

2014

FALL ISSUE

RENISON *REPORTS*

Renison University College | Alumni and Friends



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See how our professors are making students' needs a priority

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Warrior athletes in residence bring diversity, leadership, and change

GLOBAL ALUMNI | PG 12

Find out where Renison alumni have chosen to live around the world

Renison Reports
Renison University College's Alumni
and Friends Magazine
Fall 2014

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On the cover: East Asian Studies
student Sarah Jane Attardo. Photo:
Jonathan Bielaski.

Renison University College is an
affiliated college of the University of
Waterloo.

Corrections from Spring 2014 issue:
the name of Board member Rosita
Tse was misspelled, and the donor
and type of painting donated by the
Appleyard family were misidentified
(see opposite page for correction).
We apologize for the errors.

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FROM THE EDITOR



Photo: Jonathan Bielaski

In the first edition of our “new” Renison Reports, I said that redoing our alumni and friends magazine was a bit like redecorating a home. And, as with a newly decorated living space, when you invite people in, for the first time, one hopes that all the work will be met with approval. I’m pleased to say that

the newly designed Renison Reports was met with many compliments and much approval.

Thank you to all who sent their messages to let us know what they thought. After all, this is your magazine and we want it to be interesting for you!

In this edition, we take an international focus, as we began a new Fall term at Renison University College with a new principal, Dr. Wendy Fletcher, whose title and work include being the Director of International and Inter-Cultural Development. Dr. Fletcher, originally from Southwestern Ontario, comes to us from the Vancouver School of Theology, and in her new role will promote strategic directions that will develop the capacity of Renison’s programs to meet the needs of language and cultural studies of both the College’s and the University’s growing numbers of students either from abroad or intending to work or study abroad.

Read Dr. Fletcher’s inspiring message on page five and you will better understand how Renison is moving forward to teach and change lives with a more global focus. On pages eight to 19, you will read about our faculty and students and the good work that they are doing both at Renison and in our local, national and international communities.

And, as our weather turns crisper and the evenings start a little earlier, sit back with a warm drink and remember your friends and your time at Renison as you browse through Grapevine.

No matter where our alumni are in the world, they still remain connected to us. As our namesake, Archbishop Robert John Renison believed, we are, and continue to be, “One Sky Over All”.

Caroline Tanswell
Director of Institutional Advancement



Funded in part by student donations, a tree was planted to celebrate the first graduating class of MSW students. (August)



The newly named Bishop Appleyard Lounge received a donation of a watercolour painting by Louise Green, Bishop Appleyard's granddaughter. The gift was made by the Bishop's sons, Edward and David and his daughter Nancy (Fraser).



Non-credit Korean language courses are now offered at Renison, in collaboration with the King Sejong Institute of Korea (October)



Studies in Islam and the English Language Institute paired up students learning Arabic and English to practice together (October)



Residents sang their hearts out at the East Asian Festival Karaoke contest - Phil (above) gave his best opera rendition (September)

Around the College



English Language Institute students celebrate their graduation from the English for Academic Success (EFAS) program (August)



As part of a student reception for Renison's new principal, Dr. Wendy Fletcher, residents took part in a drum circle (September)



Social Development Studies students celebrate their graduation at Renison's Convocation Luncheon (June)



The installation ceremony welcomed our new principal, Dr. Wendy Fletcher (September)



Waterloo Mayor Brenda Halloran was the special guest in the BSW Advanced Macro Practice class (October)



SDS Professor Christine Logel's photo of superhero pyjamas sparked a heated online debate (October)



PRINCIPAL'S

MESSAGE

In the first decade of the College's life, Renison first elaborated its unique vision for the place which this college would hold at the University of Waterloo. In 1969, two foci for its work were named: service to the world (through social work programs) and engagement with the world (through international studies). The College understood that the world of the 20th century would demand citizens who were both able to care for the complexity of the world, and to interpret and re-imagine it across wide diversities. As we make our way through the second decade of the 21st century we see that their wisdom could not have been more apt. The directions they named for us have found their place in this new millennium. The need for what Renison has to offer, both in the university and in the wider communities we inhabit grows yearly. Our understanding of service has grown to include a Master of Social Work degree and extensive work in Social Development Studies. Our international studies includes the teaching of English to those for whom English is not a first language and the teaching of Japanese, Mandarin, Korean and Arabic language and culture to a widely diverse student body. All of this is aimed at equipping learners to engage the complexity of a global community with a multiplicity of skills and perspectives.

As your new Principal, I have been commissioned to work intentionally toward the expansion of our already thriving international and inter-cultural work. In partnership with Tanya Missere-Mihás, our new Associate Director of International and Inter-Cultural Studies we hope to: clarify and expand our international partnerships and work; increase the opportunity and support for student and faculty global learning experiences; deepen our capacity to engage the issues and opportunities of inter-cultural learning in our classrooms,

community and research. Our new building currently under construction will provide much needed additional space to support our expanding work.

