

2023-24 DONOR IMPACT REPORT



Algoma
UNIVERSITY



MESSAGE FROM OUR PRESIDENT AND VICE-CHANCELLOR

Welcome to Algoma University's inaugural Donor Impact Report, launched to showcase our heartfelt appreciation to all the generous donors who have steadfastly supported us throughout the years.

By investing in our students, collectively and individually, you are reducing barriers and empowering Thunderbirds to become compassionate leaders, critical thinkers, and agents of positive change in their communities. At the core of everything Algoma University does is our Special Mission. Legislation gives us a momentous responsibility to foster cross-cultural learning between Anishinaabe communities and the world. Algoma University is deeply committed to leading on equity, diversity and inclusion.

We're proud of our growth. But as we grow, we're holding tight to what makes Algoma University special, including personalized learning and small-class environments steeped in multicultural perspectives. Our unique programming doesn't just prepare Algoma University students for the future – it prepares them to change it.

Our graduates become catalysts for positive change in their communities. They uplift, inspire, and transform lives, embodying the true meaning of contributing. Similarly, we're deeply rooted in Brampton, Sault Ste. Marie and Timmins, and we're committed to having a positive and lasting impact on them. Part of Algoma University's impact is reinvesting millions of dollars into our communities, from being a founding partner in the Innovation District in Brampton, building Makwa Waakaa'igan in Sault Ste. Marie and so much more. We foster deep, meaningful partnerships, and learn about local needs.

As we reflect on the positive impact of our donor community, it is evident that your contributions are investments in the future of our students, our communities, and society as a whole. Your legacy will endure through the achievements and successes of our students, who will carry forward the values instilled in them during their time at Algoma University and beyond.

On behalf of all Algoma U students, faculty and staff, thank you to each and every one of our donors for your unwavering generosity and support.

Asima Vezina, PhD
President and Vice-Chancellor, Algoma University





MESSAGE FROM THE DIRECTOR OF STRATEGIC ADVANCEMENT



In my role as director of the departments of strategic advancement and alumni affairs, I express my most sincere gratitude for your unwavering support. Your generosity has been the cornerstone of our success. This year, we celebrate academic excellence, campus expansion and inspiring student success stories, all made possible by your contributions and support.

As we look to the future, I invite you to continue this journey with us. Your support fuels our initiatives, ensuring a lasting impact on our University's mission and community.

On behalf of everyone here at Algonia University, I want to thank each one of you who supported the University this year, and invite you to learn more about the impact of your generous contributions.

With heartfelt appreciation,

Colin Wilson
Director of Strategic Advancement, Algonia University

MESSAGES FROM OUR STUDENT LEADERSHIP TEAMS



The Algoma University Students' Union (AUSU) is committed to enhancing the student experience by fostering a vibrant and inclusive campus community. Over the past year, we have continued to advocate for student needs, promote diversity and inclusion, and provide essential services and resources to our students.

Through our various initiatives, including student advocacy campaigns, cultural events and academic support programs, we have strived to empower students to succeed both inside and outside the classroom. From hosting mental health awareness workshops to organizing community outreach projects, such as food drives and Boost Wellness sessions, we have worked tirelessly to address the evolving needs of our diverse student body. AUSU initiatives such as Yummy Inc and the Food Pantry provide extensive support to students.

Your support has been instrumental in fueling our efforts and making a meaningful impact on the lives of students at Algoma University. AUSU's Food Pantry serves more than 350 students every week. Together, we have created opportunities for growth, fostered connections and inspired positive change within our community.

As we look to the future, we remain committed to our mission of serving and supporting students. Thank you for your continued partnership and investment in the success of our organization.

Yug Modi, Interim President, Algoma University Students' Union (AUSU)



As the president of the Shingwauk Anishinaabe Students' Association (SASA), I am delighted to extend my heartfelt gratitude for your ongoing support and generosity. Your contributions have been instrumental in empowering Anishinaabe students and amplifying our voices within the vibrant community of Algoma University.

Thanks to your generosity, SASA has organized impactful events such as the Gathering at the Rapids Pow Wow, Full moon ceremonies, traditional health clinics, sweat lodges, feasts and many traditional craft activities. These initiatives not only celebrate our rich Anishinaabe culture, but they also provide essential resources and support systems for Anishinaabe students to thrive academically and personally.

We take great pride in welcoming our entire student body to join us at many of our events. Together, we learn about each other's culture and history.

I cannot express enough how grateful we are for your commitment to our cause. Your kindness and support are the foundation of SASA's work, and without your contributions, our impact would not be possible. Together, we are creating a more inclusive and supportive environment for Anishinaabe students at Algoma University.

With deepest appreciation,

Joanne Perrault, President, Shingwauk Anishinaabe Students' Association (SASA)

Top photo, from left to right: AUSU Interim President Yug Modi (top) and VP Brampton Advocacy Jeet Patel.

Bottom photo: SASA President Joanne Perrault (top right) and VP Elizabeth Nahwegezhic (top left) with the rest of the SASA executive board.

LAND ACKNOWLEDGEMENT



Algoma University acknowledges with respect that its three campuses are situated on the traditional lands and territories of Indigenous Peoples, including treaty lands. For many centuries, these lands have been inhabited and cared for by the Indigenous Peoples, who still maintain their connection with these lands.

The Sault Ste. Marie campus is situated in an area known as Baawaating, which is located on sacred lands reserved for education as envisioned by Chief Shingwauk for our children and for those yet to be born. This land falls under the Robinson-Huron Treaty territory and has been the traditional territory of the Anishinaabek, specifically the Garden River and Batchewana First Nations, as well as the Métis People. In addition, Sault Ste. Marie is home to various urban Indigenous communities.

We also acknowledge that the Brampton campus is located on the Treaty Lands and Territory of the Mississaugas of the Credit. We would like to specifically acknowledge the territory of the Anishinabeg, including the Huron-Wendat, Haudenosaunee and Ojibway/Chippewa Peoples. We also recognize the land that is home to the Métis and, most recently, the territory of the Mississaugas of the Credit First Nation, who are direct descendants of the Mississaugas of the Credit.

The Timmins campus is situated on Treaty #9 land, also known as the James Bay Treaty. This area is the traditional territory of the Ojibwe/Chippewa, Mattagami First Nation, Mushkegowuk (Cree), Algonquin and Métis Peoples.

SPECIAL MISSION

Our commitment to cross-cultural learning between Anishinaabe communities and the world is evident in every aspect of campus life.

The grounds upon which Algoma University is currently located were generously provided by Chief Shingwauk and his community with the explicit purpose of educating the Anishinaabe people in the ways of the European settlers who came to this land. At the same time, they aimed to teach the newcomers to live in harmony with the Anishinaabe people and the natural world.

As a part of our efforts to transform and move forward with the nation's priority of healing and reconciliation, we will utilize our history and stories to educate people about the history of residential schools in Canada. Simultaneously, we will strive to fulfil Chief Shingwauk's initial vision for education on this site, which is focused on cross-cultural learning and teaching.



Celebrating Academic Excellence and Professional Success



OPTIMIZING ACADEMIC OPERATIONS



Quality, efficiency of education enhanced by shift to three deans instead of one

As more students choose to pursue their post-secondary education at Algoma University, the institution has responded by expanding its capacity to develop and deliver academic programming.

Today, more than 10,000 students participate annually in 30 programs across Algoma U's three campuses in Sault Ste. Marie, Brampton and Timmins. To ensure their education is of the highest quality, and that faculty members are well supported in their teaching, research and community work, the University increased its number of academic deans last year from one to three

to oversee the four faculties of Business and Economics; Cross-Cultural Studies; Humanities and Social Sciences; and Science.

"The new dean system should result in improved outcomes for students, an enhanced ability for faculty to function at their optimal level, and more efficiency for all of our processes," says István Imre, PhD, Associate Vice-President, Academic and Continuing Education.

Imre joined Algoma U as a chair of and professor in the biology department in 2006, when the school was then a 42-year-old affiliate of Laurentian University.

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— Dr. István Imre,
Associate Vice-President,
Academic and Continuing
Education, Algoma University

Top photo, left to right: Alean Al-Krenawi, PhD, Dean, Faculty of Humanities and Social Sciences and Faculty of Cross-Cultural Studies; Laurie Bloomfield, PhD, Acting Dean, Faculty of Science; William Wei, PhD, Dean, Faculty of Business and Economics



Two years later, Algoma became a fully autonomous university, and since then, its student population has grown exponentially. Imre has supported Algoma U in keeping pace with this considerable growth and sustaining effective academic operations by serving in various dean roles: first as assistant dean, student success and well-being (2018-19), then as associate academic dean, academic programs and curriculum (2019-20), and then finally as acting academic dean (2020-23).

