

GREBEL NOW

Conrad Grebel University College Magazine



PACS AT 40: PEACE IS ROOTED IN EVERYONE

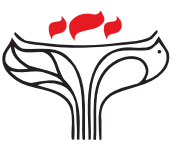
Leading from the Middle

Mourning the loss of former Grebel president Ralph Lebold

Experiential Learning

Connecting hands-on experience to the classroom

FALL 2017



Vol. 34 No. 1

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Experiential Learning Takes Centre Stage

Waterloo’s co-op system has long been at the heart of the University’s investment in skills-based training, and more and more programs are recognizing the value of connecting hands-on experience to the classroom. This issue of *Grebel Now* delves into some of Grebel’s opportunities for experiential learning: PACS internships, music ensembles, the Supervised Experience in Ministry for Theological Studies students, the Epp Peace Incubator in the Centre for Peace Advancement, plus continuing education workshops from the Conflict Management Certificate Program and Anabaptist Learning Workshop. Students are graduating with a deep understanding of their chosen field, complete with desirable, practical skills for the workplace.

Also in this issue, we welcome President Marcus Shantz and mourn the loss of past president Ralph Lebold. We celebrate the establishment of a number of awards to honour friends and to support students in their pursuit of higher education. We share our response to Indigenous issues. And we explore the diversity in our residence. Enjoy!

Jennifer Konkle, Marketing and Communications Manager
Fred W. Martin, Director of Advancement

Front Cover: MPACS student Jessie Castello on an internship in Johannesburg, South Africa. Read more on page 8.



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From the President's Desk

Innovation in Community

BY MARCUS SHANTZ, President

At the beginning of October, I attended Community Supper for the first time since I was a Grebel student over 22 years ago. I was struck by how little had changed in over two decades: round tables, enormous slices of homemade bread, comical announcements, a friendly atmosphere, and a warm welcome. It's hard to describe—or to overstate—how good it felt to be back. Those meals anchor my memories of student life at Grebel—filled with friends and mentors, good conversations, and lasting connections.

The Wednesday ritual of Community Supper was introduced by our first President, Winfield Fretz, in 1964—eight years before I was born. This deliberate weekly meal is unique on the University of Waterloo campus. It was (and is still) seen as an example of Fretz's many social innovations, which were intended to create a welcoming culture and a closely-knit community.

With Community Supper, Winfield drew on much older traditions of common or “formal” meals, which have been held for centuries in colleges at places like Oxford and Cambridge. He introduced a very old custom to a brand new place. Arguably, he improved on the tradition. He insisted on round tables (rather than long rectangles) so that people could meet each other face-to-face, and dropped the formal robes which were customary at much older colleges.

So, was Winfield being “innovative” or “traditional” when he started Community Supper?

We think and puzzle about innovation all the time at Grebel because we are part of the University of Waterloo. For the 26th consecutive year, Waterloo was once again named as Canada's “most innovative” comprehensive University in this year's *Maclean's* rankings, and we're proud to be part of an institution with that reputation. Ask our students what they are learning, and Waterloo's innovative drive becomes clear: some are in disciplines, fields and sub-fields that did not even exist when I was a student here. (I confess that I'm not entirely sure I understand what some of them are studying, even after they explain it to me!)

This issue of *Grebel Now* highlights many ways that Grebel has sought to be innovative in its programs—from the Centre for Peace Advancement, to the Anabaptist Learning Workshop, to the thriving PACS program that we introduced to the University 40 years ago.



Nevertheless, embracing innovation is not an automatic impulse at Grebel, given our commitment to traditions of liberal arts education and to the continuity of the Mennonite church. In the world of business and technology, innovation is often touted as an end in itself. Facebook founder Mark Zuckerberg famously told his employees to “move fast and break things.” Would it be wise to approach our College in that way?

One of the most interesting questions I was asked in preparing for my new role was: “What is your attitude towards innovation, and how does that apply to Grebel?” My answer is that we should always be eager to innovate, but not simply for the sake of being innovative.

We innovate in pursuit of our mission: to “seek wisdom, nurture faith and pursue justice and peace in service to church and society.” That means that we are always open to new ways to build our community and to creative solutions to old problems. Perhaps it also means that not everything needs to change. Some good things only need to be nurtured and sustained. Community Supper is one example—Winfield Fretz got that one right the first time. May it endure.



PACS at 40: Peace is Rooted in Everyone

BY LOWELL EWERT, Associate Professor of Peace and Conflict Studies

Although Grebel's Peace and Conflict Studies (PACS) program turns 40 this year, its founding ideal goes back almost six years prior to its birth. In 1971, the Grebel Board of Governors established a committee to explore development of an academic program that would combine the Mennonite commitment to peace with general principles relevant for society. At this time, the Vietnam War was raging and peace was seen to be in short supply. Then, under the leadership of President Frank H. Epp, Grebel's interest in starting PACS was communicated to the University Faculty of Arts Council in 1974, and in 1977 the PACS program was approved and enrolled its first students. Much has happened over the last four decades. What follows are some reflections on the impact of PACS and how it has served the university, society, and church.

I think the success of PACS can be traced to the founding vision for peace studies, and how it was implemented by succeeding PACS administrators, faculty and staff. They established a flexible yet principled foundation on which PACS could adapt and change, thrive, and grow. The foundation they laid was not ideological, it did not presume that any one discipline or perspective held the key to peace, but instead was based on the belief that for peace to prevail, all players had to be engaged in the game. PACS did not claim, and even objected to being considered to be, a discipline that held all the answers, instead positioning itself as a mentor and facilitator to nurture peace within other departments. The PACS perspective was that to build and sustain durable peace, all disciplines and vocations have to be engaged.

To be more specific, I think PACS has been successful over these past 40 years explicitly because the original values on which the program was constructed in 1977 still undergird the program today. These seven principled values are as follows:

PACS is mission driven. From its inception,

1 PACS was designed to serve the entire

university. There are no students at the University of Waterloo for whom PACS is not relevant. While PACS also sees itself in service to the church and community, its first mission is to serve the wide cross-section of University of Waterloo students who come from every discipline and every faculty. We challenge and inspire students to live and think differently, no matter what occupation they pursue.

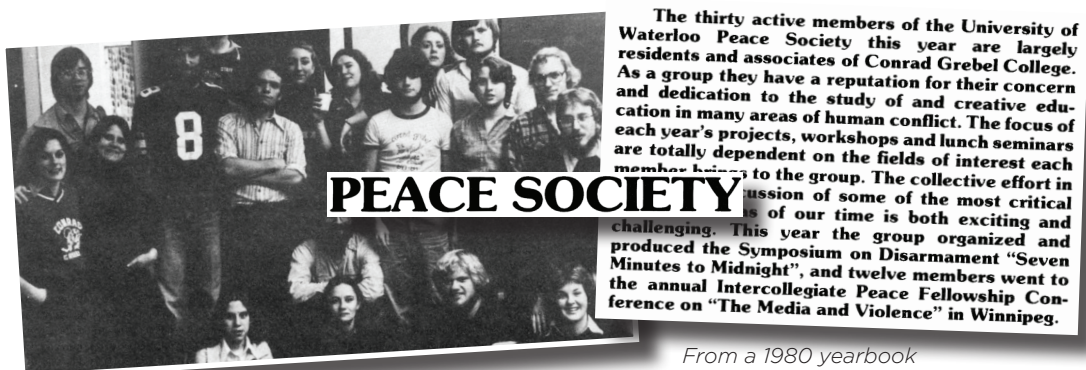
The breadth of this mission has few limits. Students are challenged to pursue a vocation, not just a career. Students recognize this too, understanding that at its core, PACS encourages them to develop their own life-long "theology" of how to be a global citizen focused on positive action, while never claiming that there is only one "true" approach. The table is set with diverse offerings of intellectual food from many traditions and cultures.

2 The core values of respect, non-violence, and tolerance infuse everything we do. The Mennonite tradition of pacifism, community-building, and service derived from a particular understanding of theological and ethical values, provides a spiritual and philosophical

basis that our increasingly conflict-ridden world is seeking. As a minority tradition within the Christian religion, Mennonite experience and belief provides PACS with an inspiring yet non-coercive foundation that is evidenced by Conrad Grebel University College's Mission Statement. The College exists, in part, to "pursue justice and peace, in service to church and society." The PACS program is rooted in this mission. It is neither passive nor disinterested in the fruit it bears, but is invested in actively cultivating life-long learning, community building, global engagement, compassionate service, active peacemaking, and responsible citizenship. Rooted in, and drawing nourishment from, the wisdom of its Mennonite heritage, PACS expresses values of hospitality and openness. It welcomes individuals from other faith traditions as well as those with no religious affiliation and lives out the intellectual rigour that comes from mutually enriching and peaceable dialogue. Everyone is welcome at the table.

3 PACS operates under a shared governance structure that builds ownership across multiple disciplines at the university, not just in one. Nine different university undergraduate programs appoint

a representative to PACS to guide the mission, vision, and academic integrity of the program. A program like this requires humility to function, as it is based on the principle that almost anyone or any department can contribute something to the study of peace, which is the teaching responsibility the University of Waterloo



PEACE SOCIETY

The thirty active members of the University of Waterloo Peace Society this year are largely residents and associates of Conrad Grebel College. As a group they have a reputation for their concern and dedication to the study of and creative education in many areas of human conflict. The focus of each year's projects, workshops and lunch seminars are totally dependent on the fields of interest each member brings to the group. The collective effort in pursuit of some of the most critical issues of our time is both exciting and challenging. This year the group organized and produced the Symposium on Disarmament "Seven Minutes to Midnight", and twelve members went to the annual Intercollegiate Peace Fellowship Conference on "The Media and Violence" in Winnipeg.

From a 1980 yearbook

Lowell Ewert served as Director of the Peace and Conflict Studies program from 1997-2017. His areas of expertise focus on human rights, law and peace, international development, and civil society.



has lodged in our hands. It takes courage and self-confidence to share responsibility with others with whom you may not completely agree. This approach reflects the view present from its birth, that PACS is not a single discipline but rather an approach, to which multiple disciplines can legitimately direct. The extended PACS table is arranged and set by departments that represent 29 percent of the entire Faculty of Arts.

4 PACS has continued to be interdisciplinary. At the undergraduate level, no student can earn a PACS major by only completing PACS courses. Rather, they must complete a number of PACS core courses usually matched by an equal number of approved courses, offered by at least three of the 21 departments that sponsor approved courses. Interdisciplinarity, and shared ownership of notions of peace, is in the DNA of PACS. At the graduate level, 15 courses from four different disciplines are cross-listed with MPACS to complement the 12 courses offered by PACS. In other words, there are more cross-listed courses than are offered by PACS, though MPACS students are allowed to complete only 30 percent of their program of study from cross-listed courses offered by other partnering departments.

5 The integration of theory and practice is deliberate. Faculty and Adjuncts are hired not only for their technical competence but additionally for the practical skills and experience that they bring to the classroom. Even staff are encouraged to undertake activities—write, speak, lecture, serve on committees and boards, and teach at times—in order to demonstrate the notion that peace work can be carried out with great impact by anyone, in virtually any circumstance, and in any role. It's all hands on deck. Students are aware of this model in which it is shown that everyone has a contribution to make and that all matter.

6 Although the PACS framework includes conflict resolution approaches in the program, the vision is bigger. While courses in conflict

analysis, conflict resolution, and mediation have been, and will continue to be, an important part of the curriculum. In addition, numerous courses require students to explore the role of culture, religion, business, civil society, literature, gender, development, and more in promoting the cause of peace. Peace is truly envisioned to be broadly defined, and all sectors of society have a role to play in creating peace.

The reason that PACS appeals to so many students who would not otherwise consider themselves to be peace activists is that PACS provides them with a vision for how their educational and vocational calling may contribute to peace as expansively defined. It is this aspect of meaning that many disciplines often do not emphasize enough. Simply turning out highly qualified technical graduates does not completely address student motivations. Students are interested not just in how to competently carry out their occupational choices but increasingly want a better understanding of why it matters. Numerous PACS students previously enrolled in another discipline have cited the “why” question as the reason they chose to switch into a PACS plan.

7 We have not been afraid to fail. Not everything attempted over the past 40 years has succeeded. But often it is failure, disappointment, or hardships that have made the program stronger. Being willing to fail allows faculty and staff the freedom to try new things, work outside of their comfort zone, explore new untested theories and partnerships, and learn and grow from what does not turn out to be successful.

As the above analysis shows, the PACS table was not extended accidentally, without forethought, planning, willingness to take risks, or deliberate intention. And even if extended, simply having a big table does not mean anyone will sit down. For family, invited guests, strangers, and even the occasional interloper to join the conversation, it takes a welcoming, nourishing, and mentoring faculty and staff for the conversation around the food placed on the table to have meaning. As PACS reflects on the last four decades, it is important to keep in mind the role of each of the staff and faculty who have served this program, and the way they have individually invested in it. Each brought their perspective to the PACS program, and each unique contribution added spice and flavour to what is served on the table.

