

2015

FALL ISSUE

RENISON *REPORTS*

Renison University College | Alumni and Friends



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SUPPORT OUR STUDENTS

Renison Reports
Renison University College's Alumni
and Friends Magazine
Fall 2015

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On the cover: Part-time Master of
Social Work students strike a pose.

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FROM THE EDITOR



Photo: Light Imaging

As the days grow shorter and we turn our clocks back, we remember the excitement of another school year, whether it is university or elementary school. The excitement is palpable, as the air gets cooler, and the season changes into the vibrant colours of autumn heading into the winter season.

As the new school year at Renison gets underway, we feel the excitement of a fresh beginning. Whether it is students moving into university, or returning students beginning a new academic year, or former faculty of Renison starting new initiatives, you'll read about them in this edition of Renison Reports.

Find out how students stay engaged with Renison throughout their university lives, even if they are no longer in residence, and discover what new books faculty are writing and publishing. And, in this edition, we also feature some new services within Renison that support our students.

A new school year, exciting opportunities as we look forward, and your memories of Renison as you read what is happening now - all contribute to our theme of past, present and future.

Caroline Tanswell
Director of Institutional Advancement



A former Renison student delivered 1,000 origami cranes to Hiroshima in recognition of atomic bombing that devastated the city (Aug)



Professor Kristina Llewellyn was named one of *Education's 100* at the University of British Columbia for her work in gender equality, oral history, and the history of education (Oct)



The Renison International Office (RIO) established custom programs with institutions in China, Japan, and Saudi Arabia (June-Aug)



Professor Akiko Maruoka was awarded the first Teaching Excellence Award at Renison for her passion and dedication in teaching Japanese (July)

Around the College



More than 136 people from around the world watched our live video of the English for Success graduation ceremony (Aug)



Instructors from the English Language Centre taught English classes in Turkey in a summer university experience program (July)



Professor Idrisa Pandit was named one of the *KW Oktoberfest Rogers Women of the Year* in the Community Service category (Oct)



Renison hosted the Chinese Book and Photo Exhibit to Commemorate the 70th Anniversary of World War II (June)



Renison brought the Taiwanese opera *Hero Beauty* to the region for a one-night performance (Oct)



Euphoria residents Megan and Alexandra were the winners of our #RenisonSelfie contest (Sept) bit.ly/RenSelfie



Sakura Japanese Language School for students ages 4-10 launched its fifth year of classes (Sept)



Principal
Wendy L. Fletcher

PRINCIPAL'S MESSAGE

It is impossible to spend any amount of time with the students of Renison University College and fail to be inspired to try, as one is able, to make a positive difference in the world. The entering class of 2015 is no exception. Meeting with diverse groups of students, we asked them to help us take a class photograph - an inside-out photograph. Tell us, we said, if you could make one positive difference in the world, what would it be? What do you want to do with the one incredibly precious life you have been given? They answered! Across a wide spectrum of interests, experience, and ability, they articulated, with no hesitation at all, exactly how they wanted to contribute; they told us why they need a Renison education. Those students have chosen rightly in trusting Renison as their mentor and midwife in higher education. The people here to teach and support them are like-minded; we are a community of people who believe that things can change - that the world, as it is, provides the beginning place for a new world, the world as it might be should we all lend our minds, hands, and hearts to the work of its best becoming.

Over the course of this past year we have continued to nurture the quality of education at Renison through hiring the strongest possible additions to our faculty and staff. We have nurtured faculty research with impressive and cross-departmental results. We have expanded our capacity to support student life and well-being through the expansion of our work in student engagement. We have expanded our reach and our thinking in our international

partnerships. We have created new and lovely teaching and working spaces, through the addition of a new building for global engagement, which Their Excellencies the Right Honourable David Johnston, Governor General of Canada and Mrs. Sharon Johnston opened in October. We have moved our advancement work forward in support of our many student-centred initiatives. We continue to develop institutional infrastructure which can better serve the needs of our work force and our teaching-learning community.

This year we have refined the articulation of our mission through the following three foci, which run across all areas of the College's life and are concentrated in specific program areas:



Social Engagement and Innovation spearheaded by the work of the Social Development Studies Department and the School of Social Work, Renison provides tools for learners to advocate for and work toward the development of a more just and equitable world that embodies active compassion in advocating for systemic change, equity, and social well-being.

