YEARBOOK
2024/25

ORGANIZATIONAL DEVELOPMENT + TALENT MANAGEMENT

Create. Lead. Inspire. | Leading with Purpose

UNIVERSITY OF ALBERTA

TERRITORIAL ACKNOWLEDGEMENT

The University of Alberta, its buildings, labs and research stations are primarily located on the territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee (Iroquois) and Anishinaabe (Ojibway/Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis and Inuit nations.

TABLE OF CONTENTS
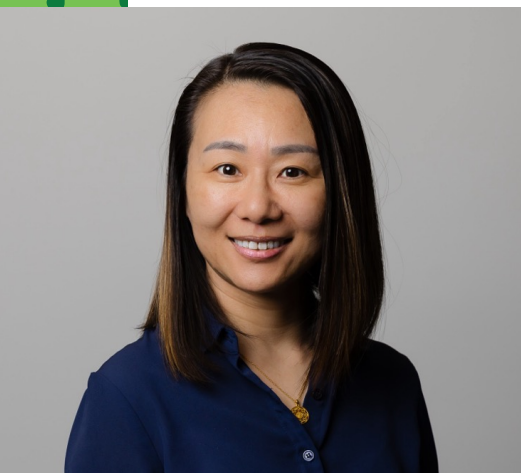
FOREWORD
DIRECTOR'S MESSAGE

As we reflect on the 2024-2025 fiscal year, I am filled with gratitude and pride for the remarkable progress made by the Organizational Development and Talent Management (ODTM) team in collaboration with our vibrant campus community. This year has been one of transformation, marked by milestones that have strengthened our foundation and advanced our shared mission.

A key achievement was the successful integration of Organizational Development (OD) and Talent Management (TM). This strategic alignment has unified our approach to the People Strategy initiative, fostering collaboration, empowering teams, and driving impactful outcomes across the university. By creating a cohesive framework, we've laid the groundwork for sustained growth and innovation.

Our commitment to professional development shone through in our thriving Community of Learning. In February 2025, 200 OD program alumni gathered at our Annual Leadership Gathering to connect and grow together. New programs, such as Leading with Influence and Wandering Workshops, have been warmly received, equipping staff with essential skills and fostering a culture of continuous learning. These initiatives have elevated individual capabilities and amplified our collective impact.

We've also prioritized building stronger relationships across campus. Through deepened partnerships with the Centre for Teaching and Learning (CTL), Continuing Education, the Alberta School of Business, and the Access, Community and Belonging (ACB) Office, we've created a more inclusive and dynamic community. These collaborations have provided more development opportunities to our staff and faculty members, and made a positive impact on the broader campus, aligning with our shared values and goals.

Looking ahead, I am inspired by the ODTM team's dedication and passion. Their commitment to excellence has made this year one of growth, connection, and achievement. Thank you for your unwavering support and contributions.

Here's to celebrating our successes and embracing the opportunities ahead in the 2025-2026 year!

With heartfelt gratitude,

Jane Xu, Director
Organizational Development and Talent Management

STRONGER TOGETHER

THE CREATION OF ODTM

WHAT IS ORGANIZATIONAL DEVELOPMENT AND TALENT MANAGEMENT?

In June 2024, the Organizational Development and Talent Management teams, both from Human Resources, Health, Safety and Environment, joined forces under the umbrella of Organizational Development and Talent Management. The merger turned previous associates into co-workers and enabled a collective effort to align and knit together complementary work.

WHAT DOES ODTM DO?

At ODTM, we support faculty and staff, leaders and teams to ensure they have what they need to do their best work.

Learning is often at the centre of faculty and staff development and culture-building.

Talent Management is a Centre of Expertise dedicated to supporting the university's academic and operational excellence. Through strategic sourcing initiatives and recruitment innovation, performance and succession management, and engagement and recognition initiatives, we contribute to an environment where individuals can thrive and align with the university's mission and vision.

When these two portfolios work together, they are better able to support the flourishing of employees and the university.

Organizational Development, also a Centre of Expertise, is dedicated to the ongoing learning and development needs of faculty and staff. We build and offer an integrated curriculum that develops greater self-awareness, interpersonal relatedness and workplace know-how and skills.

Organizational culture and performance initiatives play a key role in the successful translation of knowledge into workplace.

AN AWARD WINNING TEAM

Building on the 2023 *LearningElite Award* from *Chief Learning Officer*, the team has once again been recognized, this time as the **Excellence Awardee** for the *Queen's University IRC Award for Best Learning & Development Strategy* at the 2024 Canadian HR Awards.

This prestigious award celebrates the HR team that has achieved exceptional organizational outcomes by closely aligning learning and development strategies with business needs at all levels.

The award highlights:

- Strong alignment between our learning and development initiatives and the organization's broader strategic goals, backed by meaningful investments of time, funding, and resources.
- Innovative and distinctive programs that go beyond industry standards and deliver measurable impact.

