

YEARBOOK 2025/26

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 Nêhiyaw (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.

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A MESSAGE FROM THE DIRECTOR



To the faculty and staff of the University of Alberta,

This yearbook is a reflection of you. Every program we ran and every milestone we marked was in service of the people who teach, research, and keep this university running. All of it works in lockstep with the university's People Strategy: its commitment to a thriving culture where faculty and staff are empowered to excel and the relationships between us run deep. That strategy is the measure against which we plan our work and judge whether it has succeeded.

This year, more than 31,000 of you took part in something we offered, a leadership program, a wellbeing workshop, an onboarding course, a safety training, adding up to over 112,000 hours of learning. The feedback was clear: 97% of you who joined a synchronous session would recommend it to a colleague. Every one of those hours was an investment in the people who make this university what it is.

Much of what we heard has stayed with us. A supervisor who learned to lead in a way that motivates rather than manages. A colleague who finally found the words for a conversation they'd long avoided. A new faculty and staff member who felt they belonged before their first week was completed. These are your stories, and they are what the People Strategy looks like in practice, culture and connection built one person at a time.

We also honoured those who have given so much to this institution: 209 of you were recognized for years of service, and 126 colleagues celebrated as they entered retirement. Recognition is itself a pillar of a thriving culture, and acknowledging your contributions is among the most meaningful things we do.

There is more to come in 2026/27, beginning with the 2026 Faculty and Staff Engagement Survey, our first since 2023. We're asking for your voice with a promise attached: what you tell us will lead to action, not sit on a shelf. That is how we keep the People Strategy honest.

Whatever stage of your career you're in, there is a place for you in what we offer. Together, we are building the kind of university the People Strategy envisions, and we hope you'll be part of it.

With gratitude,

Jane Xu

Director, Organizational Development and Talent Management (ODTM)

MEET OUR TEAM



Back Row (L-R): Scott Kennedy, Manager, TM | Tyree McCrackin, Consultant, OD | Chidi Agbunno, Program Coordinator, TM | Jacquie O'Brien, Consultant, TM | Bennett Bennett, Student Intern, TM

Mid Row (L-R): Lisa Lozanski, Senior Consultant and Leadership Pillar Lead, OD | Jeanine Calverley, Consultant, OD | Jane Xu, Director, ODTM | Bethany Fellows, Program Coordinator, OD

Front Row (L-R): Carrie Malloy, Manager and Learning Pillar Lead, OD | Richelle McLean, Senior Consultant, TM | Linda Hui, Learning Systems and eLearning Specialist, OD

Absent: Jennifer Wilcox, Senior Consultant, TM

TM = Talent Management | OD = Organizational Development

THE EXPERTISE WE BRING

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

Certificates in: Executive coaching | Equity, diversity and inclusion | Change management | Mindfulness-based teaching and learning | Facilitation (Group facilitation, Crucial Conversations, Respect in the Workplace) | Behavioural and motivational interviewing | ASIST | Mental Health First Aid | Project management | Gender-Based Analysis Plus | Workplace wellness | Psychological Health + Safety | Project Management Certification (PMP) | Certified Scrum Master (CSM)

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

Licenses and memberships: Chartered Professional in Human Resources | International Coaching Federation

Fluent in: English | Mandarin | French

Over the 2025/26 fiscal year, ODTM team focused on enhancing the faculty and staff experience at every career milestone. Our team supported senior leader recruitment and welcomed new university members through intentional onboarding and orientation initiatives. We championed the advancement of our organizational culture by designing strategic engagement initiatives and tools that foster a thriving, high-performance workplace. We also celebrated dedication, outstanding achievements, and retirements through our signature Celebration of Service/ Retirement event and formal Recognition Awards Program. Across all initiatives, our core philosophy remained steadfast: every stage of an individual's employment journey matters.



OUR PEOPLE ARE OUR PURPOSE

At the University of Alberta, our people are our purpose. In lockstep with the university's People Strategy, we are dedicated to cultivating a thriving culture where every faculty and staff member is empowered to excel, and where deeply rooted relationships connect us all. To ensure we keep this centre of mind, we follow these core principles:

People-Centric: We centre faculty and staff in all of our programs and initiatives. We conduct needs analyses to understand their realities and then build resources and experiences that will add value to our colleagues', everyday lives. We regularly solicit feedback and involve faculty and staff members in program iteration to ensure we get it right. Examples: Beta testing for the Management Resource Library and the Community of Learning.

