

LOOKING FORWARD
TO LOOKING BACK
1959 – 2019
RENISON TURNS 60!

2018

Renison University College
Alumni and Friends Magazine

RENISON REPORTS

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See Back Cover for List of
60th Anniversary Events



RENISON REPORTS

Renison University College's
Alumni and Friends Magazine
2018

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Special thanks to Glenn Ogilvie for the wonderful
photograph of Sarnia's Blue Water Bridges.
Glenn Ogilvie's photography can be viewed and
purchased here: <https://www.glennogilvie.ca/>

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PRESIDENT'S MESSAGE



 Renison President and Vice Chancellor, Dr. Wendy Fletcher

“Once more into the breach dear friends, once more!” Another school year has opened with energy and enthusiasm as students from all over the world begin a new term of study here at Renison. With each passing year we observe that our student population grows, as do our programs both in degree and community education work, our staff and faculty team, and the company of our friends and supporters. In keeping with the burgeoning story of the University of Waterloo at this moment in its history, all about us is growth and change.

As I prepared to write a message for you the first words which came to mind were those above- the quote from Shakespeare’s play *Henry V*. Quite often I am struck by the spaces which surround us in today’s world, the gaps, the breaches- those things which divide us, which separate us not only from each other but from where we hope to be, as individuals, as learners, and as an international community. Although the world in an era of economic globalization appears smaller than ever before, the distances created by lack of understanding, inability to communicate, gaps in wealth, privilege and access extend to create impassable chasms which keep us all from mutual flourishing.

From its earliest days, Renison understood its educational mission as an invitation to step into the breach: the breaches in our world created

by systemic injustice and systems which diminish the dignity of society’s most marginalized, and the breaches created by the lack of linguistic and cultural competence, which ignorance of each other creates. In short order, we at Renison will celebrate 2019 as our 60th anniversary year. As we turn our faces forward, we gather these primary commitments from our Founders, which have shaped us and the contribution we have laboured to make: *Sed Coelum Solum: One Sky Over All*. By our motto may you know us. In a world so often divided we hope to mend the tears, create pathways, and build bridges beyond the breaches which fragment our world and keep it from creating spaces in which all can thrive and flourish. We do this through diverse work: our department of Social Development Studies; our School of Social Work; our department of Culture and Language Studies; our Studies in Islam program; our Centre for Community and Professional Education. Through each of these works we hold to our primary missional commitment which one sky over all demands: we will offer ourselves and our education into the breaches, in hope of the world’s best becoming.

We thank you for being our friends and companions in this Renison work. Thank you for stepping into the breach with us once more dear friends!



WENDY L. FLETCHER, Ph.D
President and Vice-Chancellor

REFLECTING ON BRIDGES

CORT EGAN

**DIRECTOR EXTERNAL RELATIONS
AND COMMUNICATIONS**

When I sit down to write an article or editorial piece, I try to think of a governing metaphor that can help anchor my story. This is a habit I likely picked up during my undergraduate years at St. Jerome's University as an English major, minoring in Classical Studies. I can still feel the influence of my former professors such as Dr. Eric McCormack or Dr. Peter Hinchcliffe, urging me to explore metaphors and similes, to discover metonymy and synecdoche.

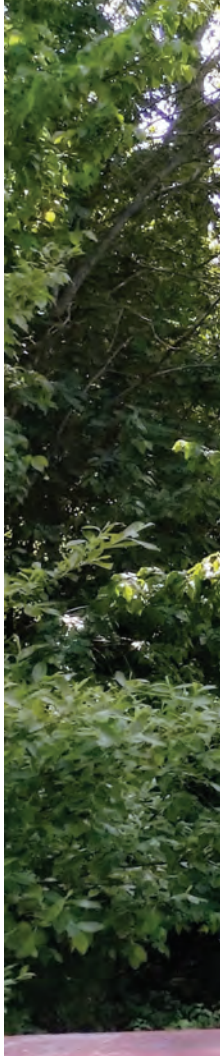
This practice continued and was reinforced in post-graduate work at University of Waterloo's main campus, earning a Master's degree in Rhetoric and Communication Design. "That's the butter on the parsnips," Dr. Randy Harris would exclaim when I succeeded in articulating my point through the use of rhetorical devices.

Back on campus after almost a decade, as the newly appointed Director of External Relations and Communications for Renison University College, I find myself reflecting on bridges; both metaphorical and real. There are a number of small bridges that connect Renison, as well as St. Jerome's, Conrad Grebel and St. Paul's, to main campus. These bridges connect our students, faculty and staff to their counterparts on main campus. Renison graduates hold degrees from the University of Waterloo, which themselves are bridges to a

broader community. In my new role at Renison, I look forward to strengthening these important bonds.

Renison University College will be celebrating its 60th anniversary in 2019, so I am also thinking about bridges to our past. Dr. Wendy Fletcher and I recently had the sad occasion of travelling to Ottawa to mark the passing of Renison's last living Founder, the Venerable Reverend Harvey Southcott. It was a sad occasion, but also celebratory. We shared stories of the "bold and courageous dream" of a true visionary, and spent a wonderful afternoon with a Renison graduate from the class of 1970, Gordon Johnson. We reflected on how much has changed, and yet, how Renison has maintained a strong sense of community and caring.

Bridges also create a strong and vibrant connection between diverse communities and Renison's courses and programs. Our Community and Professional Education (CAPE) programs offer connections between the campus and the broader Kitchener / Waterloo community. Language and culture courses create important connections that promote and facilitate understanding and meaningful relationships; our Institute of Ministry creates a welcoming space for inquiry and





📍 Cort on a bridge overlooking the Arlanzón river during a recent 31 day Camino pilgrimage

reflection. Graduates of our School of Social Work move on to engage with communities in life-affirming and life-changing ways.

Renison has come a long way in its 60 years. Like a single, continuous span, everything we are today – all of our achievements – stretches back to where we began. In charting our future, we cannot lose site of our past; a bridge always has a firm foundation where it begins and where it leads.

I will have been at Renison less than six months by the time this publication arrives at your home. One of my favourite parts of my role so far has been connecting with our community: alumni, students, staff, faculty and beyond. These connections are important to me because it is in these stories – your stories – where Renison's story lives. I want to learn

your story so I can better understand the Renison story; it is one and the same; it is, in the words of Professor Harris, the butter on the parsnips.

I invite you to connect with me and tell me what Renison means to you, how it helped to shape who you are today, and how we can continue to stay connected. We are planning a number of events and activities to help mark our 60th Anniversary; we hope you will come back for a visit. We are also organizing a number of professional development opportunities such as a lecture series, guest speakers and author readings – we want to know if these interest you, either as a speaker, or an attendee. You can reach me at 519-884-4404 ext. 28605 or by email: cort.egan@uwaterloo.ca.

I look forward to connecting with you.

BRIDGES TO RECONCILIATION

Robert Gary Miller, as a child of just 38 months in 1953, was forcefully removed from his Mohawk family, who lived on the Grand River First Nation Indian reserve near Brantford, Ontario, and delivered to the Mohawk Institute, commonly known as the Mush Hole. The unthinkable abuse and pain inflicted on Miller during his 11 years in the Mush Hole was a story that, until recently, had never been fully told. Like so many survivors of Canada's residential school system, Miller was unable to express through words how he suffered. Eventually, R. G. Miller found an outlet through art.

Like a silenced tongue, though, much of Miller's artwork depicting his time in the Mush Hole has remained suppressed: covered in tarps and locked in storage, the most graphic and disturbing pieces of Miller's collection have remained gagged. No gallery, no cultural centre, had agreed to share his story. His story is a critical part of his journey to forgiveness and our collective journey to reconciliation.

