UNIVERSITY OF ALBERTA

FOR THE PUBLIC GOOD REPORT 2020

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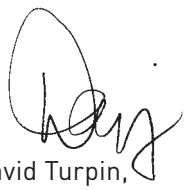
Through common cause, together we continue to build a better province, a better Canada, and a better world.

FOR THE PUBLIC GOOD

Since its launch in 2016, *For the Public Good* has guided our community's actions. Today, our university is facing unprecedented upheaval, as we deal with the largest reduction in provincial funding in recent history and COVID-19, a global public health emergency that has impacted all we do. Through these challenges, our shared commitment to *For the Public Good* and to excellence in teaching, research, and community engagement remains our focus.

Reflecting on achievements in this 2020 progress report not only illustrates this commitment but demonstrates our community's creativity and resilience. Through multiple initiatives, actions, and achievements, faculty, staff, and students across faculties and units have dedicated their individual and collective talents to build, experience, excel, engage, and sustain for the public good. Through common cause, together we continue to build a better province, a better Canada, and a better world.

The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, traditional lands of First Nations and Métis people.



David Turpin,
President and Vice-Chancellor

Steven Dew,
Provost and Vice-President (Academic)

GOAL

Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.

Build FOR THE PUBLIC GOOD

Through the development of strategic recruitment, retention, and renewal plans launched since 2015, the University of Alberta increased the diversity of exceptional students, educators, scholars, researchers, and staff from Alberta, Canada, and the world. We developed and launched the university's first Equity, Diversity, and Inclusivity Strategic Plan; signed on to the federal government Dimensions Charter; and for the first time in U of A history, appointed an equal number of male and female vice-presidents and deans. Over the last five years, the university has deepened its commitment to Indigenous students, communities, and knowledge through a multi-faceted and sustainable response to the Truth and Reconciliation Commission of Canada's Calls to Action. And, we have built a vibrant digital arena for award-winning storytelling and communications through the UAlberta website, Folio, The Quad, New Trail, and YouAlberta.

INDIGENOUS INITIATIVES

MorningStar Willier is one of the University of Alberta's exceptional undergraduate students. Her educational journey began in the Transition Year Program (TYP), an innovative program offered through First Peoples' House which attracts about 60 students a year.

"The additional supports and cultural aspects made my transition so much smoother, and provided a safe space and sense of belonging."

– MorningStar Willier

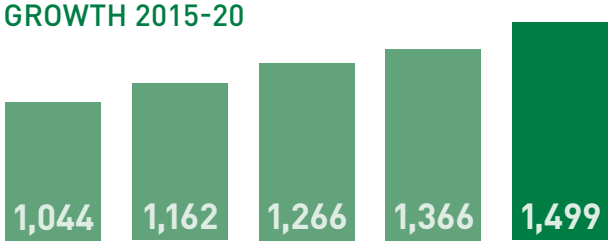
Programs such as TYP have paved the way for a thoughtful response to the Calls to Action in the Truth and Reconciliation Commission of Canada report. In 2017, the university signed a memorandum of understanding with the National Centre for Truth and Reconciliation. Record Indigenous enrolment growth is supported by two new recruitment roles in the Office of the Registrar as well as the new role of Assistant Dean of First Nations, Métis, and Inuit Students in the Office of the Dean of Students. The number of Indigenous students has increased in 15 faculties. The community now collaborates on understanding Indigenous laws and governance systems through the Wahkohtowin Law and Governance Lodge. Two new residences, Thelma Chalifoux Hall and Nîpisîy House, were named to honour Treaty 6.

INDIGENOUS UNDERGRADUATE RECRUITMENT STRATEGY 2019-20

5,000

Indigenous community members engaged through traditional recruitment measures

INDIGENOUS ENROLMENT GROWTH 2015-20

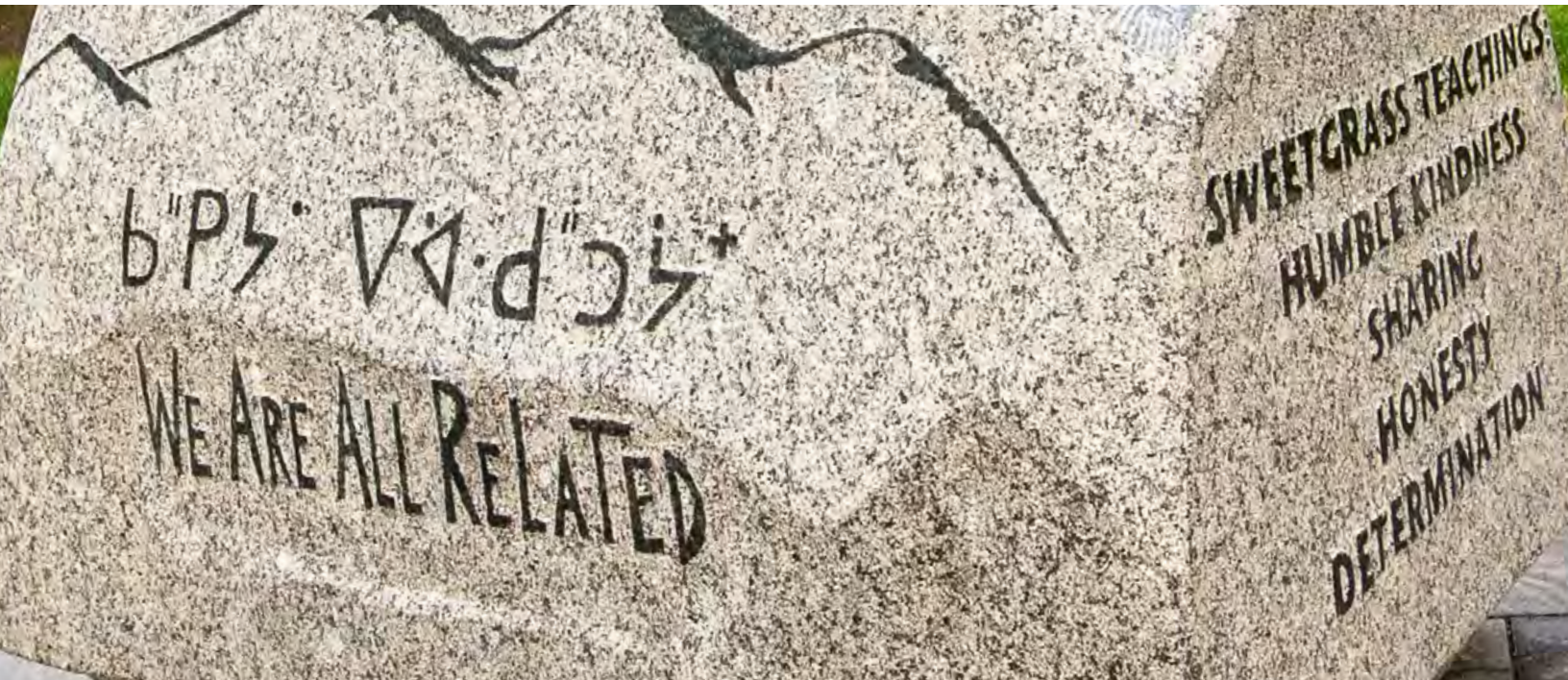


10% YEAR OVER YEAR INCREASE

Examples of Faculty Indigenous Initiatives

- All majors at Augustana Campus include courses related to the Calls to Action.
- An Indigenous component is part of all programs at Campus Saint-Jean.
- Faculty of Native Studies launched a PhD in Indigenous Studies.
- School of Public Health launched programs related to Indigenous and Northern health, and Elders and Knowledge Keepers.
- Faculty of Medicine & Dentistry now offers all eligible Indigenous students a place in the MD program, eliminating the former quota system.
- Faculty of Education expanded the Aboriginal Teacher Education Program through increased community partnerships.

Since 2015, many faculties and departments have Indigenized their programs by introducing new courses and experiential learning opportunities taught by Indigenous instructors; several faculties partnered with the Faculty of Native Studies to offer certificates and courses. 19 Indigenous faculty members were hired. The Office of the Vice-provost (Indigenous Programming & Research) was created to provide further, ongoing support for faculties and departments. The first to hold the role, Vice-provost Florence Glanfield is building on her own history as a student and faculty member at the U of A. "I've come to make sense of the concepts of decolonization, reconciliation, and Indigenization in particular ways because of my experience at the U of A," Florence says. "I want to ensure that spaces we have are places of generative ideas and possibilities for individuals who are here and who will follow in this time of transition in Alberta and in Canada." The important work of responding to the Calls to Action and Indigenizing the U of A's campuses will continue to evolve. In the forthcoming Indigenous Strategic Plan, the U of A will build upon the work of its leaders of Indigenous scholarship and make its classrooms, residences, workspaces, and facilities welcoming, accessible spaces with resources that address the histories and experiences of Indigenous peoples.