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 faculty and staff use this to better their workplace or process? Examples: Provision of faculty and staff 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: 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 Interactive Techniques for Learning.

Create Connectedness: We understand that the university is more than a collection of individual faculty and staff members. 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: Recognition Awards Program and Celebration of Service and Retirement event; 90 day follow-up gatherings with alumni of PD programs; 2026 Leadership gathering; Professional Development Quarterly sharebacks, Insight + Impact alumni-led sessions.

YEAR AT A GLANCE

Learning Modality	Total number of sessions	Total number of learners	Total number of learning hours	Would recommend (promoter score)
Synchronous	138	1,053	7,371	97%
Asynchronous	39	30,047	105,165	Not Available
TOTAL	177	31,100	112,536	-





OFFERED

- Employee orientation and programming on leadership, workplace skills, health + well-being, environment + safety, and team development (workshops and courses)



DEVELOPED

- Professional Development Community of Practice
- Community of Learning Portal



PILOTED

- Mental Health First Aid - Virtual (workshop)
- Management Resource Library
- Engineering Mentorship program



LAUNCHED

- Participatory Decision-Making: Balancing Perspectives and Accountabilities (workshop)
- Burnout-to-Boundaries: The Key to Life-Work Harmony (workshop)
- Insight + Impact Series (alumni-led workshops)
- Hiring Enterprise Program through LinkedIn



UPDATED

- Supervising Safely and Workplace Violence and Harassment Prevention updated for Canvas LMS
- Peer-2-Peer Training for delivery of Wandering Workshops
 - Management Intensive
 - University Recruitment Policy



RETIRED

- Communicating with Impact
- Strategic Conversations & Conflict Resolution

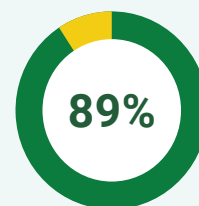
IMPACT AT A GLANCE

WOULD RECOMMEND (PROMOTER SCORE*):

LEADING
OTHERS



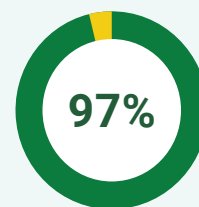
WORKPLACE
SKILLS



LEADING with
influence



We Care
Health & Well-being



management
intensive



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

Service
(Retirement):

126
people

Awards of
excellence:

9
awards given to
university faculty
and staff

Service
Milestone (25+
years of service):

209
people

1,276
"kudos"
were sent via
e-cards



THE 2025/26 YEAR

LEARNING FRAMEWORK

We continued to expand and refine our portfolio, delivering diverse, high-impact programming tailored to the evolving needs of the campus community. Recognizing that professionals learn differently, our framework utilizes a tiered approach to formats and intensity levels, ensuring maximum accessibility, skill development, and engagement.

The portfolio delivers value across five distinct learning modalities:



PROGRAMS

In-depth, cohort-based learning focused on broad concepts (e.g., leadership development). Prioritizes experiential and project-based learning to drive tangible skill growth.

In-person; includes pre-work and assignments.
Duration: Several days spanning a month or more.



WORKSHOPS

Highly interactive, topic-specific sessions featuring structured activities that facilitate hands-on experimentation, reflection, and strategic goal-setting.

Typically in-person.
Duration: 1 full day (Wandering Workshops: 60–90 mins).



ELEARNING COURSES

Flexible, self-paced online courses designed for independent learning, featuring knowledge-check quizzes and personal reflection exercises.

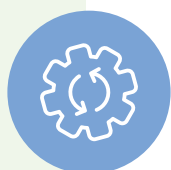
Digital / Asynchronous.
Duration: 1 to 16 hours.



1:1 OR TEAM-BASED LEARNING

Targeted, expert-led guidance and coaching customized for individuals or intact teams to navigate specific contextual challenges or leverage new opportunities.

Digital / Asynchronous.
Duration: 1 to 16 hours.



PROCESSES AND TOOLS

Comprehensive toolboxes equipped with templates, structured guides, assessments, and formalized processes.

Designed to facilitate autonomous talent and career development.
Duration: Variable.



THE COMMUNITY OF LEARNING

The Community of Learning connects and engages University of Alberta faculty and staff who have participated in our Professional Development (PD) workshops and programs, harnessing their collective expertise to foster a vibrant campus network.