MEET THE TEAM

TEAM PHOTO NAMES
(from Left to Right)

Scott Kennedy, Manager, Talent Management | **Ling Yang**, Program Coordinator, OD

Jeanine Calverley, Consultant, OD | **Bethany Fellows**, Program Coordinator, TM

Linda Hui, Learning Systems and eLearning Specialist, OD | **Jennifer Wilcox**, Senior Consultant, TM

Jane Xu, Director, ODTM | **Jacquie O'Brien**, Consultant, TM | **Richelle McLean**, Senior Consultant, TM

Tyree McCrackin, Consultant, OD | **Lisa Lozanski**, Senior Consultant and Leadership Pillar Lead, OD

Carrie Malloy, Manager and Learning Pillar Lead, OD | **Dr. Kathleen Danser**, Consultant, OD

THE EXPERTISE WE BRING

Not sure how we can help? Our team has a wealth of education, decades of experience, and certified expertise in the following areas:

Degrees in:

- Education
- Adult Education
- International and Intercultural Education
- Organizational Development and Leadership
- Human Resources
- Professional Communication
- Business Administration
- Medical Social Work
- Socio-Cultural Anthropology

Certificates in:

- Executive coaching
- Equity, diversity and inclusion
- Change management
- (Mindfulness-based) Teaching and learning
- Facilitation (Group facilitation, Crucial Conversations, Respect in the Workplace)
- The Working Mind (Manager program)
- Behavioural and motivational interviewing
- ASIST
- Mental Health First Aid
- Project management
- Gender-Based Analysis Plus
- Workplace Wellness
- Psychological Health + Safety
- Cognitive Behavioural Therapy
- Advanced Generative AI
- Indigenous Perspectives on AI

Licenses and memberships

- Chartered Professional in Human Resources
- International Coaching Federation

Certified Administrators of:

- EQi 2.0 & EQ 360
- The Leadership Solution (Korn Ferry)
- Korn Ferry 360
- Myers-Briggs Type Indicator
- Strengths Deployment Inventory 2.0
- LEADS 360
- Insights Discovery
- Situational Leadership II
- HBDI Assessment
- PDI Assessment
- HOGAN Assessment
- Personal Orientation Profile 7.0

Fluent in:

- English
- Mandarin
- French

OUR SHARED PRINCIPLES

People are the heart of the university. In alignment with the University of Alberta's People Strategy, we are committed to enabling and empowering employees and nurturing relationships to connect us all. Here are some principles that currently underpin our work.

AT ODTM, WE:

ARE CLIENT-CENTRIC.

We centre employees in all of our programs and initiatives. We conduct needs analyses to understand employee realities and then build resources and experiences that will add value to our clients' everyday lives. We regularly solicit feedback and involve clients in program iteration to ensure we get it right.

Examples: Leading with Influence alumni focus group and iteration
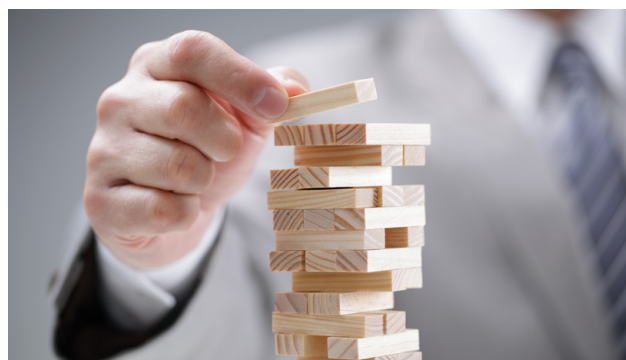
ARE COMMITTED TO ACTION.

Our programs provide critical theoretical or conceptual information and then, in short order, bend toward the practical. We regularly ask ourselves and one another: how could employees use this to better their workplace or process?

Examples: Provision of employee engagement survey data and action planning support; tools, time for practice and real-world experimentation built into programs and workshops

PRIORITIZE TEAM OVER SELF.

We prioritize collaboration and shared success for greater impact. We seek out alternate viewpoints, knowing that our perspective is inherently limited. We engage expertise from across the university, assemble sounding boards for course outlines or project plans, and co-sponsor initiatives where shared interests exist. We know that by working together, we will get a better result.

Examples: Management Resource Library sounding board; an internal peer-review structure for new content and facilitators; co-leading projects so as to rely on the subject matter expertise of multiple team members.

EMBRACE GROWTH.

As providers of learning and development opportunities, we are all-in on learning. We try to model what we teach and understand challenges as opportunities to grow and improve.

Examples: Outreach to other providers of professional development on campus, including sponsoring a common professional development activity on Liberating Structures

CREATE CONNECTEDNESS.

We understand that the university is more than a collection of individual employees. Relationships are an essential ingredient to faculty and staff morale, a quality student experience, cutting-edge research and robust operations. We seek out opportunities to bring people together and build community in every aspect of our work.

Examples: Formal recognition events (i.e. Milestone recognition, Service recognition and awards); 90 day follow-up gatherings with alumni of OD programs; 2025 Leadership gathering; Professional Development Quarterly sharebacks

YEAR AT A GLANCE

Learning Modality	Total number of sessions	Total number of learners	Total number of learning hours	Would recommend (promoter score)
Synchronous	142	2,223	14,740	91%
Asynchronous	343	29,354	102,427	Not available
TOTAL	485	31, 577	117, 167	-

OFFERED

- Employee Engagement Action Planning support
- Employee orientation and programming on leadership, workplace skills, health + well-being, environment + safety, and team development

DEVELOPED

- Expanded pool of coaches
- Executive-level succession management plans
- Succession planning has begun in departments and faculties, upon request

PILOTED

- Participatory Decision-Making: Balancing Perspectives and Accountabilities (workshop)
- Burnout-to-Boundaries: The Key to Life-Work Harmony (workshop)
- HRHSE Mentorship program
- Safe & Respectful Workplaces
- SparkX sessions (virtual sessions on health + well-being topics)