NATIONAL RECRUITMENT STRATEGY

One of Canada's top universities and a global leader, the University of Alberta is a vibrant community with diverse opportunities. Yet, while prospective Albertan and international students have eagerly applied to the U of A, national recruitment has lagged behind. Guided by *For the Public Good*, the Undergraduate National Recruitment Strategy was initiated in 2016 and the first university brand audit in 11 years was launched in 2019 to gather more feedback to strengthen recruitment, marketing, and communications strategies. As part of the strategy, the Boarding UAlberta program was developed as prospective students who have direct experiences at the U of A are more likely to apply and attend. Through Boarding UAlberta, high school students from across Canada visit for a weekend and experience the people, programs, residences, and facilities offered. This program caught the eye of Sankalp Saini in Saskatchewan. After attending, Sankalp applied and was admitted to the Faculty of Engineering. "I love it here," Sankalp says. "The program introduced me to so many people and support systems on campus." The program receives an average of 300 applications every year and has been integral to the success of the National Recruitment Strategy.

NATIONAL RECRUITMENT PROGRAM

A RECORD HIGH

2,250

out-of-province Canadian students enrolled in 2019-20

5%

YEAR OVER YEAR INCREASE

16.2%

increase in direct-entry out-of-province student registration between 2016-19

INTERNATIONAL STUDENTS

The University of Alberta is a leader in international engagement with a strong track record of accomplishments at home and abroad. International connections enrich our students' academic experience, allow our researchers to excel in their broad range of activities, and build the institution's reputation as a leading global university. We are driven by the goal of developing mutually beneficial, sustainable partnerships for the public good. International students enrich the academic and cultural diversity of the U of A and contribute to building more meaningful and relevant learning experiences for all students.

The U of A has seen a rapid growth in the numbers of international students; recruitment efforts are aimed at enhancing diversity and ensuring consistently high academic quality in the international student population.

35% - 45% of international graduate students are nationalized as Canadian while studying at the U of A by becoming Canadian citizens or permanent residents.

INTERNATIONAL ENROLMENT 2019-2020

20.5% of all students

15.3% undergraduate students

39.8% graduate students

MET 15% ▶ INTERNATIONAL UNDERGRADUATE ENROLMENT TARGET

Strategic Plan for Equity, Diversity, and Inclusivity Highlights

- Signed the Dimensions Charter, a federal initiative to promote EDI in research.
- Exceeded federal targets for EDI in the composition of Canada Research Chairs.
- Produced a set of best practice guides and tools to support units across the university in their recruitment processes.
- Administered a Workforce Diversity Census to track long-term progress in diversifying the workforce.
- Created EDI Awards to recognize the work staff, students, and faculty do to create welcoming spaces and promote inclusivity.

STRATEGIC PLAN FOR EQUITY, DIVERSITY, AND INCLUSIVITY

The University of Alberta has a long history of commitment to equity, diversity, and inclusivity (EDI). Faculty, staff, and students practise EDI within their faculties and units by creating welcoming spaces, providing supports and resources, and advocating for equal opportunities.

For the first time in the U of A's history, there is an equal number of male and female vice-presidents and deans.

When *For the Public Good* was drafted the community voiced a deep value for a balanced academy; the gender pay equity agreement approved in 2019 plays an important role in that vision. Building on foundational work happening across campuses, a scoping group came together in 2018 to share their experiences and expertise, and develop a plan that reflected the U of A's EDI efforts, the current university environment, and shared objectives for the future. Led by the Office of the Provost, the university's first Strategic Plan for EDI was launched in 2019. The plan recognizes equity and diversity as fundamental to achieving inclusive excellence in learning, teaching, research, service, and community engagement. It reflects the U of A's ambitions for the future while acknowledging our current realities — both the outstanding work being done already and the challenges that remain. "I think of the university as an EDI league where different teams are working individually and collectively to advance a shared strategic vision of a more accessible, equitable, diverse, and inclusive campus," said Malinda Smith, the inaugural Provost Fellow in EDI Policy.

To better serve the diverse university community participating in campus recreation activities, three units came together to develop universal change rooms for the Van Vliet Centre. The first one opened in January 2020, creating an accessible space for students, staff, and community members of all abilities, gender identities, and religions.

Wanting to provide support during the refugee crisis, the U of A opened its campuses to refugee students and researchers through international partnerships and the President's Award for Refugees and Displaced Persons. The initiatives have brought exceptional and talented scholars to the U of A.

GOAL

Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

Experience FOR THE PUBLIC GOOD

By providing students with exceptional experiences that link them to their futures, the University of Alberta facilitates their success both within the curriculum and beyond. We pay attention to the development of the whole person, and over the last five years have expanded learning experiences that transform, nurture talents, expand knowledge and skills, and enable success. In every faculty, innovative curricular and co-curricular experiential and work-integrated learning programs, opportunities, and spaces have been established that engage students, faculty, and staff with issues, questions, and ideas relevant to community organizations, industry, and governments today. Lifelong learners have also benefited from increased options offered by the Faculty of Extension, Alumni Relations, and the U of A's globally successful suite of massive open online courses.

EXPERIENTIAL LEARNING

In 2017, Faculty of Engineering master's student Nirwair Bajwa received a work experience placement with Stantec through the Sustainability Scholars program, an opportunity that brought him into the company just as it was building its new tower in Edmonton. Interested in the connections between workplace design and employee health and well-being, he secured a second placement at Stantec through the Faculty of Graduate Studies and Research's Graduate Student Internship Program to bring his ideas for the company to fruition.

"The Sustainability Scholars program was a turning point for my career."
– Nirwair Bajwa

"[Without] this opportunity, I may not have been able to explore these options," Nirwair said. Since graduating in 2018, Nirwair secured full-time employment with Stantec as a sustainability analyst and was recently named a Top 30 Under 30 Sustainability Leader by Corporate Knights.

A transformative experiential learning experience like Nirwair's breaks down traditional boundaries between campus and community, classroom and workplace. In work-integrated or experiential learning experiences, students thrive applying research and scholarship to real-world experiences. While they strengthen transferable, professional skills, preparing them for a successful transition into the workforce, businesses and organizations benefit from their fresh ideas and infusion of new knowledge. Increasing these kinds of internships, co-ops, community service-learning, and field work opportunities has been a major objective of *For the Public Good*, and over the last five years, the University of Alberta has significantly expanded its pool of offerings.

Open to all U of A students, the Peter Lougheed Leadership College welcomed its first cohort in 2015 and began delivering interdisciplinary programming to build students' skills in leadership and service. With extensive changes to the program in 2019, even more options for development opened. As a result, Lan Truong, who was pursuing a Certificate in Interdisciplinary Leadership Studies alongside a Bachelor of Science in Chemistry, was able to use credits from Alberta School of Business leadership courses towards PLLC program requirements. "PLLC challenged me to learn outside the classroom and practise leadership skills in the community," Lan says. "It connected me with unique and driven leaders throughout the program, university, and greater local community, with whom I likely would not have met and created such strong relationships had it not been for the program."

84%

of senior U of A students participate in high-impact practices, exceeding the 81% average among U15

Experiential learning opportunities are also known as High-Impact Practices. Positively associated with learning and retention, these programs depend on extensive collaboration among diverse groups of people and transform and enrich the student experience.

LEARNING IN AND WITH COMMUNITY

Expanding experiential learning opportunities result in benefits beyond the campus community. Many Albertans experience immediate and long-term benefits from the work and expertise our students bring into the greater community. In 2019, one of the University of Alberta's longest-running experiential programs expanded to accommodate even more students and community members. For more than 20 years, the Boyle McCauley Health Centre (BMHC) Dental Clinic has provided students in the Faculty of Medicine & Dentistry with hands-on learning experience while providing dental care to underserved populations. In 2019, the demand for services attracted a $1.5-million partnership between the School of Dentistry, The Métis Nation of Alberta, BMHC, and Alberta Health Services to expand services and serve 1,000 more patients annually.

Humanities 101, a program that goes into Edmonton communities to offer free courses to underserved adult learners facing barriers to traditional education, celebrated its 10th anniversary in 2018. Supported by the U of A's Community Service-Learning program, Humanities 101 brings students and participants into inclusive, community-based educational spaces.

