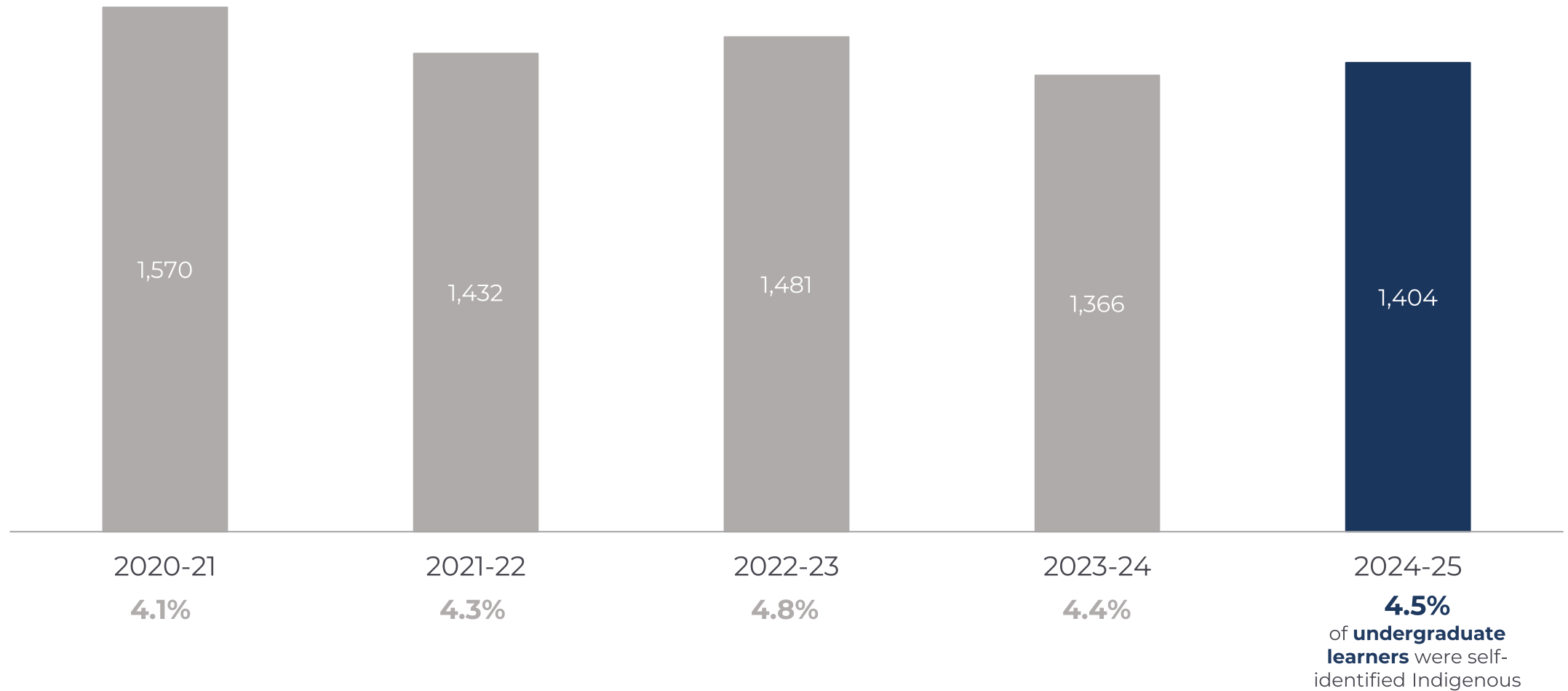
# 2024-25 Undergraduate Gender (Sex) Distribution by Faculty

■ Female ■ Male ■ Unknown



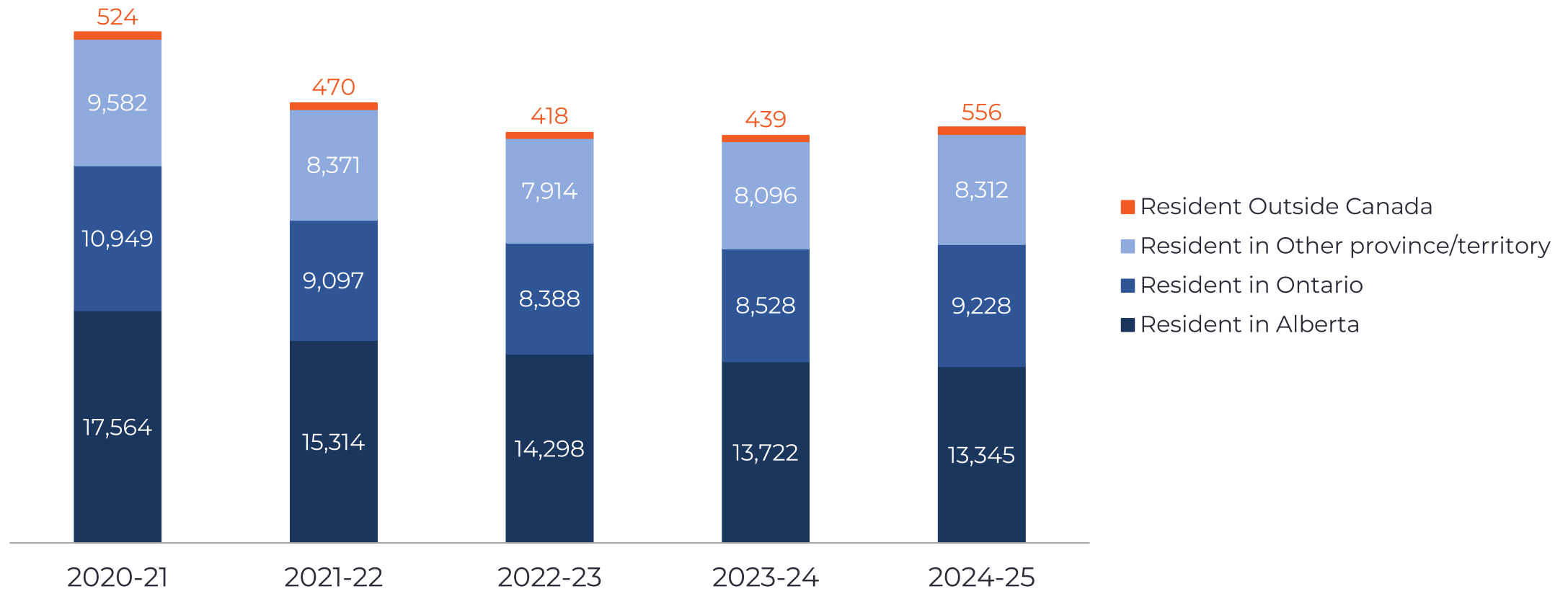


# Undergraduate Indigenous Learners





# Undergraduate Location of Residence



Note:

1. Based on learner provided mailing address.

2. Unknown values for the location of residence were not reported in the bar chart.



# 2024-25 Undergraduate Rural Learners

8.0%

of undergraduate learners in **Alberta** reside in **rural areas**

11%

of undergraduate learners in **Canada** reside in **rural areas**

Note:

1. Based on learner provided mailing address, specifically learners with Canadian postal codes.

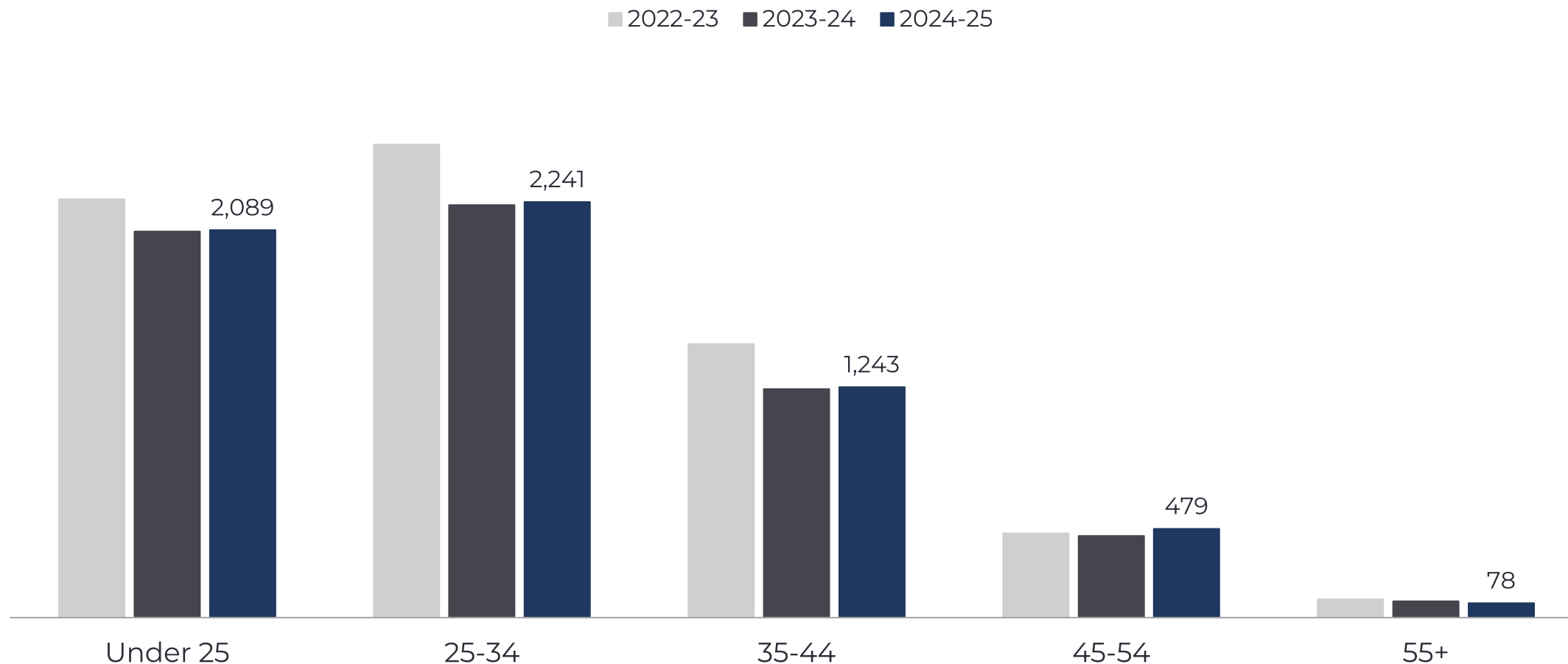
2. Rural areas were defined as rural Canadian postal codes, following [addressing guidelines from Canada Post](#).





# First-Time Undergraduate Program Learners

(Age at first Undergraduate Program Enrolment Date)



Note:

1. First-time undergraduate learners, defined as learners enrolling at the undergraduate program level for the first time, excluding Open Studies enrolments.
2. Age was calculated at the first program enrolment date at the undergraduate program level.