LAUNCHED
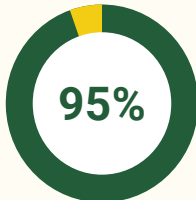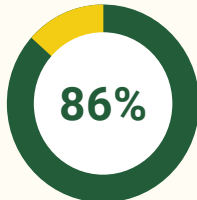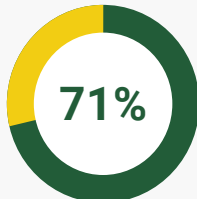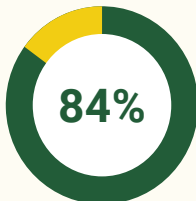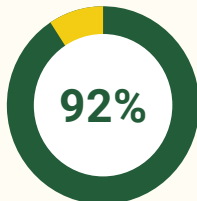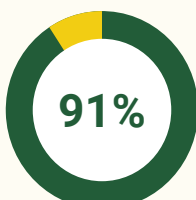
- Navigating Change (workshop)
- Field Research Safety (online course)
- Wandering Workshops
- Community of Learning Initiative

UPDATED

- Radiation Safety (online course)
- Workplace Violence and Harassment (online course)

IMPACT AT A GLANCE
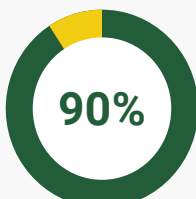
	Would recommend (promoter score*):	Knowledge and skill translation (90 day evaluation**):
LEADING OTHERS	95%	86%
LEADING with influence	100%	71%
management intensive	84%	92%
WORKPLACE SKILLS	90%	
We Care Health & Well-being	91%	

* % of learners who agree or strongly agree that they would recommend the program or workshop to others

** After 90 days, % of learners who agree or strongly agree that they have used what they learned in the program to change their practice

100%

100% of departments and faculties developed action plans based on the 2023 Engagement Survey.

55%
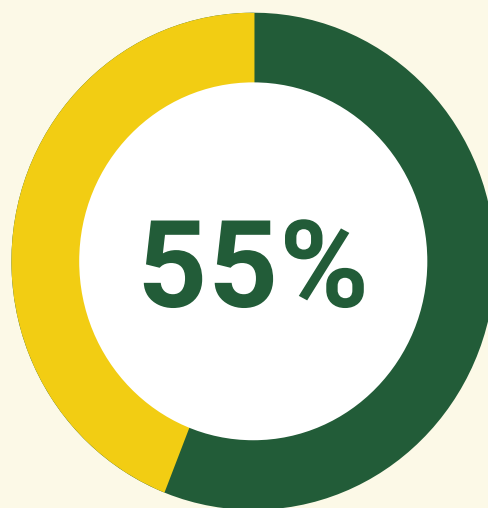
55% of action plans were implemented at the end of 2024-2025 fiscal year, and 45% were in progress.

In 2024-2025, we took time to recognize faculty and staff for their commitment and contributions.

Service (retirement):
165
people

Awards of excellence:
12
awards given to university faculty and staff

Service milestones (25+ years of service):
183
people

1,435
"kudos"
were sent via e-cards

THE 2024-2025 YEAR

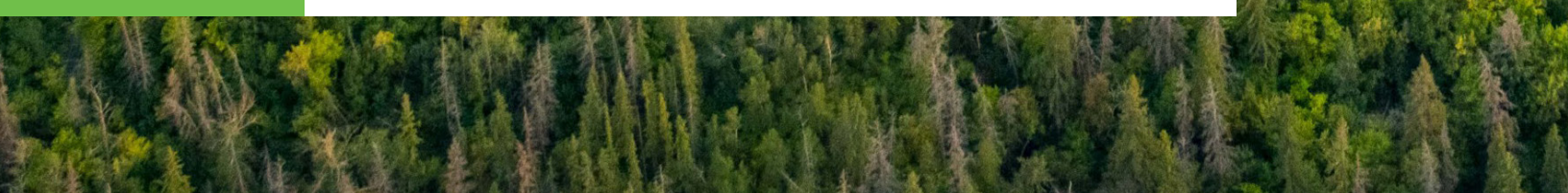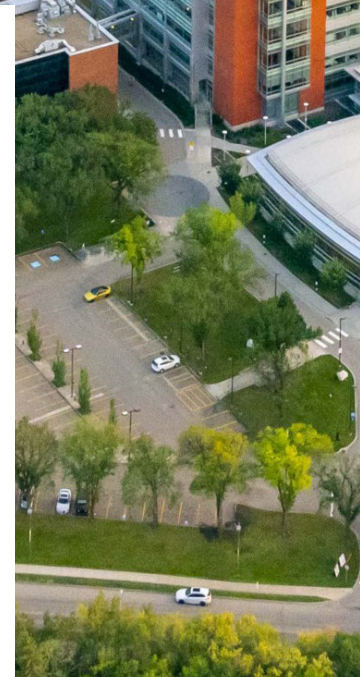# ORGANIZATIONAL DEVELOPMENT

In 2024-2025, Organizational Development continued to offer a wide variety of programming in 2024-2025 and introduce new offerings to our portfolio.

Our programming is designed to acknowledge the diversity of learners in the campus community and includes a variety of formats and intensity levels to ensure access. We offer:

PROGRAMS

In-person, cohort-based learning that includes pre-work and assignments. Programs cover several topics that, together, enhance understanding of a broader concept (i.e. leadership). Programs prioritize experiential and project-based learning in order to promote skill development. (Duration: several days over a month or more)

WORKSHOPS

Typically in-person, interactive sessions on a specific topic, with structured activities that enable experimentation, reflection and goal-setting (Duration: 1 day; wandering workshops run 60-90 minutes).

ELEARNING COURSES

Online, self-paced learning with quizzes or personal reflections (Duration: 1 to 16 hours).

