

ANNUAL REPORT 2018-2019

RENISON UNIVERSITY COLLEGE



AFFILIATED WITH THE UNIVERSITY OF WATERLOO



UNIVERSITY OF
WATERLOO



A MESSAGE FROM **MATTHEW GRIFFIN** CHAIR, RENISON BOARD OF GOVERNERS

In the year I graduated, I had the privilege of giving the toast to the University at Renison's Founder's Day. It was a deeply meaningful occasion for me because it was an opportunity to celebrate both the university which had nourished and challenged me to learn and grow—and the smaller community that had done the same, while also being the place I was happy to call home. Some twenty years later, my perspective from Renison's Board of Governors helps me not to look with nostalgia for the past—but admiration for how both Renison and UW have evolved, each remaining true to its founding ethos, but with such bright futures for the many people they bring together for learning and service.

The Board of Governors is deeply grateful to Wendy Fletcher who has served so admirably through her first term as President of Renison, and who this year began her second term. There are more accomplishments I could point to from her first term than would fit on this page, so I want to take this moment to highlight two of them.

Wendy's collaborative approach has fostered a shift in culture that helps students, faculty, and staff alike thrive in an environment that welcomes all, supporting each of us in our individual and collective work to contribute positively in the world. Her conviction in and passionate support of the philosophy embedded in our motto, one sky over all, draws us more deeply into the Renison project.

With exemplary leadership from Wendy, combined with significant input from faculty, staff, students, and the Board, we have been tremendously excited to adopt and begin to live out Renison's new Strategic Plan. This year's Annual Report focuses on just one aspect of that plan, related to our work on Renison's programs. The impact our programs have had over our first sixty years is immeasurable: the people who have learned and formed relationships in courses and classes and seminars and workshops continue to make significant impacts for the better in the lives of the people they have gone on to serve.

At the core of all our programming—whether social, political, linguistic, cultural or spiritual—the focus on equity, diversity, and social justice-making inspires each of us who have been shaped in some way by Renison in our continuing efforts in the world. These values continue to shape us, as we live into enjoying the one sky we share with people throughout the world.

To Renison, to the next sixty years, and to a vision that daily inspires us!



Matthew Griffin,
Chair, Renison Board of Governors

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MOVING FORWARD BY WAY OF THE HEART

Strategic directions for Renison's future have grown from the deep roots previous generations have seeded into the garden of us. Our original programmatic commitments which embraced international studies and social work as our defining work, have flowered into the many blooms which pattern our daily life and work: two post-graduate degrees in social work; a direct entry undergraduate degree in Social Development Studies; a large Culture and Language Studies department which offers wide ranging programs including Applied Linguistics, East Asian Studies, Studies in Islamic and Arab Cultures, Religious Studies and English including English for multi-language speakers; and a large Centre for Community and Professional Education which offers a wide diversity of programming from English language education to students from around the globe, to diverse language, culture and spirituality programs for our local community.

During my years as President, I have had the opportunity to teach in every degree department of Renison and in our Centre for Continuing and Professional Education. This unique opportunity has given me a visceral experience of what a Renison education means. Areas of focus and responsibility vary, but a singular vision for education in the Renison name inspires us. A Renison education is an education which addresses the whole person, equipping them for positive contribution in the context of a rapidly changing world with manifold challenges. It is an education which values the individual and embraces the broader project of social and communal well-being. Over and over again, I have seen our faculty, teachers, staff and

Board members generously give of themselves into this life-changing work with both enthusiasm and creativity. Braving the frontlines of higher education today is not a work for the faint of heart. It is a work which demands imagination, persistence, stamina, wisdom, sharp intellect and perhaps most of all courage - both inside and beyond the classroom. The Latin root from which our word courage derives literally means "by way of the heart". Around me at Renison I see fellow sojourners who embrace the shared project of Renison with courage daily— by way of their hearts. We are not just working - we are living this commitment to the well-being of the other through education

The strategic directions we have articulated for our future then, reflect this: our embodied commitment to the life changing practice of education in the service of the other and a more liveable world. We are not standing by, waiting for someone else to find a way to the future. We are jumping in and moving toward that future together, empowered by our shared passion for education and by our community, fashioning that future we imagine, even as we move toward it.

Dr. Wendy Fletcher,
President and Vice Chancellor

FINANCIAL STATEMENT HIGHLIGHTS

IN THOUSANDS OF DOLLARS

STATEMENT OF FINANCIAL POSITION 2019

- Cash > 9,009
- Investments > 2,552
- Capital Assets > 30,707
- Accounts payable and accrued liabilities > 713
- Student deposits and fee advances > 1,379
- Debt > 9,614
- Employee future benefit obligation > 2,924

STATEMENT OF OPERATIONS 2019

- Government grants > 5,496
- Tuition > 13,824
- Residence fees and conferences > 2,824
- Salaries, wages and benefits > 16,864
- Food services > 1,048
- University services > 1,503
- Contracted services > 1,089
- Utilities, repairs and maintenance > 701
- Office, general and admin > 559
- Academic support costs > 475