KEY MILESTONES + INITIATIVES

- Launched the Insight + Impact Series: Debuted this new alumni-led workshop series with a session on Flow in the fall, followed by a Design Thinking workshop in December.
- Engaged via the PDQ Update: Distributed our Professional Development Quarterly to share team updates, feature thought-provoking media, and spotlight alumni contributions.
- Expanded the PD Community of Practice (CoP): Convened campus-wide PD providers in March to explore interactive learning techniques from field experts and identify collaboration opportunities.
- Hosted the 3rd Annual Leadership Gathering: Brought alumni together for networking and learning. Key highlights included:
 - Keynote: Ashima Sumaru-Jurf on Building Leadership NOT around the Boardroom Table.
 - Workshops: Deputy Provost Melissa Padfield spoke on Building Real Agency and Resilience at Work; Pieter De Vos spoke on Working with Complexity and Managing Polarities; Marek Komar ran his popular Flow workshop; and we piloted two new “Wandering Workshops”, derived from Participatory Decision-Making.
 - Cohort Reunions: Offered a dedicated breakfast space for cohort program graduates to reconnect.
- Supported the learning and development initiatives of our partners: Eg - presented workshops at the Festival of Teaching and Learning and with the Access, Community + Belonging (ACB) team. Worked with partners from across campus on leadership development opportunities and frameworks.

LEADERSHIP DEVELOPMENT



LEADING OTHERS

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.

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	8	21	1,176	100%



"I have been very lucky to attend several professional development sessions hosted by Organizational Development. Leading Others was by far one of the most impactful experiences thus far! The facilitators were incredible - resourceful, caring, and knowledgeable. Each session was planned with intention, and I learned more than I could have hoped. Even more impactful were the connections I made with other leaders across campus. Almost a year later, and we still stay in touch and continue to support each other as we all lead in various positions. I am very grateful for all I learned, and continue to learn from this experience."

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

LEADING with influence

Leading with Influence helps faculty and staff, regardless of position, to develop informal leadership skills.

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	7	79	3,871	100%



“This course changed the way I looked at all of my relationships including those in my workplace and gave me tools to engage with colleagues in a new way. In addition I learned new approaches to conversation and connection that opened doors with coworkers that I truly thought were closed. I started with a skeptical view, a bit nonplussed with the idea of homework and actually “doing something” about circumstances I’ve long griped about. I feel as if I have a new superpower that allows me to discover and speak to values that coworkers hold, and promote a psychologically safe space for all to engage in. The changes I’ve seen at work since implementing my project are personally rewarding and honestly so surprising. My workplace is showing greater connection and there is a new positive energy. It’s as if everyone wanted this but we just needed a push. Thank you for this fabulous work. If you are reading this and think it’s BS think again because I used to be like you. Take this course and you won’t regret it.”

Tammy McNab | Clinical Professor | Faculty of Medicine and Dentistry

Management Intensive underwent some revisions this year and continues to blend best practices in team management and operations with guidance on the unique people-management processes at the university.

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	4	31	868	100%



“I think this course should be mandatory for anyone when they first start supervising someone at the U of A. It has SO MUCH critical information, things that are highly technical and easy to not be aware of in normal day to day practice, but that are crucial to ensure you’re compliant with policies and legislation. I also felt like there was a good amount of focus on personal development, as good supervision and management requires self reflection and growth. It’s absolutely the kind of program that you reap what you sow - if you put time and energy into it, you’re going to get a LOT out of attending.”

Emily Armstrong | Project/Lab Coordinator | Faculty of Rehabilitation Medicine



MENTORSHIP

This year, the Faculty of Engineering launched a pilot mentorship program, pairing 7 mentees with 7 experienced mentors. Over the course of 7 months, these dyads invested more than 160 hours into exploring self-defined career goals, coaching, and professional growth.

The results from the pilot are in, and the feedback speaks for itself:

- 100% would recommend the program to a colleague or team member.
- 87% strongly agreed their meetings were productive and worthwhile.
- 75% strongly agreed they made concrete progress toward their goals.

Beyond the numbers, participants highlighted the value of the program's structure. Sessions on goal-setting, self-awareness, and the difference between coaching and advising helped lay the groundwork for highly productive mentor-mentee conversations.

A major takeaway from this year's pilot: We learned that the pairing of values is more important than the similarity of position. When core values align, the connection goes deeper, making our mentors' expertise an even greater resource for professional growth.



"I feel so grateful to have been paired up with such a knowledgeable, kind, understanding and intelligent mentor. I believe that the most notable insight that Ash helped me to achieve is having more confidence in myself and in my career goals."