1:1 OR TEAM-BASED LEARNING

Expert guidance and/or coaching for an individual or a team to address challenges or seize opportunities in their context. Includes mentorship and practitioner programs (Duration: periodic over months)

PROCESSES AND TOOLS

Comprehensive toolboxes with templates, guides, assessments, and processes to facilitate talent and career development. (Duration: varies)

LEADERSHIP DEVELOPMENT

LEADING OTHERS

Number of cohorts	Number of days of learning per cohort	Total learners for all cohorts	Total number of learning hours for all learners	Would recommend (promoter score)
3	8	52	2,975	**95%**

Two campus-wide cohorts and one cohort of University Services, Operations and Finance staff were offered in 2024-2025. In Leading Others, supervisors hone their ability to connect (with themselves, their people, purpose and context) so they can lead in a way that motivates and empowers.

> The Leading Others program was excellent. The topics were presented in a logical sequence and we revisited the core concepts throughout each day, so we could see how to naturally start introducing these strategies in our own practice.
>
> The activities were thoughtful and interactive, and the facilitators did a great job of creating a warm and inclusive atmosphere which allowed us to create strong bonds within our cohort. I felt safe sharing and participating, and was able to process the information at my own pace.
>
> The Leading Others sessions have helped me become a more effective manager and have given me the tools and confidence to be more authentic and thoughtful in all aspects of my life.

Andrea Spevak | Graduate Student Internship Advisor | Career Centre

In 2024-2025, in an effort to increase program accessibility we eliminated the program fee associated with Leading Others

LEADING with influence

Number of cohorts	Number of days of learning per cohort	Total learners for all cohorts	Total number of learning hours for all learners	Would recommend (promoter score)
1	7	30	1,647	**100%**

Leading with Influence helps employees, regardless of position, to develop informal leadership skills. After a thorough evaluation of last year's pilot (done in conjunction with pilot participants), parts of the program were redesigned to reduce workload and repetition with other programming on campus. This allowed more space for in-demand topics and assignments. We also welcomed Leading With Influence alumni and senior leadership into the final day of the program.

> I recently completed the Leading with Influence course and it was truly an amazing experience. The program provided valuable insights and practical tools to enhance my leadership skills, emphasizing that at the core of leadership is connection, engagement and relationships. And that there is no one definition of leadership, it shows up in many different forms, positions, contexts, spaces and places.
>
> The facilitators were fantastic, knowledgeable and engaging, and the course content was both thought-provoking and actionable. It was interactive and experiential but allowed space for reflection and insight. I appreciated the opportunity to meet, connect and collaborate with peers from across our University, which added depth to the learning experience.
>
> This course has not only positively impacted my approach and understanding of leadership, but also challenged me to understand myself at a deeper level, empowering me to foster stronger relationships, communicate more effectively, and inspire those around me. I highly recommend Leading with Influence to anyone looking to grow as a person and leader.

Tawana McLeod | Associate Athletic Director, Advancement | Golden Bears & Pandas Athletics

management intensive

Number of cohorts	Number of days of learning per cohort	Total learners for all cohorts	Total number of learning hours for all learners	Would recommend (promoter score)
3	4	83	2,303	84%

Management Intensive was offered 3 times this year and, for the first time, we offered Management Intensive to a faculty-specific group (Engineering). This program continues to blend best practices in team management and operations with guidance on the unique people-management processes at the university.

As a new supervisor, this course was beyond helpful. I really appreciated the diverse topics, as they made me feel more confident supporting my team at all the different points of an employee cycle (hiring, onboarding, and beyond). I feel equipped and empowered to grow as a leader and support my team as we work together. "

Alex Rocca | Team Lead, Future Student Experience | Office of the Registrar

HRHSE MENTORSHIP PILOT

This year, we piloted a mentorship program in HRHSE. The program involved 7 mentees & 6 mentors, representing all teams within the department. Mentor-mentee pairs met roughly once a month for 6 months to explore self-defined career goals. Roughly 76 hours were invested over 6 months. Participants felt the program offered:

- Increased confidence, greater career clarity, & new relationships
- Meaningful learning and growth
- Supportive and collaborative interactions
- A rewarding, uplifting, and impactful experience
- Greater connection to HRHSE & the university

They also requested increased support with goal-setting and greater transparency in how matches were made. Iterations on this pilot program are planned and a second offering of the program will begin in 2025-2026.

> **I believe it is important for everyone to have a mentor, regardless of where they are in life. This program is a great opportunity to get connected with one and experience the value of mentorship, which can involve gaining new perspectives, setting meaningful goals, and building on your existing skills.**
>
> **Diane Mielewczyk** | Human Resources Associate | HRHSE

UACADEMY

Spearheaded by the Provost's Office and developed and operated by Executive Education in the Alberta School of Business, UAcademy helps senior leaders to collaborate across the university and turn the university's challenges into a strategic transformation.

This year, OD assisted Executive Education in promoting the program, recruiting participants, and sourcing projects (i.e. strategic opportunities or challenges at the University) for participant teams to investigate. 22 senior leaders completed the program in February 2025.

ASSESSMENT

OD expanded its assessment offerings in 2024-2025. It added the Focal 360 survey and team survey to its repertoire of leadership assessments. Focal surveys are completely customizable and were used to support the pilot of Safe and Respectful Workplaces.

COACHING

To ensure top-tier support for university employees, OD expanded its coaching pool this year. This involved a rigorous vetting process where OD staff interviewed coaches and directly experienced their coaching approach.

12 coaches have been pre-screened. OD is now better equipped to refer UofA employees to high quality coaches, upon request.