During this time, Algoma University’s president, senate members and four faculty chairs collaborated to devise a more robust academic leadership system. Their process involved soliciting the input of faculty members through surveys and focus groups. After trying out multiple iterations, they landed on the University’s current dean structure, in which three deans oversee the four faculties.

Alean Al-Krenawi, serves as the dean of both the Faculty of Humanities and Social Sciences and the Faculty of Cross-Cultural Studies. A distinguished social work scholar who holds a PhD in the discipline from the University of Toronto, Al-Krenawi has published widely and held faculty, senior administrative and consultative appointments at higher education institutions in Canada, the UK, Israel and Jordan.



“It’s a system that helps us better support faculty in their teaching and research goals. This, in turn, allows us to be more responsive to the needs of students and provide them with rich learning experiences.”

— Dr. István Imre,
Associate Vice-President,
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The Faculty of Business and Economics is led by William Wei, who holds a PhD in economics from the University of Limeric. Most recently, Wei held academic and administrative leadership positions at MacEwan University, including associate dean of research and international for six years.

Helping the Faculty of Science as acting dean is Laurie Bloomfield, who holds a PhD in science from the University of Alberta. Specializing in cognitive psychology, Bloomfield studies how birds communicate with each other.

Together with their administrative staff and the cooperation of faculty chairs and directors, the deans strive

to meet the overarching mandate of the Academic Deans’ Office: to provide meaningful and exciting educational opportunities.

“It’s a system that helps us better support faculty in their teaching and research goals,” Imre says. “This, in turn, allows us to be more responsive to the needs of students and provide them with rich learning experiences.”



*Photos from top down:
Dr. Alean Al-Krenawi, Dean, Faculty of Humanities and Social
Sciences and Faculty of Cross-Cultural Studies;
Dr. William Wei, Dean, Faculty of Business and Economics; and
Dr. Laurie Bloomfield, Acting Dean, Faculty of Science.*

GABEGENDAADOWIN PROGRAM: FOSTERING CULTURAL UNDERSTANDING



Top photo: Gabegendaadowin training program with OLG participants (OLG Cohort 1-July 2023)

Right photo: Gabegendaadowin staff and Ontario Northland participants (Ontario Northland Cohort -January 2024)



GABEGENDAADOWIN

Established in 2018 as a partnership between Algoma University and the Sault Ste. Marie Police Services, the Gabegendaadowin program was developed to help address identified issues related to the lack of awareness and understanding of Indigenous Peoples' culture and the challenges they face.

This two-day, evidence-based, experiential and interactive learning program is geared towards the

public, social service and government agencies, the private sector and Indigenous communities. By fostering an environment of greater understanding of Indigenous Peoples and communities, and the responsibility that Canadians have in actively facilitating and supporting systemic change, the program addresses those biases intentionally and collaboratively.



HOW THE FACULTY OF CROSS-CULTURAL STUDIES IS ADVANCING SOCIETY

As an institution committed to reconciliation with Indigenous Peoples in Canada, Algoma University embraces cross-cultural education in teaching, learning and research. This commitment is informed by the University's location on the site of the former Shingwauk Residential School, and animated by its Special Mission to cultivate cross-cultural learning with local Anishnaabe communities and other Indigenous Peoples. This mission also aligns with the University's commitment to the calls to action in Canada's 2015 Truth and Reconciliation Commission report, especially those related to education.

In 2022, the University took an important step to fulfil its Special Mission by establishing the Faculty of Cross-Cultural Studies. The faculty's main objective is to decolonize and Indigenize educational methods and content within the departments of which it is comprised: Sociology-Anthropology, Geography, Geology and Land Stewardship, and Community Economic and Social Development. The faculty also aims to foster commitments to equity, diversity and inclusion, and support learning in the areas of anti-Black racism, gender discrimination and other forms of discrimination and exclusion of historically marginalized and under-represented groups.

"At Algoma U, we recognize the inter-generational effects of colonialism – the abuse, violence and violations of human rights that Indigenous Peoples experienced at residential schools, for example, as well as the transatlantic slave trade," says Faculty Chair Sheila Gruner, PhD. "Universities play an important role in shaping societies to be more diverse and healthy, and at Algoma U, we have a mission to reorient the educational project by honouring the knowledge of Indigenous Peoples and other diverse forms of seeing and being in the world."

Gruner has extensive experience working with and advocating for the rights of Indigenous Peoples, Black/Afro-descendants, rural

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— Dr. Sheila Gruner,
Chair, Faculty of Cross-Cultural
Studies, Algoma University

communities and women, in Canada and Latin America in areas such as forced displacement, human rights violations, environmental sustainability and self-governance. She helped found and leads the Institute of Peoples, Territories and Pedagogies for Peace, a global organization that fosters dialogue between grassroots Indigenous and Black-Afrodiasporic movements in the Americas and Africa through research, education and environmental governance activities.

At Algoma University, Gruner is also an associate professor in the Community Economic and Social Development program, which engages students in learning why and how to advocate for positive social change and includes a specialized focus on northern, rural and Indigenous communities. Students in this program complete a 150-hour work placement in the 3-year program and a 300-hour work placement in the 4-year program, in a community organization where they apply course concepts and methods to support programming in environmental, political or human rights, community economic development and other areas.

“It’s about being intentional in recognizing the importance of Indigenous knowledge and self-determination, diverse forms of knowledge in the face of colonial violence, and embedding our collective responsibility for the well-being of the planet into academic programming so we can leave a better world for future generations,” Gruner says.

Creating a better society is happening in diverse ways in the faculty. Cree Métis professor Paulette Steeves, PhD, the Tier II Canada Research Chair in Indigenous History, Healing and Reconciliation, has produced research demonstrating that Indigenous Peoples have been in the Americas for more than 100,000 years. This summer, she will partner with seven First Nations groups on a food security project that will grow foods in northern Ontario using a form of terra preta, an ancient and highly fertile Indigenous soil.

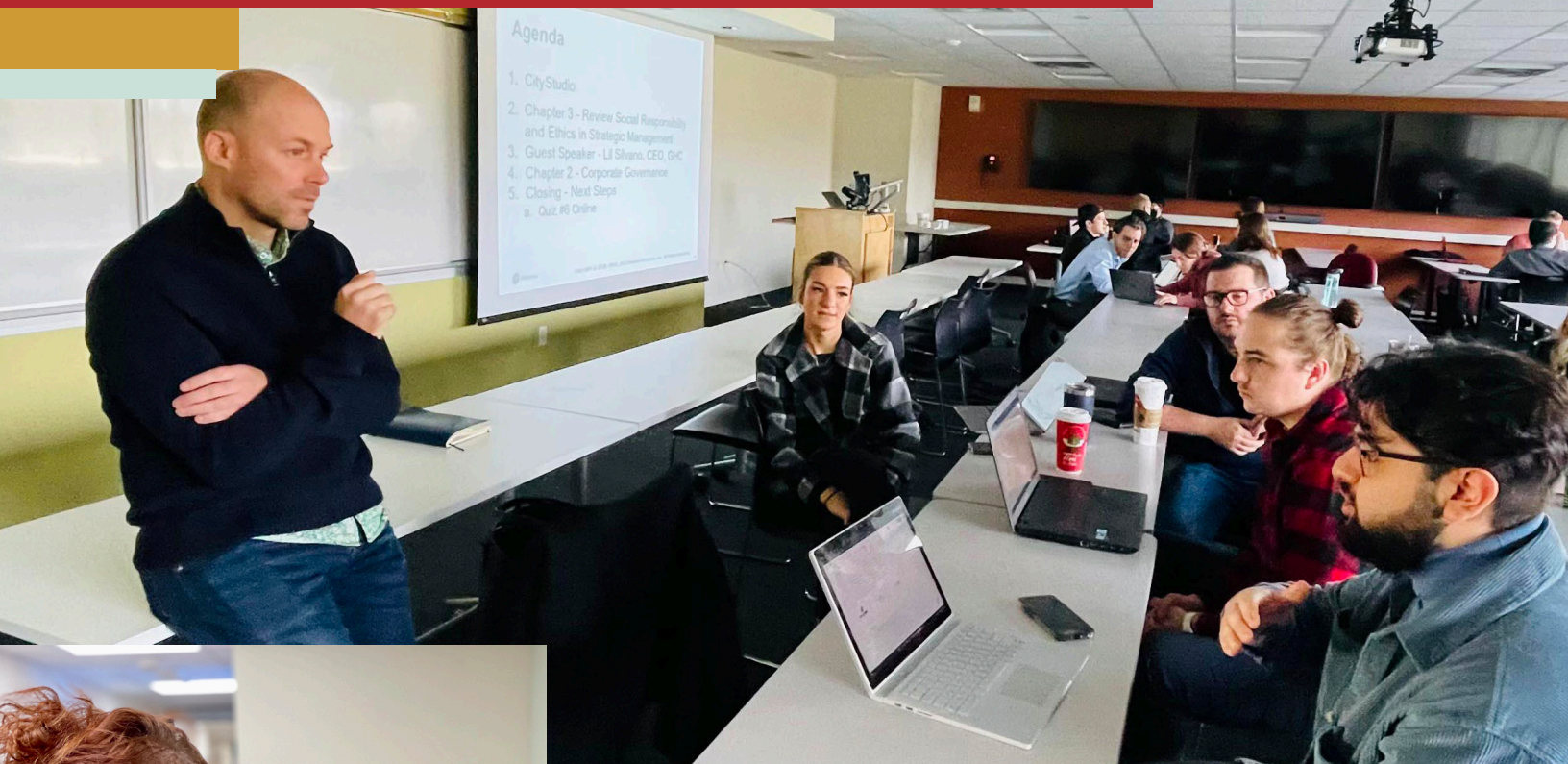
Meanwhile, sociology associate professor Vivian Jiminez-Estrada, PhD, is the primary investigator of a Social Sciences and Humanities Research Council partnership development grant for the study “Indigenous Women Storying and Interweaving their Experiences of Gendered and Colonial Violence in Mexico and Canada.” She also recently served as Algoma U’s Equity, Diversity, and Inclusion (EDI) faculty lead, during which time she advanced Indigenization as a key part of EDI decision-making at the University.