About a year ago, Dr. Wendy Fletcher, Renison's President and Vice Chancellor and an ordained Anglican Priest, was approached by a filmmaker documenting the lives of residential school survivors including Miller, and asked if Renison would consider exhibiting Miller's artwork in its entirety. Having not seen the full collection, but aware of the nature of its contents, Fletcher

called together her leadership team, including the College's Truth and Reconciliation Committee and Chaplains. After reflection and consultation, they agreed.

When the artwork arrived and staff, largely settlers, began unpacking it to hang in the Chapel, many were deeply disturbed by the startling and lifelike depictions of Miller's residential school experiences. The most graphic images were removed from the Chapel and displayed in other spaces within the College. But when Miller arrived, two days before the exhibition, he requested that those most painful images be returned to the Chapel. Much of the harm that was done to Miller as a boy was in the Mohawk Chapel at Six Nations; Miller needed his story to return to its roots. Dr. Fletcher and the College Chaplain agreed to honour this request.

For Miller, this moment began to open the way to forgiveness and healing. While the Anglican Church had begun a journey of reconciliation with Indigenous communities many years earlier, their efforts focused primarily on those victims who remained within the fabric of the Church. Miller, who had never abandoned his faith as a Christian, but had turned his back on the Anglican Church, did not feel he was a part of this journey to reconciliation.

The decision to display Miller's entire collection,

I could have
become a
man, but I'm
happy being
an artist.

R.G. Miller

and to include the College's Chapel as the setting for his most lifelike pieces, has not been without controversy. But, as Fletcher explains, "it's a fundamental commitment that healing and reconciliation are only possible in a world where whole stories are welcome – not partial stories."

Miller's exhibition, titled *Mush Hole Remembered*, was on display at Renison University College and the Chapel of St. Bede in April, 2018. It was free and open to the public. R.G. Miller's artwork can be purchased through his website. A full-length documentary on the Mohawk Institute and its survivors is currently in production and is scheduled for release in Spring, 2019.



📍 The artist, R. G. Miller with portions of his collection in the background. Image courtesy of Franz Benjamin Stapelberg, documentary film maker.

To be added to Renison's circulation list for upcoming events, email: cort.egan@uwaterloo.ca



Mr. Yu Kuizhi demonstrates his craft

PEKING OPERA STAR BRINGS EXCITEMENT AND A CHINESE CULTURAL TOUCHSTONE TO RENISON

In China, it has been said that a Kung Fu master is no match for a Peking opera star. But is it true? Earlier this year, the Renison community was able to get a taste of the skills and abilities of just such an opera star. Mr. Yu Kuizhi, a Peking opera master and Vice President and Art Director of the China National Peking Opera Company, visited Renison and the Confucius Institute in Waterloo to give an engaging demonstration of this beautiful and acrobatic art form. Kuizhi is perhaps the most famous actor in contemporary Peking opera.

Peking opera is a form of Chinese opera that combines music, vocal performance, mime, dance and acrobatics. Highly recognizable in China, Kuizhi had many fans in the audience of more than 100 people. People crowded at the door for this standing-room only demonstration – and for photos afterwards – in a scene that had an air of ‘Beatlemania’ about it.

Kuizhi regularly performs the ‘old gentleman’ role, which is one of the standard characters in a

Peking opera. He was accompanied on this tour by another opera star, Ms. Shengsu Li, who performs the ‘young girl’ role – another standard role within Peking opera.

This demonstration at Renison was a rare opportunity and was part of a four-stop Canadian tour, which also included shows and demonstrations in Ottawa, Toronto, and Montreal.

Peking opera is a cultural mainstay in China and is perhaps comparable in popularity to the symphony in North America or Europe. According to Yan Li, Director of the Confucius Institute of Waterloo, actors in the past were recruited as children from poorer families as a means of prosperity and survival. However, the lifetime of physical and acrobatic training they received would enable them to become a force to be reckoned with. Though actors come from a variety of backgrounds today, their extensive abilities and training remain the same.

RENISON STUDENT AMONG WINNERS AT INTERNATIONAL CHINESE LANGUAGE COMPETITION



HANNA GARDINER

Where can four language courses at Renison take you? For Hanna Gardiner, it took her all the way to the Chinese Bridge Proficiency Competition in China. The Bridge competition is an international contest where 152 students from 118 countries and regions compete using their knowledge of Chinese language, culture, and history.

Gardiner, a 4A student majoring in Knowledge Integration at the University of Waterloo, has been taking courses in Chinese language (Mandarin) at Renison and racking up the accolades. Earlier in the year, she had taken first prize in the Ontario-Manitoba University Students Chinese Proficiency Competition, surpassing 14 other competitors with her speech and with her musical performance of a classical Chinese piece of music. This victory guaranteed Gardiner a spot as one of the four Canadians in the 17th annual international competition, held in Beijing and Changsha, China.

Gardiner had her first experience with Chinese language and culture when she went on exchange at the end of high school to Taiwan. She loved every aspect of the experience – the food, the beautiful landscape, and the friendly people. “When I got back from this trip, my world had changed,” said Gardiner. She wanted to experience more of Chinese culture.

While she had gone to Taiwan with no knowledge of the Chinese language, what she had picked up while there, she was hesitant to lose. So when she arrived at Waterloo and learned that she could study Mandarin at Renison, she jumped at the opportunity.

“While some people feel it’s a difficult language to learn because of the different tones that are used, we need to realize that we use tones in English all the time. Anyone can learn this language. It’s allowed me to meet and talk with people from around the world, who speak no English. The Chinese language is what has allowed us to connect.”

Gardiner was nervous as she arrived in China for the game-show style competition, but felt confident in her ability to compete. While she had never experienced being blasted with dry ice for a wrong answer in her classes at Renison, she took this in stride and battled to a spot in the top six in the Americas division, moving on to the Top 30 group in the competition. This accomplishment ultimately garnered her a third prize ranking and a fully funded semester to study in China when she graduates from Waterloo. Gardiner is the third Renison student in the past decade to win both the Ontario-Manitoba competitions and achieve a third prize ranking in the Bridge competition.

For Gardiner, however, the real prize was the opportunity to use her language skills to build relationships with those at the competition, whom she would probably have never met otherwise. “I don’t think about it being Mandarin when I’m speaking. It’s something that allows me to communicate with others but it’s my voice,” said Gardiner. “Languages better your life and the lives of others. Learning Chinese has allowed me to develop empathy for others who are speaking a language that is not their mother tongue.”

THE POWER OF KINDNESS

THE LASTING LEGACY OF RITA LEE-CHUI

There's an old adage that kind acts are like ripples in a pond: You won't know the positive impact of a generous act until time has passed. With a single generous action, Rita Lee-Chui, a longtime friend and donor to Renison University College, now has a legacy that is having global impact.

In 2007, when Lee-Chui donated her art collection to the College, she joked that this was Renison's nest egg, to be used when she was no longer with us. Little did we know how significant this gift would prove to be.

When Lee-Chui sadly passed away in 2016, at the age of 101, Renison began the process of auctioning the paintings to support student initiatives. In October 2017, two paintings from Lee-Chui's collection were sold at auction through Sotheby's, Hong Kong, realizing just over \$396,000 (CAD).

The Rita Lee-Chui International Education Fund is now supporting

the international programming and travel of numerous Renison students and is a fitting tribute to someone who has given so much – through donations, support, and encouragement – to the College's mission.