SKILL DEVELOPMENT

Number of sessions	Number of Learners	Total number of learning hours for all learners	Would recommend (promoter score)
16	478	3,346	**90%**

16 instances of Workplace Skills workshops were offered this year, including:

- Collaborating in a Complex Environment
- Communicating with Impact
- Finding Your Path- Career Explorations and Strategies
- Managing Time Authentically
- Navigating Change* NEW
- Strategic Conversations
- Vision in Action: Strategic Thinking and Planning
- Participatory Decision Making: Balancing Perspectives and Accountabilities* NEW

This year, a comprehensive mapping of Workplace Skills content was done and, in an effort to reduce redundancy and make space for new content, two workshops (Communicating with Impact and Strategic Conversations) were ultimately retired. Navigating Change was substantively changed and relaunched this year and Participatory Decision Making made its debut. The team expanded its roster of Workplace Skills facilitators, welcoming David Yuk, Roxanne Felix-Mah and Ashima Sumaru-Jurf.

"

On Navigating Change

The course was extremely insightful about the challenges change presents and the best ways to manage it. Being able to analyze change that has occurred, or that is occurring within my own personal and professional life made it much easier to absorb the information presented, and also allowed me to work through real life changes that I am undergoing at the moment.

Christopher Jarvis-Sallustio | Building Security Systems Technician | University Services, Operations and Finance

HEALTH + WELLBEING

Number of sessions	Number of Learners	Total number of learning hours for all learners	Would recommend (promoter score)
23	621	2,663	**91%**

This year, we continued to expand our Health + Wellbeing curriculum, offering 16 full-day workshops to support personal well-being and strengthen resilience. Highlights included:

- Burnout to Boundaries: The Key to Life-Work Harmony* NEW
- Recognize. Rest. Reset.
- Starting the Conversation: An Introduction to Mental Well-being
- Mental Health First Aid
- Applied Suicide Intervention Skills Training (ASIST)

We also piloted 7 SparkX micro-learning sessions—engaging, hour-long webinars offering practical strategies for navigating sleep, stress, time management, and social media habits.

In addition to our formal offerings, we continued to share the We Care Toolkit—including the Assistance Guide, Step by Step Guides, and Quick Look Resources—with the broader university community through professional development days and leadership meetings. We also delivered high-profile presentations exploring its deeper connections to the 13 Factors of Psychological Safety, with sessions featured at the Festival of Teaching and Learning and the Annual Safety Symposium.

> **Thank you so much for organizing From Burnout to Boundaries – The Key to Life, Work, Harmony. It was exactly what I needed.**
>
> **Being in a room with others who were open and reflective made a real difference. Some parts of the workshop were quite personal and challenging — in the best way. It helped me take a more honest look at patterns I've been stuck in.**
>
> **As an assistant, I don't have a traditional team, and most of my communication happens online. That's why setting boundaries can be difficult — and why this workshop felt like a breath of fresh air. It gave me hope that change is possible and that I can shift how I navigate certain situations.**
>
> **I also really appreciated the structure of the session. The flow, balance of activities, and space for reflection were all so thoughtfully designed. It was clear how much care and effort went into it.**
>
> **And finally, thank you for making space for genuine connection. The informal conversations between sessions added so much depth to the experience.**
>
> **I'm looking forward to (hopefully) joining the Introduction to Mental Well-being session — and I hope our paths cross again soon.**
>
> **Diana Chepurna** | Executive/Program Assistant | Dept of Mechanical Engineering | Faculty of Engineering

ENVIRONMENT + SAFETY

ENVIRONMENT + SAFETY

Safety training is a central component of the university's commitment to psychological, cultural and physical safety and its **Culture of Care Action plan**. Safety training may be mandated by provincial or federal legislation, required by industry standards or the university. Our online safety training ensures that university employees and contractors have access to the information they need to safely perform their own duties and to advocate for a safe environment for everyone.

TOTAL 2024-25 ENVIRONMENT AND SAFETY COURSE COMPLETIONS:

29596 from over 40 courses	**102427 training hours**

COMPLETION HIGHLIGHTS

Workplace Violence and Harassment Prevention	3385 learners
Working Safely & Supervising Safely	6730 learners
WHMIS	8029 learners
Lab & Chemical Safety	1352 learners

> **On Supervising Safely**
>
> **This training has had a positive impact on how I approach health and safety in the workplace. It helped me clearly understand my responsibilities as a supervisor and gave me the confidence to identify hazards, support my team, and ensure that everyone is working safely and competently.**
>
> **K M Abdun Noor** | Graduate Research Assistant Fellow | Department of Human Ecology | Faculty of Agricultural, Life and Environmental Sciences

TEAM DEVELOPMENT

WANDERING WORKSHOPS

In spring 2024, OD released 15 short workshops (60-90 minutes) based on content from Leading Others, Management Intensive and Workplace Skills workshops. The goal was to make bite-sized content and corresponding tools available to employees who otherwise would not be able to attend those cohort-based programs or day-long workshops.

These wandering workshops travel to the teams who request them and are offered by peer facilitators (i.e. program alumni who have been certified to facilitate the content).

In the last 12 months, 25 workshops have been offered to teams across the university. 259 participants have attended, investing a total of 295 learning hours.

- Unpacking Untested Assumptions
- The Power of Powerful Open Questions
- Roots of Conflict
- Embracing Change: Cultivating a Growth Mindset
- Clarifying Expectations
- Building Trust
- The Art of Listening

- Understanding and Adapting Your Conflict Style
- Difficult Conversations
- Elements of Successful Collaboration
- Feedback & Radical Candor
- One-on-Ones (O3s)
- Intentional Team Development
- Ideal Team Player
- Developing a 90 Day Plan

Overall promoter score:

91%
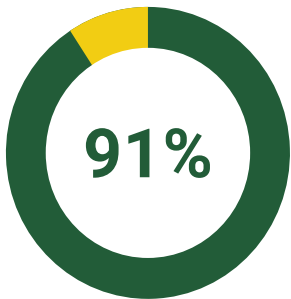
On Embracing Change: Cultivating a Growth Mindset

I really liked the format of microlearning and I also really liked that the mini session wasn't focused on theory but more the application of the key concepts.

