

anthem

WINTER 2021 THE MAGAZINE OF AMBROSE UNIVERSITY



Pandemic Perspectives

Seeing a not-so-normal world through the lens of Ambrose's core disciplines

Unmasking generosity | We're all 'Others' | Radical acts of hospitality



Upcoming events at Ambrose may be virtual, but there won't be any lack of connection, or learning! Mark your calendar and plan to take part.

An Evening with Dr. Joel Thiessen and Dr. Monetta Bailey

Thursday, January 21, 2021

Drs. Thiessen and Bailey will present from their book, *The Millennial Mosaic: How Pluralism and Choice are Shaping Canadian Youth and the Future of Canada*. They will share thoughts on what this means for society and the Church in Canada. There will be time for a Q&A after the event.

The History of Race and the Bible by Dr. Jon Coutts and Dr. Colin Toffelmire

Thursday, February 25, 2021

Drs. Coutts and Toffelmire will delve into history to take a timely look at the Bible and race.

Developmental Aspects of Poverty and Why it Should Matter to You by Dr. Alex Sanderson and Derek Cook

Thursday, March 11, 2021

Dr. Sanderson, Chair of Social Sciences at Ambrose and Derek Cook, Director of Ambrose's Canadian Poverty Institute, will share important information about the individual and societal impacts of poverty.

For more information and to take part in these Alumni and Friends events, visit ambrose.edu/anthemevents

2021
EVENTS



insideanthem

“Projects like this help everyone because people find little bits of sunshine in them. Good things are happening during the pandemic. We need to recognize them and be thankful for them.

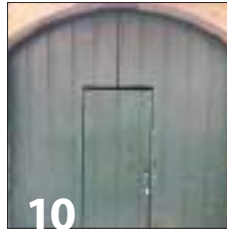
Pam Nordstrom

Read how sewers from across Canada unmasked their support for students on page 6.



6 Unmasking generosity

Sewers from across Canada stitch together support and encouragement for Ambrose students



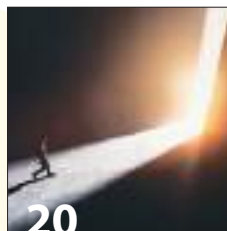
10 Radical acts of hospitality

What a tiny village in France can teach the world about loving each other



12 Set to succeed

God's hand guides a national volleyball player right to where she's meant to be



14 We're all others

Learning how to speak the language of respect by developing cultural fluency



16 Spotlight: Pandemic Perspectives

An unexpected coronavirus has seemingly turned the world upside down. Here's what it looks like and the impact it's having, as seen through the lens of Ambrose's core disciplines

20 Journey from despair to goodness

Board Chair Debi Mills shares words of inspiration

22 Tenure time

Three recently tenured Ambrose faculty members share their thoughts



AMBROSE
UNIVERSITY

3 Campus notebook

25 Family and friends

28 Looking forward

We are learner-teachers

by Cody Lind, student in the
Ambrose Bachelor of Education
Elementary program

anthem

Winter 2021

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Hopeful resilience

Surely one of the indicators of a healthy institutional culture is the capacity to adapt and innovate in response to changing circumstances or new opportunities. Academic institutions are notorious for being slow to change. Usually this is a strength. The very stability and consistency of the university or seminary is precisely why, in part, there is a long-term impact on the church and society. Yet, at their best, institutions also need to be nimble enough to respond very quickly to a change in the environment. We saw a brilliant example of this in March when faculty and staff at Ambrose University recognized that the COVID-19 pandemic had arrived — and on what seemed very short notice.

Like churches, universities and seminaries across the country, we suddenly, over very few days, had to do a major shift, adapting and innovating. On a weekend in mid-March, the campus shut down, but our programs continued. Professors moved quickly to maintain their classes in an online format, and the Spring term went entirely online. This Fall, we offer a blend of online, hybrid and in-person classes.

The campus feels like a very different place, and we are asking about what this means for how we attend to the mental, emotional, social and spiritual health of our students. There is no question that the adjustment had to be made, and we did it. What I have found so very encouraging is that goodwill and a generous spirit pervades the campus and our working relationships.

All of this is an indicator of a key spiritual virtue or capacity: hopeful resilience. We strive to continue to be a community of teaching and learning that cultivates, in ourselves and our students, the capacity to name reality and lament loss and difficulty, and also to turn and see a way forward and adapt to new circumstances with a generous heart. We long for this for our students. Circumstances like this can be a learning opportunity, for times when students are not able to map out the future or when they face challenges that may feel insurmountable. If we can cultivate within students a hopeful resilience, they will be well positioned to face whatever it is that comes their way.

Our prayer is that graduates leave Ambrose and become beacons of hope in businesses where they work, schools where they teach, social agencies where they provide care and churches where they offer pastoral leadership. In doing so, they will be instruments of hope and examples of resilience.

This is a *spiritual capacity*. Our hope rests not in our own capacities, but in the providential goodness of God and the confidence we have that, in the midst of difficulty or challenge, we are not alone. God is with us.



If we can cultivate within students a hopeful resilience, they will be well positioned to face whatever it is that comes their way.



Gordon T. Smith, PhD

President

Professor of Systematic and Spiritual Theology

Roar into the new Lions' Store!

Yesterday it was the Bookstore. Today it's the Lions' Store. On Aug. 31, 2020, a bright, revamped distinctly Ambrose space started a new chapter, becoming an even better one-stop-shop for all your textbooks, Bibles, clothing, stationery and faculty-authored books. Check out what's new at ambrose.edu/lions-store.

For the latest news and information, visit ambrose.edu/news

A big boost for IT — and learning

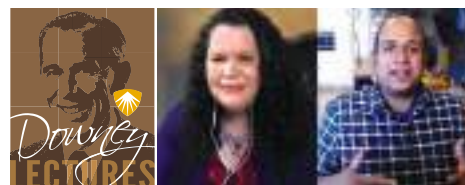
Like many other organizations, Ambrose has increased reliance on technology to ensure exemplary teaching and learning continues during the pandemic. Thanks to nearly 200 enthusiastic donors, a campaign launched in June to augment IT capacity was able to exceed its target remarkably quickly, raising more than \$500,000 by July 15, 2020! These funds will help upgrade IT infrastructure and equipment necessary for providing professionally produced, reliable, interactive learning experiences. They'll also support creation of a dedicated studio in which faculty can pre-record some of their lectures and conduct podcasts, and provide training so faculty can make the most of these new tools. With this investment, technology is becoming an ever-more-important face of academic life, and investing today in IT will benefit students today and in the future.



Downey Lectures go virtual

This year, the Downey Lectureship went online, attracting more than 550 viewers. Northern Seminary's Dr. Nijay K. Gupta spoke on "Strange

Religion: Why the First Christians Were Weird, Dangerous and Attractive." Taking the viewpoint that Christianity is so widely influential that it is hard to imagine how disruptive it appeared to first-century Romans, Dr. Gupta explored what made those first believers odd, even dangerous, to many in society, but also attractive and appealing to some. He argued that there is inspiration here for a fresh vision of Christianity today. View a conversation between Dr. Gupta and Ambrose's Dr. Beth Stovell at ambrose.edu/downey-lectureship.



Two new faces at Ambrose

Ambrose recently welcomed two new people to its leadership ranks: Brett Huffey, Vice-President Finance & Administration, and Dr. Murray MacTavish, the Associate Dean of the School of Business. Huffey is a CBC alumnus, member of Southview Alliance Church in Calgary, and has a wealth of corporate experience from across Western Canada. MacTavish brings more than 28 years of innovative teaching, research and leadership experience to the University, including overseeing the growth of Trinity Western University's MBA program from one location with 17 students to more than 400 students on five campuses, including three in China.



(Top)
Brett Huffey,
(Below)
Dr. Murray
MacTavish



Forging connections

Using a strengths-based coaching model, the Connect Mentorship Program trains student peer-mentors to enhance the ability of first-year students to thrive academically and socially as well as to experience positive well-being at school. Students are typically matched according to age, sex and program, and mentors are carefully trained to both implement and assess the effectiveness of the program. In some cases, mature students are assigned a faculty or staff mentor. Currently, 50 mentors and 60 mentees are participating in the program.



Delving deeper into life

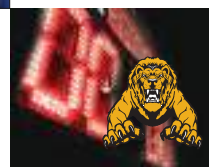
The Deeper Life Conference is the new iteration of Spiritual Emphasis Days at Ambrose. It took place on October 7, 2020, with an in-person and online plenary session led by Dr. Norman Wirzba from Duke University, who spoke on what it means to think about food and eating as expressions of faith.

Participants joined afternoon breakout sessions (in person and online) around the theme of food, including “Race and Food,” “Disgust Response and Eating Bugs,” and “Mindful Eating.” There also was an opportunity to visit an urban garden. Participation was strong, with more than 340 in attendance.



Score one for the Lions

The Alberta Colleges Athletic Conference may have called off the entire 2020–21 season, but the Ambrose Lions are still honing their skills through training, workshops, leadership development and other athletic activities. And when they return to the court, if all goes according to plan, they’ll have a new way to keep tabs on the opposition: a new scoreboard.



