

SUMMER 2026



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Booth UC Connect Magazine is published two times yearly. We want to share the good news of what has been happening at Booth University College.

As the name of the publication suggests, Booth UC thrives on our connections between instructors and students and between theory and practice. Equally valued are the linkages between this institution and learning partners across Canada and around the world. And then there are the connections with people like you. Together, we are shaping the future.

William and Catherine Booth University College, rooted in The Salvation Army's Wesleyan theological tradition, brings together Christian faith, rigorous scholarship and a passion for service. The University College educates students to understand the complexities of our world, to develop the knowledge and skills necessary to be active contributors to society, and to know how Christian faith compels them to bring hope, justice and mercy into our world.

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BOOTH
UNIVERSITY
COLLEGE

EDUCATION FOR A BETTER WORLD



President's Message

“You are the salt of the earth. . . You are the light of the world. . . In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven”

(Matthew 5:13-16, NIV)

Booth University College is serious about “Education for a Better World.” These words are more than a tagline; they encapsulate our *raison d’être*. As a Christ-centred, private higher education institution, we are committed to a holistic educational experience that shapes students in community and for community. Our students are regularly challenged to apply the knowledge and skills gained here to help others and make a positive impact in the various communities where they find themselves.

This issue of Connect Magazine celebrates graduates, past and present, giving us a glimpse of the many ways our students embody “Education for a Better World.” Featured stories include a leader of a community health program in New Brunswick, the founder of a nonprofit dedicated to giving new opportunities to children in Ethiopia, a Salvation Army officer who now serves as Chair of the Alumni Council, and a Booth UC alum who has joined the faculty and recently published a new book. These people are salt and light, and their stories give us hope, teach us justice and mercy, and remind us of our shared responsibility to use the advantages we have been given to tear down fences that divide and build longer tables that unite.



BOOTH
UNIVERSITY
COLLEGE

To God be the Glory,
Rev. (Dr.) Rob A. Fringer,
President and Vice Chancellor

A portrait of Corrine Saulnier, a woman with long, wavy brown hair, smiling. She is wearing a dark blazer over a dark top and a necklace with a small pendant. The background is a blurred outdoor setting.

Leading Community Health with

Vision and Compassion

A conversation with Corrine Saulnier, Clinical Executive Director of Community Health, Horizon Health Network — and proud Booth UC alumna.

“I only serve others as the Lord lives in me. If there is anything positive I have achieved in my career, it is due to the presence of the Lord in my life and the saving power of Jesus.”

EARLY JOURNEY

Could you tell us a little about your early journey in life and what first led you toward a career in health and community leadership? Was there a particular moment or experience that confirmed serving people through community health was the path you wanted to pursue?

As the child of Salvation Army officer parents, I was taught very early on the importance of serving others with humility, joy, grace and persistence. In moving all across the country due to my parents' ministry placements, I learned resilience and came to appreciate people from diverse backgrounds, lifestyles, and communities. I firmly believe these early interactions grounded an attitude of service within me and helped me appreciate the humanity of others, even those who were not 'like me'. I learned, even as a shy and timid child, to appreciate the differences of others.

As a Booth student, I participated in a field placement as part of my third year education program. I was a teaching assistant in a downtown elementary school for a semester. The children enrolled in this downtown school had many educational and socio-economic needs. Within that placement I observed a fuller scope of what teachers experience in the public school system that extended far beyond teaching. They became counselors, meal makers, social workers, parents and advocates, among many other roles beyond teaching. It was there that I first started to connect the dots between how the health of a community affects an individual — in this case, a child — and that concept was rooted in me.

THE BOOTH UC EXPERIENCE

What initially drew you to Booth University College, and what were your expectations when you first arrived?

My parents served as officers in Winnipeg from 1991–1993 and at the time, I became exposed to Booth University College through seeing students attend their church and participate in their field placements in this ministry. I was drawn to their collegiality and similar moral grounding that existed with my growing adolescent perspective of serving others. Those students seemed smart, cool and confident! It was appealing.

I arrived at Booth University College (then Catherine Booth Bible College) in September 1994. I lived in the shared space of anxiety and optimism. A dear friend of mine at the time and I decided to arrive together, so it was comforting to know that I had at least one ally on campus! At the time we lived in the dorm, and we settled in quickly with the beloved on-campus staff who lived there with us.

During your time at Booth, what field did you study, and were there particular faculty members, courses, or experiences that had a lasting influence on you?

I initially arrived at Booth intending to complete the Social Work degree and within the first semester quickly realized this field was not for me. So, I transferred to the Christian Education program, under the keen leadership of Dr. Eleanor Loewen, then later supplemented with the teachings of Major Cathie Harris among others. They, alongside Dr. Roy Jeal and many other fine professors, were instrumental in my development and pushed me to think beyond my known perspectives and patterns. Of course, as young adults, there are many simultaneous developmental shifts happening, but through it all, they remained patient and consistent.

I remember the day when the administration brought Dr. Roy Jeal to our class to give a lecture as part of the hiring process for a new professor. He was one of two candidates at the time and believe it or not, most of the class opted for the other candidate! I am so happy to be proven wrong as he was truly one of the best teachers and influences in my early academic life (sorry Roy lol).

Booth UC speaks often about “Education for a Better World” – bringing together rigorous scholarship, and a passion for service. In what ways did your time at Booth shape how you approach leadership, decision-making, and serving communities today?

My time at Booth University College cannot be summarized in one or two sentences. So much of who I am today started in those sleepy dorm rooms and carpeted gym floors. The values I possess as a leader today around collaboration, communication and clarity started at group project tables, late night slurpee runs, meaningful chapel services and listening to lectures that were on point, even if I didn’t fully comprehend it at the time.