The PACS program of 2017 bears striking resemblance to the PACS model launched in 1977 at a time when there were no similar Canadian programs. Built and maintained by committed faculty and administrators, the original foundation has withstood the test of time. It has enabled the program to grow and evolve, demonstrating that the primary limitation of the program at Waterloo is a vision for how to connect it with the interests, needs, and goals of its students and others who encounter Peace and Conflict Studies.



In 2014, all faculty and administrators who were involved in the launch and management of the PACS program were invited to discuss, reflect, debate and share stories of its trajectory for an oral history project. Guests included Tom Yoder Neufeld, Mary Lou Klassen, Dean Peachy, Ron Mathies, Hildi Froese Tiessen, Conrad Brunk, Ernie Regehr, and Lowell Ewert.

PACS Grads Create a Strong Society

BY KELLY BROWN, Peace and Conflict Studies Administrative Officer, Graduate Studies Coordinator

Parents of prospective Peace and Conflict Studies students often ask, “What kind of job will my child get after graduation?” Career paths coming out of a liberal arts-based program are not prescribed, but an undergraduate or graduate PACS degree equips students with highly sought after skills in today’s job market. This kind of education leaves the door open to a multitude of fields, some that are just beginning to emerge; fields that will require adaptable minds, critical thinking, strong interpersonal skills, and the ability to thrive in challenging environments.

PACS is unique, as it taps into students’ individual vocations and nurtures their social entrepreneurial spirit that will lead them to find their calling. Though we may not recognize it, peace is foundational to all disciplines and careers. Renowned academic and anthropologist William Ury outlines ten roles that individuals fill in society to create a stronger, healthier, peaceful climate: the Provider, Teacher, Bridge-builder, Mediator, Arbitrator, Equalizer, Healer, Witness, Referee, and Peacekeeper. Looking back at our recent graduates, PACS and MPACS alumni have not only filled these roles but have flourished and made unique contributions within them.

The **Provider** sees an injustice and seeks to fill this void in society, like Elle Crevits (PACS ’15). Inspired by a final project in a PACS class, Elle developed Food Not Waste, an initiative aimed at reducing food waste from small businesses by re-distributing it to emergency food services. She further developed this initiative in Grebel’s Epp Peace Incubator.

Teachers teach skills to others. Rod Friesen (MPACS ’14) teaches at Durham College on the topic of Human Resources. He focuses on human resources management as an integrated strategy for employee well-being, through work-life balance and supporting mental wellness.

Bridge-builders seek to close the gap between cultural groups, religions, and even across socioeconomic groups. Taking a development approach, James Janzen (MPACS ’15) works in Fort Severn, Ontario as a building project manager, focused on developing schools and community centres in remote First Nations communities.

Mediators like Darren Kropf (MPACS ’15) engage all stakeholders to discuss and make decisions on possible points of contention. Darren works as a Neighbourhood Strategic Engagement Associate for the City of Kitchener and facilitates dialogue within communities to help develop plans for neighbourhood engagement.

Upholding just laws and roles for a fair society is the mission of an **Arbitrator**. Eric Boynton (PACS ’12) fills this role as a Police Officer in Waterloo Region.



Huda Al-Obaidi, Mandy Witmer, Kaylee Perez, Amanda Botelho at a panel discussion.

The **Equalizer** seeks to balance the power playing field so all members of society have equal opportunity. Kaylee Perez (MPACS ’15) works with Mennonite Central Committee as a Refugee Sponsorship Associate, assisting newcomers as they navigate the Canadian immigration system and resettlement.

Healers like Jenna Goodhand (PACS ’10) listen, acknowledge, and provide guidance to those struggling. Jenna helps others achieve their goals through her business as a life

coach. She helps individuals find clarity on their next career or personal path and helps them develop healthy habits.

As a **Witness**, Arielle Campion-Ross (PACS ’11) believes in telling the truth and standing alongside those in harm’s way. She fills this role as the Ontario Field Representative and Member Engagement Specialist at an independent Canadian labour union.

The **Referee** sets policies and holds others accountable in order to protect vulnerable persons within society. Catherine You (PACS ’12) does this through her job at *Firetail* in the United Kingdom, a consulting firm for socially conscious organizations. Catherine specializes in monitoring and evaluating agricultural development programs.

Finally, the **Peacekeeper** works with persons facing a direct threat against their well-being and seeks to protect them. Nadine Hiemstra (PACS ’12) and Cass Bangay (PACS ’12) worked in Colombia with Christian Peacemaker Teams, using their presence to stand alongside vulnerable communities and act as nonviolent peacekeepers to decrease the threat of violence.

Our PACS and MPACS alumni continue to exceed our expectations within the job market and in their scope of impact. When parents ask what their child’s job will be after completing a PACS or MPACS degree, we no longer put parameters around it. We simply look to our alumni as shining examples of the flexibility and impact of a PACS or MPACS degree, and leave students with the power to dream big.

PACS at the University of Waterloo, 1977-2017

BY LOWELL EWERT, Associate Professor of Peace and Conflict Studies



PACS turns 40 this year. In the last four decades, PACS has:

- Graduated 746 undergraduate and 50 graduate students who have completed their studies having earned a PACS degree or plan;
- Experienced approximately 20,500 course enrolments at the undergraduate level and 650 in the graduate program;
- Partnered with 21 undergraduate and four graduate departments at the University of Waterloo which offer approved interdisciplinary courses students can complete to earn a PACS degree, thereby deepening a multifaceted perspective on peace;
- Sponsored a continuing education Conflict Management Certificate Program (CMCP) launched in 1998 that has graduated 424 participants who have completed an entire Certificate while enrolling over 9,100 participants in a sponsored workshop over the last almost 20 years;
- Enrolled over 7,800 co-op students (very few of whom were enrolled in a PACS Plan) in a Professional Development online course “Conflict Resolution,” created by a PACS instructor addressing workplace conflict;
- Supported 250 interns who have worked in 50 countries with more than 100 different organizations;
- Launched Project Ploughshares and the national Network for Conflict Resolution Canada, established a summer Peace Camp, and created the Centre for the Study of Religion and Peace—all under the umbrella of the Institute of Peace and Conflict Studies (IPACS);
- Benefited other Waterloo programs and departments by cross-listing nine out of 19 of the PACS 300-level courses with six other departments, and contributing 16 PACS courses that students can take for credit in 15 other programs and departments;
- Impacted the culture of the University of Waterloo in multiple, sometimes intangible ways:
 - 18 staff members from 15 different programs and offices were enrolled in a Conflict Management Certificate Program workshop this past year alone;
 - At least 14 UWaterloo employees have graduated with either a PACS or MPACS degree, or from the Conflict Management Certificate Program, most of whom serve the University significantly in an advisory role;
 - Over 500 employees who completed a one-hour workshop in April 2017 entitled Transforming Polarized Thinking, offered by a CMCP trainer.
- Offered PACS courses directed to students of other faculties like Engineering, Environment, and Applied Health Studies, thereby blurring academic lines.

Graduates of the various PACS academic programs have gone on to impact their communities in big and small ways. On the previous page, Kelly Brown shared about the different fields where PACS graduates work.

She reflected about how the cumulative impact of PACS graduates adds up to more, even if the vocation or activities of an individual PACS alumni may seem small and inconsequential. Our graduates continue to exceed expectations in terms of the scale and scope of their impact.

The non-academic aspects of PACS, which operated under the Institute of Peace and Conflict Studies have also thrived. The Conflict Management Certificate Program has had a ripple effect farther and wider than anyone can imagine. Participants in the CMCP work in dozens of occupations that impact our society—as lawyers, police officers, insurance claims adjusters, nurses, educators, human resource managers, pastors, project managers, real estate agents, social workers, psychotherapists, managers, and union representatives, and have ranged in age from 20 to 65. Project Ploughshares, originally launched by IPACS, has influenced Canadian governmental policy. Ploughshares now works out of Grebel’s Kindred Credit Union Centre for Peace Advancement. The Conflict Resolution Network Canada began at a time when alternative dispute resolution practices were generally not well known, and by the time it shut its doors in 2008, virtually every credible business had some dialogue-based policies in place as a result of CRNC efforts.

Our university, community, nation, and world would be a little less welcoming, more adversarial, less tolerant, and more alienating, if PACS had never existed and “extended the table” beyond formal academic programs to engage a much broader community.



PACS Student Artwork from 2012



Jessie Castello (left) with a co-worker in Johannesburg, South Africa

Experiential Learning Builds Confidence

BY ERIN HUSTON, PACS Communications Assistant

Jessie Castello is in her second year of grad school, putting the finishing touches on her Master of Peace and Conflict Studies degree. Before arriving at the University of Waterloo to study in the MPACS program, Jessie graduated from the University of Toronto with a double major in International Relations and Peace, Conflict, and Justice in 2016. She felt passionate about continuing her peace education, which brought her to Grebel.

“After my undergrad, I wasn’t sure if I wanted to pursue academia or more practical approaches to peacework, and MPACS provides a good balance of the two. It has a flexible enough structure that you can try your hand at different things you might be interested in and figure out for yourself what your interests really are. MPACS has been practical and hands-on, which I really appreciate.”

With options to do an internship, to work towards skill training, and to develop research skills, MPACS offers a wide variety of ways for students to customize their degree. Jessie chose to take part in every one of those options. She is currently taking workshops within the Conflict Management Certificate Program, allowing her to practice mediation skills with trained professionals. Previously in her degree, Jessie took a course on Peace Research, which required the completion of a major project intended to develop students’ capacity to apply research, analysis, and writing skills towards a practical objective. Her research focused on the underlying forces fueling ethno-territorial conflict, using the Rohingya crisis in Myanmar as a case study.

While she valued her courses immensely, it was the internship that had the most impact. Jessie spent three months in Johannesburg, South Africa working as an intern with CIVICUS, an international alliance focused on strengthening citizen action and civil society globally. Their mandate is to work to protect civil space, including freedom of association, freedom of expression, and the right

to peaceful assembly. CIVICUS tracks governments that are not allowing their citizens open civil space to ensure there is someone keeping tabs on these human rights violations. Advocacy campaigns are then done in specific regions where there is a threat to civic space.

As a policy and research intern, Jessie worked with the Advocacy and Campaigns and Civic Space Research clusters within CIVICUS. Her work involved assisting with research updates for the CIVICUS Monitor, an online platform that tracks the state of civic space in 195 countries. She also assisted with a range of other research and advocacy projects focused on the protection of civic freedoms.

With this new experience under her belt, Jessie is looking forward to what her education can offer her. “My internship with CIVICUS gave me hands-on experience with research and advocacy work in the human rights field—an invaluable addition to my MPACS degree. After this experience I feel more confident and well-equipped, like I have much more of a sense of direction. I know I can take the skills I’ve learned in MPACS and apply them to a career.”

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(Almost) 20 Years Strong! Celebrate. Register. Support.

BY SUSAN BAKER, Manager, Conflict Management Certificate Program

Almost 20 years ago, discussions began at Grebel to develop a non-degree Conflict Management Certificate Program (CMCP) consistent with the Institute of Peace and Conflict Studies mandate to undertake research and public education, and to provide support for peacemaking efforts at various levels. The program would deliver practical, relevant skills taught by recognized practitioners in the emerging field of Alternative Dispute Resolution (ADR). Content would reflect the values of Grebel and the underlying belief that while conflict is inevitable, violence is not.

Over the past two decades, the program has grown, developed, and adapted. Today's workshop choices branch out from the original ADR evaluative methods, and now include "Conflict Coaching," "Peacemaking Circles," and "Temperament Theory," with plans to include "Mental Health and Conflict" and "Movement and Conflict" in 2018. In recent years, we have responded to the growing demand for experiential learning, by encouraging both undergraduate and graduate students to enroll in workshops for academic credit. This value-added education gives students an opportunity to learn from, and network with, working professionals while developing invaluable, transferable skills.

Participants frequently comment that "I wish I'd known this when I started my career in . . ." Whether their field is human resources, ministry, policing, or manufacturing, the basic understanding of conflict, systems theory, and communication provides tools that change a person's life experience. The transformational impact of these workshops is powerful. At a recent workshop, a participant shared that they had originally registered to take a workshop while in the midst of a very difficult work conflict. The workshop not only helped them face their situation, but subsequent workshops built their capacity to work through their issues, and provided a safe community to share their journey.

As a non-academic program, the CMCP has limited access to funding. However, two bursary funds are available to participants: the Landau Family Scholarship and the Congregational Leadership Fund. Donations to help these funds grow are welcome and tax deductible. A recipient of these bursaries recently wrote this note:

"I want to convey to you my sincerest gratitude and my most heartfelt thanks for helping make it possible for me to attend these classes. Your generous gift is helping me to become a better pastor, a better leader, and is helping our church to walk a much healthier path. These classes have also helped me to find a measure of personal healing, as the severity of the issues in our church left a mark on me as a leader as well."