"[Humanities 101 is where] experiential learning meets book knowledge, shared in an inclusive, non-judgmental way."

– Patti Howell, Humanities 101 student

Kelsi Barkway, a doctoral student in sociology, says her experiences with the program have fundamentally altered her perception of what learning communities can look like, how they can be built, and who should be there.

A similar desire to transform the status quo lies behind a multidisciplinary student-led success story. With the goal of developing a space industry in Alberta, students and faculty from the faculties of science and engineering formed AlbertaSat in 2010. After four years of collaboration, they assembled and launched Alberta's first satellite from the International Space Station in 2017. The more than 60 students involved gained everything from advanced technical knowledge to skills for building business cases, managing major projects, leading teams, and governing boards. Today, a new group of AlbertaSat students are building its second satellite, continuing to advance the dream of developing a space industry here in Alberta.

LIFELONG LEARNING

The University of Alberta engages learners of all ages through a variety of programs. Hundreds of thousands of participants worldwide have learned from U of A experts through 10 free massive open online courses, the first of which launched in October 2015. Take, for example, Remy Rodriguez, a five-year-old child from Colorado, who made a special trip to visit the U of A's Paleontology Museum and Dino Lab in 2018 after completing Dino 101 multiple times at home. Or, consider the Canadians who have taken the Indigenous Canada MOOC at their local libraries as a result of a continuing three-year partnership with the Canadian Federation of Library Associations. Indigenous Canada became the highest-ranked online course in Canada in 2018. And, when Mountains 101 launched in 2016, it was the only MOOC on this topic in the world, eventually becoming the third highest-ranked MOOC in the world according to the international aggregator ClassCentral.

Like MOOCs, alumni programming—ranging from the popular Educated Evening series to Alumni Weekend to Kids on Campus—promotes U of A's expertise and research excellence and facilitates learning and training for people of all ages. One program, the ThresholdImpact Venture Mentoring Service, develops, inspires, and empowers alumni entrepreneurs by engaging them with teams of experienced mentors—many of whom are alumni themselves. From 2015-2020, 74 new ventures received mentorship. In the YEG Innovation Compass 2019 report, the program was specifically lauded, cited "as being agile, non-bureaucratic and aligned with the needs and interests of entrepreneurs."

The Faculty of Extension continues to offer adult learners a wealth of continuing education, professional development, and lifelong learning opportunities. Since 2015 the faculty has added 18 continuing and professional education programs (including an Indigenous Community-Industry Relations Certificate, an Occupational Health and Safety Professional Diploma, and an Environmental Remediation Certificate) and 192 continuing and professional education courses. In 2019, the English Language School collaborated with three faculties to offer new programming: the Bridging Program with the Department of Economics provides students with a specialized experience; an assessment tool helps place students in Dentistry's Advanced Placement Program; and a new Speak Test was designed to place students in Engineering's co-operative programs. Study abroad courses Communication Skills for Global Citizenship, and English for Nursing, launched in 2019 to provide students with the opportunity to practise their language skills in immersive settings.

MASSIVE OPEN ONLINE COURSES

582,628 total enrolments

25 total courses

50,346
Indigenous Canada enrolments

43,540
Mountains 101 enrolments

34,171
Dino 101 enrolments

Data as of May 19, 2020

FACULTY EXPERIENTIAL LEARNING OPPORTUNITIES

Arts Work Experience

The Faculty of Arts offers students the opportunity to integrate career-related work experience into their program. Since the program expanded in 2015, 397 students have completed work terms with more than 200 distinct employers.

3-11 Academic Calendar

As of fall 2017, students at Augustana Campus take only one course in the first three weeks of the semester, supplemented by a variety of experiential learning opportunities outside of their usual discipline, including field work, hands-on learning, and interdisciplinary seminars.

Project-Based Core

Starting in fall 2020, all students at Augustana will undertake a multi-year, project-based core program that includes a first-year seminar, work-integrated learning, and a multidisciplinary final project. This program is the first of its kind in Canada in a liberal arts context.

Africa Project

Campus Saint-Jean's Africa Project, developed in partnership with Initiative Africa, provides students with a volunteer experience in a francophone African nation. Students, especially in education and nursing programs, develop professional and intercultural skills through community engagement.

Creative Destruction Lab

The Alberta School of Business expanded its participation with the Calgary-based arm of this international mentorship program, pairing MBA students with firms seeking venture capital to assist with the development of business plans.

Leadership-Based Curriculum

In fall 2018 the Faculty of Nursing launched a collaborative BScN curriculum that focuses on leadership skills including innovation and influencing organizational change in interdisciplinary environments. It includes an intensive leadership fieldwork experience that pairs nursing students with mentors in a variety of diverse contexts.

Student Innovation Centre

Opened in 2018, the Faculty of Science's collaboration space offers undergraduate students tools and resources to explore extracurricular science- and technology-based activities including competitions, maker projects, and business ventures.

CREATE Integrated Training Graduate Programs

The Faculty of Science's three CREATE programs combine traditional graduate programming and experiential learning to support students' seamless transition into industry. Programs related to hybrid functional materials, diamond exploration, and quantum nanotechnology address scientific challenges associated with Canada's research priorities.

Athletics Excellence

Being on a Golden Bears or Pandas team offers professional opportunities to U of A students along with intensive athletic training. The excellence of U of A student athletes extended the university's national championship streak to 27 straight years. Athletics opportunities provide alumni with the opportunity to play for professional teams; for instance, Golden Bears football alumnus Carter O'Donnell signed with the NFL's Indianapolis Colts in 2020.

In 2020, Pandas hockey coach Howie Draper became the first women's hockey coach in the U SPORTS era (since 1997) to win 600 career games.

Telerehabilitation for Clinicians

Through the Faculty of Rehabilitation Medicine, clinicians who are interested in implementing virtual services within their practice can learn the evidence, policies, guidelines, and technology required to deliver remote care. Participants have access to practise first-hand delivering telerehabilitation services.

Professional Learning Unit

To help educators meet their professional learning goals, the Faculty of Education created the Professional Learning Unit to offer active, practice-focused learning experiences beyond classroom lectures. Through master's degrees, certificates, courses, and workshops, educators can learn from and address real-world experiences and challenges related to Alberta schools.

Competitive Moot Program

Participating in moot competitions is a key part of the law school experience. In 2020, the Faculty of Law's team won its third consecutive victory at the Gale Cup Moot, the longest-running and most competitive in the country, making U of A the only school to have won three times in a row. In five years, six graduates of the Faculty of Law have received prestigious clerkships at the Supreme Court of Canada.

Examples of New Programs with Experiential Components Introduced Since 2015

- Modern Languages and Cultural Studies (BA, Arts)
- Production: Design (BFA, Arts)
- Policy Studies (MA, Arts)
- Fashion Business Management (BSc, ALES/Business)
- Community Engagement (MA, Extension)
- Indigenous Sport and Recreation Graduate Certificate (KSR/FNS)
- Sport and Recreation Management Graduate Certificate (KSR)
- Certificate in International Learning (Arts, UAI)

Graduate Student Internship Program

The Faculty of Graduate Studies and Research partnered with the Career Centre in 2016 to establish the Graduate Student Internship Program to develop students' professional, transferable skills for careers outside of the academy. As of March 31, 2020, the program placed more than 600 interns with more than 200 distinct employers, with many of these positions turning into permanent roles.

Doctor of Pharmacy (PharmD)

In Alberta, the scope of practice for pharmacists is the broadest in the world. To address the multifaceted requirements of regional pharmacists, the Faculty of Pharmacy and Pharmaceutical Sciences introduced a program for undergraduate students and for practising pharmacists that combines coursework and practical experience.

Animal Science Mini-Internship Program

Since this program launched in 2016, 240 students studying animal, food, plant, and environmental sciences have had the opportunity to try hands-on learning during a Reading Week internship program through the Faculty of Agricultural, Life, & Environmental Sciences. Under the guidance of their workplace hosts, students learn how ag-related industries operate and what career possibilities they offer.

Core Curriculum

The School of Public Health redesigned its Master of Public Health curriculum in 2018 to give students greater access to the practical knowledge of organizations that address public health challenges. With the new curriculum, students have experienced unique community engagement opportunities with 57 organizations across Canada.

Makerspaces

With the addition of the Elko Engineering Garage, Mechanical Engineering makerspace, and the design lab in the Electrical and Computer Engineering research facility, U of A engineering students now have access to one of largest university makerspaces in Canada.