We find ourselves to be a hive of activity. Our classrooms run full every day, morning to evening. Student enrollment in our SDS and Social Work degree programs remains strong; our work in Arts, East Asian Studies and Studies in Islam is constant with some areas of significant growth and our degree teaching in Applied Language Studies is booming. In the three terms of the academic year fall 2013 to spring 2014 we saw a total course enrollment of 7445 for a total full-time equivalent of 931 students. The numbers of students studying with us this fall builds on this strong enrollment trend.

Most notable among the many and diverse riches of Renison University College is its community of faculty and staff. The group which has been gathered to implement the missional direction of the College is, in my newly arrived view, beyond compare. Three words leap to mind to describe their efforts as a group: passion; imagination; commitment. The Renison team is all in. Behind, in front and in the middle of the work we have chosen, we are all in.

In this past year, 24 core faculty and 89 part-time faculty supported our course offerings and degree programs. Among these faculty, many have published extensively, received larger and smaller research grants for a wide variety of projects, community initiative grants and awards of several kinds. Dr. Jason Blokhuis and Dr. Kristina Llewellyn were granted tenure this past spring and promoted to the rank of Associate Professor. Dr. Tom Brenner retired after almost four decades finishing his years at Renison as our much valued Academic Dean. Barbara Checketts, Executive Officer, retired after 36 years of amazing service to the College. Ms. Mary Jane Crusoe, Registrar, retired after

serving the College so well for 36 years. This fall we welcomed Dr. Douglas Cowan as our new Academic Dean, and Ms. Maria Vermeer as our new Registrar. Daily our entire staff team holds the work of the College with grace and generosity.

It is the case that the diverse educational work of our College which articulates in this generation our founders' vision both in the area of social service and international studies, gathers momentum around a single direction: in our various endeavors we are committed to empowering individuals to equip themselves to realize their educational hopes in service of a broader work which inclines in the direction of a more livable world, of thriving human communities. A Renison education strives to equip the learner to engage the world full on. Encouraged to embrace the particular parameters of their unique abilities with new skills in language, analysis, interpretation and social innovation, the Renison student is prepared to make the unique impact on the world, which they alone can make.

Our daily work would not be possible without the companionship of so many friends who serve the College as Board members, donors and community partners. It is with deep gratitude that I acknowledge their contribution and honour their persistence in holding fast to the Renison vision of a work which makes good things in service of a more humane world possible.

Full on. All in. Welcome to the Renison of this present and the world's future.



Wendy L. Fletcher
Principal and Vice-Chancellor



Professor Tom Brenner

Being in front of a group of students on a regular basis kept me real, in tune with what's happening in the world. I was able to benefit from their energy and enthusiasm. I'll miss that for sure.

FAREWELL, PROFESSOR BRENNER

Professor Tom Brenner, Renison's Academic Dean, has retired after a career at Renison that began in the 1980s and spanned over three decades. However, his connection to Renison began even earlier than that - as a boy in the late 1950s/early 1960s, Brenner delivered the newspaper "The Telegram" to campus, when Renison consisted of a single building (the Founders Building).

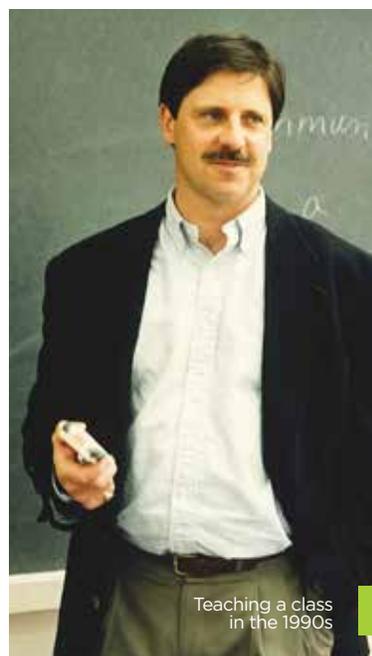
Brenner went on to take classes at Renison in the early 1970s while he was completing his Bachelor of Arts degree at the University of Waterloo. He then went on to earn a Master of Social Work (1982) and a PhD (2004) at Wilfrid Laurier University.

He began to teach classes part-time at Renison in the mid-80s. In 1988, he was hired as a

full-time instructor. That same year, Brenner was named the Warden of Residence, and found himself balancing a full-time class workload with the antics of the residents, whose activities included WindIn and WindOut, "liquidation," and the infamous residence fire. "It was a pretty busy time in my life, doing both," laughs Brenner.

Brenner went on to teach social work classes in the Social Development Studies program until 2012, when he was named Renison's Academic Dean. He remained in that role until he retired at the end of September 2014. While he says he 'thinks' he is ready to retire, he will definitely miss the energy and enthusiasm of the people at Renison.

Want to hear more of Professor Brenner's story? Watch the video interview about his time at Renison at bit.ly/BrennerREN.



Teaching a class in the 1990s



Doug Cowan,
Academic Dean



Maria Vermeer,
Registrar



Tanya Missere-Mihás,
Associate Director of International
and Inter-Cultural Development

Doug Cowan has been selected as Renison's new Academic Dean. Cowan has been with the Renison community since 2006. Prior to his arrival he was an associate professor of Religious Studies and Sociology at the University of Missouri-Kansas City. Since joining us here, he has been promoted to Full Professor and specializes in the study of religion and popular culture. Doug has served the college and the university communities in a variety of ways, including Renison Promotion and Tenure Committee, Curriculum Committee, College Council, and the Board of Governors. He regularly chairs doctoral defences in a range of University departments. He is a former Director of the Joint Laurier-Waterloo PhD Program in Religious Studies. We are confident that his strong record of research has well equipped him to give academic leadership to the College in this next stage of its institutional life.