Global Engagement through Languages and Culture spearheaded by Applied Language Studies, English for Multilingual Speakers, East Asian Studies, Studies in Islam, Religious Studies, and English, Renison equips learners with skills in languages and cultural awareness which enable communication across difference, toward the building of a world grounded in respect for diversity and framed by tolerance and equity, achieved through mutual understanding.

Community and Professional Education spearheaded by our Centre for Community and Professional Education, Renison offers non-degree education drawn from all of our degree program units and through our English Language Centre, Renison Institute for Ministry, Confucius Institute, King Sejong Institute, ACE-TESOL program, the Renison International Office, and our Sakura Japanese Language School for children. This work shares the capacity of the academy in a non-degree setting, reflecting Renison expertise, as empowerment of the learner in professional and community settings toward the realization of their personal and professional goals.

Engaged education for the well-being of the world . . . education is the vanguard of hope by which new worlds become possible. We at Renison devote ourselves entirely to this premise and to the hoped for new day which education can nurture in our communities.

Wendy L. Fletcher
Principal and Vice-Chancellor



Timothy Gianotti
Associate Professor
Studies in Islam

Timothy J. Gianotti is a scholar of classical Muslim thought (theology, philosophy, spirituality), a contemporary Muslim theologian, an interfaith advocate, and a program builder with hands-on administrative experience. Prior to joining the Studies in Islam faculty at Renison, he served as the Director of Islamic Studies at the American Islamic College in Chicago. Holding his B. from the University of Notre Dame (Great Books and Classics), his MA from the University of Toronto (Islamic Intellectual History, classical Arabic language & literature), and his PhD also from the University of Toronto (classical Islamic Philosophy & Theology), his undergraduate and graduate studies included several periods of residence in the West Bank and Jordan, where he studied literary Arabic, Islamic History, the traditional Islamic religious sciences, and various topics in Christian and Jewish thought.



Vinh Nguyen
Assistant Professor
Diasporic Literatures in English

Vinh Nguyen was born in Ho Chi Minh City, Vietnam, and immigrated to Canada at the age of eleven. He has completed his doctorate in the Department of English and Cultural Studies at McMaster University, where he also held a Vanier Canada Graduate Scholarship. Vinh will join as assistant professor of Diasporic Literatures in English and will be cross-appointed in the departments of Humanities and East Asian Studies.

Vinh's dissertation, *Diasporic Feelings: Refugee Subjectivity and the War in Vietnam*, "examines how the 'figure of the refugee' both illuminates and complicates conventional understandings of nationhood, citizenship, and belonging, and in doing so, imagines alternative ways to think about history as well as socio-political formations to come."



Edwin Ng
Assistant Professor
School of Social Work

Edwin Ng joined Renison as an assistant professor in the School of Social Work, effective July 2015. Prior to coming to Renison, he was an ACHIEVE Post-Doctoral Fellow at the Centre for Research on Inner City Health, St. Michael's Hospital. Edwin earned his BSW and MSW degrees from the Universities of Windsor and Toronto respectively. He completed his PhD in Social Science and Health in the Dalla Lana School of Public Health, University of Toronto.

His primary research integrates political economy and public health. Specifically, his work focuses on how population health and health inequalities are generated and reproduced through democratic politics, social protection policies, and social class relations. Edwin uses both quantitative and qualitative methods to advance Rudolf Virchow's famous argument that "Medicine is a social science, and politics nothing but medicine at a larger scale."

NEW FACULTY APPOINTMENTS

THE HUMANITIES: BENEFITING INDIVIDUALS & SOCIETY

“ If we’ve taught them to think and to seek information for themselves in an intelligent manner and be able to deal with it in a sophisticated way, then that’s the really portable skill which is the takeaway here.

Professor Jeff Wilson
Chair of Humanities



BY BRENDON BEDFORD

The humanities are the study of how people process and document the human experience. At Renison, this has been a foundational field of academic exploration and instruction. As a liberal arts college, many of our first offerings were humanities courses.

Professor Jeff Wilson is the newly appointed chair of Renison’s humanities program, which includes courses in English, religious studies, fine arts, and history. Wilson, who teaches religious studies, sees great value in the high quality of instruction undergraduate students are receiving at Renison. Humanities courses focus on developing critical thinking skills and communication skills including the ability to read intelligently and insightfully while also being able to communicate those insights.