On Feedback and Radical Candor

I like that there is a lot of practice and room for discussion. I felt engaged.

On Roots of Conflict

It was a good session, the activities were helpful. The presenter pulled everything together from slides and activities to further our discussion and understanding.

PRACTITIONER PROGRAMS

Practitioner programs continue to be available to university teams on a cost-recovery basis. When participating in a practitioner program, teams engage a process expert to work with their team on a specific challenge or initiative.

In 2024-2025, two teams were engaged with Practitioner Programs. One with the Design Thinking Practitioner Program and one with the Change Management Agent Program.

SAFE AND RESPECTFUL WORKPLACES

This year, OD piloted an initiative to support the **Culture of Care Safety Action Plan**. Safe and Respectful Workplaces was designed to equip team leaders and their teams to collaboratively shape a purposeful and positive team culture. The primary objective was to define what a "culture of care" meant within their context, and to establish shared norms and behaviours that enable the team and individual members to thrive.

Prior to a facilitated conversation on team expectations and norms (the Designed Team Agreement), team members completed online learning modules related to culture, strengths, and feedback. Team leaders completed similar asynchronous learning. In addition, leaders sought anonymous feedback from their direct reports and received individualized coaching.

In total, 9 teams and a total of 80 people (9 supervisors, 71 team members) participated. The learning hours invested were as follows:

- # of learning hours to develop designed team agreements: 160h (2 hours per team)
- # of coaching hours with team leaders: 22.5h (2.5 hours per supervisor)
- # of asynchronous learning hours
  - Supervisors: 27h (3 hours per person)
  - Team Members: 142h (2 hours per person)

REFERRALS

We are always happy to provide referrals to teams who are looking for learning and development opportunities. This year, we connected 5 teams who were interested in education-based team-building opportunities with skilled facilitators who could meet their needs.

A COMMUNITY OF LEARNING

A LEARNING CULTURE

ODTM is committed to the ongoing support of employees and the translation of learning into the workplace. This year, we organized 16 events that involved alumni of our programs as well as professional development and campus partners. In total, 440 people attended. Below is a breakdown of the various ways in which ODTM has advanced a culture of learning at the university.

We support the learning initiatives of campus partners.

This year, we presented sessions at:

- the Centre for Teaching and Learning's Festival of Teaching and Learning
- the Dean of Students' Health, Safety and Environment Week
- the Faculty of Nursing's Preceptorship training

We initiated a network of professional development providers.

We initiated and sponsored a common learning opportunity for providers of professional development at the university. PD designers and facilitators from across the institution came together for 2 days to learn about Liberating Structures and how it can inform their facilitation practice. We also include our professional development counterparts in a quarterly update that we provide to our program alumni.

We bring together learners again … and again …

90 days after the completion of a leadership and management program, we reconvene participants to reflect on what has changed for them since completing the program. This also serves to reinvigorate the tight-knit communities that are formed as part of cohort-based learning. Also, every year, we host a leadership gathering for alumni of our programs. This year was the largest to date, with over 200 attendees. This gathering was a day-long event and included: wandering workshops on conflict and change, a networking activity, a lunch-time keynote event by Lewis Cardinal, and a workshop on complexity facilitated by Deputy Provost, Melissa Padfield, and Registrar, Norma Rodenburg.

On the 2025 Leadership Gathering

Truly motivating & inspiring!

Neema Charania | Finance Analyst | Finance and Information Management | Research Services Office

TALENT MANAGEMENT

In 2024–2025, the Talent Management team went through a period of change, coming together with Organizational Development and welcoming new team members. Our work covers the full employee experience—from recruitment strategy to celebrating retirements. We work closely with Shared Services, HR Partners, and others across the university to support talent-related initiatives that benefit the whole organization.

ONBOARDING + ORIENTATION

A comprehensive and well-structured onboarding experience is essential for positioning new faculty and staff for success, cultivating a sense of belonging, and enabling effective contributions. This year, the institution-wide Onboarding and Orientation program welcomed over 650 new people to the university. New employees were introduced to the University of Alberta context via an asynchronous course, digital check-lists, and an optional in-person orientation event.

Program name	Number of sessions	Number of learners	Total number of learning hours for all learners
Staff Orientation event	2	53	72
UA Employee Orientation Course	1	661	2,644

> **On the in-person Staff Orientation event**
>
> **The session helped me to understand well my role and contribution to the university ... and gave me enough resources for further information.**
>
> **Floride Yamuragiye** | Housing Worker | University Services | Operations and Finance

EMPLOYEE ENGAGEMENT

Effective employees are those who are both excited and empowered to fulfill their role at the university. Employee engagement, then, is a critical component of organizational performance.

In November 2023, the university released its most recent Faculty and Staff Engagement Survey results. To ensure those results informed future employee experience and engagement plans, Talent Management and Human Resources Partnership team facilitated action-planning at the faculty, department and unit levels across the university. More specifically, Talent Management liaised with HR Partners to provide results presentations and made recommendations to Faculty Deans and Associate Vice Presidents.

By the end of Q2, 2024-2025

100% of departments and faculties had developed action plans (253 in total).

Of these, **55%** have been implemented, and **45%** are in progress

(as of March 31, 2025).