# Undergraduate Learners by Program

Program Faculty	Program Name	2022-23	2023-24	2024-25
Business	Bachelor of Commerce	2,928	2,869	2,798
	Bachelor of Management - 3 Year	1,071	1,088	1,039
	Bachelor of Management^	134	76	31
	Undergraduate Certificates & Diplomas	644	607	612
	<b>Total</b>	<b>4,777</b>	<b>4,640</b>	<b>4,480</b>
Health Disciplines	Post-LPN Bachelor of Nursing	2,227	1,715	1,239
	Post-RN Bachelor of Nursing	418	369	344
	Bachelor of Health Administration^	436	258	158
	<b>Total</b>	<b>3,081</b>	<b>2,342</b>	<b>1,741</b>
Open Studies	Undergraduate Non-Program	14,084	14,975	16,497

Note:

(^): Suspended program closed to new admissions.

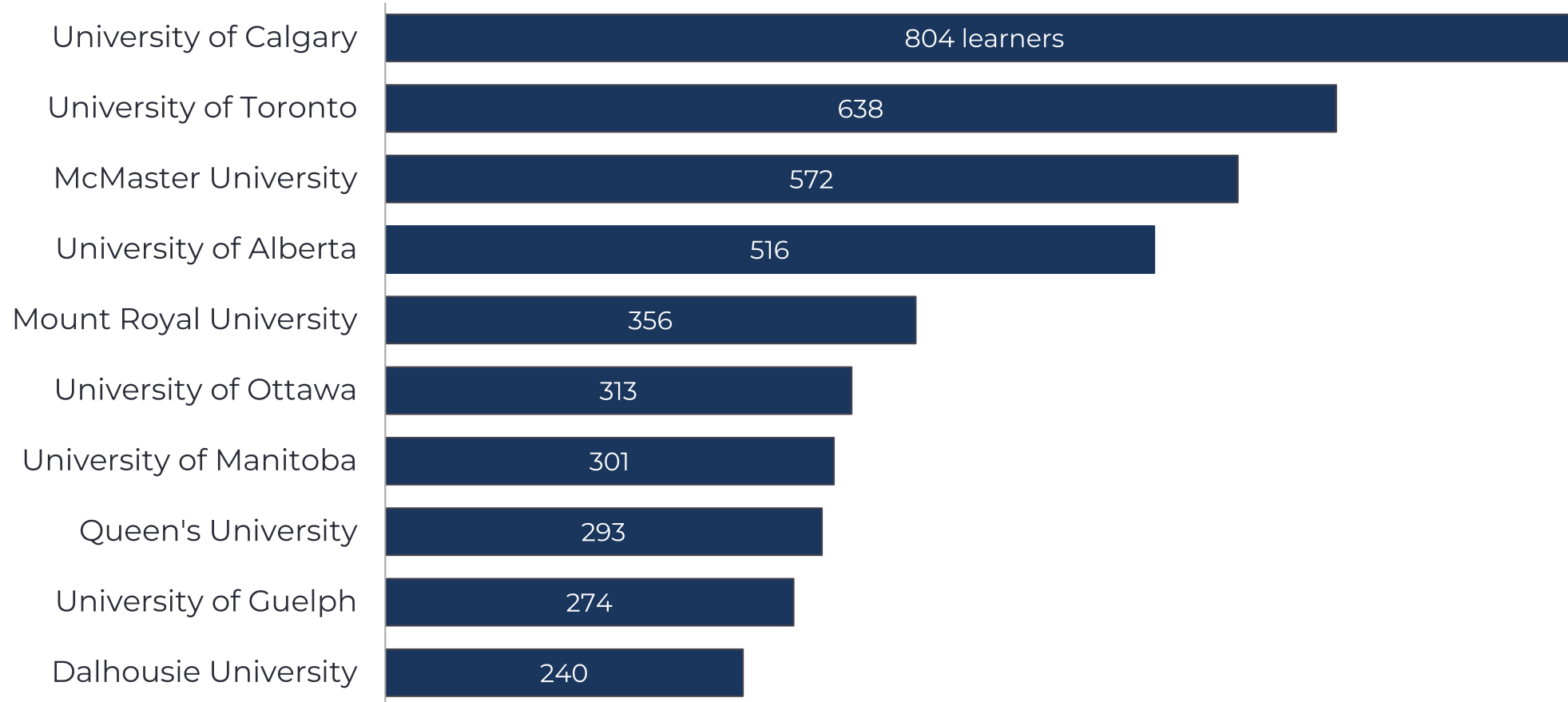


# Undergraduate Learners by Program

Program Faculty	Program Name	2022-23	2023-24	2024-25
Humanities & Social Sciences	Bachelor of Arts	2,494	2,432	2,507
	Bachelor of Arts - 3 Year	1,107	1,077	1,104
	Bachelor of Professional Arts	1,019	970	927
	Bachelor of General Studies	886	900	861
	Bachelor of Human Resources and Labour Relations	647	602	610
	Undergraduate Certificates & Diplomas	605	523	477
	<b>Total</b>	<b>6,758</b>	<b>6,504</b>	<b>6,486</b>
Science & Technology	Bachelor of Science - Computing and Information Systems Major	899	940	903
	Bachelor of Science - Biological Sciences Major	427	423	426
	Bachelor of Science - General	372	355	335
	Bachelor of Science - Architecture	240	231	245
	Bachelor of Science - Applied Mathematics Major	206	217	197
	Undergraduate Certificates & Diplomas	174	158	131
	<b>Total</b>	<b>2,318</b>	<b>2,324</b>	<b>2,237</b>



# 2024-25 Top 10 Visiting Institutions



**Note:**

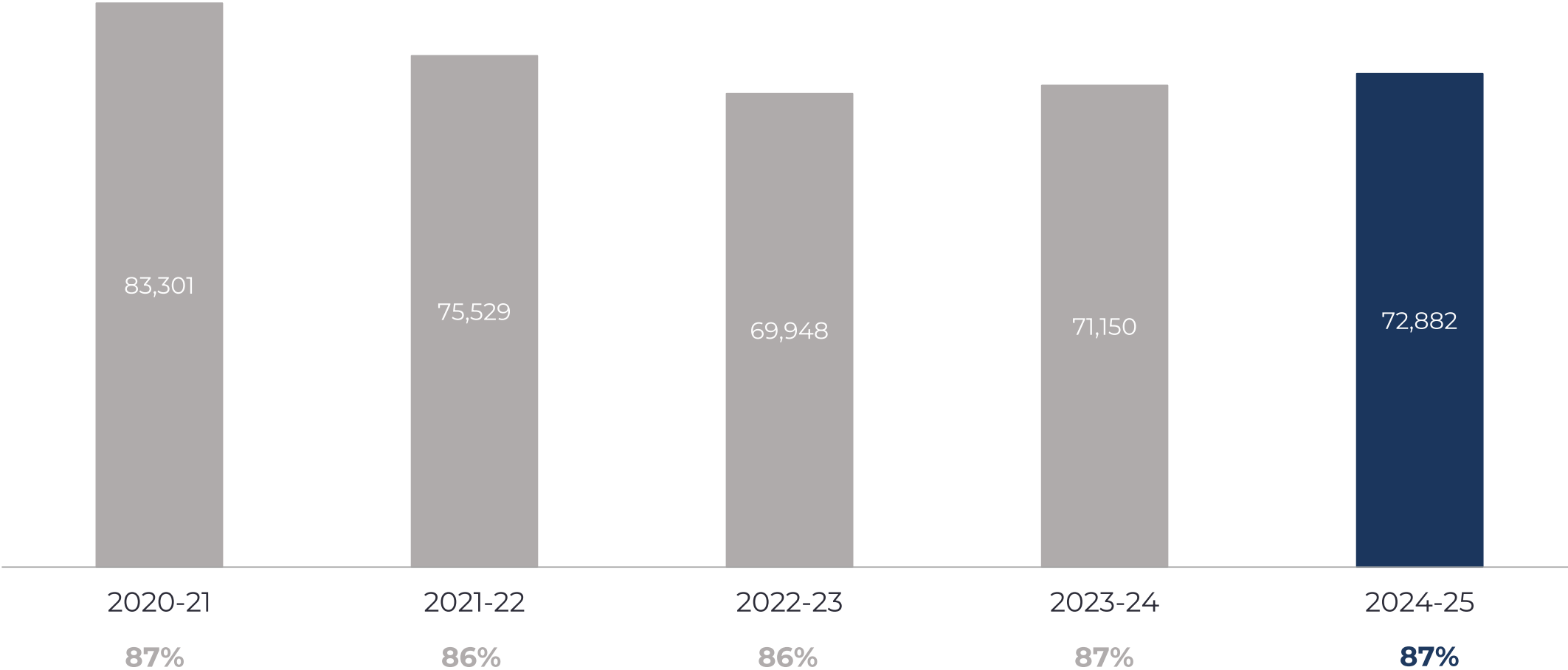
1. Snapshot of learners with course starts from April 1, 2024 to March 31, 2025, excluding early withdrawals.

2. Undergraduate level, non-credential seeking (non-program) learners taking course(s) at AU that may be applied for credit in a program at their sending institution.





# Undergraduate Net Course Starts



Note:  
1. Course starts in undergraduate level courses, including zero-credit courses.  
2. Undergraduate course start dates for the period from April 1, 2020 to March 31, 2025, excluding early withdrawals.

**87%**  
of all net course starts were in  
**undergraduate level courses**



# 2024-25 Top 10 Undergraduate Net Courses

- |   |  |    |  |
|---|--|----|--|
| 1 | <b>ENGL255</b> (2,405 net course starts) | 6  | <b>CMIS245</b> (1,122 net course starts) |
| 2 | <b>BIOL235</b> (1,486)                   | 7  | <b>PSYC290</b> (1,006)                   |
| 3 | <b>MATH215</b> (1,369)                   | 8  | <b>ECON247</b> (822)                     |
| 4 | <b>PSYC289</b> (1,228)                   | 9  | <b>PHIL252</b> (763)                     |
| 5 | <b>ACCT253</b> (1,213)                   | 10 | <b>ADMN233</b> (696)                     |



# 2024-25 Undergraduate Course Distribution

Course Faculty	Number of Courses	Net Course Starts
Business	86	16,666
Health Disciplines	31	3,983
Humanities & Social Sciences	382	35,342
Science & Technology	137	16,891
<b>Total</b>	<b>636</b>	<b>72,882</b>

Note:

1. Number of unique undergraduate course IDs with course starts from April 1, 2024 to March 31, 2025, excluding early withdrawals.