An Ambrose community fundraising campaign, with support from Goertzen Complete Services, Deeks Insurance, many alumni and community friends

has netted the goal for the scoreboard. The Parks Foundation Calgary provided \$32,000, in matched funding leaving \$32,000 to be raised through donations from Ambrose.



Through publications, presentations and myriad other scholarly activities, Ambrose faculty and staff contribute to the expansion of knowledge worldwide. Here are some of the recent highlights.

Mark Buchanan

God Walk: Moving at the Speed of Your Soul
July 2020



Darren Dyck Jim Cresswell

“Promoting Dialogic Pedagogy through Restricting Technologies”
Dialogic Pedagogy: An International Online Journal
Co-authors, Vol. 8 (2020)



Angie Redecopp

“With Power Comes Responsibility: Incremental Progress in Canada on Parent Company Human Rights Liability” *Journal of Leadership, Accountability and Ethics*
May 2020

Charles Cook

Beyond Hospitality: Migration, Multiculturalism, and the Church
Co-editors: Lauren Goldbeck, Lorajoy Tira-Dimangundayao.
Authors: Monetta Bailey, Jennifer Singh, Beth Stovell and alumni.
June 2020



Alan Ho

“Salience-based edge selection inflicker and binocular color vision”
i-Perception
Co-author, June 2020

Gordon T. Smith

Wisdom from Babylon: Leadership for the Church in a Secular Age
2020



Jon Coutts

“Hail, Caesar! A Jesus Film in Search of a Christ Figure” *Journal of Religion and Film* 24.1
March 2020



Matthew Morris

“Naming as a Form of Stewardship: A Case Study on Fraudulent Fishes Sold in Calgary, Alberta, Canada”
Perspectives on Science and Christian Faith
September 2020



Beth Stovell

“Moving from ‘Them’ to ‘Us’: A Biblical Theology for Diaspora Ministry” Chapter in *Beyond Hospitality: Migration, Multiculturalism, and the Church*
June 2020

“Adam Neder’s *Theology as a Way of Life*” *International Journal for Christianity and Education*
May 2020

Visit the Lions’ Store for books and other materials authored by Ambrose faculty and staff:
ambrose.edu/lions-store.



Gathering 'round a new table

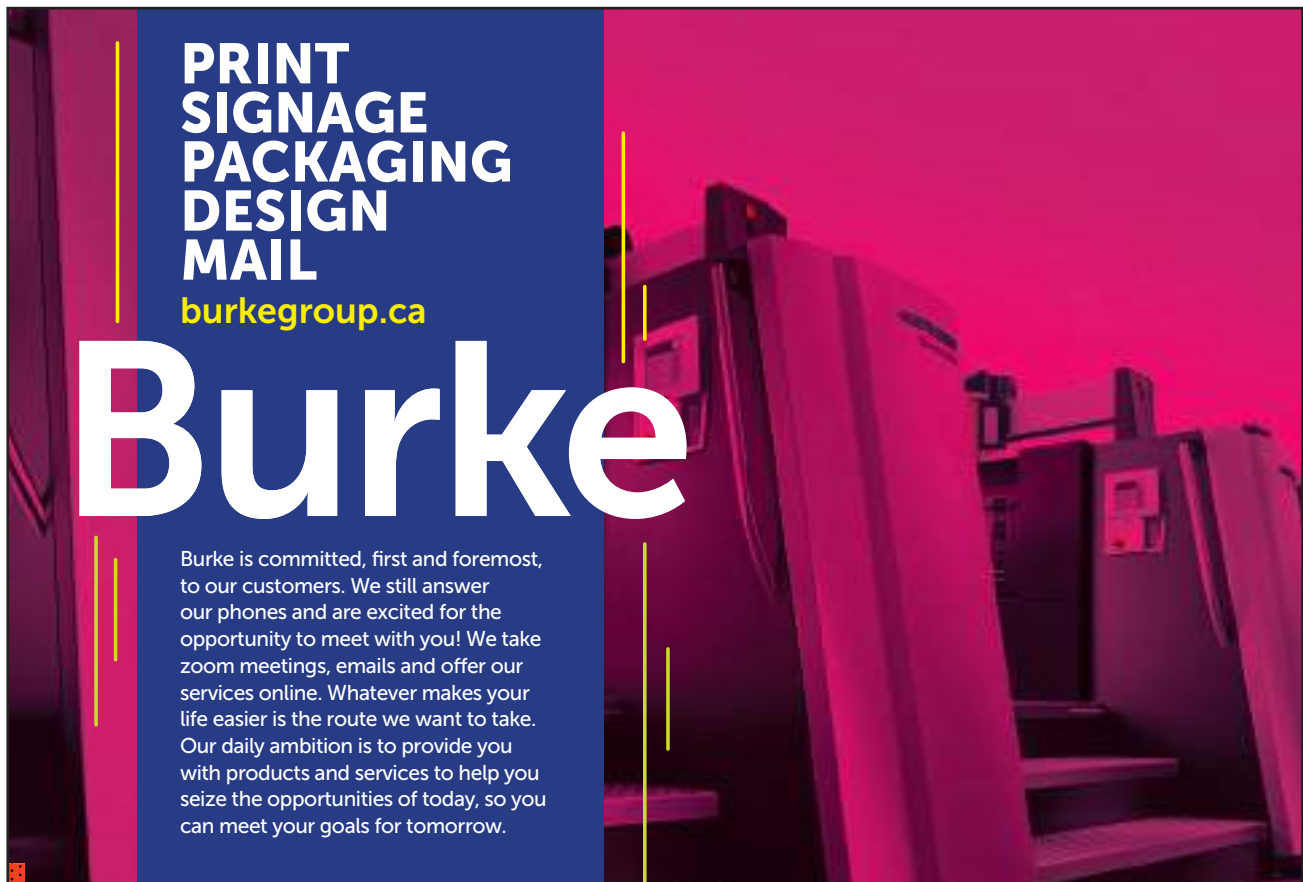
The extended Jespersen family (many of whom attended Canadian Bible College, as well as Ambrose and the Seminary) has worked hard over the past decade to create a place for Ambrose students, faculty and staff to gather around the table and break bread together. That dream was realized on November 12, 2020, when the remodelled and newly named Jespersen Food Court was opened. Believing strongly in Christian higher education, the Jespersen family is pleased to have helped to create a space for students to join in community together.

Jespersen Food Court

Orientation in the time of COVID



Orientation is a key component of each student's experience at Ambrose — and this year's posed a special challenge given the need to observe COVID-19 safety precautions. Much of the community-building happened online, with fun, interactive ways to help new students meet each other. That was rounded out by an in-person portion with small, socially-distanced cohorts, as well as a welcome box of goodies to equip students for their upcoming studies and life at Ambrose. It might have been different, but hybrid orientation turned out to be very successful!