“Beyond me just teaching a course on Japanese religion, in that course there’s going to be lots of reading, lots of writing, and lots of discussion of reading and discussion of writing,” says Wilson. He wants his students to dig into the materials and be skeptical of them. “Anytime one receives information, we’re teaching people how to think about these things: Who generated them? Why did they generate them? Why

did they choose these words and not others?”

Wilson is resistant to the ‘job prospects’ view of a university education in the humanities. In his opinion, students engaged in the humanities are there to do something bigger than getting a job. He believes that one is bettered by time spent at university and that the study of the humanities allows one to better empathize with others around us.

“The truth is that most people will forget most of what they learn at university. Ten years or 25 years from now, I don’t expect that many people will remember the name of this dude who died 800 years before they were born versus that other dude who died 1500 years before they were born,” says Wilson. “They’re not going to remember that sort of content. But if we’ve taught them to think and to seek information for themselves in an intelligent manner and be able to deal with it in a sophisticated way, then that’s the really portable skill which is the takeaway here.”

These are all sentiments echoed by current humanities students at Renison. Madelyn

Prevost, a fourth-year religious studies major at the University of Waterloo, has taken a large number of courses at the College. She says she values the critical thinking skills that she has acquired over the course of her studies.

“In the humanities, including religious studies, we do so much reading and it can be tempting to just automatically believe what you read and not question it. But especially in religious studies, there is some aspect of interpretation, and not necessarily everything you read is true.”

One of Prevost’s favourite professors, Renison’s Professor Doug Cowan, a teacher and researcher in religious studies, has helped her to value and improve her own writing and communication skills. She explains that Professor Cowan has written a number of well-regarded books and papers and his writing has consistently been more readable and accessible than much of the academic literature she has encountered.

Prevost has taken one of Cowan’s pieces of advice to heart: “Read everything,” she says. “You can never have enough research.”



Professor Rachelle Ashcroft
Assistant Professor
School of Social Work

BY KARI PASICK STEWART

A research grant of \$295,419 has been awarded to Renison Professor Rachelle Ashcroft. The funding will help Ashcroft and her team develop a model that will help Ontarians have better access to mental health care.

“Common mental disorders such as depression and anxiety disorders are highly prevalent in the Canadian population, affecting more than one in five Canadians over their lifetime,” says Professor Rachelle Ashcroft, Assistant Professor at the School of Social Work at Renison University College. “The main objective of our research is to develop a model that describes the system of non-financial and financial incentives that can be used to improve access to high-quality mental health care in Family Health Teams. Our research will also identify existing disincentives that may be deterring access to quality mental health care in Family Health Teams,” says Ashcroft.

Disincentives can arise from problems in design or implementation of particular incentive schemes - for example, time restrictions in the scheduling of patient appointments or limited

access to mental health specialists.

In Canada, a number of reforms initiated over the past two decades have aimed to strengthen healthcare with changes to primary care models. Family Health Teams are one example of a newer team-based model of primary care that emerged in Ontario in 2005. Family Health Teams are intended to provide Ontarians with improved access to different types of healthcare services, including mental health services. Primary care settings that bring together family physicians and other healthcare providers are considered one of the best settings for the prevention and management of depression and anxiety.

The Canadian Institute of Health Research (CIHR) Operating Grant has been awarded to Professor Ashcroft and her team over a three-year term. They plan to interview a broad range of people who can help identify ways to improve mental health care in Family Health Teams including direct service users, family members, family physicians, nurse practitioners, social workers, psychologists, team directors, psychiatrists, community mental health providers, and policy makers.

“We want to learn directly from people who use Family Health Team services, as well as the people who provide care in Family Health Teams and other key stakeholders, what they think are the best ways to help improve mental health care for people with depression and anxiety,” says Ashcroft.

The co-investigators in this study are Dr. Kwame McKenzie, CEO of Wellesley Institute, Toronto; Dr. Simone Dahrouge, Director of Research, C.T. Lamont Primary Health Care Research Centre within the Bruyere Research Institute, Ottawa; Dr. Jose Silveira, Chief of Psychiatry, Medical Director, Mental Health and Addiction Program, St. Joseph’s Health Centre; and Dr. Matthew Menear, Postdoctoral fellow and KT Canada STIHR fellow in the Department of Family Medicine and Emergency Medicine, Université Laval.

