

GREBEL NOW

Conrad Grebel University College Magazine



EXPERIENTIAL LEARNING

Critical Doing

Students are in a prime position to both think and act.

Student Impact Stories

Students recognize the importance of hands-on learning.

FALL 2019



Vol. 36 No. 1

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Experiential Learning at Grebel

One of UWaterloo's signature commitments in its just-released strategic plan is to provide every undergraduate and graduate student with expanded options in experiential learning: "Learners want relevant, authentic experiences that will prepare them for a complex future." At Grebel, we heartily support this commitment to experiential education. The opportunity for deep learning and synthesis seeps into every aspect of our programs—both inside and outside the classroom.

Front cover: Grebel students participating in the Global Climate Strike. *Read more on page 27.*

This issue of *Grebel Now* demonstrates the varied involvements of our students: sharing gifts in church, making a difference in the world on internships, gaining valuable industry experience on co-op terms, and testing leadership abilities among peers. You'll also read about the methods, examples, and underlying motivations of our professors as they shape their classroom into a space where students actively participate in experimentation, application, analysis, and reflection.

With their excellent UWaterloo education, complemented by Grebel's ethos of peacebuilding, compassion, engagement, and community, our students have an edge as they make their way in the world—whether preparing for a career, pondering the meaning of life, or creating change in society.

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FROM THE PRESIDENT'S DESK 'Facing' Conrad Grebel

BY MARCUS SHANTZ, PRESIDENT

"Conrad Grebel" University College was named for a church reformer in sixteenth-century Zurich, Switzerland. Grebel was an early leader of the Swiss Anabaptists, one of the radical Protestant groups who eventually became known as Mennonites.

No portraits or engravings of Conrad Grebel were made during his lifetime, and the most widespread picture of him is an imagined portrait painted in 1972 by the artist Tom Shenk. (We used that image to create a life-sized cutout of Conrad Grebel for our 50th Anniversary, back in 2013. The cutout still shows up occasionally at College events and is occasionally appropriated by students for pranks.)

The model for that portrait was John L. Ruth, of Harleysville, Pennsylvania. This September, John visited the College, and I spent a good hour with him walking around campus and reconnecting. (I've known John since my childhood.) Now 89 years old, John is an ordained Mennonite minister, filmmaker, author, storyteller, and scholar. He received a PhD in English literature from Harvard in 1968.



John Ruth poses with the Conrad Grebel cutout bearing his face.

In addition to lending his face to the portrait of Conrad Grebel, John also wrote a historical novel. *Conrad Grebel: Son of Zurich* was commissioned by the College in 1975 to commemorate the 450th anniversary of the start of the Anabaptist movement (generally considered to begin when Conrad Grebel baptized the adult Felix Manz, on January 21, 1525).

John's novel about Conrad Grebel was mildly controversial in 1975. Unlike an earlier Mennonite historian who had presented Grebel as a chaste and saintly character, John was open about his subject's less admirable qualities, which included heavy drinking, brawling, and other bad behaviour while a student in Paris—prior to his spiritual awakening.

As John explained in his memoir: "I warmly identified with Conrad's spiritual outlook, (but) I did not minimize his negative



Marcus, John, and Wilmer Martin ponder the revised plaque in Grebel's Swiss Mennonite Heritage Garden.

aspects. This scandalized some readers, and a professor at Conrad Grebel College called some of Conrad's behaviour 'criminal.'

College professors might have also worried that Conrad Grebel was an unsuccessful student. He studied at three different universities but never completed any degrees. I have been told, more than once, that this College might never have been named for Grebel had these details of his life been more widely known at the time.

John Ruth's willingness to face troubling moments in Mennonite history has recently drawn him to reconsider the early Mennonite settlement in Pennsylvania in the 1730s, on lands acquired by speculators and brokers in "shady" dealings with Indigenous peoples. He's just finishing a book on that story, and he gave a presentation about it during his visit here. John admits that he only turned his mind to the shared history of Mennonites and Indigenous peoples late in his life and hopes that "our descendants can finally make more sense of it."

Here in Waterloo, on the Haldimand Tract, Mennonites are beginning to reckon with a similarly neglected history of Mennonite settlement and Indigenous dispossession. At Grebel, we are committed to better understanding that history and to restoring relationships with Indigenous peoples in the present. It's ongoing work that has included revisiting course curricula, amending historical signs at the College and at the Brubacher House Museum, and seeking connection with Indigenous neighbours here on campus and at the Six Nations community.

We study history and maintain archives at Grebel in order to deepen our grasp of the past and to make better sense of the present. We do this work even though it can take us to uncomfortable places as we confront historical facts that upend and disturb what we thought we knew. In that spirit, perhaps it's oddly appropriate that this place is named for Conrad Grebel—both an important spiritual leader for Mennonites and a man with well-documented flaws. And perhaps it's also fitting that the "face" of Conrad Grebel is a present-day Mennonite sage, now seeking to repair his memory as a settler on Indigenous lands.

Critical Doing

BY PAUL HEIDEBRECHT, DIRECTOR, KINDRED CREDIT UNION CENTRE FOR PEACE ADVANCEMENT

Universities and colleges are increasingly confronted with new kinds of expectations. Governments and other funders expect that teaching and research will make a demonstrable economic, environmental, and social impact. Communities expect that hosting scholars and students will help them be more enlightened, culturally vibrant, and relevant. And students themselves expect opportunities to apply their passions and skills to make a difference in the world.

For some, these rising expectations have provided the impetus to reimagine the way that education is carried out. For example, Ashoka, a global organization that envisions a world in which everyone is a changemaker, urges schools to embrace social innovation as their core mission. More than transferring knowledge and skills, they should be empowering students to create positive changes that transform society.

As Angel Cabrera, president of George Mason University in Virginia, one of Ashoka's accredited Changemaker Campuses, put it several years ago in a contribution to *Presidential Perspectives*, universities and colleges need not only to turn out critical *thinkers*, but to develop critical *doers*. Our graduates need to have the capacity to generate new solutions to complex problems, either transforming or creating organizations along the way.

I have become quite taken with this way of putting it. Whether we call them social innovators, changemakers, or simply problem solvers, the shared assumption is that students are in a prime position to both think and act. To both reflect and practice. To be critical *doers*.

I also think it is important to emphasize the first word in that phrase: students are in a prime position to be *critical* doers. In addition to expecting that students will be thoughtful and informed, we should expect that the things they do will be crucial and decisive. As my University of Waterloo colleague Iona Dougherty, an Ashoka Fellow and the Managing Director of the Youth and Innovation Project argues, our society desperately needs the unique perspectives and talents of young people if we are going to overcome the problems that the current generation of leaders, institutions, and systems are clearly incapable of addressing.

Embracing this ambitious vision for education has all kinds of implications. Cabrera focuses on the importance of providing students with experiential learning opportunities that are

multidisciplinary and collaborative. I agree with his emphasis on the learning that happens outside of classrooms, and also agree that we must go beyond traditional options such as field trips, internships, co-op jobs, study abroad programs, and service learning initiatives.

One new category of extracurricular activities that has emerged in recent years are “pitch competitions”—opportunities for students to make a brief and compelling presentation or “pitch” of a new idea to a panel of judges. While typically focused on rewarding entrepreneurial ventures being developed by students, these competitions have increasingly become a vehicle for exploring problems, communicating research findings, and testing solutions that will make a positive social impact. In my role directing the Kindred Credit Union Centre for Peace Advancement and teaching courses at Grebel, I have been privileged to work with more and more students interested in these opportunities, and I am increasingly impressed by the learning they demonstrate.

Over the 2018-2019 academic year, twenty-two resident and associate students at Grebel competed in ten different pitch competitions. Ten students entered more than one competition; one student entered four! This is a striking level of participation for a community of a little more than three hundred students. Not only did Grebel students compete often, their teams stood out.



Director of Kindred Credit Union
Centre for Peace Advancement
Paul Heidebrecht also teaches
courses in Peace and Conflict
Studies at Grebel.



They were winners at five of the ten competitions entered, and they represented the University of Waterloo on the stage of national and international-level competitions in Toronto and London, Ontario, as well as Indianapolis, Indiana.

To be sure, Grebel is part of a larger university widely regarded as playing a crucial role in one of Canada's most dynamic innovation ecosystems. And so perhaps it shouldn't be surprising, given how many students with an entrepreneurial bent are attracted to Waterloo, that some of them are also finding their way to Grebel. However, in my view, there are some larger lessons to be drawn for those teaching in other contexts.

One reason the Grebel community has engaged so well in this new context is that it is composed of students enrolled in all six of Waterloo's faculties. Thus an appreciation for multidisciplinary perspectives—marked by traits like curiosity and humility—is nurtured through everything from roommate pairings to shared meals in the dining room. So I was not surprised that the winners of the digital products award at a national hackathon sponsored by CBC and Radio-Canada would be a team of students from Computer Science, Global Business and Digital Arts, Nanotechnology Engineering, and Peace and Conflict Studies (PACS). Their efforts to counter the echo-chamber phenomenon fostered by social media inevitably required contributions from many disciplines.

Another case in point is the pair of students from Applied Health Sciences and PACS who explored the complexities of food insecurity in Northern Ontario, and went on to represent Waterloo at the Canadian finals of Oxford University's Map the System competition.

A second driver of learning that Grebel accelerates is collaboration. While other residences at Waterloo are reserved for first year students, Grebel continues to set aside space for upper-year students. Not only does this deepen community because it is built and rebuilt by students on a timescale of years rather than semesters, it deepens connections between individual students whose paths may have never otherwise crossed. Indeed, Grebel is a veritable petri dish for team building!

For example, in recent years Grebel students have competed in a social venture pitch competition at the annual convention of MEDA, an international development organization pursuing business solutions to poverty. Grebel's interdisciplinary team has been led by a student who participated in the previous year's competition, which helps to jump-start the learning of newcomers.

Collaboration between students in different years as well as disciplines also fosters persistence and an awareness of pathways to continue exploring ways to make a social impact that transcend a single pitch competition. Last year's MEDA team continued to refine their idea for an antimicrobial reusable sanitary pad that could be locally sourced and distributed in Uganda through subsequent competition opportunities. "SheCycle" went on to represent Waterloo on a bigger stage, this time at the global finals of the World's Challenge Challenge at Western University, where they came home with the top prize of \$30,000.

My point in providing these glimpses into the abundance of new extracurricular opportunities that students are presented with at places like Grebel and Waterloo is not to celebrate success as much as to celebrate learning. In coaching many of these teams, I have been struck by the pace of learning I have observed as they harnessed their passions and skills to do something about a problem that really matters. I have seen what critical doing looks like in practice, and, let me tell you, there is nothing more amazing for an educator to be part of.

I am more convinced than ever that the most profound kind of learning in any setting ultimately depends on the intrinsic motivation of the learner. The key question this raises for me, particularly if the future of higher education depends on creating changemakers, is where does this motivation come from? How do we identify students who have too often kept it bottled up inside? How do we nurture it in students who are more focused on superficial ends? How do we empower students who have been denied a sense of agency?

New extracurricular opportunities for multidisciplinary collaboration are crucial, but they are not enough. Critical doers may be focused on making a positive change, but they need more than the right tools and techniques. They need the right kind of motivation, and I think this comes from a learning community that provides inspiration and fosters their imagination to discern what constitutes a good change, not to mention a good society. In short, learning through participating in pitch competitions, as with learning in life more generally, is done best when it is propelled by a vision for a particular kind of impact or change.

It really does take a community to make change—at least constructive change—happen, and universities and colleges, Grebel included, have a vital role to play.

Student Impact Stories

COMPILED BY KATRINA STECKLE, COMMUNICATIONS CO-OP STUDENT

The University of Waterloo has nurtured an environment where opportunities for experiential learning are vast and varied. Waterloo is home to the largest co-operative education program in Canada, and offers internships, the EDGE certificate in experiential education, and countless hackathons and pitch competitions. Fully engaged in this trend of learning beyond the classroom, Grebel offers students a chance to participate in leadership roles, music ensembles, and volunteering. These opportunities complement in-class learning and allow students to link their studies with life experiences, leading to deeper understanding.

Grebel students are recognizing the importance of hands-on learning and the value of that deeper understanding. The following accounts come from Grebel residents and associates who have taken advantage of extra learning opportunities at Grebel and the University of Waterloo.