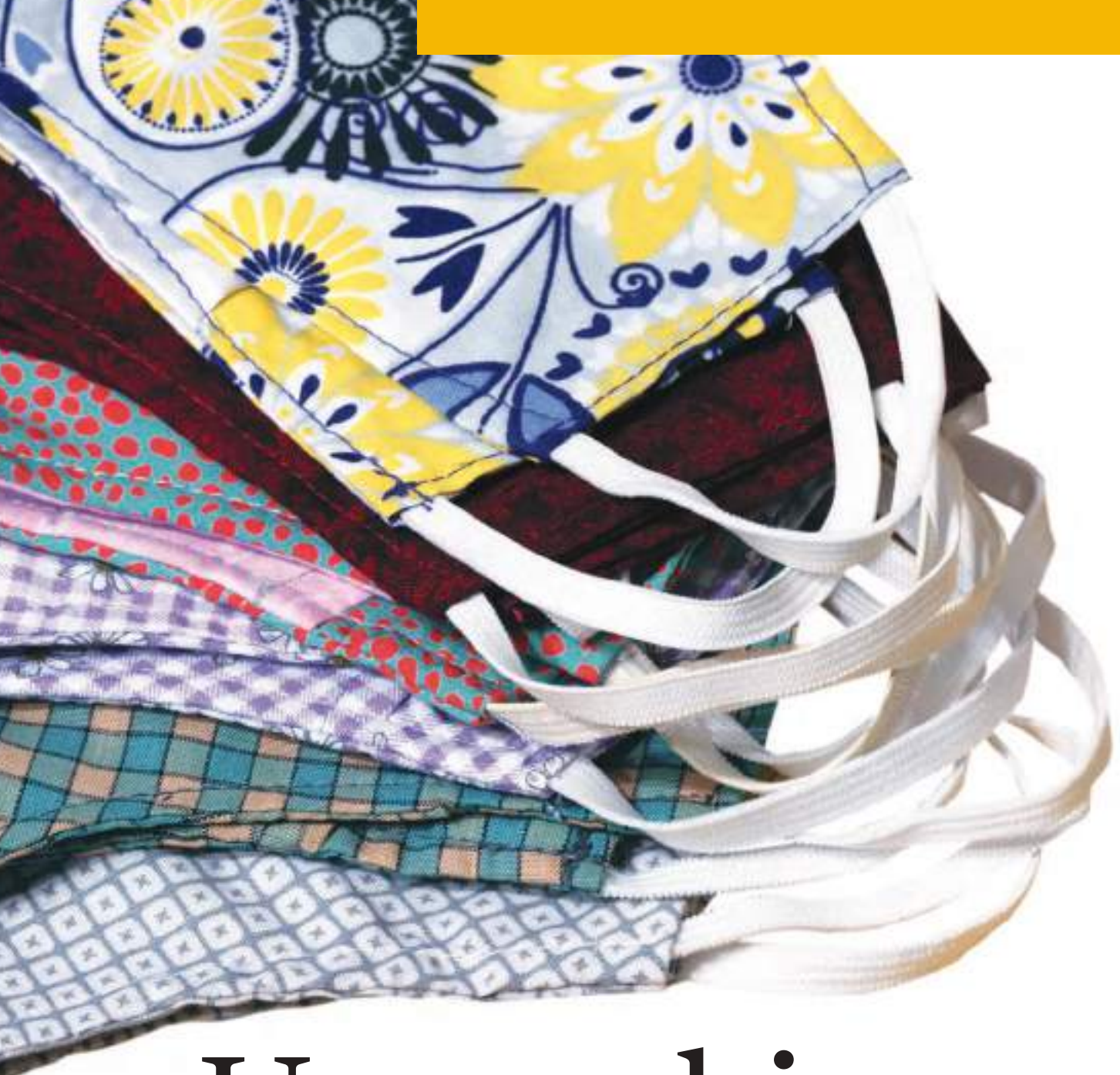


**PRINT
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PACKAGING
DESIGN
MAIL**

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Burke

Burke is committed, first and foremost, to our customers. We still answer our phones and are excited for the opportunity to meet with you! We take zoom meetings, emails and offer our services online. Whatever makes your life easier is the route we want to take. Our daily ambition is to provide you with products and services to help you seize the opportunities of today, so you can meet your goals for tomorrow.



Unmasking generosity

When the call went out to sew masks for Ambrose students, people wound their bobbins, threaded their needles and put presser feet to the metal

Students were delighted to find something special in their “welcome to Ambrose University” kits this fall.

Thanks to the generosity of ambitious sewers across the country — 42 friends and family members, and members of six churches — every student received a package of five washable masks, accompanied by a note of encouragement and support from the sewers.

“Back in the spring, so many people were looking for ways to help out, for something tangible to do,” explains Dr. Pam Nordstrom, Provost and Senior Vice-President, Academic, and the driving force behind the community sewing campaign.

By the start of the fall semester, more than 3,700 masks, in almost every imaginable fabric colour and pattern, had arrived in envelopes, shopping bags, packages, and via express post, spouse or pastor delivery.

“This was a significant thing for people to do,” Nordstrom notes. “Not only were they giving their time to make masks, they were also finding and buying supplies. That was no small thing. In the summer, there was a shortage of elastic, and then even of sewing machines.”



“Many people said they were thinking about the students as they were sewing, which is so considerate and heart warming. The connection they felt is reflected in the notes they wrote for the students.”

“They were writing, ‘We care about your students. Let them know we’re thinking about them.’”

Students, many of whom were a bit scared and overwhelmed by the prospects of returning to class, were grateful and appreciative. “They had a real sense that they were being cared for,” Nordstrom says. “That people cared at a time when so much was going on in everyone’s life.” Securing 3,700 face masks for students are but one of the actions Ambrose has taken to make it possible for on-campus teaching and learning this fall.

Nordstrom, who has more than 38 years’ experience working both on the front lines of health care as a Registered Nurse and in senior academic teaching and administrative roles, plays a pivotal role by leading the group of Ambrose decision-makers responding to the pandemic’s many changing challenges.

Many people said they were thinking about the students as they were sewing, which is so considerate and thoughtful.



“I’m one of the people setting standards, implementing regulations and enforcing rules that people must live with these days,” she says, “and that makes life a little more difficult and stressful for people. At the same time, because of my background, people also look to me for signs of hope.”

“Projects like this help everyone because people find little bits of sunshine in them. Good things are happening during the pandemic. We need to recognize them and be thankful for them.”

“People ask what gives me joy these days, and I say, ‘This project. People care. And it’s just been a lot of fun.’” □



THE LIONS' STORE IS NOW OPEN FOR ONLINE SHOPPING! BOOKS, BIBLES, CLOTHING AND MORE!

FEATURING A COLLECTION OF BOOKS WRITTEN BY AMBROSE FACULTY INCLUDING PRESIDENT GORDON T. SMITH, AUTHOR OF A RECENTLY RELEASED NEW BOOK

LIONS STORE



Wisdom from Babylon: *Leadership for the Church in a Secular Age*

What does it mean to provide leadership for the church in an increasingly secular context? When religion is privatized and secularism reigns in the public square, Christians are often drawn toward either individualist escapism or constant cultural warfare. But might this context instead offer a fresh invitation for the church to adapt and thrive?

VISIT [AMBROSE.EDU/LIONS-STORE](https://www.ambrose.edu/lions-store)

Students leverage 'weak ties' to unlock valuable career connections

BUSINESS AS UNUSUAL

In the world of business, where who you know can take what you know to a whole new level of success, the COVID-19 pandemic has thrown a wrench into things.

"In a typical year, a significant percentage of jobs are never posted, and the average manager would prefer to hire somebody they know, even a little, than someone who's totally unknown," says Dr. Tim Vanderpyl, a sessional faculty member in Human Resources at Ambrose University.

"This year, when the Alberta economy is bad, junior positions have been cut. Lots of great people are looking for jobs and it's more difficult to meet people casually. Making connections is more important than ever."

Vanderpyl and business colleagues capitalize on Ambrose's small size to get to know students and to find ways to create "weak ties" — small, informal connections — that can make all the difference in a highly competitive job market.

"Guest speakers give a unique perspective to students, beyond the theory they learn in class," Vanderpyl says. "In turn, those people get to see the great Ambrose campus and field intelligent questions from engaged students."

He knows from experience that the weak ties resulting from these interactions can be the key to opening doors, describing one example: "A director at a large bank who had spoken in one of our classes called me six months after she'd been here. She was hiring and remembered there were bright students in the class. I was able to connect her with two, and she hired one of them.

"Everyone teaching Business at Ambrose has real-world experience and that's where students' futures will be," Vanderpyl explains. "We're preparing people to enter their vocations, and we do what we can, directly and indirectly, to help them go to the front of the line."

"We don't handhold them. Students still need to reach out, pitch themselves or their companies, do good work, leverage the connections and take advantage of the opportunities. They're keen to go — and it's rewarding to watch their careers unfold." ■



We're preparing people to enter their vocations, and we do what we can, directly and indirectly, to help them go to the front of the line. ”

Dr. Tim Vanderpyl

A tiny village uses weapons of the spirit to resist the weapons of war — and to save thousands of lives

RADICAL ACTS of HOSPITALITY



Dawn is breaking on a fall day, 1940, in Le Chambon, a tiny village near the Alps in what was then German-occupied southern France. There is a quiet knock at a large green door. “Come, come in, yes, of course, come in,” says Magda Trocmé, throwing open the door and wrapping her arms around the desperate woman before her.

And so begins one of many days in a remarkable community that would help thousands of people escape to freedom during the Second World War. It’s a story so unlikely — yet so deeply, and fundamentally Christian — that Ambrose University’s Mark Buchanan, Associate Professor of Pastoral Theology, is compelled to share it with the world.

“They put their lives at risk to help others, displaying profound empathy,” Buchanan says of a Protestant community not known for being warm and friendly, but whose long history of merciless persecution by the Catholic majority gave them uncommon insight to pain. “Empathy and concern for the outsider was shaped over centuries of solid, steady biblical teaching and by having suffered grievously at the hands of the neighbours,” he says. “They ‘got it’ in a deep, deep way.

“This community understood that the gospel of Christ calls us to obedience regardless of the consequences. That it calls us to love the least of us. When

there is a crisis like war, they respond with, ‘We’re not going to let this happen to anyone else.’”

Lead pastor André Trocmé and his wife, Magda, had arrived in the village in the mid 1930s. Despite Trocmé’s many talents, his unwavering pacifism had fallen out of favour with larger, urban churches at a time of war. As that war proceeded, this brilliant man used his oratory skills to become a catalytic force urging members of his church to resist, rallying them to resist the weapons of war with weapons of the spirit.

“Trocmé’s conscience is stirred and he feels it is not right that he is safe in his little village while others are being hurt,” Buchanan says. “He glimpses his call, based on the biblical idea that the innocent or those who are being sought out of vengeance can find refuge. His community — a simple one composed mostly of farmers, cobblers, honey makers and others — will be a place of refuge.”

People on the run hear rumours about this place. Thousands, many of them Jewish, find their way to Le Chambon for help, often via the single rail line into the community. Children whose parents had been imprisoned arrive on their own.