Rotary Scholarship Winner

New MPACS student Catherine Garacho is the 2017-18 recipient of the Rotary MPACS Scholarship. Before arriving at Grebel, she completed a Bachelor of Arts degree, majoring in Political Science with a Minor in Law and Society, from Concordia University. Originally from Zimbabwe, she moved to the United States and then to Montreal to pursue further education. Catherine has since moved to the Waterloo Region to pursue an MPACS degree in hopes of contributing to peace with a particular interest in women's rights and youth education.

"I come from a continent ridden in conflict," explained Catherine. "The lexicon of conflict is written in our collective consciousness. I have no doubt that the MPACS program will provide me with the knowledge and skills that I seek in my quest to contribute to resolving conflicts in the continent where I hail from."

After completing her MPACS degree, Catherine dreams of continuing her education at law school in hopes of becoming a human rights lawyer.

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When Good Intentions are not Enough

The following excerpt comes from the 2017 Benjamin Eby Lecture “When Good Intentions are not Enough: Confronting Ethical Challenges in Peacebuilding and Reconciliation,” given by PACS Professor Reina Neufeldt on October 26, 2017. In the talk, Reina explored how moral values can play a problematic role in peacebuilding. She identified four sometimes surprising ways in which moral values themselves contribute to failure, and argued that careful exploration of, and attention to, values is necessary for peacebuilding to be transformative. Reina then provided three responses to rethink how we engage with moral values in order to be part of constructive peacebuilding, and their implications for contemporary reconciliation efforts in Canada. The lecture drew on content from her book *Ethics for Peacebuilders: A Practical Guide* (Rowman & Littlefield).

The problem of thinking we know what’s right

One way moral values contribute to failure is when we think we know what is right and act upon our assumptions without deliberation. This can happen individually or as groups.

The personal variant of this failure is commonly called dogmatism. American philosopher and educator Anthony Weston (2013) speaks of dogmatism as one of three common substitutes or counterfeits for ethical thinking (the other two being relativism and rationalization). Dogmatists already know the answer to a question before it is raised. They cut off open and careful consideration of moral issues because they know what is right, regardless of the specific case or circumstances. Arguments then are simply attacks on another person or position regardless of what else might be morally salient.

The 1990s phrase “Talk to the hand, because the ears aren’t listening,” popularized by actor and comedian Martin Lawrence, comes to mind to capture this problem.

We have dogmatists in peacebuilding as in other areas. For example, those so committed to nonviolence that they do not engage with difficult counter-arguments about the use of force. This is one of those values that I defended dogmatically early in my career. A

Serbian colleague, during an intense debate, exhorted me: “Why are you people so committed to nonviolence?” He thought my dogmatic commitment was blinding. And, having lived through war and dogmatisms run amok, he had some insights that I did not yet possess.

When we agree with the values that dogmatists hold, we want to broadcast them—maybe retweet them—and when we disagree we think they should be silenced, their twitter accounts shut down. In both situations, merely clinging to values without careful and open-ended thinking involves giving answers before we grasp the questions.

The second version of this problem manifests itself in faulty group decision-making processes. Irving Janis, a social psychologist, named this problem “groupthink” (1972). There are a variety of conditions that make this dynamic likely to occur. What happens is team members value unanimous agreement and group cohesiveness over open and reasoned debate or problem-solving. The group ignores contradictory information, becomes over-confident, and believes itself inherently moral. Outside opinions and groups are stereotyped, and even dehumanized. The decisions that result are irrational and morally problematic. This can particularly be a problem when people are located in a head office, making decisions under pressure and insulated from field complexities.

Here again, the conviction that we know what is right is blinding.



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

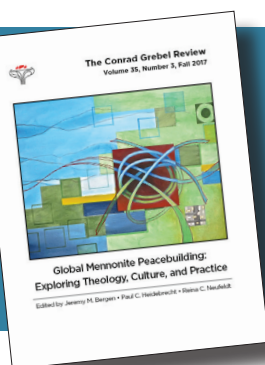
The entire Eby Lecture will also be published in a future issue of The Conrad Grebel Review.

GLOBAL MENNONITE PEACEBUILDING: EXPLORING THEOLOGY, CULTURE, AND PRACTICE

offers a window onto some of the many thought-provoking presentations offered at the Global Mennonite Peacebuilding Conference and Festival held June 9 -12, 2016 at Grebel. In this special issue of *The Conrad Grebel Review*, the authors examine the ways that peacebuilding initiatives emphasize grassroots participation, solidarity, and education, and they reflect on lessons-learned experience. Contributors also raise questions about how particular gaps and patterns in peace theology or in community practices may undermine efforts for peace.

Edited by Jeremy M. Bergen, Paul C. Heidebrecht, Reina C. Neufeldt

UWATERLOO.CA/GREBEL/CGR



Three Windows of the Centre for Peace Advancement

Kindred Credit Union
**CENTRE FOR PEACE
ADVANCEMENT**

Innovation is part of everything we do at the Kindred Credit Union Centre for Peace Advancement (CPA). The beehive of activity emerging from the CPA can be linked back to our three core programs. We support and engage in collaborative research through the Core Collaborators program, catalyze outside-of-the-box solutions to local and global problems through the Epp Peace Incubator program, and experiment with the artistic expression of important peacebuilding ideas in the Grebel Gallery. Stay connected through our new e-newsletter found at uwaterloo.ca/centre-peace-advancement

ADVANCING PEACE THROUGH THE ARTS

Engage, inspire, or admire—the Grebel Gallery is one way the CPA promotes whole-bodied engagement in important peace issues. It welcomes community members to engage in the themes and questions each exhibit highlights, and encourages mutual learning and shared action. The gallery is governed by a team of artists and creatives from Kitchener-Waterloo and hosts three exhibits per year.



GET INVOLVED WITH THE GREBEL GALLERY

- Engage with our current exhibit! Plan a community conversation in our gallery.
- Submit an exhibit proposal.
- Join our Grebel Gallery team.
- Donate to the Grebel Gallery Fund.

ADVANCING PEACE THROUGH SOCIAL INNOVATION

If you are ready to put wheels to your idea, the CPA is here to support you. We enable students, recent grads, and community members to take their initiative to the next level. Ventures that advance peace in some way, or tackle systems change can access mentorship, funding, and peer support.



GET INVOLVED WITH THE EPP PEACE INCUBATOR

- Become an Incubator member.
- Join our Mentorship Circle.
- Donate to the Peace Incubator Fund.

ADVANCING PEACE THROUGH RESEARCH AND ENGAGEMENT

The CPA is home to peacebuilding organizations, faculty, and research fellows who benefit from proximity to each other, as well as to students attending the University of Waterloo. Core Collaborators advance their work by engaging in collaborative research projects and community engagement opportunities catalyzed by the CPA.



GET INVOLVED WITH CORE COLLABORATORS

- Inquire about available working space.
- Reach out to explore a research partnership.
- Attend a community engagement event.

Grebel Thanks Steady, Engaging Leader

Jim Pankratz is a man of grace and humility with a wealth of knowledge and wisdom. So when he returned to Grebel in the role of Interim President on October 1, 2016, the College community experienced a seamless transition. With years of institutional administrative involvement—8.5 of those as Grebel’s Dean—Jim’s steady leadership and compassionate listening was a calming force in the face of change.

“Jim was perfect for the role at this time,” observed Dean Marlene Epp. “His effortless way of picking up relationships and agenda, and maintaining continuity even while making needed change, was comforting and inspiring to those of us in leadership positions. His capacity to engage in deep conversation with everyone at Grebel—staff, students, faculty—made everyone feel valued and respected.” Indeed, many people remarked on Jim’s inclination for storytelling and how he used it as a bridge to relate to the whole Grebel community. Grebel employees also appreciated how Jim worked to expand each person’s knowledge and increase their wonder—both in their work and in their lives.



Jim Pankratz received a standing ovation at Convocation 2017 in thanks for his dedication to Grebel, serving as Interim President.

“The Board has been extremely pleased with the leadership Jim has provided as Interim President,” said Jim Tiessen, Board Chair. “He stepped into the role with relatively short notice, saw what needed to be done and simply got to work. The enthusiastic response of the College community to Jim’s leadership is testament to his abilities. We were fortunate to have the benefit of his talents, wisdom, and grace during a time of transition at Grebel and look forward to his future contributions as Professor Emeritus. Thank you and congratulations, Jim.”

Even though it meant putting on hold his scholarship about Mennonites in India during the 20th century, Jim agreed to serve Grebel for an undefined term until a new president was named. His major teaching areas have been global religions, religion and culture, global Christianity, and Christianity’s engagement with other religions.

Thank you, Jim, for your dedication to Grebel and genuine care for our community. Thank you also to Jim’s wife Goldine, for “letting” Jim come out of retirement and supporting him so graciously and enthusiastically. Jim was Interim President until October 1, 2017 when Marcus Shantz became Grebel’s eighth president.

Beyond Essays: Approaching Peace Education Differently

Grebel’s PACS program was the first peace studies program in Canada when it began in 1977-1978. For the past 40 years, the PACS program has remained a leader in the field of peace education at a post-secondary level. One way the program has shown ingenuity in engaging students is through the arts-based assignment options made available in many PACS courses.



Visit the Grebel Gallery from January to April 2018 to join in the 40th anniversary celebration and experience some of the most compelling arts-based assignments completed by students over the past decade. This artwork highlights the diverse, innovative, and transformational nature of the PACS program and PACS students.





New President Calls for Full Involvement

With an air of celebration, in a hall filled with more than 400 supportive friends, family, alumni, students, staff, faculty, University of Waterloo representatives, and community members, Marcus Shantz was installed as Conrad Grebel University College's eighth president on October 29.

Marcus follows in the footsteps of visionaries like Grebel's first president, Winfield Fretz. Quoting Winfield at length, Marcus reminded the audience that the original Grebel vision was "not to admit only Christian students, but to admit people who were interested in learning something about Christianity, about religion, about the whole nature and meaning of faith in the context of studying to be engineers, mathematicians, scientists, philosophers, or historians." Today Grebel continues to honour the vision of its founders through residence and academic programs made up of students from many places, backgrounds, creeds, and cultures.

Addressing the audience on the topic of "Gardening in Exile," Marcus reflected that Christianity, Judaism, and Islam all teach that life began in a garden, as told in Genesis. Adam and Eve were then exiled into a life of hardship and suffering. "We all experience an exile of sorts when we grow up, leave childhood behind, and go out into the real world where we have to work and struggle hard."

"At Grebel, we think that it's easier to succeed in the world if you're part of a strong community." The new president compared Grebel to a garden in the academic wilderness for our students—a space to make connections, to belong, and to dream about a better world. "The most important things we do at Grebel are the most difficult to measure. They are part of our unwritten curriculum. They are seeds

we plant deep in the ground, which will grow in some future season."

Looking again to the Bible, Marcus quoted advice from Jeremiah to people in exile for generations: "But seek the peace of the city where I have sent you into exile, and pray to the Lord on its behalf, for in its peace you will find your peace."

"In other words," the Grebel leader explained, "get involved with the community around you. Plant gardens and meet your neighbours. Work for the common good of the whole society. Implicate yourselves in its business. Interact. Mix and mingle with the people around you. Work for the common welfare."



Keynote speaker John Milloy, Professor and Director at the Centre for Public Ethics at Waterloo Lutheran Seminary, and former Minister of Post-Secondary Education in Ontario, also spoke about the power liberal arts students have to make a difference. "While we encourage training in engineering, science, and business, we also recognize the importance of arts and social sciences degrees, particularly in the current knowledge economy. These subjects go a long way in helping people interpret and analyze the radically changing world around us."

In parting, John addressed Marcus directly. "Marcus, you have the opportunity to lead an institution whose main focus is to equip students with the knowledge, skills, and sense of purpose needed to change the world. When you think of it that way, there really is no better job on earth."



(Left) Marcus may already be regretting an invitation he made to students, welcoming their pranks!



(Right) Marcus stands with Grebel's sixth president, Henry Paetkau, and seventh president, Susan Schultz Huxman who attended the installation.



(Below) Marcus and his wife, Lisa, flanked by Waterloo Mayor Dave Jaworsky and Kitchener Mayor Berry Vrbanovic.

Mourning the Loss of Former President Ralph Lebold

With deep sadness, Grebel mourns the passing of Ralph Lebold (1934-2017) on Tuesday, October 31, 2017. Ralph followed Frank H. Epp as the third president of Grebel from 1979 to 1989. Ralph is survived by his wife Eileen, and his children, Cindy and Scott, Connie and Tony, Marvin, and their families.

Serving as president at Grebel in a decade of growth and change, Ralph “led from the middle” to increase unity amongst faculty and staff while expanding relationships with the Mennonite constituency. As described in Grebel’s 50th anniversary book, *Bridging Mind and Spirit*, during his presidency Ralph guided the College into an era of maturity and stability. With a new mission statement “that confidently acknowledged Grebel’s multiple relationships with church bodies and the public university,” he brought stronger connections to the church constituency while increasing funding from the conference.