One of the strengths of the Booth curricula is the groundedness of living, understanding and serving the community. This is due in part to the influence of the Salvation Army in its history but extends beyond said influence. Being positioned in the downtown of one of the country’s major cities, alive with multicultural and multiethnic influences, and being fully present in field opportunities to explore and challenge oneself, is extraordinary. Learning is not only lived ‘with-in’ but lived ‘with-out’. With others and outside of oneself. This is the Booth way.

CAREER JOURNEY

Since graduating from Booth, your career has taken you into significant leadership within community health. Could you walk us through the key steps that led to your current role as Clinical Executive Director for Horizon Health Network’s Community Health Program?

I remember so clearly Dr. Jeal coaching us as young adults in career conversations and challenging our perspectives on same. Education grounded at Booth University College opened up a different array of possibilities than training for a specific trade or career. He knew this and helped us to think beyond limited possibilities. To this day, I always say I never started my career with the hopes I would ‘be’ in any one place or position — particularly the work of healthcare never entered my early thoughts, even though the public health system does match my ethos of service to others. I just didn’t match the typical career trajectory of other more mainstream healthcare professionals.

I may have had some personal goals I articulated as a young person, but I left it in the Lord’s hands and let His will be done. I simply allowed God to use me where He placed me and to say ‘yes’, even when I felt scared in doing so. The fact that I have been privileged to serve in several leadership capacities in healthcare is a God-story in and of itself. If you were to map my journey, I’m sure none of it would logically make sense. But isn’t that the beauty of it all? The ‘unlimited possibilities’ of a mind challenged to think beyond career and to think of calling. Again, this is the Booth way.

If I were to suggest anything to Booth graduates walking into the next season of their journey, I would say there is a Master Plan. And the Master has planned it. Just walk in it. You will never be led astray.

What does your role involve on a day-to-day basis, and what are some of the major priorities you are responsible for within the Community Health Program?

I currently lead several clinical and non-clinical teams who provide services at the front lines of community through a provincial health system, both in traditional and non-traditional settings. With hundreds of staff and large budgetary and system accountabilities for a province, the need to provide calm, clear and compassionate leadership is a daily requirement. I develop infrastructure for success and break down the barriers for my team to achieve their best work. I coach, I cheer, I build and break down as needed. I move the needle ever so slowly towards helping populations and communities find their best selves in health and wellness, all the while championing the leaders in my charge to grow into the leaders they are meant to be.

Some of my current accountabilities include Public Health, Indigenous Health, Community Development and Data Systems alignment, among others.

“If you were to map my journey, I’m sure none of it would logically make sense. But isn’t that the beauty of it all? The ‘unlimited possibilities’ of a mind challenged to think beyond career and to think of calling. Again, this is the Booth way.”

COMMUNITY HEALTH IMPACT

Community health work often deals with complex and deeply human challenges. What aspects of the work have been the most meaningful for you?

Despite my current position in an executive role, I always tell my team to tell me the stories. Tell me the patient stories; the client stories; the ones that make you either cheer or become infuriated. As an executive I often spend a significant amount of my time in the overall administration of leading a division, but I never want to lose sight of the person behind it all. The ones who need our help.



I have claimed portions of meaning in seeing my staff thrive in serving others through their daily work: the senior who needed a rabies shot because he lived in a rat-infested care home and our nurse was able to support him; the homeless man finally having his wounds addressed because a team member made extra steps in securing care for his complicated needs; and the ever significant walk towards Truth and Reconciliation with my Indigenous colleagues and friends. I find meaning in serving others and empowering my teams to serve others as well.

LEADERSHIP PHILOSOPHY

Leadership in healthcare today requires balancing compassion, strategy, and resilience. How would you describe your leadership philosophy?

Dr. Eleanor Loewen, who was the department head of my particular program, used to challenge us as students to summarize our philosophies in one or two sentences. As a young adult learning academic and professional communication language and skills, I found this challenging. While I don't claim to have achieved perfection at this exercise, there are a few points that resonate in my personal leadership philosophy — some articulated more frankly than others:

- ***Leadership is not always about you.***
- ***Champion others kindly and live truthfully, both inside and outside the workplace.***
- ***Communicate, then communicate again.***
- ***Learn the power and practice of discernment — personally and professionally.***
- ***The message may be difficult, but the messenger doesn't have to be.***

Are there particular values or guiding principles that you consistently return to when making difficult decisions?

In making difficult decisions, I pray. I ask the Holy Spirit to guide me and to equip me with the right tools and information to move forward. I also strongly believe in the power of collaboration and will work with trusted team members in unpacking the nuances of a difficult issue. This is a trust point though and one I have worked hard to achieve with those in my charge. To collect varying views and data points on any topic, means we must be open to inviting opposing and different opinions and feel safe to do so. The exercise as the leader is to practice discernment in what you hear, what you believe to be true, collecting evidence around same, and ultimately what you action.

In moments of difficulty and emotional challenge, what helps keep you grounded and anchored in your sense of purpose and service?

One of the things that helps keep me grounded is my involvement in my faith community and the tremendous sisterhood of Christ-loving friends in my life. I've also been praising the Lord through music my entire life, and as one of the worship leaders at my church, serving the Lord and His church through music helps

me stay in this centered place where He is. I only serve others as the Lord lives in me, so if there is anything positive I have achieved in my career, it is due to the presence of the Lord in my life and the saving power of Jesus.