“The Chambonais sheltered people and helped transfer them to safety, often to Switzerland or Spain,” Buchanan says. “What they did was highly organized and sophisticated. They falsified

(Top) A single rail line brought most of the refugees to the village, where the Trocmés and other Chambonais would be waiting to welcome those fleeing for their lives and enfold them into the life of the community.

(Right) Le Temple du Protestants where Trocmé was lead pastor from 1934–46. The engraving in French above the door reads “Love One Another” — a perfect distillation of Trocmé’s faith and actions.

necessary documents, for example, and operated a major forgery operation out of a barn.”

Children were sheltered and educated in the village, which already boasted a high quality elementary school that had attracted students from across Europe. Money was gathered, teachers were recruited and curriculum developed. Children hid in plain sight.

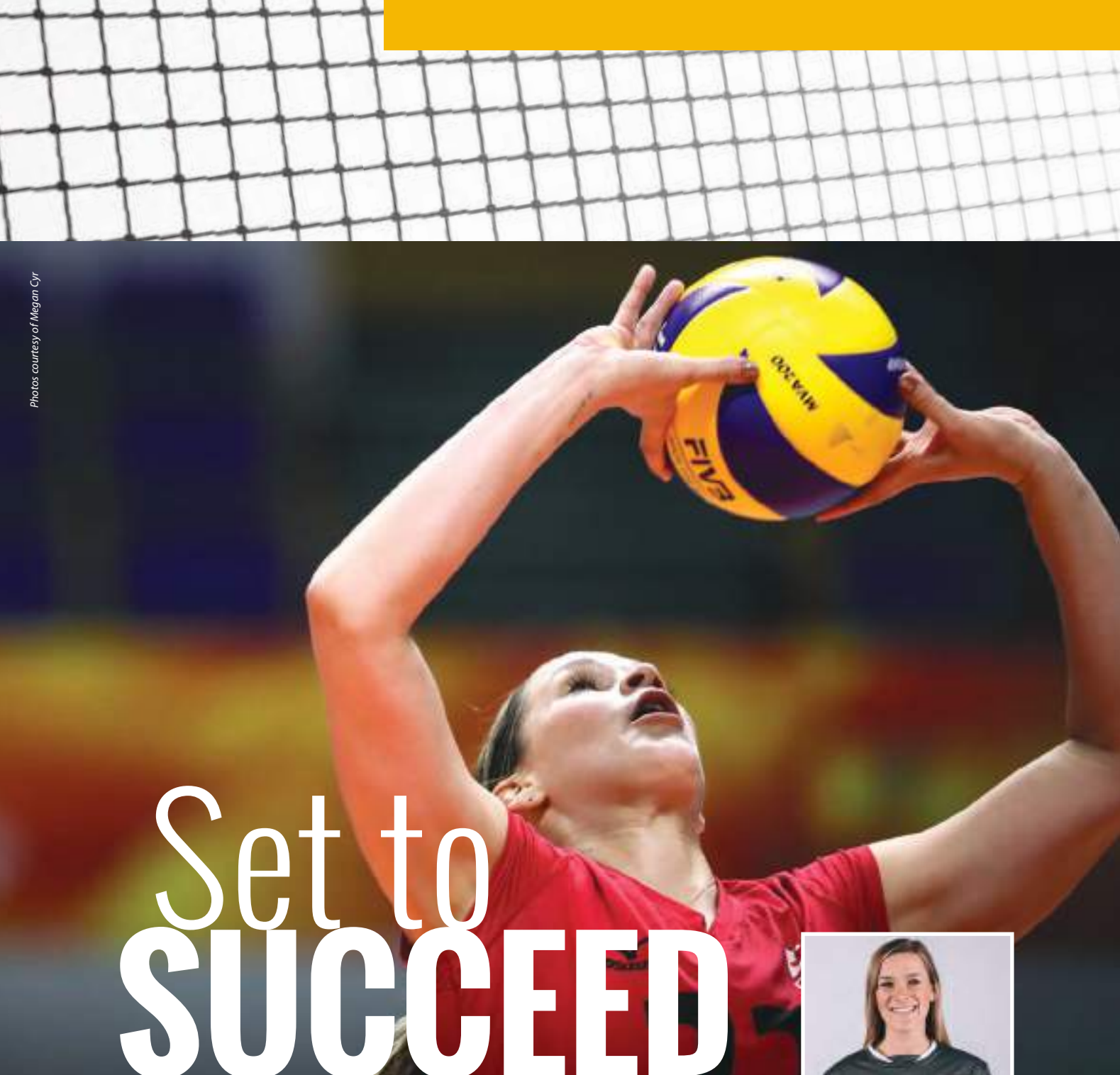
Under the gaze of Vichy, Nazi, Gestapo and SS eyes, the community never flinched, nor gave up even one of the refugees. “Everyone took part,” Buchanan says. “Even if refugees were on some kind of wanted list, people continued to put their lives at risk. They were very stoic.” It comes as no surprise, then, that at the end of the war, when the Allies rolled through and liberated the region and many German soldiers were held at a nearby prison, Trocmé became their chaplain. “For Trocmé, it wasn’t about taking sides. It was about living out your faith in concrete ways. He didn’t know how or when to stop being a Christian.” □



“ This community understood that the gospel of Christ calls us to obedience regardless of the consequences

The green door was the main entrance of the presbytery where the Trocmés lived — and often the first door refugees knocked on when arriving in Le Chambon.

Photos by Mark Buchanan



Set to SUCCEED



**A NATIONAL VOLLEYBALL PRO
FOLLOWS GOD'S HAND, TAKING
HER PLACE IN THE CLASSROOM
AND BEHIND THE LIONS WOMEN'S
TEAM BENCH**

Megan Cyr is exactly where she's meant to be.

If you'd spoken with her six months ago, however, you likely wouldn't have heard her say, "In Calgary, enrolled in the Bachelor of Education (B.Ed.) program at Ambrose University, serving as Assistant Coach of the Women's Volleyball team."

Back in January, Cyr, a setter and seven-year veteran of Canada's national Women's Volleyball team, was playing professionally in Switzerland. She knew in her heart that this would be her last year playing pro, but wasn't sure what the next chapter of life would hold. Over the next few months, the hand of God guided her as a remarkable series of events unfolded.

On May 1, back home in Manitoba, Cyr received word that she hadn't been accepted into the B.Ed. program at the University of British Columbia. After shedding a few tears and praying, she decided she would trust God to lead her forward. That same day, she re-connected with a long-time friend who ended the conversation by saying, "Who knows? Maybe you'll end up in Calgary." Even later that day, Cyr spoke with a first-year college student, a volleyball player she's been mentoring, who was considering enrolling at Ambrose.

"When she said Ambrose was in Calgary, I felt God say 'Go! Go! Go!'," Cyr says. "So on that very same day, I followed this nudge from God and sent an email to Colin [Kubinec, Ambrose's Director of Athletics and Campus Recreation]."

She learned Ambrose had the B.Ed. after-degree program she wanted, and that students were still being accepted. She spoke to Kubinec, who showed her a page from his prayer journal in which, only a day earlier, he had prayed for a setting coach for the women's volleyball team. The rest, as they say, is history, and Cyr says she still has a hard time believing it's all real.

"I was expecting a year where doors would close," Cyr says. "How can God be so kind to me? To have one door close and another immediately open? This whole process, every part of it, was just divine. "This wasn't my plan — it's way better. For the first time in my life, there's so much peace about what I'm doing. God's hand has been on every part of it."

In the back of her mind, Cyr had always thought that, one day, her volleyball experience could be parlayed into coaching. She knew she had something valuable to offer. "Because I played at such a high level, I experienced a lot of things that weren't the healthiest," she explains. "I struggled a lot mentally.

"So to be in these girls' lives, who are at the same stage in their lives as I was when I was the most lost and insecure, to give them advice that I wish I would have received, makes this the most redeeming season of my life. My biggest focus is on encouraging them to know who they are outside volleyball. When you know who you are as a person, you can decide what to internalize."

Because she can so clearly see herself in each of the women she's coaching, she's sure this is the right time to be sharing wisdom which, she says, has come from years of feeling like she's been caught in the spin cycle of a washing machine.

"It is only in the last year that I have learned to be more compassionate with myself, and to surrender, palms up, to go wherever God leads me," she says. "In coaching and in education, I want to learn so much. I want to help inspire people to be their authentic selves, whether that's in the classroom or on the volleyball court." □

This wasn't my plan — it's way better. For the first time in my life, there's so much peace about what I'm doing ”

The COVID-19 pandemic has led to the cancellation of the ACAC fall 2020 and winter 2021 seasons.





'We're all Others'

Developing
cultural fluency
to speak the
language of
respect

What we think we're doing and how we come across to others isn't always what we perceive it to be. Others may see us very differently than we see ourselves.



Indigenous truth and reconciliation. Social justice. Black Lives Matter. Racism. Climate action. Policing. LGBTQ+ rights. Immigration.

Issues long simmering just under societal consciousness have boiled to the surface in 2020. The voices of communities long minimized or silenced have grown loud, calling for urgent reform to repair what, for many, is broken.

But given the diversity and volume of messages, how is it possible to understand, let alone relate to, the cries for change? How do we create dialogue with “others” when we may see the world very differently?