BRIAR HUNTER, 5TH YEAR, BIOLOGY

Co-op jobs have placed me face-to-face with the wildlife and ecosystems my professors have spent years teaching me about. Experiencing first-hand how professionals use the very information I read in a textbook to hypothesize about ecosystem interactions and how these interactions affect human life has provided a whole new inspiration for learning. Co-op has given me not only a hands-on environment where I can put what I have learned into practice, but also a greatly enhanced appreciation for additional opportunities to learn.



SUOMI MCCARTHY, 4TH YEAR, ACTUARIAL SCIENCE

Being on the **Chapel Committee** has given me a way to regularly pause and reflect on my spiritual life amidst busy university life. During Chapel and our weekly meetings, I am able to take a break from thinking about assignments, readings, midterms, and co-op job applications. It also gives me a great opportunity to learn from others and to strengthen my own faith. I have become more aware of my capabilities, and I know now that I won't necessarily have all the answers I'm looking for, and that's okay!



THEO WIEDERKEHR, 4TH YEAR, PEACE AND CONFLICT STUDIES

During my **PACS internship** I worked at two gardens that are part of a project to work on urban Indigenous food sovereignty. In my classes, I have been studying some of the challenges and questions around Indigenous and Settler reconciliation. My internship offered an opportunity to try to put what I have been learning about reconciliation into practice and to work with Métis gardeners. Through this experience, I learned a bit more about how complex trying to live towards reconciliation is.



ALEX SKIPPER, 4TH YEAR, SCIENCE

My courses have given me the academic training required to succeed in my career goals. However, there are relational components of that career that Grebel has enabled me to develop through various **leadership roles**. I've learned how to serve a community individually and as a whole. I've learned that being a good leader means doing far more listening than speaking. I've learned the importance of recognizing the privilege that comes with a leadership position and using that to its fullest potential. Grebel has given me the toolkit to be a mover and a shaker in the world.



ANANYA XAVIER, 3RD YEAR, PSYCHOLOGY AND SEXUALITY, MARRIAGE, AND FAMILY STUDIES

Since starting to **volunteer** for the Homework Help program at Chandler Mowat Community Centre, I have become increasingly passionate about education and am seriously considering it as a possibility for my future. I have been able to use my academic knowledge to build trusting relationships with the kids and understand what makes them who they are. Homework Help allows me to practice what I have been taught in class about children and education. And even though it may sound clichéd, during every Homework Help session I learn something new.



JOSH RAMPERSAD, 3RD YEAR, COMPUTER SCIENCE

When I applied to be a residence **don**, I expected that the donning role and my academic responsibilities would not overlap. In reality, donning has given me an environment to apply the theoretical knowledge I'm learning in my PACS and Speech Communication courses. Donning has also taught me the importance of good time management and the value of a reliable team. Donning is a big job and would be impossible to manage alone.



NIKI WIBISONO, 3RD YEAR, MUSIC

I've been playing piano since I was three, but I had never joined a band or ensemble before coming to Grebel. Joining an Instrumental Chamber Ensemble showed me that playing solo and playing in ensembles are really different. It's also different when I accompany the Chapel Choir on piano. Chapel Choir and the Gamelan Ensemble have taught me how to learn music by ear. Through Gamelan Ensemble I've learned how to be involved in a big music community and help build music together. The **Ensembles** have taught me practical skills that I don't get in my other classes.



MARGIE MCCLOSKEY, 4TH YEAR, PEACE AND CONFLICT STUDIES

Last February, along with some other University of Waterloo students, I participated in a **hackathon** run by CBC. Our project concentrated on making news accessible by avoiding personalization and bias in the content given to Canadians. I found the experience to be a really great way to apply concepts that I was learning in class to a real-life scenario. In my classes, I've learned a lot about the impact that news and the portrayal of information can have on current issues, so it was interesting to explore the ways in which this can be improved in the media.



JOCelyn BRETZLAFF, 1ST YEAR, HEALTH STUDIES

One of the things that drew me to Waterloo was its co-op program. However, one drawback of the program for me was the added academic year, since I hope to pursue medical school and nine years of school just seemed like too much! I was so excited to find out that at Waterloo, students like myself can develop their professional skills, explore career options, and learn how to market themselves to employers through **EDGE**, an experiential education certificate program. This program is great for anyone looking to learn and make themselves more competitive in the job market.

Ministry Inquiry Program Builds Confidence

BY JONATHAN KLASSEN, 4TH YEAR, LIBERAL STUDIES

This past summer, through Grebel's Ministry Inquiry Program, I was privileged to get a first-hand look at what it is like to be a pastor in a Mennonite church. Since I decided to undertake this experience at my home congregation of Breslau Mennonite Church, I was supervised and mentored by my pastor, Eleanor Epp-Stobbe.

Preaching from the pulpit is probably the most visible and well-known role of a pastor, or at least it was the role that I knew most about and was most intriguing to me. This program helped to show me how meaningful and fulfilling other areas of pastoral ministry can be. I learned that pastoral ministry is as much about listening, meeting people where they're at, and building relationships, as it is about teaching and guidance.

The Ministry Inquiry Program gave me the opportunity to work and interact with people of different ages in a variety of settings. Part of my responsibilities included leading the church's summer day camp

"Quest" session for a week, where I taught and led different children's activities based on Bible passages. I was also tasked with leading a Thursday morning worship service at Nithview Home and helping with a communion service for Breslau members at Fairview Home. I learned that although the general message and purpose is always the same as a pastor, you must understand the needs and experiences of the people you are teaching or leading in worship, and tailor your approach to these distinct groups. Although I found these tasks to be challenging at times, I really enjoyed them. They helped me to have confidence in my ability to interact and share my faith with anyone, no matter what life journeys they're on.

I am very happy that I spent a summer exploring the life of a pastor. My experience has helped me confirm that pursuing further Christian education is what I want to do after I'm done my undergraduate degree.



Classroom Learning is Only a Fraction of a PACS Education

BY RACHEL REIST, PACS UNDERGRADUATE ACADEMIC AND ADMINISTRATIVE OFFICER AND INTERNSHIP COORDINATOR

The Peace and Conflict Studies (PACS) program at Grebel intentionally blends theory and practice. As with many professions, peace practitioners know that the theory behind any approach is only a part of successful work—theory must be put into practice. Similarly, PACS lectures are important, but so is blending that knowledge with practice. Through PACS curriculum and a wide range of experiential learning options available through the University of Waterloo, PACS students have the opportunity to explore this relationship.

Internships are a key way for students to spend an extended period of time putting the theory they have learned in the classroom into practice. Over the last 40 years, PACS students have completed internships with a wide range of organizations in countries across the world. “One of my greatest experiences with the PACS program was my internship in Guatemala,” reflected former PACS student, Megan. “I took the academic and theoretical training of the classroom and applied it to the practical experience of living in Guatemala at the height of the civil war.”

For those looking to add experiential

learning in mediation to their toolbox, the Conflict Management Certificate Program at Grebel is a professional development program that offers top-quality intensive skills training workshops. These workshops are available to students for academic credit.

However, students don’t always need to leave the classroom for experiential learning. One of the ways that theory and practice are blended in the classroom is through the extensive use of role plays and simulations. These are used in many PACS classes, but most prominently in PACS 323, Negotiation Theories. Prof. Jennifer Ball has designed a classroom environment where students spend the first half of the term learning the theory and strategy behind negotiation through readings and lectures. Then, for the second half of the term, students practice these newly-learned skills in group negotiations of complex scenarios that students have designed themselves.

One student described the impact of this class on his success in law school where students were given a wrongful dismissal scenario to negotiate. “Of the 10 teams given the same case, we were the only

team not to re-hire the individual and we settled on a much lower monetary award than most by creating value in other areas,” this recent graduate noted. “The facilitator, a professor and lawyer of 17 years, was impressed with my negotiating and asked whose course I had taken and where.” As the student quickly found out, having had a strong blend of theory and practice in their undergraduate studies helped them succeed in this law school simulation.

UWaterloo students can now add an EDGE Certificate to their degree that recognizes the variety of experiential learning opportunities they have incorporated into their education. This certificate provides additional skill building workshops on key professional competencies, and helps students market themselves to employers.

With experiential learning opportunities built into the PACS program and others available through UWaterloo, PACS students are well positioned to jump into future careers with a solid understanding of the relationship between theory and practice and the ability to blend the two in their work.

In PACS 101, *Peace is Everybody's Business*, Prof. Lowell Ewert assigns students to create or find an art work that represents their view of peace. “Peace is multi-dimensional and means different things to different people. This assignment is designed to flesh out the creative and diverse ways that students ‘see’ peace,” said Lowell.

In other classes, Lowell assigns a 600 word op-ed, aimed at a publication of the student’s choosing. “The purpose of the op-ed is to take an aspect of course theory or a student’s research, and turn this into a short, compelling, article that could be used to persuade a specific audience about a particular peace issue.”



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Students Value Skills-based Workshops

**BY SUSAN BAKER, MANAGER,
CONFLICT MANAGEMENT CERTIFICATE PROGRAM**

Since 2011, both graduate and undergraduate PACS students have been able to register for a Conflict Management Certificate workshop for course credit (PACS 391). This learning experience epitomizes the definition of experiential education: *application of theory and academic content to real-world experiences, combined with engagement and reflection*. Students who participate in a Conflict Management Certificate workshop write a related paper and create an annotated bibliography.

This learning opportunity provides a place for students to learn practical and relevant skills in managing conflict, not only from highly regarded practitioner instructors—many of whom have also achieved academic success—but also from the fellow participants, who bring their life experiences to the classroom. The positive evaluations from students are complemented by comments from participants who appreciate the value of a youthful perspective.

One student who took advantage of PACS 391 by participating in a two-day Facilitation Skills workshop used those skills when leading a three-day strategic planning meeting for an international



non-governmental organization shortly after. Now in a current workplace, this student continues to rely on those invaluable skills.

Another graduate student completed practical skills workshops while beginning Police Foundations Training, finding that the skills workshop enhanced their theory learning and was applicable to their work training. Yet another student reported the workshop to be the most helpful learning in their undergraduate career!

We are proud of the work and contribution of the Conflict Management Certificate Program to the learning of both academic students and those who take the workshops for professional development and life-long learning. Check out our website for upcoming topics. Experiential learning is open to all!

uwaterloo.ca/conflict-management

Developing Skills and Gifts

BY STEPHANIE SCHREUDERS, MASTER OF PEACE AND CONFLICT STUDIES STUDENT

This summer, I participated in the PACS 625 Internship course and had the incredible opportunity to work alongside the Refugee Resettlement team at Mennonite Central Committee (MCC) in Kitchener, Ontario. As the Refugee Program Assistant, I worked with sponsorship groups across Ontario who were preparing and welcoming refugees from around the world to their communities. During the pre-arrival stage of refugee sponsorship, I ensured the required paperwork and financial requirements were met and assisted in facilitating pre-arrival orientation trainings with the sponsorship groups. After arrival, I helped to support those groups in whatever settlement needs arose during their year of sponsorship. Not only was I able to experience refugee sponsorship at the local level, I was also able to participate in meetings and workshops at a national level. MCC provided an environment that challenged me, encouraged me, and allowed me to develop my skills and gifts.

In the MPACS program, we study the great potential that individuals within civil society have to make lasting and effective change in their communities. My internship at MCC enabled me to take the concepts from my classes and wrestle with them in a practical way at a large non-profit organization, seeing first-hand the power of civil society to work towards peace. One of the highlights of my internship was organizing MCC's first-ever newcomer camping weekend. We partnered with Silver Lake Mennonite Camp and took 83 newcomers and sponsors camping. For many newcomers, it was their first time experiencing this Canadian tradition, and everyone said they couldn't wait to come again. I highly recommend the MPACS Internship course. It's a great opportunity to gain hands-on experience and build on what you learn in the classroom.





Worship Apprentices: A Resource for the Church

BY KATRINA STECKLE, COMMUNICATIONS CO-OP STUDENT

Every Tuesday, a diverse team of UWaterloo students gathers for prayer, small group discussion, song teaching, and worship service planning. These students are part of the Worship Apprentice Program offered by Grebel's Music Department as a skill-building opportunity within the Church Music and Worship Program.