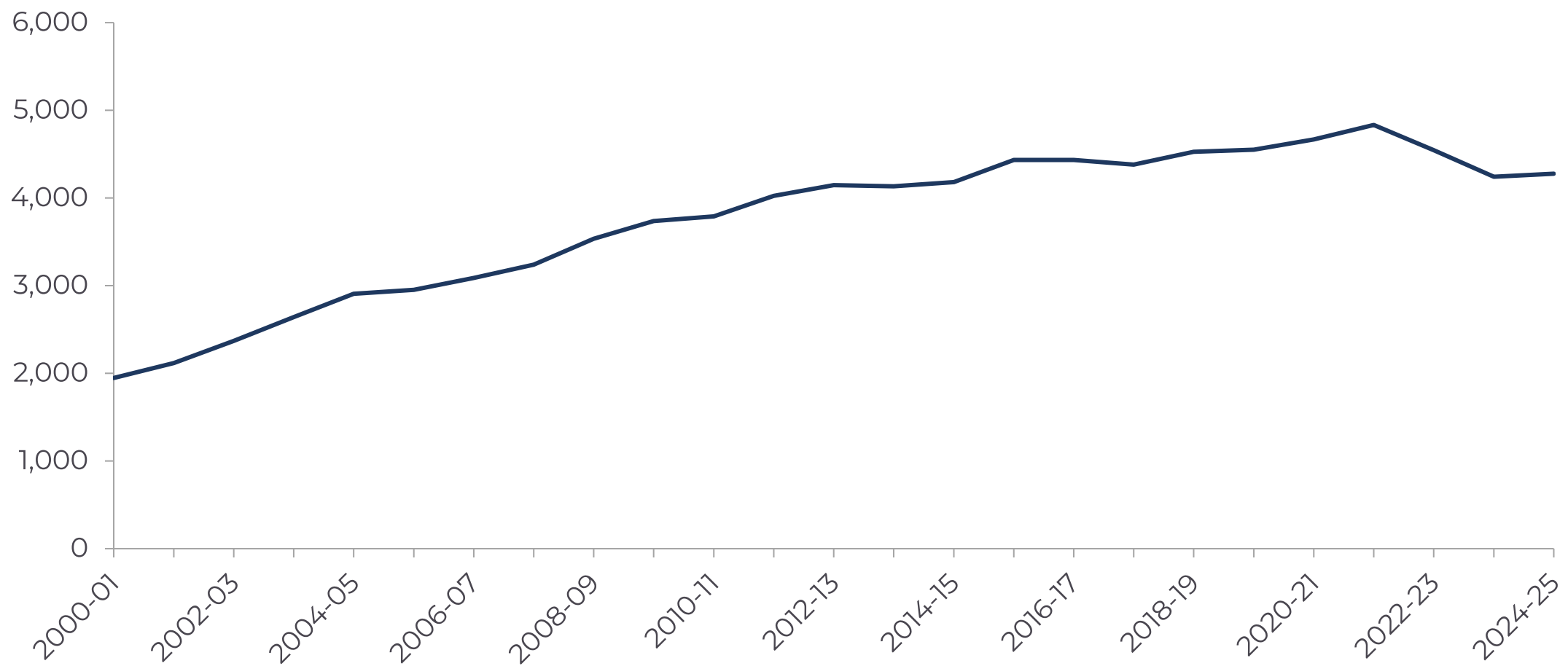
**GRADUATE**





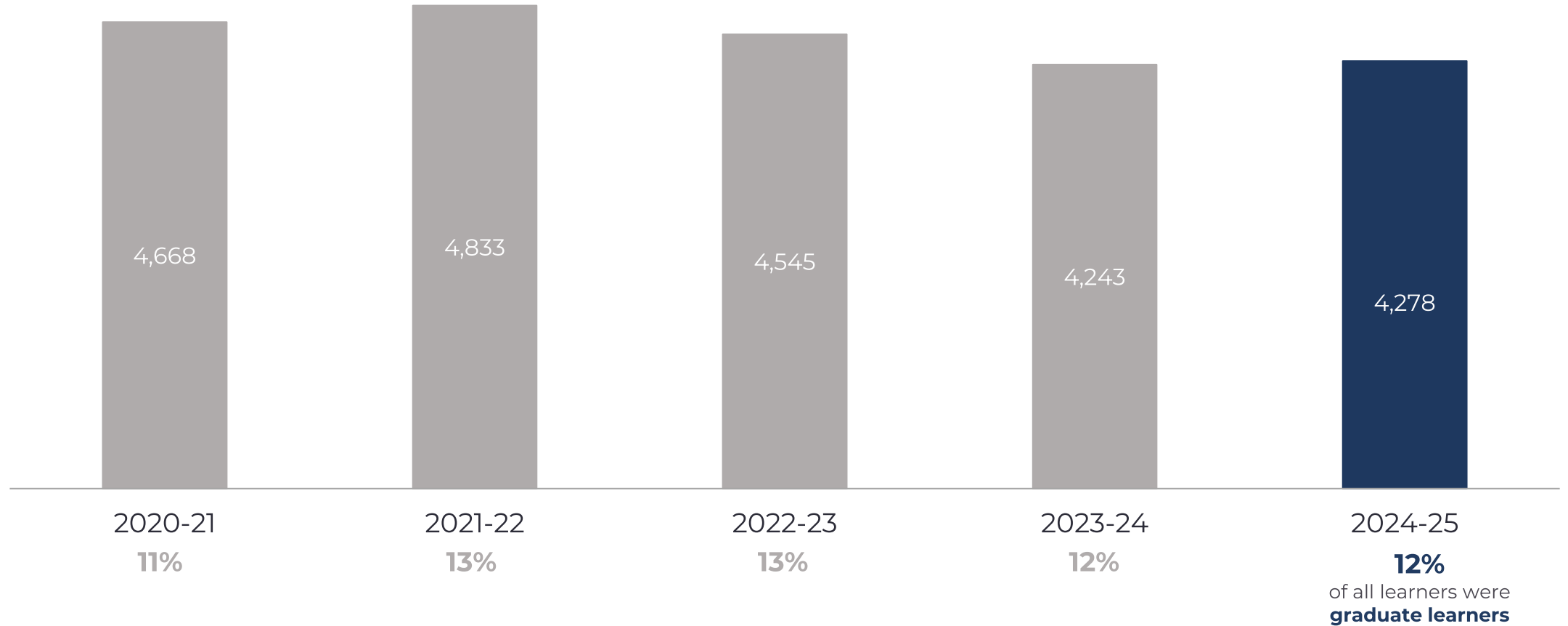


# Graduate 25 Year Enrolment Trend

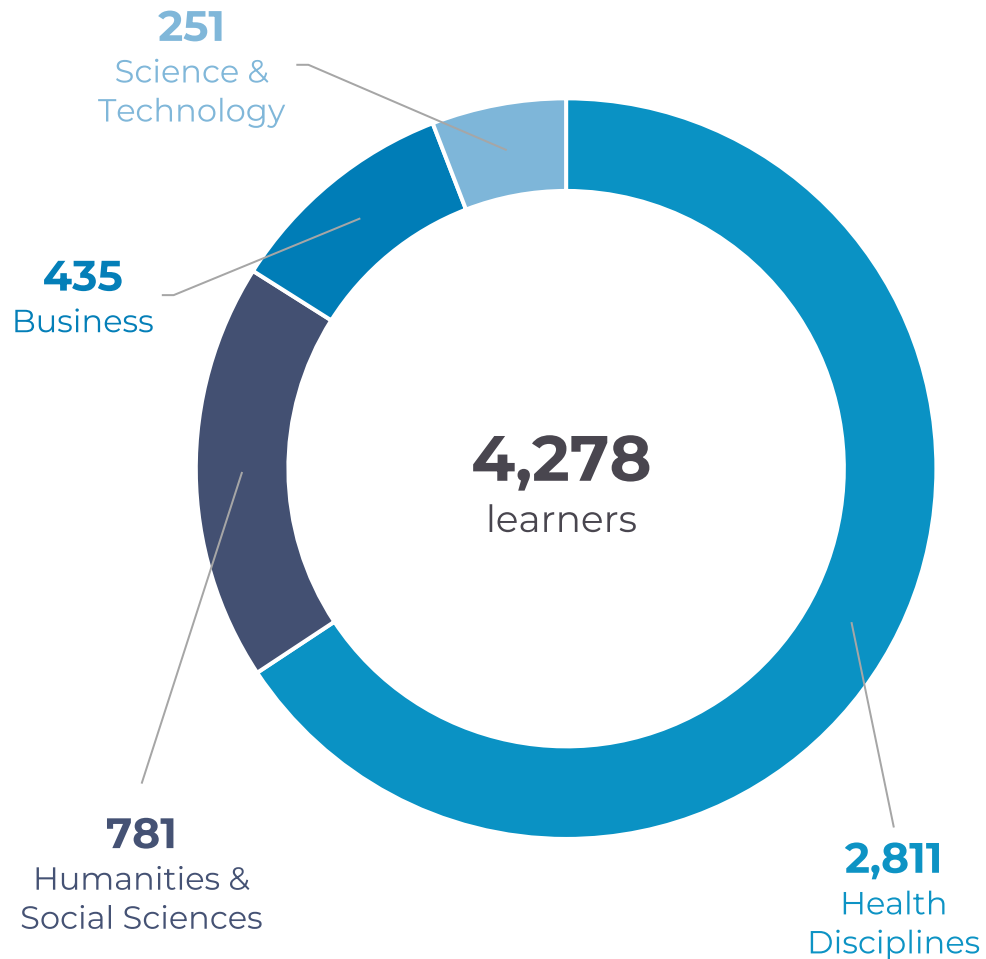




# Graduate Learners



# 2024-25 Learners' Profile: Graduate



**38**  
Average Age

**78%**  
Female

**3.8%**  
Self-identified  
Indigenous

**32%**  
residing in  
Alberta

**1.8%**  
International  
learners

**5.4%**  
Self-identified  
Disability

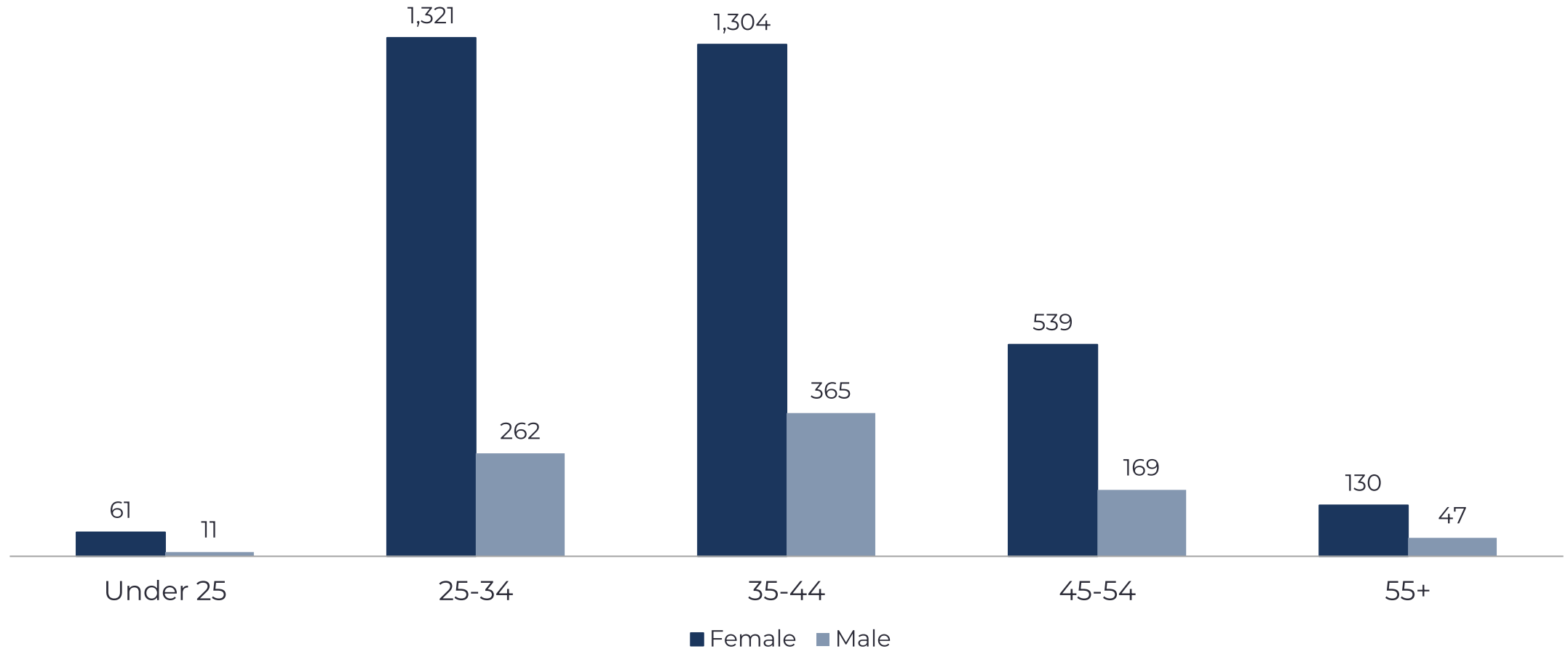
**12%**  
Graduate  
Non-Program

Note:

1. Snapshot of graduate learners with course start dates from April 1, 2024 to March 31, 2025, excluding early withdrawals.
2. Each learner's program of study was recorded at their most recent (last) course start of the fiscal year timeframe.
3. Percentages were calculated out of graduate learners.
4. Self-identified Indigenous learners self-reported as Indigenous Peoples (Inuit, First Nations, Métis) of Canada.
5. Self-identified disability were learners who self-reported as needing accommodations.
6. Graduate Non-Program consisted of non-credential seeking learners at the graduate level. Graduate non-program learners were specific to a graduate program of study and therefore included in each graduate faculty's respective count of learners.



# 2024-25 Graduate Age & Gender (Sex)



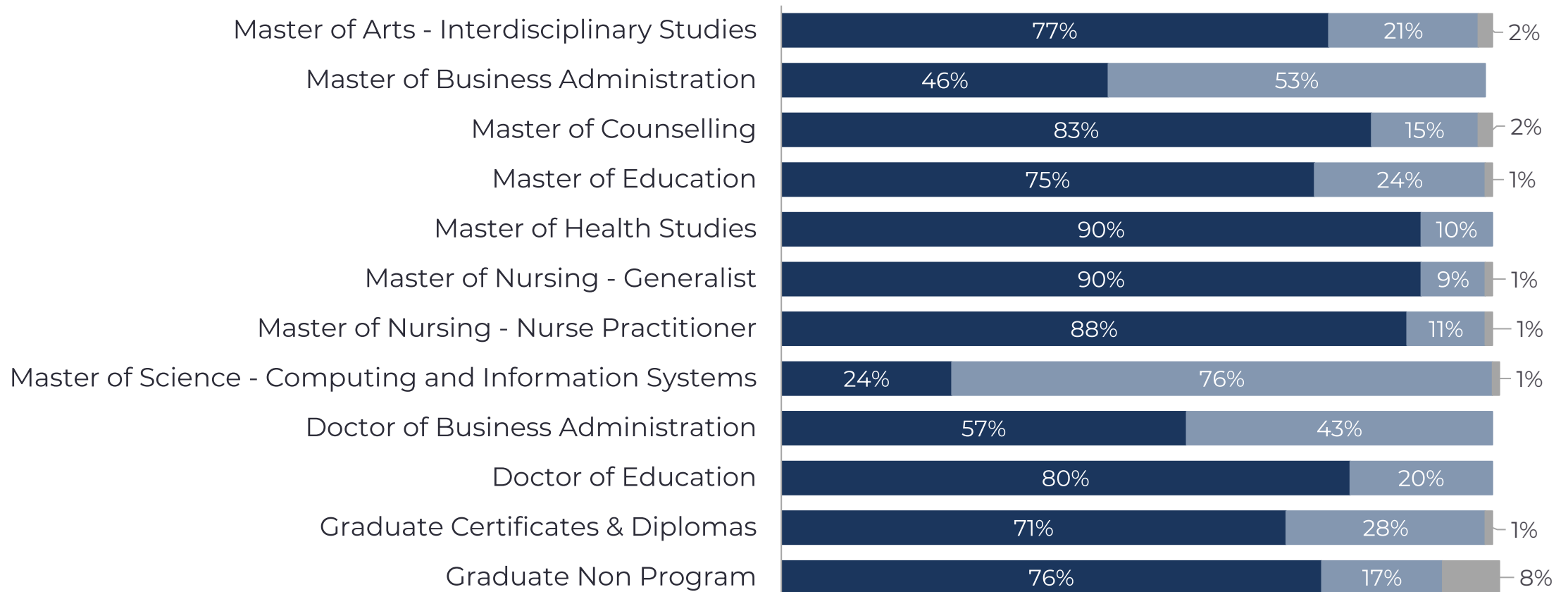
Note:

1. Age was calculated at the learner's most recent (last) course start of the fiscal year.
2. Unknown values for the age and gender (sex) categories were not reported in the bar chart.



# 2024-25 Graduate Gender (Sex) Distribution by Program

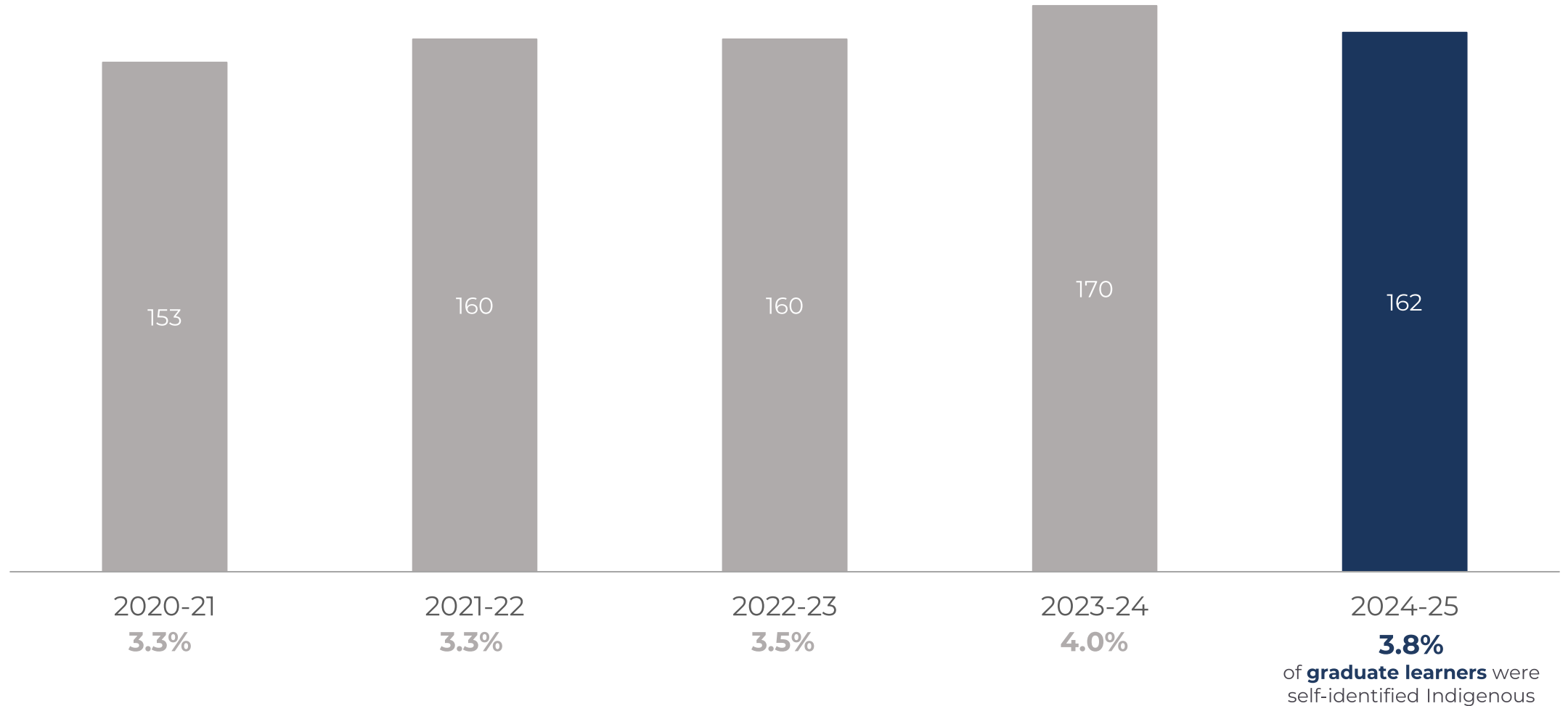
■ Female ■ Male ■ Unknown





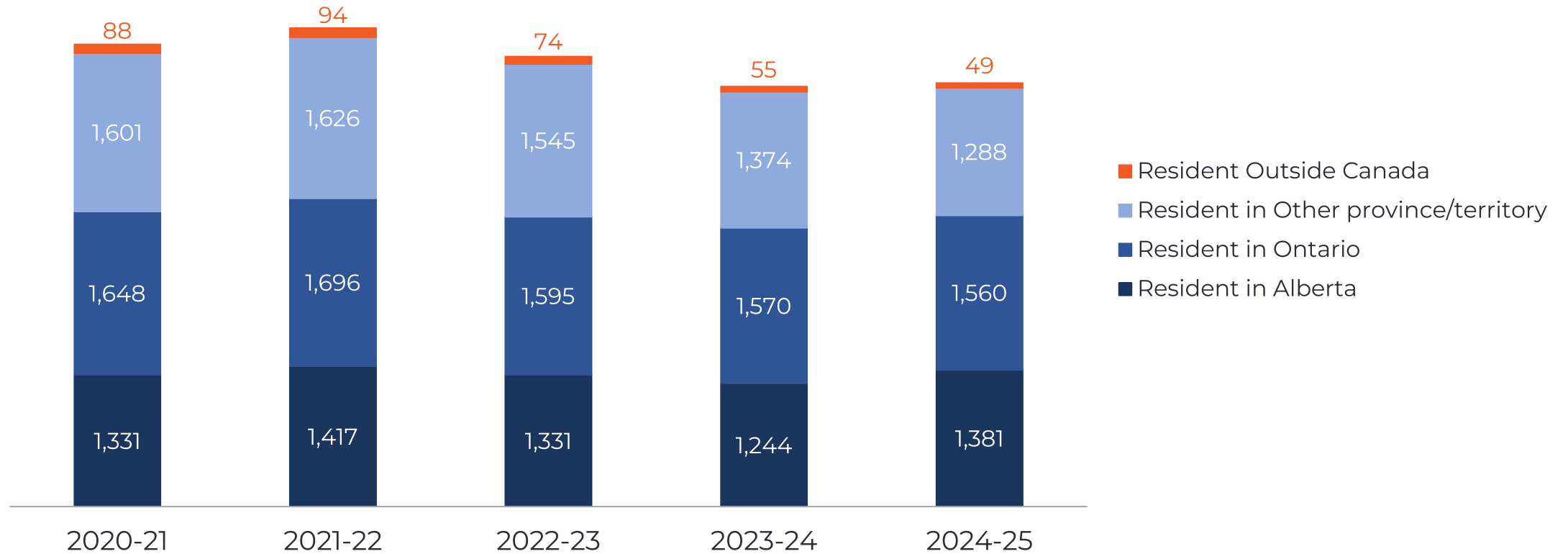


# Graduate Indigenous Learners





# Graduate Location of Residence



Note:

1. Based on learner provided mailing address.

2. Unknown values for the location of residence were not reported in the bar chart.



# 2024-25 Graduate Rural Learners



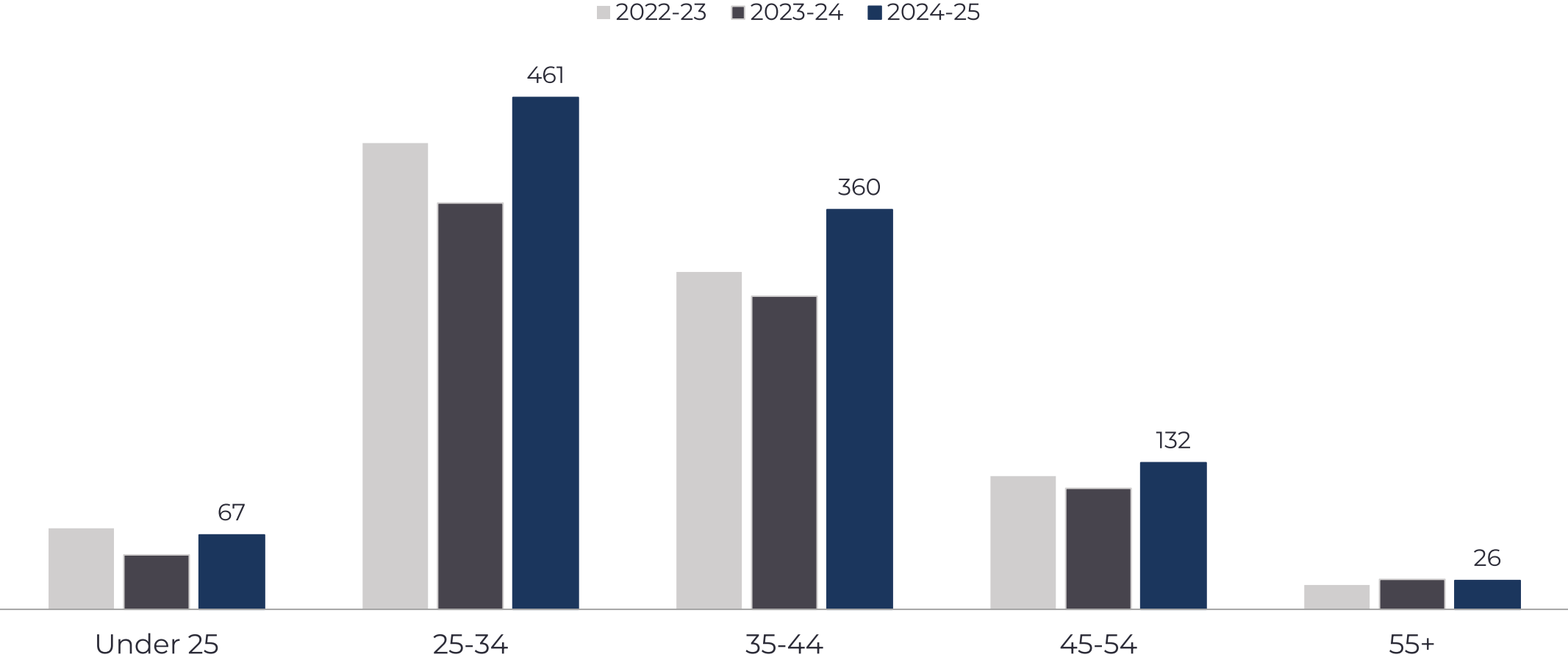
Note:

1. Based on learner provided mailing address, specifically learners with Canadian postal codes.
2. Rural areas were defined as rural Canadian postal codes, following [addressing guidelines from Canada Post](#).



# First-Time Graduate Program Learners

(Age at first Graduate Program Enrolment Date)



Note:  
1. First-time graduate learners, defined as learners enrolling at the graduate program level for the first time, excluding graduate non-program.  
2. Age was calculated at the first program enrolment date at the graduate program level.



# Graduate Learners by Program

Program Faculty	Program Name	2022-23	2023-24	2024-25
Business	Doctor of Business Administration	27	23	21
	Master of Business Administration	446	395	335
	Graduate Certificates & Diplomas	73	65	57
	Graduate Non-Program	154	36	22
	<b>Total</b>	<b>700</b>	<b>519</b>	<b>435</b>
Health Disciplines	Master of Nursing - Generalist	1,114	1,031	997
	Master of Nursing - Nurse Practitioner	620	618	736
	Master of Counselling	368	370	355
	Master of Health Studies	265	269	260
	Graduate Certificates & Diplomas	92	108	116
	Graduate Non-Program	213	211	347
	<b>Total</b>	<b>2,672</b>	<b>2,607</b>	<b>2,811</b>



# Graduate Learners by Program

Program Faculty	Program Name	2022-23	2023-24	2024-25
Humanities & Social Sciences	Doctor of Education	51	51	41
	Master of Education	268	269	252
	Master of Arts - Interdisciplinary Studies	410	374	329
	Graduate Certificates & Diplomas	99	86	85
	Graduate Non-Program	83	79	74
	<b>Total</b>	<b>911</b>	<b>859</b>	<b>781</b>
Science & Technology	Master of Science - Computing and Information Systems	122	124	135
	Graduate Certificates & Diplomas	28	29	28
	Graduate Non-Program	112	105	88
	<b>Total</b>	<b>262</b>	<b>258</b>	<b>251</b>



# 2023-24 Top Graduate Visiting Institutions

## (Western Deans' Agreement)

Institution	Learners
University of Saskatchewan	6
University of Alberta	6
University of British Columbia	5
University of British Columbia (Okanagan)	5
Simon Fraser University	*
University of Victoria	*

Note:

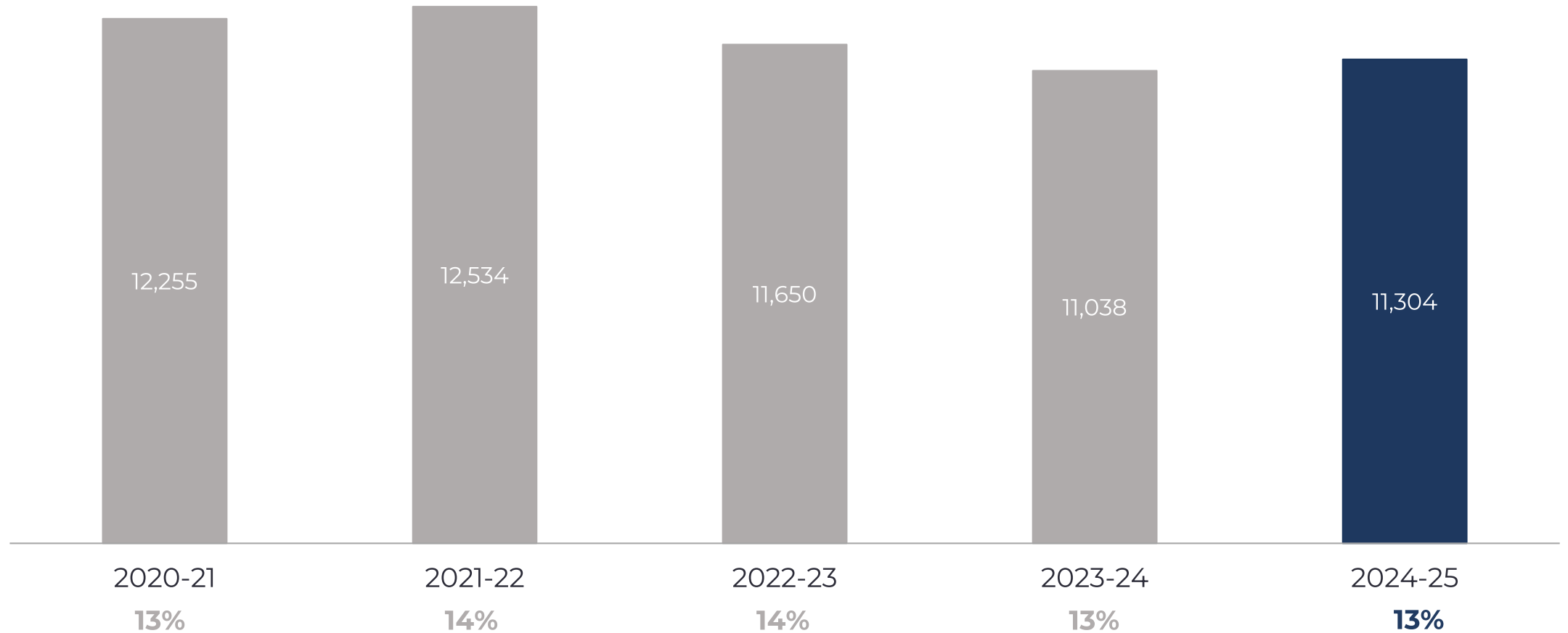
1. Information from Faculty of Graduate Studies.

2. Graduate visiting learners from institutions in the Western Deans' Agreement.

3 (\*): Number not reported if less than 5 learners.



# Graduate Net Course Starts



Note:

1. Course starts in graduate level courses, including zero-credit courses.
2. Graduate course start dates for the period from April 1, 2020 to March 31, 2025, excluding early withdrawals.
3. Doctoral students are not enrolled in proposal or dissertation course until they pass.

of all net course starts were in  
**graduate level courses**





# 2024-25 Top 10 Graduate Net Courses

1

**NURS000** (509 net course starts)

6

**NURS608** (250 net course starts)

2

**NURS516** (348)

7

**MHST604** (250)

3

**NURS614** (339)

8

**NURS517** (245)

4

**NURS610** (292)

9

**NURS623** (232)

5

**NURS611** (256)

10

**MHST621** (228)



# 2024-25 Graduate Course Distribution

Course Faculty	Number of Courses	Net Course Starts
Business	54	1,404
Health Disciplines	63	7,639
Humanities & Social Sciences	98	1,799
Science & Technology	43	462
<b>Total</b>	<b>258</b>	<b>11,304</b>

Note:

1. Number of unique graduate course IDs with course starts from April 1, 2024 to March 31, 2025, excluding early withdrawals.