Taylor Hoy | Academic Advisor, Undergraduate Student Services | Faculty of Engineering

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, ODTM 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 March 2026.

SKILL DEVELOPMENT





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

- Collaborating in a Complex Environment
- Finding Your Path: Career Explorations and Strategies
- Managing Time Authentically
- Navigating Change
- Vision in Action: Strategic Thinking and Planning
- Participatory Decision Making
- Mindsets & Skills for Today's Problem Solver

Following the retirement of our Communicating with Impact workshop this year, we began searching for experts in Generative AI and Difficult Conversations to expand our Workplace Skills offerings for the next fiscal year.

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)
18	1	417	2,919	89%



"This workshop [Participatory Decision-Making] is incredibly practical. I was able to take the tools and apply them to my day-to-day job immediately. It didn't just teach the concepts; it gave me the exact vocabulary and expressions needed to facilitate tough conversations, unpack team's perspectives, and improve how we communicate. I feel fully equipped to help the team identify our shared values and navigate decision-making together. The facilitators were fantastic!"

Mari Penner | Administrative Assistant, Information Services & Technology

HEALTH + WELLBEING



23 instances of Health & Well-being workshops were offered this year, including:

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

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)
23	1	505	3,535	97%



“I attended the Burnout to Boundaries workshop and it was truly eye opening. I would highly recommend this session to anyone because it was incredibly informative with research based stats, as well as engaging in discussion and group exercises. It even included a self-test for burnout and highlighted the different aspects of burnout for better understanding. The self-test was a really effective tool to inspire change in my daily work life. I left feeling better, not worse.”

Serena Myles | Assistant Director, Development | Faculty of Medicine & Dentistry

An aerial photograph of a city campus, likely the University of Minnesota, showing various academic and administrative buildings, parking lots, and green spaces. A large green circular overlay is positioned in the upper center of the image, containing the text "ENVIRONMENT + SAFETY" in white, bold, sans-serif capital letters. The background shows a dense urban environment with numerous buildings and trees.

ENVIRONMENT + SAFETY

ENVIRONMENT + SAFETY

Safety training remains a cornerstone of the university’s commitment to psychological, cultural, and physical safety, directly supporting our **Culture of Care: Safety Action Plan**. Whether driven by provincial or federal legislation, industry standards, or institutional policy, these mandated programs are vital. Through our accessible online training platform, we ensure faculty, staff and contractors possess the critical knowledge required to work safely and actively champion a secure environment for our entire community.

TOTAL 2025/26 ENVIRONMENT AND SAFETY COURSE COMPLETIONS:

40 courses	19,743 completions	63,770 learning hours
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COMPLETION HIGHLIGHTS

Workplace Violence and Harassment Prevention	3,223 learners
Working Safely & Supervising Safely	4,361 learners
WHMIS	6,590 learners
Lab & Chemical Safety	2,156 learners



“This training [Supervising Safely] has had a meaningful impact on how I approach health and safety in my role as a supervisor. It has increased my awareness of potential hazards and given me the tools to proactively manage risks before they become incidents. I now feel more confident conducting safety inspections, addressing concerns with my team, and ensuring that proper procedures are followed. The training also emphasized the importance of leading by example and creating a safety-focused culture, which has already started to improve communication and accountability within my team. I would highly recommend this training to other supervisors—it’s practical, relevant, and directly applicable to our everyday responsibilities.”

Terence Simbo | Casual Research Assistant, Agricultural, Nutritional Science Department | Faculty of Agricultural, Life and Environmental Science

TEAM DEVELOPMENT

A close-up photograph of several hands stacked on top of each other in a circular arrangement, symbolizing teamwork and unity. The hands are of various ages and skin tones. The background is blurred, showing people in an office setting. A large green circle is overlaid on the top left of the image, containing the text 'TEAM DEVELOPMENT'.

WANDERING WORKSHOPS

Our Wandering Workshops program successfully expanded campus professional development this year, offering hosts a selection of 15 free, 60-to-90-minute skill-building sessions. Driven by a Peer-2-Peer (P2P) model, the workshops were facilitated by alumni of our Leading Others, Management Intensive, and Workplace Skills programs/workshops. As practitioners of the very tools and skills they shared, these facilitators enriched the curriculum with firsthand experience and real-world insights, making the learning deeply relevant for participants.