This program includes a practical course, a scholarship, and attendance at a worship conference. The practical course offers experience in developing and leading church worship services. Students put their theoretical knowledge to work when together they design and lead two very different types of services at churches during the course.

"One factor that inspired the Worship Apprentice Program was the desire to give students the chance to develop their skills in worship leadership," explained Professor Kate Steiner, director of the Church

and Worship Program. "Students at the University of Waterloo are capable leaders, which means that those who are engaged in worship will end up in leadership positions in their churches. We wanted to give students a broader perspective on worship and time to reflect before they take up those leadership positions."

"I was drawn to the opportunity to explore how the best elements of worship from multiple traditions could be combined into a single accessible and transformative service," remarked Mykayla Turner, a Music and Health Studies student. "I hope that the knowledge and experience gained through this program will make me more confident while leading worship."

Matthias Mostert, a PACS and French student, commented on the understanding that he has gained: "Being exposed to different styles of worship through relationship with my classmates, rather

than through a textbook, has broadened my appreciation for the spectrum of Christian worship styles and the people who bring them to life."

"The students that participate in this program are the future of the church in North America," remarked Kate. "Every time I meet with these students I get really excited for the future. They are intentional, thoughtful, engaged students who come with a variety of insights and desires for worship. We see this program as an opportunity for churches to rejuvenate their worship or to reach out beyond their usual song set."

Churches that are interested in hosting a service planned by students in the Worship Apprentice Program are welcome to contact Kate Steiner at 519-885-0220 x24244 or ksteiner@uwaterloo.ca.

CHALLENGING STUDENTS BEYOND THEIR COMFORT ZONE

Music Professor Maisie Sum uses a variety of teaching techniques that encourage hands-on learning. In class, Maisie has students engage in collaborative peer teaching through discussion, feedback, and presentations. She offers them the option to complete creative explorations, ethnographic explorations, or text-based analyses as final projects. Maisie frequently uses music-making exercises in her courses as well. "I have started to integrate these activities into my teaching more intentionally. I have seen students thrive when entrusted to take responsibility of their own learning when given the choice to learn about topics meaningful to them and when challenged to try something beyond their comfort zone."



Witnessing Passion

The following is a brief excerpt from the 2019 Benjamin Eby Lecture “Witnessing Passion: Musical depiction of minor characters in Passion music by Bach, Ešenvalds, MacMillan and Pärt,” given by Music Professor Mark Vuorinen on October 10, 2019.

The Passion accounts in the four canonical gospels are full of witnesses to the arrest, trial and crucifixion of Christ. Often, their presence is distilled into a single line of text. In musical settings of the Passion, that single line of text might result in just a single measure of music, yet their presence as eye-witnesses is absolutely essential.

What is it that draws composers to consider the Passion narrative as a source for musical inspiration? In an increasingly secular society how do audiences encounter this story? And what can we learn from the actions of those biblical bystanders, who, in the words of the old African-American spiritual, “were there when they crucified my Lord”?

To help answer these questions, I began to think about how the bystanders in the passions relate to the story. Are they like extras on the set of an evolving narrative, waiting for their moment on camera, and a fleeting two minutes of screen-time? Some of them have lines. But many do not. Some are noted only by their presence; a short walk-on, an interaction with other players, before taking their leave. The musical characterization of the Passion’s minor characters (and here the old adage “There are no small roles” is apt) are embedded in the works of Bach and of the other composers whose music is under consideration in this lecture. In some instances, it is the musical material itself that overlays a characterization, an interpretation, or a subtle interaction, on or with a bystander, which like Joseph of Arimathea in Perugino’s painting *Lamentation over the Dead Christ*, might otherwise go unnoticed. In other examples, the interpolation of non-narrative text serves to slow the scene down, offering a window, like an aside, into the thoughts of the players on the stage. They are the reminder that this divine story is also rooted in our humanity.

WATCH THE COMPLETE LECTURE ONLINE AT: www.grebel.ca/eby



MUSIC & CULTURE IN BALI, INDONESIA

JUNE 3-22, 2020

(approximate dates)

Experience the rich music and cultural life of Bali, Indonesia through workshops, concerts, ceremonies, festivals, site visits, and local cuisine.

This trip may be taken for enjoyment or course credit as MUSIC 355.

Contact Professor Maisie Sum at 519-885-0220 x24219 or msum@uwaterloo.ca for more details.

uwaterloo.ca/music/bali



Ensembles are a key opportunity for students to create music together while working on listening, communication, and performance skills. Plus, participating in music groups helps students maintain good mental health.



Practicing Empathy across Disciplines

BY PETER KIM (MTS 2019)

After studying science for my undergraduate degree at the University of Waterloo, I wanted to grow in my personal relationship with God and discern his calling on my life, so I enrolled in the Master of Theological Studies (MTS) program.

I was already involved with UWaterloo's Inter-Varsity's Christian Fellowship, and was moving into a leadership role. I ended up doing two MTS courses of Supervised Experience in Ministry (SEM) with this organization. Having been an undergraduate student myself, I was eager to learn more about ministry in a context where I observed many spiritual needs of students and where I could closely relate to others.

I organized weekly gatherings, led Bible studies and prayer groups, and launched various care programs for students. I was able to meet students with or without faith and provide emotional and spiritual care to them.

One of the tasks I valued most was meeting with students one-on-one and listening to their stories. For example, they shared how they were doing in school, or with their friends and families, and in their spiritual journey with God. They revealed their innermost struggles, worries, anxieties, and things they were too afraid to share with others. Sometimes, students approached

me with issues that were difficult to resolve immediately, and I learned that, often, my best next step was not to try to offer solutions right away but to actively listen and be present with them, walking together with them in their suffering.

Through this experience, I developed a sensitivity to people's spiritual and emotional needs. Interacting with students, I developed communication skills that are grounded in empathy and honesty. Overall, the experience taught me how to build a trusting relationship with them in God's presence.

I am in medical school now, and these skills are essential to becoming a caring physician. Recognizing the broad range of patient needs, actively listening to their concerns, and responding with empathy and compassion are all something I will use to help become a good doctor who walks alongside his patients in their journeys.

Another skill I developed through the SEM was learning how to take care of myself by having self-compassion. Meeting continually with students and empathizing with their stories of brokenness, I sometimes felt emotionally overwhelmed. During these moments, however, my MTS



“My Supervised Experience in Ministry was incredibly valuable and meaningful to me. There were so many learning outcomes that I came to appreciate and utilize both in my ministry and now in my medical training.”

supervisor always encouraged me to take breaks and find other things that gave me joy. This helped me recharge myself and get back to caring for others with renewed passion. I will be able to utilize self-care in medicine to avoid physician burnout, finding a balance between life and work, so that I can continue to care for patients with compassion.



Embark on a deep, meaningful exploration of theological studies

Study Christianity from an Anabaptist-Mennonite perspective in an ecumenical setting with practicum opportunities or a thesis option. Full Tuition Scholarships are available for full-time Canadian students.

grebel.ca/ts

APPLY NOW



UNIVERSITY OF
WATERLOO



Conrad Grebel
University College



Learning from Residential School Survivors

BY LILY MARYO, MASTER OF THEOLOGICAL STUDIES STUDENT

During Orientation Week this fall, Grebel's graduate programs in Theological Studies and Peace and Conflict Studies organized a learning trip to the Woodland Cultural Centre in Brantford, Ontario. The Centre includes an interactive museum, art gallery, an Indigenous library, and language resources centre, all established at the Mohawk Institute Indian Residential School historic site. The knowledgeable staff shared a lot about the Indigenous people, their history, and their beliefs.

The trip to the Cultural Centre impacted how I understand and do theology. The trip opened my eyes to things that I usually avoid or do not think of. It made me realize the importance of acknowledging the history, culture, beliefs, and language of others when introducing the Christian God. I also learned the importance of being sensitive to, and respectful of, views of others.

I had many questions after the trip. How can I speak of God again, since the name of God was used to oppress people? How can I share the word of God or disclose that I am a Christian? I was embarrassed to learn about the evil things that humans can do to each other. I accept that we might not have answers to all past events, but we can learn from them. We can be respectful, open-minded, and curious enough to learn about others who seem different than us, instead of judging them.

The trip inspired me to reflect on my history, identity, and life, and I realized that most of the time I avoid revealing and speaking about past events if they are uncomfortable. However, we must discuss unpleasant events so we do not repeat the same mistakes. Now I realize the influence of colonization in the way I speak and perceive things, and I am encouraged to talk about things that I usually avoid. This trip taught me about the importance of dialogue and true forgiveness. To discuss past events, to ask for forgiveness, and to repent from doing evil is what God would want us to do.

I recommend that anyone who has not been to the Mohawk Cultural Centre go and hear the testimony of the residential school survivors. There is much to learn from them.



Graduate Conference

The Toronto Mennonite Theological Centre (TMMC), a graduate teaching and research centre of Grebel announced details of its Ninth Biennial Graduate Student Conference, which will be held at Eastern Mennonite University in Harrisonburg, Virginia June 18–20, 2020. The theme this year is “Hope, Despair, Lament.” We invite proposals for scholarly papers and other presentations aimed at a scholarly audience that explore this theme from a variety of perspectives. The primary purpose of the conference is to gather graduate students from across North America and beyond who work on Anabaptist/Mennonite related topics and/or who belong in some way to Anabaptist/Mennonite traditions to present their academic research in an interdisciplinary and ecumenical context, and to engage with each other as colleagues and peers.

For the full call for proposals and further details see:

uwaterloo.ca/grebel/tmtcgradconference



Benefits of Co-op Are Undeniable

BY KATRINA STECKLE, COMMUNICATIONS CO-OP STUDENT

Nearly seven out of ten students at the University of Waterloo are enrolled in a co-operative education program. That ratio is expected to increase with the addition of Honours Arts Co-op in September 2020. Since beginning with just 74 students in 1957, the co-op program has grown to draw in thousands of students every year.

Co-op offers students the opportunity to gain up to two years of relevant work experience through alternating school and work terms on a four-month basis. “Co-op appeals to students because of the exposure to industry and diversity of opportunities, the ability to customize their degree through work experiences, the chance to travel for work, and the discovery and application of their unique strengths, abilities, and interests,” explained Grebel Alumna Dana Evans Laity (BA 2004), Manager of Marketing Outreach for Co-operative & Experiential Education at UWaterloo.



Grebel students are no strangers to co-op. The Grebel Student Council includes a Co-op Representative. The student in this position plans résumé clinics, organizes interview skills workshops, and offers encouragement and support. Grebel students have worked across the world and close to home, from Cambodia to Amsterdam to right here at Grebel for their co-op terms. With the diversity of workplaces comes a variety of jobs and learning experiences.

Co-op encourages the curation of skills that cannot easily be learned in a classroom. Beyond practicing interview skills and learning how to navigate workplaces, students have the opportunity to learn job-

specific skills. “Thanks to my co-op jobs, I can implement behavioural interventions, plan and run staff meetings and trainings, critique Master’s and PhD level university papers, and administer medication—among so many other things!” explained Zoe Andres, a fourth-year Psychology student currently completing a co-op placement at L’Arche in Edmonton. “For someone like me who is a hands-on learner, being able to put what I learn in lectures into practice is so helpful for solidifying what I know.”

“I like the co-op program because you get a chance to not only get diverse work experience, but you get a chance to travel!” noted Connor Huxman, a fourth-year Biomedical Engineering student. “I’ve strategically gone far away for my co-ops, including Amsterdam, Kansas City, Edmonton, and Toronto.” Dana added that last year, the co-op program supported 2,900 international co-op work terms in more than 60 countries around the world!



Connor Huxman with his team in Amsterdam.

Employers also benefit from the co-op program. “‘Try before you buy’ could be a motto for both students and employers,” noted Grebel Alumnus Ed Papazian (BASC 1969), former Field Coordinator and Team Manager for the Co-operative Education



Zoe Andres on her work term with the UWaterloo Writing and Communication Centre.

Program in Ottawa. “University students have little idea about what career they want to pursue. Employers spend a lot of time and money hiring the right people. They need a low-risk opportunity to see what a potential employee can do before making a big investment.”