HEALTHCARE

RESEARCH FOR BETTER

#22DAYS

OF REFLECTION AND

RECONCILIATION

Renison University College was actively involved in the #22Days campaign called for by the Anglican Church of Canada.

BY THE REV. CANON MEGAN COLLINGS-MOORE

In June, Canada's Truth and Reconciliation Commission (TRC) concluded its hearings and delivered its report on residential schools, referring to it as "cultural genocide" and seeking to find ways to bring about healing. The Anglican Church of Canada called its members across the country to twenty-two days of renewal, seeking reconciliation between Indigenous and non-Indigenous peoples of Canada. Anglicans were involved in the running of many residential schools across Canada and have been engaged in the work of reconciliation and examination since the apology given by Primate Michael Peers on behalf of the wider church in 1993.

As an Anglican college, Renison responded to this call. On Sunday mornings at Renison's chapel worship service, St. Bede's faith community remembered the legacy of the residential

schools, praying for healing and reconciliation. We also recalled the 1181 missing and murdered indigenous women, and each day throughout the #22Days campaign, the chapel bells tolled at 12 noon in memory of these women. A small table was set up in the chapel with prayer resources and information, along with a display area in the Ministry Centre, so that people could see the information and could pray and consider action.

But the highlight of the #22Days here at Renison was the visit by Lila Bruyere. Lila is an Ojibway woman from Couchiching First Nation. She is a residential school survivor who attended St. Margaret's Residential School in Fort Frances from the age of 6 to 14 years of age. We were put in contact with her through the University of Waterloo's Aboriginal Centre, based at St.

Paul's University College, and were delighted to welcome her to Renison on June 17th.

That day, approximately 50 staff, students, faculty, and community members gathered over the lunch hour to listen to Lila's story. She spoke to us of the difficulty in leaving her parents and home and the numerous ways in which the damage done in those years has continued to impact her life. She talked about her parents who also attended residential school and of the intergenerational scars, including those on her own children. She shared candidly about her own struggles, but always with tremendous poise and grace, inviting us into her story to hear and be in dialogue with her.

Lila opened the door for questions and conversation following her talk, and many people stayed for upwards of an hour, first as a large group,



Glossing over the bad parts of our past allows for ignorance to breed. If you believe that we are historically improving naturally, then no one is making a stand. You need to understand the injustices and trauma that occurred in the past; this is critical to ensuring that it doesn't happen again.

Professor Kristina Llewellyn
Social Development Studies



but then splitting into smaller groups to talk about where to go from here. Conversations took place between students and faculty about ways to incorporate learning about residential schools into a variety of university courses, and ways in which indigenous concerns and issues could be incorporated into the wider university experience. Individual professors and students are continuing to talk about ways in which this can move forward.

Sharing oral accounts from darker parts of Canadian history is imperative to the development of empathy and social conscientiousness in future generations, according to research by Social Development Studies Professor Kristina Llewellyn. She says this is an important time to remember that first-hand historical accounts make an impact on the listener and should be shared, even if they paint a dark picture of Canada's past. Llewellyn is concerned that some effort will be made to shield Canadians, especially school-aged children, from the oral accounts that were

collected for the report.

"The way to reach children is through storytelling. It's very personal, and it allows them to empathize. Glossing over the bad parts of our past allows for ignorance to breed," said Llewellyn. "If you believe that we are historically improving naturally, then no one is making a stand. You need to understand the injustices and trauma that occurred in the past; this is critical to ensuring that it doesn't happen again."

Renison is going to continue to build on a relationship with UWaterloo's Aboriginal Centre. In addition to encouraging people to attend their weekly Soup & Bannock lunches, we also collaborated on a soup lunch in October. While the School of Social Work has previously been involved, the Ministry Centre and Chaplaincy is promoting this among the wider constituency of Renison. The hard work of reconciliation and change relies on relationship building - and so that is where we will start.



Lila Bruyere

Lila Bruyere is an Ojibway woman from Couchiching First Nation. She is Bear Clan, a pipe carrier and retired jingle dress dancer. She has three sons, seven grandchildren and two great-grandchildren. She graduated from Carleton University with her Bachelor of Social Work Degree (HBSW) and recently graduated with her Masters in Social Work from the Aboriginal Field of Study program at Wilfrid Laurier. Lila and her son Shawn Johnston are the first Aboriginal mother and son to graduate from Laurier from the same program and same university.

