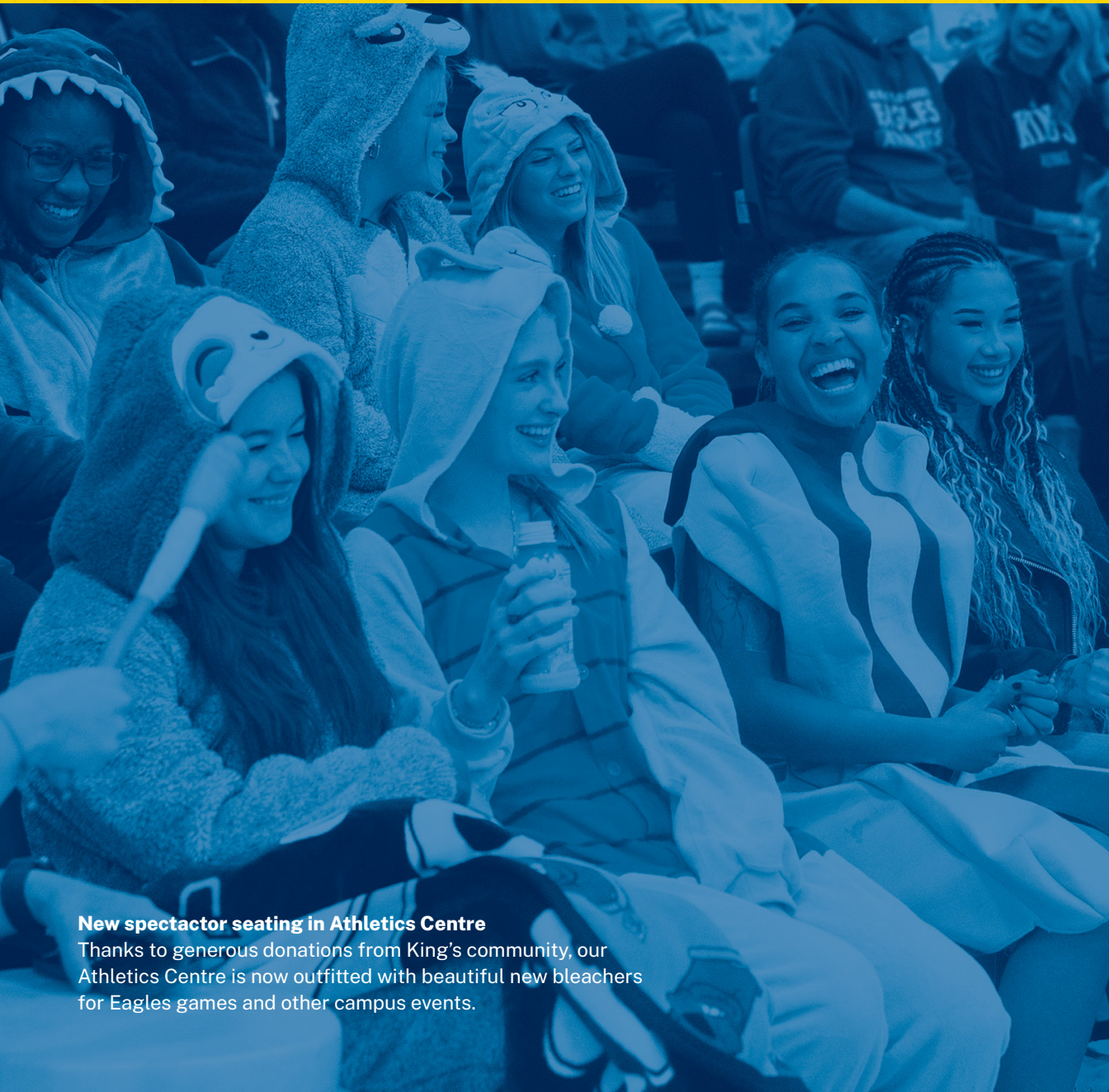




# Alumni Update Spring 2025



## **New spectator seating in Athletics Centre**

Thanks to generous donations from King's community, our Athletics Centre is now outfitted with beautiful new bleachers for Eagles games and other campus events.