Waterloo has more than 7000 active employers engaged in the co-op program, and that number will need to increase when co-op becomes available to all Arts students next year. “Arts students bring valued skills like creative and critical thinking, quality communications skills, and a breadth of interest in learning,” said Dana. “We can’t wait to see which new employers come forward to hire our newest core of talent from the Faculty of Arts. I’d be proud to see Grebel Alumni taking advantage of this opportunity. I may be biased, but Grebel alumni are some of the best people I know, working in some pretty meaningful places. I can see life-changing opportunities for students written all over that equation!”

Through co-op, students can explore career paths and work environments, earn money to pay for their schooling, and create connections with employers. Students who graduate from co-op at Waterloo are employed sooner and at a higher rate than the Ontario graduate average, and are more likely to be employed in their field of study. “Co-op is a difference maker,” Dana remarked. “The payoff is undeniable.”

Read more online about Zoe, Connor, Dana, and Ed’s experience with co-op.

CONRAD GREBEL UNIVERSITY COLLEGE 2018-19 ANNUAL REPORT

DIGGING DEEP

In April 2019, Madeleine Neufeld, Grebel's Student Council president, put her foot to a spade and broke the first ground for our new kitchen. A few days later, excavators arrived, digging deep holes for the footings and foundation walls of the new structure. Fifty-six years ago, Madeleine's grandfather, John W. Neufeld, was a member of the first building committee that broke ground at Grebel.

The excavation for the kitchen and dining room project provides a great theme for this year's Annual Report. Grebel and its people "dug deep," both literally and in other ways, in 2018-19.

"Digging deep" means working hard, pushing limits, and finding the resources necessary to face an important problem. This past year, the whole Grebel community was challenged to dig deep: to begin a construction project that will cost more than originally forecast, and to balance our operating budget in the face of changes to our funding arrangements. We're grateful to report that our Board, staff, and faculty were up to the task—as were the College's generous supporters, who donated more to Grebel in 2018-19 than in any other year in the College's history.

"Digging deep" can also mean diligently seeking insight, understanding, and maturity. The analogy of digging as character formation is very old—one of the parables of Jesus suggests that a person, like a building, needs deep foundations. Seeking this kind of depth is at the heart of what we do at Grebel—this year, and every year. It happens in our classrooms, concerts, scholarship, chapel services, and public lectures, and in good conversations around the tables in our dining room.

On behalf of the Board, we invite you to review this year's Annual Report, and trust that it provides evidence of depth, character, and hard work here at Grebel.

Sincerely,

Marcus Shantz
President

Jim Tiessen
Chair, Board of Governors



Madeleine Neufeld and Marcus Shantz at the ground breaking, April 23, 2019.

PROGRAM HIGHLIGHTS

UNDERGRADUATE TEACHING

Undergraduate enrolment in Grebel courses rose by 4% over the prior year, to 3749 individual course registrations, with students drawn from every faculty of the University of Waterloo. The College is home to the Peace and Conflict Studies (PACS) and Music Departments at Waterloo. Between these two departments, approximately 240 students were enrolled in undergraduate major, minor, or diploma programs, up slightly from last year. Grebel also teaches undergraduate courses in Mennonite Studies, History, Religious Studies, and Sociology.

GRADUATE STUDIES

A record cohort of 80 students were enrolled in our two graduate programs: 42 in Master of Peace and Conflict Studies (MPACS), and 38 in Master of Theological Studies (MTS). In addition, roughly 18 doctoral and masters level students found connection at Toronto Mennonite Theological Centre (TMTC), a Grebel-operated centre at the Toronto School of Theology.

SCHOLARSHIP, SERVICE, AND OUTREACH

2018-19 was a productive year for faculty scholarship, with 31 articles, reviews, and books published. (More detailed updates on research and scholarship are regularly published in *Grebel Now*.) Our faculty and staff were involved in over 40 church-related activities—presenting music, sermons, and adult education classes. In addition, the College hosted roughly 10,000 community participants at more than 70 concerts, public lectures, art exhibitions, seminars, and scholarly presentations during the year.

CONFLICT MANAGEMENT CERTIFICATE

This popular continuing education program marked its 20th year with a record 47 graduates from a diverse spectrum of vocations—including lawyers, human resources personnel, police services members, educators, business people, and clergy. A total of 33 workshops were presented to 672 participants.

ANABAPTIST LEARNING WORKSHOP (ALW)

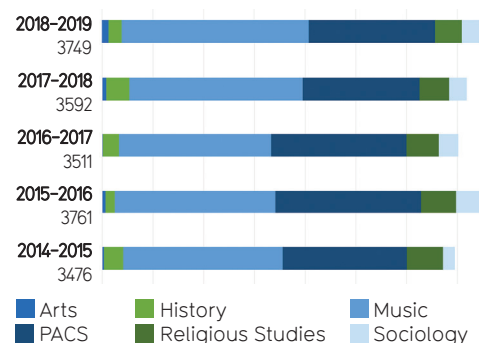
The ALW, offered in partnership with Mennonite Church Eastern Canada, presented 13 workshops and other events to 480 participants on topics ranging from Bible study to spiritual care to a powerful seminar on “Caregiving in a #ChurchToo World.”

KINDRED CREDIT UNION CENTRE FOR PEACE ADVANCEMENT (CPA)

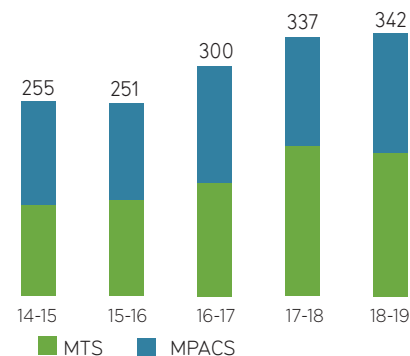
Since inception, 18 peace-related social enterprises established by young visionaries have been supported by the Epp Peace Incubator, with two new initiatives starting in 2018-19. These start-up enterprises benefit from the presence of six well-established “core collaborators”—a group that now includes Mennonite Central Committee, which joined the CPA this year.

The Grebel Gallery, located in the CPA, presented three exhibitions, including a rare presentation of contemporary art works from North and South Korea.

UNDERGRADUATE COURSE ENROLMENTS



GRADUATE COURSE ENROLMENTS



Kate Steiner, Assistant Professor of Music

RESIDENCE AND ASSOCIATE STUDENTS

2018-19 will long be remembered for “Grebel Sings,” an all-College initiative jointly led by Student Services staff and the Music Department. The purpose of “Grebel Sings” was explore issues of justice, community, and diversity in the context of making music together. Highlights included:

- Learning “We All Sing” (an original work composed by Prof. Karen Sunabacka),
- “Considering Matthew Shepard,” a moving choral work presented by Grebel’s Chamber Choir and the Grand Philharmonic Choir,
- Visits by Jane Ramseyer Miller and Dr. Ysaye Barnwell that created opportunities to consider the power of music to create inclusive communities, and
- A tremendous presentation of Disney’s “Beauty and the Beast” musical, entirely produced, choreographed, and performed by Grebel students.



Townfolk surround Gaston in Grebel’s student production of Disney’s Beauty and the Beast.

Grebel has a robust tradition of student leadership, which continued in 2018-19. Our students provided valuable advice and leadership as we designed and prepared for the kitchen and dining hall renovation project. They also designed and developed “Sky-bunk”—an app for Grebel students intended to bolster connection and community among residents and associate students.

During Winter Reading Week, a team of 14 students travelled to South Carolina to assist Mennonite Disaster Service in clean-up efforts following hurricanes and flooding earlier in the year. This continued a Grebel-MDS connection that began with a trip to Gulfport, Mississippi in 1969.



The MDS Service Trip to South Carolina.

A DIVERSE COMMUNITY

Grebel’s small community of 333 resident and associate students is diverse in many ways.

- Our students study in all six faculties of the University of Waterloo.
- 27 come from Canadian provinces outside Ontario.
- 14 are international students.
- Many religious perspectives are represented, including Muslim, Sikh, Jewish traditions and multiple Christian groups.
- 105 of our students identify with churches affiliated with Mennonite World Conference.

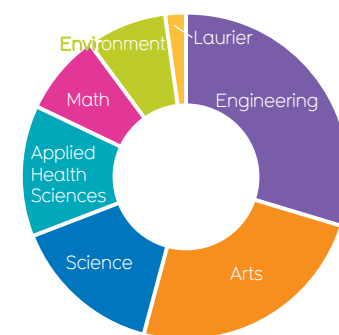


Micah Beech reading a Bible passage in Chapel.

REGIONS

LOCATIONS	STUDENTS
Alberta	2
Saskatchewan	6
Manitoba	7
Ontario	292
Quebec	1
Prince Edward Island	2
Nova Scotia	1
Newfoundland	2
USA	8
International	6

AREAS OF STUDY



FINANCE

Grebel’s fiscal results are reported on a consolidated basis of all funds, which have a combined deficit of just over \$70,000 or 0.8% of our total revenues. The operating fund had a modest surplus which was allocated to capital and operating reserves.

The College awarded \$533,000 in scholarships and bursaries, up from \$455,000 the prior year. Scholarships and bursaries are funded by endowment income, annual donations, and transfers from our operating budget. The market value of Grebel’s endowments stood at just over \$8.2 million as of April 30, 2019. Income from endowments supports scholarships, academic programs, public lectures, and our library and archives. During the year, the College received \$126,000 in new donations towards endowments for scholarships, bursaries, and other College programs.



In winter 2019, the provincial government announced a 10% reduction in tuition rates for all publicly-funded universities and colleges in Ontario, coupled with a two-year freeze on tuition increases. This signals that the College should prepare for a tighter funding environment. Over 50% of Grebel’s revenues come from provincially-regulated tuition and grants.

College finances are overseen by the Board’s Finance and Development Committee. Advice on our endowment portfolio is provided by an Investment Advisory committee composed of Board members and experienced members of the College constituency.



Archivist–Librarian Lauren Harder–Gissing delighted MTS students and faculty by bringing out the rare *Codex Vaticanus* donated to Grebel by the late Professor Emeritus John W. Miller.

STATEMENT OF OPERATIONS

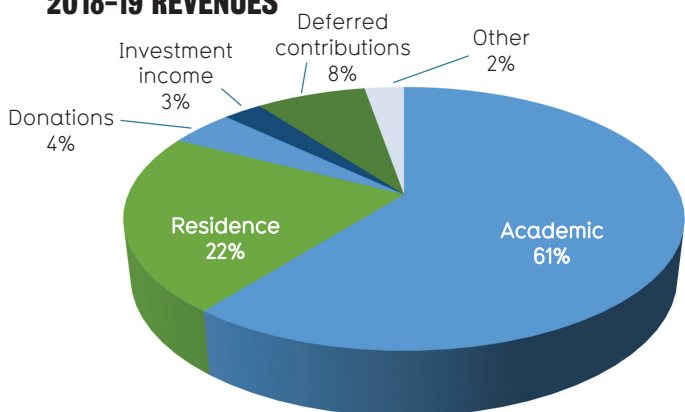
Revenue	
Academic	\$6,117,020
Residence and service fees	2,213,950
Donations	446,420
Investment income	268,657
Deferred contributions	766,111
Other revenue	273,599
Total revenue	\$10,085,757
Expenditures	
Academic	\$6,514,938
Residence	2,092,908
Awards and bursaries	533,175
Amortization	802,838
Other expenses	214,326
Total expenditures	\$10,158,185
Deficit	\$72,428

STATEMENT OF FINANCIAL POSITION

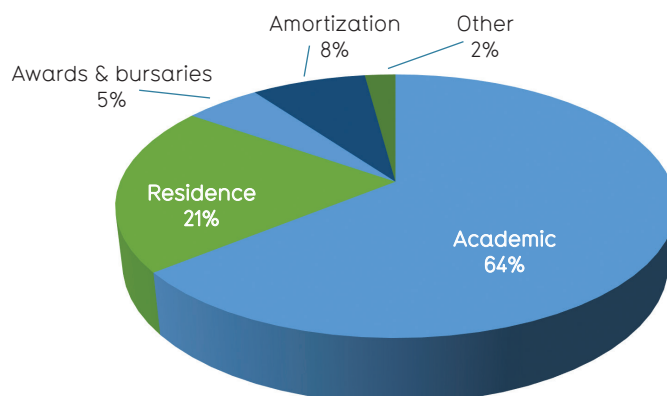
Assets	
Cash and deposits	\$4,901,412
Accounts receivable	179,602
Capital assets	13,300,197
Investments	7,858,590
Other assets	57,216
Total Assets	\$26,297,017
Liabilities	
Accounts payable	\$1,457,687
Deferred revenue	401,924
Post employment benefit liability	2,099,550
Deferred contributions	10,939,460
Total Liabilities	\$14,898,621
Net assets	
Invested in capital assets	\$2,419,563
Endowment	8,164,092
Internally restricted	778,633
Unrestricted	36,108
Total Net Assets	\$11,398,396
Total Liabilities and Net Assets	\$26,297,017

The financial summary above was produced prior to the completion of the audited financial statements. For complete audited financial statements, visit uwaterloo.ca/grebel/annual-report

2018-19 REVENUES



2018-19 EXPENSES



ADVANCEMENT

In 2018-19, we received a record \$2,877,000 in gifts* from 984 generous alumni, students, staff, faculty, and many other supporters. Most of these gifts (\$1,735,000) were designated to the “Fill the Table” campaign for our new kitchen and dining room. The rest was directed to student awards, targeted donations for College programs, and our Grebel Fund.