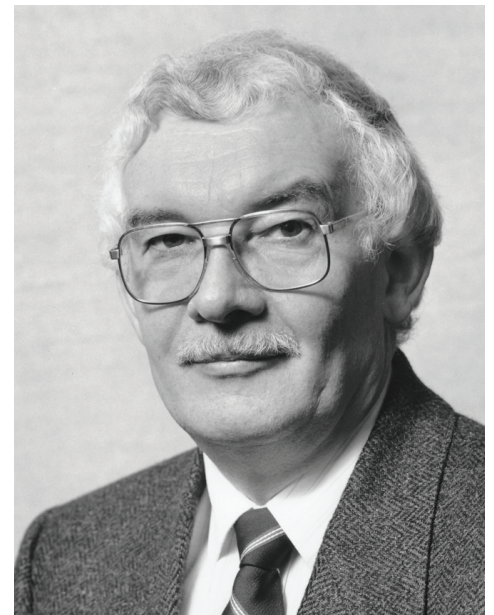
In 2006, Pandora Press published Ralph’s autobiography, *Strange and Wonderful Paths: Memoirs of Ralph Lebold*. Reflecting in this book on his call to the presidency, Ralph wrote, “While I was comfortable enough in dealing with conflict, believed in young people, and was committed to Christian education, I also knew that once some of the conflicts were worked through, the larger task of academic leadership would await me. Would the faculty and the board be comfortable with my leadership?” And indeed, he succeeded in his role, earning the respect of the entire College community.

Part of Ralph’s legacy included training pastors and leaders for the church. He taught regularly at Grebel, in courses like “Church and Ministry.” During his presidency, the College added the Master of Theological Studies degree, which has continued to be

an important source of education for church leaders. The role that Ralph played in inter-Mennonite conversations regarding the need for Ontario-based leadership training for pastors was crucial to this development.

After earning a grade eight education, Ralph went on to receive the following degrees: Bachelor of Arts from Eastern Mennonite College (1958), Bachelor of Divinity from Goshen College Biblical Seminary (1961), Master of Theology from Crozer Theological Seminary (1968), Doctorate of Ministry from St. Michael’s College, University of Toronto (1980). In addition to filling the role of Grebel President, Ralph’s career included several other leadership positions: Minister at Valleyview Mennonite Church (1961-74), where he initiated the Congregational Supervised Pastoral Education program; Conference Minister (1974-79), serving both the Western Ontario Mennonite Conference and Mennonite Conference of Ontario and Quebec, precursors to Mennonite Church Eastern Canada; and Director of Theological Education with Associated Mennonite Biblical Seminaries (1989-97).

Reflecting on the loss of this important voice, new Grebel president Marcus Shantz remarked, “I got to know Ralph when I was thirteen years old at Waterloo North Mennonite Church. I always knew that my parents deeply respected Ralph and Eileen, and I developed my own connections with him when I grew older. Very recently, I had two significant discussions with him



about Grebel and the role of president. He gave good advice, and I had been looking forward to more conversation.”

In 1997, Grebel and Mennonite Church Eastern Canada established the Ralph and Eileen Lebold Endowment for Leadership Training to fund expenses related to the pastoral training portion of the Master of Theological Studies program. This is the College’s largest endowed fund at over \$1.3 million, and a portion of its annual earnings fund the Anabaptist Learning Workshop program.

Ralph remained connected and involved with Grebel for the rest of his life, most recently attending the 1985-95 era reunion to visit with alumni. “We will remember Ralph as a man who was quick to smile, and always had a heart for the Mennonite Church and its people,” said President Shantz. “He will be dearly missed.”



Ralph Lebold and Marcus Shantz at the Alumni Reunion, September 30, 2017

Changing Historical Narratives



“We need new understandings.” Grebel Dean Marlene Epp said these words to a large group of witnesses in September, surrounding a small garden at the College. “Just twelve years ago, as homage to the Mennonites’ settler-ancestors, we created this garden with the black walnut tree at the centre. The current plaque says:

The Black Walnut Tree marks the 200th anniversary of the establishment of the German Company Tract in 1805. It commemorates the first Pennsylvania German Mennonite settlers in Waterloo Region.

It reflects the way in which Mennonites have come to understand our history.”

“In historical narratives,” Marlene explained, “Mennonites are described as the first—as the pioneer—as if the land was untouched by humans and un-lived with. Many of these narratives are not only incomplete but are racist. The land had already been settled by Indigenous people who were displaced and dispossessed as colonialism progressed.”

In the early 19th century, Mennonites purchased 60,000 acres in what is called Block 2 of the Haldimand Tract. This land had been given in treaty to the Six Nations and was to support them in perpetuity.

“Over the last few years,” added PACS Professor Reina Neufeldt, “we have had warm and painful discussions with our Indigenous neighbours about shared and unshared histories. In those conversations, a question surfaced: How can we transform this particular garden as a symbol, sign, and step towards changing our narratives about Indigenous peoples, Mennonites, and the land we are on?”

“We felt an urgency to speak, in a public way, about the limited narrative of this plaque,” she continued. “But we also know we need time to think, to reflect, and to educate ourselves. And most of all, to engage in ongoing dialogue and activity towards recognizing and repairing our relationships with Indigenous peoples as part of a journey towards reconciliation, here on the Waterloo campus and elsewhere.”

The collaboratively-written text for the new sign says:

Conrad Grebel University College sits on the traditional territory of the Neutral, Anishnaabeg, and Haudenosaunee peoples. Mennonites from Pennsylvania began migrating to this area in 1800. In 1805, they purchased land that was part of the Haldimand Tract given in treaty to the Six Nations, which included 6 miles on either side of the Grand River. As buyers and settlers, Mennonites were, and are, implicated in a larger process of Indigenous dispossession.

Grebel Chaplain Ed Janzen built the sign and local artist Meg Harder (BA '13) designed it.

As the ceremony ended, Reina again addressed the crowd. “This garden is under construction as Conrad Grebel, and Mennonites more generally, work on building a new covenant relationship with our Indigenous hosts, neighbours, and friends, and seek to embody the enduring principles of peace, friendship, and respect. Like the garden, we are under construction, as we educate ourselves and alter our understanding and narratives to reflect neglected histories. We chose to leave the current plaque as a reminder of settlement history.”

Lori Campbell, Director of Waterloo Aboriginal Education Centre, spoke as well, encouraging steady engagement. “Reconciliation is not a checkbox,” she noted. “To move forward in collective Indigenousization is an ongoing reciprocal relational piece.”

The noon gathering began with smudging and included songs from both Indigenous and Mennonite traditions, as well as treats of fry-bread, apples, and popcorn.

Responding to the Truth and Reconciliation Commission

In an effort to incorporate Indigenous learning into our curriculum, Grebel is offering a series of special topics courses this year. Chris Hiller taught an MPACS course in Indigenous-Settler Conflict and Peacebuilding this fall, Naren Kumarakulasingam will teach a PACS course in Settler Colonial Violence this winter, and Terry LeBlanc will teach Indigenous Theologies and Methods to Theological Studies students in the spring.

Fall extra-curricular activities at Grebel have also focused on Indigenous issues. Rick Hill, an educator from Six Nations, spoke to PACS and MPACS students, faculty, and staff, offering a personal reflection on his journey of living into Haudenosaunee conceptions of peace. The Centre for Peace Advancement invited Anthony Siegrist to share his research on the origins of Mennonite Indian Residential Schools with grad students and others. In November, the CPA and grad students helped to prepare and serve a Soup and Bannock meal at the Waterloo Aboriginal Education Centre located at St. Paul's University College. Community Supper provided an opportunity for Grebel Professor Derek Suderman, Board member Steve Manske, and student Theo Wiederkehr to share about their experience on the Pilgrimage for Indigenous Rights last spring.

Each of these initiatives signals our intention to respond to the Calls to Action of the Truth and Reconciliation Commission, especially related to education.

Stories of Diversity in the Grebel Residence

Grebel is many things to our students. It is a home, a place to learn, a space to connect, and a nurturing environment to explore their passions. In recent years, it is also a hub for diversity. You may wonder, how diverse can a faith-based college really be? Grebel has a beautiful blend of students from across the globe with varying faith backgrounds, academic disciplines, gender identities, and years of study. The student body celebrates and unites in their differences. No one can better explain the culture of diversity and inclusivity at Grebel than students themselves. These are their stories.

REGIONAL DIVERSITY

Simon Frew | 1st Year | Nanotechnology Engineering

At Grebel I have been immersed in a community with students from across the globe.

I arrived at Grebel from Abbotsford, BC, a smaller city in the Lower Mainland, just outside of Vancouver. I am lucky to have four fellow residents, now friends, in my program who also came from different places across Canada, with different backgrounds and experiences. Two are from Ontario, one from Alberta, and one from British Columbia. While students at Grebel all come from different parts from the world with different experiences, Grebel unifies us.



Amelia Baker | 4th Year | Honours Arts - Religious Studies, Jewish Studies, French

During one of my first weeks at Grebel, I looked up how far it was from Grebel to my parents' house; the answer is 1.4 km. I remember laughing to myself, thinking about all of the people I would meet who are actually from other cities.

I realized in preparation for this article that perhaps one of the best examples of regional diversity at Grebel is the Fall 2017 Student Council. There are ten of us on council, but only half are from Ontario. There are two students from British Columbia, one from Alberta, one from the States, and one from Indonesia. This makes every Wednesday night meeting so much fun, as we all bring different perspectives to the table. Whether international or local, Grebel gives us the chance to get to know others better—and for that I am thankful.



GENDER DIVERSITY

Matthew Comeau | 2nd Year | Peace and Conflict Studies

As a co-leader for Grebel's LGBTQ club, Queer, Allied and Questioning (QuAQ), I have had the pleasure of overseeing the development of a space where students of any background and identity can participate in events and interact with each other, free from judgement. Most recently, QuAQ has collaborated with members of other groups, such as the Peace Society and the Environment Representatives, to co-host an event: High Tea for Social Justice. We invited members of the Grebel community to enjoy tea and snacks, engaging in a discussion of topics centered around the theme of Social Justice. These topics ranged from gender diversity in our community and on campus, to environmental issues, such as the bleaching of coral and the lack of green bins at the university. As personal identity is fast becoming a prominent topic in today's society, Grebel's efforts to create an accepting community for everyone are refreshing.



Hannah James | 3rd Year | Knowledge Integration

“Wait a minute, you need HOW many bottles of shampoo...?” The boys, confused, whispered as they examined the bottles of conditioner that I had deposited in our shared shower. The first few weeks of living in our Grebel apartment involved many humorous moments like the shampoo anecdote. Living in a mixed gender apartment was a learning curve for the four of us, even if we grew up with mixed-gender siblings. However, a couple of months into term and we have settled into a rhythm. We take turns cooking for each other and we sit down for ‘family’ dinners. Wednesdays, of course, we hop over to community supper in the residence—a welcome break from the dishes! Impromptu dance parties and games nights have become the tradition of our apartment. Shampoo quantity aside—living in a gender diverse apartment with some of my closest friends has been a highlight of my Grebel experience!



CULTURAL DIVERSITY

Kritnoor Singh | 1st Year | Mathematics

An Indian guy walks into a Mennonite residence. It sounds like the beginning of a bad joke, but back in September, that was my reality. It was an intimidating experience to say the least; however, my nervousness did not last long. The people that greeted me were amazing. Everyone was so nice and helpful; it was kind of creepy. What really shocked me was that this niceness was no façade. One day in particular proved to me just how deep-rooted this hospitality was.



While mostly unheard of in North America, the festival of Diwali is a big deal back in India. Sweets are shared between family members and firecrackers are set off. It really is a magical time. Needless to say, I was overjoyed when I discovered that the kitchen at Grebel had cooked a meal just for Diwali.

Like most at Grebel, this meal did not fail to satisfy. The food was fantastic, from the spicy samosas to the licorice-covered fennel seeds. This, combined with the educational cards on the table, delving into detail about what Diwali is, gave me an odd feeling. I remembered home, and all my family members. Despite the FaceTime sessions, I still missed them. When I was joined at the dinner table by all the

wonderful friends I've made, this feeling began to pass. I realized that I had been adopted into another family, one that has 200 kids. To round out the day, in traditional Diwali fashion, I handed out sweets to all my new family members. I was, and still am, grateful to be a part of the Grebel family.

Staci Weber | 5th Year | Accounting and Financial Management

I grew up in an area that did not have what most people would consider cultural diversity. Despite the fact that it is only half an hour from Waterloo, most of the diversity that existed around me was the various groups of Mennonites. Over the five years that I have lived at Grebel I have seen the level of cultural diversity grow. There have always been refugee students at Grebel who have come through the World University Service of Canada, but the increase goes beyond that. The broader recruitment base means that our residents are not solely coming from Ontario and connected Mennonite churches which, in turn, introduces different perspectives to the community and allows for greater discussion and learning.