RECOGNITION

Recognition is the act of acknowledging and appreciating an individual's contributions, efforts, or achievements. It's a powerful way to show people their work matters and is valued. In the 2024-2025 year, the University of Alberta **Recognition in the Workplace** website was accessed by faculty, staff and leaders **1,587 times** by **1,067 unique users.**

Here at the University, recognition can be seen in two main forms:

Informal recognition is the spontaneous, in-the-moment way individuals show appreciation and acknowledge positive contributions. Given genuinely through simple gestures like a verbal "thank you" or a quick note, its flexibility fosters a continuous culture of appreciation.

This past year 1,435 Kudos were sent via **Ecards** to faculty and staff for individual recognition. The top three category usages (in order) were: "Winter Holiday", "Thank You" and "Good Job".

Formal recognition involves structured, planned, and often public events designed to acknowledge and reward significant achievements, milestones, or exceptional performance that aligns with organizational objectives.

The University of Alberta has three formal recognition programs to recognize and celebrate the contributions of faculty and staff.

Awards

Milestones

Retirement

AWARDS

Formal Recognition Awards are designed to recognize and celebrate people who have made an outstanding impact towards the continued success of the University of Alberta. Every year, the Talent Management team coordinates nominations, selections and celebrates award-winners. In 2024 the university presented awards to 12 deserving faculty and staff.

| NAME OF AWARD	2024-2025 WINNER(S)
Excellence in Leadership Awards	• **Don Mason** (Director, English Language School, Faculty of Education) • **Anthony Singhal** (Professor, Psychology Science, Faculty of Science)
Excellence in Learning Support Award	• **Tabitha Nguyen** (Graduate Program Administrator, Medical Microbiology & Immunology Department, Faculty of Medicine & Dentistry)
Achievement Awards for APOs, FSOs, MAPS and Librarians	• **Torrey Dance** (Manager, Experiential and Professional Education, Faculty of Engineering) • **Angie Mandeville & Lindsay Johnston** (Head, Information Services & User Engagement (Augustana, Cameron, Sperber libraries), Library & Museums) • **Mike Pugsley** (Manager, Endpoint Computing, Information Services & Technology)
Support Staff Recognition Awards	• **RaeAnne Barkhouse** (Academic Division Administrator, Faculty of Medicine & Dentistry) Mike Barteski (Research Support Storeperson, Chemistry Dept, Faculty of Science) • **Ryan Lewis** (Materials Management Technician, Chemistry Dept, Faculty of Science) • **Ariane Montesinos Maclean** (Administrative Coordinator, Clinical Services, Faculty of Education)

> Learning support is not always about being in the spotlight. It's often about the quiet work — listening, encouraging, supporting, and assisting students see possibilities within themselves that they may not yet recognize. To me, it is about showing up with patience, with compassion, and with the belief that every student has the potential to thrive in their environments. This award was not just for me. I share it with my colleagues, mentors and mostly with the incredible students I have had the privilege of working with and getting to know. Their resilience, determination, knowledge and growth are what inspire me at my job, every single day. I also wanted to acknowledge the leadership, the community and the Talent Management team that values and uplifts learning support work. Their commitment allows all of us to make a real difference and I am so honored to have been acknowledged with this award.

Tabitha Nguyen | Excellence in Learning Support recipient

> Receiving the APO, FSO, MAPS + Librarian Recognition Award from the University of Alberta was one of the most meaningful experiences of my professional life, made even more so by the fact that my colleagues and team members put forward the nomination. Their support and recognition are profoundly humbling and I am grateful that the UofA chose to recognize my contributions. Awards like these highlight the impact individuals can make within the institution, and I encourage everyone to take the time to nominate colleagues who are making a difference.
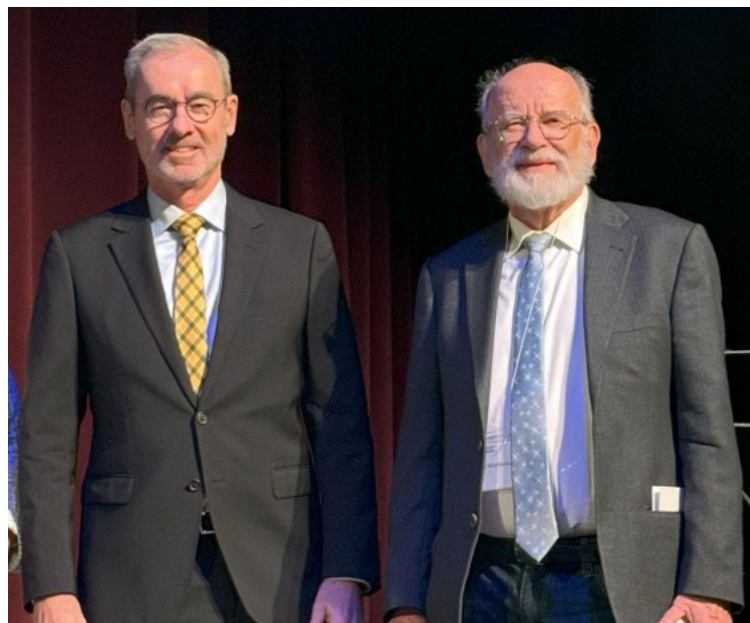
Torrey Dance | Recipient of the Achievement Award for APOs, FSOs, MAPS and Librarians