TOTAL OPERATING BUDGET
\$24 MILLION

COURSE ENROLLMENTS



6,318

SOCIAL ENGAGEMENT AND INNOVATION

Social Development Studies and School of Social Work

4,844

GLOBAL ENGAGEMENT THROUGH LANGUAGES AND CULTURE



Applied Language Studies, English for Multilingual Speakers, graduate and undergraduate, English, History, Religious Studies, East Asian Studies, and Studies in Islamic and Arab Cultures



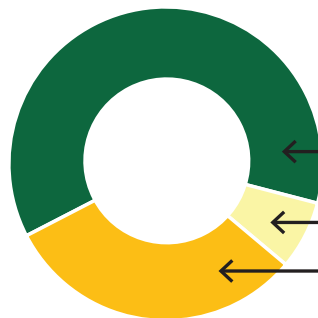
5,129

CENTRE FOR COMMUNITY AND PROFESSIONAL EDUCATION

Renison Institute of Ministry, Sakura Japanese Language School, Renison International Office, non-credit Chinese, Japanese and Korean language, English Language Institute, and Indigenous Studies

GIVING AT RENISON

JANUARY 1, 2018 - AUGUST 31, 2019



CASH AND PLEDGES TOTALLED \$189,634

Group Giving (foundations, corporations, other) > 61%

Alumni Giving > 7%

Individual Giving > 31%

\$370,908

FUNDS AWARDED THROUGH SCHOLARSHIPS, AWARDS, AND BURSARIES

RENISON'S STRATEGIC PLAN 2019–2024

GOAL 1 – PROGRAMS



Renison's Annual Report has traditionally followed a central theme. For the past few years, we highlighted each of our core programs: Social Work, Social Development Studies, Culture and Language Studies, the English Language Institute and Community and Professional Education.

As part of our renewed five-year Strategic Plan, the next five annual reports will each be rooted in one of Renison's ambitious goals for the future.

An organization's Strategic Plan sets out the road map that will lead it into the future. Like any road map, it is subject to changes due to traffic patterns, barriers and obstructions, and time-saving detours. To be effective, a Strategic Plan is descriptive, not prescriptive; it must have room to respond to changing realities and new routes to student success.

Our obligation, as a public institution of higher learning, is to report and receive feedback on the progress and evolution of our five year plan and how it grows and evolves over time.

We have come full circle and we begin with the first Goal outlined in our Strategic Plan: Programs.

Renison's Programs are a reflection of both where

we came from, and where we are going.

Renison believes deeply in contributing to a world in which social justice, diversity and equity are not aspirations, but realities. Our programs reflect this view. We believe that barriers exist where ignorance and misunderstanding prevails. We aim to collapse those barriers through programs that improve our understanding of diverse languages and cultures, social and economic environments, and questions related to gender, spirituality and a shared sense of belonging.

The following pages will feature some of our recent developments in Programs and some of our future plans. To stay informed go to: uwaterloo.ca/renison/strategic-plan.

Cort Egan,
Director of External Relations
and Communications

THE SCHOOL OF SOCIAL WORK'S PLAN TO MAKE AN INTERNATIONAL IMPACT

1.2 Explore and where possible develop three new Master's degrees in partnership with UWaterloo faculties, and evaluate the possibility of expanding the MSW internationally.*

IN PROGRESS

Renison's School of Social Work (SSW) is committed to an accessible, inclusive curriculum, and was the first in Canada to offer a completely online, health-focused Master of Social Work (MSW) degree. To increase its impact, and make the MSW as accessible as possible, the SSW is currently completing a feasibility study, led by Dr. Kathy Hogarth, to explore the possibility of offering the Renison MSW program to international students.

Two regions have been identified as areas for student recruitment, India and the Caribbean, where English is the language of education. These areas do not currently have access to MSW programs, and would place Renison as a complementary provider of education, as opposed to a competitor to local institutions.

In addition to offering international students an opportunity to gain further education, there will be significant benefits to the current student population. International perspectives will help shape, and further develop, the skills of students and educators, particularly with respect to global crises. It is the intention of this international social work program to share cultural knowledge and perspectives, and to empower international students to practice social work in their own cultural centre(s).

The program itself, once the feasibility study has been completed, will begin with a pilot cohort of 3-5 International students, over the next 2-3 years.


**Note: these numbers correspond to the goals contained in the Strategic Plan*

STUDIES IN ISLAMIC AND ARAB CULTURES INTEGRATED INTO CULTURE AND LANGUAGE STUDIES

1.3* *Integrate SI as an ongoing program within the Culture and Language Studies Department. COMPLETED*

Studies in Islamic and Arab Cultures is one of Renison's newest programs, beginning as an experimental program in September 2010 with 3 courses. Since then, it has become a fixture of the Renison landscape, with over 23 credit courses, a Minor and Diploma option, and Certificates and Diplomas in the Arabic language. In 2019, Studies in Islamic and Arab Cultures became fully integrated into the Culture and Language Studies department, ensuring the sustainability of the program as a permanent part of Renison.