Mennonite Church Eastern Canada (MCEC) is our largest donor to annual operations. Its \$235,000 contribution helps to support a wide range of activities, including Theological Studies, Toronto Mennonite Theological Centre, Anabaptist Learning Workshop, Ontario Mennonite Music Camp, the chapel program, scholarships and bursaries, and Mennonite Archives of Ontario.

These gifts enable us to offer the programs and facilities that make Grebel special. Thanks again to all of our donors for your ongoing commitment to the College.

*On the financial summary on page 4, only those gifts that were used in this year's operations (\$446,420) are recorded as revenue. Most other gifts are added to the “deferred contributions” line under “liabilities” because they relate to long-term items such as the kitchen and dining room expansion.



An artist's rendering of the entrance to the new kitchen, seen from the dining room.

DONATIONS RECEIVED: \$2,876,783

Scholarships & Bursaries	\$104,232
Operating Restricted	\$610,990
Endowment—Scholarships	\$112,859
Endowment—Program	\$13,423
Capital Fund	\$6,550
Annual Grebel Fund	\$293,676
Fill the Table Campaign (Kitchen and Dining Room)	\$1,735,053

THANK YOU TO GREBEL'S GENEROUS DONORS

984 DONORS SUPPORTED OUR STUDENTS AND MISSION THIS YEAR!

GOVERNOR'S CIRCLE: ANNUAL GIFTS OF \$5,000+

7 Anonymous Donors
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Aden and Joanne Bauman
Phares Bauman
Richard and Norma Bauman
Lester Bechtel
Belmont Mennonite Church
Benevity, Inc.
Best Western Plus Kitchener
Hotel
Laverne and Ella Brubacher
Dale and Cheryl Brubacher-
Cressman
Mary and Scott Brubaker-Zehr
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Jenny-Lee and Jeff Dippel
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Lydia and Gary Harder
Jacob and Katherine Hildebrand
Jackman Foundation
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Jim & Lorna Blair Charitable
Foundation
Ronald and Ingrid Kielstra



The Campaign Advisory has steered the highly successful Fill the Table campaign.

Kindred Credit Union
Kitchener Rotary Club Charitable
Foundation
Victor and Rita Krueger
Karen Lycklama
Lyle S. Hallman Charitable
Foundation
Stuart and Merlyn Martin
Wilmer Martin and Phyllis Miller
Lloyd Martin
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Mennonite Church Eastern
Canada
MerSynergy Charitable
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Harold and Jane Nigh
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Florence Schlegel

Schlegel - UW Research Institute
for Aging Foundation (RIA)
Sharon Schwartzentruber
David and Susan Seyler
Glen and Elsie Shantz
Marcus and Lisa Shantz
Ross and Erma Shantz
Sheila Shantz LoBrutto
Marian and Paul Snyder
Arnold Snyder
Estate of Harvey Snyder*
Robert and Anita Tiessen
James Tiessen and Karen
Tiessen
John and Arlene* Toews
Toronto United Mennonite
Church
Wallenstein Feed Charitable
Foundation
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Church
Mark Weber and Sheri Wideman

Curwin and Jill Weber Friesen
Dennis and Laurie Wiebe
Doris Wydman
Lynn Yantzi and Nancy
Steinmann Yantzi

PRESIDENT'S PEAK: ANNUAL GIFTS OF \$2,500-\$4,999

2 Anonymous Donors
Geraldine Balzer and Gordon
Peters
Bethel College
Bruce and Emily Burgetz
Howard and Myrna Burkholder
Donny Cheung and Marika Pauls
Laucht
Christine and Timothy Derksen
Marlene Epp and Paul Born



In 2018, Kishor Gopal and his son Meenesh established the Gopal Family MPACS Award to support MPACS students pursuing internships.



The summer of 2018 was an active season for local alumni gatherings, including this Niagara event in Vineland.

Lowell and Jeanette Ewert
Aden and Sheryl Frey
Kerry and Aldena Gerber
Laura Gray and Daniel Kramer
Eleanor and Mike Groh
Richard Kennel
William Klassen* and Dona Harvey
Sue and Victor Klassen
Gary and Brenda Leis
Fred W. Martin and Wanda Wagler-Martin
Brent and Sue Martin
Ronald and Gudrun Mathies
Mennonite Central Committee Ontario
Midway Mennonite Church
John W. and Frieda Neufeld
Donald and Gayle Neufeld
Ottawa Mennonite Church
Paul Penner and Dolores Harms Penner
Ed and Cheryl Penner
Calvin Redekop
Barry Reesor and Lori Guenther Reesor
Ernie and Nancy Regehr
Dawn and Ron Regier
Andrew Roth and Jennifer Helmuth
Lorna Sawatsky
Shirley Schiedel
George and Louise Schroeder
Rick and Ruth Ann Shantz
Rick Spies
Tavistock Mennonite Church
The Doug and June Barber Family Foundation
Douglas and Ruth Wagner

John and Esther Fast
Paul Fast and Marnie Gerster
Werner and Margot Fieguth
Paul Fieguth and Betty Pries
Paul Fransen
Gerald and Doris Frey
Walter and Margaret Friesen
Randy and Kaethe Funk
Ted and Karen Giesbrecht
Gary and Debbie Good
Graham Mathew Professional Corporation
Lucy Harder
Rachel Harder and Matthew Snider
Archie Harms
Paul Heidebrecht and Carmen Brubacher
Muriel Hoover
Kenneth Hull and Marianne Mellinger
Albert and Margaret Isaac
Michelle and Caleb Jackett
Richard and Shari Janzen
Stephen Jones and Wendy Stocker
Roger and Heather Kehl

John Neufeld and Andrea Shantz Neufeld
Reina Neufeldt and Naren Kumarakulasingam
Cheri Otterbein
PA German Folklore Society of Ontario, Waterloo Chapter
Henry and Leonora Paetkau
PeaceWorks Technology Solutions
Carol and Eugene Penner
Mark Peters
Jill and Tim Pletsch
Linda Ramer
Richard and Carolyn Reesor
Riverside Brass & Aluminum Foundry Ltd.
E. Charles Roth and Victoria Peart
Carol Roth
Ronald and Barbara Schlegel
Charlotte A. Schwartzentruber
Robert and Judith Shantz
Silver Lake Mennonite Camp
Dorothy Sittler
Sittler Grinding Inc.
St. Jacobs Mennonite Church

Larry and Marianne Witzel
Horst and Sharon Wohlgenut
Timothy Wohlgenut
Women of MCEC
Savio Wong
Lo Wu
Mark and Glennis Yantzi
Thomas and Rebecca Yoder Neufeld
Ruth M. Yordy
Melvin and Delphine Zehr
Joshua Zehr

Lynette Martin
James and Shirley Martin
Albert and Esther Martin
Mennonite Central Committee Canada
Earl and Clara Meyers
Robert and Deborah Musselman
Audrey Musselman
Kris and Stanley Nissley
Troy and Emma Osborne
Marie Penner
Brian and Joanne Penner
Irmgard Penner
Ellery and Mark Rauwerda
Fred and Shirley Redekop
John Rempel
Carol and David Ringer
Linda and Phil Ruby
Lisa Sawatsky
Tanya Sawatsky
Katherine Sawatsky and Matthew Walker
Nelson and Joy Scheifele
James Schlegel
Timothy and Jacqueline Schmucker
Jane Schultz-Janzen and Terry Janzen
Jeanette and Ron Seiling
Andrew and Christine Sloss
Richard and Cathy Snyder
Sam and Sue Steiner
Valerie Steinmann and Brent Klassen
Erma and John* Stutzman
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Held in September, the 1995-2005 Era Reunion attracted almost 100 alumni to reconnect and reminisce.

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Left, architect and alumnus Brian Rudy ('89) explains plans for the new kitchen and dining room. Right, students Simon Chute and Hannah Hill stand near the plans for the green roof, for which they helped to secure a grant.

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Glenn Wurster
Maynard and Connie Yantzi
Philip and Janet Yordy
Dawn and Greg Zehr



Gebel Food Services staff took their turn with the shovel in anticipation of the kitchen expansion and dining room renovation.

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Gebel welcomed many people to celebrate the launch of the Fill the Table capital campaign in November. Thanks to donors who have joined together to sponsor a table - this group represents the '60s Gebel Gals!

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Jacob and Helene Dick
Sid and Cindy Dijkema
Mark and Rachel Diller Harder
Terry J. Dooner

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David Hiraki
Linda Hochstetler
John and Betsy Honek
Minren Hung
Ljiljana Ilic
Gino Innamorato
Joshua Issa
Paisley Janzen
Gloria Janzen

Anna Kuepfer
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The 2018 Summer Alumni Picnic was a hit, with many recent alumni and families returning to enjoy a meal at Grebel and learn about the Fill the Table campaign.



At the alumni gathering in Leamington, the architectural panels were examined in great detail as guest reflected on their memories of eating together in the Grebel dining room and imagined what the new space might look like.

Gloria and Waldemar Dirks
Barbara and Roy Draper
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*We are saddened by the loss of these friends.

The Grebel Fund: Balancing Budget Pressures and Student Support

Grebel has committed to providing \$225,000 in financial aid to students, despite a drop in revenues due to provincial cuts. “Our ability to provide financial assistance to graduate and residence students who need it helps to keep our programs full,” observed President, Marcus Shantz. “This results in higher program revenues.”

Donations to the Grebel Fund provide tuition scholarships to students in the Master of Theological Studies and Peace and Conflict Studies programs. Student Services uses budget funds to match support that students receive from their home congregations. The College also uses donations to offer an extra

\$1,000 to Mennonite Students from outside Ontario.

Director of Finance, Sara Cressman has reported that “the 10% tuition cut for students reduced Grebel’s budgeted revenue by \$227,000 this fiscal year.”

“Donors can make a real difference in our ability to deliver our programs and support our students,” noted Director of Advancement Fred W. Martin. This year the goal for the annual

Grebel Fund is \$345,000. Most of the donations are forwarded directly to students in the form of financial aid, and some are used to provide revenue for programs like noon hour concerts or the Archives and Library, that don’t have direct sources of revenue.



Fred W. Martin, Director of Advancement | fwmartin@uwaterloo.ca | 519-885-0220 x24381

DONATE ONLINE
grebel.ca/giving



AWARD SUPPORTS MENNONITE STUDIES RESEARCH

The family of the late Dr. Allan G. Felstead has established an endowment that will be used to fund research initiatives in Mennonite Studies. Allan completed a Masters degree in Sociology at the University of Waterloo, writing a thesis on Mennonites under the supervision of Dr. Winfield Fretz in the early '70s.

The annual award of approximately \$1,000 will be administered by the Institute of Anabaptist and Mennonite Studies (IAMS) and given to a student who completes a substantial research project in Anabaptist-Mennonite Studies or is involved in research in the Mennonite Archives of Ontario. “I’m pleased to be able to encourage students to explore the archives and engage in this area of research,” remarked Archivist/Librarian Lauren Harder-Gissing.