“Cultural fluency is a skill we can all develop, like a language, to help people understand,” says Dr. Charles Cook, Professor of Global Studies and Mission, and Director of the Jaffray Centre for Global Initiatives at Ambrose University. “Through self-awareness and self-exploration, we can become more attentive to others. We can stop talking past each other and reduce conflicts.”

One way to develop the skill is through the Intercultural Development Inventory (IDI), a tool which helps people understand how they view and respond to cultural differences. “We all look at life through our own individual lens,” Cook explains. “Whether you’re male or female, where and when you grew up, the education you received, who you married, where you live and work ... all of this and more comes together to shape how you see life. What we think we’re doing and how we come across to others isn’t always what we perceive it to be. Others may see us very differently than we see ourselves.”

Using the IDI enables people to approach complex cultural issues more intentionally, opening the doors to changed perspectives and healthier conversations. It starts by helping people objectively understand where they are on the Intercultural Development Continuum, and gives them a plan to move forward along their cultural fluency journey. Some people, for example, believe everyone should see the world as they do. Some are very “us vs. them.” Some minimize differences, while seeking to find points of common ground. Some accept and value that different people see the world differently. Some can shift perspectives and adapt to engage in different cultural contexts. Everyone can take these insights and, with practice, change their perspective to more effectively engage in their community.

Ambrose University faculty, staff and administrators started on this journey in August, when Cook and colleague Lauren Goldbeck, Research and Program Coordinator in the Jaffray Centre, led nine sessions using the IDI (following all Alberta Health Services guidelines).

“This helps give us a common language,” Cook explains. “And it does so in a non-threatening, non-judgmental way. Cultural fluency is a skill, and like all skills, the more you use and practice it, the better you get.”

“At Ambrose, it is helping to spark conversations among colleagues and with students. I know it has helped how I teach, because when students push back on something challenging, we can then look at what has framed their perspective.”

As the world becomes more interconnected and people move around and interact more, cultural fluency will be a vital skill.

“I always point out to students that we are all an ‘Other’ to someone,” Cook says.

The Jaffray Centre is an integration point for global initiatives at Ambrose University, where new ideas, collaborative projects and fresh ways of looking at God’s global mission are nurtured. Visit jaffrayglobal.com to learn more. □

The Canadian context, culture and the church

“Canada is an immigrant nation,” says Dr. Charles Cook. “And new Canadians will always be part of the ethos of this country. So when ‘Euro-Canadian’ people think ‘this is what Canada should look like,’ the reality is that, no, we just happen to be the people who came here earlier.

“I’ve always been intrigued by the fact that in my experience of Canada, we’re so siloed. Multiculturalism celebrates the framework from which we came, and enables us to keep and honour our roots.

“But how do we move from being multicultural to intercultural? To where we’re having real conversations with each other?”

“The church has a role to play in this. If we look at scripture, we are all created in the image of God. We need to be people who value others — but we don’t always adhere to the scriptures.

“We need to respect and engage with people in civil ways.”

Jaffray

spotlight

PANDEMIC PE

The novel coronavirus has helped push 2020 into a topsy-turvy kind of chaos not seen in generations. Pandemic-lockdown life is forcing everyone to look at things a little differently.

How do we see a world that isn't quite as we know it — and, in the future, likely won't be as we expect it? What does it mean? What are the implications?

The view depends on your perspective. *Anthem* takes a look at the COVID-19 pandemic through the lens of Ambrose University's disciplines.

Mark Bartel (Arts), Darren Dyck (English Literature), Murray MacTavish (Business), Matthew Morris (Biology), Ken Nickel (Philosophy), Beth Stovell (Seminary), Joel Thiessen (Social Sciences), Christy Thomas (Education) and Ryan Wilkinson (History) share their pandemic points of view.

PERSPECTIVES

ARTS

Redefining performance

Looking through the Arts lens, how do you see the pandemic?



For the most part, art needs to be embodied — it has to be done in order to actually “be” what it is. When it is dangerous to gather, sing or touch, the initial effect of the pandemic is to eliminate the “doing” of these most-natural, human expressions. We are trying to use the creativity endemic in arts to solve the pandemic-induced problems we face.

Does it have an impact on your teaching or scholarship?

There is a greater focus on “learning about learning” because of the need for alternative delivery, and this focus on pedagogy is hopefully making us better educators. We know the legacy and future of the arts is sure and will return to some form of normalcy, but there is a sense that the arts as we know them may never be the same.

How might it affect Arts graduates?

The resilience and innovation born in times of stress will be an asset to graduates, including those who pursue further studies and careers in non-arts fields such as law, education and medicine. Understanding the unique thought processes, competencies and attitudes that go into production will serve graduates well as they become leaders, educators and facilitators.

ADDITIONAL CONTENT > The pandemic’s impact on the arts is deep and profound. Mark Bartel shares more on the Ambrose website, ambrose.edu/news.

BIOLOGY

Virus as science project

Looking through the Biology lens, how do you see the pandemic?

I am interested in the role habitat degradation plays in the transfer of viruses to humans; fewer wild spaces mean more stressed-out organisms vulnerable to viral infection, who in turn are encountering humans more frequently.

Does it have an impact on your teaching or scholarship?

It has certainly impacted the lab experience. All of the Personal Protective Equipment (PPE) we wear in the lab permits students to work in groups, but three hours of PPE can be a lot!

Will there be long-term impact in Biology?

There will be greater student interest (and demand) for those in the medical field and in genetics. Long term, we will have to wrestle with the embodied nature of what it means to be human and what online education means for robust learning experiences. How can the body be brought back into online education?



How might it affect Biology graduates?

Alumni currently in graduate school were impacted (labs cancelled or moved online, practicums affected). A few alumni, but not many, reported COVID-related layoffs. For Biology graduates, lab work is going to be an asset for science-related jobs! >>>

PANDEMIC PERSPECTIVES

BUSINESS

A new business order

Looking through the Business lens, how do you see the pandemic?

Opportunity accompanies a crisis or challenge. Some businesses will be unaffected, some will be overwhelmed with unprecedented opportunity, but many have been challenged to radically alter the way they do business or they will not survive.



Does it have an impact on your teaching or scholarship?

Ambrose develops leaders of character through building community. The world has changed, and likely permanently. We are cognizant of the need to change the way we teach with technology, while ensuring our focus on relationship.

Will there be long-term impact in Business?

We likely will not be going back to the way things were. People's life habits and ways of interacting with others and society have been altered. Yet people are discovering how much they need social interaction, so there still will be opportunities for businesses to connect and provide value.

How might it affect Business graduates?

Graduates need to be able to create and sustain relationships through technology. We prepare students through what and how we teach, in courses such as business intelligence and analytics, and societal and social marketing. Students are getting real-world experience by learning how to lead their business clubs in this new virtual world.

EDUCATION

Schooling educators

Looking through the Education lens, how do you see the pandemic?

Schools are facing a number of challenges, including the mental health impacts on students, teachers and administrators. Educators are working to prioritize this in schools and considering how we might design meaningful learning in this current context, while supporting these needs.



Does it have an impact on your teaching or scholarship?

Some projects have been put on hold because we are careful about asking teachers to engage in research in the midst of the added stressors of the pandemic. In online and hybrid courses, we continually seek ways to foster relationships to promote interactivity and student engagement.

Will there be long-term impact in Education?

There will be many, the most pressing of which include mental health impacts on students and educators, research and scholarship around online teaching and learning, and further examination of the role of technology in educational settings, whether online or face-to-face.

How might it affect Education graduates?

While graduates are well prepared with foundational pedagogical knowledge, students are feeling a lack of motivation and worried about the future of teaching. Graduates will need to be prepared to navigate teaching in this new context, as well as positioned to support students, parents and overwhelmed colleagues.

ENGLISH LITERATURE

Timeless stories

Looking through the English Literature lens, how do you see the pandemic?

Literature deals with the entirety of human experience: joy, pleasure, suffering, cruelty, love. In this time of uncertainty looking to literature helps us see that our experiences are not really new or unique, but part of the fabric of human thought and art.



Will there be long-term impact in/on English Literature?

Hopefully we're all becoming a little more familiar with our mortality and the limits associated with being human. If anything, the impact on English Literature will be positive, as more and more people ask questions about what it means to be human and desire thoughtful and nuanced answers — which are what literature provides.

How might it affect English Literature students and graduates?

English graduates are in the same situation as everyone else right now. It's not a straightforward time. That said, English students are thinkers, and they become more and more intellectually creative and flexible as their education progresses. They'll be just fine.

HISTORY

History's lessons

Looking through a History lens, how do you see the pandemic?

First, with measured hope: continuity and resilience have always been part of major human disasters, including pandemics. But History also enables empathy with those who've experienced much more severe pandemics, showing us how bad it really can get. Those who refuse to respect a pandemic's potential impact are out of touch with historical reality.



Will there be a long-term impact in History?

Over the next decade, I suspect this may exacerbate the funding issues common to many Humanities disciplines in North America, which is unfortunate, since we need a good understanding of human possibilities right now.

How might it affect History graduates?

