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McGill
SCHOOL OF CONTINUING STUDIES
FOR WHAT YOU’VE GOT IN MIND.
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Les mots « université » et « univers » partagent la même racine latine. Aujourd'hui, l'université n'est plus un domaine fermé sur lui-même, mais une porte ouverte sur la collectivité, la ville et le monde. Les étudiants de l'École d'éducation permanente suivent des cours malgré leur vie déjà complexe. Bon nombre d'entre eux ont un emploi à temps plein et doivent jongler avec leurs engagements professionnels et personnels. Nous multiplions les efforts pour trouver de nouvelles façons de les aider à accéder à de nouvelles connaissances et à développer les compétences qu'ils veulent et doivent acquérir.

Dans ce bulletin vous trouverez plusieurs exemples inspirants de vies transformées par l'engagement auprès de l'École. Que ce soit à titre d'étudiant (Min Jin), de diplômé (Munira Ravji), de donateur (Barbara Seal) ou d'éminent bénévole (Sally Drury McDougall, récipiendaire d'un grade honorifique), l'éducation permanente peut vous mettre sur la voie de nombreuses découvertes.

Nous avons accompli d'importants progrès quant à nos objectifs stratégiques en matière de leadership intellectuel, de notoriété de la marque et d'expansion des affaires, au développement et à la prestation des programmes et des services et aux conséquences sociales bénéfiques. En proposant des occasions d'apprentissage et en faisant connaître nos offres de services à l'échelle locale, nationale et internationale, nous continuons de progresser vers l'atteinte de ceux-ci et celle de nos autres objectifs.

Près de la moitié des 15 000 étudiants de l'École ne sont pas nés au pays. Nous sommes très heureux d'offrir la première bourse d'études de l'École, créée pour aider les nouveaux Canadiens de nos programmes de premier cycle et professionnels à surmonter les obstacles auxquels un grand nombre d'entre eux sont confrontés lorsqu'ils doivent s'instruire et parfaire leurs connaissances à leur arrivée au pays.

Dans ce numéro, vous en apprendrez davantage sur le rayonnement de l'École dans la communauté de McGill, à Montréal et ailleurs. Un nombre important de nos moyens de prestation, naturellement, passent par le web. Les cours en ligne comprennent des webinaires qui fournissent aux gens de l'information qu'ils peuvent utiliser immédiatement dans le cadre de leur travail. Nous proposons bien sûr des cours universitaires reconnus. Toutefois, la communauté d'apprentissage continu de McGill (CACM) et le programme d'enrichissement personnel et culturel (PACE) ajoutent continuellement des cours qui sont offerts pour le simple plaisir d'apprendre.

Nous espérons que vous aimerez découvrir les nombreuses façons dont nous tentons d'appuyer nos étudiants sur la voie de l'apprentissage continu. Ils transforment ainsi leur vie.
"University" and "universe" share a common Latin root. Accordingly, today's university reaches way beyond the so-called ivory tower into the community, the country and the world. Students in the School of Continuing Studies take courses as part of their already complex lives. Many work full-time while juggling professional and personal commitments. We're working hard to find new ways to help them access new knowledge and develop skills they want and need.

In this issue, you'll find several inspiring examples of lives turned around through involvement with the School. Whether it's as a student (Min Jin), an alumna (Munira Ravji), a donor (Barbara Seal), or a consummate volunteer (Spring 2013 honorary degree recipient Sally Drury McDougall), continuing studies can set you on a life path filled with discoveries.

We've achieved a great deal when it comes to our strategic goals of academic leadership, brand awareness and business development, program and service development and delivery, and beneficial social impact. By providing learning opportunities and developing local, national and international awareness of what we offer, we continue to make progress on these and our other goals.

Nearly half of the School's 15,000 students were not born in this country. We are thrilled to welcome the School's first endowed scholarship, designed to help new Canadians in our undergraduate and professional programs overcome the barriers many face in getting an education and upgrading their skills when they come to this country.