# It's been another exciting year at The King's University!

1

## King's Launches New Sustainability Action-Research Hub

We're excited to announce King's Sustainability Transformation Action and Research (STAR) Hub! Led by Dr. Adrian Beling, Canada Research Chair in Transition to Sustainability, STAR Hub will connect churches, on-the-ground professionals, and government partners to fill the gap between large corporations and local sustainability initiatives. 🏆

2

## Dr. Peter Mahaffy Receives Pimentel Award

Dr. Peter Mahaffy is the recipient of the 2025 George C. Pimentel Award for Chemical Education. The award, granted by the American Chemical Society (ACS), recognizes Mahaffy's innovative research in chemical sustainability and his commitment to teaching students how to see the world through its incredible interconnected chemical relationships. 🏆

3

## Bachelor of Science in Psychology

This year we launched a Bachelor of Science in Psychology! Taking a more scientific approach than its B.A. counterpart, the B.Sc. delves into topics like neurophysiology, psychopharmacology, and neuroanatomy. Students apply what they learn in unique ways through interactive labs, offsite excursions, and volunteer work. 🏆

4



## ACAC Badminton Awards

Mixed doubles national champions Mahdi Ahmadi and Melissa Roque were awarded Alberta Colleges Athletic Conference (ACAC) Players of the Year. Melissa Roque was also awarded Female Rookie of the Year, and Head Coach Naeem Haque received Coach of the Year for his exceptional leadership on and off the court. Hossein Ahmadi (not pictured) was awarded Male Rookie of the Year. 🏆



5

## King's Teams Dominate in Playoffs

The first weekend of March was an amazing time for the Eagles. Our mixed doubles badminton team clinched the gold medal at nationals, and women's basketball took home bronze in the ACAC championship! 🏆





2024 Micah Centre student team in El Cedrito, Honduras

## Flagship Micah Centre initiative celebrates 30<sup>th</sup> anniversary

In 1994 Roy Berkenbosch, founder of the Micah Centre, partnered with World Renew and the Northern Alberta Diaconal Conference to help rural Honduran communities access clean water. During the first Honduras Water Project, students travelled to local villages to learn from the community, visit schools, and contribute to the physical labour of digging wells. Over the years the project has increasingly emphasized empowering local communities and teaching students what responsible international development looks like.

Each project is run by Honduran communities, and local professionals are hired to provide skilled labour to construct irrigation. Communities work on the project year-round, and students visit for a few weeks each May to provide additional labour, engage with the community, visit health clinics, and learn from the local city council.

Students always come back from Honduras with an expanded idea of who their neighbour is.

In its thirty-year history the Honduras Water Project has had over 300 student participants and has impacted 28 communities. Current Micah Centre director Jonathan Nicolai-deKoning shares that students always return from Honduras with an expanded idea of service and international development. Students learn that clean water affects more than just medical health — it supports agriculture, promotes financial stability, and improves safety and education. Seeing this firsthand reshapes how students think about water, community empowerment, and who their neighbour is. 🇸🇰

## Building a dream

Dr. Andrew Tappenden

The Centre for Excellence in the Sciences (CES) began with a question: what could we do if we had a new building — what would be possible? That question was an invitation to imagine a bigger future; for me, it was an encouragement to dream.

And so — we dreamed about how a new building could amplify the amazing work already happening at King's. How could we further the incredible research of our biology and chemistry teams, the servant-centred work of the social sciences? When a \$20 million donation came in and we saw that God was providing this opportunity, it changed everything. The question became, how do we actually make these dreams happen?

CES is a chance to live out our mission. What will this new building say about who we are, and who we desire to be?

During the planning stage I chaired the Building Requirements Committee. Our number one focus was creating something that would embody the vision of King's. What would this new building say about who we are, and who we desire to be? How would this project enable us to help build a more humane, just, and sustainable world? We distilled our thoughts into five guiding principles:

1. *United Under Christ*
2. *Community-Centred*
3. *Bringing Reconciliation to All Aspects of Life*
4. *Learning from and in Creation*
5. *Living by Example*

These principles represented the mission we wanted to pursue: to put God first, to build into His kingdom, and to be living examples of renewal and reconciliation.