HUNGRY FOR ENGAGEMENT

A tradition of feeding your soul (and your stomach) at Renison from the moment you walk through our door until your final days at the College.

“ The event was a total hit. Everyone had such a great time.

Ana Penacho, President
Renison Upper Year Association



BY COLIN DURKIN,
JEFF NEWELL

Engagement is important from the moment a student walks through our doors until the day they graduate. Making our students excited to be a part of the Renison community is something we strive for from the beginning.

It all starts on Labour Day, also known as Move-in Day at Renison. The annual tradition of welcoming students to their new home is a big day for students and their families, but it is also a big day for the many dons, volunteers, Move-in Day helpers, staff, and faculty. The planning process begins in January and culminates with the incoming residents meeting their floor-mates and having their photo taken, sometimes smiling, sometimes with tears in their eyes. It's an experience that many will remember.

Throughout the year, our students will be challenged

to find ways to interact with the community and their peers. Renison's #Freshman15 campaign challenges students to find 15 ways to improve their life (or someone else's) instead of worrying about the notorious 15-pound weight gain in first year. The freshman class of 2015 are challenged to make 15 positive changes such as give 15 compliments, work out 15 times, or meet 15 new friends. Throughout the year, students will be asked, "What's your 15?"

This year, we are excited to be launching the Renison Upper Year Association. This group aims to provide a memorable experience and connection to upper year academic and residence students from Renison through a series of fun events. The first event of the year was a welcome back barbeque held in the courtyard of the brand new atrium at Renison.

"The idea behind having a barbeque was to get everybody

together again after the summertime in a nice and relaxed setting so people could chill out, listen to some music, grab a burger or a hot dog, and catch up with their friends," says Ana Penacho, President of the Renison Upper Year Association. "And the event was a total hit. Everyone had such a great time."

With most residents moving off campus after their first year, this association brings back parts of our community that we could easily lose touch with and keeps them engaged beyond their first year.

And when it's time for our students to pick up their degrees and enter the "real world," we celebrate one last time at our convocation ceremony and luncheon. This gives us the opportunity to congratulate our graduates, meet their families, and say good-bye (or, more often, "see you soon").



“My favourite part of move-in day was definitely learning the Renison dance!” (Samantha Warner, First-year resident)



The Upper Year Association BBQ brought together Renison veterans for some music, food, and beverages.



“It’s been said again and again but it is truly a community and I’m happy to be part of it.” (Katie Arnold, First-year resident)



“Move-in Day made me feel that I was a part of a small community and it allowed me to start friendships from day one.” (Jessica Bertrand, First-year resident)



On Move-in Day, students are given lots of opportunities to get to know each other better right away.



When our students are ready to graduate, Renison hosts a convocation ceremony and luncheon for students and their families.



Students, staff, and faculty get in the spirit on “Black and Gold Day.” Go Warriors!



Three times a term, Renison hosts “College Dinner,” a sit-down meal for students, staff, and faculty.



Throughout the year, our student life team organizes events to help our students unwind and relax.

RENISON STUDENT WINS **GRAND PRIZE** IN INTERNATIONAL SPEECH CONTEST





Watch her speech at bit.ly/CathyKSI

BY KARI PASICK STEWART

This October, Korean language student Cathy Wang beat out hundreds of competitors from forty-four countries to win the Grand Prize at the King Sejong Institute's Korean Speech Contest in Seoul, Korea.

"When I won the grand prize, I felt like I was a celebrity, and I was flattered that my audience enjoyed my funny performance," says Wang. Wang, who studies math at the University of Waterloo, started picking up bits and pieces of Korean in high school through her social circles. Today she studies the language at Renison and hopes to earn a certificate in Korean when she graduates.

In June, Wang entered Renison's inaugural Korean speech competition. The contest, sponsored and run in conjunction with King Sejong Institute (KSI) campuses around the world, was open to any non-native speaker

of Korean. Wang took home top honours in the Renison contest, and a video of her speech was sent to the KSI headquarters in Korea. She was then selected as one of sixteen finalists out of 1,077 contestants, and in October, she was flown to Seoul to participate in the finals.

There, she was named one of the five grand prize winners and was awarded six months of intensive Korean language and cultural studies at Ewha Language Center Korea, fully funded by the Korean government (including accommodation and airfare). Her prize also included a Samsung laptop.