ANONYMOUS ALUMNUS ESTABLISHES BURSARY

Focusing on Jesus’ command to look after those in need prompted an anonymous alumnus to establish the *Matthew 25:35 Bursary*. The bursary fund, which is permanently endowed, is named to highlight the scriptural imperative to offer tangible support: “For I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you took me in.”

The Bursary will be available to students with financial need in the Grebel residence. Director of Student Services Mary Brubaker-Zehr has seen financial pressures on students increase recently. “With a more restrictive OSAP program, it is sometimes harder for students to get grants, which help them in the short and long term,” she said. “Reducing student debt is critical if we want to keep a Grebel experience possible for a variety of students. It is encouraging to have alumni who understand the impact Grebel has on students step up to help make university more affordable.”

Five Years of Catalyzing Collaboration

BY PAUL HEIDEBRECHT, DIRECTOR, KINDRED CREDIT UNION CENTRE FOR PEACE ADVANCEMENT

For the past five years, the Kindred Credit Union Centre for Peace Advancement has aspired to attract peace innovators. We aimed to become a state-of-the-art academic hub that incubates and advances collaborative, inter-disciplinary, multi-sector peacemaking. In my view, we have achieved this vision.

We can confidently say that the Centre for Peace Advancement has become an integral program of Conrad Grebel University College, complementing stellar academic and residence programs that seek wisdom, nurture faith, and pursue justice and peace in service to church and society.

Moreover, the Centre is now firmly embedded within—and has found ways to make a distinctive contribution to—the University of Waterloo and one of the world’s leading innovation ecosystems.

And, as our inspiration partner, Kindred Credit Union has brought life to its purpose of inspiring peaceful, just, and prosperous communities through our local and global impacts.

There are many amazing stories on our website about the individuals and organizations who have been a part of this journey—stories ripped from local, national, and international headlines, stories of breakthroughs and positive impacts on communities near and far, and stories of both personal and institutional learning and growth.

We hope the following glimpse into our fifth anniversary celebration conveys the spirit and underlying values that the Centre embodies. Join us as we continue to pursue new opportunities to advance peace. The past five years have been remarkable, but we are just getting started!

uwaterloo.ca/centre-peace-advancement



In the lead-up to the Kindred Credit Union Centre for Peace Advancement’s 5th anniversary celebration on the International Day of Peace, Director Paul Heidebrecht narrated the Centre’s history at a dinner celebrating generosity and peace innovation on September 19. Grebel student Maya Morton Ninomiya produced this graphic record as Paul spoke.



This booklet is a snapshot of the last five years at the Kindred Credit Union Centre for Peace Advancement. To receive a copy, stop by the Centre for Peace Advancement or email Fred Martin, Director of Advancement at fwmartin@uwaterloo.ca



Helen Epp met the newest member of the Epp Peace Incubator, Nastaran Saberi of AccessMate, during the open house on Sept. 21.



Alumna and artist Meg Harder (BA 2013) (left), creator of the New Fraktur exhibit, answered questions and provided insights about her artwork.



Current Grebel students shared their memories of the Centre for Peace Advancement on the memory board.



Incubator Fellow Becca Cheskes (right) welcomes fellow students in Grebel's MPACS program.



During the celebratory program, Michelle Jackett, Coordinator at the Centre for Peace Advancement, spoke about her early memories of the Centre and its five-year journey thus far. Ben Janzen (WLU 2000), Values Integration Director at Kindred Credit Union, reinforced Kindred's excitement for the future of this inspirational partnership. Jessie Reesor-Rempel (BA 2011), co-founder of Pastors in Exile (PiE), spoke about her experiences as an Epp Peace Incubator participant, and now as a Mentor to current incubator participants.



Over the past 5 years, 93 students have worked for the Centre for Peace Advancement, its affiliate organizations, and its incubator start-ups.



Director Paul Heidebrecht and Grebel's Director of Advancement Fred Martin celebrate 5 years of catalyzing collaboration!

The Centre is grateful for the community surrounding it since the beginning, and is looking forward to building connections with new and old friends alike.





Upper-year students held a free car wash as an act of service to the Waterloo community



First-year students were enthusiastically welcomed



Peace Society and MCC hosted The Palestine Land Exercise



#HeForShe rally



All-College Retreat



Painting the temporary walls of the dining room



Grebelbowl



Fall Reading Week day trip to MCC's Thrift on Kent

#Grebelife

As the excitement of starting a new school year begins to fade, Grebelites are already looking back fondly on the past months. Student schedules were filled with classes and events, staff supported students and programs, and faculty were occupied by teaching, marking, and research.

One highlight of the term was the annual All-College Retreat to Camp Trillium at the beginning of September. Students, staff, and faculty gathered for a weekend away to enjoy getting to know each other through games, meals, a campfire, and more. Another tradition that continued this year was the Grebel student football game, or “Grebelbowl,” which saw the upper years win against the first years once again. Paul Penner invited students to his home for a “Paul’s Comedy Classics” movie night—an event that students hope will become a tradition.

Students, staff, and faculty have also been participating in events that aim to improve the future. In September, students attended a #HeForShe rally on the Waterloo campus as a part of the #HeForShe Get Free Tour hosted by UN Women. A couple of weeks later, around 80 Grebel students, staff, and faculty participated in the Global Climate Strike in Waterloo.

As the end of classes approaches, excitement surrounds events like the Make-A-Difference Market and the end-of-term banquet. These events are favourites of upper-year students, and first-year students are itching to find out why!

Grebelites have already made some amazing memories this year, and there are many more to be made! If the first few months were any indication, the 2019-2020 school year is going to be full of great adventures.

Hope Comes from Action

BY KATRINA STECKLE, COMMUNICATIONS CO-OP STUDENT

According to the United Nations, “Climate Change is the defining issue of our time.” This idea has led to climate strikes around the world, calling for world leaders to take action. Sweden’s 16-year-old climate activist Greta Thunberg began these strikes in August 2018 and has inspired millions of people around the world to join in her call for stronger and immediate climate action.

On September 27, 2019, roughly 80 Grebel students, staff, and faculty took part in the Global Climate Strike in Waterloo. Participants from Grebel walked with hundreds of University of Waterloo students, staff, and faculty to Waterloo Public Square, where they joined thousands of other participants in the strike. As they walked, people talked, called out chants, and some Grebel students even belted out hymns.

In Waterloo, more than 4,000 strikers gathered for three hours of singing, chanting, and speeches. Professor Mark Vuorinen, Chair of the Music Department at Grebel, led the KW Symphony and choirs from Grebel and Kitchener-Waterloo in performing Beethoven’s *Ode to Joy* with much of the crowd joining in. It was a powerful performance that evoked emotional responses from many of the strikers. Speakers from the Indigenous community, local professors, students from every level of education, and others urged the crowd to make changes on an individual level, to fight for change on a systemic level, and to vote for change in the upcoming federal election.



Grebel students attended the strike for a variety of reasons. “I was motivated to come to the strike because of my privilege,” said Madeleine Neufeld, a fourth-year PACS student. “Friends of friends have died in floods in Indonesia this past rainy season because of climate change. They can’t speak up, so I will.”

Rebecca Shelley, a second-year Environment, Resources, and Sustainability student, explained that she normally prefers to work in the background to make change happen, but the importance of this issue pushed her to participate in the strike. “I believe that we are meant to enjoy the world and be stewards of it, not exploit and destroy the amazing gift we have been given,” she added.



“Hope comes from action,” remarked Katie Goerzen Sheard, a second-year student in Social Development Studies. “The actions of people today in KW and all over the world make me hopeful that we can continue to act and make changes towards living sustainably and justly. We have a lot more work, but this strike was a reminder that we are surrounded by others and we can support each other in making change.”

Grebel has a history of early adaptation for environmental changes. Recycling was introduced by students at the College in the 1980s, before the Blue Box recycling program even came to UWaterloo. In the early 2000s, Student Council created the position of Environment Representative on the Larger Leadership Team—a position that still exists today. In 2009, students again took steps to make Grebel greener by initiating the installation of three solar panels on Grebel’s roof to pre-heat hot water. In 2010, the College was the first participant in a highly successful pilot project that tested institutional-level organic waste collection through the Region of Waterloo Green Bin program. 2013 brought UWaterloo campus’s first electric vehicle charging station in the Grebel parking lot, and just last year, a team of five Grebel students applied for and were awarded grants to add a green roof to the College’s current kitchen expansion.

At an individual level, Grebelites are also making intentional choices. This September, Grebel student Andre Wiederkehr chose to make an environmentally-friendly move back to the Grebel residence. Andre biked the 90km from his home near Mildmay, Ontario to Grebel and towed his belongings in a homemade bike trailer. Andre remarked that he has chosen to bike for an increasingly large amount of his travel over the last few years. “I’m simply doing what I can to live in opposition to the destruction of the world I love,” he explained.

Many Grebel staff and faculty walk or bike to work. President Marcus Shantz often rides a folding bike in combination with taking the new ION train. Rebekah DeJong, Student Life and Recruitment Coordinator, bikes to work and even biked to Grebel’s All-College retreat 60 kilometres away. Rebekah listed a variety of motivations behind her biking, including “the opportunity to appreciate the scenery and reduce my carbon footprint.”

These small, every-day actions taken by Grebel students, faculty, and staff reflect several of the College’s core values, including responsible citizenship, global engagement, and stewardship of creation. Hope does come from action. Whether participating in a climate strike or biking to work, the people of Grebel are leading lives that inspire hope.

A Sampling of Scholarship

In addition to classroom teaching, faculty and other academic personnel at Grebel accomplish a wide range of scholarship and service in the academy, church, and community. Here is just a sampling of recent activities and achievements.

JENNIFER BALL is working with MPACS Peace Scholar Moffat Sithole to research and compile a series of case studies on the use of the Circle process in African contexts as the basis for a forthcoming book.

ALICIA BATTEN published “Reading James with the Social Sciences” in *Reading the Epistle of James: A Resource for Students*, edited by Eric F. Mason and Darian Lockett, (Atlanta: SBL, 2019), 177-91.

JEREMY BERGEN presented a paper, “Silencing the Martyr: Pain, Agency, and Communities of Memory,” at a conference on political theology at the Catholic University of Leuven, Belgium, on October 24, 2019.

MARLENE EPP presented a paper titled “After the Influx: Canadians Respond to World Refugee Year, 1959-1960,” at the Canadian Historical Association annual meeting at the University of British Columbia, June 3, 2019.

LOWELL EWERT spoke on “Peace through the Lens of Rotary,” at the Rotary Club of Mississauga—City Centre 8th Annual Celebration of the International Day of Peace on September 21, 2019.

NATHAN FUNK published “Religion and Peaceful Relations: Negotiating the Sacred” (co-authored with MPACS alumna Yelena Gyulkhandanyan) in *Routledge Companion to Peace and Conflict Studies*, edited by Sean Byrne, Thomas Matyók, Imani Michelle Scott, and Jessica Senehi (London: Routledge, 2020).

LAUREEN HARDER-GISSING published “Canadian Mennonites and Citizen Activism, 1970-2000,” *Journal of Mennonite Studies* (July 2019).

PAUL HEIDEBRECHT collaborated with Joji Pantoja from the Philippines on a workshop titled “Peace Through Entrepreneurship” at the 2nd Global Mennonite Peacebuilding Conference and Festival in the Netherlands on June 29, 2019.

JANE KUEPFER published an article titled ‘Boomers & Aging: seeking & recognizing spiritual resources’ in the *Journal of Religion, Spirituality & Aging*, and in October, she presented at the International Conference on Aging & Spirituality in Australia.

ERIC LEPP presented his paper titled “Side-by-Sidedness: A conceptual rethinking of post-peace agreement encounter in everyday Belfast” at the Building Sustainable Peace: Ideas, Evidence, Strategies conference hosted by the Kroc Institute for International Peace Studies at the University of Notre Dame, November 8-10.

REINA NEUFELDT was a featured speaker on the history of Catholic-Mennonite joint peacebuilding efforts at the Mennonite-Catholic Theological Colloquium, organized by Bridgefolk and hosted by the McGrath Institute for Church Life, at the University of Notre Dame in October.

TROY OSBORNE presented a talk “Dutch Mennonite Conflict Resolution in the Seventeenth Century,” at the 2nd Global Mennonite Peacebuilding Conference & Festival, held in June 2019 in Elspeet, the Netherlands.