Health and economic woes can affect History grads just like anyone else. But History students have a secret weapon, one more important than ever now. History offers great training for many kinds of jobs, but those jobs usually don't have "Historian" in the title. Grads need to think creatively about how to market the valuable skills they've gained while studying History.

PHILOSOPHY

Philosophical about life

Looking through the Philosophy lens, how do you see the pandemic?

Philosophers have long been interested in the nature of negative facts — the absence of something or the presence of nothing. We all want to see COVID-19 "gone." So when many people don't have it, how do we explain that? Unfortunately, the presence of "nothing" generates lots of disagreement. Some will invariably point to wearing masks or social distancing as the "cause" of its absence. Some may think restrictive economic and social policies did the trick. Maybe some kind of immunity explains it. And some will think some or all of these measures were unnecessary. Until we have a reliable vaccine, political and moral disagreement will persist about how best to achieve the "nothing" the world is hoping for. These are the enduring philosophical challenges of achieving and then "proving a negative."

How might it affect Philosophy graduates?

Philosophy students don't need motivation from existential threats to ask the most important questions humans can ask. It's simply routine, even during a pandemic. The current crisis has forced more people to be "philosophical" and reflect more intentionally about what makes their lives meaningful.



SEMINARY

Ministering to the hurt

Looking through the Seminary lens, how do you see the pandemic?

Seminary students are part of the digital shift to church online, bringing new challenges to church ministry. They also are among the people on the front lines of care for those struggling with the fear, grief and pain of the pandemic.

Does it have an impact on your teaching or scholarship?

Teaching Seminary during COVID involves shifting not only to online hybrid courses, but also discussing in class topics like feelings of exile as they relate to the exilic prophets such as Ezekiel.



How might it affect Seminary graduates?

The ministry world that Seminary students are going into after graduation is a different world. The pain, loss, confusion and isolation experienced due to the pandemic mean graduates enter a world that is hurting in deep ways. Strong and creative pastors and leaders are necessary to meet these needs.

SOCIAL SCIENCES

Societal shifts

Looking through the Social Sciences lens, how do you see the pandemic?

There is heightened attention to the ways humans see themselves and interact with others, power dynamics and inequalities, social change and (re)prioritizing what is important in society. These include identity, personality, social class, relationships, health care, race, government, age, religion and gender.

Does it have an impact on your teaching or scholarship?

The pandemic opens new opportunities — in the classroom and in the research field — to carefully compare and contrast pre-, during- and post-COVID social perceptions, realities and experiences across many sectors of society.

Will there be long-term impact in Social Sciences?

This could be like the Second World War in terms of generating a massive societal-wide generational shift, where there is no going back. The social sciences will forever be changed to monitor the impacts on individuals, groups and social institutions.

How might it affect Social Sciences graduates?

The pandemic is so multifaceted in its impact on everyone in the world that graduates may benefit from the focused and nuanced training and experiences of living "real time" through and studying a society-wide pandemic. □



Mark Bartel is an Associate Professor of Music (Choral activities); Darren Dyck is an Assistant Professor of English; Murray MacTavish is Associate Dean, School of Business; Matthew Morris is an Assistant Professor of Biology; Ken Nickel is an Associate Professor of Philosophy; Beth Stovell is Chair, General Theology Studies and an Associate Professor of Old Testament; Joel Thiessen is a Professor of Sociology and Director of the Flourishing Congregations Institute; Christy Thomas is an Assistant Professor of Education; Ryan Wilkinson is an Assistant Professor of History.

Journeying from despair to goodness



“ Out of the despair and grief, I trust that you, too, have entered into a renewed season of hope.”

At my first Board meeting back in November, I was asked to bring the morning devotional. I began that talk with a quote from Christian Wiman, from his book *My Bright Abyss: Meditation of a Modern Believer*.

“In fact, there is no way to return to the faith of your childhood, not really, unless you’ve just woken from a decades-long and absolutely literal coma. Faith is not some half-remembering country into which you come like a long-exile king, dispensing the old wisdom, casting out the radical, insurrectionist aspects of yourself by which you’d been betrayed. No. Life is not an error even when it is. That is to say, whatever faith you emerge with at the end of your life is going to be not simply affected by that life but intimately dependent upon it, for faith in God is, in the deepest sense, faith in life — which means that even the staunchest life of faith is a life of great change. It follows that if you believe at fifty what you believed at fifteen, then you have not lived — or have denied the reality of your life.”

**Comments have been condensed and edited throughout for length*

I honestly thought that at my ripe old age, my faith had progressed and developed to the point where I had concluded the doubt, the shifting, the changing, the deconstruction, the reconstruction and re-engagement. I had worked hard at reimagining the faith of my childhood and early adulthood. It had seemed somehow deficient. It was lacking, watery, weak. All propped up by cheap certitude. I had engaged in insightful conversations with devoted lovers of Jesus. I had drawn upon a broad spectrum of Christian thinkers and theologians, mystics and writers. I felt part of an eclectic community — Orthodox, Catholic, Anglican, Protestant, Evangelical ... all lovers and students of the Gospels. My spiritual formation was complete. Now I would coast.

THEN, COVID HAPPENED! It happened for me and my community. It happened for you. Much of the certainty in my life evaporated in a 24-hour span. We isolated ourselves from family, friends, our church community ... society in general. Like most, we experienced loss. Frankly, we crossed the threshold

On a sunny August 18, 2020, faculty and staff gathered outdoors at a social distance to celebrate Ambrose Day. Debi Mills, Chair of the Ambrose University Board of Governors, provided closing remarks — and inspiration for the academic year ahead. *Following are excerpts.**



into the wilderness. Grief and despair were consuming us. We could have stayed in the wilderness for a really long time wallowing in feelings of desolation and despondency and dejection. Everything I thought I knew about myself, about God, about the world was suddenly in question again. A dark week passed.

The amazing theologian Walter Brueggemann wrote in *The Prophetic Imagination*: “Real hope only comes to us after despair.” My veil of despair began to lift. I read books and listened and rested. Exercised and cooked meals. Savoured beautiful music. Learned new ways of being. Caught up with captivating podcasts. Indulged in some British television. Meditated and prayed. Gardened and engaged in thoughtful and reflective conversation with the only other person in my tiny cosmos. I began to settle.

[After] 7.5 weeks of shutdown and relative isolation, I have a realization: I am changed somehow. I never want life to return to our mindless, superficial, callous and consumer-driven ways. This disruption taught me so much about myself, my God and my world. To be sure, I grieved my losses, but I made some new choices. I envisioned things differently.

I will create new ways to live and to restore myself. I will commit to the rejuvenation of my community and our Earth. You have experienced your own iteration of grief and despair. Cancelled classes. Farewells to on-campus residents. The scramble to incorporate online learning. Isolation from colleagues and contemporaries. Uncertainty about the future. Programs and plans abandoned. It all happened swiftly, precipitously and mercilessly.

Out of the despair and grief, I trust that you, too, have entered into a renewed season of hope.

This will be a school year like no other. Our students will have countless “disconnects.” Certainly uncertainties, misgivings, perplexities and anxieties will abound. Students will have experienced despair and grief. They will require a safe space of wisdom, guidance, grace, compassion and acceptance. This institution and its leadership will be signs along the way pointing to God’s goodness, wholeness and healing. There can indeed be a resurrection of hope.

For students with doubts, debates and skepticism, can we meet them in a renewed way knowing God isn’t threatened by their questions, or their anger, their grief or bewildered wonderings? We ask because we want to know, because it matters to us. Is it at all possible that the answer could reveal God in a far broader, far more gentle and far more “receiving” way than we ever imagined?

At times our answer is to wait, and sometimes our answer is another question. Can we learn to live in that

“unknowing?” It is interesting how often Jesus disrupted the comfortable — the ones who thought their answers were settled and done, who were convinced that their righteousness was equal to their rightness. It takes faith to dwell in the uncertainty. Give students space for their beliefs to transform and shift. Faculty and staff, grant each other the same space for growth and change. Facilitate the sweet discovery of new inspiration from scripture and aid in unearthing new ways to live out a life of faith. There is so much possibility and promise in this strange time. We have this unique opportunity, in this season, to reimagine and reshape a healthy and holistic narrative ... what genuinely is required to be a Christ follower and what the Kingdom of God actually is supposed to be.

The good news is that God can transform our suffering, grief and despair into depth of character and hope. Let’s not default into those persons with better and “righter” answers. Rather, let’s become people who are more gracious and embracing, who understand the compassion, the loving kindness and the goodness of God. □

We have this unique opportunity, in this season, to reimagine and reshape a healthy and holistic narrative ... what genuinely is required to be a Christ follower and what the Kingdom of God actually is supposed to be. ”



tenure time

To be awarded
tenure is to reach a
major milestone on an
academic career journey.

Ambrose University has a strong group of
tenured faculty across all disciplines — and
those ranks recently grew by three.

*Pictured left to right:
Barrett Hileman, Associate
Professor, Theatre; Dr. Monetta Bailey,
Assistant Professor, Sociology and
Dr. Jim Cresswell, Professor, Psychology.*



Tenure is not a gift. It is earned.