Maria Vermeer has been named Renison's new Registrar. Vermeer is an alumna of Renison University College. She came to Renison on the Gerald T. Churchill Memorial Entrance Scholarship & Principal's Scholarship and completed her Honours Bachelor of Arts in Rhetoric and Professional Writing. She is currently pursuing a Masters degree in Literary Studies. Maria joined Renison's staff as part of the Registrar's team and then took the role of Assistant to the Academic Dean. In assisting Tom Brenner as Academic Dean, Maria assumed a number of responsibilities, including developing and managing a number of administrative systems for scheduling and classroom management, transfer credits, academic progression, and academic integrity. We are confident that her leadership as Registrar will greatly enhance our capacity to support both students and programs of the College.

Tanya Missere-Mihás has been appointed as Associate Director of International and Inter-Cultural Development. After earning her BA (Honours English) from the University of Guelph, Tanya studied her B.Ed (TESL) at Brock University. In 1995, Tanya completed her practicum component with Judi Jewinski in the ENGL 129R course here at Renison. She soon began working in Renison's new summer EFS program. From there Tanya continued to teach in and develop programming as well as an administrative system for the ELI's ever-growing programs. During this time, Tanya completed her M.Ed, specializing in Organizational and Administrative Studies. For several years Tanya has administered our non-degree credit programs in English Language Studies, as Director of the English Language Centre. Under her leadership this work has grown to be a thriving and vital dimension of Renison's educational undertakings. We are confident that her vision for international and inter-cultural work, combined with her stellar administrative ability, will significantly enhance Renison's capacity to support the broader international mandate of the University of Waterloo, and extend our capacity to support the educational goals of an ever-expanding constituency.

NEW STAFF APPOINTMENTS

THE EXPANSION OF ENGLISH LANGUAGE STUDIES



Photo: Jonathan Bielanski

Students from all over the world study English at Renison

The Faculty of Mathematics students are no longer required to take the English Language Proficiency Exam (ELPE). Instead, they'll choose to take one of five courses (three of those options being at Renison).



It has been a year of significant growth for Renison's English Language Studies (ELS) program, a collection of credit courses for University of Waterloo students who don't speak English as a first language. With the Faculty of Mathematics now requiring its students to take communications courses early in their program to prepare them for co-op and post-graduation employment, there will be a significantly larger demand for ELS courses. This emphasis on developing communication skills will replace the English Language Proficiency Exam that all UWaterloo students - including those in Math - currently have to pass in order to graduate. Besides better employment, the goal is to build communication skills that

will make them better students, friends, and citizens as well.

Another new UWaterloo initiative supported by the college is the Bridge to Academic Success in English (BASE) program. Run by Renison's English Language Centre (ELC), BASE is for students who have exceptional academic high school marks but are slightly below the English language admission requirements. In BASE, students are admitted to their undergraduate program and complete one to two terms of intensive English language courses as well as one academic university credit course. The content taught in the English courses is directly relevant to the academic credit course that the student takes. These English language courses are taught by the ELC.

Julia Williams, Director of ELS, and Tanya Missere-Mihás, Director of the ELC, agree that this expansion comes at an incredibly important time for the University of Waterloo and Renison. "The university is in a time of transition, and the Math faculty is the first to prioritize the development of language competence over language testing. Renison is supporting this initiative and creating unique programs to allow

students novel pathways into and through the university," says Williams.

Steve Furino, Associate Dean of Undergraduate Studies in the Faculty of Mathematics, thinks that a Math degree should focus on more than just numbers. "Waterloo is one of the world's premiere centres for mathematics and computer science. Students, faculty and researchers come to Waterloo from across the globe. The Faculty of Mathematics is very pleased to collaborate with Renison University College in ensuring that its students are equipped with the communication skills to thrive academically and professionally."

This increased demand for classrooms has been influential in the construction of a new building at Renison. With 14 new classrooms (essentially doubling the current number of classrooms), the two-story complex will also feature two student lounges, two meeting rooms, a glass atrium capable of hosting small events, and office space for 15 staff and faculty members. Renison plans to have the new building completed by summer 2015, and open officially for fall term in September 2015.



Julia Williams,
Director of ELS

CLASSROOMS

TAILORED FOR LEARNERS

Our professors go above and beyond to provide classes that are tailored to the individual people who sit in their classrooms. See how two different professors have found ways to make education accessible to their unique audiences.



Professor
Christine Logel

By Christine Logel, Assistant Professor,
Social Development Studies

Every two weeks, I end class one minute early so that my undergraduate students can hand in “one minute essays”: anonymous, non-graded papers where they tell me one thing they have learned that class, one question they still have, and then anything that is on their minds. Sharing one thing they have learned lets them rehearse and more deeply process one concept from that class. Writing down a question lets them raise issues they might feel uncomfortable asking in front of their peers. I answer them the following class. As for what is on their minds? Well, some are hungry, many are tired, and some express excitement over what they have learned. But importantly, more than a few tell me their serious stresses and concerns (“I’m

worried I’m not smart enough to be here,” or “I’m really stressed about the exam”), concerns I can address with the whole class because they have shared them.