# CONVOCATION 2025

[Gallery: Behind the scenes of Convocation 2025](#)





# Undergraduate Credentials Awarded

Program Faculty	Program Name	2022-23	2023-24	2024-25
Business	Bachelor of Commerce	90	85	97
	Bachelor of Management - 3 Year	91	79	92
	Bachelor of Management^	17	6	13
	Undergraduate Certificates & Diplomas	57	50	47
	<b>Total</b>	<b>255</b>	<b>220</b>	<b>249</b>
Health Disciplines	Post-LPN Bachelor of Nursing	105	118	143
	Post-RN Bachelor of Nursing	53	59	59
	Bachelor of Health Administration^	19	18	15
	<b>Total</b>	<b>177</b>	<b>195</b>	<b>217</b>

Note:

(^): Suspended program closed to new admissions.



# Undergraduate Credentials Awarded

Program Faculty	Program Name	2022-23	2023-24	2024-25
Humanities & Social Sciences	Bachelor of General Studies	129	132	139
	Bachelor of Arts	87	92	121
	Bachelor of Professional Arts	95	95	108
	Bachelor of Human Resources and Labour Relations	61	57	64
	Bachelor of Arts - 3 Year	61	80	54
	Undergraduate Certificates & Diplomas	77	72	63
	<b>Total</b>	<b>510</b>	<b>528</b>	<b>549</b>
Science & Technology	Bachelor of Science - Computing and Information Systems Major	12	15	24
	Bachelor of Science - General	14	14	15
	Bachelor of Science - Biological Sciences Major	12	18	13
	Bachelor of Science - Architecture	6	*	5
	Bachelor of Science - Applied Mathematics Major	*	5	*
	Undergraduate Certificates & Diplomas	16	9	6
	<b>Total</b>	<b>61</b>	<b>63</b>	<b>67</b>

Note:  
(\*): Number not reported if less than 5 credentials awarded.



# 2024-25 Undergraduate Average Time-to-Degree (T2D)

Program Faculty	Program Name	Degrees Awarded	Average T2D (Years)**
Business	Bachelor of Commerce	97	5.0
	Bachelor of Management - 3 Year	92	5.0
	Bachelor of Management^	13	9.0
Health Disciplines	Post-LPN Bachelor of Nursing	143	6.0
	Post-RN Bachelor of Nursing	59	6.4
	Bachelor of Health Administration^	15	3.7

Note:

(^): Suspended program closed to new admissions.

(\*\*): Time-to-Degree (T2D): Time difference, in years, between the degree conferred date and the first program enrolment date.



# 2024-25 Undergraduate Average Time-to-Degree (T2D)

Program Faculty	Program Name	Degrees Awarded	Average T2D (Years)**
Humanities & Social Sciences	Bachelor of General Studies	139	3.0
	Bachelor of Arts	121	4.8
	Bachelor of Professional Arts	108	5.5
	Bachelor of Human Resources and Labour Relations	64	5.9
	Bachelor of Arts - 3 Year	54	4.5
Science & Technology	Bachelor of Science - Computing and Information Systems Major	24	6.9
	Bachelor of Science - General	15	6.0
	Bachelor of Science - Biological Sciences Major	13	8.1
	Bachelor of Science - Architecture	5	4.9
	Bachelor of Science - Applied Mathematics Major	*	4.2

Note:

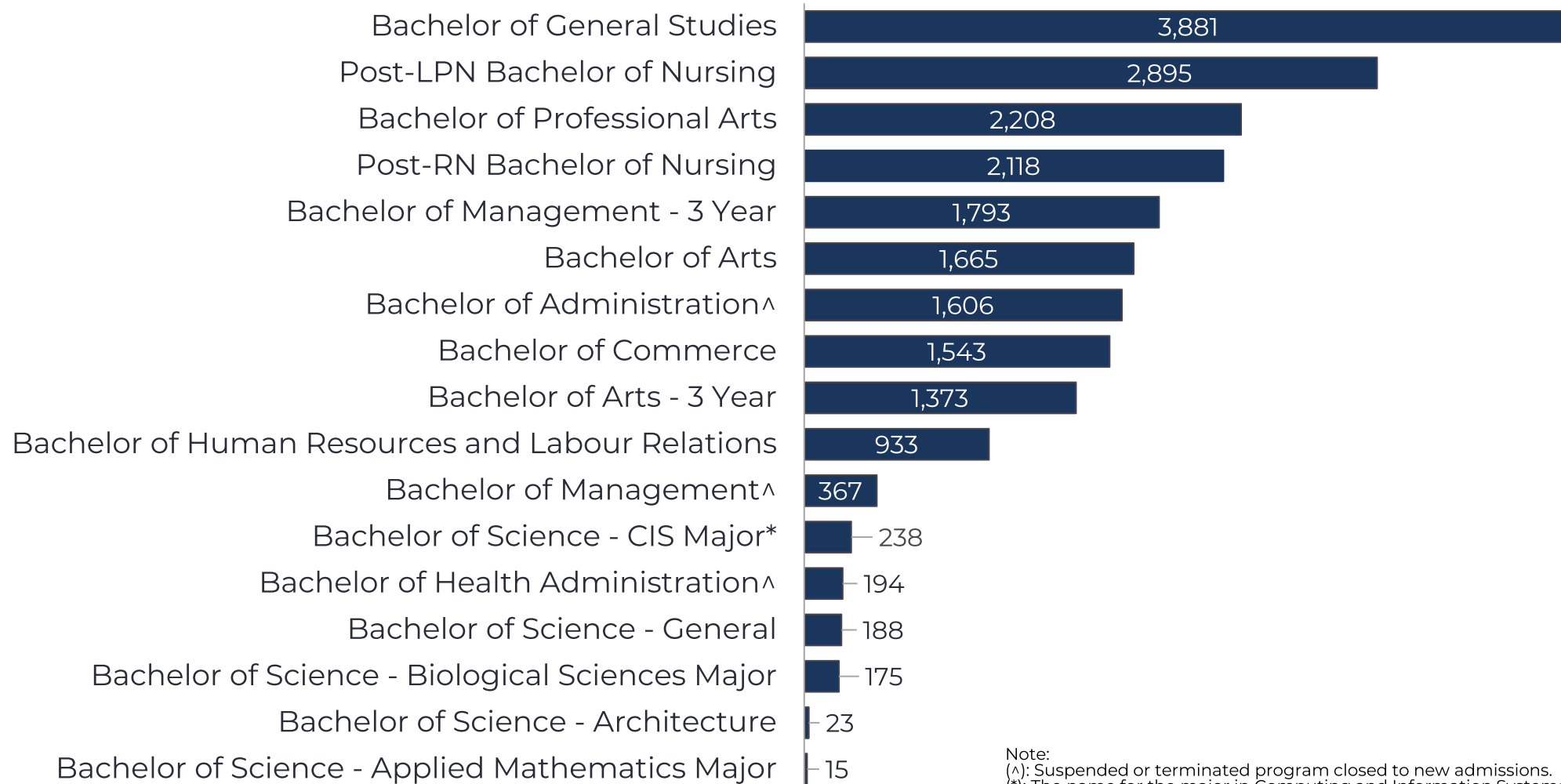
(\*): Number not reported if less than 5 credentials awarded.

(\*\*): Time-to-Degree (T2D): Time difference, in years, between the degree conferred date and the first program enrolment date.



# Total Undergraduate Degrees Awarded

(All-time as of March 31, 2025)



Note:

(^): Suspended or terminated program closed to new admissions.

(\*): The name for the major in Computing and Information Systems was shortened to "CIS".

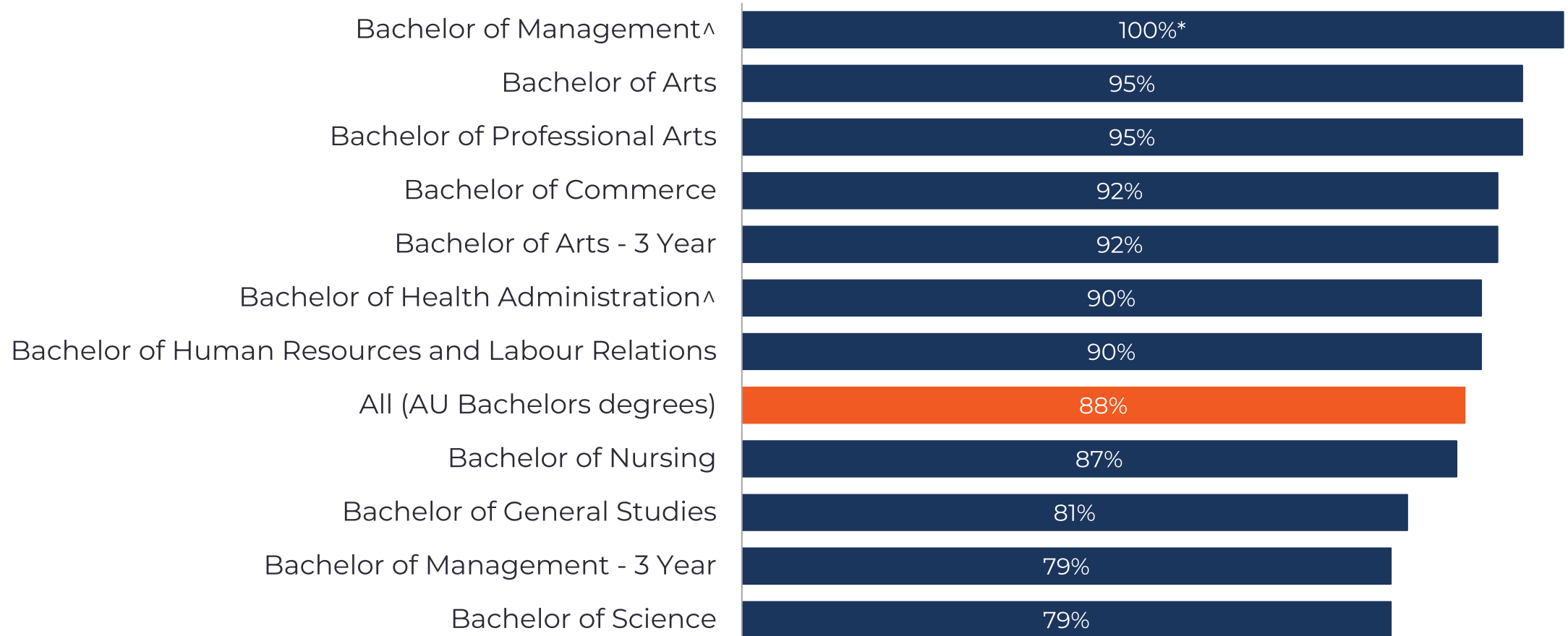




# Graduate Outcomes Survey 2024:

## Cost Benefits of a Bachelor's degree

Valid percentage of undergraduate alumni who agree or strongly agree that their program was worth the financial cost



Note:

1. Survey results restated from the Graduate Outcomes Survey (GOS) 2024, excluding missing and non-responses.

2. (<sup>^</sup>): Suspended program closed to new admissions.