Land-Based Learning

Land-based learning is culturally important to many Indigenous students, and U of A students now have opportunities to experience it both in and out of the classroom. Leaders from Fort McPherson worked with the Faculty of Native Studies to develop a community camp where land-based activities can occur. Knowledge keepers were consulted to guide the structure of a course on porcupine quilling, and a Métis artist came to North Campus to demonstrate the land-based art form.

GRADUATE EMPLOYABILITY AND SATISFACTION

Undergraduate and graduate students consistently report being highly satisfied with their educational experience at the University of Alberta, including student life, service delivery, and university performance.

93.7%

of U of A students are employed two years post-graduation

Source: Alberta Graduate Outcomes Survey

U of A ranks 3rd among Canadian universities for employability

Source: 2020 QS Employability Rankings for Canada

80%

of PhD students find employment before graduation

Source: PhD Alumni Career Preparation and Outcomes Study

84.9%

of senior students feel that their experiences at the U of A contributed to them being informed and active citizens

Source: National Survey of Student Engagement

82.1%

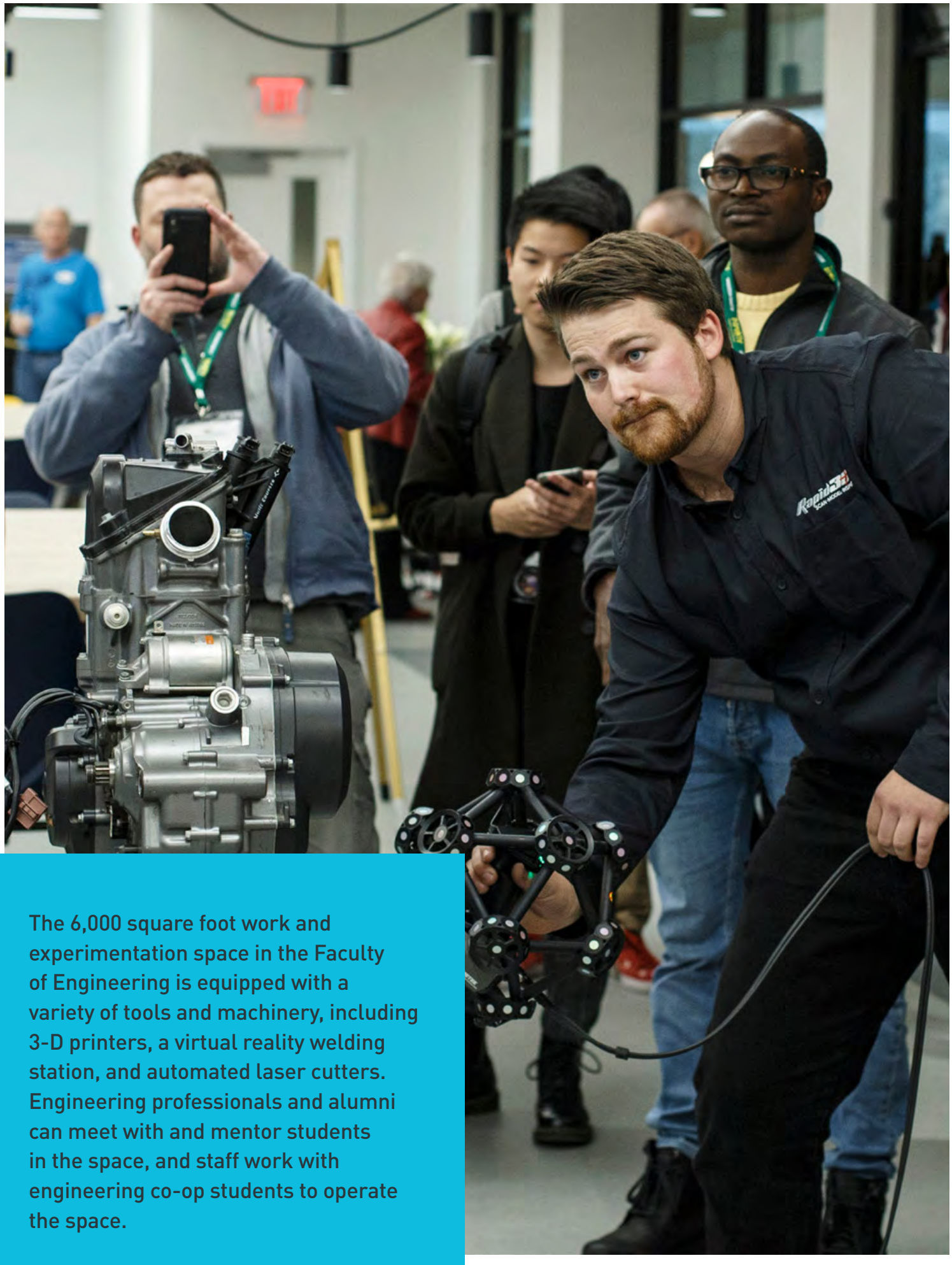
of undergraduate students rated their experience good or excellent

Source: National Survey of Undergraduate Engagement

88.3%

of graduate students rate their experience good, very good, or excellent

Source: Canadian Graduate and Professional Student Survey



The 6,000 square foot work and experimentation space in the Faculty of Engineering is equipped with a variety of tools and machinery, including 3-D printers, a virtual reality welding station, and automated laser cutters. Engineering professionals and alumni can meet with and mentor students in the space, and staff work with engineering co-op students to operate the space.

GOAL

Excel as individuals, and together sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.

Excel FOR THE PUBLIC GOOD

To excel and achieve our full potential as an institution and as individuals, the University of Alberta sustains a learning and research culture that inspires, supports, and champions high professional standards and outstanding achievements in basic and applied research and scholarship, creative activity, administration, and governance. We ensure that learning experiences at our university are of the highest quality, based on a practice of continuous improvement and innovation in teaching. We consistently attract approximately $500 million in external research funding annually and have put into place strategies for enhancing our capacity and reputation for innovation, commercialization, and knowledge transfer. From our broad-based strength as a comprehensive, research-intensive public university, we have developed a portfolio of five signature research and teaching areas that distinguish us from among our peer institutions and exemplify the University of Alberta's capacity to engage in big questions and global challenges.

SIGNATURE AREAS

In *For the Public Good,* the University of Alberta committed to identifying a portfolio of signature research and teaching areas where the university is—or will be—recognized as a global leader. The objective was to identify and support established and emerging areas of research and teaching distinction and distinctiveness. Founded upon the broad array of disciplinary excellence at the U of A, the development of signature areas is aimed at promoting cross-faculty, interdisciplinary approaches to enhance the university's already existing leadership and capacity to address complex global challenges.

In 2017, 57 initial proposals were submitted. Through an extensive development process that brought several linked and aligned proposals together, three signature areas stood out: Intersections of Gender, Energy Systems, and Precision Health. All three had grassroots support across multiple faculties, demonstrated national and international impact, interdisciplinary engagement, significant stakeholder and scholarly partnerships, situational relevance, student demand, and a capacity for further development in alignment with government funding opportunities. In 2019, two additional groups were added to the portfolio of signature areas: AI 4 Society, and Situated Knowledges: Indigenous Peoples and Place.

The leadership teams of these signature areas are now formalizing their interdisciplinary research networks, leveraging existing external funding, growing classroom resources, and developing programming opportunities that invite both international partners and inquisitive members of the public to more fully explore matters of inclusion, energy, health, technology, and Indigenous perspectives. Intersections of Gender and Energy Systems have both formally launched, while the others continue their development phases.

Energy Systems

Energy research today must encompass a full range of approaches, from advancing sustainable development of both fossil fuels and renewables, to understanding and measuring climate change and devising pollution controls, to reclaiming and improving land and water use, rethinking environmental law and policy, and more.

With more than 500 experts from across 18 faculties, the U of A is applying an interdisciplinary lens to the study of energy systems.

These systems must meet society's expectations of type, quality, quantity, reliability, and accessibility within a diverse cultural framework of urban centres, Indigenous nations, smaller communities, and rural regions. This signature area builds on the work of the Future Energy Systems, which was awarded $75 million from the federal government in 2016 to help move Canada to a low-carbon energy economy.

Intersections of Gender

Many of today's complex challenges—from health care in refugee camps to water security on Indigenous communities to automated transport—require cross-disciplinary, cross-faculty, and intersectional gender expertise to develop effective solutions.

The U of A is the first university to make intersectional gender research and teaching a strategic priority.