I also have a tremendous husband and two young adult children who are quick to remind me that I am loved, cared for, and cherished. They know who I am, and in moments where I briefly forget, they remind me and if needed, bring me back. I am where I am for a purpose, for a season and I trust in that.

"I only serve others as the Lord lives in me. If there is anything positive I have achieved in my career, it is due to the presence of the Lord in my life and the saving power of Jesus."

ALUMNI ENGAGEMENT & IMPACT

What role do you believe alumni play in strengthening the mission and future of Booth University College?

Through financial support, advocacy, and participation in alumni events, Booth alumni can help sustain programs, scholarships, and institutional initiatives that benefit future generations of students. Indeed, it is a privilege to give back.

In addition, alumni provide valuable feedback to the institution about evolving professional and community needs. Their perspectives can help shape curriculum development, strategic priorities, and partnerships that keep Booth University College relevant and responsive to societal challenges.

Ultimately, engaged alumni strengthen the Booth community by maintaining lifelong connections with the institution and by advancing its mission of educating individuals who are committed to service, leadership, and positive social impact.

What role do you believe alumni play in helping Booth continue its mission of preparing students to serve and lead in the world?

What greater champion is there than one who has walked the road before you? Alumni are the epitome of the 'been there, done that' thinking and have so much to offer current students. They also have the added benefit of a few extra years of professional wisdom under their belts, should they have been open to receiving it!

Practically, alumni can coach, supervise or encourage students in their studies and placements, either in person or virtually. Mentorship cannot be overrated. Especially with the inherent knowledge of a culture that Booth possesses. There's a shared mutuality of knowledge and kinship. 

Corrine Saulnier graduated from Booth University College in 1998. She currently serves as Clinical Executive Director of Community Health, Horizon Health Network.

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From Winnipeg to Addis Ababa: A Testimony of God's Heart for His Children

God took my husband and me on a journey we could never have fully prepared for, one that impacted us spiritually, emotionally, and purposefully in the most beautiful way.

“What started as an act of obedience has now become homes filled with restored laughter, healing, education, and the purest expressions of God’s redemption.”

NINE DAYS. \$25,000. A PROMISE KEPT

During our time there, I watched God move in ways that humbled me to tears. One of the most unforgettable parts was seeing how the Lord helped my husband and me spearhead a fundraiser with our friends in Atlanta. By God’s grace alone, we were able to raise over \$25,000 for Hold My Hand in nine days, something that still humbles us every time we think about it.

I had made a promise that my husband and I would hand-deliver the funds and our love to the children in person in Ethiopia if we hit \$20,000. The Lord helped us exceed that goal, and we kept our promise.

To see how God moved through people’s generosity and unity was a powerful reminder of how purpose unfolds when obedience leads the way. It felt like watching Scripture come alive: “God is able to do exceedingly abundantly above all we ask or think.” Each donation felt like God whispering, “I see these children. I have not forgotten them.”

“Each donation felt like God whispering, ‘I see these children. I have not forgotten them.’”

STANDING AT THE UNITED NATIONS

Another deeply memorable part of our trip, and one that shifted something profound within me, was helping run an information booth for Hold My Hand with Mikiyas and some of the children at the Diplomatic Charity Bazaar hosted at the United Nations Economic Commission for Africa. We shared the mission, the stories, and the testimonies of what God is doing through this organization. Standing in that space and representing children who are often unseen, unheard, and overlooked ignited something in me that I cannot put into simple words.

It awakened a fire: a deep, God-given desire to do everything I can, now that we are back home, to ensure more people know about this organization and the mission they are on. Hold My Hand is truly being the hands and feet of Christ to



some of the most vulnerable children in a part of the world that is too often forgotten. That realization has forever changed how I see purpose and how I want to steward my life moving forward.

EDUCATION FOR A BETTER WORLD

For me personally, this journey reached places in my heart I did not know needed touching. Time and time again, I found myself drawing on everything I learned at Booth: the theology, the leadership, the compassion, and the understanding of service and humanity. Standing before these children, speaking to them, praying over them, hearing their incredible stories of resilience, and building deep connections reminded me why I studied Social Work and how incredibly grateful I am that I did so at Booth. The phrase “Education for a Better World” truly came to life through this experience.

There are countless stories I would love to share, moments I still cannot think about without tears, and moments where God’s presence felt so close it was almost tangible.

“Time and time again, I found myself drawing on everything I learned at Booth: the theology, the leadership, the compassion, and the understanding of service and humanity.”

A DREAM TAKING SHAPE

Beyond sharing, there is something God has placed deeply on my heart: exploring the possibility of creating a pathway for some of these young people, former street children who have now overcome unimaginable odds, to attend Booth once they complete high school in Ethiopia. I do not know much about the process, but I believe Booth could be the place where their healing, purpose, and future collide in a God-ordained way, in the same way it did for a young former refugee like myself years ago. As I think of them, I think of no better place where their potential could be nurtured into something world-changing. 🇪🇹

Faven Mergia is a Booth University College alumna. She graduated with a degree in Social Work.

Hold My Hand Ethiopia is a nonprofit organization founded to support vulnerable Children & Youth in Addis Ababa, Ethiopia. Through residential care, education, and community, the organization provides children who were abandoned or orphaned with a pathway to healing and a future. See more about their works here, holdmyhandloved.org



“I believe Booth could be the place where their healing, purpose, and future collide in a God-ordained way, in the same way it did for a young former refugee like myself years ago.”