PROGRAM DIVERSITY

Mykayla Turner | 2nd Year | Applied Health Studies & Music

Before coming to Grebel last year, I toured several universities to learn about the programs and degrees they offered. I was interested in both health and music and wanted to combine these disciplines in the form of a double major. However, nearly every school I visited discouraged me from pursuing my plans. I was either told that the workload would be insurmountable, or that majoring in subjects from two faculties was not permitted. When I toured Grebel, rather than discouraging me, the faculty members I met supported me and gave me a way to achieve my goals. Since then, I have become heavily involved in the faculties of both Applied Health Sciences and the Arts. Learning about two opposite disciplines has been challenging at times, but I have enjoyed drawing connections between them and meeting people who share one or both of my interests. My university experience has been very rewarding because of my unique combination of faculties, and I am grateful to the Grebel community for supporting me along the way!



Angela Krone | 4th Year | Nanotechnology Engineering

My entire undergraduate education has taken place in an environment where I am surrounded by people studying in areas that greatly differ from my own. The realization that most students do not share this experience had never fully occurred to me. How can you understand how the world works when you cannot see it from another person's angle? If there's one thing I have learned from my time at university and Grebel, it's that people's interests are not confined to their program of study. I know people studying kinesiology who enjoy debating philosophy, artists who love technology, and mathematicians who are passionate about music. The classes you take do not define who you are, but the people around you will shape your future. I have learned so much about myself and how I view the world by getting to know the diverse group of people that surrounds me; that is what makes Grebel such a great place to live.



MULTI-YEAR DIVERSITY

Joseph Tafese | 1st Year | Software Engineering

It's an interesting story. I was planning my travel from Winnipeg to Waterloo, when I realized that if I took the earliest flight to Kitchener I would miss the 11 am move-in time at Grebel. So I called Grebel and explained my situation. We discovered that a flight would come into Toronto at 8:30am and if I could get from Toronto to Waterloo by 11 then I wouldn't miss any part of move-in day. Moreover, we learned that the Lingertat family would be passing through Mississauga on their way to Grebel that morning. I was amazed to hear that they were willing to pick me up from the airport. But, it did not stop there! Paul's family went the extra mile and gave me a tour of the campus, since I had never been there before, and helped me move into my room, just like my family would have. This is why the upper year-first year community is an integral part of Grebel life; you get people who have been down the same road that you're on, and they're willing to go that extra mile, since the same has been done for them.



Paul Lingertat | 2nd Year | Computer Science/Business Option

Joseph and I met in the pickup zone of the Toronto Pearson airport after a flurry of text messages to make sure we could find each other. Joseph was flying in from Winnipeg and wanted to be on time for Grebel's first-year move-in. Given that I was moving back into Grebel at the same time and driving through Toronto, it was only natural that I pick Joseph up on the way. So we met, drove to Grebel, moved in, and participated in the orientation activities that culminated in the Grebel-wide retreat to Camp Trillium. To me, the connection Joseph and I made before classes even started exemplifies how the entire multi-year student body interacts. People may have never met, they may be in different programs or in different years, but through Grebel everyone is part of the same community. Overall, the multi-year diversity at Grebel enriches the university experience for each student and strengthens the community.

FAITH DIVERSITY

Boshrah Fanous | 2nd Year | Honours Arts

Prior to arriving at Grebel, I had not met anyone with a Mennonite background. Not knowing what to expect and having a little knowledge about the teachings and traditions of this faith, I questioned whether I would be accepted. At the time, I did not know that I would be the only one with a headscarf identifying me as a Muslim and differentiating me from others in the college in terms of faith. However, having lived in this community for more than a year now, I have never caught myself feeling different from anyone else. When I am sitting in the dining room having a conversation over lunchtime, it's almost as if I forget that I am dressed differently and that I have a sense of belonging in a place with a completely different faith background. I have learned that what brings us together far exceeds what differentiates us. In this community, my faith was not only accepted and respected, but also loved as Grebel asked me to share an Islamic prayer alongside prayers from different faiths and beliefs at a University of Waterloo Remembrance Day service.



The community at Grebel helps me further connect with God by learning more about Him through the eyes of a Mennonite. Being able to both practice my Islamic prayers and participate with the Mennonite prayers has helped grow my love for God and for the diversity which I share with others.

Adam Neufeld | 1st Year | Physics

Living at Grebel has been a fascinating experience, learning about students' faiths other than my own. My roommate is a Muslim from Kenya, who practices his faith in the open space that is Grebel. Though Grebel is rooted in the Mennonite faith tradition, it welcomes those with other beliefs. This opens possibilities for safe conversation about our faith. One evening when I should have been working on homework, I walked into my room and into a conversation between my roommate and another student about Christianity and Islam. We had a great conversation about the similarities and differences between our two faiths, and we found a lot in common. The conversation went on for a long time, talking about a range of topics in the Bible and Quran.

There is so much to learn about others' faith, and your own, through this type of conversation. To listen with an open mind is the best way to relate to people of other faiths as you get to know them better.





Orientation Week Leaders on Move-In Day

#Grebelife



All-College Retreat at Camp Trillium



Taste of Grebel



Community Supper



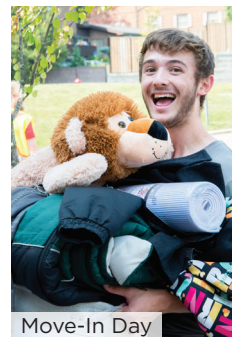
GrebelBowl



"Flowtoshoot"



Building a long-anticipated fire pit



Move-In Day



Ultimate Frisbee Team

Student Pitch Team Wins MEDA Competition

Mennonite Economic Development Associates (MEDA) is a Waterloo-based organization, whose mission is to create business solutions to poverty. With support from generous donors, Grebel sent a group of students to MEDA's annual convention. This year's convention took place in Vancouver, BC from November 2 to 5. While at convention, the team won the first-ever MEDA Pitch Competition! With mentorship and support from the Kindred Credit Union Centre for Peace



(L to R) Jared Baribeau (Systems Design Engineering), Hannah Hill (Environment & Business), Allan Sauder (President, MEDA), Daniel Schuurman (Kinesiology), Grace Wright (Arts & Business), Jonathan Shantz (Arts & Business).

Advancement (CPA) and the excellent coaching support from CPA Director Paul Heidebrecht, the team used the experience they brought from different academic disciplines to strengthen the pitch. The team's business idea, Drops for Crops, provides efficient, affordable irrigation systems for farmers in Tanzania. The team looks forward to developing creative ways to engage current Grebel students with MEDA throughout the year. This team builds on a strong tradition of Grebel student involvement that began in the 1990s when John Fast encouraged a group of students, that included current president Marcus Shantz, to attend a MEDA convention in Toronto.

Orchestra Builds Community at UWaterloo

Students at UWaterloo are an incredibly diverse group, with interests spanning math, health, engineering, science, environment, and arts. Many of these students have spent hundreds of hours of their life learning a musical instrument and, instead of giving up their love of music while at university, they have found a collective place to express it. Orchestra@uwaterloo is a full-sized symphony orchestra whose players are students, staff, faculty, and alumni of Waterloo.

council. May 2017 marked a change in this organization, when the Grebel Music Department assumed leadership of the orchestra.

“The new relationship with Grebel gives the orchestra a better chance of long-term survival, since it will no longer depend on individuals,” remarked Lubiw. “A Music Department is a proper home for an orchestra!” On top of her role as Computer Science professor, Lubiw has been a driving force behind



Beginning this fall, Daniel Warren is the new Music Director of the orchestra. Daniel is a highly celebrated conductor and musician, bringing experience, expertise, and vision to his role. He served as resident conductor of the Kitchener-Waterloo Symphony for fourteen years and more recently as creative advisor and conductor for Orchestra London Canada. As a conductor and as a trumpet soloist, Daniel has recorded both on CD and in live television broadcasts. He has toured extensively with the Toronto Symphony Orchestra and the Canadian Chamber Ensemble throughout the world.

“Members of the orchestra will enjoy working with him,” added Laura. “Dan is a great successor to Erna Van Daele because he is keen to maintain the character and quality of the ensemble, its experiential role for the musicians, and its mission to the community. He understands that the same excited vibe among members of the orchestra is shared by the audience—for many it is their first experience of a classical music concert.”

“I so wanted to work with orchestra@uwaterloo because of its history of high-calibre music making with a unique cross section of musicians from many educational disciplines,” said Daniel. “The structure of the orchestra, now newly aligned with the Music Department at Grebel will provide opportunities not only to learn and perform great orchestral repertoire, but will also be a vehicle for composition student reading sessions, conducting student workshops, as well as concerto and aria reading sessions. I’m also excited to receive input from the excellent faculty members and administration so that this ensemble can function as an integral part of the life at Waterloo and the wider community.”

Learn more about orchestra@uwaterloo:
uwaterloo.ca/orchestra-uwaterloo



“Music plays a large role in many of our students’ lives before they come to Waterloo, and the orchestra is a perfect example of how we build community on such a large campus,” explained Associate Provost Chris Read. “Having an orchestra on campus that is open to anyone allows students to continue their musical passion. It is a place for those to connect that might not ever interact outside of the orchestra.”

“The orchestra@uwaterloo has given me an amazing opportunity to expand my performance practice in a new setting and it has assisted in my growth as a musician,” said piccolo player Tyler Reidy. “It will definitely be one of the most memorable musical endeavors I’ve pursued throughout my undergraduate studies!”

Founded 12 years ago by professors Anna Lubiw and Romy Shioda alongside conductor Erna Van Daele, the orchestra has been run by volunteers and operated by an advisory

the orchestra since the beginning, devoting hours and hours of time to its operation, as well as playing violin in it every term.

“We are thrilled to welcome the orchestra@uwaterloo as a Music Department ensemble!” announced Music Department Chair Laura Gray. “It is a great fit and the timing is right. Like our other six department ensembles, orchestra@uwaterloo is inclusive, so we already share a common mission to enrich both student life and the life of the broader community.”

The support from Grebel’s music department—financially, administratively, promotionally, and in fundraising—will help to ensure the viability of the ensemble for years to come. As an official department ensemble, students can either participate as an extra-curricular activity or receive course credit. They will have access to Grebel practice rooms and can learn about studio courses and other musical opportunities.

Sharing the Gift of Music

MUSIC 40 years strong

With five full-time faculty, almost 20 adjunct professors, just over 30 majors, 34 minors, and more than 300 students who take music courses for their own interest, Grebel's Music Department at UWaterloo is always humming! On top of its academic offerings, the department is highly visible in the community. Here are six examples.

This summer, the Grebel Gamelan **1** appeared locally several times, including at the University's Canada Day celebration and at the Kultrun festival in Kitchener. Also this summer, Grebel hosted The Hymn Society's annual conference **2** that focused on the theme "Now Thank We All Our God: Celebrating Congregational Song since the Reformation." Grebel Professor Ken Hull **3** was on the planning committee for the conference, and he noted that the public hymn sings were particularly well attended, drawing crowds of more than 800 singers a night!

The fall term was accompanied by many musical moments. With the help of Stephanie Kramer, Professor Emerita Carol Ann Weaver **4** performed at a Noon Hour Concert, sharing "Songs for My Mother—from Appalachia to Africa," a song cycle based on writings from her mother Miriam L. Weaver's life. An evening concert by Austrian Pianist Anna Magdalena Kokits, **5** combined with the Austrian Embassy's exhibit called "CALLIOPE AUSTRIA: Women in Society, Culture and the Sciences," was a well-attended event and a partnership between the Music Department, German Studies, and the Austrian Embassy.

6 In November, Music grad Amanda Kind (BA '06) was awarded the 2017 Distinguished Alumni Service Award. In light of this award, Amanda pulled together "Brave: A Concert Celebrating Courage, Compassion, and Community" in support of Aurora House for victims of human trafficking. This energetic concert featuring Amanda, Waterloo alumni, current students, other musical guests, is just one illustration of Amanda's selfless and inspirational leadership in the Kitchener-Waterloo community.



Joining the Practical with the Academic

30 years
strong
THEOLOGICAL STUDIES

Grebel's Master of Theological Studies program offers three streams: coursework, thesis, or applied studies. The coursework option provides students with a broad understanding of theological disciplines, while students preparing for advanced degree studies often take the more research-based thesis option. The applied studies option integrates academic study with practical internships, aimed at students involved in or preparing for the practice of ministry. In addition to coursework, this option includes two Supervised Experience in Ministry (SEM) placements and a capstone integrative project.

In SEM, students are placed in churches, soup kitchens, hospitals, universities, organizations for those with disabilities, mission agencies, and in other ministry settings. Placements may be local, national, or international, and may be intensive or spaced out. Someone in the organization supervises the student as they work 10 hours a week for 14 weeks. Over the course of the placement, the student sets learning goals with their supervisor, must read at least 500 pages of appropriate material, and write a reflective essay.

Grebel's third president, Ralph Lebold, pioneered the SEM program in the 1980s, investing much effort in training leaders for the church. This cooperative project benefits all parties and results in stronger, more qualified leaders serving church and society.