CHARMAINE PASADILLA

2018 RECIPIENT OF THE RITA LEE-CHUI INTERNATIONAL EDUCATION FUND AWARD

Social Development Studies, 4A term

Destination:
Kyoto University,
Kyoto, Japan

Charmaine has always found the traditional culture of Japan fascinating and already had an interest in the pop culture produced by the country. So when she found out about the Renison International Office (RIO) and the opportunity to study abroad, there was little question which country she would choose to visit.

At Japan's Kyoto University, Charmaine immersed herself in the heart of Japan's culture and history. Kyoto served as Japan's capital for a thousand years and is home to some of the great treasures of Japanese history and culture.

Until this trip, Charmaine's only international travel experience was two trips to the Philippines with her family when she was a child. With this being her first solo trip abroad, it was understandable that she have some nerves about what was to come.

"I was excited to go there as a visitor," said Pasadilla. "However, living in Japan, with somewhat limited knowledge of the language and being unaccustomed to the daily routines of life in that country, I was nervous about how I would fare. I was pleasantly surprised by the level of support and generosity I experienced, not only from the university I attended, but by regular people on the street too. Once I caught on to some of the cultural practices and norms, everything was really smooth."

Given the choice, Pasadilla said she would definitely take advantage of the international opportunities at Renison again. She found it to be an incredible opportunity to practice empathy and to gain a better understanding of the Japanese culture.

"When you put yourself in another place, you've introduced your context to others. Through my going abroad, I've not only brought some of the Japanese context home with me, but I've given the Japanese people I've encountered a chance to learn something from and incorporate a small piece of my Canadian context. It's a natural opportunity for knowledge exchange and a way to gain understanding of global issues."

Asked about *The Rita Lee-Chui International Education Fund*, Pasadilla was grateful for the generosity of Ms. Lee-Chui and that Renison has put an emphasis on supporting international experiences for its students. "Knowing this fund exists – specifically for us at Renison – was a big help. It alleviated some of the anxiety about the financial burdens that can be a barrier to accessing these kinds of international experiences."

THE POST-SECONDARY MENTAL HEALTH CRISIS

HELPING TO BRIDGE THE GAP



I had almost two years where every single working day I had at least one student talk to me about suicide.

This was the situation facing Renison's chaplain, The Ven. Megan Collings-Moore. But this is consistent with the rising rates of mental health crises among youth at university. She had been the main source of support for students at Renison since she arrived in 2006. Although there was additional support with services on main campus, Megan had noticed a dramatic increase in the number of students in need of assistance.

Officials such as Waterloo Regional Police Chief Brian Larkin have called suicide "a public health epidemic in Canada". Therefore, in 2015, with approval from the administration, the College hired a social worker for the College's students and residents. This led to the development of our

Wellness Team. We now have three counsellors and two chaplains. Counsellors Reta Franci, Jannah Tudiver and Tamara Smits have joined, in addition to associate chaplain The Rev. Rosalyn Elm. Renison is the only affiliated college at the University of Waterloo to have invested in such a high level of on-site support.

The counsellors offer support for students who face a variety of challenges. The chaplains offer pastoral support as well as opportunities to ask life's 'big questions'. Together, they seek to build an inclusive community that meets the needs of the diverse students who live and study here. They organize activities that promote student services at events on campus such as Bell Let's Talk Day and



Wellness Team: Rosalyn Elm, Megan Collings-Moore, Reta Franci, Jannah Tudeviver, Tamara Smits

Mental Health Awareness Week. They also hold drop-in group programs weekly throughout the fall and winter terms to help students meet each other, learn how to overcome challenges, and reach out for support when needed. Programs include Wellness Mondays, Musical Meet-Up, and Tea and Questions.

Wellness Mondays invites students to engage in arts and crafts for self-care as they participate in guided discussions on topics such as time-management, relationships, and self-esteem. Musical Meet-Up brings students together to play instruments, sing, or listen to pieces with reflection on their meaning. There have been moments of laughter and tears while students have recalled

joys and sorrows. With hot and cold blends of tea, Tea and Questions gives students an opportunity to share experiences they may never have before. Questions have ranged from “Which of Snow White’s seven dwarves are you?” to “How do you know what to do with your life?”

Amy Cooper is among students who has appreciated these opportunities at Renison. “The Wellness Team is so important because it teaches us students how to work through and cope with all the crazy things life throws at us. The team provides endless support and knowledge that we often don’t realize we need but are crucial to helping us best grow into the people we are to be.”

SPOTLIGHT ON THE ENGLISH LANGUAGE INSTITUTE (ELI)

MEASURING SUCCESS BY THE ACHIEVEMENT OF ITS STUDENTS

Since 1972, Renison University College has offered high quality English language programs and courses. Supporting more than 1000 students from 35 countries each year in achieving their academic and professional goals. Renison's English Language Institute (ELI), formalized in 1994, is committed to offering all students high-quality, personalized and meaningful English language instruction to support their future success.



🏡 Instructor Bethany Dixon in ELI class

IMPROVING ENGLISH BEYOND THE CLASSROOM

Recognizing that language learning occurs within a variety of contexts, numerous volunteer opportunities in the Renison English Language Institute (ELI) have encouraged students to use their English skills outside of the classroom, while also improving their communication, teamwork, and leadership skills.

In Renison's Bridge to Academic Success in English (BASE) program, two leadership programs have emerged with two different purposes. One volunteer committee, known as the BASE Reps (or representatives), helps students gain confidence in their oral communication and project management skills by planning a large-scale on-campus event. The other committee, a newswriting volunteer team, encourages students to build their writing skills by reporting on campus events and interviewing Waterloo staff and students.

In recent terms, the BASE Rep team has spearheaded initiatives like Renison's involvement in Waterloo Region's Random Act of Kindness Day, in addition to a campus-wide International

Fair in the Student Life Centre and Renison's first Sustainability Fair.

Brad Nguyen's first time getting involved on campus was as a BASE Rep helping with Random Act of Kindness Day. As a Science student, it was a great way for him to feel more connected to student life on campus.

"The event was amazing since I could help to promote a sense of belonging for others in the UW community," Nguyen shared, "but I could also personally feel really great after doing acts of kindness."

The BASE Newswriting Volunteer Team meets weekly to brainstorm ideas for articles that they write as a team. Story topics range from coverage of popular campus events to features about important issues like homelessness. The finished product is published in a weekly e-newsletter for other BASE students, instructors and staff.

The English for Academic Success (EFAS) program has also seen positive student engagement



ELI students engaging with instructor, Bethany Dixon

through the launch of an EFAS Student Council. Each week, volunteers meet to provide input on behalf of their classmates about events they would like to see happen at Renison. In addition, students work together to plan their own events for the Renison community, including movie nights, picnics and cultural fairs. Students can also volunteer for events like Trick-or-Eat at Halloween to support the Feds Food Bank on campus.

A popular event that EFAS students have begun volunteering for is the University of Waterloo's Canada Day celebrations. Miyu Kiura was one of the EFAS students who volunteered this past summer at the Columbia Lake celebrations. Kiura came to Renison as an international student from Kansai Gaidai University, a partner university located in Osaka, Japan.

For Kiura, Canada Day was a unique opportunity to put her language skills into practice and experience a popular cultural celebration. By immersing herself in the spirit of the occasion, Kiura was also giving back to her new community in Waterloo.

"I wanted to have a lot of new experiences when I came to Canada," shared Kiura. "I am happy how far I've come and how much more my English improved. It was a pleasure for me to see

the guests enjoying the event and that I could enjoy it with other Canadians."

These student leadership opportunities have helped to build a stronger sense of connection among ELI students -- not only to Renison, but to the wider campus and Waterloo community as a whole.

For Nguyen, volunteering in programs like BASE Rep proved to be a springboard for future leadership opportunities. He has since transitioned into peer mentorship roles in the English Language Institute, supporting our BASE, EFAS, and Business Leadership programs. This fall, he will be assuming the role of president of Waterloo's Vietnamese Student Association.