Faith, Scholarship, and the Classroom:

A Conversation with Isaiah Allen

Isaiah Allen, Assistant Professor at Booth University College and author of *Liars, Brutes, and Gluttons*, discusses his new book, the intersection of linguistics and scripture, and what drives his pursuit of truth in the text.

THE BOOK & TITUS 1:12

Your book challenges a widely held assumption about Titus 1:12 — specifically, who is actually speaking. What drew you to this passage, and what did you find that made it worth a book-length treatment?

Although some translations and many commentaries suggest that Paul was quoting Epimenides, I argue that it is misleading to attribute this quotation to a Cretan poet. The claim is based on a single tradition (Clement of Alexandria), not on the text itself. In the book, I expound several reasons for thinking that Paul was not directly quoting a Cretan poet. Rather, he was quoting his opponents, as he sometimes does elsewhere. Those opponents, however, may have thought they were quoting a Cretan. The only extant appearance of the quotation in ancient literature beside Titus is in the work of Cyrenian poet Callimachus (Hymn 1.8–9).

Two things drew me to the passage: one was critical; the other was spiritual. I found several significant errors in understanding this passage — from the over-confident attribution to a Cretan poet Epimenides, to grammatical misreadings, to misunderstandings of how language works at the cognitive level. As far as my spiritual reasons, I love the Pastoral Epistles (1 and 2 Timothy and Titus) and find them rich with theological and ethical insight.

Unfortunately, the Pastoral Epistles are largely neglected in the church due in part to their disputed provenance. One pillar of that dispute is their characterization as un-Pauline in tone. Critics reasonably contend that Paul, “the Apostle to the Gentiles,” would not so blatantly disparage his missionary congregation. These critics’ mistake is that they assume, on the basis of several faulty interpretive moves, that Paul is doing so. I argue, rather, that Paul is exposing ethnic bigotry in the church and vehemently calling for its end.

“I argue that Paul is exposing ethnic bigotry in the church and vehemently calling for its end.”

You apply Relevance Theory — a framework from linguistics — to interpret this text. What does that approach unlock that traditional methods might miss?

Relevance theory itself does not lead to new insights about the passage. It is not a method of interpretation. Rather, it is an explanation of how humans process communicative inputs. The way I like to put it is that relevance theory reverse-engineers language and explains the processes by which hearers come to their interpretive conclusions. It is a comprehensive and well-tested theory and is the standard cognitive linguistic explanation of how communication works.

Because of this, relevance theory provides an excellent framework for understanding how interpreters — commentators, translators, readers — might have come to their conclusions. Among the insights: modern eavesdroppers draw from different cognitive environments than ancient audiences when processing linguistic inputs. What was salient for original audiences (e.g., the shame of being called out for behaviors contrary to authoritative teaching) differs from what is salient for modern readers (e.g., ethnic bigotry). Further, ancient audiences understood the confluence of information structures, metaphor, irony, and reference assignment in different, culturally specific ways than we do.

Using the insights of relevance theory, I was able to identify where many interpreters have erred in their interpretation of Titus. It took a book-level treatment to explain the problems with interpretations that had largely been taken for granted, then to describe relevance theory since it is not a discipline specific to biblical



studies, to critique previous interpretations on the basis of this heuristic, and then to outline the implications.

PREJUDICE, INTERPRETATION & CHRISTIAN ETHICS

At its heart, your book engages questions of ethnic stereotyping and how scripture handles it. What do you hope readers — especially Christian readers — take away about interpreting texts that seem to endorse prejudice?

It is my understanding that, in Titus, Paul unflinchingly takes ethnic bigotry head-on. He recognized prejudice as a blight upon the church and a hindrance to the gospel. The measures he instructed Titus to implement were serious and restorative. His aim was that everyone in the church, including prior offenders, would be healthy and faithful, not least toward one another (Titus 1:13). Such a Paul as that represented in my reading of Titus, along with his glorious gospel pronouncements in Titus 2:11–14 and 3:3–7, sounds much more like the Paul defending his gentile missionary congregations in Galatians and Philippians. As more readers recognize this, my second hope is that the book of Titus will be held in higher esteem than it currently is.

How does your work speak to contemporary conversations about race, bias, and the responsibility of interpreters to reckon honestly with difficult passages?

One of the attitudes I call out in my work is the comfort and ease with which many prominent interpreters have adopted prejudices against Cretans under the influence of a flawed interpretive tradition. Rather than questioning the reading, many have scoured ancient literature for evidence that the Cretans were indeed vicious and hated. This practice coincides with what Christian Crandall and Amy Eschelmann call the justification-suppression model of prejudice. Interpreters either justify the objectionable behavior or deny its severity. If you search ancient literature to dig up dirt on any ethnic group whatsoever, you will find it. What these scholars too often miss is the equally prolific ancient material that is complimentary toward Cretans.

The history of interpretation of Titus features three broad categories of

reading: those who think Paul is disparaging his missionary congregation for perfectly good reasons and try to justify characterizing the Cretans as vicious; those who think Paul is disparaging the Cretans and object to such behavior, finding fault with the “Paul” of Titus; and the very few — St. Jerome, Anthony Thiselton, myself — who for literary, logical, or linguistic reasons do not think Paul is disparaging anyone, but is actually addressing his opponents’ error. Sadly, too few in the first two categories question whether they are missing something.

I fear that the comfort people have with Christian scripture disparaging entire ethnic groups translates into ambivalence about unbiblical prejudices in other areas of life. Some of the research I examined regarding ethnic bigotry demonstrated that negative stereotypes tend to have a global or general effect on people’s attitudes — those who accept bigotry in one domain tend to look the other way when it is exercised in other domains. This phenomenon is unchristian and socially harmful, so I hope that a greater awareness of scripture’s own testimony against such prejudices will ameliorate these attitudes, especially among people who claim scripture to be authoritative for their lives.