Other key teaching, research and community development endeavours being led by faculty members such as Drs. Nairne Cameron, Laura Wyper, and Ushnish Sengupta include a study on ethnocultural- and Indigenous-led cooperative communities in Canada; Lake Superior Living Labs – Algoma Hub, an initiative promoting academic-community collaboration on water, food, land, climate and energy projects; and a class trip to Italy, where students learned about the slow food movement and its connection to the Indigenous worldview.

Says Gruner: “With our emphasis on decolonizing education, supporting underrepresented communities, peace-building and conflict-resolution at the local, national and global levels, we can create better futures for diverse peoples.”



HOW EXPERIENTIAL LEARNING COMES TO LIFE AT ALGOMA UNIVERSITY



Work-integrated learning opportunities and career support services help smooth students' transition to employment

At Algoma University, experiential learning for students happens in a wide variety of ways, such as:

- Completing a 700-hour field placement at a youth shelter as part of the Bachelor of Social Work program.
- Partnering with the City of Sault Ste. Marie to assess the feasibility of green roofs on bus stations.
- Participating in computer science co-op degrees that involve multiple work placements.

Whatever the format or length it takes, one thing remains true about all experiential education opportunities at Algoma U: they are a fundamental part of learning that the University is actively expanding across all of its academic programming.

"Given our competitive labour market, experiential learning is a very attractive option for students to gain valuable work experience as part of their education," says Jonathan Coulman, Manager of Experiential Learning in Algoma U's Career and Experiential Education (CEE) department. "We are investing a lot of resources to develop even more opportunities for students to connect with local employers and explore their chosen field in a hands-on way."

Among the CEE team's core offerings is the co-operative education certificate, which allows students in most programs the opportunity to participate in paid four-month placements at a work setting related to their field of study.

Coulman and his team work closely with a diverse range of local employers and community partners to develop well-defined, high-quality employment placements that build students' real-world knowledge and skills while meeting the needs of the workplace.

"We make sure placements are effective and safe for our students, and that they meet Algoma U's high standards for the educational outcomes of experiential learning as it relates to their degree," Coulman says. "There are many checks and

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—Jonathan Coulman
Manager, Experiential Learning and Strategic Initiatives, Algoma University

balances in place to ensure any type of work-integrated learning program is a great experience for both students and employers.”

Algoma University's focus on expanding experiential education opportunities is reflected in the institution's two new computer science co-op degrees that include co-op work placements as part of their academic credits. The Bachelor of Computer Science (honours), Co-operative Education is a five-year program offered at the Sault Ste. Marie campus in which students complete three semester-long work terms over the course of their degree. Meanwhile, at the Brampton campus, a two-year accelerated version of this co-op degree program is open to those with a previous bachelors degree in any field of study.

Internships and practicums are other key ways Algoma U engages students in work-integrated learning. Typically ranging from 80 to 150 hours and including both paid and unpaid options, internships can be pursued in disciplines such as business, biology, political science, geography, Anishinaabe culture, economics, environmental science, visual arts and social work. The University currently offers 19 courses with internship or practicum opportunities.

Experiential learning in the classroom takes place through special projects that involve engaging with government, private and non-profit community organizations. In addition to collaborating with the municipal government on exploring green roofs for bus stops, students have also helped the city research how to become more bird friendly and develop a consumer app for waste and recycling collection. Students have also painted murals at the Sault Area Hospital, created video game concepts for a local attraction and developed a marketing strategy for a senior home-care provider.

The CEE team also helps students prepare for the shift to employment upon graduation. Algoma U students can access personalized guidance and broad resources to explore career paths, perfect their résumé and cover letters, obtain professional references, and practise interviewing and networking skills. The University also offers Career Link, a free, self-paced, non-credit certificate program to help students gain in-demand employment skills. Developed with industry partners according to current labour market trends and needs, this self-paced certificate consists of five modules on topics such as self-marketing, professionalism, career readiness for international students and cross-cultural intelligence.

"We work with students early in their academic journeys to start identifying and developing their career skills in order to be prepared for the workforce," Coulman says. "It's never too soon to start."



GIVING STUDENTS AN EDGE WITH INTERNATIONAL EDUCATION EXPERIENCES



Above photo: Algoma U Students at train station in Antwerp, Belgium.

Photo far right: Casey Kindla, Algoma U student in San Francisco El Alto in Guatemala at Telma and Luis Mountain Compound.

The University is strategically expanding academic opportunities around the world

In February of last year, the classroom for nine students of Algoma University was the Guatemalan Highlands. Designed and taught by assistant professor of Anishinaabe Studies Andrew Judge, PhD, this 11-day learning experience saw students spend time with healers, weavers, musicians and poets who shared the histories of several Mayan cultures, introduced their land-based medicine practices, and led ceremonies celebrating the Mayan New Year.

“For these students, it was absolutely life-changing. It enriched their understanding of a different culture and allowed them to enjoy a sense of community with their peers,” says Dawn White, Director of International Affairs.


White and her team at the Department of International Affairs are focused on expanding global learning opportunities in academic programming. Their work is informed by Algoma U’s 2021–26 academic plan, which prioritizes internationalization, including exchange and study at institutions in other countries, as a key direction. That priority is rooted in the understanding that global learning experiences help students gain invaluable life skills, stronger networks and intercultural competencies.

“Students who take part in international education experiences develop skills employers are looking for, such as communication, teamwork and intercultural awareness,” White says.

Their efforts partly involve collaborating with faculty members who want to add a global component to their courses, such as the Mayan experience, which was part of a third-year course in Anishinaabe Studies, a program offered by Shingwauk Kinooomaage Gamig, an Indigenous-led institute that partners with Algoma University. White’s job is to ensure such experiences are safe and high quality, and to secure the participation of global university partners and cultural organizations as facilitators.

The most popular international education experiences run up to 14 days and have included other countries such as Austria, Belgium, Colombia, Italy, Spain and the United Kingdom. In one, a professor teaching a third-year course in the Community Economic and Social Development (CESD) program took her students to Turin, Italy for eight days for the Terra Madre (Mother Earth) international slow food conference. At the open-air event, students learned from farmers, food artisans, film screenings and more about the importance of good, clean and fair food for all.

Other such opportunities focus on decolonization and conflict-affected groups such as Indigenous, Afro-descendant, rural people and women in Bogota, Columbia, as part of an upper-year CESD or visual arts course; Mayan and Garifuna ethnomedicine, architecture and astronomy in Belize for a third-year course in Anishinaabe Studies; and exploring India’s geopolitical rise as part of an upper-year political science course.



To help maximize the learning, students are assigned relevant readings to prepare, and complete reflection pieces upon their return. Upon completing pre-departure activities and an e-portfolio of their experience, they also earn a Global Learning Leadership Skills Development Program certificate, which White says can give them a career advantage.

“They have a certificate they can add to their resumé, which hopefully after they graduate, will give them an edge in the job market,” White says.

Algoma U students can also complete an entire semester or year of study through the exchange program at universities in Belgium, Brazil, Colombia, Denmark, England, Finland, France, Italy, Japan, Norway, Poland, Scotland, South Korea, Spain, Sweden, Switzerland and the United States of America.

Such experiences at Algoma U have been supported by funding from Global Skills Opportunity, the federal government’s effort to increase participation in international learning among post-secondary students. Going forward, Algoma University will offer new international education experiences thanks to funding it has received from the Queen Elizabeth II Scholarship program, which will create opportunities to work on decolonization and community-based action projects in Bali, Colombia, Fiji, India, Thailand and Vietnam, among other destinations.