Carol Penner, Assistant Professor of Theological Studies and Coordinator of Applied Studies, encourages students to use their SEM as a chance to try new things and explore other areas of ministry outside the student's comfort zone. "You can be called to ministry, but what area of ministry is right for you? The SEM

provides an opportunity to test a calling and test skills learned in the classroom," she said. And SEM is not just for young people looking for work experience. "This program is perfect for those seeking a second career or post-retirement career change, wishing to try out ministry ideas. Seasoned participants are valued because they bring skills from earlier workplaces, as well as life experiences."



Carol Penner

MTS student Erin Huber is almost finished her MTS degree. Her first SEM placement was at 541 Eatery & Exchange, a Hamilton cafe and exchange that addresses the needs of the local community in tangible ways through the love of Jesus Christ. She spent much of her time engaging with the local community by getting to know people and their stories, praying intentionally, and providing opportunities for care and compassion in the lives of others.

At her second SEM placement, Erin had the opportunity to explore many avenues in the realm of disability, faith, and community at Christian Horizons. This organization empowers individuals with exceptional needs, assisting them to embrace their God-given qualities in a community. Supervised by the Director of Organizational and Spiritual Life, Christian Horizons enabled Erin to explore her interests in theology and disability and in turn be better equipped to engage theologically with this population. "I was able to build relationships and provide spiritual and pastoral care to members of the Christian Horizons community, be involved with the ministry of inclusive and accessible churches, and broaden my scope of understanding of curriculum, teachings, and conferences on theology and disability."

"Shadowing a minister is a lot different than reading about it," noted Carol. Students come away from their placements with refined interpersonal skills, a self-awareness of their skills and gifts and feelings, the ability to self-assess, and techniques only learned through hands-on experience.

Students want practical experiences built into their education. With a strong university-wide push for experiential learning, UWaterloo emphasizes intentional and reflective learning. These on-site experiences are later reflected in classrooms and later in the workplace. "How I understand and think theologically has helped me to join the practical with the academic," reflected Erin. "In my SEM, I was challenged to broaden the ways in which I look at learning and also how I take in and reflect upon information. These placements exposed me to a world that dared me to think differently. I don't know exactly where my education and experiences are leading me, but a passion for belonging has been ignited in my heart."



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Conrad Grebel
University College

Anabaptist Political Theology

BY MAXWELL KENNEL, TMTC Associate and doctoral student in Religious Studies at McMaster University

In mid-October at the Toronto School of Theology (TST), students associated with the Toronto Mennonite Theological Centre (TMTC) had the opportunity to converse with theologians Joan and Oliver O'Donovan. The topic of conversation was the legacy of TMTC's founding director, A. James Reimer, and his posthumously published book *Toward an Anabaptist Political Theology* (Cascade, 2014).

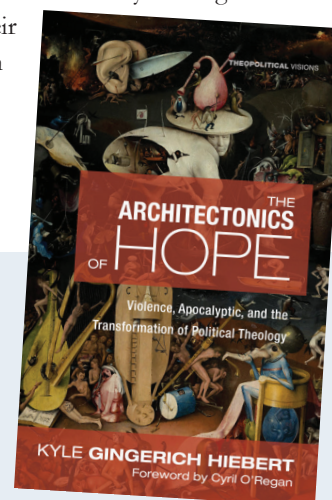
Darrell Winger, a TST doctoral student currently working on a dissertation connecting the work of Reimer and Oliver O'Donovan, set the stage for the discussion by giving an overview of Reimer's political theology. Unlike many other Mennonite theologians, Reimer encouraged engagement with the state and civil society on questions such as policing and just war, thereby opening up dialogue with other theological positions more traditionally aligned with the state. Reimer's political theology deeply values the Trinity and the classical Christian creeds, but also draws upon philosophers like George Grant and under-appreciated parts of the Anabaptist tradition such as Pilgram Marpeck's "Gospel of All Creatures."



These were just some of the topics covered in the discussion, which included students from TST, McMaster University as well as Margaret Loewen Reimer, wife of James Reimer. Kyle Gingerich Hiebert, TMTC's director, facilitated the discussion, and both Joan and Oliver responded to Reimer's book in turn. Oliver O'Donovan began by situating Reimer's work in the ecumenical reception history of Mennonite theology, contrasting Reimer's positive disposition toward the Canadian government with John Howard Yoder's critical posture toward the American state. Praising Reimer's reading of history and his movement beyond suspicion, Oliver challenged the group to consider the place of patristic writers in Mennonite theology. Pointing to Reimer's suspicion of liberal-technological modernity, Joan highlighted Reimer's recovery of aspects of

natural theology for Mennonite theology and reflected on the dialectic of public judgment and proclamation in political theology.

The conversation with the O'Donovans also coincided with the release of Kyle Gingerich Hiebert's *The Architectonics of Hope* (Cascade, 2017), a book that furthers the discussion on political theology and shares the concerns of Reimer and the O'Donovans. It's an exciting time to be involved at TMTC and to discuss how Mennonite theology can engage with broader social and political questions, for it was exactly this kind of honest inquiry that Reimer sought to initiate by alerting Mennonites to their entanglement with civil society.



Tracing the Transformation of Political Theology

TMTC director Kyle Gingerich Hiebert is making an important contribution to contemporary theological discussions with the publication of his new book *The Architectonics of Hope: Violence, Apocalyptic, and the Transformation of Political Theology* (Cascade, 2017). Using the complex relationship between violence and apocalyptic as a guide, the book traces the transformation of political theology through the work of a surprising collection of figures, including Johann Baptist Metz, John Milbank, David Bentley Hart, and John Howard Yoder.

Graham Ward, Professor of Divinity at the University of Oxford, writes that "Theologians must *be* political because they are embroiled in politics; and they are embroiled in politics because politics is saturated with religious resonances. So here is a new and courageous voice in political theology, taking on the giants—Schmitt, Metz, Radical Orthodoxy, and Yoder—and presenting them with a passionately argued freshness. The book courts controversy, and its dramatic genealogical unfolding of the apocalyptic and violent *within* political theology intensifies that controversy. But we need younger, confident, theologically astute thinkers to generate the right kind of contestation, and Gingerich Hiebert does that with well-crafted elegance and integrity. His vision of a new and hope-filled way of seeing opens a new chapter in political theology and isn't fearful of exposing the deficiencies of older accounts. The book deserves to be read widely, reviewed widely, and debated widely, because only that way might we move forward in a world steeped in violence with faith, hope, and what he calls 'charitable theological argument.'"

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 engaged in a three-year collaborative research project entitled “Inclusive inquiries of production and consumption conundrums for emerging policies to improve food systems in Ontario,” funded by the Ontario Ministry of Agriculture and Rural Affairs (OMAFRA). In September and November she co-led two in a series of three Circle discussions with participants from across the value chain of food production in Ontario.

ALICIA BATTEN published a journal article on “Early Anabaptist Interpretation of James” for the *Annali di storia dell' esegesi* 34/2.

JEREMY BERGEN presented a paper on “The Ecumenical Vocation of Anabaptist Theology,” at an academic conference at the Humanitas Anabaptist Centre, Trinity Western University in, June 2017.

MARLENE EPP was an invited presenter at the roundtable Changes to Refugee and Migration Policies in Canada at a workshop on “Bordering Practices in Migration and Refugee Protection” at the Balsillie School of International Affairs in November 2017.

LOWELL EWERT contributed a book chapter, “Peace Studies and International Law,” to *Education with the Grain of the Universe*, edited by J. Denny Weaver, published by Cascadia Publishing House.

NATHAN FUNK presented a paper on “Just Peacemaking as a Bridge to Ecumenical and Interfaith Solidarity for Peace,” at the UCSIA International Workshop on Pacifism at the University of Antwerp in December

2017.

LAUREEN HARDER-GISSING

presented a paper, “Sites of Nonresistance: Exhibiting the Experiences of Ontario Mennonites during the First World War,” at Remembering Muted Voices: Conscience, Dissent, Resistance and Civil Liberties in World War I Through Today Conference, at The National World War I Museum and Memorial, Kansas City, Kansas, in October 2017.

PAUL HEIDEBRECHT presented a paper entitled “Wrestling with Innovation: How Can We Make Space(s) for the Spirit to Move?,” at the Canadian Theological Society Annual Meeting at Ryerson University, Toronto, in May 2017.

JANE KUEPFER attended the International Conference on Spirituality and Aging in Chicago, and co-led a pastors’ forum on Medical Assistance in Dying with Carol Penner.

TROY OSBORNE presented a paper “Mennonites remember the Martyrs,” at the Remembering the Reformation conference held at Cambridge University in September 2017.

CAROL PENNER wrote *Sacred Trust: Fostering Safe Spaces in Congregations*, a booklet published by Mennonite Church Eastern Canada as “A Resource for the Anabaptist Faith Community on Sexual Misconduct in the Church.”

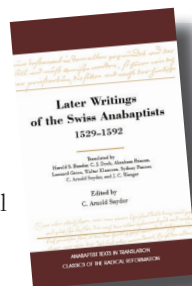
REINA NEUFELDT travelled to Haiti for a collaborative action research project focused on youth and peacebuilding in September 2017.



DEREK SUDERMAN published “From Dialogic Tension to Social Address: Reconsidering Mandolfo’s Proposed Didactic Voice in Lament Psalms” in the *Journal of Hebrew Scriptures*, volume 17.

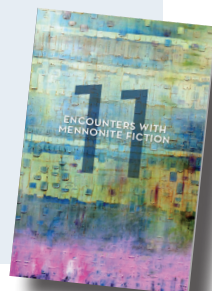
KAREN SUNABACKA completed a 13-minute orchestral work titled #DryColdConversations, commissioned by the Winnipeg Symphony Orchestra, to be premiered on January 31, 2018 during the Winnipeg New Music Festival.

MARK VUORINEN presented a paper entitled “At the intersection of ratio and intuitio: Arvo Pärt’s Como cierva sedienta” at the 17th International Music Theory Conference, held at the Lithuanian Academy of Music and Theatre in Vilnius, Lithuania in November 2017.



Professor Emeritus **C. Arnold Snyder** edited *Later Writings of the Swiss Anabaptists, 1529-1592*, a selection of writings that were being copied and circulated among the later Anabaptists in Switzerland.

Professor Emerita **Hildi Froese Tiessen** edited *11 Encounters with Mennonite Fiction*, a collection of essays on various pieces of Mennonite fiction by leading Mennonite literary critics.



Remembering an Old War in a New Way: Sites of (non) Resistance to World War I

BY LAUREEN HARDER-GISSING, Archivist-Librarian and MARLENE EPP, Professor, History and Peace & Conflict Studies

In late August 1917, the federal government of Canada passed the Military Service Act, a law of conscription that made all male citizens between the ages of 20 and 45 subject to military service for the rest of the war. The First World War was dragging on, thousands were dying or injured, and it was becoming increasingly difficult for Canada to muster enough troops to send overseas.

Despite the patriotism that surrounds our mythmaking memories of Vimy, Canadians in 1917 were divided over the decision for mandatory military service. French-Canadians, as well as many farmers, labourers, and immigrants were opposed to the measure. As were pacifists. Among the largely muted voices that opposed Canada's participation in the war altogether were Mennonites in Ontario whose particular religious beliefs demanded that they 'not kill' and 'not resist evil'—hence their adherence to 'nonresistance', or the more familiar term 'pacifism'.

An exhibit called "Sites of Nonresistance"—open to the public at Grebel—tells some of these alternative war stories.

From the outset of the war, Mennonites had quietly engaged in wartime relief work, often initiated by newly organized women's societies. They sent material goods overseas and to Halifax after the horrific explosion in that city in 1917. That same year their churches formed the Non-Resistant Relief Organization to coordinate efforts to relieve wartime suffering.

But when conscription came into force, Mennonites and other peace churches faced a new dilemma—how to remind the government of its promises that they be exempt from military service while still exhibiting obedience as citizens. As more and more families lost menfolk overseas, Mennonites felt increasing hostility from the Canadian public. And wrestled with their own consciences.

Though not herself subject to conscription, Mary Wismer, studying at Macdonald Institute in Guelph, wondered whether her pacifist faith would allow her to practice as a dietitian in a military hospital. A Mennonite church wondered if it should take the name of a "warlord" when their city's name was changed from Berlin to

Kitchener in 1916. Daniel Brenneman was apprehended from a neighbour's farm in East Zorra Township and held for six weeks in a military prison in London where he resisted putting on a military uniform. Bishop Ernie J. Swalm in Niagara faced a court martial for resisting military enlistment.

These stories, and others, compiled from letters, diaries, newspapers, photographs and other sources, offer a very different perspective on the Great War than we are accustomed to hearing during these years of celebratory commemoration.

War monuments remind us daily of dramatic and familiar stories of war. The "Sites of Nonresistance" exhibit tells war stories of a different kind, and lays out an alternative memorial narrative—one of opposition to unquestioning nationalism that spurs people to kill one another.