Nguyen shared, "I feel students should participate in volunteer programs to meet new friends, but to also improve their confidence to be a leader in future positions."

Since the ELI's volunteer programs began three years ago, hundreds of students have participated. Like Nguyen and Kiura, they value these opportunities to develop their confidence, language and interpersonal skills, which they then apply in a variety of academic and social contexts.

I wanted to have a lot of new experiences when I came to Canada

Miyu Kiura



BETHANY DIXON

BASE INSTRUCTOR

Bethany began her career in the United States working with recently arrived refugees to the country, many of whom had no English language skills at all. She understood immediately the important role that language plays in allowing individuals to fulfill their destiny; by helping these newly arrived community members, exiled from their homes, Bethany was doing more than teaching English; she was helping to develop their keys for success.

Bethany first came to Canada in 2016 to complete her Master's degree under the supervision of Dr. Kristiina Montero, at Wilfrid Laurier University. Requiring her Canadian ESL Certification to teach, she first came to Renison to take the ACE TESL program.

As an active language researcher, Bethany uses what she learns through advanced study, observation and shared best practices by other professionals in the field, to help shape her in-class teaching. "There was a time that students were asked only to speak English in the classroom," explains Bethany, "but a more contemporary approach allows for language to flow a little more freely. Research shows value in allowing students to switch between different languages, so long as it is not leaving anyone out. The approach to teaching becomes a little more nuanced in these circumstances."

Most recently, Bethany has been focused on best practices for providing her Bridge to Academic Success in English (BASE) students with helpful feedback on written assignments. She is trying to strike that delicate balance between grammatical accuracy and fluency of thought. While grammar is important, and at least half of the grading exercise is used to detail proper grammar usage, it is also important to demonstrate critical thinking and the ability to analyse information and express original thoughts. It is important for the instructor to understand the cognitive processing that is involved when writing in a language other than your home language.

"We spend a fair bit of time discussing audience – who you are writing for – and tailoring your message to that audience," says Bethany. "For example, in our BASE program we, the instructors, are right in the classroom with our English students. So, in the case of engineering students, we are sitting in the engineering lecture halls with our students, learning about their assignments, lab reports and other requirements. Everything we then do in the BASE classroom, back at Renison, is specifically designed to help them to succeed in engineering. The academic success of our students is our first priority."

"While of course I am concerned about grammatical accuracy, there is nothing more exciting than seeing a student develop their critical thinking and gaining the confidence to actually question and challenge peer-reviewed research. You know a student has reached a certain level of English proficiency when he or she begins to critically consume research, question findings, form original opinions and express that knowledge in a way that any other reader can understand and appreciate. That's when you feel you've made a difference."



CECI TACURI SIGUENZA

**BASE (BRIDGE TO ACADEMIC SUCCESS IN ENGLISH) GRADUATE
ENGLISH FOR SUCCESS PEER LEADER
GEAR (GENERAL ENGLISH AT RENISON) PEER LEADER**

Originally from Ecuador, Ceci is studying Global Business and Digital Arts. “I originally came to Renison for the BASE program, but stayed because of the community atmosphere. Coming from another country and not having a strong network in Canada, it was great to move into such a family atmosphere. While I connected immediately with students, I also found that the faculty and staff all know you by name and treat you more like a friend than a student. I have loved working as a peer leader and getting to know so many other cultures. Once you get to know people from other cultures, stereotypes disappear. You begin to see the many ways that you are the same and no longer focus on the differences.”



HYEON DEOK UM

**EFAS (ENGLISH FOR ACADEMIC SUCCESS) GRADUATE
ENGLISH FOR ACADEMIC SUCCESS DON
BASE PEER LEADER**

Originally from South Korea, Hyeon is pursuing a double degree in Math and Business, a program offered between University of Waterloo and Wilfrid Laurier. “I first heard about Renison’s English Language programs while going to school in Korea; they are known for their excellence. While I had studied English in Korea, I was very nervous and anxious about speaking it here. After taking English for Academic Success, I felt more prepared to communicate well in English. I love working as a peer leader and meeting students from many countries. I think diversity makes you more adaptable – I enjoy learning the diverse viewpoints of students from around the world. It helps me to see things from other perspectives.”

HONOURS AND ACCOLADES



JANET MENARD DISTINGUISHED ALUMNA

Graduating from Renison and the University of Waterloo in 1975 with a Bachelor of Arts in Applied Social Sciences (the precursor to Social Development Studies), Janet Menard has spent her 30 year career in human services. Having previously worked for a variety of municipalities, in 2015 Menard was appointed Deputy Minister of Community and Social Services. Menard was recognized for her decades of dedication to public service.



RON CHAMPION HONORARY MEMBER

Ron Joined Renison as an instructor and project manager in the English Language Institute in 2002. He taught English as a Second Language classes in writing and grammar, presentation skills, and listening and reading skills, to intermediate and advanced level students. He eventually progressed to the role of Senior Language Instructor and then Manager of Business Development. Ron's desire to encourage students to explore the world led him to his role as Manager of the Renison International Office.

He would go on to manage many of Renison's international relations, including testing potential University of Waterloo students, developing custom programs, coordinating student exchanges and further developing university partner relations around the world.



CATHY PLUNKETT HONORARY MEMBER

For almost 30 years, Cathy Plunkett dutifully served Renison residents, students, staff, and faculty. She began her career at Renison in the kitchen as a staff member for Beaver Foods. She then became a member of the College's Facilities team, eventually rising to the position of Custodial Lead Hand.

She truly was the mom away from mom to every student who lived at Renison. As a custodian, she cleaned rooms and helped to maintain our College exceptionally well, but the best thing about Cathy was that she interacted with students on a daily basis. She would always call people by name, welcome them with a smile, and ask how they were doing – she cared about our students.



PETER TOWNSHEND HONORARY SENIOR FELLOW

Peter served as a priest in the Anglican Church of Canada for more than 30 years. He also served as the representative of the Diocese of Huron on Renison's Board of Governors from 2004 to 2016; there, his wise, calm and timely counsel was of great value to Renison and contributed to the College's steady growth and ongoing success.

His candour, guidance, and depth of knowledge was invaluable on numerous search committees for a variety of positions, including the Governance Committee of the Board and on the Chapel Committee. A strong supporter of Renison and a constant presence, Peter recognized the exceptional work being done by this College and continues to be an avid supporter and cheerleader for the Renison cause, serving on the Executive of the Renison Builders Club.



MAY YAN HONORARY SENIOR FELLOW

Over a 43 year career, May Yan has made immense contributions to the development of the University of Waterloo and to Renison University College. Starting as a typist and assistant buyer in the Waterloo Bookstore, May progressed upwards eventually becoming the Bookstore Director in 1995 and ultimately serving as the Director of Retail Services for the university from 1997 until her retirement in 2016.

In 2008, at Dr. Gail Cuthbert Brandt's request, May joined the Renison Board of Governors. Between 2012 and 2014 May chaired the Development Committee during which time a fundraising planning study was prepared for Renison by Ketchum Canada Inc. May assumed responsibility as Vice-Chair of the Board from 2013 to December 2015 and from January 2016 to December 2017, May performed exceptionally well as Chair of the Renison Board of Governors and was involved in many essential projects including her service on the Principal's Search Committee to appoint Dr. Wendy Fletcher as Principal in 2014.