Wang's unique speech, titled "My Awesome Dream," kept the audience entertained. Her performance included singing, playing with different Korean dialects and accents, referencing pop culture, and at one point, she even feigned losing a chunk

of hair to her decorative umbrella. She said she decided to opt out of writing a formal speech to showcase her language skills, and instead writing a speech with one goal in mind: making her audience laugh.

In January, Wang will claim her prize and head to Korea for her six months of intensive language learning, something she says she is very excited about. "I chose winter and spring terms so that I can escape the freezing Canadian winter," she laughs.

Renison's King Sejong Institute plans to host another Korean speech competition next year, and the institute will continue to offer events and non-credit courses throughout the year.

Are you interested in learning a new language? Renison University College also offers non-credit Arabic, Chinese (Mandarin), Japanese, Korean, and Turkish courses.

uwaterloo.ca/renison/cape

RENISON STUDENTS STUDY ABROAD

The Poole Gakuin University summer program runs from May to June for three weeks. During this time, students take Japanese courses, participate in cultural activities, help with English as a Second Language classes, and stay with Japanese host families.

BY KARI PASICK STEWART

As Alisa Zhang arrived at the Izumigaoka train station in Osaka, Japan, she was nervous about meeting the family that would be hosting her for the next three weeks. "I wondered what kind of people they would be and whether or not they would like me. As soon as I met them, all those concerns completely dissipated. My host family - as I discovered from the first night - were extremely kind, funny, and welcoming," says Zhang.

Zhang took part in the Poole short-term exchange program in June, where five Renison students visited Poole Gakuin University in Japan to take advantage of language and cultural learning opportunities. She says the academic portion of the trip was well organized and interesting.

"I very much enjoyed the different types of classes offered. Besides studying Japanese and assisting in English classes, we also attended classes like Japanese culture classes, home economics class, economics class, science class, music class, and health class, among many others. The teachers at Poole were fantastic as they were not only great educators, but great people as well (we were high-fiving one sensei in the hallway)!"

She says that the people of Osaka were incredibly kind, and from the moment they arrived in Japan, locals took the time to speak and engage with the group of Renison students. Their host families would joke around with them in Japanese and try to maximize their communication skills by taking them to events and

introducing them to local cuisine. They even arranged welcome parties at each host's home. "We enjoyed a delicious home-cooked dinner and participated in activities like bingo, firefly watching, and karaoke," says Zhang.

Zhang says a short-term exchange experience is something she would recommend for any student. "I can say without hesitation that this exchange was the best experience of my life, and I cannot think of better way to explore a country for the first time. There are so many things I still miss about Japan: the consistently amazing customer service, the endearing quietness, the efficiency, the delicious food, the convenience, the safety, everything."





Isabella Marchand in a tea field in Hangzhou, China, as part of the “Study in China” program.

The Confucius Institute’s six-week “Study in China” program consists of classes at a top Chinese university plus eight days travelling in China with an instructor, examining a living textbook of culture, art, food, and history.

BY KARI PASICK STEWART

When Isabella Marchand signed up for the Study in China program through Renison University College, she didn’t speak a word of Mandarin. She knew that communication would be a challenge as she made her way through Nanjing, Beijing, and Shanghai over a six-week period. But with an intensive language course set up through a partnership between Renison, the Confucius Institute, and Nanjing University, she was able to read about 500 Chinese characters and speak conversationally by the end of her trip.

“I loved doing little things like directing cabs, ordering food, asking if stores had certain products, and enjoying a bit of small talk with locals.

Being back home now, I’ve even had someone doubt that I’d only spent a month and a half studying Mandarin,” says Marchand.

This program is one of many language-learning opportunities at Renison, an affiliate of the University of Waterloo. Open to any member of the community, Renison offers Community and Professional Education (CAPE) classes in Arabic, Chinese (Mandarin), Japanese, Korean, and Turkish. There are also courses for multilingual speakers looking to improve their English through Renison’s English Language Centre (ELC).

Tanya Missere Mihas, Director of the ELC and the Associate Director of International and Intercultural

Development at Renison, says that these courses are an excellent form of professional development or continuing education for members of the community or university students looking to learn a new language without affecting their GPA.