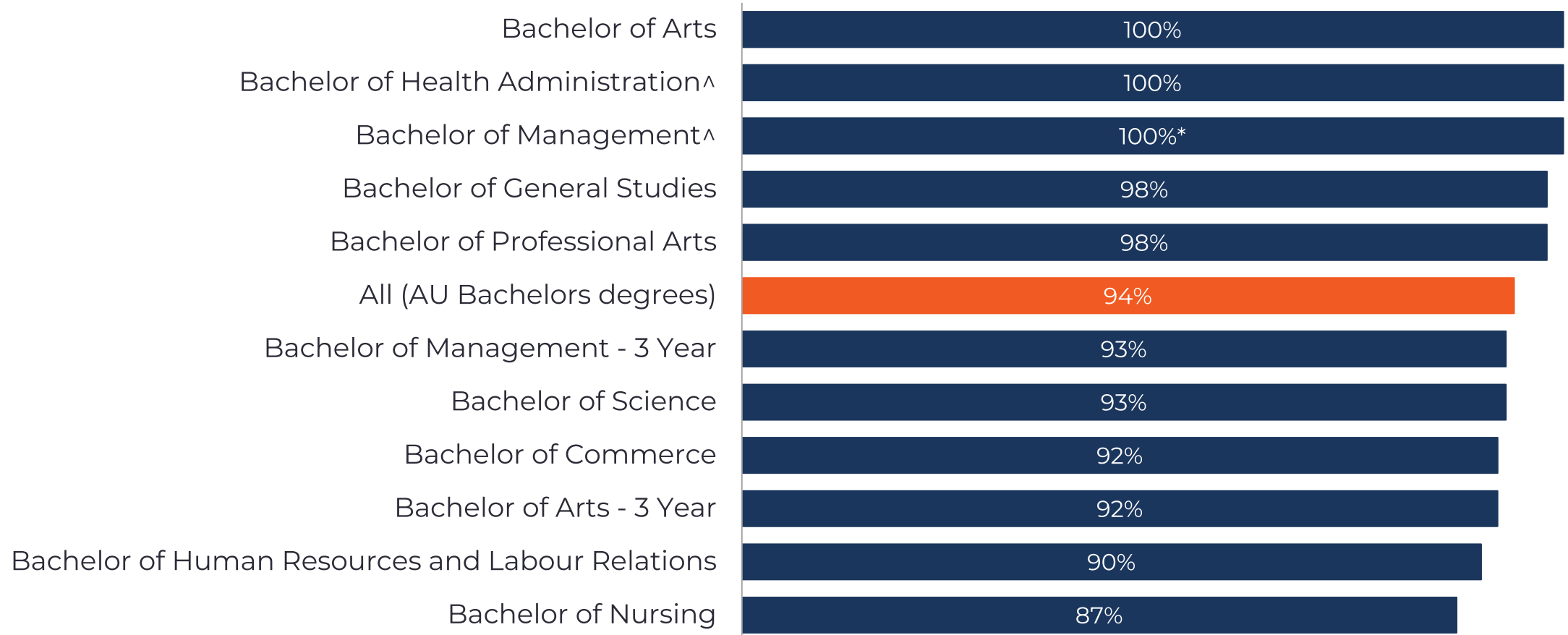
3. (\*): Low number of respondents, less than 10 respondents.



# Graduate Outcomes Survey 2024:

## Bachelor's degree program quality

Valid percentage of undergraduate alumni satisfied or very satisfied with the quality of the program



Note:

1. Survey results restated from the Graduate Outcomes Survey (GOS) 2024, excluding missing and non-responses.

2. (<sup>^</sup>): Suspended program closed to new admissions.

3. (\*): Low number of respondents, less than 10 respondents.



# Graduate Credentials Awarded

Program Faculty	Program Name	2022-23	2023-24	2024-25
Business	Doctor of Business Administration	*	*	*
	Master of Business Administration	127	98	118
	Graduate Certificates & Diplomas	108	101	80
	<b>Total</b>	<b>236</b>	<b>203</b>	<b>202</b>
Health Disciplines	Master of Nursing - Generalist	254	211	253
	Master of Nursing - Nursing Practitioner	106	145	119
	Master of Counselling	95	84	90
	Master of Health Studies	60	49	62
	Graduate Certificates & Diplomas	13	15	21
	<b>Total</b>	<b>528</b>	<b>504</b>	<b>545</b>
Humanities & Social Sciences	Doctor of Education	13	11	12
	Master of Education	47	57	56
	Master of Arts - Interdisciplinary Studies	69	72	83
	Graduate Certificates & Diplomas	27	28	38
	<b>Total</b>	<b>156</b>	<b>168</b>	<b>189</b>
Science & Technology	Master of Science - Computing and Information Systems	16	18	19
	Graduate Certificates & Diplomas	11	7	9
	<b>Total</b>	<b>27</b>	<b>25</b>	<b>28</b>

(\*): Number not reported if less than 5 credentials awarded.



# 2024-25 Graduate Average Time-to-Degree (T2D)

Program Faculty	Program Name	Degrees Awarded	Average T2D (Years)**
Business	Doctor of Business Administration	*	6.1
	Master of Business Administration	118	3.5
Health Disciplines	Master of Nursing - Generalist	253	4.2
	Master of Nursing - Nurse Practitioner	119	4.0
	Master of Counselling	90	3.9
	Master of Health Studies	62	4.1
Humanities & Social Sciences	Doctor of Education	12	7.7
	Master of Education	56	3.3
	Master of Arts - Interdisciplinary Studies	83	4.8
Science & Technology	Master of Science - Computing and Information Systems	19	5.1

Note:

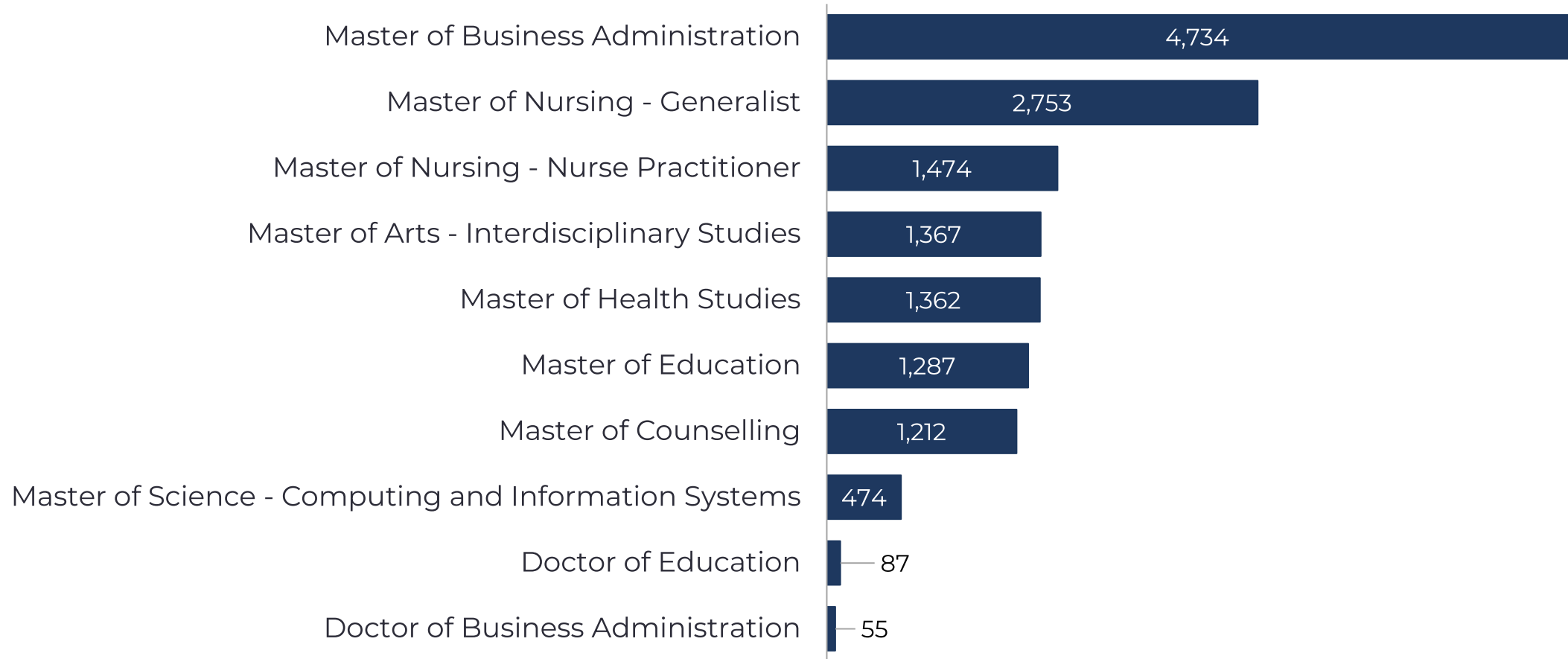
(\*): Numbers not reported if less than 5 credentials awarded.

(\*\*): Time-to-Degree (T2D): Time in years. Degree date less Minimum Program Enrolment date.



# Total Graduate Degrees Awarded

(All-time as of March 31, 2025)

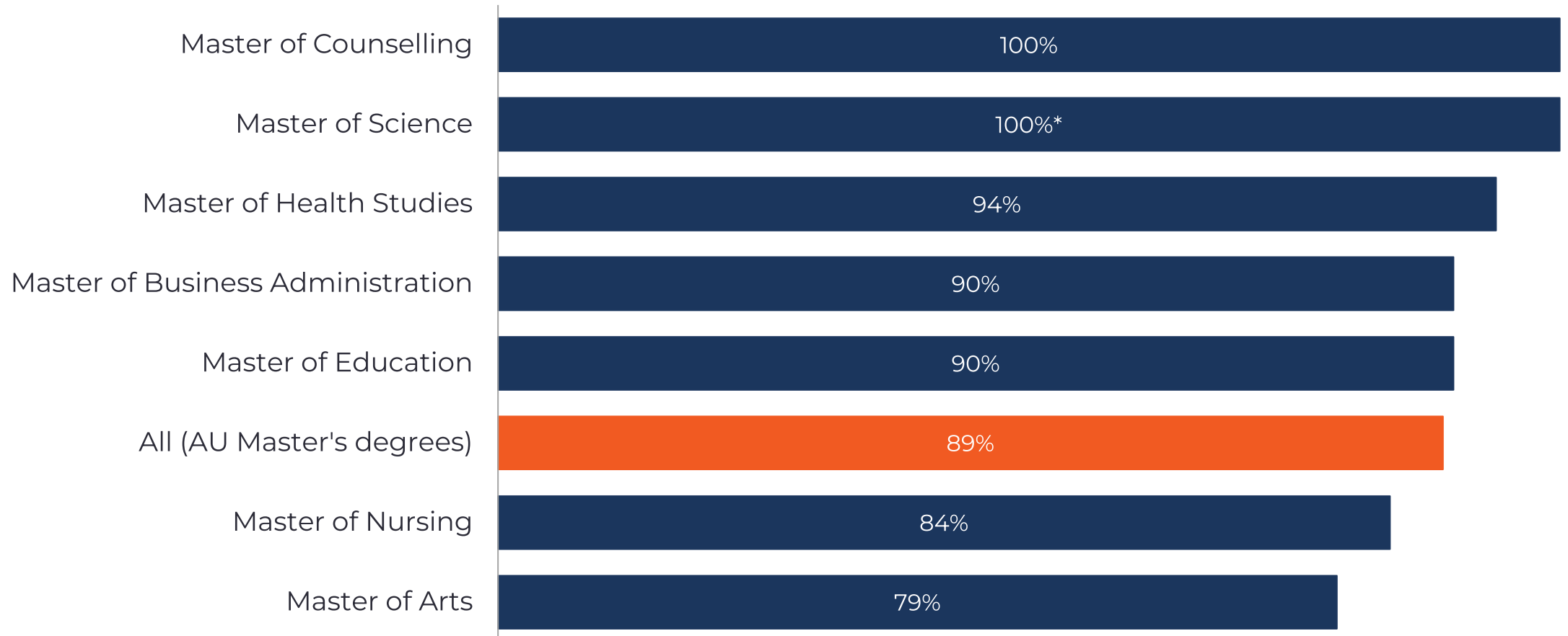




# Graduate Outcomes Survey 2024:

## Cost Benefits of a Master's Degree

Valid percentage of graduate alumni who agree or strongly agree that their program was worth the financial cost