In this issue, you'll read about the School's outreach to the McGill/Montreal community and beyond. Many of our new delivery formats, naturally, involve the World Wide Web. Online courses include webinars that bring people information they can apply right away in their work. Beyond our formal academic courses, the McGill Community for Lifelong Learning (MCLL) and Personal and Cultural Enrichment (PACE) keep coming up with courses that respond to the sheer joy of learning.

We hope you enjoy discovering the many ways we strive to support our students on their path to lifelong learning. In the process, they transform their lives.
REACHING BEYOND
A LOOK INTO THE SCHOOL’S ONLINE OFFERINGS

The 2012-2013 academic year saw the successful début of an exciting array of new offerings – making McGill’s stellar continuing education courses and programs available to a worldwide audience via the Web. The design and delivery of online courses has become a key element in the university’s outreach to students far beyond the confines of the campus, as well as those in the Montreal community.

Inna Popova, Associate Director, Professional Development and Corporate Training, calls the webinars mode “a great way to reach many professionals quickly and efficiently,” boosting the visibility of the School of Continuing Studies and its instructors while increasing accessibility.

The choice of topics for online delivery is crucial, and the range is broad. “Our webinars are presented by the same instructors who deliver our professional development courses and workshops. From time to time, we also invite guest speakers and alumni to share their knowledge and experience. We want to provide access to information and tools that people can apply right away in their jobs,” says Popova.
ENTREPRENEURSHIP COURSE REACHES OUT

Dr. Carmen Sicilia, Director, Career and Professional Development, takes great pride in the way an online delivery mode can revitalize existing programs. The Undergraduate Certificate in Entrepreneurship is a prime example.

“The target audience is Aboriginal students, especially those who live in the north or on reserves, plus some local students. The instructors thought they might not be energized without having face-to-face contact with students, but it didn’t take long.”

Feedback has been extremely positive. “The students love the flexibility of not having to travel. They’re logged on with the instructor every Monday from 6 to 9, with support via the computer. Students say it’s the best of both worlds,” says Sicilia.

FRENCH AT WORK CLASSES TAILORED TO MEET NEEDS OF MCGILL STAFF

The free French at Work Program is designed to help McGill staff develop and improve their competence in spoken and written French. The delivery format of the course was revamped to accommodate employees’ scheduling constraints. “Registration levels and attendance had dropped because people just didn’t have the time,” says Manon Gadbois, Assistant Program Coordinator, French Part-Time Program and Special Projects. The online version is extremely popular – registrations took a 25% leap in Fall 2012.

The Blended Learning model works brilliantly online, says Gadbois. It combines in-class workshops one day a week, at lunch hour or in the late afternoon, with online work and Lync Online activities (a simulation, like a conference call) for a total of 16 hours per workshop. Students meet online with the teacher in real time every week and simulate conversations they might encounter. There’s a sub-theme every week, including some grammar, vocabulary, readings and oral practice.

How successful is the new model? “When we launched last September, we had 60 registrants within 10 minutes,” says Gadbois. “That’s the beauty of word of mouth.”

ENGLISH AND FRENCH PROFICIENCY GO ONLINE

Most second-language learners are able to achieve an adequate level of fluency in oral communication. Mastery of written communication, however, demands more time and effort. This imbalance between speaking and writing is often a problem for people who are actively seeking to advance their careers. To serve their needs, Language and Intercultural Communication is offering online programs designed for effective written communication in the workplace: the Certificate of Proficiency in Written English – Workplace Communication and the Certificate of Proficiency in Written French – Workplace Communication.

In total, there are six non-credit courses in each program, ranging from mid-intermediate to advanced levels. Students earn eight Continuing Education Units (CEUs) for each course they pass successfully.

The courses fill a clear need, says Marie-Claude Beauchamp of the Language and Intercultural Communication unit. “The idea is to break the isolation that is often associated with online courses, where people are totally on their own. We help students form links with their peers and tutor. They discuss a range of topics – always designed for pedagogical purposes, but framed as a free discussion. The whole context is the workplace.”