I told a main campus colleague how helpful the one minute essays have been. They show me what material stood out for students, what concepts need to be explained in more detail, and what their mental state is as they sit in class. She replied, “If I took one minute to read a mini-essay from each student in my class... it would take me eight straight hours to read every one.”

If I had known the benefits of small university classes, I would have sought them out during my own undergraduate degree at Waterloo. At the time, I thought small classes would be too much like high school – a teacher nagging you if your cell

phone rings in class. But my classes are nothing like that. Small classes allow me to do hands-on learning activities. In my 3rd year Personality course, students walked around the building and coded staff and faculty offices to determine their personality traits. In my 4th year seminar, volunteer speakers from stigmatized social groups came in for a popcorn question-and-answer session about what it is like to face prejudice. Even in my Introductory Psychology class – frequently taught elsewhere in theatres with 700 students – small groups have discussions and share their ideas with the class. One year I gave students lemon Jell-O – stealthily dyed orange with food colouring – to teach “perceptual set,” meaning how cues, like colour (orange), lead us to perceive what we expect to perceive (an orange taste even though the Jell-O is lemon flavoured). Another year I implanted a false memory, fully convincing 30% of the students that I had tripped and fallen on the first day of class. And my cell phone policy? The whole class has agreed that if someone’s phone rings, they bring donuts for everyone the next class. Try doing THAT for 700 students.

Want to learn more? Find out how SDS Professor Denise Marigold tailors classes for her students at bit.ly/DenREN.

“I was transformed by the caring community that we built and the complex discussions we had. I learned so much from the course participants—their unique perspectives, their honesty, and their stories have enriched my life and will stay with me.

Christine Kampen
Robinson



By Trish Van Katwyk, Associate Professor,
School of Social Work

Renison University College held its first Humanities 101 course in 2013. Humanities 101 provides humanities and liberal arts-based education for people who have experienced barriers to post-secondary education. Borne out of the work of New York journalist and social critic Earl Shorris, there are currently just a few universities in Canada that offer this course.

The program is offered to students who are financially marginalized - at no cost to them. It is a 12 week course that occurs during the spring term. Each class is three hours long. While the over-riding theme of the course is “City”, the professors who each volunteered to instruct one class brought their diverse areas of expertise to the subject, so that the students could get an idea about the perspectives and foci of different disciplines and areas of study. In between each class, there were study groups that took place in the community. These study groups were two hours long, and involved a facilitated discussion about the readings, presentations and personal life experiences of all of the students, in order to further integrate the learning that was happening. These discussions were facilitated by volunteers from the community. The students submitted one reflection for each class, this reflection was assessed at university standards by the professor of that class. At the end of the course, students presented in groups an

integrated and creative reflection of their overall learning. These presentation groups were formed at the beginning of the course, and some of the study group time was spent working on the presentations.

For a number of the students, English was not their first language. While they needed to pass an English Proficiency Test to be eligible for the course, many students were not confident about their English writing skills. The English Language Institute announced Humanities 101 to their students, and 6 ESL teachers-in-training began to volunteer, meeting with Humanities 101 students individually once a week to build English writing capacity.

Social inclusion is an affirmative action that aims to change the circumstances and behaviours that lead to social exclusion. The goal of Humanities 101 is to ultimately become that affirmative action, altering access to the university site. There are many ways in which societies exclude so that there are forgotten members of that society, whose capacity to be active citizens is severely limited by the ways in which belonging cannot occur. The University of Waterloo has a golden opportunity to engage and to remember these citizens. We are proud to be a part of an institution that would embrace the social innovation that is Humanities 101, and to, therefore, take an active part in the affirmative action of combating social exclusion.

By Christine Kampen Robinson, volunteer
and facilitator of Humanities 101

I met “A” right around the time she found out she had been accepted to Humanities 101. She was a participant in my doctoral research, and a fascinating woman with a complex migration story. When she was a child, she was told she was a “hard learner,” and although she has always had an innate curiosity about the world around her, this characterization stuck with her. When I first talked to her about the course, she told me how nervous she was that she wouldn’t be as smart as the other students, that the material would be too difficult, that she would fail.

Instead of failing, “A” thrived in the Humanities 101 environment. Every time I saw her, she was eager to talk about what she had learned, and I could actually watch her self-confidence and belief in her own abilities grow week by week.

“A” used her newfound confidence to negotiate a substantial promotion in her job, which she told me she would not have pursued if it hadn’t been for that experience. As for me, I continue to be involved in the work of Humanities 101, as a research assistant and as part of the organizing committee for next year. Humanities 101 has become a part of me, as it has for so many of the participants I have spoken to.