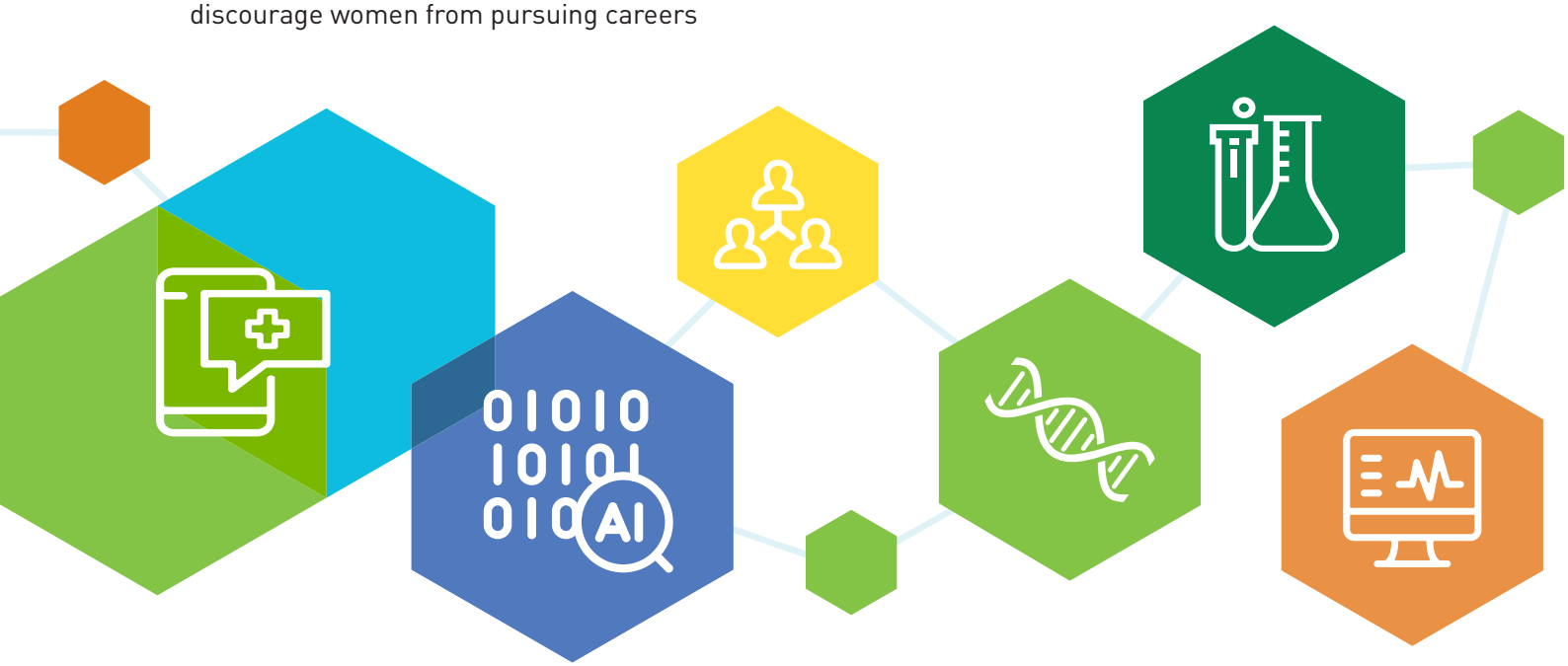
Intersections of Gender comprises more than 250 researchers from all 18 faculties at the U of A who are engaged in gender-themed or intersectional research and teaching.

Some examples of intersectional gender research include examining the ways popular representations of science and scientists discourage women from pursuing careers in STEM fields, researching the employment barriers newcomers to Canada face, analyzing the accelerating incarceration rates among Indigenous women, and bringing together arts-based research with critical disability studies to discover new forms of inclusion. The U of A is the first university to make intersectional gender research and teaching a strategic priority. The university's only Canada 150 Research Chair, Deb Verhoeven (Women's and Gender Studies; Digital Humanities), is one of the researchers involved.

Precision Health

Precision Health is an emerging health-care model that leverages data, new technologies, and the study of factors such as genomics, metabolomics, nutrition, and environment to better understand and address diseases and disabilities.

Precision Health also includes the study of population data to deliver approaches to disease prevention, health promotion, rehabilitation, and reduction of health disparities in populations. The university's Precision Health strength spans discovery, applied, and clinical research and is supported by significant infrastructure and assets. All 18 faculties have research and teaching related to this area. Precision Health will also capitalize on assets and infrastructure across the provincial health sector.



The U of A is home to a broad base of disciplinary excellence. In response to *For the Public Good*, faculties have also identified specialized areas of research:

- **Faculty of Arts Signature Areas of Research and Creative Collaboration:** *Digital Synergies; Language, Communication, and Culture; Mediating Science and Technology; Shifting Praxis in Artistic Research/Research-Creation (SPARC); Stories of Change; Materiality in the Past and Present; Understanding Labour and Work*
- **Faculty of Science Highlight Areas:** *Artificial Intelligence; Evolution of Earth's Biosphere; Exploring Earth's Resources, Quantum Nanoscience and Technology; Space Research and Education; Sustaining Earth's Systems; Glycomics and Metabolomic; Particle Physics; The North*
- **Faculty of Extension Strategic Research Areas:** *Food Systems, Sustainability, and Climate Change; Digital Communication; Aging, Health and Poverty Related Research; Evaluation and Capacity Building; Indigenous Engagement and Community Resilience; Language Instruction, Revitalization, and Maintenance*

Situated Knowledges: Indigenous Peoples and Place

The U of A is poised to become a global leader in Indigenous-engaged research and teaching. Scholars who are committed to Indigenous-engaged research are pushing the boundaries of what constitutes research, pedagogy, and ethical engagement. Home to the only Faculty of Native Studies in North America, a Faculty of Education with a long history of Indigenous scholarship, the long-standing Canadian Indigenous Languages and Literacy Development Institute, and one of the largest concentrations of Indigenous faculty members in Canada, the U of A is uniquely situated to be at the forefront of centring relationships with Indigenous peoples and communities through research and teaching. SKIPP captures the diversity of teaching and research that has been happening across the U of A's campuses for more than 50 years to create a strong community of Indigenous scholars and Indigenous scholarship.

AI4Society

The U of A has gained institutional recognition and prominence as a lead player in Canada's national AI strategy. Our computing science department is consistently ranked among the top three globally. In 2017, the U of A became one of three universities sharing $125 million in federal funding for the Pan-Canadian AI Strategy—a multi-partner, multi-sectoral research initiative that aims to enhance research, recruit talent, and increase collaboration between universities and with Canadian businesses.

The university's AI excellence also brought one of the world's leading AI research companies, DeepMind, to Edmonton in 2017.

AI-related activities are being undertaken across campus by faculty in science, engineering, arts, and humanities. The AI4Society signature area will provide continuing institutional leadership in this exciting area of research and scholarship, coordinating and designing innovative training programs, and representing the institution in new initiatives with public, private, and international partners.

RESEARCH AND INNOVATION

The University of Alberta is constantly pushing the boundaries of knowledge through research, teaching, and innovation—the outcomes of which have helped shape our world and improve lives, at home and around the world. Innovation, entrepreneurship, and commercialization are core to the university's research and education mandate and have become a top priority for many stakeholders. To better build and foster a strong innovation culture within the university, the Vice–president (Research) portfolio was renamed Vice-president (Research and Innovation) in 2019 and a dedicated Associate Vice-president (Research) role was created.

The U of A is poised to play a lead role in placing Canada at the global forefront of knowledge creation and mobilization.