DEREK SUDERMAN is writing an article titled “Praying the Hope of the Poor” and a Psalms commentary to be published in *Companion to the Bible and Economics, Vol. 3: God, Mammon, and the Hope of the Poor in the First Testament: A Preacher’s Desk Companion* (Cascade Books).

MAISIE SUM will discuss the use of new technologies such as wearable devices in ethnomusicological research and collaborative possibilities with psychology and cognitive neuroscience as an invited panelist for the roundtable session, “Music, Mind, and Body: Ethnomusicological Perspectives on the Study of Music Cognition,” at the Society for Ethnomusicology Annual Meeting in November.

KAREN SUNABACKA premiered three pieces in October 2019. *I Wasn’t Meant for This* for viola d’amore and percussion premiered October 6 in Winnipeg. On October 10 she was in Montreal for the premiere of *English Horn Concerto: In Memory of Beverly Clouston*, and October 28, she traveled to Texas for the premiere of *Ripples* for viola and cello.

MARK VUORINEN gave premieres of two works in July with professional chamber choir The Elora Singers: Barbara Croall’s *Güshkaapkaq* (world premiere) and Reena Esmail’s *This love between us* (Canadian premiere). He later recorded both works for a forthcoming CD.



Karen Sunabacka addressing the audience at the premiere of *I Wasn't Meant for This*. Photo by Leif Norman

Innovative Scholar Appointed Visiting PACS Professor

Eric Lepp (BA 2005), a familiar face to many at Grebel, has returned to the University of Waterloo for a two-year appointment as Visiting Assistant Professor of Peace and Conflict Studies (PACS). Lepp recently completed a PhD at the Humanitarian and Conflict Response Institute at the University of Manchester. Previously he attended the Kroc Institute for International Peace Studies at the University of Notre Dame, where he earned an MA in Peace Studies, and the University of Waterloo where he earned a Bachelor of Social Work.

“Dr. Lepp has wide variety of teaching experience at Wilfrid Laurier and the University of Manchester, where he is known for his enthusiasm for peace and engaging with students,” noted Dean Troy Osborne. “Grebelites know Eric as a bright and inviting colleague and are eager to welcome him back.” In addition to scholarly activity, the visiting professor will teach *Roots of Conflict, Violence and Peace, The Practice of Peace,* and *Negotiation Theories and Strategies*.

“I was drawn to the position in PACS because it offered an opportunity to teach, research, and work with students and staff at Grebel and Waterloo who strive to actively build a world that is better than the present state of things,” reflected Eric. “The blend of practical, theoretical, and imaginative elements that are embedded

in both the PACS and MPACS program are appealing, and I am looking forward to the next two years of teaching and learning in Waterloo.”

As part of his doctoral research, Eric focused on the fans of the Belfast Giants ice hockey team, describing the politicization of



both peace and conflict in Belfast through the lens of a sports club that spans the region’s historical divisions. His peers regard his scholarship for his thesis, “Side by Side in the Land of Giants: A study of space, contact and civility in Belfast,” as “conceptually, methodologically, and theoretically sophisticated.” They described his side-by-side methodology of sitting beside interviewees in a hockey arena as a significant innovation in studies of how societies move from conflict towards conciliation.

Eric has had his research published in peer-reviewed articles and has several book chapters and articles in process. He has been Managing Editor of *Peacebuilding*, a peer-reviewed journal published by the University of Manchester, and has also organized peacebuilding conferences. While working previously at Grebel as Field Studies Coordinator and Undergraduate Academic Officer, he was tasked with establishing the MPACS internship program.

PENNER TO ADDRESS #MENNONITESTOO

In 2017, the #MeToo hashtag started a global movement to destigmatize and increase awareness about sexual violence. This coming March, Carol Penner, Assistant Professor of Theological Studies, will speak on “#MennonitesToo: Sexual Violence and Mennonite Peace Theology” as the C. Henry Smith Peace Lecturer at Bluffton University and Goshen College.

“The #MeToo movement has placed sexual violence in the spotlight and Mennonites are asking: ‘What does it mean to be people of peace when sexual abuse and assault is woven into the fabric of our own communities?’ Some Mennonites have been working on this topic for almost fifty years,” Carol explained. “My lecture will outline the themes and methods of this grassroots practitioner-based theology.”

The C. Henry Smith Peace Lectureship is named after the distinguished Mennonite scholar C. Henry Smith. He wished to maintain and strengthen the peace witness in Mennonite churches, and this desire inspired the lectureship. It aims to highlight an Anabaptist peace perspective whenever possible. Carol’s lecture will illuminate an important issue within the subjects of Anabaptism and peace.





Building Intergenerational Bridges

BY JANE KUEPFER,
SCHLEGEL SPECIALIST IN SPIRITUALITY AND AGING

How do we mature? How do we grow in wisdom? This process often happens through relationships with people who have walked the road before us. Grebel's Spirituality and Aging program provides connection for students with seniors in our community, including people living in long-term care. Undergraduate students have volunteered and become valued visitors, while Master's students have completed practicum placements working alongside their elders.

A component of Grebel's Aging and the Spiritual Life course (offered at both the graduate and undergraduate level in Winter 2020) encourages students to build a relationship with someone in the 'fourth quarter' of life, to listen, to learn. While so much information and knowledge generation is focused on those who are young, it is important to maintain our intergenerational bridges, in family, church, and community.

One tangible initiative of Schlegel Villages and the Research Institute for Aging is the 'Elder Wisdom green bench' (elderwisdom.ca) which offers and invites conversation between the generations. The more the world changes, the more we all need to listen and learn from one another. Whether you are a student, a senior, or someone in between, who can you connect with today?

grebel.ca/sa

Looking for Patterns

BY MATTHEW BAILEY-DICK, COORDINATOR OF THE ANABAPTIST LEARNING WORKSHOP (ALW)

Experiential learning starts with everyone having the chance to either *do* something or *say* something about their own experience with the topic. But then what should happen?

One of the easiest and most provocative things to do next is to look for patterns in the experiences that people shared—for example, “Looks like all of us have gone through that kind of situation before...” or “Whoa! Your experience with that issue is really different than mine!” or “Why is it that most of the women in the room were very familiar with that particular scenario...?” By highlighting patterns of similarity and difference, education can help us to better understand our experiences of everything from bullying to sexism, and everything from spiritual formation to sociopolitical change.

This is why experiential learning is about not only looking at our experiences but also looking at the *way* we look. Sounds tough! This kind of learning can really challenge our assumptions about what constitutes knowledge (because experience is more subjective than objective) and what constitutes good teaching (because experiential learning often calls for facilitation more than instruction).

But let's not get lost in the jungles of educational philosophy. Let's head into the real-world wilderness for just a moment. The accompanying photo shows nine participants in a recent Anabaptist Learning Workshop called “Canoe Tripping as Spiritual Practice” (September 2019). Experiential learning included preparing and eating meals in the wilderness, paddling canoes, pitching tents, and hanging out around the campfire while discussing spiritual practices. When these nine people looked for patterns in their experience, what do you think they noticed? What were the similarities and differences?

I believe that we will need more and more of this kind of learning. Especially as we face the climate crisis, we will need to look for patterns not only between diverse human communities, but also between humans and other living things. How is your experience of ecological change similar to, and different, from the experiences of other members of our planetary community? As you look for patterns, what gives you hope? What kind of “looking” spurs you to act?

After four years of educational leadership, ALW will undergo a significant change as the partnership between MCEC and Grebel on this initiative will conclude in summer 2020. During its four-year existence, ALW offered more than 50 events and leaders connected with more than 1600 participants for interactive, practical, and engaging learning.

mcec.ca/alw





Up Close with the Past

Experiential learning in Professor David Neufeld's Radical Reformation class means students get the chance to examine up close the impact of the art and technology of printing on the spread of ideas in early modern Europe. The Conrad Grebel Milton Good Library holds the largest collection of Anabaptist books in Canada.

Playing with the Past

BY TROY OSBORNE, DEAN, ASSOCIATE PROFESSOR OF HISTORY

Should sixteenth-century Augsburg city councillors tolerate religious dissent? What is the best way to secure the social contract in revolutionary France? Will a newly independent India be a Hindu, Muslim, or multi-faith nation? Students grapple with these questions as they take part in one of the "Reacting to the Past" role-playing games which I use to promote active learning in my classes.



After providing background context, I assign students specific roles with goals that are informed by classic texts from the past, which can range from the Bhagavad Gita, Jean Jacques Rousseau's writings, or the Schleithem Confession. Once the roles are assigned, students run the class sessions, while I recede into the background to become the 'gamemaster' who advises them and grades their work. To achieve their character's goals, students collaborate in factions to persuade others through several speeches and writings.

While students clearly enjoy the chance to take on a new role and compete against one another, the emphasis is not on fun but on learning. In my experience, students engage more deeply with the material than in a traditional seminar or lecture course. The games promote engagement with big ideas from the past that may not seem relevant to the present. In addition, I hope students grow to understand that people with whom they may disagree have an intellectual structure supporting their worldview and are not simply wrong or ignorant. The games are not scripted, which helps teach students the idea that history is not inevitable but contingent, that it is shaped by a variety of forces. Informed by ideas and constrained by particular contexts, people in the past shaped their world in the best way they could.

Perhaps one of my favourite outcomes of this pedagogy is the way that the collaborative work leads students to build relationships with each other that extend beyond the classroom and even after the game has ended.



Archivist-Laureen Harder-Gissing illustrates the history of book technology with a large 13th-century manuscript Bible (facsimile) and tiny 17th-century printed Dutch hymnal.



A student asks about the production of 16th-century "flying writings" pamphlets, such as the one Laureen is holding, that rapidly communicated the ideas and arguments of the Reformation.



Students admire hand-coloured woodcuts in a Swiss Bible printed in 1531. Illustrations were one of the features that made Scripture more accessible to lay people.



Construction Update

“The kitchen and dining room project continues to hold our attention and imagination,” reported President Marcus Shantz. “Over the summer, we made significant progress on the dining room transformation, and now in the fall, it’s satisfying to see the steel beams of the new kitchen stretching out of the ground.”

Anyone who has managed a construction project knows that changes are inevitable. In spite of the best projections, the final bids came in at, or above, the estimates provided. Actual costs have come in higher than the initial \$6.8m estimate.

Paul Penner, Director of Operations, works in close contact with the architect, Brian Rudy from Moriyama and Teshima, and Nith Valley Construction, the general contractor. “This is a complex project as we are trying to keep over 200 students fed and still maintain catering for special events while under construction,” noted Paul. The existing kitchen is still fully functioning while the new facility is being built. In this phased project, the dining room floor was trenched for plumbing and the ceiling was dismantled for fire proofing over the spring term while a smaller student population ate in the atrium. Now, a temporary wall separates the dining room from the existing windows, which will be removed as the dining room is expanded over the patio by about 10 feet and the stairway to link to the chapel foyer is constructed.

“Students are accepting of the ‘industrial chic’ look of the dining room and are excited about the prospect of a new dining room next fall,” said Mykayla Turner, Student Council president.

Campaign Shifts to Trays

Over \$4m in donations are needed to make the kitchen and dining room project financially feasible. “We’ve been thrilled with the level of generous support from alumni, parents and major donors,” said Ruth-Ann Shantz, who chairs the Fundraising Advisory. In fact, 45 of the targeted 50 “Tables” (at \$6,000) have been filled, and 15 of 17 “Pillars” (at \$15,000) have been funded. These gifts and pledges, along with other donations, have pushed the campaign to almost \$3.9m of the \$4m goal.

“At this point it is functionally a \$100,000 campaign,” said Director of Advancement Fred W. Martin. “Small donations can make a huge difference to close the gap, and, if we reached our target of 200 “Trays” (\$1,000), we would exceed our goal.” He reminds donors it is a three-year campaign, and setting up online monthly donations of \$28 for 36 months will get you a “Tray.” Donors will be recognized on a feature piece on the wall between the atrium and the dining room.

Check the website for videos, construction updates, photos and an online pledge form.

uwaterloo.ca/grebel-fill-the-table





DOON LANTERN LIGHT TOUR

DECEMBER 6, 2019 | 7:00PM
DOON HERITAGE VILLAGE

Alumni are invited to step back in time and experience the sights and sounds of Christmas by the light of a lantern.