OUR ALUMNI AROUND THE WORLD



Todd Pokrywa, BES (1995)
Viera, Florida, USA

FEATURED ALUMNUS

Todd Pokrywa is the Senior Vice President, Land Use Planning and Development for The Viera Company. Reporting to the President, responsibilities include planning and directing the land use and development, with a primary focus on the expansion of the master-planned community of Viera in Brevard County, Florida, just south of Cape Canaveral on Florida's east coast. Todd was a resident of FUBAR in 1992-93 while he studied at the University of Waterloo. Todd has had the good fortune of reconnecting with some of his FUBAR floor mates, such as Jonathan Goad and Scott Neil, in Florida during the past few years. Pokrywa graduated with honours from the University of Waterloo in 1995, where he earned a bachelor's degree in Urban and Regional Planning. Originally from Toronto, Canada, Pokrywa relocated to Florida in 1995 and became a US citizen in 2010.





ARE YOU LIVING OUTSIDE OF CANADA?
TELL US YOUR STORY AND YOU COULD BE FEATURED
IN THE NEXT ISSUE OF RENISON REPORTS!

renison.alumni@uwaterloo.ca

SCHOLARSHIPS AWARDS AND BURSARIES

Last year Renison helped support 175 students with financial assistance in the form of awards, scholarships, bursaries, and subsidies totalling \$341,333 (spring 2013 - winter 2014).

Throughout the year, Renison offers students a variety of opportunities for financial assistance: 30 awards, 12 bursaries, 10 subsidized residence rooms for student Dons, 8 scholarships (2 that can continue into upper years), and 3 prizes are potentially available each year.

Within the first month of each new term, the Renison scholarship committee posts a list of available financial assistance for that term. Recipients are chosen based on a combination of factors such as academic achievement, personal experiences, and financial need.

Some awards, like the John Budden Award, are named in memory of a loved one, while others, like the M. Darrol and Susan Bryant Award, are established by the namesakes to

recognize the time they spent at the College (M. Darrol Bryant taught at Renison for nearly 25 years, while Susan Hodges Bryant was a lecturer here for 30 years).

This fall, we were able to offer the following awards:

- Bishop Arthur Brown Award
- Dick Whittington Award
- Florence Li Tim-Oi Award
- John Budden Award
- M. Darrol and Susan Bryant Award
- Norma Brown Award
- Paul Jeffrey Mesbur Award
- RASC Award
- Minnie Mae Hanselman Bursary
- Ontario Student Opportunity Trust Fund Bursaries
- Order of St. Lazarus Bursary
- The Wayne and Dorene Martin Scholarship (for the 2015 & 2016 academic years)

THANK YOU DONORS!

These opportunities wouldn't be possible without the generosity of our donors. If you are interested in making a gift to Renison to help support our students, please contact Caroline Tanswell, Director of Institutional Advancement, at caroline.tanswell@uwaterloo.ca. For a full list of financial assistance offered through Renison, please visit: uwaterloo.ca/renison/financial-assistance.

Sarah Schotsman was awarded the Florence Li Tim-Oi Award (\$2000) for her high academic standing, her record of community service, and her involvement with Hope Studio (a drop-in art studio for adults) and Christian Horizons (an organization that helps adults with developmental disabilities).

Schotsman graduated from Social Development Studies this past June and is currently working toward her Bachelor of Social Work (BSW) degree at Renison full-time. She is doing her BSW practicum at Nova Vita, a counseling centre for victims of domestic abuse, as well as working with one of her BSW

professors as a research assistant for a study on narrative therapy and eating disorders. For the past two summers, she has also worked for Indwell, an organization that provides supportive housing.

Schotsman says that being named the Florence Li Tim-Oi Scholar is a privilege. "I feel honoured to receive an award that commemorates such an inspirational woman. I am appreciative of the recognition for my academic work and my community service. In the past few years, I have had valuable opportunities to work with people who are resilient and inspirational, as Florence Li Tim-Oi was."

(Learn more about Li Tim-Oi at bit.ly/TimOiREN.)



Sarah Schotsman,
winner of the Florence Li Tim-Oi Award

MEET TWO OF OUR RECIPIENTS



Nicole Vanderleest,
winner of the RASC Award

Nicole Vanderleest is the recipient of the RASC Award (\$1000), which was established in 1997 by the Renison Academic Student Council (RASC) to recognize community contributions and involvement outside of the College, combined with academic merit.

Vanderleest, a second-year Social Development Studies student, was a member of Renisix last year, acting as the Social Convener. She was also a member of the committee that planned the semi-formal event called "Wind Out" that occurs each spring, before the residents move out for the summer. That same year she also volunteered at the Fall Open House and the

March Open House, providing tours and program information to prospective students. This year, she helped out at Move-In Day, was a Don for the international students in the English for Academic Success (EFAS) program, and she was named president of RASC.

Vanderleest says she feels very grateful to have won this award. "I am so lucky to be a part of such a vibrant and exciting community here at Renison, which makes it all the more easy to be involved. Having a place not just to study, but also to have fun really makes my time here that much more enjoyable, and I can't wait to make many more lasting memories in a place that I call home."

WARRIOR ACADEMIC LEADERSHIP COMMUNITY

These varsity athletes living at Renison are developing their leadership skills as well as their sport.