Seeing the old building being torn down, I reflect on all the memories contained inside those walls.



Admin building and Level Coffeeshouse demolition

There is some sadness that comes with a big change — but there is a lot of excitement as well. I see our dreams coming to life and it makes me feel like King's is on the verge of something great.

Students trust us with some of the most critical years of their lives. We have a responsibility to provide the best Christian education possible for them as they seek to understand our Creator, His creation, and their place in it all. CES is a chance to live into that mission. It's an opportunity to build upon programming like kinesiology and to expand into the health sciences. The world needs more King's graduates in every nook and cranny — biology, chemistry, computing science, nursing, social sciences, medicine — in every walk of life, King's has something to offer. We have hope.

I'm excited — the new building is something to celebrate. This project is an expression of our community coming together and investing in a hopeful future. I see this next step forward as a little crack in the darkness. And you know what? I say tear that thing right open and let His light shine through! 🇸🇰

# Meet the newest addition to King's campus

Opening in 2026, the new science complex will be a place for learners from all walks of life to cultivate their curiosity and to study, marvel at, and care for God's creation.

The new building will replace the university's front entrance and administration buildings — some of the oldest infrastructure on campus! It will support the amazing scientific study already happening at King's by creating space for new labs, counselling training suites, and upgraded computing science resources, all of which will open up opportunities for students to work alongside professors on groundbreaking research.

This is an exciting step forward in our mission to inspire and equip students to learn science from a faith perspective. We're committed to preparing the next generation of scientists to engage critically with tough questions from the perspective that the world was created by, and belongs to, God. 🙌

## Project Timeline

### Spring 2025

- ▶ Building demolition completed
- ▶ Foundation laid
- ▶ Renovation of old front lobby

### Summer/Fall 2025

- ▶ Exterior building construction
- ▶ Interior construction

### Spring/Summer 2026

- ▶ Majority of construction completed

### Fall 2026

- ▶ Welcome plaza and south courtyard completed
- ▶ New building opens to public



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# Why I will encourage my children to choose Christian higher education

**Dr. Henry Algera**

I remember graduating from high school. Happy celebrations. A summer free from school ahead of me. I was young; hadn't turned 18 yet, but I felt ready for adulthood.

I worked hard all those years — served on student council, did well on my final exams. I was ready for a new adventure. I had a good part-time job, drove a shiny black car, and thought I dressed well. I felt confident about my future. I knew that I wanted to be a teacher and selected a program that I felt would prepare me well. I believed that my faith in Jesus was authentic, sufficient; I was hopeful for opportunities to serve Him.

Little did I know of the challenges that would come my way in university: academic rigour, time management difficulties, balancing responsibilities . . . There were mental health challenges in dealing with new pressures in life and their associated stresses and anxieties. There were social challenges in learning to develop meaningful long-term relationships and to manage my emotions as part of that process. And there were motivational challenges as many new distractions seemed far more exciting than studying.

My courses challenged me with unfamiliar ideas, ideologies, and interpretations to what I thought I knew so well. Why hadn't I learned this before? Does this change what I believe? What do I really believe anyway? What type of person do I want to be? Given all that is happening in the world, what do I care about? What commitments will shape my life? What does God want for me and my life? I had questions.

I am much older now, and with the wisdom and hindsight of experience, I know that the struggles I faced in university are not uncommon to the experiences that most — if not all — twenty-somethings face. The years between adolescence and adulthood are full of big life questions as young folks search for answers, a sense of purpose, and a deeper understanding of who they are.

It was during this same period in his life that Augustine, in the fourth century, re-examined his understanding of the world, his beliefs about God, and of human nature. More recently, various theories of identity development in young adults have attempted to explain what we experience during these life-changing years.



*Dr. Henry Algera was appointed Dean of Education in August 2020. He brings a rich background of experience in K-12 education, including a decade of experience administering graduate-level education programming. Dr. Algera believes that effective teachers foster innovation, critical thinking, and empowerment in their students.*

**It wasn't until my first semester at a Christian university that I realized I had missed out on much-needed support in answering big identity and vocational questions.**

So why then did my university lack deliberate support in helping me answer these big identity and vocational questions? Perhaps it didn't see this as their mandate. Perhaps I didn't know how to access available services. Perhaps the institution was so large that I was easily "lost in the crowd." Regardless, it wasn't until my first semester at a Christian university that I realized what I had been missing: self-actualization in a supportive faith-based community, a holistic approach to student development, and opportunities to deepen my faith, beliefs, and convictions.