JUDI JEWINSKI SPECIAL HONOUR

Beginning as a teacher at Renison in 1973, Judi Jewinski served in a variety of roles at the College over her 47-year career. A passionate teacher of communication and the English language, Judi founded Renison's English Language Institute (ELI) in 1994, which has become a thriving and integral department within the College. Judi retired in 2017 as Administrative Dean of Renison University College, leaving a lasting legacy of growth, accessibility, and student success. In recognition of her decades of service to the College and her foundational role in the English Language Institute, the Board of Governors decided to establish for her a permanent and substantial honour by naming the ELI's main office the Jewinski English Language Hub.

NEWLY PROMOTED FACULTY:

CONGRATULATIONS FOR EARNING THE RANK OF ASSOCIATE PROFESSOR:



ROB CASE

Social Development Studies



ALICE SCHMIDT HANBIDGE

School of Social Work



ARSHI SHAIKH

Social Development Studies



TRISH VAN KATWYK

School of Social Work

ACADEMIC AWARDS:

CHRISTINE LOGEL

Associate Professor,
Social Development Studies

UNIVERSITY OF WATERLOO
EQUITY & INCLUSIVITY AWARD

VINH NGUYEN

Assistant Professor,
Culture and Language Studies

POLANYI PRIZE

ALICE SCHMIDT HANBIDGE

Associate Professor,
School of Social Work

INTERNATIONAL
E-LEARNING AWARD

TONY TIN

Librarian

INTERNATIONAL
E-LEARNING AWARD

JULIA WILLIAMS

Director,
English Language Studies

TESL CANADA
INNOVATION AWARD

SOHEILA ESFAHANI

Instructor,
Studies in Islam

2018: WOMEN WHO INSPIRE
AWARD, COALITION OF
MUSLIM WOMEN

BOOKS PUBLISHED:

The Challenge of Children's Rights for Canada, 2nd edition

KATHERINE COVELL, R. BRIAN HOWE
AND J.C. BLOKHUIS

Faith Fears No Distance

YAN LI

A Space for Race: Decoding Racism, Multiculturalism, and Post-Colonialism in the Quest for Belonging in Canada and Beyond

KATHY HOGARTH, WENDY L. FLETCHER

America's Dark Theologian: The Religious Imagination of Stephen King

DOUGLAS E. COWAN

SPOTLIGHT ON NEW FACULTY:

ANDREA DALEY DIRECTOR, SCHOOL OF SOCIAL WORK

Dr. Daley describes what attracted her to work at Renison University College:

While I was interested in the School of Social Work as a whole, I felt particularly drawn to the health focus of the MSW Program. The health focus of the MSW Program is well aligned with my 10-years of social work practice experience in the health care system and my program of research, which focuses on health services access and equity.

I was impressed with the feeling of community at Renison. When I read about Renison, and then visited Renison, I sensed a close-knit community of people. This was very appealing to me because I believe that effective teaching and learning is relational – that we learn best when we learn with and from each other. This is dependent upon and fosters a strong community.

I'm looking forward to getting to know and developing collaborative relationships with my colleagues at the *School of Social Work*, *Social Development Studies*, and beyond. I'm particularly curious about, and interested in, having the opportunity to meet and develop relationships with students in the *Bachelor of Social Work* and *Master of Social Work* programs. I'm looking forward to being in the social work classroom and engaging students in thinking critically about social work theory and practice.

I'd like the Renison community to know that my social work practice, teaching, and research are strongly grounded in principles of social justice and fairness. I am community-oriented and look forward to building relationships with Renison's community partners.

My program of research is best characterized by the overarching theme, Health Services Access and Equity and includes two key streams: 1) LGBTQ2S health services access; and 2) critical mental health. The site of my research is the health care institution, with both streams of research focusing, in different ways, on the implications of institutional policies and practices on high quality, equitable health care for marginalized populations including sexual and gender minority, racialized, poor, and Mad people. Both streams of research emerged at the intersection of my practice experience as a community-based mental health practitioner and activist work as a member of Toronto's LGBTQ2S community. My research is motivated by my belief that inequitable access to health care is a social justice issue and my commitment to ensuring access to health care as a social right.



NEW ENGLISH LANGUAGE STUDIES FACULTY:

JAMES CORCORAN

ASSISTANT PROFESSOR, ENGLISH LANGUAGE STUDIES

I am an Assistant Professor of Applied Language and English Language Studies at Renison University College. I teach courses in Second-Language Acquisition theory, methodology and assessment as well as research writing courses to University of Waterloo graduate students.

My research interests include language teacher education, (critical) English for specific/academic purposes, and relations of power in global academic knowledge production.

My current research projects include investigations into the impact of various interventions on plurilingual English as an Additional Language (EAL) students' disciplinary literacies and academic integrity awareness; faculty "editing" processes, practices, and ideologies; English for Academic Purposes (EAP) teachers' pedagogies for supporting culturally and linguistically diverse students' academic writing.



SPOTLIGHT ON RESEARCH:

Over the past two years, researchers at Renison University College have earned well over \$2 million in research grants. For a college of its size, this is a huge sum of money and represents a significant endorsement and recognition of the quality and importance of the research being conducted here. While it is not possible to provide an overview of the full extent of the many research projects that are currently underway, this section is designed to give you an idea of how Renison is making a difference in lives today.



SUSAN CADELL
PROFESSOR,
SCHOOL OF SOCIAL WORK

Research Focus: Memorial Tattoos

Inking a bond with a person who has died

Through in-depth interviews, Dr. Cadell is gaining a better understanding of the important aspects of memorial tattoos and how they fit with our changing understanding of grief. Memorial tattoos celebrate the lives of the person who has died, provide a connection to their past, and invite others to share in these stories. When a person dies, the relationship does not end; it shifts. This research deepens our understanding of the social dimensions of meaning making within the grief experience. The results of this project will be communicated to social workers and others who work with the bereaved through social media and professional associations. Results will also be presented at conferences and in academic journals. Students will be included and mentored throughout. The project will be capped by an exhibition of photographs at the Critical Media Lab which hosts public exhibitions in its Downtown Kitchener location.

More Information: <https://memorialtattoos.org/>



CHRISTINA PARKER
ASSISTANT PROFESSOR,
SOCIAL DEVELOPMENT STUDIES

Research Focus I: Learning Innovation and Teaching Enhancement
Taking on controversial issues in the classroom

This project examines how postsecondary students engage in classroom discussions about controversial topics related to social, political, and cultural issues, and how instructors can facilitate healthy and inclusive engagement during the discussion of contentious and sensitive social issues. The purpose of this research is to equip instructors with best practices for empowering students to engage in these discussions and, ultimately, it will give agency to students and help elevate their voices in these discussions.

Research Focus II: Restorative and Peace-building Practices in Schools: Challenging Responses to Bullying, Violence, & Social Exclusion
Finding healthy resolution to conflict

This research will examine the cultural relevance, equity consequences, and effectiveness of selected peace-building and restorative community-building tools currently in use. Alternatives to exclusionary punishment, such tools and practices are designed to de-escalate conflict and to repair relationships before and after instances of harm in schools. This project will focus particularly on how restorative and peace-building practices in schools and communities could help marginalized students by offering opportunities for inclusion and agency.



TRISH VAN KATWYK
ASSOCIATE PROFESSOR,
SCHOOL OF SOCIAL WORK

Research Focus: Exploring the possibilities and impacts of Indigenous/non-Indigenous alliances
Rowing Towards Understanding

The framework for this work is the Two Row Wampum, an ancient treaty that considered the ways in which the Six Nations and the European settlers could co-exist in a way that was respectful, peaceful, and based in friendship. The research explores ways in which alliances can empower, fortify, and increase well-being for Indigenous and non-Indigenous youth. The Two Row Wampum is also being used as a model for research; such a model incorporates critical self-reflection and collaborative movement through journeys such as a 10-day canoe paddle on the Grand River. The values of Renison, located on the traditional territories of the Haudenosaunee peoples, celebrate diversity and collaboration. The social work profession pursues social justice through building connections that are just and empowering.