Says White: “We have some great destinations and strong partners, so we’re excited to create more ways for our students to apply and expand their learning outside of the classroom and around the world.”



PURSuing LEADING-EDGE RESEARCH ON OUR NATURAL WORLD

Students in Algoma U's new Master of Science in Biology degree are examining environmental toxicology, plant soil-microbe interactions and conservation physiology

Science students wanting to pursue a graduate-level education with a research focus can now participate in Algoma University's new Master of Science in Biology.

Launched last fall at the Sault Ste. Marie campus, this is Algoma University's first graduate program to involve a thesis project. This means students have the opportunity to design and execute a research project in the broad areas of biological and environmental sciences and produce a paper on their findings for a scientific journal.

"This graduate program supports our ability to advance scientific knowledge, develop future scientists and serve the community through research and innovation," says Pedro M. Antunes, PhD, Professor, Department of Biology, Tier II

Canada Research Chair in Invasive Species, Biology.

Antunes and other professors in the biology department developed the full-time, two-year program, which is designed for graduates of a four-year bachelor of science degree in the life sciences or a related area. Antunes says a key benefit of the program is the opportunity to work with accomplished faculty members who have well-established and externally funded research programs in many areas such as environmental conservation, plant genetics, animal physiology and ecology. Professors work closely with students to identify and explore an original topic, and guide the process to get their theses completed and their findings published.



“At Algoma U, something we’re really good at is providing dedicated one-on-one attention to our students. We help them develop their ideas, document their findings and communicate their findings effectively through different platforms.”

— Dr. Pedro Antunes, Professor,
Department of Biology, Tier II Canada
Research Chair in Invasive Species, Biology

“At Algoma U, something we’re really good at is providing dedicated one-on-one attention to our students. We help them develop their ideas, document their findings and communicate their findings effectively through different platforms,” says Antunes.

The program’s first cohort consists of seven students who are conducting research in areas such as environmental toxicology, plant soil-microbe interactions and conservation physiology. They are exploring these topics using state-of-the-art laboratory equipment in Algoma U’s multiple wet and dry laboratories. They also have access to the advanced research facilities of two federal government sites that are community partners – the Great Lakes Forestry Centre and the Ontario Forest Research Institute.

To help students gain the competencies to succeed in this program, they must take a graduate course in Science Communication, which equips them with the skills to write successful grants and present research results to diverse audiences. They must also take two elective courses in subjects such as advanced statistics or teaching in the sciences.

A unique aspect of the program is how the academic programming encompasses cross-cultural studies so that students can learn about Indigenous ways of knowing and thinking, which aligns with Algoma University’s goal to promote truth and reconciliation with Indigenous Peoples. Such learning involves engaging with members of the local Anishinaabe community by, for example, attending learning and cultural events or reaching out to an Elder, with the goal, Antunes says, being to gain a broader perspective on how to understand the biological world.

“If you understand how people of different backgrounds see the world, that will help you observe things with different eyes and broaden the way you ask the questions, which in turn empowers you to do much better science using more diverse approaches,” he says.

By gaining strong expertise in a distinct area of biology, along with robust critical thinking, analytical and communication skills and a solid network of researchers and scientists, Antunes says graduates will be well positioned to excel in diverse science fields.

“We expect the people coming out of this program to be highly employable, and to be important contributors to diverse areas of biological science in the Algoma U region and beyond.”





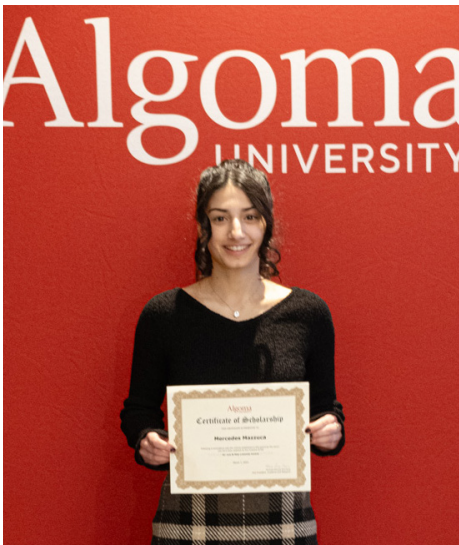
Celebrating Student Achievements



SCHOLARSHIPS AND AWARDS



Our University offers a comprehensive scholarship and awards program to support students' academic success and provide financial aid to those in need. We have a range of awards available, both for new and continuing students, based on academic performance and financial circumstances. Some awards are automatic, while others require an application. Regardless, receiving a university award can create a significant impact for students who face various challenges on their academic journey. These awards can help students overcome financial barriers and personal difficulties, and recognize their hard work, enabling them to focus on their education and achieve academic success.



I am so very thankful for the awards I have received. Their generous donations have allowed me to pay my tuition, taking away financial stress. Without their support, I would not be able to take part in extracurricular activities, like joining the Algonquin University basketball team, and thus, I would not have the same opportunities in life, and I would not be the same person. I feel so blessed to have received financial help for school! Thank you so much!



Mercedes Mazzuca
Bachelor of Science, major in Biology
4th year



Your support has been instrumental in allowing me to continue pursuing my degree later in life while also raising a young family. Balancing the responsibilities of education and parenthood can be incredibly challenging, but your scholarship has provided much-needed financial relief. It has allowed me to focus on my studies without worrying about the cost of education, ensuring that I can provide a brighter future for both myself and my family. For this, I am forever grateful.



Alicia Belisle
Bachelor of Business Administration
3rd year



THE PRESTIGIOUS JOHN R. RHODES SCHOLARSHIP AWARD



In a splendid showcase of academic excellence and community spirit, Algoma University recently commemorated the 21st John R. Rhodes Scholarship Dinner and Art Auction, a distinguished event proudly sponsored by the Wishart Law Firm. Established in 1979, through generous contributions honouring the late John R. Rhodes, the scholarship remains a testament to the enduring commitment to supporting academic achievement and community growth at Algoma U.

This year's dinner paid tribute to a remarkable community builder honouree, the late Brent Lewis. As a local businessman of Maitland Lewis Ford Lincoln and long-serving Rotarian, his legacy continues to inspire. Algoma University's President and Vice-Chancellor, Asima Vezina, eloquently highlighted Lewis' profound impact, describing him as a person of immense wisdom and character whose influence resonates throughout the community.

The event, held at The Machine Shop, transcended mere scholarship recognition, doubling as a fundraiser and art auction. Two prominent advocates for 2SLGBTQ+ and Indigenous equity, Anthony Johnson and Dr. James Makokis, emceed the event. Notably, this year's dinner, the largest to date, raised an impressive sum of more than \$60,000.

The evening's highlight was the announcement of the 2023 John R. Rhodes Scholarship recipient, Taya Shackleton, a first-year biology student hailing from Sault Ste. Marie. Shackleton's journey embodies the scholarship's mission of fostering academic and athletic excellence, as she balances her studies with contributions to the Thunderbirds varsity soccer team.

Navigating the demands of a rigorous biology program and varsity soccer requires careful balance, and Shackleton shared insights into her strategies for managing both aspects of college life. Reflecting on her academic journey, Shackleton discussed her burgeoning interest in radiology, inspired by her mother's profession. "I always knew I wanted to help people when I grew up, and this gave me the perfect opportunity to do so while also being something I was deeply interested in," she explained.

Expressing her gratitude, Shackleton acknowledged the pivotal role of the scholarship in her academic pursuits and athletic endeavours. In a heartfelt message to the John R. Rhodes Scholarship Committee, she expressed her profound gratitude, underscoring the scholarship's transformative impact on her life's trajectory. "I am continuing to give back to the community as this scholarship has furthered my understanding of its importance and sparked inspiration from hearing how Mr. Rhodes and Brent Lewis changed so many lives," she said.

Many of our generous donors have created scholarships in memory of their loved ones so that their legacies can live on through the success of future students. If you're interested in extending the legacy of your loved one and supporting students in need, please reach out to our senior development officers:

Sault Ste. Marie campus:

Logan Costa
705-949-2301, ext. 4240
Office: SH 304
logan.costa@algomau.ca

Brampton campus:

Pallavi Sathiskumar
289-451-2522 ext. 3629
Office: A 905
pallavi.sathiskumar@algomau.ca

“I am continuing to give back to the community as this scholarship has furthered my understanding of its importance and sparked inspiration from hearing how Mr. Rhodes and Brent Lewis changed so many lives.

– Taya Shackleton,
Bachelor of Science
1st year

*Top photo: Dinner honouree,
the late Brent Lewis*

*Bottom photo: 2023 John R.
Rhodes Scholarship Recipient,
Taya Shackleton*



New and Upcoming





Renderings courtesy of Moriyama & Teshima Architects and Smoke Architecture

MAKWA WAAKAA'IGAN

The vision for Makwa Waakaa'igan is to be a beacon of cultural excellence with a goal to foster cross-cultural understanding, teaching, learning, truth and healing. As a testament to Algoma University's commitment to inclusivity, this distinctive centre will welcome individuals from various backgrounds worldwide to engage in the collective journey of shared knowledge.