We've all heard of the dreaded 'Freshman 15,' where first-year university students indulge a little too much and finish the year 15 pounds heavier. While recent research indicates that the actual weight gain is a little closer to three and a half pounds, the study suggests that habits created in young adulthood might be a "tipping point" in maintaining a lifelong healthy weight.

Micah Hesman, a second-year Recreation and Sports Business student, has decided to help students develop those habits and turn their 'Freshman 15' into a positive experience. Hesman is a member of both the varsity football and track and field teams, as well as a peer leader for the Warrior Academic Leadership Community (WALC) at Renison. "I want to help them make a 15 pound difference in their lives," he says, whether that means losing 15, gaining 15, or even becoming 15% stronger and faster.

With the help of other members of WALC (varsity athletes who are committed to developing their leadership skills), Hesman designed an eight-month fitness plan for students living at Renison. The varsity athletes bring their knowledge to each session, and participants are motivated

with end-of-year prizes for best attendance, most improvements, and best results.

So far, more than 50 students have signed up (nearly a quarter of all students living at Renison). Hesman has been performing initial fitness tests with each of them to help track their results. Participants commit to three workouts a week on Monday through Thursday evenings. Every two weeks, one workout is replaced with special programming such as fencing, yoga, martial arts, dancing, archery, dodgeball, or swimming.

Social Development Studies Professor Christine Logel says that psychology research "does support his prediction that having accountability will help people keep up their exercise program," but adds that many people have trouble sticking to an exercise routine because the short-term costs can overshadow the long-term gains. Logel says that if Hesman can keep it fun, social, and immediately rewarding, students will keep coming out.

Jeff Newell, Director of Residence and Student Life at Renison, thinks this is bigger than just students working on their physical fitness. "The notion of taking such a well known, negative concept, and spinning it 180 degrees into

something positive could be just the beginning. By applying this positive concept to not only fitness, but expanding into wellness, kindness, philanthropy, community building, etc., this can potentially change so many aspects of the campus environment. People need to think, "what is my 'Freshman 15'?" It is powerful."

The idea is spreading across campus, with other units such as Waterloo Athletics and Recreation Services, Federation of Students, and Applied Health Sciences preparing to ask their students what they are hoping to gain. "Imagine if students all set 'Freshman 15' goals at the beginning of the year - 15 compliments, 15 random acts of kindness, donate \$15 to charity, eat 15 healthy meals, 15 hours of studying, 15 green initiatives - the possibilities are endless, and it's so exciting," says Newell.

Hesman has already seen benefits extend beyond getting fit. He says that students who might not otherwise interact are forming friendships in the gym. "The community is growing on both sides - athletes and residents. It spreads organically." He is confident that this program will help students get the results they are looking for. "I can promise that if you commit, you'll see a difference."



 Micah Hesman, peer leader, Warrior Academic Leadership Community

STUDENT SUPPORT

Renison has invested in its School of Social Work students by providing two field practicum placements in an effort to address the increasing demand for student support at the college.

Renison University College is always developing new ways to address the needs of our students and tap into the strengths of the College. So when addressing the mental health of Renison's students and residents, a natural source of support is Renison's School of Social Work.

The Rev. Canon Megan Collings-Moore, Renison's Chaplain, and Jeff Newell, Renison's Director of Residence, are often the first line of response when dealing with the challenges associated with our students and mental health, in addition to Counselling Services at the University of Waterloo.

"There is an increasing need for support by students, especially regarding serious mental health challenges," said Collings-Moore. "Our aim is to be proactive and offer support before crises occur, keeping in mind that the University of Waterloo's Counselling Services is stretched beyond capacity."

With the growing number of students seeking support, an innovative strategy to

provide more aid to Renison's students has been developed and it's one that is close to home. Two Renison students, Cida Horst, who is working towards a Bachelor of Social Work, and Supria Karmakar, who is working towards a Master of Social Work, have been placed in the Ministry Centre in fulfillment of the field placement requirements of their degree. Their role is to support the work of Renison's Ministry Centre and Residence Office in addressing the mental health needs of the College's students.

With the BSW placement running from May 2014 to December 2014 and the MSW placement running from September 2014 to May 2015, each student has been assigned different goals. Horst spent the summer networking and developing a working knowledge of resources available for student support both on the University's campus and in the community. Now this fall, she is doing referrals to those agencies for students who need it, educational work with the residence don team, and also

setting up groups and activities for students that help connect them to other students (especially mature students and those living off campus or still at home). The hope is to build community and provide support.

Karmakar has been developing the administrative aspects for resident counselling support services and will be available to work two days a week, primarily offering one-on-one counselling support, as well as facilitating groups on specific topics as identified by the residents. The philosophy of the services will be to provide support focusing on the existing strengths and capacities of the students & residents, in an empowering environment.

These School of Social Work student placements have provided another layer of support for our students to help ensure that everyone has their best chance to succeed in their post-secondary career. Renison has put its trust in the strengths of its own programs and students in order to address the most pressing need of caring for the mental health of the entire Renison community.

“ There is an increasing need for support by students, especially regarding serious mental health challenges.