CRAIG FORTIER
ASSISTANT PROFESSOR,
SOCIAL DEVELOPMENT STUDIES

Research Focus: Migrant Workers

Speaking Fruit: art, activism and migrant justice from a mobile fruit stand

While we have become concerned as a society about the nutritional health of our food, we often have very little understanding of the temporary foreign worker programs and their impact on the lives of the migrants recruited to plant, tend to, and harvest these very fruits and veggies. Speaking Fruit uses art as a means of making an intervention in the public discourse around the labour, immigration, and health & safety condition in which people work through the Seasonal Agricultural Worker Program in Canada. This research project was integrated into classroom teaching and students were able to interact directly with the installation. This integrative research in the classroom shows students not just the types of research conducted by their professors, but also the ways in which they might consider using their academic work, even at the undergraduate level, to contribute to initiatives for social change.

More Information: <http://farrahmiranda.com/speaking-fr/>



CHRISTINE LOGEL
ASSOCIATE PROFESSOR,
SOCIAL DEVELOPMENT STUDIES

Research Focus: Students transitioning into post-secondary education

Building coping tools for university and college students

This research studies the connection between students' feelings that they belong in their university, both socially and academically, and their success and well-being there. With a particular focus on the experiences of women in science and technology fields, of students with disabilities, and student health, the purpose of our work is to provide evidence-based interventions that institutions can easily access and adapt for their own students. This research has immediate implications at Renison, as Dr. Logel applies what she learns in her teaching and service work. With incoming Social Development Studies students, Logel gives her students opportunities to set themselves up for success in her course and in their education more broadly. In her service work, she is able to be part of committees and teams that work to determine what Renison students need to succeed and thrive and then implement those strategies.

More Information: <http://collegetransitioncollaborative.org/>



KRISTINA LLEWELLYN
ASSOCIATE PROFESSOR,
SOCIAL DEVELOPMENT STUDIES

Research Focus I: Digital Oral Histories for Reconciliation: The Nova Scotia Home for Colored Children History Education Initiative (DOHR)

In collaboration with survivors of the Nova Scotia Home for Colored Children, DOHR is creating a virtual reality experience for grade 11 students in Canadian history to learn about institutional racism in our past. The purpose of the research is to help students understand historical harms to move towards just relations in the future.

The research represents a unique approach to collaborative knowledge creation. Partners include the provincially-mandated restorative inquiry into the Home, the Nova Scotia Ministry of Education, and scholars from gaming, law, oral history, and many other fields of study. Expected to be in Nova Scotia schools by spring of 2019, students will be encouraged to consider the significance of this story to the broader Canadian history narrative.

For more information, please visit www.dohr.ca

Research Focus II: Changing the masculine narrative around what it means to be a leader

This project, Storying Women's Educational Leadership (SWEL) addresses the third objective of the University of Waterloo and Renison University College's commitment to the HeForShe Impact 10x10x10: to increase the support for women in leadership in universities. To meet this objective, it is first necessary to re-examine how we define leadership.

The way we collectively understand the past determines how we move into the future. If we, as institutions of higher education, continue to define our past based on white male leaders and we continue to commemorate those leaders without acknowledging women's work towards transforming the institution in a broader sense of leadership, then we cannot provide a sense of belonging and open space for women to be transformative leaders moving forward. Almost entirely student-driven, the project involves finding lost stories of women leaders on this campus and telling their stories through digital shorts. This is part of a broader research project that will assess how listening to these stories can help to develop students' historical consciousness.

Research Focus III: Mobilizing existing research on equity and education

We are aware that the majority of knowledge created within the academy is rarely shared with and applied by community. Réseau de Savoir sur l'Équité | Equity Knowledge Network (RSEKN) is creating a provincial, multi-stakeholder, bilingual knowledge mobilization network that brings equity innovators together to break down systemic barriers to children and youth from marginalized groups.

Part of a larger, multi-disciplinary research project developed by the Knowledge Network for Applied Education Research (KNAER) and funded through the Ministry of Education, work with this network focuses on two primary areas: 1) gender-inclusive pronouns and school cultures and; 2) restorative approaches to education. As part of that work, student researchers are identifying the research that has already been conducted on these topics and synthesizing it into short, easily digestible briefs to be distributed to educators across Ontario. Undergraduate students' participation in this work provides them with hands-on opportunities to conduct meaningful research that has immediate application.

For more information, please visit www.rsekn.ca



ARSHI SHAIKH
ASSOCIATE PROFESSOR,
SOCIAL DEVELOPMENT STUDIES

Research Focus I: The problem of animal hoarding

In collaboration with the community-based agency Supportive Housing of Waterloo (SHOW), this mixed-methods study is designed to develop theoretical and applied knowledge about the problem of animal hoarding. The findings of this research will bring the voices, experiences and viewpoint of the individuals who hoard animals and their family members to the forefront. Insights emerging from this project will be useful to social workers who engage in outreach, case management, and crisis intervention work with this vulnerable and under-served population.

Research Focus II: Supportive housing in the lives of the perpetually homeless

This qualitative research project has two objectives: 1) to document the model of permanent supportive housing as exemplified by the Supportive Housing of Waterloo (SHOW) and; 2) to examine the impact of this form of housing on the lives of tenants who endured persistent homelessness in the past. The model will be useful to SHOW to conduct future community impact assessment. Also, the model can be scaled out to the broader community within and beyond the region to meet the housing needs of vulnerable populations (e.g., homeless individuals, people with disabilities).

Both research projects are funded by SSHRC* and supported by undergraduate students and community-based research assistants who are involved in every phase of research including literature search and review, preparation of ethics applications, development of data collection tools, recruitment of participants, and collection, transcription and preliminary analysis of data. Research assistants will also be encouraged to engage in knowledge dissemination. Renison provides an excellent environment to conduct research in new areas. The small class size allows faculty to learn about the academic strengths of students and to foster research skills among them through research assistantships and research apprenticeships.

*SSHRC = Social Sciences and Humanities Research Council of Canada



SHARON ROBERTS
ASSOCIATE PROFESSOR,
SOCIAL DEVELOPMENT STUDIES

Research Focus: The furry community

Professor Sharon Roberts is one of the four co-founders of the International Anthropomorphic Research Project (IARP)—also known as FurScience—and the world’s leading scholars on the furry fandom. The term “furry” describes a diverse group of individuals, largely from the LGBTQ community, who have created anthropomorphic identities for themselves, known as a fursona, that represent idealized versions of self in online, local, and international settings. Some furies wear elaborate costumes called fursuits or paraphernalia such as animal ears or tails. As the PI on a Social Science and Humanities Research Council of Canada Insight Grant, Roberts and her international team are focused on investigating the wellbeing of members of the furry fandom. The grant funds their research to understand the differences in identity development among furies, anime fans, and soccer fans in four countries across the globe. The project is also investigating transgender wellbeing, autism, and therianthropy in the furry fandom. For more information about the program of research, anti-stigma activities, and current research findings, please go to furscience.com.