From September 25 to November 11, the exhibit also featured a display called "The World Remembers" which showed the nearly 700,000 names of soldiers—on all sides—killed in 1917. It was a sobering reminder of the cost of war.



This banner from the exhibit features a photo of the Courtland Avenue barracks in Kitchener in 1916 blended with the streetscape as it looks today. During the First World War, young Mennonite men were wary of walking by the barracks in case they were dragged in and coerced into enlisting.

seems dangerously on the brink of another such global conflict, the sites of peace are needed more than ever.

As we move into the last year of First World War commemoration events, let's remember the muddy and bloody sites where soldiers and civilians died tragically 100 years ago, and grieve for their loss. Let's also remember the 'sites of nonresistance' at which men and women followed their conscience and resisted military involvement in the war. Let's remember, uncomfortably, how easy it was for our first modern war to expose rifts in Canadian society. In a world that recently

Learn more about Sites of Nonresistance:
uwaterloo.ca/grebel/nonresistance

*This op-ed was originally published in
The Waterloo Region Record on September 7, 2017.*

A Gift of Mentorship and Peace Incubation

Peace has been an important value in the lives of Aden and Joanne Bauman and their sons Barry, who passed away in 2016, and Michael. “Peace is a Mennonite thing,” observed Joanne. “Peace is important to our family, and our boys remember that their uncle Elias was a conscientious objector during WW II,” noted Aden.



Barry Bauman

Michael, who now lives in Concord, CA, has worked and volunteered at not-for-profits involved in peace and development work his entire life. Barry was a teacher by profession and was involved in shaping and mentoring young people to have a passion for making the world a better place. An active associate student at Grebel, he graduated with an Environmental Studies degree in 1992 and was very involved with the PACS program.

The family recently gave a gift of \$100,000 to support the efforts of emerging peacemakers at Grebel’s Kindred Credit Union Centre for Peace Advancement (CPA).

Half of this gift will establish the Barry Bauman Mentorship Fund in memory of Barry. This gift reflects his values and helps to positively impact the lives of others. “Barry cared about his students—cultivating their skills and interests to make the world a better place,” noted Joanne. “They appreciated learning from him, including through many memorable field trips to different cultural communities. Having a fund that focuses on mentoring young people reflects Barry’s values as a teacher.”

The Barry Bauman Mentorship Fund will concentrate programming resources on developing mentor relationships for Epp Peace Incubator participants. “Over the past three years we have learned that making connections with the right mentors is an absolutely crucial ingredient in the success of a peace start-up,” said CPA Director Paul Heidebrecht. “These resources will be used to both deepen and expand this dimension of the Epp Peace Incubator.” Whether it is providing strategic advice, introducing new community partners, or helping engage government, there are no shortage of ways that mentors have contributed.

Accessing capital to develop ideas is also critical at the early stages. The Peace Incubator Fund is a part of the CPA’s program that provides small seed funding for participants in the Frank and Helen Epp Peace Incubator. The other \$50,000 of the Bauman gift will magnify the impact by adding substantially more investment funds for start-ups in the CPA.



Helen Epp with Joanne and Aden Bauman

“By matching all gifts up to \$50,000, we are inviting others to join us in this endeavour,” said Michael. “This gift is established so that the funds are released as donations come in to the Peace Incubator Fund.” In this way, donors double their impact immediately to help emerging ventures in the Epp Peace Incubator develop. Early-stage—and risky—investments in areas like training, equipment, and pilot projects accelerates both learning and impact.

Contact Fred W. Martin to get your gift MATCHED! fwmartin@uwaterloo.ca | 519-885-0220 x24381

New Award to Bring Diversity to Campus

Living in Toronto for 46 years, Mary Groh was increasingly surrounded by a multi-cultural society. As an active member of Danforth Mennonite Church, following the closure of Warden Woods Mennonite Church, she witnessed the growth of various Mennonite congregations in the east end of Toronto.

When she saw a photo of Grebel students a few years ago, Mary noted that “students from long-established Mennonite churches were the ones getting the excellent Christian-based education, and the new Canadians were not.” She shared her concern with Fred Martin, Grebel’s director of advancement, that “this didn’t seem right in a church community where equality is fundamental.”



She discussed her concern for a more inclusive church community with a variety of people, including Brent Charette, operations and church engagement minister at MCEC, who encouraged her to include Grebel in her conversations.

The Mennonite Diversity Award is designed to make an educational experience at Grebel accessible to Mennonite students from culturally diverse backgrounds. “My hope is to see a student body at the College that is more representative of the cultural diversity of the present and future Mennonite Church in Canada,” said Mary.

The award is divided among three programs at Grebel: residence, Master of Theological Studies, and Master of Peace and Conflict Studies. With matching funds from MCEC, these three awards will be up to \$10,000 for each successful applicant as long as the funds last.



Dyck Family Supports Student Volunteerism

Richard (BMATH '67) and Betty Dyck have a long history of church involvement and volunteerism in the community. As teachers in Elmira they were very involved in their school community. And as members of Elmira Mennonite Church, they have also served as volunteers in various roles and engaged as board members at church-related organizations like the House of Friendship and Grebel.

Richard's sister Judy has been part of the Grebel kitchen staff since 1984 and has been a fixture in the College community. "Judy is our most popular staff person with our students. She has an amazing ability to remember the names of our current students, plus all our students from the past three decades!" noted Director of Operations Paul Penner.

One of the important roles Judy has taken on at Grebel is volunteering to usher at almost every Music department concert. "Judy is our biggest fan," said Laura Gray, who chairs the Music Department. "Over the years she has enthusiastically volunteered to help at our concerts by handing out programs and welcoming guests with her huge smile." Not only has Judy offered her time to Grebel, but she has also spent years volunteering at Parkwood Mennonite Home and MCC Thrift Stores.

The family has made two generous gifts to establish two endowed scholarships. The Richard and Betty Dyck Volunteerism Entrance Award is for two students joining the residence program who illustrate extensive volunteer experience. The Judy Dyck Music Volunteerism Award is for a student majoring or minoring in Music who exhibits an active engagement in volunteering for Music Department programs and is involved in Music Society or the Music Living-Learning Community.

"Our family wants to encourage a culture of volunteerism with students at Grebel, and these awards will enable the college to continue to attract students who have a spirit of generosity and involvement in college life," noted Richard, who attended Grebel when the residence opened in 1964.

These awards reflect the Dyck family's commitment to share and help others, and will inspire future students to do the same. The awards will be added to the College's growing list of scholarship and bursary awards, which last year provided over \$425,000 in support to students.

Please help us reach our Grebel Fund goal of **\$385,000**



GREBEL FUND GROWS STUDENTS.

President Marcus Shantz noted that "there are a number of small gardens on our Grebel campus, but the most striking to me is a student garden at the front of the residence. Spring-term students plant it but these students leave in early August before their crops can be harvested. Nevertheless, each year students plant seeds, knowing that someone else will enjoy the fruits of their labour."

Grebel needs a community of supporters who are like these student gardeners—planting, investing, donating, and supporting a vision for those who come after.

The Grebel Fund provides 8 percent of our revenue. Your gift to the Grebel Fund provides critical resources for programs that are not, otherwise funded. Donations help to fund our chaplaincy, leadership development, Noon Hour concert series, orchestra@uwaterloo, PACS Internships, TMTCC student networking, church leadership training and the Mennonite Archives of Ontario. The Grebel Fund also supports financial aid awards for students in a variety of our programs.

Please join us by making a tax receiptable charitable gift in 2017. Our student gardeners thank you!

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

DONATE ONLINE: grebel.ca/giving

Spirituality and Aging at Schlegel Villages

BY JANE KUEPFER, Schlegel Specialist in Spirituality and Aging

The Spirituality and Aging program co-sponsored by Grebel and the Schlegel-UW Research Institute for Aging emphasizes making a real difference in the lives of those living in retirement and long term-care. To this end, new resources and programs for spiritual care are being developed for use in Schlegel Villages, specifically for those living with dementia.

Recently Jane Kuepfer, Schlegel Specialist in Spirituality and Aging, met with Heather Luth, Schlegel Villages Dementia Program Coordinator, and Ken Styles, Chaplain at the

Village of Wentworth Heights in Hamilton, to brainstorm ideas for a new approach to spiritual programming. The program under development will look different for each individual and may include gatherings and connection with others as well as quiet personal time. It will embrace both traditional and new definitions of spirituality. Implementing this new approach will be supported by a toolkit available not only to chaplains but to other team members, volunteers, and family who can take some time to enable residents to find meaning, joy, and peace in the midst of their daily lives.



Jane Kuepfer, Heather Luth, and Ken Styles

The nourishment of the inner spirit is vital to a person's wellbeing. Through a time in life when much loss is experienced, one's spirit can continue to thrive and grow. The trio looks forward to the completion of this program and learning how it will support residents to engage in spiritual practices they find reassuring, meaningful and life-giving. Whether they are new-found experiences or familiar practices, the goal is to renew and refresh the spirit, while adding richness and meaning to everyday life.

When the Best Teacher is not a Person

BY MATTHEW BAILEY-DICK, Coordinator, Anabaptist Learning Workshop

They say that experience is the best teacher, as ingenious and as hard-working as they come! How does experience teach us?



Most definitions of experiential learning have something to do with “hands-on learning” or “learning by doing.” In outdoor education, experiential learning could involve developing survival skills while hiking in the wilderness. In a chemistry class, experiential learning could involve conducting laboratory experiments in order to learn about molecular theory.

In the context of faith, experiential learning can take many forms—everything from participatory Bible study to embodied

exercises to guided discussions. One of the models used by the Anabaptist Learning Workshop (ALW) involves starting a workshop by inviting participants to describe their experience related to the topic, looking for patterns in that experience, and then adding new information, new theory, or new activities to build on that experience.

One of the myths about experiential learning is that it consists of people getting together to pool their ignorance. Quite to the contrary,

in a well-prepared experiential workshop, the facilitator enables participants to explore the topic in creative and impactful ways, including learning from the expertise of the facilitator. As the workshop unfolds, participants become co-creators of knowledge along with the facilitator.

At the end of the day, experiential learning is about transformation. Through guided reflection on our life experience, we change. Through experiencing something new together—in a classroom or in a workshop environment—we become a community of change.

I invite you to join us for some experiential learning and add your experience into the mix. mceec.ca/alw

**ANABAPTIST
LEARNING
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University College**

We Love Grebel Alumni!

It is always a joy to greet Grebel alumni—whether we see you at events, reunions, or out in the community. We've been pleased to catch up with you and help you reconnect with good friends at the alumni gatherings we've hosted this past year. Thanks for coming out to **1** the 85-95 Reunion on September 30th, **2** the Grebel Family Bike Trek in May, **3** our Canada Day seating in Waterloo, and **4** a Vancouver reception in November. We hope to see you again soon!



Extending the Grebel Table

Kitchen and dining hall expansion was identified as a key priority in Grebel's current strategic plan. In recent years, Grebel has enlarged its residence, added apartments, and increased its staff and faculty with new programs. However, the dining hall and kitchen have not been touched since 1992. In fact, much of the infrastructure, including windows, plumbing, and heating, dates from 1964!

An architectural feasibility study, led by alumnus Brian Rudy (BES '89, BARCH '93) of Moryama and Teshima Architects, was submitted to the Board in September 2017. The report was the result of an extensive process of consultation with Food Services staff, students, Board members and other faculty and staff at Grebel.

The report recommends increasing the kitchen and servery space by 30 percent and dining hall capacity by 45 percent. This would provide space for 300 guests and would allow Grebel to host events that can comfortably accommodate all faculty, staff, and students. Our capacity to host community events would also be greatly improved.

In the near future, the Board will decide whether and how to move forward with this project. The cost is estimated to be over \$5 million, including furnishings, fixtures, and kitchen equipment. The Board's Finance and Development committee is now reviewing financing options and fundraising goals. If you have advice, opinions, or if you wish to make a pledge already, contact Fred Martin: fwmartin@uwaterloo.ca



Campus Hosts

In the spring, we will be saying a sad farewell to the dynamic duo of Rylan and Lynn Skelly, our friendly Campus Hosts. But this opens up an amazing opportunity for a married couple to join the Grebel team beginning in spring 2018! The role involves living in an apartment in the College's residence building and supervising the College during non-business hours. Rent and utilities are free in exchange for performance of duties. Applicants should be mature, responsible, and able to relate to a broad range of people, especially students in residence. Apply by January 8, 2018.

grebel.ca/positions

People

John Wray (BA '10), Lauren Clark-Gallant (BSC '09), and baby Evelyn popped by Grebel in September. John and Lauren recently moved from BC to Nova Scotia,



Lauren's home province, where they've purchased a farm. They have cows and pigs, and will take on a few more animals after winter. The farm is a passion project and they hope to use it as a means to explore sustainable, peaceful living.