“Studying languages and learning about different cultures can help inspire students to engage in a study or work term abroad,” says Missere Mihas. “Working and studying in other countries is becoming more common. Being introduced to this as a university student is a great way to embark on global citizenship. Our community courses can give students a head start on such experiences as they provide small class sizes and a relaxed environment, both being ideal for language acquisition.”

A GIFT OF STUDENT REFLECTION



BY CAROLINE TANSWELL

Darrol and Susan Bryant have been an integral part of the Renison University College community since 1973, when Darrol first accepted a position as a faculty member. His first teaching assignments were the Religious Quest, Religion and Politics, and Religion and Culture.

Susan began her career at the University of Waterloo and Renison University College teaching in the Writing Centre at the University of Waterloo (the first of its kind in North America), then teaching English at Renison, part time for twenty-five years. With the support of the College, she and Judi Jewinski founded WordsWork, a writing and writer-training company for businesses.

WordsWork operated from an office at Renison for twenty-two years.

As faculty members at Renison, Darrol and Susan contributed in many ways to the life of the College: teaching, mentoring students, giving leadership as committee and board members, and, for Darrol, serving as Acting Principal in 1997. He is now Professor Emeritus and presently Director of the Centre for Dialogue and Spirituality in World Religions at Renison.

As donors, they have modelled what they believe: that Renison's strength lies in its people – its faculty, its staff and its students. Together, Darrol and Susan have created three bursaries, and one student award, established the Centre for Dialogue and Spirituality, and

donated money, time, and talent to create the East Meets West Garden.

When asked why they have created student awards, they are both quick to say that it is important to offer opportunities to students to finish their education and to provide assistance based on need and criteria other than academic success.

Darrol's grandfather was a great believer in education, and that was one of the reasons that the first bursary donated by Darrol and Susan was named in honour of him, Charles Montrose Bryant.

To recognize the commitment and leadership of Darrol and Susan Bryant, a new space has been named in their honour at Renison University College. It is the first space of its kind at the College, and it is fitting that it will be called "The Bryant Family Quiet Space." It is open to any and all for reflection and prayer.

Susan speaks of the university as also a home for students, a place that is welcoming and comfortable, where they can relax, unwind, and refresh mind and body. It is our hope that our students and all who live at, work at, or visit Renison will find that refreshment and comfort in the Bryant Family Quiet Space.

Thank you, Darrol and Susan, for being part of the Renison family. We are truly grateful for all you have accomplished at Renison University College and for the leadership you continue to demonstrate to our community.

A GIFT OF STUDENT SUPPORT



BY CAROLINE TANSWELL

Dr. Bob Rosehart, fondly known as “Dr. Bob,” lived in residence at Renison the very first year the residence opened its doors to students. It was a time of new adventures, and to a young man from a small town in Ontario, it was quite an eye-opener.

Bob lived at Renison for one year, before moving into another college residence, mostly because friends were in residence there but also because he related to that college’s church affiliation.

Dr. Bob still remembers the pranks that were played and the names of many of those students who shared the residence life with him.

After graduating from Waterloo with a degree

in Chemical Engineering, Bob became Assistant Professor at Lakehead University. During his 27 years at Lakehead, he was a professor, the Dean of University Schools, and then President. For two years, he also assumed the role of Scientific Advisor to the Royal Commission on Electrical Power Planning.

It was at Lakehead University that Bob’s nickname of “Dr. Bob” first started. Teaching students and interactions with students were things that he always enjoyed. Students began calling him “Uncle Bob” which quickly turned into “Dr. Bob,” and the name followed him in his career.

Returning to southwestern Ontario, Dr. Bob became the president of Wilfrid

Laurier University in Waterloo, remaining in that role for ten years. He was also played a key role in two Ontario government studies on the northern Ontario economy.

In retirement, never one to sit idle and always willing to take on a new challenge, Bob was approached, while playing golf in Florida, to consider a new short-term role as Interim Principal of Renison. Because of his early connection with Renison, Bob was interested and ready to take on the opportunity. He became interim principal in 2008 and remained in that position for seventeen months.

For Dr. Bob, the time at Renison was not a time to rest on his laurels. Under his leadership, Renison College became Renison University College, the lower level of the new academic centre was completed, offering two new classrooms, seven offices, and a meeting room, and an elevator was added to the lower level of the Luxton wing, making the entire College fully accessible. It was a busy and productive seventeen months!