My subsequent work with multiple faith-based institutions over my career has confirmed the incredible, but oft overlooked, value that Christian institutions have to offer.

Christian universities challenge students to see themselves, first and foremost, as children of God, serving in His kingdom by honouring His call on their hearts toward a vocation. This is what sets Christian universities apart from their secular peers. They understand that university is more than simply educating students with the technical knowledge and skills for a career. They have developed a rigorous, faith-based learning experience to equip, engage, and empower students for meaningful lives. Christian universities want students to thrive in an academic environment that will challenge them to grow in their understanding of the world. Students study a curriculum that is grounded in a robust understanding of the liberal arts as it develops the skill and passion to ask good questions, critique perspectives, and

## Christian universities challenge students to see their role, first and foremost, as children of God serving in His kingdom by honouring His call on their hearts.

develop ways of thinking that add purpose and meaning to their lives.

Courses are taught from a Christian tradition and worldview. This leads to a more fulsome understanding of a discipline by offering a biblically-based moral, ethical, and purpose-driven lens through which to examine the subject. For example, a Christian framework enriches disciplines by addressing deeper questions of value, dignity, and worth (in disciplines such as education, business, and the social sciences); purpose and meaning (in philosophy, psychology, and the arts); and stewardship and responsibility (in politics, economics, and the sciences). Classes integrate the relevance of scripture throughout the curriculum, and students learn what it means to be a disciple of Christ, to live restoratively, and to belong to a community that strives to practice the presence of God in all that they do. Christian universities want students to engage with faculty who are disciplinary experts, who have active research agendas, and who earnestly pursue their own knowledge of good teaching and learning. Their faculty have a desire to connect with their students. They hold a passion for their areas of specialization and, more importantly, teach in a manner that encourages students to discover and develop their own passions.

With smaller class sizes, students have an opportunity to get to know professors more personally. Faculty believe in the importance of remaining readily available because they know that through relationship, students will be able to learn better. They are open to meeting with students over coffee or sharing a meal together. They welcome the opportunity to engage students in their own research projects. They understand that the classroom is a special place where students should experience learning to a deeper level.

I have also come to appreciate the emphasis placed on the role of student life and services departments in support of student learning. I have found that on a Christian campus, these

departments are a professional arm of the university whose mandate is equally important in fulfilling the university's mission. Student affairs professionals affirm their complementary and mutual responsibility with faculty to enhance student learning. They understand the challenge of learning at a post-secondary level and how students are asking bigger life-purpose questions as they struggle to weave together their faith and aspirations for purposeful living. They understand how the social context of learning, both in and outside of the classroom, may be the most comprehensive force for supporting and promoting behaviour and decision-making that glorifies God. They are keenly aware of how identity and faith development are influenced by interactions within the university environment. They don't necessarily assume that students will automatically adopt a faith presented to them, but they model their faith in such a way that students will find their perspective inviting and finally, compelling.

These are the elements I promote when I encourage high school students to highly consider Christian higher education.

My children are now on the cusp of their very own high school graduations and are considering their transitions to adulthood. They don't drive a sleek black car and are looking for part-time employment. They think they dress well, too. More importantly, they feel optimistic about their future. I know they are excited about the possibilities of what they will learn and do as young adults. There is also some anxiety over what lies ahead. They want an education that will prepare them for service and success in life. It is for all the reasons above that my wife and I will encourage, advocate, and promote the notion that they consider Christian higher education as the preferred, if not the best, source for their post-secondary education. I am excited to watch how they will transition to adulthood, and I am confident they will grow and flourish as disciples of Christ while attending a Christian university — a university like King's. 🙌

## Do you know King's alumni who are doing great things?

Alumni Achievement Awards celebrate alumni who embody the spirit of King's in their communities and around the world. Submit a nomination today for the Distinguished Alumni Award, Servant Leader Award, or Accomplished Young Alumni Award.



Nominate an alum today!



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