The Rev. Canon Megan Collings-Moore

Photo: Jonathan Bielaski



Supria Karmakar, MSW student

Photo: Dean Palmer



Cida Horst, BSW student

Photo: Jonathan Bielaski

GRAPEVINE

We asked 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. (Send us your Grapevine submissions and we'll share your story in our next issue: uwaterloo.ca/renison/grapevine.)



1993

Robert Vanderheyden, BA (SDS)
(photo features Robert, right, and
Ian McKay, left)
robvdhd@gmail.com

Much time has passed since my days as a mature student in classes at Renison and Waterloo. My studies were aimed at getting into church ministry but that did not happen. Instead, I have used my education to better serve the people I met in my daily work life as an electrician and as a volunteer in the community.

I moved to Kingston, Ontario at the end of 2003 to live with my partner, Ian G. McKay. We married last year in October after close to 10 years of living together. I retired from paid employment about 6 years ago. I take care of most of the domestic duties around our house that frees Ian to research, teach and write. Research, teaching and writing about history is his passion and he does it well. Over

the last ten years while we have been together, Ian has published *Rebels, Reds, Radicals: Rethinking Canada's Left History* (2005); *Reasoning Otherwise: Leftists and the People's Enlightenment in Canada, 1890-1920* (2008), which won the Canadian Historical Association's John A. Macdonald Prize for the best 2008 book in Canadian history; and *In The Province of History: The Making of the Public Past in Twentieth-Century Nova Scotia* (2010), co-authored with Robin Bates, that in 2011 won the International Council for Canadian Studies Pierre Savard award for the best book written in Canadian studies in English or French and *Warrior Nation: Rebranding Canada in an Age of Anxiety* that was co-authored with Jamie Swift.

This past spring, I accompanied Jamie Swift to France and Belgium to assist with research and photography for a new joint project where Ian and Jamie research about how World War 1 is remembered. Jamie will focus on contemporary memory

and Ian will focus on historical memory that will be presented at the Goodman Lectures, October 7, 8 and 9 at the University of Western Ontario. A book combining both areas of interest is planned for 2015 and some pictures I have taken will be used for it.

This just tells a bit about what has happened in my life since my Renison student days. My time at Renison and classes taken gave me a great education that has been most useful along my journey in life since graduating in 1993.

1994

Chuck Williams, BA
(Residence Floor: MASH)
willich@staff.ednet.ns.ca
BA. Waterloo 1994 (finally!!), BEd.
Ottawa 1997, MEd. Ottawa 1999

I live with my wife Cathy (20 years) sons Matt (16) and Ben (13) in Tantallon, Nova Scotia. I have been a junior high vice-principal for the last 10 years and am presently working towards a certificate in Instructional Leadership with the Nova Scotia Instructional Leadership Academy. If ever you are in the neighbourhood feel free to drop by!!

2001

Suzanne Houser, BA (SDS)
(Residence Floor: Upper Deck)
shouser@cogeco.ca

I have been working at Canada Life Assurance downtown Toronto since December 2001, and have been in the role of Account Manager since March 2014. I recently purchased my first house (in Burlington, ON) and am moving into it in October.

2006



Ken Ogasawara, BA (SDS)
k.ogasawara@gmail.com

Don't ask me how, but I'm now a full-time videographer and filmmaker. I cofounded a production company (Rosco Films) in 2012 and now produce videos, commercials, and event coverage for various companies and organizations in Ontario. Our biggest project to date, however, is a feature film that we premiered at Cinéfest Sudbury International Film Festival last month. THE VOLUNTEER will be making its KW premiere at The Princess Twin on Friday, November 7th at 7pm.

2009



Victoria Toman-Brown, BA (SDS)

For the last five years, I have been proud to work at the House of Friendship's Charles Street Men's Hostel, in different roles within this Kitchener shelter. Waterloo is still home, where

my husband James and I are raising our 3 year old daughter, with another baby on the way! Working in the community has taught me about the issues faced by many in our region, but also the services that are available and the passionate individuals here trying to effect social change.

2009

Ken Wessel, BA (SDS) [2008],
BSW
kenwessel@gmail.com

After graduating from Renison, I worked briefly in Child Welfare before heading to Wilfrid Laurier University, where I took my MSW. Upon graduation, I went to Nunavut and worked for the territorial government for two years. This summer, I moved to Alberta to take a job as Clinician for a large not-for-profit organization serving families.

2010



Jordan MacLaren, BA (SDS)
(Residence Floor: Loft)

I'm currently enrolled at Carleton University to earn my Master of Social Work. As part of my practicum, I published a report through the Canadian Centre for Policy Alternatives that compares differences in eligibility for student financial aid across the provinces.

GRAPEVINE

2011

Rhea Rasquinha, BA (Accounting)
(Residence Floor: Euphoria)
rhearasquinha16@gmail.com

Living at Renison was my most memorable experience while attending the University of Waterloo! I would go as far as saying that it was one of my favourite experiences in my lifetime! The friends that I made at Renison are still my friends today, and I am very grateful for that.

After graduating from UW, I moved to Toronto and that is where I've been working (for the most part!) I got married to Vamsi Gandikota (another UW grad) on the 8th day of the 8th month (August 8th) earlier this year. We had a lot of fun on our wedding day, and got to celebrate with a bunch of our UW friends!