In 2015, Bob chose to support the newly renovated student services area, which includes the student engagement and housing offices for Renison students. It seemed a natural fit for Bob that he support an area that is so beneficial to students.

Thank you, Dr. Bob, for your leadership during your time as interim principal and for your continued involvement and leadership at Renison through your most generous gift!

GRAPEVINE

FEATURED ALUMNUS

We ask our alumni to update the Renison community on what they have been doing since graduation. Thanks to everyone for staying in touch with your Renison family.



2008

Sarah Joy Wong, BSW

Since graduating from Renison's Bachelor of Social Work program, I have gone on to complete a Master's of Social Work at University of Toronto and have been involved with newcomers, refugees, and street involved populations in community health settings. My interest in working amongst multicultural communities continues to be a passion, and this has led to work in Uganda (2011) and now to Cambodia, where I am involved in supporting local Cambodian social workers in a local organization that provides job skills training for women who have been trafficked.

1979

Janice Bye (nee Young), BMath
jbye326@gmail.com



I started out as a software developer, but moved to the US and stayed home to raise my three sons. While the kids were in school, I worked for a local yarn company that distributed yarn and patterns across the US. I got to use my math skills as a pattern editor and published some of my own knitting patterns. Check out one of my latest patterns in the new book *One Skein Wonders for Babies*.

1987

Steve Rapaport, BMath (CS, Combinatorics)
stevenrapaport@alumni.uwaterloo.ca



I've lived in the US, Italy, Sweden, England and now Scotland. There are ragdoll cats, fishing villages, and Fringe Festivals in my life. I'm in historic Edinburgh. Newly wed to the lovely Carol

of northeastern Scotland, and I've started graduate studies in Linguistics. Hoping for a PhD in 2019.

1989

Karen Peters (nee Voss), BA (SDS)
kpeters@uoguelph.ca

After graduating, I started working at the University of Guelph in the library. I worked at the Research Help desk and also catalogued electronic resources during my off-desk hours. After twenty five years at the university, I recently retired so that I could spend more time writing, something that I've always done. Over the years, I've had several short stories published, book reviews and a few articles. My first children's book, *William meets the Stick Family*, was published in 2013. A second Stick family story, *Kidnapped*, will be published next month by Iguana Books. Although I enjoy writing for children (these books are for ages 6 to 12), I've started work on a novel for adults. My children are now grown, so I have plenty of time to write.

2007

Cyndi Ley (nee Carr), BA (SDS)



I have lived on average west of Edmonton, Alberta, for the last six years. I taught kindergarten for four years, and now I'm working

as the head of underwriting for one of the largest insurance brokerages in the city. I was married last year and have two amazing step-children. Having the time of my life in Western Canada!

2012

John Neal, BSc (Hons Kin)
Residence Floor(s): FUBAR, LOFT
johnneal89@gmail.com



I'm excited to be in my 4th year clinical internship as a part of my Doctorate of Chiropractic program at the Canadian Memorial Chiropractic College. It seems like yesterday that I was making friends and having great times at Renison, and now I'm changing lives at CMCC in Toronto.

Hey Alumni!

Send us your Grapevine submissions, and we'll share your story in our next issue:

uwaterloo.ca/renison/grapevine

UPCOMING
EVENTS

DISTINGUISHED ALUMNI NOMINATION

Do you know an academic or residence alumnus/alumna of Renison that has been successful in their career or volunteer activities? Nominate them for this year's Distinguished Alumni Award. The award will be presented at the Founders' Day celebrations in April 2016.

Nominations accepted until December 15, 2015 for the 2016 awards. Fill out a nomination form at:

uwaterloo.ca/renison/nominate

SIGN UP FOR COMMUNITY AND PROFESSIONAL EDUCATION COURSES

WINTER CLASSES START WEEK OF JANUARY 18, 2016

Renison offers a variety of community education programs for those looking to take professionally taught academic courses in a university setting without the requirement of being enrolled at the university. We have classes in Arabic, Chinese, Japanese, Korean, and Turkish. Each language course offers two hours a week in a ten-session course. You can register and pay online or come to the Renison reception office to register and pay in person.

uwaterloo.ca/renison/CAPE

If you are interested in supporting the work at Renison University College, please contact Caroline Tanswell, Director of Institutional Advancement, at 519.884.4404 ext. 28605 or caroline.tanswell@uwaterloo.ca. Or you can donate online at bit.ly/SupportRENISON.



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