THE SCHOLAR BEHIND THE WORK

This kind of research requires sitting with uncomfortable material for a long time. What was the most personally or intellectually challenging part of writing this book?

When explaining what was wrong with the most prominent, conventional, popular, and seemingly *prima facie* interpretations of this passage, I could not give reasons from cognitive linguistics because that discipline is not generally known or understood among my scholarly audience. I had to carefully explain the many errors I found with current readings on the basis of arguments that my readers would already know, understand, and respect.

I spent significant time tracking down every ancient reference my interlocutors used — and more — to explain how they were being misread. I had to carefully examine every nuance of Greek grammar in the passage to the point where I had memorized the book in Greek. I had to unravel a thicket of confusing references

to Epimenides in ancient primary and modern secondary literature across several domains — from classics to Greek linguistics to philosophy and history. This multi-disciplinary investigation stretched me.

Has working on this project changed the way you read scripture yourself, or the way you think about language and meaning more broadly?

I try not to take interpretations for granted but to have good evidence for my own readings. I am more humble and tentative, but not wishy-washy. I try to affirm my reading of a text with the strength and reliability of my evidence and reasoning.

“I fear that the comfort people have with Christian scripture disparaging entire ethnic groups translates into ambivalence about unbiblical prejudices in other areas of life.”

FAITH & BIBLICAL INTERPRETATION TODAY

How does your own faith inform your academic work — and where, if anywhere, do you find tension between the two?

As with anyone, energy for my research comes from my convictions. I think that the books of the New Testament should each be esteemed and not neglected, since the church has held this inspired collection to be sacred since its earliest days. I have derived much spiritual benefit from understanding my faith and life in light of Titus and especially Paul’s beautiful gospel summary in Titus 3:3–7. The shadow that has been cast across Titus as a result of some misunderstandings decreases others’ exposure to such rich theological redemptive themes and promises.

What would you say to a general reader who picks up Liars, Brutes, and Gluttons and wonders whether a book this specialized has anything to say to them?

To such a person, I would say: “Your intuitions are correct; this book will be difficult, but illuminating and rewarding.” 🏳️‍🌈

Isaiah Allen is an Assistant Professor at Booth University College. His book Liars, Brutes, and Gluttons is available now.

Expand Your Skills and Confidence Through Transformative Online Learning at our School for Continuing Studies



In an era of rapid change, the importance of online learning has become a cornerstone of professional development and advanced learning. At the School for Continuing Studies (SCS), Booth University College, we have harnessed this digital evolution to provide a transformative educational experience tailored specifically for those seeking a quality Christian university education through:

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Choosing Booth UC's School for Continuing Studies is a strategic decision to remain competitive in an ever-changing job market. However, at Booth UC, we believe education is about more than just professional advancement. When you pursue your studies with us, you aren't merely acquiring knowledge, you are equipping yourself with the essential skills needed to create a better world. We invite you to join us in this transformative journey of personal and professional growth.

A Learner-Centered Approach

Our programs are designed to meet the shifting demands of today's world while ensuring that academic growth is deeply integrated with spiritual development. Whether you are looking for credit or non-credit certificate programs, our offerings provide a flexible pathway that can lead seamlessly into undergraduate or graduate degrees.

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- **Flexibility:** Our online environment is built to fit around your existing work and home life commitments, allowing you to learn at your own pace.
- **Dedicated Support:** Students are never alone; you will have access to academic program advisors, academic learning centre support, and administrative support to guide your journey.
- **Comprehensive Resources:** Online learners receive the same high-quality support as on-campus students, including full access to library services, IT support, and registrar assistance.

Fostering Growth and Connection

Transformative learning at our SCS goes beyond simple instruction. We utilize innovative technologies and virtual classrooms to break down geographical barriers and foster an inclusive environment.

Through these interactive platforms, you will:

- **Collaborate with Peers:** Engage in a discussion forum, online setting that encourages networking and the exchange of best practices.
- **Build Confidence:** As you immerse yourself in this dynamic online environment, your professional self-assurance grows alongside your technical skills.
- **Tailor Your Journey:** Our curriculum empowers you to align your education with your specific career aspirations and personal interests. 🏆

Dorcas Atoyebi, Administrative and Program Advisor, School for Continuing Studies, Booth UC

The MBA at Booth UC: Education Built for Purpose-Driven Leaders

Paata Brekashvili, Professor of Business Administration and MBA Program Director at Booth University College, shares the vision behind the program.

VISION & ORIGINS

What is the vision behind Booth UC's MBA program, and how did that vision come to life?

The vision behind Booth UC's MBA is to create a values-based, socially oriented graduate business program that aligns with Booth University College's tradition and its institutional commitment to hope, justice, and mercy. The program aims to blend rigorous business education with ethical foundations, personal development, and social responsibility.

This vision emerged from a comprehensive market scan, which identified a gap in Manitoba and broader Canadian markets for an MBA program that emphasizes ethical leadership, social enterprise, and values-centered business education.



"The vision is to blend rigorous business education with ethical foundations, personal development, and social responsibility."

WHO IT IS FOR

Who is the MBA program designed for? What kind of student or professional thrives in this program?

This program is designed for students and professionals who want to grow into ethical, values-driven leaders grounded in social responsibility and justice. It attracts individuals who envision themselves stepping into leadership roles within for-profit or non-profit organizations, whether their ambitions lie close to home or extend across the globe.