I think back to my days at Renison quite a lot - maybe it's because I've got such a large Renison t-shirt collection! Let's see what married life has in store for us! Cheers!

2013



Qahir Rajwani, BA (Econ)
(Residence Floor: Animal)

I am currently located in Toronto and pursuing my Masters in Management Analytics from Queens Business School. I am also working in RBC Insurance as Manager of Analytics. During free time I love to hang out with friends, meet like-minded people and play Squash.

2013



Samantha Coulter, BA (Hons.)
(SDS)
samanthaleecoulter@gmail.com

After I graduated I decided to take some time to travel. I went backpacking through South East Asia with my sister for two months. We went to Thailand, Laos, Cambodia and Vietnam. It was an incredible adventure! The food, weather, and scenery was amazing. I loved experiencing the unique culture and customs. When I returned, I began looking for a job. I was fortunate to find a great job relevant to my field. I am currently working as a Program Facilitator for an organization called The ABLE Network in Aurora. I work with adults with intellectual disabilities and support them in community-based programming. I am really enjoying it. I have also started taking a silks class at the Toronto Circus School. The silks are a very challenging apparatus but it's a very fun workout!

2014



Rebekah Churchyard, BA (SDS) [2013], BSW
rebekah.churchyard@gmail.com

In September 2014 I began my advanced-standing Master's of Social Work at University of Toronto in the Gerontology stream. I have a dream of hosting a community for older adults that focuses on meaningful relationships, urban agriculture and craftpersonship. Toronto is bountiful with people, culture and opportunity. My BA in SDS and subsequent BSW studies at Renison have fully prepared me for my MSW program at University of Toronto. I found more than a faculty and supporting staff at Renison; I was able to connect with people who share my values and believe in my abilities.

My current practicum at LOFT Community Services is teaching me about Psychogeriatric Case Management and non-profit organizational infrastructure and operations. I have been connecting with the Centre for Social Innovation, Digital Media Zone, Graduate Professional Skills, Interprofessional Education and the Alzheimer Society for ongoing learning possibilities. I have recently secured a position doing program evaluation (including focus groups) for the University Health Network in association with the Toronto Rehabilitation

Institute. I wish all students the best of luck in their learning and encourage them to jump at any chance to experience something outside their comfort zone.

Feel free to contact me!

2014



Tania Sousa, BSW [2012], MSW

Since graduating with my Bachelor of Social Work from Renison, I have taken some time off before returning to complete my Master of Social Work. I have recently, fulfilled all the requirements for MSW, and now am excitingly waiting to attend the fall convocation and celebrate my achievement. Since completing my MSW, I have continued to work at Cardinal Counselling & Mediation and have also been hired at Canadian Mental Health Association Waterloo Wellington & Dufferin in the Here 24/7 program. Just before being hired at CMHA WWD, I became engaged and have also bought my first home with my soon-to-be husband. Needless to say between a new job, wedding planning, and house preparations I have been very busy! Having said that, I am looking forward to the exciting changes in my personal life and in my professional social work career!

In Memoriam



J. Michael "Mike" Carty, 1934-2014,
(Honorary Senior Fellow)

Mike Carty passed away on June 25, 2014. Mike firmly believed in community involvement. He served for many years as the Treasurer and later as Chair of Renison's Board of Governors. He served as President or Board Chair of many other organizations including The Rotary Club of Kitchener, The Kitchener/Waterloo Art Gallery and The Centre in the Square, HopeSpring Cancer Support Centre, Canadian Institute on International Affairs and the Arts and Culture Advisory Committee of Kitchener.

Mike was a regular attendee at Renison's Chapel of St. Bede, enjoying the stimulating and engaging discussions he shared with the students in the chapel community. He often said that he felt the future was in safe hands given the calibre of the students he met. Mike was a long-time and well-loved member of the Renison community and he will be sorely missed.

The Renison community also sends its sincere condolences to the families of the late Joan Euler, the late John Boulden, and the late Pauline Leavine.

UPCOMING EVENTS

TORONTO RAPTORS VS. SAN ANTONIO SPURS SUNDAY, FEBRUARY 9, 2015 5:30 PM, AIR CANADA CENTRE, TORONTO



\$30 per person includes free VIP reception, food and refreshments at Real Sports Bar & Grill in Toronto. Return transportation from Renison to the game may be available. Please check Renison's event website for more details.

uwaterloo.ca/renison/raptors

MARCH BREAK OPEN HOUSE SATURDAY, MARCH 14, 2015 10:00 AM TO 4:00 PM, RENISON UNIVERSITY COLLEGE

Renison and the University of Waterloo are throwing open their doors and inviting you and your guests to join us for this energetic open house! Test drive a class, visit our residence, meet our faculty, and find out what new things Renison has to offer!

uwaterloo.ca/renison/MBOH2015

RENISON ALUMNI IN OTTAWA! WE'RE BRINGING THE COLLEGE TO THE NATION'S CAPITAL, JUST FOR YOU! WATCH YOUR EMAIL, FACEBOOK OR RENISON'S EVENTS WEBPAGE FOR A SPECIAL ALUMNI EVENT EARLY IN THE NEW YEAR.

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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