Founded on the life's work of the Children of Shingwauk Alumni Association (CSAA), a community of Residential School Survivors and their descendants, Makwa Waakaa'igan is not only a centre of heritage but also a space of transformation.

The name Makwa Waakaa'igan was given to this place of learning and healing through ceremony and in recognition of this very significant work. In Anishinaabemowin, Makwa, the bear, is a carrier of medicine – a healer – and Waakaa'igan refers to its lodge or den. Algoma U will ensure that the significance of this name will be reflected throughout the centre's functional design.

At the heart of Makwa Waakaa'igan is the convergence of cultural preservation and education. Its purposeful design, imbued with the significance of its Anishinaabemowin name, will resonate with the centre's mission to serve as a sanctuary for growth. This exceptional facility will not only showcase the CSAA's tireless efforts but will also become the new home for the Shingwauk Residential Schools Centre archives and the Aboriginal Healing Foundation Collection.

Breaking ground in the fall of 2024, Makwa Waakaa'igan will stand as a space where diverse strands of knowledge intertwine: academic research, artistic expression, healing practices and ceremonial rites. The approach is rooted in Algoma U's commitment to respect and to collaborate with Anishinaabe communities. Indigenous worldviews



and teachings will be seamlessly woven into the fabric of the centre, creating a holistic environment where learning transcends boundaries. Emerging amidst the backdrop of a post-COVID world and a burgeoning mental health and addiction pandemic, Makwa Waakaa'igan's significance is accentuated.

Mary Wabano-McKay, Vice-President Nyaagaaniid, Anishinaabe Initiatives, Equity and Student Success at Algoma University and a visionary advocate for the centre, envisions Makwa Waakaa'igan as a haven for Indigenous Peoples to share their stories of truth, embark on paths of healing and take strides towards reconciliation.

"The centre's profound mission of celebrating cultures, traditions and ceremonies while nurturing diversity and inclusion is central

to its purpose. The project's scope is not confined to the local community but extends to embrace the nation and the world. Makwa Waakaa'igan is a cultural centre that seeks to enlighten individuals about the history of residential schools and the rich Indigenous heritage of Canada, serving as a focal point for education and appreciation," said Wabano-McKay.

Algoma U looks forward to rising to the occasion, pioneering a

new chapter in fostering cultural exchange, education and healing through Makwa Waakaa'igan.

“The project's scope is not confined to the local community but extends to embrace the nation and the world.

— Mary Wabano-McKay,
Vice-President Nyaagaaniid,
Anishinaabe Initiatives, Equity
and Student Success,
Algoma University

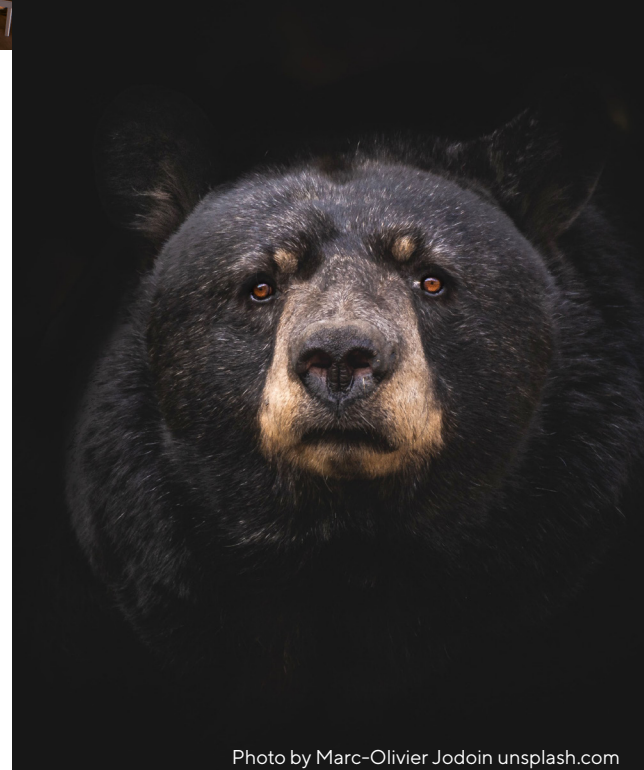


Photo by Marc-Olivier Jodoin unsplash.com

BUILDING PARTNERSHIPS THAT CREATE OPPORTUNITIES



Northern Ontario School of Medicine University

In a landmark development, Algoma University and the Northern Ontario School of Medicine University (NOSMU) have embarked on a pioneering collaboration to tackle the pressing challenges of mental health and addiction in the region. This innovative partnership signals a concerted effort to bridge the gap between health care and education, fostering a multidisciplinary approach that promises benefits for both individuals and communities.

At the heart of this collaboration lies a shared commitment to addressing the diverse needs of the community pertaining to mental health and addiction. Through a synergy of focused research, medical education and training programs, clinical experience and health-based systems of prevention, treatment and healing, Algoma U and NOSMU are poised to make a significant impact.

In forging this collaborative alliance, Algoma U and NOSMU are not only leveraging their respective expertise but also fostering a spirit of collective responsibility to improve the well-being of the region. As they embark on this transformative journey, their shared vision holds the promise of a brighter future for mental health and addiction care in northern Ontario and beyond.

Peel school boards partner to launch Learning Excellence and Advancement Project

The Peel District School Board and the Dufferin-Peel Catholic District School Board have joined forces with Algoma University's Brampton campus through a memorandum of understanding, launching the Learning Excellence and Advancement Project (LEAP) to enrich educational pathways. LEAP facilitates a seamless transition from high school to post-secondary education, bridging the gap between secondary and post-secondary institutions to empower students in achieving their academic and career aspirations. By integrating high school experience with Algoma U's programming, LEAP nurtures a sense of belonging and provides vital support for students to flourish, fostering collaboration for an environment conducive to academic excellence and student success.

1: Algoma University and NOSMU University leaders come together to enhance mental health research and training on Algoma U's Sault Ste. Marie campus.

2: PDSB and Algoma University celebrate the first cohort of Grade 11 and 12 students at the LEAP graduation ceremony on Jan 30, 2024.



Algoma University and Sault College partner on more academic pathways

Algoma University and Sault College are expanding their long-standing partnership with new “2+1” and “2+2” academic pathways that support enhanced student mobility between the college and the university.

Students who complete Sault College’s two-year computer programming diploma program will be eligible to transfer into year three of Algoma U’s Bachelor of Computer Science degree programs. This pathway agreement between Sault Ste. Marie’s two post-secondary institutions builds on the number of enhanced transfer pathways available to students who wish to complete a Sault College diploma and then seamlessly transition to Algoma University to complete a degree in a related subject area.

3: Sault College President Dr. Ron Common, right, and Algoma University President and Vice-Chancellor Dr. Asima Vezina to sign a pathway agreement at Sault College.

4: Shingwauk Kinooamaage Gamig (SKG) board chair and Batchewana First Nation Chief Dean Sayers, right, joined Algoma University President Dr. Asima Vezina at SKG to sign a pair of collaborative education agreements that will give the Indigenous post-secondary institution more control over Anishinaabe programming going forward.



Shingwauk Kinooamaage Gamig

As part of Algoma University’s commitment to providing a respectful, inclusive and innovative educational environment for Anishinaabe (First Nations, Métis and Inuit) students, the University has entered into a covenant with the Shingwauk Education Trust. The two partners are following the Two Row Wampum model of development, with each partner respecting and supporting the other in the pursuit of their goals.

The Shingwauk Education Trust has established Shingwauk Kinooamaage Gamig, which offers courses and programs of particular interest to Anishinaabe students. These educational offerings are fully credited through Algoma University or other partner institutions. Algoma U students are welcome to take Shingwauk Kinooamaage Gamig courses, and Shingwauk Kinooamaage Gamig students participate fully in student life at Algoma University.

This close collaboration reflects the historic roots of our campus, which was first created as a direct result of Chief Shingwauk’s efforts to secure educational opportunities for his people in the 19th century. Shingwauk Indian Residential School existed for 96 years, and the Children of Shingwauk Alumni Association continues to meet and work with Algoma U to transform the negative legacy of the residential school into a positive legacy for current and future Anishinaabe students.



Donor **Spotlights**



Thank you



HONOURING AND PRESERVING CULTURAL HISTORY

In a remarkable display of commitment to cultural preservation, the Hellenic Heritage Foundation (HHF) and the Kanellopoulos family have generously donated \$100,000 to the Children of Shingwauk Alumni Association (CSAA). The donation was made to preserve Shingwauk’s history and commemorate the Residential School Survivors for whom the “crying rock” served as a sanctuary. It was many years ago that children were taken from their homes and sent to Shingwauk Residential School in Sault Ste. Marie. The children found refuge at the crying rock – a mid-sized, reddish boulder sitting within the shadow of the institute itself.