Applicants are often those with a keen interest in organizational behaviour, sustainability, ethical management, social enterprise, and responsible leadership. They thrive in learning environments that emphasize practical application — spaces where case studies, hands-on projects, and real-world problem solving form the core of the educational experience.

Admission requirements reflect the program's expectation that students are emerging or mid-career professionals prepared for rigorous academic and

applied development. Applicants typically bring prior work experience, ideally in managerial roles, demonstrate strong English proficiency, and submit a thoughtful written statement of interest that speaks to their goals and motivations.

MISSION ALIGNMENT

How does the MBA program reflect and advance Booth University College's broader institutional mission?

Booth UC's mission, grounded in Christian faith, rigorous scholarship,

"The MBA serves as a natural expression of Booth UC's mission — forming graduates who are equipped to serve their workplaces and communities in transformative, ethically grounded ways."



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“The 18-month hybrid format allows learners to tailor their schedule, making it possible to balance graduate studies with work and personal commitments.”

and a commitment to service, comes to life in the structure and purpose of this MBA program. The program is intentionally designed to develop managers who lead with hope, justice, and mercy — leaders whose decisions reflect not only technical competence but also deep ethical conviction.

Throughout the curriculum, students engage in personal development and values-centered learning that shape their character as much as their professional skills. Academic opportunities are crafted to weave together ethical reasoning, social responsibility, and business excellence, ensuring that students learn to navigate complex organizational challenges with integrity.

Courses devoted to ethical perspectives, responsible leadership, and social enterprise provide space for students to integrate faith-informed values with practical business strategy. These learning experiences help cultivate leaders who can thoughtfully apply their beliefs in real-world organizational settings. In this way, the MBA serves as a natural expression of Booth UC’s mission — forming graduates who are equipped to serve their workplaces and communities in transformative, ethically grounded ways.

STRATEGIC IMPACT

What strategic role do you see the MBA playing in shaping the next generation of leaders — both locally and beyond?

Strategically, Booth UC’s MBA is crafted to develop leaders who can think ethically,

act responsibly, and navigate the complexities of today’s business world with confidence. The program equips students to approach business challenges through the lens of sustainability and social responsibility, encouraging them to consider the broader impact of their decisions on people, organizations, and communities.

Graduates will be prepared to understand and operate within both global and local business environments, giving them the adaptability needed to lead across diverse contexts. They gain advanced capabilities in areas such as strategic planning, innovation, problem-solving, and financial and operational decision-making — skills essential for leadership in fast-changing sectors.

The program also prepares students to lead in a wide range of settings, from nonprofit organizations and social enterprises to Indigenous business contexts and international firms. By blending traditional MBA competencies with values-based leadership and frameworks centered on social impact, Booth UC positions its graduates uniquely well. They leave the program ready to contribute meaningfully to Manitoba’s evolving economy, while also stepping confidently into leadership roles on the global stage.

PROGRAM DETAILS

For someone considering the program, what would you want them to know about it?

Prospective students will find the MBA to be a flexible and accessible option designed with working professionals in mind. The 18-month hybrid format allows learners to tailor their schedule with daytime, evening, or weekend delivery options, making it possible to balance graduate studies with work and personal commitments.

The program consists of a comprehensive curriculum totaling 54 credits, including 19 core modules, four concentration courses, and a Final Management Project that integrates learning through applied research. Each course is offered in an intensive, 3–5-day modular block every three weeks, allowing students to focus deeply on one subject at a time without the ongoing weekly demands of a traditional semester model.

Throughout their studies, students benefit from a balanced blend of theoretical knowledge, practical application, case-based learning, and hands-on research. The program emphasizes collaboration, communication, critical reasoning, creativity, and ethical decision-making — essential competencies for leaders across today's diverse organizational environments.

By the time they graduate, students are well-prepared for leadership roles in both for-profit and nonprofit sectors, opening doors to expanded career pathways and new professional possibilities.

WHAT SETS IT APART

What makes Booth UC's MBA distinct from other MBA programs in Manitoba or across Canada?

Several distinctive features set this MBA apart and give it a clear identity rooted in purpose, flexibility, and social impact. At

its core, the program is shaped by a values-based DNA grounded in hope, justice, and mercy. These principles guide the integration of ethical leadership, Christian management, and responsible business practice throughout the curriculum, influencing both classroom learning and the overall educational environment.

Students also benefit from access to two unique concentration areas — Social Enterprise Management and Values-Based Leadership — offerings that are rare among Canadian MBA programs. These tracks provide a meaningful niche for learners who want to merge business acumen with social impact, ethical innovation, and leadership rooted in purpose.

The program's hybrid modular design further enhances its appeal, allowing students to participate in intensive 3–5-day blocks every three weeks while maintaining full-time employment. This flexible delivery structure ensures that

professional responsibilities and academic growth can progress side by side.

A strong commitment to ethical, social, and Indigenous perspectives is woven throughout the curriculum as well. Courses focused on ethical reasoning, corporate social responsibility, sustainability, natural resource management, and Indigenous business studies equip students to lead thoughtfully in diverse and socially complex environments.

The program also places significant emphasis on practical application. The Final Management Project enables students to bring together their learning by addressing a real-world business or social challenge, blending academic rigour with applied impact and meaningful leadership development. 🇨🇦

Paata Brekashvili is the MBA Program Director at Booth University College. For more information about the program, visit BoothUC.ca.



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“Two unique concentration areas – Social Enterprise Management and Values-Based Leadership – are rare offerings among Canadian MBA programs.”