It recognizes faculty who have noteworthy scholarly achievements, are excellent teachers and make significant contributions to their institution and its students, their field of study and the wider community.

Tenure is intrinsic to high quality post-secondary education, a commitment to mutual betterment of value to faculty, students and society alike. It affirms faculty members' freedom to speak about and explore difficult, even potentially controversial topics and to consider diverse perspectives. Doing so enables faculty to open the doors to knowledge and understanding more widely — on campus, across communities and beyond.

Researching what's right for our time

Dr. Monetta Bailey
Assistant Professor, Sociology

Dr. Monetta Bailey has a keen interest in the intersection of race, ethnicity, immigration and the justice system, and her research is proving particularly relevant at this time in history. She shares her insights and perspectives with students and colleagues, also with the broader community as part of a local television panel focused on criminal justice issues.

Bailey's career at Ambrose University began in 2012 — and could well be described as an academic journey of faith. "I was initially intrigued that Ambrose was faith-based," she says. "I wondered what it would look like to blend academics and faith, which I saw as two very separate parts of my identity. Since faith isn't usually part of academia, being able to integrate the two was quite freeing."

So, too, was the opportunity to blend teaching and research. "I've come to enjoy teaching more and more," she says. "I don't see my options as teaching or research, but teaching and research." Tenure, she believes, will enable her to move forward even more confidently with research into race and ethnicity that doesn't necessarily fit into the "traditional research" box. As importantly, she says she'll feel more at ease about being outspoken and "saying what I need to say" about issues such as Black Lives Matter.

It will also make it possible to follow research avenues she's had in mind for some time, notably looking at radicalization as a concept in Alberta. "I'd like to look at how different groups become radicalized, how they fit in with society, what discourses they're feeding on, what experiences individuals have," she says.

"I hope to look broadly at how people become radicalized, and what that looks like." She plans to turn her findings into a book — sharing knowledge with students, colleagues and the community at large. >>>

“ Tenure gives me the security to think bigger and more long term.”

Forging connections that matter

Dr. Jim Cresswell
Professor, Psychology

Ambrose University Bachelor of Arts – Psychology students know firsthand the impact Dr. Jim Cresswell has on their lives — he was the architect of the popular program that gives them the knowledge and space to realize their potential.

Cresswell is an international scholar with numerous books, publications and presentations to his credit, and no end in sight for a busy research agenda. He came to Ambrose in 2017, having previously developed a university Psychology program, and built on that experience to lead colleagues to create a distinctive offering for Ambrose.

Tenure, he believes, means trust and validation as a scholar and teacher, and affirms that what he stands for resonates with what Ambrose stands for.

“Teaching really matters,” Cresswell says. “For me, it is a spiritual act. It’s very personal and one of those jobs where you can’t pull the personal and the professional apart. It is about sharing the experience of learning with my colleagues and students. It is forging connections and building community — engaging in deeply relational connections.

“Tenure isn’t important, per se. Rather, what it stands for is what matters. It signals that the University trusts my ability, that it wants to make the long-term investment in me. It gives me the freedom to make holistic decisions; decisions that matter, that are economic, pragmatic, ethical — and respected.”

While Cresswell always envisioned a future rich with scholarly activity, and serving the community through his investigations, tenure will help broaden his view of potential research avenues.

“The role of academics is to live in the unknown. We are always asking what the world is like, and whether we’d see it differently if we thought about it differently, and what we’d do about it. It can be a bit tricky sometimes.”

“**Tenure signals that the University trusts my ability, that it wants to make the long-term investment in me.**”

Acting to realize potential

Barrett Hileman
Associate Professor, Theatre

Barrett Hileman came to Calgary from New York in 2014 to take on an exciting role: creating a new Diploma in Acting program for Ambrose University. He literally wrote his own part, becoming the very first instructor in the new program.

“I had never sought teaching positions,” Hileman says of his career to that point. “But this was a missional fit for me. Ambrose, my personal life, directing, teaching ... it all aligns.

“I’m always looking at what is possible, what is new, what kind of society we want to live in, and how we can experience growth personally, artistically and professionally,” he explains. “Teaching at Ambrose allows me to live out the belief I have in people’s potential, in guiding students who might not even see it in themselves.”

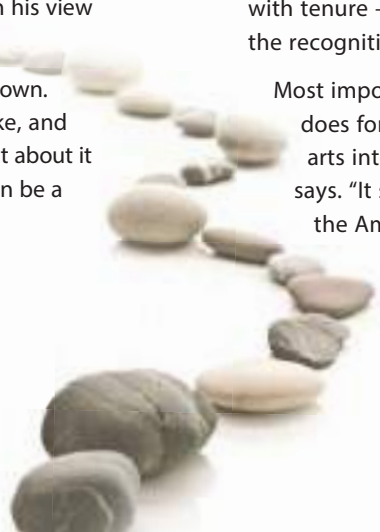
Sometimes change comes in spurts, and sometimes it is of the gradual day-to-day variety, but “doing the work will always change you.”

In addition to Hileman’s teaching and scholarly activity, he also writes and has a professional practice in theatre directing and dramaturgy, including recently directing a play for Fire Exit Theatre. Hileman is also completing audio drama scripting and directing for Good Seed International — it does “formalize a partnership” and add a degree of security that is seldom present in his field.

“Jobs in the arts are always tenuous,” he says. “I don’t live with the illusion of security, even with tenure — but I am certainly grateful for the recognition.”

Most importantly, however, is what tenure does for the arts at Ambrose. “It embeds the arts into the fabric of the University,” Hileman says. “It solidifies that the arts are part of the Ambrose identity.” □





Tenure embeds the arts into the fabric of the University. It solidifies that the arts are part of the Ambrose identity.



family & friends

Ambrose University is blessed to be part of a large, growing and vibrant community. Meet some of the many people within it — and share your own news with others by visiting ambrose.edu or emailing anthem@ambrose.edu.

Stay in TOUCH!

-  facebook.com/AmbroseAlumni
-  youtube.com/ambroseuniversity
-  [@ambrose_uni](https://twitter.com/ambrose_uni)
-  [@ambrose_uni](https://www.instagram.com/ambrose_uni)

COMING EVENTS

Symposiums

Quit Pastoring Your Church with Rev. Aaron Gerrard

Tuesday, January 26

Women's Paths to Ministry in the Alliance Church with Rev. Alexandra Meek

Tuesday, April 20

One Day Workshops

Leaders in the Midst: Self-Leadership in a Scrambled Age with Dr. Terry Young (LE545)

Wednesday, January 20

9:00 am-12:30 pm

Prayer and Ministry with Dr. Roger Helland (PT545)

Wednesday, February 24

9:00 am-12:30 pm

Preaching Science: How to Write Sermons Based on Creation Texts with Rev. John Van Sloten (PR545)

Wednesday, March 24

9:00 am-12:30 pm

ambrose.edu/anthemseminary

A Seminary celebration!



The 2020 year marked the 50th anniversary of the Seminary and, despite the pandemic challenges, the occasion was marked by alumni from across Canada to London to Georgia, and all points in between.

In early February, alumni and friends gathered together in Richmond, B.C. By the time fall rolled around, and COVID-19 was impacting every facet of life, a hoped-for in-person event pivoted to a Zoom-based virtual event on November 19. Alumni from the 1980s through the 2010s joined in, as did past faculty members, current Dean Dr. Jo-Ann Badley and Ambrose University President Dr. Gordon Smith.

It may have been a different kind of event, but alumni from different eras took advantage of the opportunity to connect with one another in various breakout groups, sharing stories, getting updates and generally reconnecting with peers and professors.

A PowerPoint presentation was developed just for the occasion. Check it out online at ambrose.edu/alumni-celebration

Bryce Ashlin-Mayo

(CBC B.Th. '98) has written a new book, *Digital Mission: A Practical Guide for Ministry Online*, which addresses the importance of digital communications



for congregational ministry and mission. Written with a reflective and hopeful posture, the book helps equip church leaders for online ministry and empowers them for an increasingly digital future. Bryce is lead pastor of Westlife Church and a sessional instructor at Ambrose.

Ken Badley (former professor, CBC) and **Amanda Ross** (student, Seminary Master of Divinity) have written *Now, How Shall We Be? The Cultural Moment and Our Christian Response*. They posit that the end of Christendom has left western culture largely unmoored and, although contemporary people have looked in many other places for security, these new moorings have not delivered on their promises.

Ric Cyr (CBC '89) joined Sherwood Park Alliance staff as school campus pastor after graduation.



After three years in Alberta, Ric and Charlene moved to Vernon Alliance, where Ric served as youth pastor from 1993-99. Family ties brought them back to Alberta in 1999 and they joined SPAC in August 2000, working as Family Ministries pastor until February 2005. They then moved back to the Okanagan, joining Eagle Bay Camp staff, where they have been the last 16 years. In July 2020, Ric and Charlene celebrated their 33rd wedding anniversary.