42 workshops delivered	359 participants	538 learning hours
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PEER-2-PEER (P2P) FACILITATOR PROGRAM

This program offered faculty and staff members a unique professional development opportunity outside their day-to-day roles. Alumni of our Leading Others, Management Intensive, and Workplace Skills programs/workshops underwent an intensive two-day training to become certified P2P Facilitators. They then led our short Wandering Workshops across campus, breathing life into the pre-built curriculum by weaving in their own real-world examples, firsthand insights, and personal practitioner experiences.



“Completing the P2P Program was a really transformative experience for my professional development. The program offered a perfect balance of theory, learning, and hands-on practice. The environment was extremely supportive and the instructors were genuinely focused on meeting us where we were at and ensuring our success. I am confident in my ability to lead Wandering Workshops across campus and also use facilitation skills in my day-to-day work to lead meaningful conversations within my own unit.”

Kayleigh Oliver | Transfer Student Recruitment Coordinator | Office of the Registrar



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 more than 788 new faculty and staff to the university. New team members were introduced to the University of Alberta landscape through an asynchronous course, digital checklists, 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	65	130
Employee Orientation Course	1	788	3,152



When I started the Orientation Course, I have to admit, I was very overwhelmed by reading that it would take hours to complete and that it was so intensive. As I worked through each module, I was very impressed by the presentation of videos, hearing from leadership and members of the U of A community. Not only was I provided information and links to find access to information but opportunities to learn more through the “dive deeper” sections. What I loved most was the “sense of belonging” I felt as I went through the course. The messaging throughout the course, foundational documents, commitments to systemic change with regard to Truth and Reconciliation Calls to Action and Equity, Diversity and Inclusivity affirm my decision to become a new employee of the University of Alberta. As an alumni of this esteemed university, I have always been proud to have graduated from here but now I am not only just proud but thrilled and excited to be a part of it’s future.

Kristy Desmarais | Education Coordinator | School of Public Health

FACULTY AND STAFF ENGAGEMENT

When faculty and staff members are inspired and empowered, our entire university thrives. Faculty and staff engagement is vital to our shared success. Over the past year, ODTM team used insights from previous engagement surveys, and related activities, to prepare for the next iteration of meaningful engagement initiatives and tools.

Our efforts focused on streamlining future engagement survey processes and ensuring that feedback translates into meaningful action. Working closely with campus partners, including HR Service Partnerships, Shared Services, IST, the Access, Community and Belonging Office, and senior leadership, we continue to make progress toward building an impactful engagement initiative and tools that serves and supports our university community.

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 2025/26 year, the University of Alberta **Recognition in the Workplace** website was accessed by faculty, staff and leaders 1,687 times and 1,057 by unique users.

Here at the university, recognition can be seen through two lens:

Everyday 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 1,276 Kudos were sent via Ecards to 2832 faculty and staff recipients for individual/ group recognitions. The top three category usages were: “Thank you”, “Good Job” and “Winter Holiday”

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.

In 2025/26, the University implemented three formal recognition programs to recognize and celebrate the contributions of faculty and staff:

AWARDS



MILESTONES



RETIREMENT





RECOGNITION AWARDS PROGRAM

Our formal Recognition Awards Program is designed to celebrate faculty and staff members who have made an outstanding impact toward the continued success of the University of Alberta. Every year, ODTM coordinates the nomination and selection processes, culminating in our signature Recognition Awards ceremony.

In the 2025/26 fiscal year, the university proudly presented awards to nine deserving faculty and staff members. This hallmark event brings the university community together, honoring these exceptional individuals alongside their families, colleagues, peers, and senior leadership.

Name of award	2025/26 WINNER(S)
Excellence in Leadership Awards	• Shauna Wilton, Chair & Professor, Social Sciences, Augustana
Excellence in Learning Support Award	• Kacie Norton, AMF Manager, Biological Sciences, Faculty of Science
Achievement Awards for APOs, FSOs, MAPS and Librarians	• Colleen Starchuk, Manager - Curriculum, Dentistry Department, Faculty of Medicine & Dentistry • Danielle Steele, kiskinohtahiwêw, ATEP Field Experience Lead, Aboriginal Teacher Education Program, Faculty of Education • Maja Osmanagic, Operations Director, ALES Sustainability Council, Faculty of Agricultural, Life and Environmental Science
Support Staff Recognition Awards	• Elaine Coupland, Team Lead, Library Applications Support, LAMS Library Technology, Library and Museums • Dr. Melissa Roach, Laboratory Coordinator, Biological Sciences, Faculty of Science • Kalyn McIntyre, Division Administrator, Division of Anatomy, Department of Surgery, Faculty of Medicine and Dentistry • Christine Whelan, Academic Integrity and Discipline Coordinator, Office of Education, College of Social Sciences and Humanities