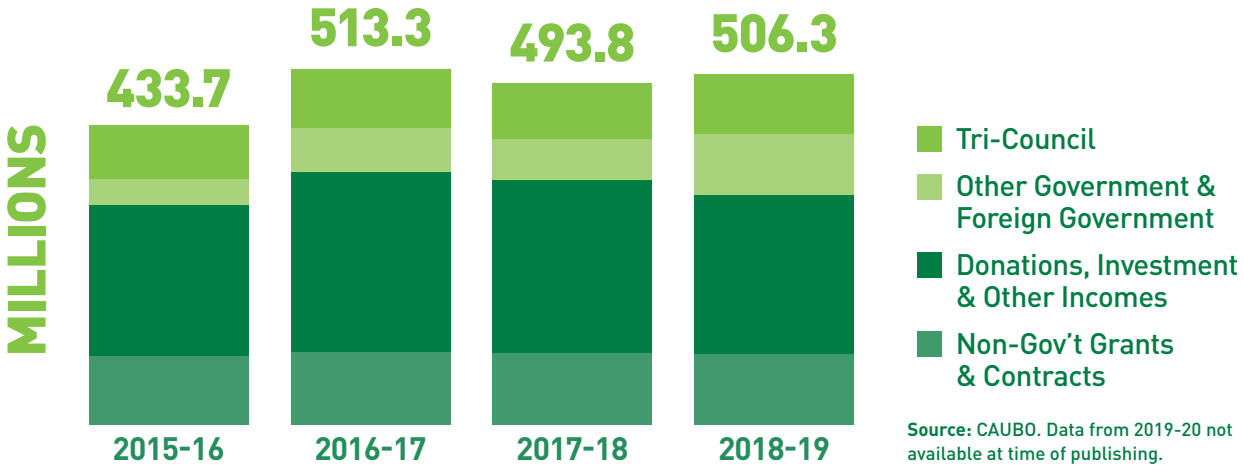
Consider, for example, innovation emerging from the lab of David Wishart, a professor with expertise in biology, biochemistry, and computing science. There, undergraduate students Craig Knox and Mike Wilson worked on a research project to create a comprehensive online drug database. The final project was initially made available only to academics, but as requests from industry users grew, the two young researchers saw the commercial potential of the technology. They pitched the idea of commercializing their innovation to Wishart and the university, and in 2015 the U of A spinoff company Drugbank was founded. Today it is the world's largest online drug and drug target database, used by millions of researchers, pharmacists, and companies around the world.

SPONSORED RESEARCH FUNDING

Leveraging industry funding and partnerships is a key strength for the university. Since 2016, we have led the U15 in the number and value of NSERC Industrial Research Chair awards and NSERC Collaborative Research and Development Grants. This success is a marker of our researchers' ability to connect with industry, and with them, conduct research, find solutions, and produce innovations to address shared challenges.

Between 2015-19, the U of A attracted an average of $487 million in sponsored research funding annually.

SPONSORED RESEARCH INCOME



Source: CAUBO. Data from 2019-20 not available at time of publishing.

NATIONAL CENTRES OF EXCELLENCE

In 2019, the Canadian Mountain Network (CMN) hosted at the University of Alberta was named a National Centre of Excellence (NCE) with $18.3 million in federal funding over five years. The funding enables CMN's interdisciplinary academics, practitioners, and community members to study and respond to conditions related to the sustainability of mountain environments. The research will build on U of A's decades of internationally renowned mountain research. Multi-disciplinary research partnerships are based on Indigenous and Western ways of knowing that inform decision-making and action. Contributions from diverse partner organizations represent a once-in-a-generation opportunity to position Canada as a global leader in mountain systems research at a time when Canada's mountain systems are undergoing rapid and uncertain change.

U of A is currently the only university in Canada hosting two active National Network Centres of Excellence.

The other pan-Canadian network—GlycoNet—is now in its sixth year and involves more than 140 researchers and more than 75 academic, industry, and government partners. Both NCE's are housed in the Faculty of Science. In 2019, world-renowned chemist Lara Mahal joined the team as the university's latest Canada Excellence Research Chair (CERC) and a professor in the Department of Chemistry. "Canada, and the U of A in particular, have a rich history of supporting research into carbohydrates—including federal support for GlycoNet," said Mahal. "As a result of that investment, Canadian glycosylation research is well known internationally, making it a welcoming place for my science and for us to continue to advance this field at a world-class stage."

Mahal's CERC award includes $10 million in federal funding over the next seven years. She is focused on identifying sugars involved in diseases critical to human health, from pancreatic cancer to HIV, and exploring offshoots of her earlier work—which may hold the key to more rapid discovery of targets for new drugs to treat the diseases.

COMMERCIALIZATION OF U OF A COMPANIES SINCE 2015

31 new spinoffs created

336 patents issued

$5.3 MILLION gross royalty income

EXCELLENCE IN TEACHING AND LEARNING

The Centre for Teaching and Learning inspires, models, and supports excellence in teaching and learning through a variety of programs for faculty and instructors at all stages of their career.

During the rapid move to remote delivery of classes at the beginning of the COVID-19 pandemic, CTL staff played a vital role in the transition, assisting more than 2,100 instructors from March 11-31, 2020.

Since 2015, CTL has added to its slate of programs and initiatives. New eClass courses, including "Concepts in Course Design," were introduced to reach more instructors and cover topics more in depth. CTL staff worked with instructors and programs to design massive open online courses and redesign both the face-to-face and online components of blended learning projects and online courses. The nomination and adjudication process for grants and awards for teaching and faculty excellence was adjusted to include a deliberate EDI perspective. And an Indigenous educational developer was hired to support instructors to bring Indigenous worldviews into their practice and their classrooms.

MAJOR AWARDS AND RECOGNITION

For the first time in nearly four decades, a University of Alberta researcher was awarded a prestigious Guggenheim Fellowship in 2018. Michael Woodside, professor in the Department of Physics, was awarded the honour for his work related to understanding devastating neurodegenerative diseases, such as ALS and Parkinson's, and prion diseases like "mad cow." He is currently working on identifying a drug that will prevent the coronavirus responsible for the COVID-19 pandemic from replicating once inside an infected host.

Since fall 2015, seven U of A students have been named Rhodes Scholars—more than any other Canadian university. In 2018, then-doctoral student and Rhodes Scholar Billy-Ray Belcourt won Canada's highest poetry honour, the Griffin Poetry Prize. At 23, Belcourt became the youngest person ever to win the prize.

In 2019, Pandas volleyball head coach Laurie Eisler became the first coach in school history to reach 800 career wins. She is only the second women's volleyball coach in Canadian university sports history to reach the 800-win plateau.

The Canadian Mountain Network was established in 2019 to enhance the understanding of rapid environmental, economic, and social changes on the resilience of Canadian mountain systems. The University of Alberta has developed an international reputation for mountain research over the past few decades and now hosts this interdisciplinary research network in the Faculty of Science.

GOAL

Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.

Engage FOR THE PUBLIC GOOD

Over the last five years, the University of Alberta has deepened connections and partnerships with local, provincial, national, and international communities, agencies, industries, businesses, and organizations. When our most immediate communities have needed us, we have answered, whether providing emergency housing during the Fort McMurray fire or producing face masks during the COVID-19 crisis. We have celebrated our country's 150th anniversary with neighbouring communities and expanded research and teaching agreements with international partners in countries as diverse as Mexico and China. We have encouraged collaboration across disciplines, campuses, faculties, and units to create interdisciplinary learning experiences for our students that prepare them to face the complex nature of today's challenges and workplaces. In areas of excellence, including energy systems, artificial intelligence, mountains, and glycomics, the University of Alberta continues to expand its national and international leadership, and through multiple collaborative partnerships, is playing a key role in tackling shared global challenges through discovery and innovation.

COMMUNITY-ENGAGED RESEARCH

Providing solutions to the challenges we face with local, provincial, national, and international communities has been core to the university's since the beginning. There is no better example than the University of Alberta's research response to the COVID-19 pandemic. 11 U of A research projects have received a total of $5.9 million to examine measures to rapidly detect, manage, and reduce the transmission of COVID-19. More than 20 members of the Li Ka Shing Institute of Virology are working to develop antivirals and vaccines. Faculty of Law and School of Public Health professor Timothy Caulfield is serving on the Royal Society of Canada's Task Force to support Canada's response to and recovery from COVID-19. And researchers are carefully studying the effects of the pandemic to provide assistance and expertise now and in the future.

Being able to respond quickly is the result of decades of partnership building. In 2016, the government called for industry- and community-engaged research projects to address global challenges. Thanks in part to long-standing support and endorsement of major industry partners, the U of A received a $75-million federal grant from the Canada First Research Excellence Fund to work with industry, business, and community organizations on improving, innovating, and sustaining Canada's energy system from energy production and use to energy policy and law.

In 2019 an unprecedented three U of A researchers each received a prestigious $2.5-million Partnership Grant through SSHRC.

"It's the most we've ever had," said Laura Beard, the U of A's associate vice-president of research who oversees SSHRC grants. "It says something about the quality of the researchers we have here, the exciting kinds of research we're doing here, and what we're committing to doing." All of these projects involve community-based learning and will have real-world effects in K-12 education and Indigeous language dissemination across Canada and North America.

Also in 2019, the U of A and City of Edmonton were the first Canadian partnership in the international MetroLab Network, which encourages the sharing of information, best practices, and solutions to common challenges faced by cities around the world. Through this partnership our researchers are working on three projects in Edmonton related to extending connecting vehicle infrastructure, using artificial intelligence in elder care, and improving the sustainability of buildings.