Feedback to date has been extremely enthusiastic. Students say they love the combination of distance learning with tutor support. They also appreciate the opportunity to work individually and collaboratively while pursuing their language goals, Beauchamp reports.

Student KG described what she liked most about one of the French online courses: “They gave us a lot of supplementary exercises and resources. There were regular support meetings with a tutor, so you always felt like there was someone there to help you. They even had us work in teams. They encouraged discussion with other students via discussion boards. The modules were short, which made it easy to quickly grasp the concepts. This is a great course for people with intermediate French who want to brush up their grammar. I highly recommend it.”

Let’s leave the last word to student Mehr Raza, from Pakistan: “Les cours de français écrit en ligne de l’École d’éducation permanente correspondent à ce que j’ai toujours cherché. Après avoir suivi un premier cours, je me suis tout de suite inscrite au deuxième. Cette expérience est pour moi très gratifiante car tout en restant dans mon pays, je peux améliorer mon français écrit dans un contexte professionnel, accomplir des tâches intéressantes et échanger avec mon tuteur et mes collègues de classe. Ces cours de l’Université McGill m’ont vraiment permis de réaliser mes rêves!”

SMOOTHING THE TRANSITION TO ONLINE COURSES

Of course, you can’t just press a button and instantly turn a traditional course into an online version that works smoothly. That’s where Instructor Services and Educational Technologies (ISET) comes in.

ISET Director Jean-Paul Rémillieux notes that “Online, the instructor remains the content expert, but when it comes to delivery, many instructors are just not equipped. The instructional designer is here to help define strategies and make sure that the technologies match.”

“The relationship with students changes in online courses. The ability to teach in a classroom doesn’t automatically translate into the ability to teach an online course. There’s definitely a learning curve.”
Montrealers didn’t have to go far to visit Peru this past summer. The South American country was as close as a visit to the Montreal Museum of Fine Arts. The Peru: Kingdoms of the Sun and the Moon exhibition, which ran until mid-June, featured treasures from the pre-Columbian, colonial and indigenous eras, including paintings, sculptures and gold and silver artifacts.

An exhibition steeped in history and culture has a de facto educational component, and visitors need context for the remarkable objects it featured. One of the ways the museum provides this context is in the form of audioguides available in English, French and Spanish, with versions for both adults and children. Two students from the School of Continuing Studies (SCS) Translation Program, Rosa Maria Neyra Burga and Jorge Bravo, handled the translation of the audioguides to Spanish, as part of a translation practicum supervised by SCS lecturer Daniel Zamorano.

Museum staff must have thought they had stumbled onto a new gold mine. In addition to being skilled translators, both Neyra Burga and Bravo have roots in Peru, and Neyra Burga has some familiarity with Quechua, best known as the language of the Incas, which came in handy for certain items in the exhibit. Project supervisor Zamorano has won awards for his translation work in theatre, where, as for the audioguides, texts are meant to be heard rather than read.

The team’s background was important, because as Neyra Burga explains, “If you don’t know the culture, it can be hard to transfer the message.” But in spite of their familiarity with the culture, there was still a great deal of research involved. “We took a lot of time looking for terms, and there was much information to go through before even beginning the translation,” Neyra Burga says. “The other challenge was making the end product as understandable as possible, and the audioguide for children had to be even simpler. Plus everything had to be in short sentences to be easy for the narrator to read.” Clearly there was much more to consider than just words.

This sort of partnership between SCS and the community is a winning proposition all around. The museum reaped the benefits of the students’ conscientious work, and the students earned university credits while gaining unique experience that will serve them well in the future.
The School of Continuing Studies’ Intensive English Language and Culture (IELC) program serves as a gateway to further academic studies at McGill and other universities, helping students meet their goals of living, studying and working in English. There’s also an informal community outreach program called SPEAK, which helps international students learn the intricacies – and enjoy the fun – of Montreal life.