**TESTIMONIAL:
SHAUNA WILTON**



“Being awarded the Excellence in Leadership Award was humbling. I was honoured that the faculty and staff I work with nominated me and that the University selected me as the recipient. Being a Chair can be challenging and requires a significant investment of time, labour, and emotional energy that is often invisible. I am always working to improve the work environment of faculty and staff and try to recognize their contributions. Knowing that my colleagues understand and appreciate my efforts makes it all worthwhile “

Shauna Wilton | Chair & Professor, Social Sciences, Augustana. Excellence in Leadership Award recipient

TESTIMONIAL:
COLLEEN STARCHUK



"I believe that feeling valued by the community you contribute within is one of the most rewarding experiences in professional life. I cherish the APO, FSO, MAPS + Librarian Recognition Award because this is what it represents to me. Recognizing that the nomination for this recognition originated from my colleagues and team members, I am honoured and humbled, energized and grateful beyond measure. Good things arise out of celebrating what is good, and award programs like this continue to foster the good things within our teams, our faculties and the University at large, which makes them highly meaningful"

Collen Starchuk | Manager - Curriculum, Dentistry Department, Faculty of Medicine & Dentistry, Achievement Awards for APOs, FSOs, MAPS and Librarians recipient



SERVICE MILESTONES

The University of Alberta recognizes the vital contributions of long-serving faculty and staff members whose dedication drives our excellence in teaching, learning, and community service. Individuals are honored at 25, 30, 35, 40, 45, and 50 years of service. Over the 2025/26 fiscal year, the university celebrated 209 milestone recipients during our signature Celebration of Service event.



2025 CELEBRATION OF SERVICE EVENT

POST-EVENT FEEDBACK HIGHLIGHTS



VOICES OF CELEBRATION

MILESTONES CELEBRANTS · 2025



WHAT PARTICIPANTS ARE SAYING

"Me and my husband (also an Alumni of Biological Sciences) truly enjoyed the video presentations from each year that matched the years of service. It brought back fond memories. World politics, scientific discoveries, political events , and Oilers for sure. What else could be more fun?"

"It very much felt like some genuine effort had been put in to create a nice space and a warm atmosphere that was classy but not too formal"

- 2025 Celebration of Service Event Participants

RETIREMENT

The annual Retirement Celebration is a profound opportunity to honour the enduring legacies of faculty and staff members who have dedicated a majority of their careers to the University of Alberta. The contributions of these individuals, supported by the encouragement of their families, have shaped the very fabric and ongoing success of the university. Over the 2025/26 year, the university community came together to express its gratitude to 126 milestone retirees as they embarked on the next chapter of their lives, leaving behind a lasting impact that will inspire our various campuses for generations to come.



Nizar J. Somji, Chancellor, University of Alberta,
and **Lana Appelt**, Human Resources, Health, Safety and Environment

LOOKING FORWARD TO 2026/27

Here is what we will be working on in 2026/27:

- Launch the Management Resource Library - a one-stop digital hub designed to help supervisors understand and easily execute their core responsibilities
- Pilot a campus-wide mentorship program
- Expand professional development offerings by introducing workshops on conflict resolution and Generative AI
- Introduce an asynchronous Generative AI course
- Add Wandering Workshops from the Leading with Influence program into our offerings
- Transition asynchronous courses to Canvas with an integrated storefront in Canvas Catalog for streamlined registration
- Update the Employee Orientation Course
- Advance Institutional Engagement: Evolving the university's approach to faculty and staff engagement through continuous listening strategies, robust feedback mechanisms, and targeted engagement programs
- Enhance Performance Development: Modernizing and simplifying performance development frameworks, resources, and tools to support ongoing professional growth
- Embed Institutional Values: Progressively integrating the university's foundational values across all ODTM programs and services
- Harmonize Recognition Frameworks: Reviewing formal and informal recognition initiatives across the institution to foster a more unified, appreciative, and accessible culture of recognition
- Cultivate Community and Connection: Developing comprehensive frameworks and policies that support organizational volunteering and community-building efforts

For more details visit our [2026/27 Viewbook](#).

A photograph of the University of Alberta Arts Building & Hall, a large brick building with a central arched window and classical columns. The building is partially covered in ivy. A large green circle is overlaid on the center of the image, containing text and the university logo.

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