Bill Kanellopoulos, president of Kallo Developments, emphasized the importance of understanding and respecting history. “We should know the history and respect it,” he says.

This sentiment highlights the significance of acknowledging and commemorating the experiences of those who endured the residential school system.

The donation will help build a gazebo, benches, a wildflower garden and a traditional medicine garden.

Additionally, a rock garden will be crafted to provide a tangible representation of the former students of the residential school.

George Keroglidis, managing director of HHF, expressed a broader vision for the impact of this benevolent act. “Our hope is that this story and gift will spread to other ethnic and immigrant communities to further acknowledge the experiences of the Residential School Survivors and continue to build on the conversation of reconciliation in Canada.”

The collaboration between the HHF, the Kanellopoulos family and the CSAA not only demonstrates a commitment to preserving cultural heritage but also catalyzes broader societal dialogue on reconciliation in Canada.

“We should know the history and respect it.”
 — Bill Kanellopoulos, President, Kallo Developments

Top photo, left to right: Bill Kanellopoulos, President of Kallo Developments; Tony Lourakis, President HHF; Daisy Kostus, Children of Shingwauk Alumni Association and Residential School Survivor, Jay Jones, Acting President CSAA; Dr. Asima Vezina, President and Vice-Chancellor, Algoma University; George Keroglidis, Managing Director of HHF.

GIVING TO HONOUR THEIR FATHER FORGES NEW OPPORTUNITIES

To commemorate Dr. J. MacBain Cameron's pivotal role in Algoma University's origin, his children have established an endowed scholarship fund in his name

Today, we know Algoma University as a centre of higher learning that engages more than 10,000 students annually in innovative, intimate and impactful education.

But in 1958, the University was a twinkle in the eye of Dr. J. MacBain Cameron, a distinguished scientist and community leader in Sault Ste. Marie who passionately believed in the uplifting power of education.

Cameron was deeply involved in catalyzing Algoma U's emergence as one of the city's first post-secondary schools in 1965, and consequently, enabling countless life opportunities for multiple generations of residents. His contributions to the institution are commemorated most fittingly through the creation of the Dr. J. MacBain Cameron Memorial Fund, an endowed scholarship fund created by his five children for full-time students at the Sault Ste. Marie campus.

"I would like to think that the fund will help to fulfil dad's goal of making post-secondary education more easily available to more students, and that some of those students might be inspired by his

"I would like to think that the fund will help to fulfil dad's goal of making post-secondary education more easily available to more students..."

— Peter Cameron

example to also give back to their community in one way or another," says his middle son, Peter, the lead donor.

Born in Nova Scotia in 1910, Cameron obtained his MSc (1932) and PhD (1938) at MacDonald College, the agricultural faculty of McGill University. It was at McGill that he met his future wife, Evelyn MacKenzie, with whom he had four sons and a daughter. During the war years, he served in the Royal Canadian Air Force as a navigation instructor.

A work opportunity led the family to move to Sault Ste. Marie in 1945, and five years later, he became the first director of the newly created Insect Pathology Research Institute, a post he held until his death in 1975. As director, he recruited, encouraged and guided many scientists whose research helped to establish the institute as a worldwide leader in its field. He also helped to found and lead the Entomological Society of Canada, and was a president of the Entomological Society of Ontario.

In the community, Cameron served on two local public school boards. In 1958, he became a charter member of Algoma



College Association, whose years of lobbying and organizing resulted in the establishment, in 1967, of Algoma University College, then an affiliate of Laurentian University. In 1974, Cameron was chosen as the first chairman of AUC's Board of Governors. Outside of his education volunteering, Cameron was also the first chairman of the city's conservation authority, which was instrumental in creating the Fort Creek Conservation Area, and served as president of the Algoma Tuberculosis and Respiratory Disease Association.



To honour their father's key role in shaping what became Algoma University in 2008, his children established four scholarships. The first three are for students enrolled in any program: an entrance scholarship for those with a minimum grade point average of 70%; and two continuing scholarships for students in their second, third or fourth year – one for those with a minimum 75% GPA, and one for those with at least an 85% GPA. The fourth goes to the highest academic achieving first-year student in the Master of Science in Biology program. At least one award will be given annually to a First Nation, Métis or Inuit student as a gesture of reconciliation to the Indigenous children forced to attend the former Shingwauk Residential School, which is the University's current main building. The fund was established as an endowment so that capital contributions are invested while the principal amount is protected and grows in perpetuity. In the



*Top photo: The Cameron family
Top row: Evelyn (Mom), Bain (Dad) and Nancy.
Bottom row, from left to right: Richard, Alan, Peter, and Robert.*

Bottom photo: Peter Cameron (centre) poses with the award recipients of the Dr. J. MacBain Cameron Memorial Fund at the 30th Annual Student Awards Ceremony.

2023-24 academic year, more than 40 students received an award from the fund. The Cameron family intends for the fund to grow over time with future contributions that will benefit even more Algoma University students.

"There's satisfaction in seeing my dad's contribution to the university acknowledged," Peter says. "It means a lot to see this award help local students get a good education and build their future."

COMING TOGETHER TO SUPPORT STUDENT SUCCESS



Inaugural Algoma University Gala

The inaugural Algoma University Gala took place at the Pearson Convention Centre, marking a significant milestone in the institution's history. The event commemorated Algoma U's remarkable growth within the city of Brampton. During the gala, Dr. Asima Vezina, President and Vice-Chancellor, shared, "What we've built together in this time, a global pandemic notwithstanding, is truly remarkable." The gala raised more than **\$50,000** for a newly established scholarship to support equity-deserving students in Brampton and the Greater Toronto Area.

“What we've built together in this time, a global pandemic notwithstanding, is truly remarkable.”

— Asima Vezina,
President and
Vice-Chancellor,
Algoma University

Vezina emphasized the University's commitment to expanding access to education and enhancing the impact of the Brampton Innovation District, fostering collaborations between the university, community and industry.

A significant announcement was made during the gala, unveiling a groundbreaking partnership with the Peel District School Board to increase access to university programs for traditionally under-represented students. The partnership includes an innovative pilot pathway program targeting grades 11 and 12 students, particularly those from Black, Indigenous and other marginalized communities.



2023 Algoma University Classic Golf Tournament

The 2023 Algoma University Classic Golf Tournament brought together alumni and supporters in support of current and future students as they pursue higher education in our community. Led by S&T Group as the tournament's title sponsor and under the direction of a committee of alumni, the event raised **\$30,000** towards the Student Emergency Support Fund.

The Student Emergency Support Fund directly assists Algoma U students in need of emergency financial support. These funds are applied for by students who have been struck by hardship and without assistance, their only option may be to drop out of their program. This fund helps reduce the number of students forced to stop their studies by helping them pay rent, buy food and so much more.

"It's incredible to see our community rally together to support our students," said Dr. Vezina. "On behalf of the entire Algoma University community, I would like to share my sincere gratitude for the tremendous support we have received over the years, and this year, to ensure students stay in class and achieve their academic dreams. None of this would be possible without the generosity, kindness and dedication of our sponsors, supporters and participants."



Photos from top down: Daniel Lewis, author and entrepreneur emceed the 2023 Algoma University Gala in Brampton; Nachdi Jawani Bhangra Team entertaining guests; Annual Algoma U Golf Classic presenting sponsors, S&T Group Inc.



SPORTS COMMUNITIES PAY IT FORWARD



Sault Youth Soccer Club helps to make Algoma University the next step in local soccer

The Sault Youth Soccer Club is the leading soccer program in Sault Ste. Marie for kids ages 5-18. Every year, nearly 1,600 young athletes join their program to play the sport they love. They can now pursue their passion at post-secondary institutions across Canada and even beyond our border. The club has established a new bursary award that will encourage students who graduate from its programs to take their passion and skills to the Ontario University Athletics and represent Algoma University. This bursary will give five players per year up to \$1,500 to help pay for their education and related expenses.

Keeping local athletes in our community ensures the Algoma University soccer program grows and develops while also showcasing homegrown talent on the biggest amateur stages. This partnership will assist local athletes in becoming the best players possible, while also prioritizing higher education. We look forward to working with the Sault Youth Soccer Club for years to come to give young soccer athletes the best opportunities to excel.