SPEAK ("it doesn’t stand for anything – we just thought it was a good name," says unofficial “grandmother in residence” and program coordinator Sandra Frisby) is run by the McGill Centre for Lifelong Learning (MCLL) in collaboration with IELC. SPEAK pairs volunteer mentors with international students who want to improve their conversation skills and participate in intercultural exchanges. The program has grown exponentially – from 10 volunteers two years ago to about 30 volunteers and 50 students this year, says Frisby with great pride.

A long-time member of MCLL, Frisby has moderated many study groups. When she was a “very young teacher,” she spent two years in what is now Bangladesh (then East Pakistan). The cross-cultural openness fostered by that experience has carried over into her work with mentors and students in the SPEAK program.

One-on-one conversation soon blossoms into shopping expeditions, checking out the cool parts of town, meals out, and even attending church services together. Some deep and lasting friendships have formed along the way. A volunteer who started out with one student is now mentoring the whole family, who have all immigrated to Canada.

Volunteer Ruth Rigby describes her experience as a SPEAK mentor: “It’s been a truly warm and enriching experience... As a mentor, you experience glimpses of other cultures and countries through the eyes of these engaging and enthusiastic young people.”

Min Jin from China, a student in the McGill Intensive English Language Program who’s thinking of immigrating to Canada, chimes in: “I’ve already done two conversations with my mentor, Gordon. We talked about the city, McGill University, sports, history, news in the world and many other interesting things. I learned a lot from him. This will really help improve my English.”

Louise Kyrtatas, Assistant Program Coordinator in Language and Intercultural Communication, together with the IELC students prepared an international lunch at which the volunteers received certificates. Frisby beams at the memory. “That’s so important, because our volunteers work individually and we all crave a sense of community,” she says.

Kyrtatas can’t say enough good things about the program. “It’s intercultural and inter-generational. SPEAK members, led by Sandra, have become sources of information, support and mentoring in the lives of our students. This is what we want them to take away from their experience in Canada and at McGill. It’s what we’re all about.”

PHOTO CREDIT: MEGAN HUDSON

MONTREAL 101
Even born-and-bred Montrealers can have inexplicable gaps in their knowledge of this great city. There may be a few who (gasp!) don’t know where Schwartz’ is located, or where to get the best poutine in town. Now try putting yourself in the shoes of a newcomer. Imagine how overwhelming the diversity of Quebec society and the dazzling array of choices available to Montrealers can be, especially if English is your second language or you’re an international student.

QUICK QUIZ
1) How much of the world’s maple syrup supply is produced in Quebec?
2) How many kilometres of underground tunnels are there in the Montreal subway system?
3) What’s the best place to buy bagels in Montreal?
It’s not unlike working in the theatre, actually. What the audience sees “on stage” (in this case, the computer screen) constitutes the culmination of many hours of behind-the-scenes work. Jean-Paul Rémillieux and his team in Instructor Services and Educational Technologies (ISET) devote untold hours to getting new courses up and running.

Overall, ISET provides administrative and instructional support to instructors and academic units throughout the School of Continuing Studies with two sub-units, Instructor Services and Educational Technologies, says Rémillieux. Instructor Services provides logistical and administrative support for classroom-based activities such as ordering textbooks, loaning computer and AV equipment, printing and photocopying exams. Educational Technologies, on the other hand, is responsible for designing and producing online courses as well as overseeing project coordination.

As more courses go online, this becomes an increasingly important part of ISET’s mandate. What’s involved in getting a new online course up and running? “The process starts,” says Rémillieux, “with a request, usually from an academic unit. First of all, we hold a brainstorming meeting. Our first job is to figure out what level of investment in resources is needed. We produce a project brief that spells out the rationale – why this course, why now? – as well as objectives, learning outcomes and teaching strategy. Of course, this differs from course to course and program to program.” One big decision is who does what. The big difference between a regular (classroom) course and an online course is that the production of the latter involves a ton of teamwork. Traditionally, the teacher, who’s the content expert, also deals with teaching strategies and assessments. That’s different online. The instructional designer steps in to help define strategies and to identify the most appropriate instructional technologies.