Tickets: \$15 per person.
Family members welcome!

Contact Alison Enns:
aenns@uwaterloo.ca
519-885-0220 ext. 24217



GREBEL REUNION | '60s ERA

UWATERLOO ALUMNI WEEKEND

**JUNE
6
2020**

We know it doesn't feel like 50 years since you graced the Grebel halls, but it's time to join your close companions, long-lost friends, prank partners, and conversation compatriots at a special '60s-era Grebel alumni luncheon with your favourite host, Eric Friesen (BA 1967)!

Contact Nancy Regehr on the Alumni Committee or Alison Enns to help with planning.

\$25/PERSON. REGISTRATION OPENS IN THE WINTER: grebel.ca/reunion



RAPTORS VS BULLS
ALUMNI EVENT
Game & Reception
\$75 per seat
Contact Alison Enns
aenns@uwaterloo.ca

**FEB
2
2020**

Anal Productions Proudly Presents

Nu@sense
OFF-BROADWAY'S HEAVENLY HIT MUSICAL
Book, Music & Lyrics by Dan Goggin

FEBRUARY 20-23, 2020

Alumni Take Grassroots Approach to Fundraising



QUEER ALUMNI TABLE

"Queer people have always been a part of Grebel's community, although their visibility may have varied over the years. As a group of queer Grebel alumni we organized to make a contribution because we thought it would be a powerful symbol of inclusion if Grebel's new dining room had a visible reminder that queer people have been, are now, and will continue to be a valuable presence at the table. Every grad has left their mark in some way, and we hope that all Grebel alumni will think about how they can contribute towards, shape, and celebrate Grebel's multifaceted community." ~Jason Booy (BSC 2008)



FUNDRAISING CONCERTS

Over the summer, two fundraising concerts took place as alumni gathered to appreciate good music and raise money for the Fill the Table capital campaign. Wendy Cressman Zehr (BSC 1989) and Don Zehr hosted about 100 people for a Summer Solstice Celebration featuring music by Mike and Diana Erb. Kristine Culp (BA 1986) organized a throwback to Shaky Acres with a crowd of about 40 alumni cheering on Big Rude Jake Hiebert (BA 1989).

People

Back at it! After 8.5 years out of school, **Tricia Enns** (BASC 2010) returned to school to do her Masters of Design in Fine Arts at Concordia University in Montreal. Although she is still getting used to the reading load, Tricia chose this program for its interdisciplinary and strong sustainability approach to design (both socially and environmentally). She hopes to use her time in the program to springboard her towards working with interactive design and communities from a social science and arts perspective, while drawing on skills learned while completing her undergrad at Waterloo. Learn more about Tricia at triciamade.com.



Betty Pries (MTS 2005) successfully defended her PhD thesis “Bridging the Self-Other Divide: Conflict Transformation and Contemplative Spirituality in Dialogue” on September 3 at the Vrij Universiteit (VU) Amsterdam.

Betty has taught classes for the PACS and TS departments at Grebel and regularly facilitates workshops for the College’s Conflict Management Certificate Program.

This fall, **Deb Monkman** (BSC 1984) stopped in Waterloo, where alumni friends from the ‘80s gathered to visit. She and her husband Gord were travelling from their home on Vancouver Island to spend time in Bermuda, where Deb lived as a child. Pictured (l-r): **Dolores Harms Penner** (BMATH 1984), **Paul Penner** (BA 1983), **Carolyn Musselman** (WLU 1982), **Cate Falconer** (BA 1983), **Susan Neufeld-Dick** (BSC 1984), **Deb Monkman**, **Fred W. Martin** (BA 1983).



KEEP IN TOUCH! SEND US YOUR UPDATES!

Send us a note to share about your life since graduation. We’d love to hear of your adventures, career, family, retirement, babies, weddings, or general updates. Email grebel@uwaterloo.ca



Retired Sociology Professor **Cal Redekop** moved to Harrisonburg, VA after teaching at Grebel from 1979 to 1990. At 94 years of age, Cal is passionate about environmental justice and is an investor in environmental issues. As pictured here, he enjoys driving his solar powered electric “Amish bike.”

On February 7, 2019 **Leena** (BA 2010), **Scott**, and **Milo Miller Cressman**

welcomed identical twins Tessa (left) and Juniper (right) into their family. After recovering from a few initial health complications at Grand River Hospital in Kitchener, both girls are healthy, happy, and vivacious. At seven months, they are on the verge of crawling, they love holding hands during dinnertime, and they adore cuddles and stories with their almost 3-year-old big brother, Milo.



After 40 years of faithful leadership, **David Martin** (BA 1978) will retire from Mennonite Church Eastern Canada. He served for 25 years as a pastor, followed by 15 years as MCEC’s Executive Minister. A news release notes that MCEC has, during David’s time, grown into an increasingly intercultural body that reflects what Canada continues to become, a rich multilingual, multicultural family.



Robert L. Shantz passed away suddenly on September 23, 2019. He taught for 23 years at Rockway Mennonite Collegiate, transferring his love of music to hundreds of high school students. Bob studied in the Master of Theological Studies program at Grebel in 1991-92 and also conducted the UW University Choir for several years.



MCC Ontario’s Restorative Justice Program Coordinator, **Rod Friesen** (MPACS 2014), was recently invited by MCC Zambia to facilitate a week-long training for officers in the Zambia Correctional Service. It was part of a pilot project with the Zambian government, whose ultimate goal is a complete culture change within the entire Zambian corrections system—and beyond.



Kathleen Cleland Moyer (BA 1981) writes, directs, and produces plays that feature original stories that matter. Her most recent play, *The Other Side of the River*, was written in consultation with three Six Nations consultants, and is based on a true and riveting family story from early Canada that explores identity, love, loyalty, and betrayal. The cast included Grebel alumni: **Johnny Wideman** (BA 2009), **Kristen Matthies** (BA 1995), **Laura Janzen** (BA 2016), **Rick Cober Bauman** (BA 1985), **Sara Wahl** (BA 1998), and **John Moyer** (BA 1983).

Alan Armstrong (BASC 1994) passed away in August 2019 at the age of 48 years. After graduating with a degree in Systems Design Engineering, he worked as a project manager for corporations in Waterloo, Toronto, and California. Alan founded, nurtured, and operated his own niche market research firm known as Eigenworks Inc., growing it from its infancy in his Toronto garage to a beautiful office facility in Guelph. A father to three children,



he was also an avid jazz enthusiast and musician. Alan was a strong supporter of Toronto Mennonite Theological Centre and established the A. James Reimer award at TMTTC in honour of his mentor.

The Institute for Anabaptist Mennonite Studies (IAMS) at Grebel recently celebrated the book launch of *Finding Father: Stories From Mennonite Daughters*. Edited by Mary Ann Loewen, the book's contributors include Grebel Professor Emerita **Hildi Froese Thiessen** and **Carrie Snyder** (BA 1997). Written by both well-known and first-time writers, these stories illuminate the often close and sometimes troubling relationships that exist between one of humanity's most precious bonds.



Tom Yoder Neufeld, Professor Emeritus of Religious Studies and Theological



Studies at CGUC, will be leading The World of Paul in Turkey and Greece Tour, May

21 to June 5, 2020. Participants will learn about the cultural and religious context that shaped Paul, his message, and the life of his congregations as they visit historic sites. Tom has led this fascinating tour, first offered in 2003 as a collaboration between Grebel and Tourmagination, numerous times. *More info at bit.ly/PaulTour2020*

Jim Pankratz, Dean and later Interim President of Grebel, will lead a Culture and Community in India Tour, Oct. 28-Nov. 06,



2020. Highlights will include the Taj Mahal in Agra; the Keoladeo National Park; forts,

palaces, temples, mosques, and markets in Delhi, Vrindaban, and Jaipur; and sites commemorating the life of Gandhi. In the past, Jim did research in Calcutta for 2 years; taught Indian history, culture, and religion; and has several tours of India. *More info at bit.ly/IndiaTour2020*



Grebel's **Climatory** team competed as a finalist in the MEDAx pitch competition in Tucson, Arizona in November. The team aims to enhance the resiliency of small-scale farmers in Guatemala through affordable and appropriate greenhouse technology. Pictured: **Joshua Garcia-Barrios**, **Abby Lobert**, **Charity Nonkes**, and **Olivia Cullen**.



Milly (Milagro) Vargas retired from her role as Food Services Assistant and Cook at Grebel in July 2019, after 16 years of service. Milly arrived in Canada from El Salvador in 1989 and joined the Food Services Team as an assistant in 2003. She quickly won over her co-workers with her hard work, humour, and compassion. Her co-workers and the students she nourished will miss Milly's warm presence. We wish her health and happiness as she and her husband Ricardo embark on the exciting new adventure of life in Costa Rica, where they will be among family and close to the beach.

Carol Lichti retired from her role as Administrative Assistant to the President in September 2019, after 25 years of service. Carol joined Grebel in 1994, working in Student Services and



Development before transitioning to the President's Office a year-and-a-half later. She worked with six Grebel presidents and interim presidents: John Toews, Henry Paetkau, Ron Matthies, Susan Schultz Huxman, Jim Pankratz, and Marcus Shantz. Grebel will miss Carol's strong professionalism, her dedication to Grebel's work, her sense of proper procedure, and the fun-loving spirit bubbling beneath it all. We wish Carol much deserved rest and relaxation as she contemplates what new adventures await her.

Calendar

Until May 2021

"Growing Family: Design and Desire in Mennonite Genealogy" Archival Exhibit

Until April 24, 2020

"The Cultural Life of Drones: Drone Dialogues" Art Exhibit

December 6, 2019

Alumni Doon By Lantern Light Guided Tour

December 7, 2019

Make-A-Difference Market

January 31, 2020

Bechtel Lecture

Seven Points on Earth:

Film and discussion with Paul Plett

February 1, 2020

Bechtel Lecture

Farmers Breakfast Roundtable: Breakfast and discussion with Ontario Mennonites in Agriculture

February 2, 2020

Toronto Raptors Alumni Event

February 20-23, 2020

Nonsense: The Musical

March 12, 2020

Fretz Lecture

March 13, 2020

Youth Event

March 21, 2020

March Break Open House

May 23, 2020

You @ Waterloo Day

June 6, 2020

'60s Era Reunion

June 19, 2020

Spirituality and Aging Seminar

August 9-21, 2020

Ontario Mennonite Music Camp

uwaterloo.ca/grebel/events



MAR 12
7:30PM

J. WINFIELD FRETZ LECTURE
WITH DAVID Y. NEUFELD

FOOD & FAITH: MENNONITES FARMING AT HOME & AROUND THE WORLD

JAN 31 7:30PM
FEB 1 9:00AM

Mennonite sociologist Winfield Fretz called farming the 'sacred vocation.' Even though fewer North American Mennonites are involved in it, we are all dependent on, if not blessed by it. We used to talk together about farming and faith a lot more. Maybe it's time to talk again.

Aha! Productions and Grebel Present

Nunsense



OFF-BROADWAY'S HEAVENLY HIT MUSICAL

Book, Music & Lyrics by Dan Goggin

Great Hall, Conrad Grebel University College
140 Westmount Road North, Waterloo, ON

TICKETS \$40 | STUDENTS \$20

Including fees and tax.

General Admission. Purchase tickets at
uwaterloo.ca/grebel/nunsense

THURSDAY
FEB
20
7:30 PM

FRIDAY
FEB
21
7:30 PM

SATURDAY
FEB
22
2:00 PM

SUNDAY
FEB
23
2:00 PM

7:30 PM

"Nunsense" is a righteous riot of music and laughs. The jokes come fast and furious, the music and choreography are constantly entertaining, and the cast bubbles with charisma."

-New Hamburg Independent newspaper



MAKING SPACE FOR COMMUNITY



**Conrad Grebel
University College**

Grebel, in partnership with Aha! Productions, presents the Off-Broadway hit musical Nunsense as a Fill the Table fundraiser. All proceeds will be used to expand the college kitchen and dining room space. The cast and crew of the show includes alumni, staff, current parents, students and friends of Grebel.

"Nunsense" is presented by special arrangement with Samuel French, Inc., a Concord Theatricals Company.

SPECIAL THANKS TO THE COMMUNITY PLAYERS OF NEW HAMBURG

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