Karen (Lange) Autio (BMATH '81) is delighted to announce the publication by Sono Nis Press of her book, *Kah-Lan the Adventurous Sea Otter*, illustrated by Sheena Lott. This chapter book is written from the point of view of a young sea otter and is appropriate for ages 7-12, but no one is too old to enjoy this west coast adventure tale. Karen lives with her husband



Will (BMATH '80), a software developer with i-Trax Solutions, in Kelowna, BC.

Liam Morland (BA '01) recently celebrated 25 years as a leader in Scouting. Dozens of former members of his troop gathered for a BBQ and campfire, and to share memories of camps, trips, learning, and fellowship in the Scouting troop.

After a long journey of sixteen years, **Lawrence Burkholder's** (MTS '99) book, *The Leviathan Factor*, has been published. It builds on the foundations he laid during his time in the MTS program. It is the first book to place demonic evil into the context of creation's



basic structures and laws. Lawrence is an ordained Mennonite pastor, author, and independent scholar. His academic publications have focused on the interfaces between science and paranormal psi, and demonic oppressions in people.

Daryl Culp (BMATH '87, MTS '90) published a book entitled *Is God a Scientist? Religious Views of Science*. The book is a summary of research for his course on Religion and Science at Humber College in Toronto.

KEEP IN TOUCH!

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



After 15 years of service in Grebel's kitchen, **Janet Walker** has hung up her apron. Her first role at the College was in 2002 at the newly opened Common Ground Coffee bar, where she was known for her welcoming smile, friendly service, and her ability to upsell Grebel baking while pouring a coffee. After the coffee bar became a self-service operation, Janet carried on in the kitchen as a Food Services Assistant and then in 2004, trained to become a cook and performed both duties. Janet was very good at training others, so many new employees were shown the ropes under her guidance. Janet's retirement party was a trip to the beach at Port Dover with her co-workers, complete with a fish dinner and a boat cruise up the river. Janet cared deeply for her co-workers and was quick to offer advice, an herbal remedy, or a back rub as needed. Her warmth and compassion, lively stories, and zest for life will be missed. Janet has a big list of things that she wanted to accomplish in her retirement, and we wish her well as she dives into this next stage of life.



Meine Veldman (MTS '00) lives in Laval, Québec, with his wife **Esther Veldman-Koetsier** and their 7 children: Jesse, Katie, Levi, Justin, Tamar, Rachel and Elise. After his MTS degree, Meine attained a PhD at the Toronto School of Theology, and he is now Academic Dean and Chair of Systematic Theology at La Faculté de la Théologie Évangélique of the University of Acadia in Montréal. Meine is also an ordained pastor in the Reformed Church of America.

Susanne Guenther Loewen (MTS '10) successfully defended her doctoral dissertation, entitled, "Making Peace with the Cross: A Mennonite-Feminist Exploration of Dorothee Soelle and J. Denny Weaver on Nonviolence, Atonement, and Redemption," in August 2016. Professor Jeremy Bergen was a member of her examination committee. She was awarded her PhD in Theology through the University of St. Michael's College at the



Ray Bauman, Grebel's handyman over the past five years, has re-retired. Always friendly and eager to help, Ray has had a hand in many projects and fix-ups during his tenure, including putting doors on all the showers. Thank you to Ray for all of his efforts and generous giving of his time and skills to Grebel.

Taking over from Ray as handyman is **Werner Fieguth**. Werner has had two children pass through Grebel's residence program and now one of them, Paul (BASC '91), serves on the Board. Werner brings great skills to this work, having built/renovated a couple of homes. We look forward to getting to know him!

Jessica Dyck (MPACS '15) is working in the Centre for Peace Advancement in the role of CPA Incubator Fellow, working 7-8 hours per week. She supports the Epp Peace Incubator program by coordinating the newly developed mentorship program, building community between Incubator participants, and supporting communications efforts. Recently, Jessica has been involved in a CPA/Velocity joint research project looking at conflict on start-up teams.

Toronto School of Theology. She and her family live in Saskatoon, SK, where she is co-pastor at Nutana Park Mennonite Church.



An academic, researcher, and innovator, **Philip Jessop** (BSC '86) was instrumental in creating GreenCentre Canada, a National Centre of Excellence for the commercialization of green chemistry technology. His inventions include switchable solvents, environmentally-friendly paints, and a low-energy method for purifying wastewater. His technological findings and research have helped establish Switchable Solutions Inc. and Forward Water Technologies Inc. After completing his PhD at UBC and a postdoctoral appointment at U of T, Phil worked as a researcher in Japan with Ryoji Noyori, who received a Nobel Prize in 2001. As a professor at the University of California-Davis and currently at Queen's University, he studies green solvents and the chemistry of CO₂. Phil was honoured with a 60th Anniversary Award from UWaterloo.



ATTENTION GREBEL ALUMNI

Whether you have been away from Grebel for 1 year or 50, I would like to invite you to look back and reflect on your Grebel experience. We believe Grebel's unique vision for community, including lively conversation, chapel and community suppers, Grebel course engagement, filling the first empty chair, our open door culture, Reading Week trips, and faculty/staff/student connection and dialogue, make for an influential and life-changing learning experience. Yet, the impact of this experience may not be widely known or shared.



SO, CAN WE HAVE A CONVERSATION?

Beginning January 2018, I want to begin a Grebel story-collecting project, and I need your help. How did your Grebel residence and/or associate experience affect you? How were your ideas and values influenced? Were there seeds planted that started to flower years later? How are your choices, actions, and involvements different now because of your Grebel experience? What stories come to mind that you would be willing to share? Can Grebel learn from your experience?

It is these questions and more that I would like to discuss with you. If you would be open to an informal 'interview' with me, in person or over Skype, please be in touch at: mbrubake@uwaterloo.ca.

I LOOK FORWARD TO HEARING FROM YOU.

MARY BRUBAKER-ZEHR
DIRECTOR OF STUDENT SERVICES

Arnie Dyck (BMATH '67) passed away on June 8, 2017 from an unknown viral illness.

Arnie spent over 40 years teaching computer science at UWaterloo. His interest in helping others shaped his commitment to advising students, and to making computer science learning more approachable. People were drawn to Arnie's gregariousness, interest in others, and giant smile. Arnie's wife Louisa and his two children organized a memorial service at Grebel on October 1, where Arnie was fondly remembered and dearly missed.

Peter Dyck passed away on April 26, 2017. Peter was Grebel's first Head of Maintenance. He began his role here when Grebel's first building opened in 1964 until 1987. From 1988 to 1999 he served as Grebel's handyman, working one or two days per week. Peter touched the lives of thousands of students over the 35 years he was connected with Grebel. He was a man with limitless patience and a heart of gold who loved and cared for Grebel like it was his own child.

Calendar

Winter 2018

Grebel Gallery art exhibit
Approaching Peace Education Differently

Until May 2019

Sites of Nonresistance
archival exhibit

December 7, 2017

Double Book Launch for
Hildi Froese Tiessen & Connie T. Braun

December 13, 2017

Advent Jazz Vespers

January 25, 2018

Fretz Lecture with Aileen Friesen
"Muslim-Mennonite Encounters in the
Russian Empire"

February 6, 2018

Across the Creek Alumni Event
Senators Game in Ottawa

February 9-11, 2018

Intercollegiate Peace Fellowship Conf.

February 15, 2018

Sawatsky Lecture with Don E. Saliers
"Psalms in a Difficult Time: the Rhythms
of Doxology and Lament"

March 1 and 2, 2018

Bechtel Lectures with David Weaver-Zercher
on the social history of the *Martyrs Mirror*

March 6, 2018

Across the Creek Alumni Event
Raptors Game in Toronto

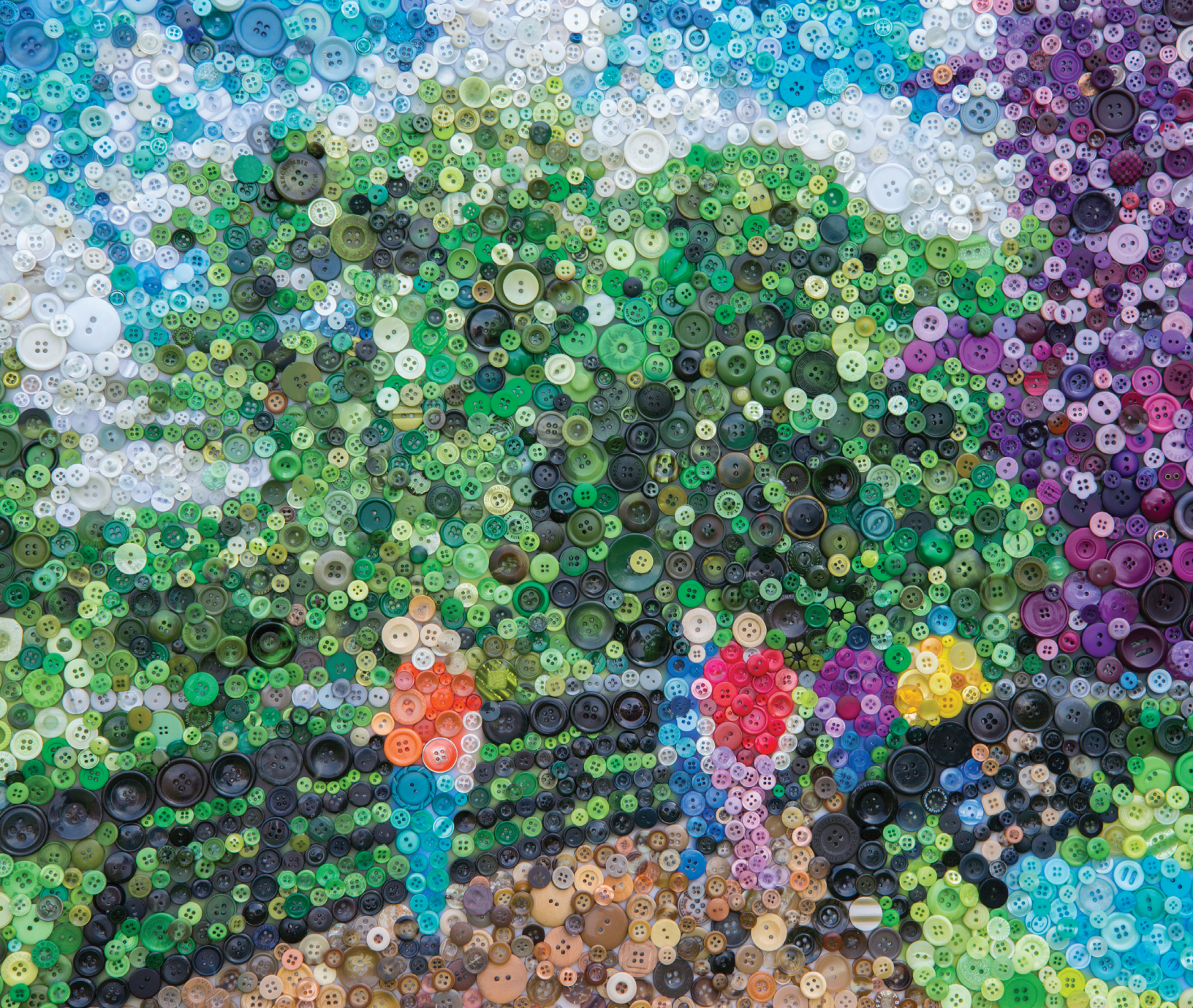
uwaterloo.ca/grebel/events

Attend Inspiring Winter Lectures

The J. Winfield Fretz Visiting Research Scholar in Mennonite Studies, Aileen Friesen, will give a lecture titled "Muslim-Mennonite Encounters in the Russian Empire," on January 25. Friesen is an emerging scholar in the field of Russian Mennonite history, with an emphasis on religion in the Russian empire.

Don E. Saliers will be giving a public lecture called "Psalms in a Difficult Time: the Rhythms of Doxology and Lament" on Thursday, February 15 as the **2018 Rodney and Lorna Sawatsky Visiting Scholar**. He will also guest lecture in several classes, give a faculty forum, and offer an Anabaptist Learning Workshop entitled "Worship Come to Its Senses," on February 10. Saliers is an accomplished musician, theologian, and scholar of liturgics, and the author of 15 books on the relationship between theology and worship practices, as well as more than 150 articles, essays, chapters in books, and book reviews.

David Weaver-Zercher is the guest lecturer for the **2017-18 Bechtel Lectures in Anabaptist-Mennonite Studies**. His lecture on Thursday, March 1, 2018 will focus on the social history of the *Martyrs Mirror*. On Friday, March 2, he will take part in a panel discussion on Amish, Mennonites, and the media. Weaver-Zercher is currently a professor of American religious history at Messiah College in Grantham, PA. His writing is focused on portrayals of the Amish from an outsider's perspective.



The 2017 Grebel Act of Community depicts the bridge that connects Grebel to the main University of Waterloo Campus. During the College's fall commencement service, each student, staff, and faculty member glued on a few buttons to symbolize their individual contribution to the whole community.

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