Studies in Islamic and Arab Cultures includes language, art, and religion courses, making it unique and well-suited to students from all disciplines. In addition to teaching the language and culture of Islamic and Arab cultures, the program seeks to teach about and deconstruct phobias surrounding Islam to foster greater understanding. For students, the benefits are vast – those who want to travel or work in Arab areas of the world can learn the language and learn about the culture before leaving Canada; those who are interested in studying religion can learn about Islam or learn Arabic, the language of Islam; those interested in history can learn the history of Islam and the way the Arab culture has shaped the world; and those with political interests can delve into Arab culture and Islam to gain a greater understanding of the global political climate.

A black and white portrait of Dr. Amir Al-Azraki, an Assistant Professor. He is a man with dark hair, looking directly at the camera with a slight smile. He is wearing a collared shirt. The background is a plain wall with a framed picture or poster on the right side.

Dr. Amir Al-Azraki
Assistant Professor,
Studies in Islamic and
Arab Cultures

SDS FINDS CO-OP OPPORTUNITIES

1.4* Enhance and support community-driven, experiential learning, including ARTS CO- OP and service learning. **IN PROGRESS**

This year, the Co-operative Education Program (Co-op) has been extended to include students from all faculties at the University of Waterloo, including those studying Social Development Studies (SDS) at Renison. After doing some investigation on opportunities for SDS co-op placements, it became clear that many of the most applicable experiences would be at non-profit organizations. Those organizations, however, are often not financially able to take on co-op students. Gaining relevant experience through a co-op position is essential for those in SDS, and, the impact on an organization can be significant.

John Neufeld (pictured) of House of Friendship, and a Renison alum, explains that co-op students provide much needed “people power” for many projects – though they have not been able to hire students in recent years due to financial constraints. Co-op students help meet growing demands by providing staff for programming at community centres, outreach for low-income families, and food distribution. Students at House of Friendship become part of the team, says Neufeld, and gain rich experience, as they are able to contribute their ideas, relay current theories and research, and challenge the status quo to create a more vibrant atmosphere.

To address this area of need, Renison is beginning to work with donors to help fund co-op placements for SDS students at non-profit organizations. This fund will help to remove the financial barrier for organizations and ensure that SDS students have access to relevant opportunities.

*Note: these numbers correspond to the goals contained in the Strategic Plan

THE ENGLISH LANGUAGE INSTITUTE EMBRACES A CULTURE OF CONSTANT EVOLUTION

1.5 Conduct focused curricular reviews in each program area, both degree and community education. ONGOING*

Going into Renison's English Language Institute (ELI) is like walking into the home of a dear, and very busy, friend. An integral part of the Renison community, the ELI has welcomed through its doors students from over 35 countries. To ensure that each student is receiving a high-quality education, the ELI is continually evaluating and updating its curriculum to meet the needs of students both inside and outside of the classroom.

Keely Cook and Elizabeth Matthews, Assistant Directors of the ELI, describe the process as dynamic and multi-faceted. In addition to the independent analysis of English For Academic Success (EFAS) by Languages Canada, there are many other ways that each program is evaluated. The co-curricular activities, for example, are directly related to course assignments, and are based on the needs of students. Recently, due to an influx of mature students in the ELI, new activities were developed to give these students opportunities to practice and improve their skills outside of the classroom.

The ELI administration team works directly with program managers to meet the needs of students, which can vary widely from program to program. Trends in teaching practices are taken into consideration, as well as surveys from previous students, and the standards of English for Academic Purposes, before changes are implemented. This helps the programs in the ELI to be continually adapted for current students and instructors. Keely and Elizabeth both have open door policies for students and instructors, who are encouraged to stop in to talk and share their experience and any concerns. Everyone in the ELI is an important piece of the puzzle – from students to instructors and staff members, each making their own distinct and valuable contribution.



Staff and instructors of the ELI



DONORS

THANK YOU TO OUR MANY DONORS FOR THEIR GENEROUS SUPPORT OF RENISON UNIVERSITY COLLEGE

At Renison University College, faculty and students are helping to change the world! Supporters like you help to ensure that Renison continues its strong presence as a place of education and social change within our community, nationally, and internationally.

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AFFILIATED WITH THE **UNIVERSITY OF WATERLOO**

SUPPORT OUR STRATEGIC DIRECTIONS

To mark Renison's 60th Anniversary, we have introduced a new pledge opportunity:

\$60 per month for 60 months supports Renison students:

- ✓ **STUDENT RESEARCH FUND** – supports a stipend to assist students who are conducting primary research under the supervision of Renison faculty.
- ✓ **NON-PROFIT CO-OP PLACEMENT** – supports the co-op placement of a Social Development Studies (SDS) Co-op student working in the non-profit sector.
- ✓ **RENISON STUDENT PRIORITY FUND** – support the greatest current needs of our students – could be tuition for single parents returning to school, traditionally marginalized groups, refugee students and other pressing needs.

...ONE FUND SUPPORTS THEM ALL!
UWATERLOO.CA/RENISON/SUPPORT



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