CHRIS HILLER
ASSISTANT PROFESSOR,
SOCIAL DEVELOPMENT STUDIES

Research Focus: What we can learn from long-term Indigenous/settler alliances

The study aims to shed light on Indigenous-settler alliances, the challenges they face, the principles that guide them, the ways they negotiate questions of power and difference, the strategies they adopt in different contexts, and the many insights gained along the way. The research project will also consider the work of KAIROS Canada, a faith-based network for social and environmental justice, in developing alliance relationships with diverse Indigenous organizations, nations, and peoples. Through interviews, story-sharing circles, and historical research, stories and perspectives will be collected from KAIROS network members, staff, and Indigenous, church, and civil society partners regarding what the organization has done during its four decades of work to nurture Indigenous-settler relationships of solidarity, support, and understanding. Other case studies will examine alliances in light of Indigenous women’s decades-long challenges to gender-based discrimination tied to the Indian Act, and Shoal Lake 40 First Nation’s struggle to end state-imposed geographic isolation and a decades-long boil water advisory.

GRAPEVINE



1968

GERRY SAUNDERS

BASc (Chemical Engineering)

capestmary@hotmail.com

In 2014, I became an organ harvester. I was browsing through the Halifax Chronicle-Herald newspaper over breakfast when I happened upon an article about a group of organ harvesters in Yarmouth. John Overton, the music director at Holy Trinity Anglican Church in Yarmouth, described it as a “roll-up-your-sleeves-and-pass-me-the-spanner” type of organ harvest. The project’s aim was to rescue discarded pipe organs from churches that are closing throughout the Maritimes and bring them to Yarmouth for refurbishment and preservation. I was intrigued by the idea and contacted John. And so it began.

After nearly a year and a half of volunteer effort and many setbacks along the way, the Brunzema tracker organ first regained its voice on March 28, 2016 in the sanctuary of Holy Trinity after reassembling the more than 1000 pieces. This organ has 700-800 pipes, a single manual with a standard 61 key keyboard and pedal board.

This is no doubt one of the few occasions when a

complete pipe organ has been successfully saved from the threat of landfill and repurposed into another church. It has been my honour to have played a small part in this effort.



1973

ODEEN PROBERT

BSc (Kin.)

Back in 1969, four frosh women met four upper classmen during frosh week in the Moose Room. Who knew that almost 50 years later that group of four couples would still be friends, each would have two children and a few of us have grandkids as well. A friendship which blossomed in Renison is still strong today. The couples were Helen Eatock and John Grime, Lynn Wrigley and Brian Boisvert, Joan Tapelko and Paul Spittal, and Odeen Paske and Bill Probert.

We get together one or two times a year with or without our kids, with lots of laughs and many wonderful memories. We attended the childrens’ marriages and celebrated milestones in their and our own lives. We are all retired now and go away together for a few days each fall.

2019 will be the fiftieth anniversary of our friendship. We have decided to go on a celebratory trip together to Newfoundland. We are all looking forward to it. There will be laughter, rousing discussions and lots of reminiscing. Renison was an important part of our lives and we are happy that the friendships we forged there continue to enrich our lives.



1974
BONNIE REES
B.Math (Applied Analysis and Computer Science)

I enjoyed a career in software development, was a stay-at-home Mom to our two children, got very involved in volunteer work and share all this with Gary Botzang. I am currently the National President of IODE Canada and the President of the Anglican Church Women (ACW) Diocesan Council for the Diocese of Huron. I was awarded the Queen's Diamond Jubilee Medal in honour of my 35 years of work with the IODE, a Canadian women's charitable organization. I was a volunteer tutor of computer literacy for adults with physical challenges, was a member of the University of Waterloo National Alumni Council and a Senator representing Alumni for the University of Waterloo. I am very involved with my church, Saint Columba, Waterloo, ON, having served 2 terms as Warden, sat on Parish Council for more 15 years, edited the church bulletin for several years, was Treasurer for a few years and have been an acolyte for many years. I enjoy

reading, needlework and gardening. The Lord has blessed me with many gifts which I try to use to the best of my ability to help others.



1987
PAUL DOWSETT
BArch
Paul@sustainable.to

Paul Dowsett is a proud alumnus of the University of Waterloo, School of Architecture and resident of Renison College. Since graduating in 1987, Paul has been practicing and teaching within the field of architecture. As the founding Principal Architect at SUSTAINABLE.TO (STO), Paul leads a highly collaborative team of architects, designers, and building scientists.

STO is an internationally-recognized and award-winning professional firm which demonstrates that sustainable design can be offered to clients as a basic service. This ethos has lead STO to win multiple international design awards. Paul has also helped the architectural profession to be seen as more approachable, and useful for people in all walks of life. This impact is demonstrated by the firm's receipt of the NOW Readers' Choice Award for Best Design Firm. STO is not only the first architecture firm to win the award but is also the first design firm, of any type, to win twice (2016 and 2017).

Paul advocates for volunteering and dedicating time for other community initiatives. His dedication

to improving the City of Toronto can be seen in the multitude of architecturally-related projects for which he devotes his time and energy, often pro-bono. His work caught the attention of the Public Health Agency of Canada (PHAC) who, through Toronto Public Health (TPH), have funded a 5-year pilot program, Healthy by Design, at the East Scarborough Storefront site, and at a corresponding Weston /Mount Dennis site. With Paul at the helm, STO and partners will use authentic community-engaged design to redesign and construct the outdoor spaces around the towers to achieve better health for the residents and the community.



1992
DARLENE ENNS-DYCK
BA (SDS)

September marks 29 years since I began my studies at Renison. I entered the Social Development Studies program with a vague sense of what I wanted to do with my life. My path took an unexpected turn when I began to sense a connection with social work and the role of the church in the world. This would eventually lead to entering pastoral ministry in a Mennonite church. I am grateful for my studies in SDS that have equipped me for my role in leading a congregation.

My husband Ted and I co-pastor a community church that we began in January, 2000, in rural Manitoba with 15 of our friends. It's called Seeds, and it has been one of my greatest joys to lead and really do life within this community. From the

outset, Ted and I have felt a strong conviction to maintain a pastoral ministry that embodies a sustainable, well-rounded life.

This sustainability plan recently allowed us to walk the Camino de Santiago in Spain, which was an experience of a lifetime. For 38 days, we slowed down our pace to nothing more than 4.5 km per hour, using only our legs to carry us just short of 500 miles, carrying just a backpack with a few belongings. We met people from all over the world, all on the same path, each with unique experiences and struggles, including physical, mental, emotional and spiritual. We relinquished the roles in our lives (parent, pastor, friend, sibling, etc.) and accepted the simple title of "pilgrim," and learned to find ourselves in the rhythm of the sun and moon, the ache in our feet, the hunger in our bellies, and the thirst on our tongues. Life on the path was simple ... and challenging ... and beautifully slow, while still maintaining a sense of movement and purpose to connect with ourselves, with others, and with the Creator of an extravagantly beautiful world!



1995
TODD POKRYWA
BES (Hons.) (Urban and Regional Planning)

tpokrywa1@hotmail.com

Residence Floor: FUBAR

Todd J Pokrywa is the President of The Viera Company, currently ranked among the top selling

master planned communities in the United States.

Todd serves on boards of directors for numerous professional and community non-profit organizations including the Association of Florida Community Developers, Melbourne Regional Chamber of Commerce, Economic Development Commission of Florida's Space Coast, Business Voice Political Action Committee, Brevard Cultural Alliance, Junior Achievement of the Space Coast, American Red Cross of Florida's Space Coast, and the Viera Stewardship District.

Todd is married to Cyndi Pokrywa who is pursuing her doctorate in counseling at Liberty University and their daughter Samantha was recently named head coach of Oklahoma Baptist University's softball team.