Building Bridges: **A Conversation with Derek Kerr, Alumni Council Chair**

Captain Derek Kerr, Alumni Council Chair and Salvation Army Corps Officer in Saskatoon, shares his leadership journey, his vision for a thriving alumni community, and what he would say to every Booth University College graduate who has yet to reconnect.

LEADERSHIP JOURNEY & STYLE

Can you share a bit about your journey — from your early days in The Salvation Army to becoming Alumni Council Chair? What moments shaped you most as a leader?

My family and I originally came to The Salvation Army as clients who needed assistance after I suffered a prolonged illness and was unable to work or provide for my family. Once I was able to return to work and we were able to recover financially, I began working for The Salvation Army, attending church at a Salvation Army Corps, and eventually being hired as an employee of The Salvation Army. Sometime after that I began feeling God's calling on my life to become a Salvation Army Officer at which point my wife and I were accepted into training college where we also were enrolled at Booth University College. I heard it once said that any leader will tell you that failure is inevitable and that there is nothing wrong with it if you learn from it. Having failed many times in my life, I feel failure and my ability to deal with it has shaped me most as a leader.

“Having failed many times in my life, I feel failure and my ability to deal with it has shaped me most as a leader.”

How would you describe your leadership style, and how has it evolved over the years?

I would consider my leadership style to be very collaborative. I am always trying to empower people by emphasizing teamwork, shared responsibility, and inclusivity. This is vastly different from my previous style of the traditional top-down approach to leadership that I think most of us were always accustomed to.

What values guide your decision-making, both in ministry and in your role with the alumni community?

As a Christian I believe strongly that my decision-making process both in my ministry and in my role with the alumni community should be guided strongly by my faith in Jesus Christ. This means leading a life of integrity, compassion, and service.



VISION FOR ALUMNI ENGAGEMENT

As the new Alumni Council Chair, what is your primary vision for alumni engagement at Booth University College?

As the new Alumni Council Chair, I believe that my primary vision for alumni engagement at Booth University College should be to attract, involve, and retain alumni for the benefit of the institution by inviting alumni to act as brand ambassadors and storytellers.

What does a thriving alumni community look like to you, and what steps do you hope to take to get there?

A thriving alumni community looks to me like a place that fosters meaningful connections for a truly diverse community of graduates from all over the world. I hope to take steps such as ensuring alumni receive regular updates, newsletters, and recognition of alumni accomplishments to keep former students informed and engaged of our activities.

Are there specific initiatives or programs you'd like to see developed or strengthened during your tenure?

I would love to see initiatives or programs developed and/or strengthened that focus on offering career support, mentoring opportunities, and access to continuing education for alumni. Even after graduation, I want to see the relationship continue and grow between the graduate and the institution.

“Even after graduation, I want to see the relationship continue and grow between the graduate and the institution.”

ALUMNI & THE BOOTH UNIVERSITY COLLEGE COMMUNITY

In your view, what unique role do alumni play in shaping the future of Booth University College?

Alumni play an especially vital role in shaping the future of Booth University College by acting as a bridge between Booth University College and its graduates and by fostering a sense of belonging and shared purpose.

“Graduation does not mean goodbye and the alumni network is a wonderful place for building relationships.”



“Looking back on my time at Booth University College, I can honestly say that it has been one of the best experiences of my life so far.”

How can alumni — whether recent graduates or long-standing members — meaningfully give back to the Booth University College community?

Alumni can meaningfully give back to the Booth University College community by mentoring current students, facilitating job placements and internship opportunities, contributing financially to fund scholarships as well as volunteering.

What would you say to a Booth University College graduate who hasn't yet connected with the alumni network?

I would simply ask: what are you waiting for? Graduation does not mean goodbye and the alumni network is a wonderful place for building relationships.

What does Booth University College mean to you personally, and what legacy do you hope to leave as Alumni Council Chair?

Looking back on my time at Booth University College, I can honestly say that it has been one of the best experiences of my life so far. The skills and knowledge that I acquired during my time there have been instrumental in my success as a Salvation Army Officer. I would like to leave a legacy as Alumni Council Chair of strong leadership and community building. 🇨🇦

Captain Derek Kerr serves as Corps Officer at Saskatoon Temple, Prairies and Northern Territories Division, The Salvation Army. He is the Chair of the Booth University College Alumni Council.

Booth University College Celebrates *Record-Breaking 44th Convocation* with Visit from International Leaders of The Salvation Army



WINNIPEG, MB — Booth University College marked a historic milestone on April 25, 2026, as it held its 44th Spring Convocation — conferring degrees, associate degrees, and certificates upon its largest graduating class in institutional history. The celebrations spanned a Baccalaureate Service and a Convocation Ceremony held at Calvary Temple, drawing graduates, families, faculty, civic leaders, and distinguished guests from across Canada and around the world.

In a landmark occasion for Booth UC and the Canada and Bermuda Territory, General Lyndon Buckingham — the 22nd General of the Salvation Army and its global leader — and Commissioner Bronwyn Buckingham, World President of Women's Ministries, were present for both services. Both leaders were awarded honorary Doctor of Divinity degrees by Booth University College in recognition of their outstanding contributions to servant leadership, theological service, and the advancement of the common good through the global Salvation Army.

General Buckingham delivered the convocation address, drawing from Philippians 2, challenging graduates to lead with the posture of Christ — in humility and service rather than dominance. “The world is not transformed by the powerful demanding attention,” he said, “but by the humble offering themselves in love.” He charged the graduating class to go into the world as salt, light, and servants of the Kingdom.