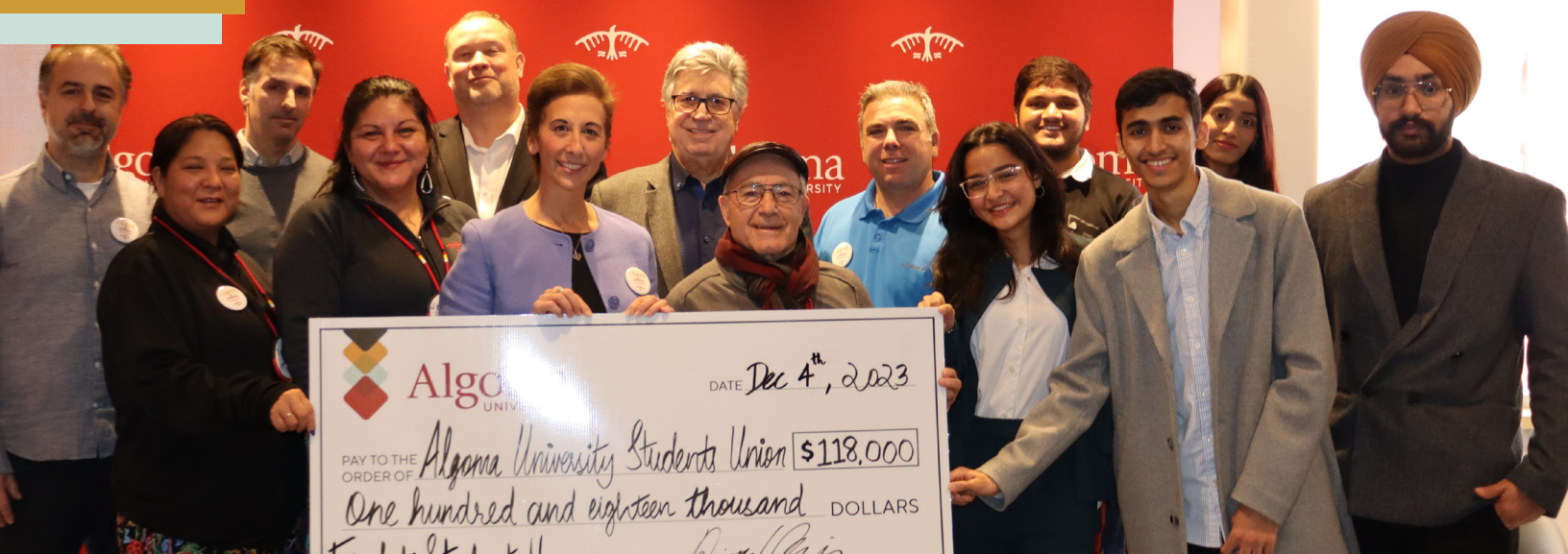
Supporting the crucial work of Indigenous-led organizations

On Saturday, September 30, the Jays Care Foundation joined all of Canada in recognizing the National Day for Truth and Reconciliation, which honoured children who died at and survived residential schools, as well as their families and communities.

Jays Care donated \$150,000 to Indigenous-led organizations, including the Children of Shingwauk Alumni Association. Jays Care and the Blue Jays were honoured to collaborate with, and learn from, more than 150 Indigenous partners, who are supporting and implementing programming for more than 7,100 Indigenous children and youth.

Last year, the foundation committed approximately \$2.5 million to programming in Indigenous communities, including the Indigenous Rookie League, a multigenerational baseball league that promotes healing through intergenerational connections and community collaboration.

JOINING FORCES TO MAKE A HUGE IMPACT



GIVING TUESDAY

Algoma U and local communities raise more than \$130,000 to support students in need

As the world celebrated Giving Tuesday on November 30, Algoma University embraced the spirit of generosity by prioritizing food security for its students. With the growing concern of food insecurity, particularly among students, Algoma U recognized the urgency of addressing this issue. This Giving Tuesday held special significance as Algoma U aimed to raise \$100,000 for the Algoma University Students' Union (AUSU) to help in its fight against student hunger.

Algoma University kickstarted the campaign with a \$50,000 donation to AUSU. The response from our community was nothing short of extraordinary, with more than \$130,000 raised in just four weeks. This remarkable achievement would not have been possible without the support of dedicated individuals and organizations such as the Shingwauk Anishinaabe Students' Association, John Cutruzzola from Inzola Construction and Bill Kanellopoulos from Kallo Developments, who joined staff and faculty in making generous contributions.

In a world grappling with escalating food prices, the solidarity shown by our community underscores our collective determination to support students during their academic journey, ensuring equitable access to nutritious meals for all.



FIGHT STUDENT HUNGER

Photo above: Leaders from Inzola Construction, Kallo Developments, the Shingwauk Anishinaabe Students' Association (SASA), and Algoma University present the Algoma University Students' Union (AUSU) with \$118,000 to support AUSU's fight against hunger.

Adejisola Atiba BBA '18

ALUMNA PROFILE: LIVING ON HER OWN TERMS

By Katherine Laidlaw

When Adejisola Atiba, BBA Human Resources '18 became a mom, there was one piece of her father's advice she wished she'd heeded: go to school. She was the fifth of 11 children, and her father doted on her. He urged her to pursue higher education. When, at 16, she finished high school, she dismissed his insight. Years later, while raising her baby boy, she found herself unemployed and homeless. She moved with her newborn from one friend's couch to another, while her father's voice echoed in her head.

One evening, at home with her son, she heard her neighbours screaming outside her apartment door, then gunshots. She fled to the far corner of her flat, her toddler pressed to her chest. "I was praying to God that my son was not going to cry," she says. The gunmen didn't enter her home, but the experience left her shaken. She decided she couldn't stay in Nigeria, and moved to Canada with her son to build a better life.

She struggled to find work due to the lack of a network, and employers not valuing her business degree or experience. After eventually landing a job as a teller at an RBC branch in Brampton, she became interested in becoming a financial planner. However, the certification requirements for this profession did not recognize her degree. If she wanted to pursue this career path, she

would need to return to school. By then, she had a full-time job, a husband running his own business, and two sons. She enrolled in night classes at Algoma University campus in downtown Brampton, sometimes bringing her sons to her classes and riding the bus home with them late at night. "This time, I knew it wasn't about how many times I'd fall. It was about how many times I'm able to rise again," she says. After four years, she

graduated with a business administration and human resources degree. She moved from her role as a teller to an account manager, then senior account manager, then finally, a financial planner.

Adejisola is now a community manager at RBC, and is involved in several volunteer endeavours. She founded the Council of Nigerian Professionals and the African Caribbean Council of Halton. When she moved to Milton and realized the city didn't have any events for Black History

Month, she started one. She recently joined the Rotary Club. She even mentors young Nigerian entrepreneurs.

"I don't want people to go through what I went through. I know my father wanted better for me. My mother wanted better for me. I want to be that person who can say, if I can do it, then you can do it."

“ This time, I knew it wasn't about how many times I'd fall. It was about how many times I'm able to rise again. ”
— Adejisola Atiba

FINANCIAL IMPACT



Total number of active donors
635



Number of NEW donors
180



Total number of alumni
11,073

Number of financial awards supporting students



180

Number of new awards created



14

Total donations and grants

\$6,300,407

Total Student Enrolments

10,713 (Sault Ste. Marie, Brampton, Timmins campuses)

Economic Impact on Communities FY2022/23

Operations Spending Impact **\$107.5 million**

Research Spending Impact **\$1.9 million**

Construction Spending Impact **\$11.1 million**

Student Spending Impact **\$118.9 million**

Alumni Impact **\$338.0 million**



Total Impact
\$577.6 million

Jobs Supported
5,597

Events

Number of events held

15

Alumni attending events

277

Total attendees

1,190

LEAVING A LEGACY HELPS FUTURE GENERATIONS OF STUDENTS



Support Algoma University student success now and into the future

The decision to make a legacy gift is highly personal and starts with considerations for your spouse, children and grandchildren. Leaving a gift in your estate or through a gift of life insurance is a powerful way to leave a lasting legacy and honour the causes you value most. It's not only about paying it back but about paying it forward.

We strive to ignite the spark of curiosity in students, and equip them with the knowledge and tools they need to succeed as future leaders. As the world changes around us at an unprecedented pace, your legacy gift can provide a solid foundation for the next generation.

If you have included Algoma University in your estate plans, please let us know so that we have the opportunity to thank you. We want to ensure we understand the intentions of your gift. Any information exchanged will be held in the strictest of confidence.