COMMUNITY SUPPORT

Even during the most challenging times, the University of Alberta serves as a pillar of support for the community. In spring 2016 a wildfire forced 80,000 residents of Fort McMurray to leave their homes. Staff and volunteers quickly mobilized to welcome evacuees into U of A residences. "We're so thankful that we were able to find this place," evacuee Brian Cruz said. Community partnerships and the generosity of others helped to provide additional resources and supports. A campus barbeque raised $16,000 for the Red Cross, a sum matched by the provincial and federal governments and Scotiabank for a total of $49,305.

"You step out of your bubble of student life and when you help someone else, it really forces you to evaluate what is most important in your life."

– Farhan Ahmed, then-student volunteer and current alumnus

The Faculty of Engineering reached out to a key partner by welcoming 150 Syncrude employees displaced by the fire. "What we got from the U of A was above and beyond anything we imagined," said Peter Read, an alumnus and Syncrude's then-vice-president of strategic planning.

On January 7, 2020, the world received news of a devastating loss of life of 176 people aboard Flight PS752 leaving Tehran, Iran. As the day unfolded, it was confirmed that 10 of the victims were university students, faculty, and alumni. Our community quickly came together to respond to this tragedy. The U of A worked with Edmonton's Iranian community to host 2,300 guests, and thousands more virtually, at a memorial service. With input from our internal and external communities, the Mojgan Daneshmand, Pedram Mousavi, and Victims of Flight PS752 Memorial Fund was established with the goal of creating an endowment to provide two annual graduate student scholarships.

To help support the 135,000 people in the Edmonton area who live in poverty, the U of A hosts an annual United Way fundraising campaign. Students, faculty, staff, administration, and alumni serve and support people in our community who are impacted by social issues including poverty, discrimination, domestic violence, and mental illness. The U of A community donates time, money, and other resources to uplift our neighbours, families, and friends in need. In 2017 the campaign was transformed to include new methods of fundraising, planning, and storytelling, and has resulted in increased donations.

INTERNATIONAL STRATEGY

The University of Alberta's largest international research collaboration, a partnership with the Helmholtz Association of German Research Centres, concluded its second five-year agreement in 2019. The initiative provided training opportunities for students and contributed to the availability of a highly skilled labour force in Alberta, Canada, and internationally. The collaborative research activities within the Helmholtz-Alberta Initiative included work related to energy, the environment, infectious diseases, neurodegenerative diseases, and diabetes.

The U of A continued to build on more than two decades of collaboration with Tsinghua University in Beijing, China through research, accelerator, and student exchange partnerships:

- The Joint Research Centre for Future Energy and Environment was created.
- TEC Edmonton signed an agreement on a new joint incubator.
- Alberta School of Business launched a Mandarin-language MBA in Shenzhen in partnership with the Research Institute of Tsinghua University and now has 200 students registered in programs in China.

The Canadian Learning Initiative in China (CLIC) university consortium was founded by the U of A in 2016 to support Canada's ability to build productive relationships with China, expand reciprocal trade, and increase collaboration in business, research, and cultural exchanges. CLIC makes learning opportunities in China more accessible for Canadian students through significant funding options and improved credit transfers. Since its inception, 10 Canadian and 59 Chinese universities have joined the program and the U of A has sent 200 students to China through various CLIC programs.

The university continues to develop relations with Mexico, particularly in the areas of energy and technology. In 2017 the U of A received $14.6 million from the Energy Hydrocarbon Fund to help Mexico transform its energy sector and was one of the first Canadian universities partnering with Mexico on such research. Many researchers in the fields of artificial intelligence, clean energy, and advanced manufacturing had established relationships with colleagues at Tecnológico de Monterrey, and in 2019 a memorandum of understanding was signed to enhance the mobility of students, interns, and researchers between the universities.

In 2019, the U of A adopted a new International Strategic Plan that aligns with the goals in *For the Public Good.*

PARTNERSHIPS

70 countries in 2015

82 countries in 2020

study abroad programs at **150 UNIVERSITIES**

University of Alberta International continues to work with faculties and international stakeholders to offer exchange programs, internships, and study opportunities abroad. In addition to international partnerships, U of A's School in Cortona celebrated its 20th anniversary in 2019. The unique campus in Italy facilitates hands-on experiences, field trips, and guest lectures.

CONNECTING LEARNING COMMUNITIES

U School

The Office of the Senate's U School celebrated its 10th anniversary in 2019, having provided programming and made lasting impressions on 6,057 students since its inception. U School engages students from socially vulnerable, FNMI (First Nations, Métis, and Inuit), northern, and rural communities through hands-on learning activities on University of Alberta's campuses. More than 40 U School alumni are currently studying at the U of A.

Speakers Bureau

In 2015 the U of A launched its Speakers' Bureau to connect its academic resources with community members who want to learn about research and initiatives, and their impact and relevance to everyday life. From 12 bookings in its first year, the bureau has grown and attracted 51 bookings in 2019-20.

Engaging Alumni

Talented U of A alumni have been getting involved and giving back. Over the past five years, the Alumni Association has worked to create mutually beneficial and lifelong connections between the U of A and its alumni and students.

ALUMNI ENGAGEMENT INCREASES 2015-2019

75% INCREASE **in alumni program participants**

160% in faculty engagement program attendance

38% in Alumni Weekend attendees

55% **in volunteer hours** supporting students and university initiatives 2016-2019

The U of A community embraced celebrating Canada 150 in 2017 with more than 100 public events. The Evergreen Pond and The Circle naturalized space at South Campus is the U of A's Canada 150 gift to current and future generations. The legacy gift serves as a public park and gathering place for outdoor ceremonies, performances, and lectures.

GOAL

Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

Sustain FOR THE PUBLIC GOOD

Governance and administrative excellence—along with a safe, healthy, and supported staff, faculty, and student body—are foundational to the University of Alberta's ability to sustain its core teaching and research mission. Since the launch of *For the Public Good*, continuous improvement and cross-unit engagement and co-operation have led to major reviews of governance and administration systems and laid the foundation for major academic and administrative transformation in the months and years to come. We have increased our capacity to attract both research funding and philanthropic support, increasing both. We have changed our approach to teaching and learning in the area of environmental sustainability, bringing academic and administrative efforts under one umbrella and increasing learning opportunities for our students. Sustaining the safety and well-being of our community has also been a major objective. Our students now have access to increased mental health supports and enhanced student services to ensure their personal and academic success.

TOOLKIT FOR TRANSFORMATION

Having existed for centuries, universities are one of the most enduring institutions in society, but they are not static. They are constantly evolving and shifting to meet the changing needs of the societies they reflect, serve, and lead toward new knowledge.

The University of Alberta is now on the verge of a period of major academic and administrative transformation, as the provincial funding model and overall structure for post-secondary education is also undergoing a major shift.

Being ready for this kind of transformation takes planning. Since the launch of *For the Public Good*, the university community has been preparing an extensive toolkit for change, including renewed governance processes, a new budget model, implementation of administrative benchmarking against global peers, and an integrated asset management strategy.

Universities depend on a high-functioning bicameral system of governance. In 2015, a complete review of General Faculties Council was launched to assess delegated authorities, roles and responsibilities, and overall engagement on substantive issues. The review was completed in 2017, and all recommendations have now been enacted. A similar review of the Board of Governors' processes, structure, and role was undertaken in 2017-18, resulting in a number of recommendations to strengthen board governance and oversight and improve committee effectiveness. Overall, the changes ensure the best use of board members', as well as administration's, time and expertise. To increase understanding across all institutional governance bodies, an annual summit convening the members of GFC, BOG, and the Senate was instituted in January 2018. Joint awareness and understanding has improved decision-making overall and put the foundation for major transformation in place.

The U of A's new budget model is another key addition to the toolkit for transformation. Replacing an incremental budget model, which allocated funding by history rather than activity, the new model is an activities-based model, wherein the allocation of funds is clearly linked to the core activities of teaching and research. The new model provides senior leaders with the clarity, data, and levers they need to make evidence-based decisions on everything from recruitment and programming to space allocation and teaching loads.

In 2018, we embarked on a multi-year benchmarking exercise to better understand our current distribution of administrative services and activities. Part of a global consortium, we are gathering and analyzing data that will allow us to compare our results with those of other participating universities from Australia, New Zealand, the U.K., and Canada and learn where we can restructure administrative activities to increase effectiveness, efficiency, and sustainability.