Note:

1. Survey results restated from the Graduate Outcomes Survey (GOS) 2024, excluding missing and non-responses.

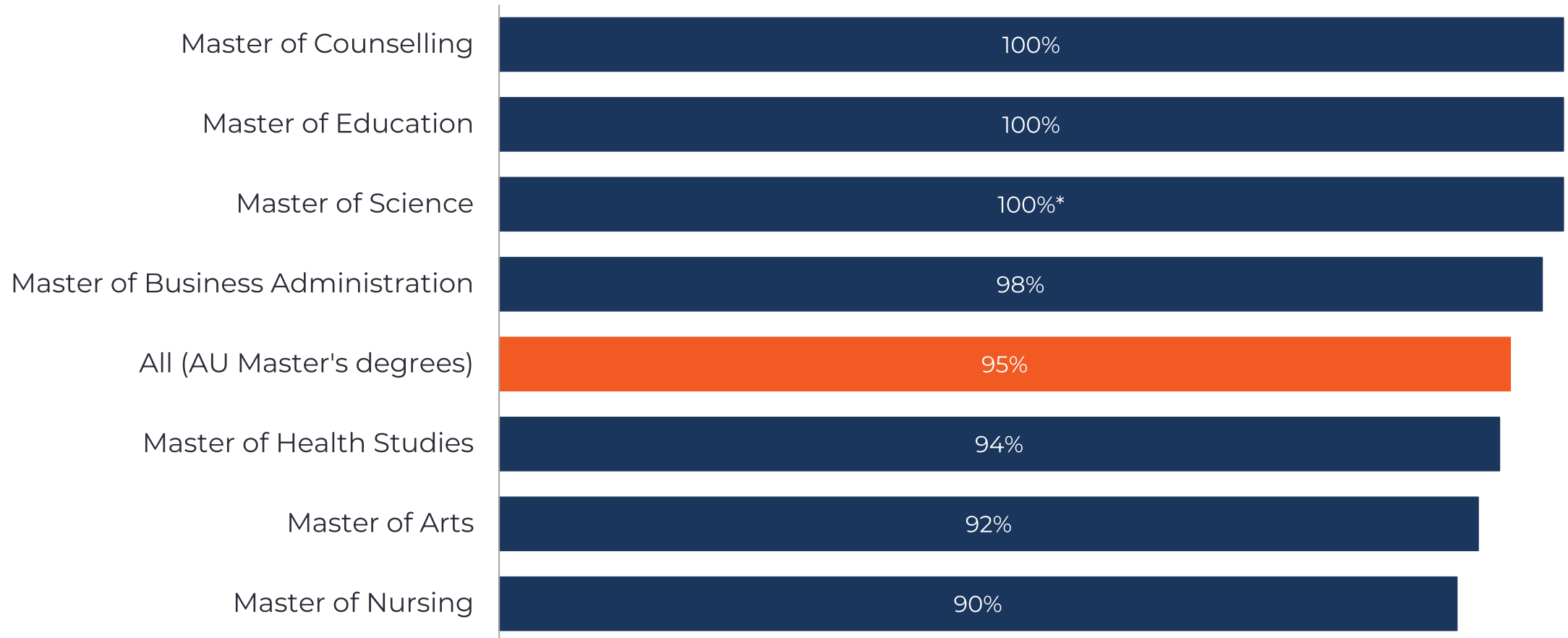
2. (\*): Low number of respondents, less than 10 respondents.



# Graduate Outcomes Survey 2024:

## Master's degree program quality

Valid percentage of graduate alumni satisfied or very satisfied with the quality of the program



Note:

1. Survey results restated from the Graduate Outcomes Survey (GOS) 2024, excluding missing and non-responses.

2. (\*): Low number of respondents, less than 10 respondents.

**RESEARCH**







# Research Funding for Graduate Students

Athabasca University financially supports the research of our graduate students through the Graduate Student Research Fund (GSRF) and other research awards.

The **Graduate Student Research Fund (GSRF)** is intended to:

- enhance the research experience of award recipients
- foster research creativity and innovation
- support graduate students' research-focused endeavors
- encourage dissemination of master's or doctoral research
- acknowledge graduate students' contributions to AU's research climate

The fund provides awards to both master's and doctoral students.

For more information, please visit AU's [awards, scholarships, and bursaries page](#).



# Research Funding for Graduate Students

## Other funding sources

AU also provides or administers a number of graduate scholarships and awards to help students conduct and disseminate research.

- [Faculty of Graduate Studies – Graduate funding](#)
- [Support Services | Financial Aid and Awards - Awards finder](#)

## External funding

The Research Office maintains a [list of external funding opportunities for graduate students](#) and will help you apply for these awards.

# Research Institutes



## Athabasca River Basin Research Institute (ARBRI)

The Athabasca River Basin Research Institute (ARBRI) leads in research related to the environment to the environment, ecosystems, and communities of northern Alberta.



Photo Credit: Martin Connors

## Athabasca University Geophysical Observatory

The observatory conducts optical and magnetic studies of the aurora borealis and has enabled us to forge research collaborations across Canada and around the world.

# Canada Research Chairs



## Canada Research Chair in Resurgent Methodologies for Indigenous Health

**Dr. Lana Ray**, Faculty of Health Disciplines

Addressing Indigenous health inequities requires solutions that acknowledge settler colonialism as a core determinant of health while also revitalizing Indigenous health systems. As Canada Research Chair in Resurgent Methodologies for Indigenous Health, Dr. Lana Ray is developing community-driven, decolonized approaches to health care.

She and her research team are using Indigenous methodologies to explore health frameworks beyond colonial limitations. They are also collaborating with Indigenous communities to mobilize knowledge and build relevant health systems. Their work will help to decolonize settler health systems by improving access to traditional healing and developing Indigenous-led data governance systems. Ultimately, Ray's research will strengthen Indigenous health sovereignty and advance more equitable, culturally grounded health care solutions in Canada.



## Canada Research Chair in Hydrological Sustainability

**Dr. Scott Ketcheson**, Faculty of Science & Technology

As a field hydrologist, Dr. Ketcheson studies the movement of water between forests, wetlands, and streams in northern Alberta. His research program uses both traditional hydrological techniques and innovative sensor networks to gain a direct process-based understanding of the hydrological function and importance of headwater catchments for generating freshwater in tributary river networks within the Athabasca River Basin. Additional information on Dr. Ketcheson's hydrology research can be found on his website: [AU Hydrology](#).



# Canada Research Chairs



## **Canada Research Chair in Regulation, Social Governance, and Inequities in Health**

**Dr. Terra Manca**, Faculty of Health Disciplines

The COVID-19 pandemic raised many questions about what happens when gender and cultural norms intersect with regulations and the development of public health information about vaccines, infectious diseases and health risks. For example, many pandemic responses lacked consideration for pregnancy and for pregnant women's need to receive and give care.

As Canada Research Chair in Regulation, Social Governance, and Inequities in Health, Dr. Terra Manca is studying vaccination in pregnancy, vaccine uptake, and health governance. She and her research team aim to demonstrate how regulatory governance and policy can interact to (re)produce social inequities. They are also exploring how gender and intersecting social locations (race, class, age and more) shape health governance, including vaccination. Finally, they are advancing ideas about how efforts to contain infectious diseases, such as COVID-19, often transfer the responsibility for mitigating health risks and providing care to individuals. Ultimately, their work will inform policy recommendations to improve health and reduce inequities.



## **Canada Research Chair in Sound Studies**

**Dr. Mickey Vallee**, Faculty of Humanities and Social Sciences

Dr. Vallee's interdisciplinary research focuses on innovation in sound-based technologies and how new local and global research communities can be built around these innovations. By building an understanding of the personal and collective experiences that people have with emerging sound technologies, Dr. Vallee will investigate how the sciences, social sciences, arts, and humanities engage with technological innovation.





# Canada Research Chairs



## Canada Research Chair in Rights-Based Organizational Development

**Dr. Angela Workman-Stark**, Faculty of Business

Even though human rights legislation prohibits discrimination, discriminatory practices persist, particularly in public safety organizations. And they are not limited to the internal environment—reports depict examples of persons denied justice or access to services based on gender, sexuality or race, for example. Not only are the costs significant for individuals and organizations, but the failure of authority figures to protect the rights of the citizens they serve strikes at the heart of a democratic society.

As Canada Research Chair in Rights-Based Organizational Development, Dr. Angela Workman-Stark is examining these issues through a human rights lens. She and her research team are developing a framework that incorporates the systems and practices needed to preserve and promote human rights in organizations that are prone to discriminatory practices. They aim to understand how and why human rights violations persist in public safety organizations and to identify the critical levers that support human rights, justice and inclusion.



# Athabasca University Chairs



## **UNESCO/ICDE Chairholder in Open Educational Resources (OER)**

**Dr. Rory McGreal**, Faculty of Humanities and Social Sciences

Dr. McGreal is responsible for promoting the use and reuse of free, openly licensed educational content institutionally, nationally, and internationally, with a particular focus on developing countries. Both UNESCO and the International Council for Open and Distance Education (ICDE) support the use of open educational resources (OER) as being essential for the achievement of the UNESCO Sustainable Development Goal 4: Education for All. He has delivered OER seminars, keynote presentations and conducted workshops in more than 60 countries.



## **Commonwealth of Learning Chairholder in Emerging Technologies in Open and Distance Learning**

**Dr. Mohamed Ally**, Faculty of Humanities and Social Sciences

Dr. Ally is conducting research that will impact both developed and developing countries. He is currently a Canadian expert on information technology for learning, education and training (ISO/IEC JTC 1/SC 36) (Information technology for learning, education and training) to set international standards for mobile learning, online learning, virtual reality, and augmented reality. Professor Ally has edited/co-edited 15 books on the use of emerging technologies in education and presented speeches at many national and international conferences. He is a founding director of the International Mobile Learning Association and the International Association for Blended Learning.





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