MILESTONES
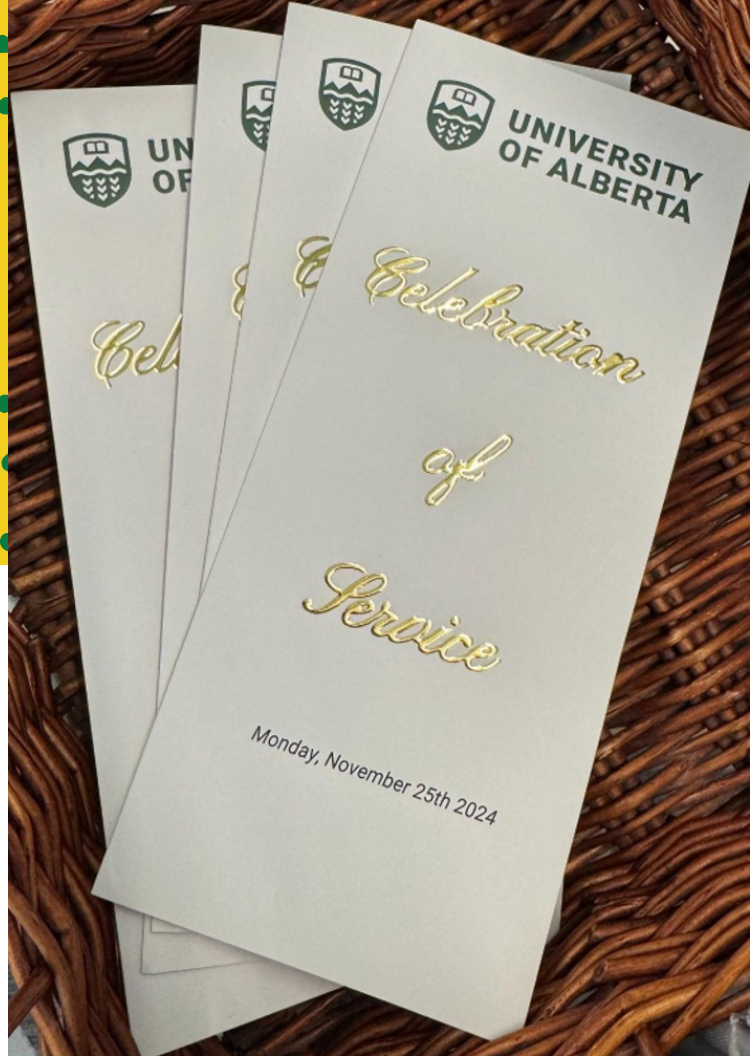
The University of Alberta recognizes the vital contributions of long-serving employees whose dedication has driven our growth in teaching, learning, and community service. Employees are recognized at 25, 30, 35, 40, 45 and 50 years of service. In 2024-2025, the university celebrated 183 milestone recipients.

25 years	30 years	35 years	40 years	45 years	50 years
107	31	36	6	2	1

> **Been great working with keen students and inspired colleagues! My research spanned the history of seawater and early life as well as our environment. I analyzed samples from over 9,000 oil and gas wells in Alberta to identify contaminating leaks.**
>
> **Karlis Muehlenbachs** | 50 year milestone recipient

(from Left to Right) **Bill Flanagan**, President, University of Alberta and **Dr. Karlis Muehlenbachs,** Professor, Earth & Atmospheric Sciences, Faculty of Science

(from Left to Right) **Nizar J. Somji**, Chancellor, University of Alberta, and **Philip Stack**, Special Advisor to the Associate Vice President of Human Resources, Health, Safety and Environment

RETIREMENT

The annual Retirement Celebration offers an opportunity to recognize university employees who have retired or are about to retire. In 2024-2025, we celebrated 165 faculty and staff members as they embarked on the next chapter of their lives.

> I so enjoyed my attendance at the University's retirement event; a thoughtful and special tribute to the many remarkable individuals who have dedicated decades of service to the University—some for over 40 years. Brief comments from the Chancellor and others acknowledged and underscored their deep appreciation for the contributions of each retiree.
>
> We all had a chance to enjoy the company of family, friends, and colleagues while listening to the harpist and enjoying the delicious food and refreshments. A particularly meaningful touch was the presentation of a limited-edition print of one of the University's historic buildings—an enduring symbol of connection to the institution we have all been proud to serve. It was a wonderful way to remember my time and career at our great university.
>
> **Philip Stack**

SUCCESSION PLANNING

Succession planning continues at the executive level and the process and tools used there have been shared with faculties, upon request. For example, in 2024-2025, Organizational Development assisted the School of Public Health in creating success profiles for critical positions and identifying faculty and staff that could fill future leadership positions.

LOOKING FORWARD TO 2025-2026

Our **2025-2026 Viewbook** outlines some of what to expect in the upcoming fiscal year. Highlights include:

- Launch the Management Resource Library - this will be a one-stop-shop of digital resources that clarifies for supervisors what their responsibilities are and how they can fulfill those responsibilities. It will contain content related to:
  - Workplace Safety
  - Hiring and Onboarding
  - Setting and Aligning Goals
  - Supporting and Monitoring Performance
  - Developing Employees and Managing Performance
  - Reviewing and Celebrating
  - Offboarding
- Advance the Community of Learning initiative
  - Launch of a virtual space where alumni of ODTM programs and professional development partners can connect
  - Host quarterly knowledge-exchange gatherings
  - Leadership Gathering 2026
- Pilot mentorship program in faculty context
- Refresh Management Intensive content
- Launch Generative AI course for non-teaching staff
- Consolidate the Peer-2-Peer Training Program and expand pool of qualified peer facilitators

ODTM also plans to:

- Launch a streamlined employee engagement survey
- Advance executive succession program and cascade resources, tools and templates to wider senior leadership audience
- Bolster the informal recognition program with an updated package of tools and resources
- Simplify resources, tools and templates to assist with performance management
- Refresh the Onboarding toolkit and Orientation course
- Continue to integrate the work of Organizational Development and Talent Management

CREATE. LEAD. INSPIRE.

Find out more about our work at

uab.ca/learndev and **uab.ca/hrhse**

UNIVERSITY OF ALBERTA