Ways to make a Legacy gift:

- A bequest in your will
- A gift of life insurance
- A gift of publicly traded securities
- Establishing an endowment
- Other types of legacy gifts

Choosing to leave a legacy gift is a deeply personal act of generosity. If you'd like more information or want to speak to someone directly, we invite you to reach out to:

Giselle Chiarello, Manager Advancement
705-251-0141
giselle.chiarello@algomau.ca

To learn more about this giving opportunity or other ways to support students, visit: www.algomau.ca/giving

THANK YOU TO OUR DONORS

Many thanks to all donors who contributed to the Annual Named Scholarships and Bursaries Student Awards Program

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Algoma University Alumni
Algoma University Alumni Council
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Corporation of the City of Sault Ste Marie
CPA Ontario Foundation
Department of Law and Politics in memory
of Dr. Olabanji Akinola Global Citizenship Award
Jane Rodgers
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Shingwauk Anishinaabe Students' Association Scholarships
Soo Mill and Lumber Company
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Tenaris
The R.N. Tagore Scholarship - established by
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Zonta Club of Sault Ste. Marie Area

Algoma University gratefully acknowledges all donors who have created endowed funds through donations to Algoma University

Aboriginal Veterans' Award,
in memory of J. Edward Boissoneau
- established by Judy Syrette

**ACCANO (African Caribbean Canadian
Association of Northern Ontario) Scholarship**
- established in partnership with ACCANO

**Albert Lucarelli Memorial Graduate Award
for Career in Visual Arts**
*- established in memory of Albert Lucarelli by
family and friends*

Alexander M. Ross Bursary Award
- endowed by Alexander M. Ross

Algoma Steel Inc. Student Award
- established by Algoma Steel Inc.

Algoma U Student Humanitarian Award,
in memory of Dr. G. Ed Mohamed
*- established by family and friends of the
late Gerald Edson Mohamed*

Askin Family Bursary
- established by Muriel Askin

AUSU's Next Chapter Bursaries and Scholarships
- established by the Algoma U Students' Union

**Evolugen by Brookfield Renewable
Environmental Science Award**
- endowed by Brookfield Renewable Power

Carl J. Sanders Scholarship
- in recognition of the Sanders family

Dr. Edwin Giesbrecht Mathematics Award
*- established by the estate of the late
Dr. Edwin Giesbrecht, along with family and friends*

Dr. Jong You CESD Student Award

– established by Algoma U's CESD department
in honour of Dr. Jong You

Dr. J. MacBain Cameron Memorial Fund

– established by family in memory of
Dr. J. MacBain Cameron

Dr. Ken McLarty Research Award

– endowed by Dr. Ken McLarty

Dr. Lou and Mae Lukenda Foundation Bursary

– established by Dr. Lou and Mae Lukenda

Dr. Robert Ewing Geography Award

– established by friends and family on the
retirement of Dr. Robert Ewing

Dr. Robert V. d'Amato Student Award

– established by Theatre Algoma

Dr. David Walde Humanitarian Scholarship

– established by friends and family of
Dr. David Walde

Edward and Frank McGrath Award of Excellence

– contributed by the late Edward and Frank McGrath

Elvi and Lloyd Leitch Entrance and Continuing Bursaries

– established by the estate of Elvi and Lloyd Leitch

Elvi and Lloyd Leitch Student-Athlete Bursary

– established by the estate of Elvi and Lloyd Leitch

Elsie Anne Savoie Fine Arts Award

– established by Elsie Savoie

Evan D. Young Award

– established by friends and family of the late Evan D. Young

**G. Verdi and Princess Marie José Lodges,
Order Sons of Italy of Canada Scholarship**

– established by G. Verdi and Princess Marie José Lodges,
Order of Sons of Italy of Canada

Gabriel Barban, P. Eng. Bursary

– established by family, friends and colleagues
of the late Gabriel Barban, P. Eng.

Gerald E. Nori, Q.C. Student Assistance Bursary

– endowed by family, friends and colleagues in
honour of Gerald E. Nori, Q.C.

Gladys McNeice Award

– established by the estate of Gladys McNeice

Gloria Jean Grossett Student Award

– established by Quattra CSC, in memory of
Gloria Jean Grossett

Great West Life Student Assistance Bursary

– endowed by the Great West Life Assurance Company

**Great West Life Student Assistance Bursary
for Indigenous Students**

– endowed by the Great West Life Assurance Company

Hannah Lois Morris Bursary

– established by Jill Morris, in memory of her mother,
Hannah Lois Morris

Ian W. Hollingsworth Science and Technology Bursary

– established by the late Ian W. Hollingsworth

Indigenous Students Assistance Fund

– established in memory of Gary Corbiere

Inzola Group "35" Scholarship

– established by John Cutruzzola, chairman

Johanna Bischooping Bursary

– established by the estate of Johanna Bischooping

John Deakin Buckley Walton Scholarship

– established by the estate of John Deakin Buckley Walton

John Hayes Jenkinson, B.E.M., Memorial Scholarship

– established by the estate of John Hayes Jenkinson

John R. Rhodes Scholarship

– established by friends and family of the late
John R. Rhodes

John Rowswell, M.Eng., P. Eng., P.E. Bursary Award

– established by friends and family of the late John Rowswell

**Judge John Hay McDonald and Vera McDonald
Memorial Scholarship**

– established by the estate of the late
district court Judge J.H. McDonald

Judge M.G. Gould Bursary Award

– established by the Algoma District Law Association in
honour of the late district court Judge, M.G. Gould

Katherine Jean Dunster Student Award

– established by the estate of Katherine Jean Dunster

Kenneth and Colleen Moodie Scholarship

– established by the children, grandchildren and friends of
Kenneth and Colleen Moodie

Living Learning Student Assistance Fund

Leone Hamilton Bursary

– established by the estate of Leone Hamilton

Maris Pone Scholarship

– established by Dr. Jong You, Dr. Krishna Kadiyala, and
Professor Jim Gibson

Métis Nation of Ontario Bursary Award

– endowed by the Métis Nation of Ontario

Moyra and Edward O'Pallie Bursary

– established by Moyra O'Pallie

Paul and Bricken Dalseg, Pioneers of Lake-of-the-Woods Student Award

– endowed by Paul Dalseg in memory of his parents Paul and Bricken Dalseg

Peggy and Willmont MacDonnell Scholarship

– established by the estate of Peggy and Willmont MacDonnell

Peter McGregor Memorial Award

– established by friends and family of the late Peter McGregor

Professor Tony Sharman Bursary

– established by Professor Tony Sharman, in memory of Lesley Sharman, AUC student 1979–81

Sardar and Rajwant Sohi Rotary Bursary

– established by Dr. Sardar Sohi and the Rotary Club of Sault Ste. Marie

Sardar, Rajwant, Paul and Anita Sohi Family Scholarship

– established by Dr. Sardar Sohi

Sar-Gin Developments (Sault) Ltd. Student Award

– endowed by Sar-Gin Developments

Scotiabank First Nations Student Bursary

– established by Scotiabank

Scotiabank International Merit Scholarship

– established by Scotiabank

Scotiabank Student Assistance Fund

– endowed by Scotiabank

TD Environmental Science Scholarship

– established by the TD Bank Group

The ADNET Bursary

– established by the Algoma District Community Network

The Bud and Anne Wildman Scholarship

– established by Bud and Anne Wildman

The Gloria Cote Memorial Bursary

– established by the late Rose Marie Blais, in memory of her daughter Gloria Cote

The Henry Lang, Q.C. and Helen Lang Law and Justice Bursary

– established by the family of Henry and Helen Lang

The Hogg Family Endowment for the Carolyn Harrington Award

– endowed by the Hogg Family

The Hollingsworth Family Bursary in Business and Economics

– established by the Hollingsworth family

The Honourable Ray and Mary-Kay Stortini Bursary

– established by The Honourable Ray and Mary-Kay Stortini

The Honourable Ronald A. Irwin Student Leadership Bursary

– established by family and friends of the Honourable Ronald A. Irwin

The Kresin Engineering Scholarship for Math and Science

– established by the Chris Kresin and Michael Kresin

The M. Wright Family Award

– established by the M. Wright and Family Foundation

Maria Francella Scholarships in Psychology and Social Work

– established in memory of Maria Francella

Rita Adams Bursary

– established by Rita Adams

The R.N. Tagore Scholarship

– established by Bharati Mukherjee

The Rosemary O'Connor Memorial Bursary

– established by family and friends in memory of Rosemary O'Connor

The Rose Nolan Memorial Scholarship

– established by the Ted Nolan Foundation

The Rotary Club of Sault Ste. Marie North Bursary

– established by The Rotary Club of Sault Ste. Marie North

The Team Jacobs "Follow Your Dreams" Bursary

– established by Team Jacobs (Brad Jacobs, Ryan Fry, E.J. Harnden and Ryan Harnden)

The Very Reverend Meletios Christoforou Scholarship

– established in honour of the late Greek Orthodox missionary/traveling priest who served more than 60 years in Africa and North America

The William M. Hogg Scholarship

– endowed fund created in honour of the late William M. Hogg by Great Lakes Power (now, Evolgen)

Tracy E. Cresswell, B.Sc. (Honours), L.L.B. Bursary

– established by the family and friends of the late Tracy E. Cresswell

Tulloch Engineering Student Award

– established by M.F. Tulloch Engineering

United Steelworkers Local 2251 Student Award, established by John Kallio

– established by John Kallio

Walter Yurechuk Memorial Scholarship

– established by friends and colleagues in honour of the late Walter Yurechuk





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