2000
BIANCA BITSAKAKIS
BA (SDS), BSW (2001)
bfbitsak@uwaterloo.ca

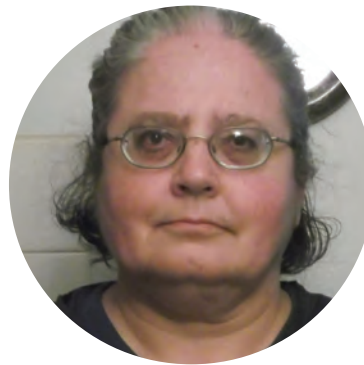
Upon graduating with my SDS degree in 2000, I went on to complete my BSW in 2001. After a year at the City of Waterloo's Home Support Services, I entered the MSW program at Laurier.

I always continued to be involved with Renison in some capacity – committee work, guest lecturing, application reviewing, and student mentoring.

In Spring 2017, I taught a course for the BSW program. Since then I have enjoyed my time as a

Sessional Instructor, teaching two more classes in Fall 2017 and Winter 2018 terms. I now work at Renison as the BSW Program Manager. I couldn't have predicted that I would end up back at Renison, but I am happy to work with such amazing colleagues and be able to continue the legacy of quality education and passion for the profession of Social Work.

I am still in touch with many of my cohort in the BSW class of 2001. The program has grown, time has past, but the friendships live on. I would love to get in touch with some old classmates.



2003
SARAH BOWMAN
BA (SDS)

Beginning in September 2003 I entered Wilfrid Laurier University's MA program in Religion and Culture. Switching later to Waterloo Lutheran Seminary on campus, I graduated in 2008 with an MA in Theological Studies, my thesis in history of fundamentalist Christianity.

The internet was coming into its own. Via online forums, I continued primary research, as well as seeking personal answers like we all do, discussing and debating religion and life philosophy with people from around the world. I shared freely of my own knowledge acquired at both universities, citing professors and textbooks, linking quality information posted by schools, governments, and

private organizations around the world, as well as YouTube and TED Talks and other educational videos.

In 2011, I first tried my hand at writing fiction. Set on the interface of the Old Order Mennonite community and KW urban society, the novel—still in progress and tentatively entitled Mennonite Summer—compares my two cultures.

Concurrently, I continued my online writing and have received the first formal recognition of my writing since prizes won for my papers at Renison College twenty years ago. Quora, a website based in Southern California with a mission to “share and grow the world’s knowledge”

(<https://www.quora.com/about>), named me along with others Top Writer of 2018.



2010

RHYAN AHMED

BA (ECONOMICS)

rhyan@kpalawyers.ca

Residence Floor: FUBAR

I lived in Renison from 2005 to 2006. I will always look back on those memories fondly. I’m 30 now and I got married last December 2017. In the 12 years since Renison, I graduated from UW in 2010, finished law school in 2013, was Called to the Bar in 2014, and eventually co-founded a law firm in Mississauga. My business partner and I have 15 employees and our law firm has been widely reported in the local media. You can learn more

about us at kpalawyers.ca. My unsolicited advice to any current students at Renison: have fun, work hard, go to the gym, and don’t take life too seriously. Life has a way of working out in ways that are beyond your wildest dreams. And if you don’t believe me, Google me and send me an email!



2015

ROXANNE PENDERGAST

MSW

I have had much change since I graduated. I retired from my first career and used my MSW to springboard into Act II. I am working as a social worker in the health care field and love it. Health care reaches across all populations, so the work is very diverse. I work part time and spend part time with my two-year-old granddaughter - and feel so blessed to be able to have this balance. I look back fondly on my time spent in the program and with my fellow alumni and I love following people’s changes on social media.

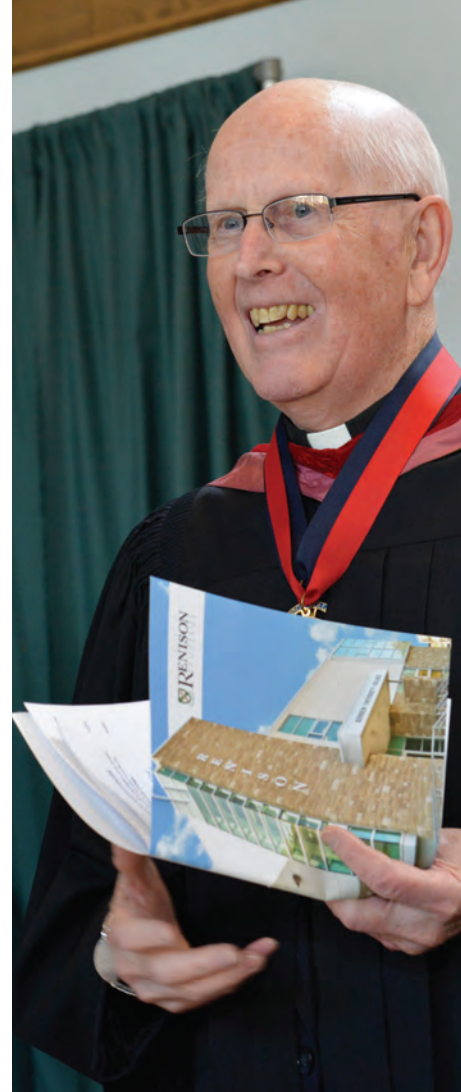
IN MEMORIAM

REMEMBERING THE VENERABLE HARVEY SOUTHCOTT

It was with sadness, but with profound gratitude, that Renison University College relayed the news that our last living founder, The Venerable Harvey Southcott, passed away on August 6, 2018 at the age of 93.

An Anglican priest in Waterloo, Ontario in the 1950s-1960s, Archdeacon Southcott was active in the community and was central to the creation of Renison University College. It was Southcott's vision for an Anglican affiliated educational institution, connected with the University of Waterloo (then Waterloo College), that ultimately led to the Renison that has been integral to the stories of so many people.

Archdeacon Southcott's bold dream was for a place where relationships would flourish, explorational learning would take place, and individual gifts would be developed for the benefit of all. He was remembered fondly by family and friends at a Celebration of Life on Monday September 17 at Christ Church Cathedral in Ottawa at which The Reverend Canon Dr. Wendy Fletcher participated in the readings.



PAUL BAILEY

A 1970s denizen of Animal floor in Renison's residence, Paul Bailey sadly passed away in July 2018. The Renison community expresses its condolences to his wife, Janice (nee Toy), also a former resident at Renison, and all who cared for him.

RON EYDT FELLOW OF RENISON UNIVERSITY COLLEGE

In July 2018, Dr. Ron Eydt, a long-time friend and community member of both Renison and the University of Waterloo, passed away. First serving as a professor of Botany, beginning in 1964, Ron was the Warden of Residences for the University of Waterloo, a position he held for the next 30 years. He and his wife, Betsy Eydt, were strong and dedicated supporters of Renison's educational and community focused mission.

In recognition of his service to the University and contributions to Renison University College, Ron was made a Fellow of Renison University College in 1997.

Our condolences go out to Betsy, his family, and all those in our community and beyond that cared for Ron. We at Renison thank him for his lifetime of contributions to education and relationship building.



1959 – 2019

RENISON TURNS 60!

OUR 60TH ANNIVERSARY CELEBRATIONS INCLUDE:

- JANUARY** Reni Moose Birthday Bash!
- FEBRUARY** Student Mardi Gras Celebration
- JUNE** Staff, Faculty, Student and Alumni BBQ
- AUGUST** Night Market
- SEPTEMBER** One Sky Festival
- OCTOBER** Anti-Racism ConversAction
- NOVEMBER** Traditional Wind-In Party
- NOVEMBER** 60th Anniversary Gala

Dates are tentative.
For more details, contact cort.egan@uwaterloo.ca



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If you are interested in supporting the work at Renison University College, please contact Cort Egan, Director of External Relations and Communications, at 519-884-4404, ext. 28605 or cort.egan@uwaterloo.ca

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