As these and other tools have developed, the university has also actively increased transparency and communication about administrative and financial decision-making. In addition, the continuous development of an institution-wide data warehouse over the last five years has been critical to the development, acceptance, and implementation of the toolkit for change.

1043
new residence spaces
have opened in St. Joseph's College, Lister Residence, and East Campus Village.

INFRASTRUCTURE

With feedback from the campus community, the University of Alberta implemented an Integrated Asset Management Strategy to address how to best manage the university's current and future physical assets. The goal is to maximize the use of available space on campus and improve existing spaces for more accessibility, efficiency, and sustainability. In 2018, the Research & Collections Resource Facility opened at South Campus in 2018, housing three million books, records, and academic resources, with room for a projected growth of 50,000 items per year for the next 20 years. Another key area of infrastructure development over the last five years has been student residences. This allowed us to meet the *For the Public Good* commitment to provide on-campus accommodations for all first-year undergraduate students, as well as programming to support students' academic success and sense of belonging to the university community.

DONOR SUPPORT

The continued generosity of University of Alberta's donors changes lives and advances discovery. Over the last five years, this generosity has been record-setting, with annual totals among the highest in the university's history. Funds raised help students reach their full potential and help researchers find solutions to society's most pressing and complex problems. Donor support strengthens and enhances the university's teaching and research mission, helping to build a better future of healthy, safe, resilient, and vibrant communities for Alberta and beyond.

In 2016 the U of A received the largest gift in its history. The Stollery Children's Hospital Foundation gave $40 million to the Women and Children's Health Research Institute. WCHRI is a decade-long partnership between the Faculty of Medicine & Dentistry and Alberta Health Services, and the only organization in Canada dedicated to the full spectrum of women's, children's, and perinatal health. The Royal Alexandra Hospital Foundation gave an additional $14.5 million for a total boost to the institute of $54.5 million. The gifts represent a major investment and milestone in women's and children's health, research, and innovation in Canada, and provides Edmontonians and Albertans with access to some of the most current research and treatment in the world.

STUDENT FINANCIAL AID

Student success and reliable, accessible financial support go hand-in-hand. The U of A has a wide array of student financial supports, dispersing millions of dollars annually in awards, scholarships, bursaries, loans, and grants. Strong philanthropic support since 2016 has added $93 million for student support. As tuition increases over the next three years, the U of A has also committed to allocating a portion of tuition revenues to ensure the students most in need can manage increased financial burdens. Fifteen per cent of domestic and 7.5 per cent of international tuition increases will be set aside. By 2022-23, an anticipated $11.5 million will be added to the U of A's suite of student financial supports for both domestic and international students.

FUNDRAISING ACHIEVEMENTS 2016-2020

$753 MILLION
total raised

$395M
for research and discovery

$93M
for student awards, bursaries, and scholarships

$206M
for academic programming

$59M
for learning and research through improved labs, libraries, and learning spaces

SUSTAINABILITY

Under the former Office of Sustainability, the University of Alberta considerably reduced greenhouse gas emissions, launched the Envision energy management program, certified new and existing buildings for sustainability features and performance, increased the amount of waste diverted from landfills, and initiated the Green Spaces certification program for residences, labs, food vendors, offices, and events.

In 2018, the U of A transitioned its sustainability programming to a new Sustainability Council to create new avenues for cross-faculty, interdisciplinary scholarship and research.

Through the revamped Sustainability Scholars and Certificate in Sustainability students graduate with skills needed to become global leaders in sustainable economic development, social development, and environmental protection. The Certificate in Sustainability is offered through 11 faculties.

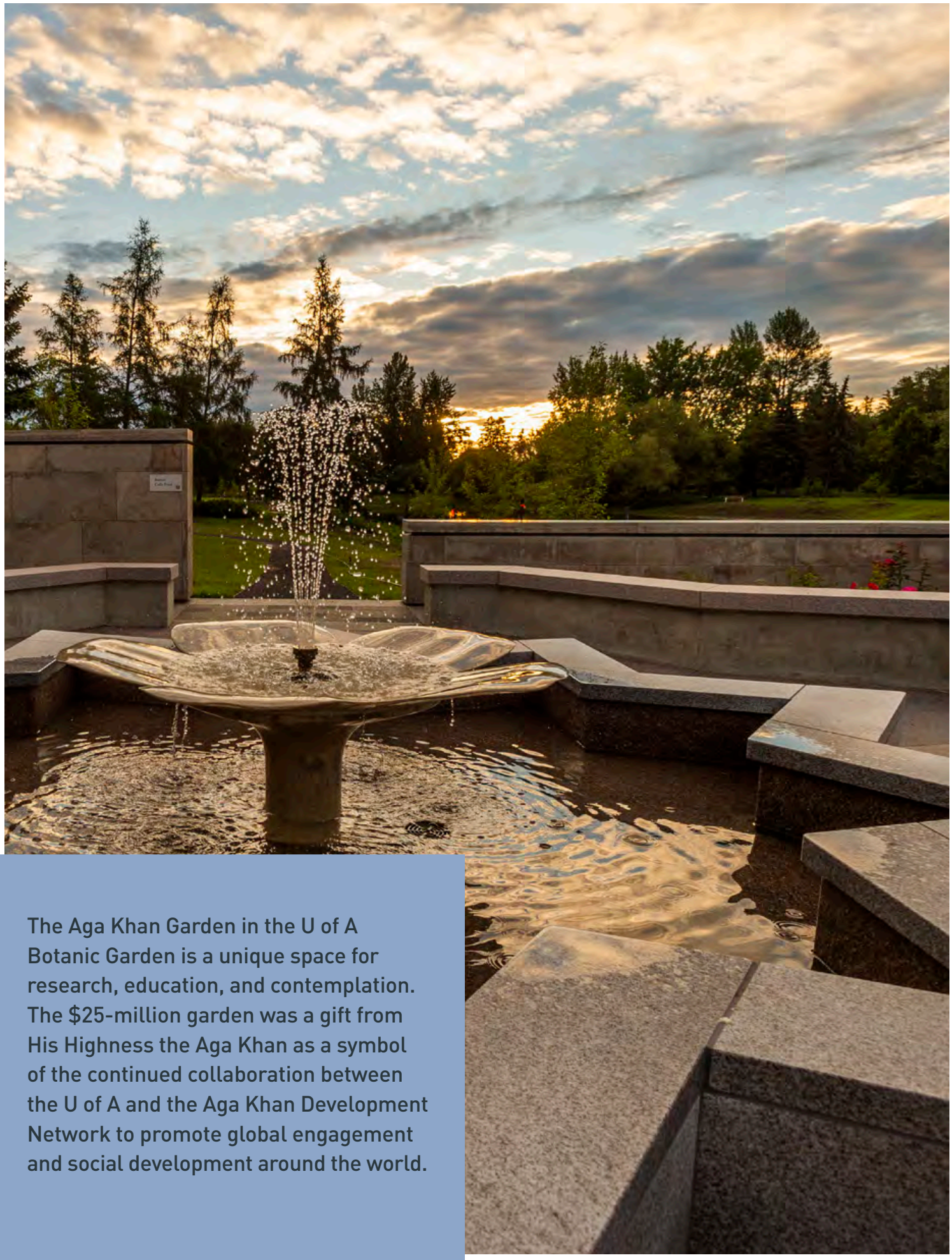
Unwind Your Mind is a mental health initiative developed to support student well-being throughout the academic year by creating environments for students to de-stress.

MENTAL HEALTH

The well-being of our students is a top priority for the University of Alberta. Student mental health is influenced by complex social factors including academic support, housing, financial need, and cultural care. Under the leadership the Office of the Dean of Students, the university completed the Suicide Prevention Framework in 2018, including 36 recommendations across five categories to build upon mental health and well-being services, and improve capacity for suicide prevention at the U of A. In February 2019, the U of A added the nationwide ACCESS Open Minds program to its offerings of student mental health services. ACCESS offers streamlined support services and front-line staff to direct students to the appropriate resources in a timely manner.

Through the program, the number of initial consultations now available through Counselling and Clinical Services has increased by 15 per cent.

From 2017-2020 the Government of Alberta has provided the U of A with a total of $2,665,000 for student mental health initiatives.



The Aga Khan Garden in the U of A Botanic Garden is a unique space for research, education, and contemplation. The $25-million garden was a gift from His Highness the Aga Khan as a symbol of the continued collaboration between the U of A and the Aga Khan Development Network to promote global engagement and social development around the world.

FOR THE PUBLIC GOOD REPORT 2020

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