Pamela San Diego, Valedictorian

Commissioner Bronwyn Buckingham brought the Baccalaureate message, anchored in Philippians 1:6, encouraging graduates to trust that “God who began a good work within you will carry it on to completion.” She called graduates to cultivate three daily practices: presence, perseverance, and gratitude, framing them as essential rhythms for a life of faithful service.

Valedictorian Address and Chancellor’s Medal

Pamela San Diego, Valedictorian of the Class of 2026, delivered a moving address that honoured community, resilience, and the quiet power of showing up for one another. A Bachelor of Social Work graduate, Pamela reflected on navigating her studies while accompanying her mother through a cancer diagnosis and subsequent loss — sharing how Booth UC’s community of belonging carried her through. She was also awarded the Chancellor’s Medal by Commissioner Lee Graves, presented in recognition of outstanding academic achievement, spiritual development, and significant contribution to campus and community life.



Lieutenant Jason Brinson, with General Lyndon Buckingham and Rev. (Dr.) Rob A. Fringer

Awards, Honours, and Civic Recognition

Lieutenant Jason Brinson received the General’s Medal, awarded to an extended learner graduate who has demonstrated exceptional academic standing, Salvation Army leadership potential, and a grasp of the Army’s distinctive mission and theology of holiness. The ceremony was further graced by greetings from all three levels of government: the Honourable Terry Duguid, Jennifer Chen, MLA for Fort Richmond (provincial); and Mayor Scott Gillingham, representing the City of Winnipeg. Their presence underscored Booth UC’s deep roots in the Winnipeg community and its reputation as an institution whose graduates contribute meaningfully to civic and social life.



Mayor Scott Gillingham



Jennifer Chen MLA for Fort Richmond (Provincial)



Honourable Terry Duguid



44th CONVOCATION



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MISSION STATEMENT:

William and Catherine Booth University College, a Christian university college rooted in The Salvation Army's Wesleyan theological tradition, brings together Christian faith, rigorous scholarship and a passion for service. The University College educates students to understand the complexities of our world, to develop the knowledge and skills necessary to be active contributors to society, and to know how Christian faith compels them to bring hope, justice and mercy into our world.

Booth University College is grateful for the generous support it receives from a number of organizations. The funds provided allow the University College to extend its reach and to improve the quality of education available to its students.

Thanks to their support, we have been able to serve students from Winnipeg, across Canada and from around the world.



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Dear Booth UC Community,

As we conclude another academic year, we want to once again acknowledge the many people and organizations that have supported Booth University College, making it possible for us to carry out our mission.

This year, we have witnessed remarkable stories of transformation. Students have overcome significant obstacles, discovered new passions, and developed the skills and confidence needed to pursue meaningful careers. Behind each success story stands a community of supporters who believed in the value of education and invested in the potential of others. Whether through financial contributions, volunteer service, mentorship, prayer, advocacy, or partnership, your generosity has made a tangible difference in the lives of our students.

As we look ahead to a new academic year filled with fresh opportunities and aspirations, we do so with gratitude and confidence. Thank you for walking alongside us in this important work. Together, we are helping to build a stronger future—one student, one graduate, and one transformed life at a time.

Rev. (Dr.) Rob A. Fringer,
President and Vice Chancellor

\$129,167.00

TOTAL SCHOLARSHIPS & BURSARIES AWARDED

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- Ms. Kailey Gillis *(Effective February 1, 2026)*

Booth University College is grateful for the support it receives annually from many generous donors. A special thank you to the following who gave during the period from April 1, 2025 to March 31, 2026.

(Listed in alphabetical order.)

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Staff FACULTY NEWS



Jeffrey Martin, MLIS | User Experience and Student Engagement Librarian

Jeffrey holds a Master's Degree in Library and Information Science from the University of Western Ontario and a Certificate in Managing Public Libraries from the University of Michigan.

He brings prior experience from academic libraries and museums in the UK and British Columbia, with a passion for literature, education, and community building.

Major Barbara Stanley | Dean of Students

Major Barbara Stanley is an alum of Booth University College and joins us as Dean of Students. Barb brings with her a deep commitment to student wellbeing and a personal understanding of the Booth UC community.



Milena Andan | Administrative Coordinator – ASPIRE

Milena came to Booth UC as an international student from the Philippines and completed her Bachelor's degree in Business. As a student, she worked as a Student Desk Attendant. She later joined ASPIRE as Program Assistant, then advanced to Administrative Coordinator.

Nkem Onwudiwe | Development and Alumni Associate at Booth UC

Nkem is a Public Relations and Marketing professional known for amplifying women's voices. She founded Her Network, a global platform connecting women through storytelling and community, including the annual Her Summit. Born in Lagos, Nigeria, she holds a bachelor's degree in marketing from the University of Nigeria, with leadership experience at Heirs Holdings, Ledrop Nigeria, and Rocket Internet. She now serves in Development and Alumni Associate at Booth UC.



ROLE CHANGE: Rhonda Friesen, Ph.D. | Dean of the School for Continuing Studies

Rhonda is a familiar face at Booth UC, having served as Dean of Students for over 8 years, after 20 years with the University of Manitoba's International Office. In summer 2025 she became Dean of the School for Continuing Studies, applying her expertise in adult learning and partnership development. She holds a PhD in higher education administration

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Wendi Thiessen | Director, School of Business, Associate Professor



Dr. Isaiah Allen | Assistant Professor of Religion



Dr. Evan Curtis | Associate Professor



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With Guest Speaker:

Dr. Stephen D. Borys, PhD, OM, DLitt

President, Civic Muse, Inc.

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