Marva (Parsons) Goertzen (CBC '91 and current Ambrose employee) is delighted to share news of the marriage of her oldest daughter, **Paige** (Biology '20) to Liam Richardson. The family was blessed to have so many family members share the occasion, including **Natasha Peters** (Bachelor of Behavioural Science '21), **Cody Goertzen** (Business student), **Bill Parsons** (CBC; Board member '91) and Marilyn Parsons, **Milton Friesen** (CBC '94) and **Michelle (Parsons) Friesen** (CBC '92).

Howard Griffin (CNC '42) reached a wonderful milestone on July 14, 2020, celebrating his 100th birthday. Howard is a long-time pastor credited with playing a key role in establishing the Church of the Nazarene in Alberta. He and his wife, Ruth, who passed away last year, have two daughters, Carrie and Joyce, who are also CNC alumni.



Lynette Harris (CBC BRE '03) married Rodney Loewen and became stepmom to Kamryn (age 15) and Brynley (age 7) on Aug. 3, 2019, in Winnipeg, Man. Lynette is the Regional Manager: Manitoba, Saskatchewan, Northern Ontario, for Samaritan's Purse Canada.

Jake and Mavis Klassen

(both CBC '60) celebrated their 62nd wedding anniversary this past summer. Congratulations from the Ambrose family!



Ray Matheson

(former professor, CBC and CTS) was profiled in an article in the *Calgary Herald* on Sept. 26, 2020. Writer Licia Corbella noted:



"The month of September at First Alliance Church has been dedicated to Pastor Ray's official 'retirement' from 50 years of full-time Christian ministry. The quotation marks are there because Ray actually retired from his role as congregational care pastor (at First Alliance) in June 2019, where he has worked since 1988." The 76-year-old Matheson continues to have an office at the church and regularly receives calls from individuals and families in crisis who are seeking prayer and solutions. Matheson is currently the president of the Calgary Council of Christians and Jews.

Dr. Dave Neale

(Ambrose Professor Emeritus and administrator, serving from 1990-2006) has



accepted the position of Preaching Pastor at Victoria Church of the Nazarene. Dave filled the post of Interim preaching pastor for seven months in 2019-20. He and his wife Christine have now returned to Victoria to assume a three-year appointment.

Do you have a fond or fun memory from your student, teaching or work days?

Share it with Family & Friends in *Anthem*! Send a note, a few bullet points or a thought or two (and a photo, if you have one) to anthem@ambrose.edu to be included in an upcoming issue. You'll help grow the Ambrose community and inspire others to do the same!

Heather (Moreton) Roy (NUC '02) continues to share the poignant story of her daughter, 11-year-old Evelyn, who struggled with terminal cancer and tragically died in February 2020. Rainbows which were gifted to the family inspired a community-wide campaign of hope and joy (and a social media initiative #rainbowsforevelyn) as people across Calgary posted rainbows — many drawn by children — in their windows to honour the young girl. The movement also lifted spirits during the early days of the COVID-19 pandemic. The family is dedicated to raising funds for the Alberta Children's Hospital and other children's cancer care initiatives.

Micah Smith (CBC BRE '06) and **Sarah Coull** (CBC BRE '04) are just over a year into ministry in Courtenay, B.C., where Micah is the lead pastor of Living Hope Church on Vancouver Island. Sarah serves as a teacher-librarian with the school district. Micah says: "Our congregation has done very well in the

COVID season. There have been many expressions of care for one another, and for our neighbours. ... We have been focusing on developing our small group ministry, and are beginning to intentionally make our online worship service directed toward participatory liturgy for our small groups to engage in."

Alexis (Belyea) and Jordan Tjart (Business Administration '13 and Ministry '17, respectively) have been in Winnipeg for 2-1/2 years and recently welcomed their second son. They bought a house and are setting down roots and loving their community. Jordan's youth pastor job looks a bit different these days, meeting online and or in person (wearing masks), and the couple appreciates being able to minister to youth in the community and to continue to grow relationships with them.



Erin and Jonathan Wiberg (both Biology '20) write: "Amidst the craziness of graduating and starting our lives together in a global pandemic, God has been so faithful to us. Though our original wedding plans were no longer possible due to the events of 2020, we still had the most beautiful day with our nearest and dearest. Surrounded by 25 of our family and friends, we got married under starlight on the evening of August



15. Though we were worried about starting this next chapter in our lives in such a time as this, God has taught us again and again to trust in Him. Only a few days after our wedding, Jonathan was offered a job at an environmental

consulting company as a field technician (making full use of that biology degree ... yay!). Erin is taking a one-year Office Professional program at SAIT which will aid her in working toward her goal of getting an office job at an environmental consulting firm."

Passing into the presence of Jesus

Prayers and condolences are extended to friends and family of those who have passed away. Please submit your memorial announcements at ambrose.edu/anthem.

Marilyn (Kliewer) Ibsen

(CBC BRE '75) passed away on Jan. 16, 2020, in Abbotsford, B.C. She and **Don Ibsen** (CBC B.Th. '75; CTS '90) had been married for 46 years. Marilyn gave her heart to care for others, in particular those who have engaged in cross-cultural work. She served as an international worker with the Christian and Missionary Alliance for 15 years in three Latin American countries, and after returning to Canada, earned certification as a clinical counsellor, serving clients from her home office.



William Muzzy (WCBI '56) died on July 19, 2020, in Owen Sound, Ont., at age 89. He is survived by wife **Joyce (Hayward) Muzzy** (WCBI '55),



three children and six grandchildren, including Eric Peterson (Ambrose '16). Bill's ministry was teaching, starting at the one-room Settlement School in Tobermory, Ont., and 27 years with the Toronto Board of Education. The Muzzys stayed active in "retirement," turning a hobby sawmill into a successful small business on the Bruce Peninsula of Ontario.

Garry Tollefson

(CBC B.Th. '78) passed peacefully into the presence of his Lord and Saviour Jesus Christ on April 27, 2020, at the age of 64 years. Garry was a man of devotion, firstly to God,



then to his wife, Bev, and sons. He loved to study and learn, and to share his knowledge with others through his passion for public speaking. At CBC, he developed a love for drama, and years later used his skills to direct others on stage.

Marilyn Woodruff

(CBC '57) passed away suddenly on Oct. 22, 2020, at the age of 84, survived by her husband of 63 years, Rev. **Howard Woodruff** (CBC). Marilyn's life revolved around family and church. She played piano and organ for church services and was involved in all aspects of local ministry, including teaching children's church, vacation Bible schools, Pioneer Girls and cooking at summer camps. She was an active member of Beulah Alliance Church in Edmonton for the past 23 years.





Photo by Elise Fitzgerald

We are learner-teachers

by Cody Lind

“The liminal space between learner and teacher can be disquieting. We crave certainty. But in the in-between spaces, in the seemingly contradictory roles, that’s where Jesus is.”

Cody Lind is a student in Ambrose’s Bachelor of Education – Elementary program.

When, on the first day of school, someone who now I can only picture as a tweed-wearing, cigar-smoking philosophy professor, asked “What is the purpose of education?” eyes rolled, I am sure. Please excuse me if I don’t remember exactly; it’s been a long year.

Back in September 2019, I think we Education students saw the answer as obvious, not aware that our own private thoughts diverged significantly from the next person. And that never ceases to surprise us, does it? We weren’t here to discuss the teleological nature of education; we were concerned with *how to teach*. Little did I know that as the world would be upended this year, so too would be my perspective on education.

Although you may not be a vocational teacher, you already are involved in some aspect of education. Whether it’s parenting, coaching or teaching Sunday school, we are always imparting a little bit of what we know to those around us.

My shift in thinking is probably best summarized by Michelle Tanaka, who published a text on how to weave Indigenous ways of knowing into education. She says “we are not *either* a learner or a teacher but always hold the potential of being both simultaneously; we are *learner-teachers*” (italics hers).

Adopting this disposition is profoundly humbling, because renouncing the singular title of teacher involves a sacrifice: being right. And in the teacher-student relationship, there is power in *being right* — at least traditionally. Perhaps we conflate being wrong as being in a vulnerable position (or is that just me?).

It would seem that our world, perhaps more than usual, is in a state of chaos. Between political polarity, protests on racial injustices and the power of social media — I think that these issues won’t spill over into the classroom. And if this year has taught us anything, it’s that we don’t get peace by being right. Jordan Peterson notes that we, “must decide whether to insist upon the absolute correctness of [our] view, or to listen and negotiate.” I believe there is an abundance of truth in that statement.

It seems to me that we are constantly being baited into choosing sides. But I think the only solution is that we need to be both: learner *and* teacher. The liminal space between learner and teacher can be disquieting. We crave certainty. But in the in-between spaces, in the seemingly contradictory roles, that’s where Jesus is. And, more than ever, I am clinging to my faith.

From the get-go, the Christian story has challenged the notion of either-or thinking. Jesus is simultaneously human and divine, Mary is both a virgin and a mother, and God is three in one. As I look into stepping into my first role as a “teacher,” I am thankful for Jesus and how He transcends, and yet includes all things. He models for me how to resist the temptation of being right, and to work toward a position of vulnerability and humility as I approach all things.

See you in the classroom (or on Zoom)! ▣

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strokes off anyone's golf game.
It's called an eraser."

Arnold Palmer



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