There’s usually a large web component too. “We work a lot on defining templates that can be reused across courses. We work on ease of navigation for the students. Courses have to be designed in terms of the lowest common denominator when it comes to technical knowledge.”

The first online course to be offered was Introduction to Post Traumatic Stress Disorder (PTSD). “We learned a lot from that course,” Rémillieux recalls. “We have more grounds for deciding what works and what doesn’t now. Most people don’t realize the amount of work that’s involved. Each course is quite different. The preparation is a formal process, and it’s done by our educational technology people. You have to stick to discipline and respect timelines.”

On the teaching side, it’s a different relationship with students, Rémillieux points out. “The teacher needs to practice. The first time you go to teach in a classroom, it won’t be your best performance. Same thing with an online course. Some instructors are destabilized when they go online – they feel like they’ve lost all their reference points. This is no time to panic. You need to relax and be pragmatic. It’s going to be different, but once the ice is broken, it usually works pretty well.”
TODAY’S AVIATION LEADERS INSPIRE NEW LEADERS

A nuclear hub of the world’s aviation industry, Montreal attracts the best and brightest minds, ready to share their expertise in aviation management with tomorrow’s leaders.

McGill’s School of Continuing Studies has gone to great lengths to assemble a top team of internationally recognized lecturers for its new Diploma in Integrated Aviation Management.

“We want these industry leaders to inspire students to push the boundaries and redefine the future of aviation management,” says Dr. Carmen Sicilia, Director of Career & Professional Development at McGill’s School of Continuing Studies. “Our objective is to educate the next generation of aviation managers for this dynamic industry.”

The diploma will prepare students to enter or advance in the field of aviation management at airlines, airports, aeronautical companies, freight, civil aviation regulatory bodies and government agencies.

**INTEGRATED AVIATION MANAGEMENT TAKES FLIGHT**

Local and international aviation specialists will lead hands-on, interactive courses in airline management, air cargo management, air transportation finance and economics, aviation safety and security management, airport management, aviation law and policy, air navigation services management, change management, and more.

“Theyir insights will provide learners with a ticket to a world of professional opportunity in the aviation industry,” says Dr. Sicilia.

The 10-course program will help students to develop leadership, organizational, problem-solving and decision-making skills to apply on the job. In the integrated aviation management project – the diploma’s capstone course – students will have an opportunity to apply their newfound knowledge to a real-case scenario in a virtual environment, using simulation technology.

Students can choose to take an intensive summer program, to be launched in May 2014, or register for courses during the fall and winter terms.

**INSTRUCTORS ARE “BEST OF THE BEST”**

Students will learn to apply classroom theory by interacting and networking with aviation leaders and policy-makers from the International Civil Aviation Organization (ICAO), International Air Transport Association (IATA), Airports Council International (ACI), Civil Air Navigation Services Organisation (CANSO), and more.

New instructors include Guy Brazeau, Director, Consulting, IATA, who has more than 35 years of aviation experience. He has led IATA’s Training and Development Institute and Airport and Regulatory sector.

Nathalie Herbelles, Head of Passenger Data and Border Control, IATA, will focus on global aviation security issues.

Three high-profile aerospace lawyers have joined the team: John Saba, Adjunct Professor at McGill’s Institute of Air and Space Law, who has chaired over a dozen IATA conferences worldwide; Francis Schubert, Head, Corporate Development and Deputy CEO, Skyguide, Swiss Air Navigation Services, an expert in the legal aspects of air navigation; and Donald Bunker, Professor at McGill’s Institute of Air and Space Law, who specializes in aircraft financing law.

Martin Griffin, EUROCONTROL’s ICAO representative, will coach students to a soft landing in discussions of air traffic control.

Nancy J. Graham, Director of ICAO’s Air Navigation Bureau, who broadening the scope of its safety and efficiency programs, will be a guest lecturer. Yves Dufresne, Vice President of Alliances and Regulatory Affairs at Air Canada, will share his expertise on forging alliances with foreign airlines and domestic regulatory bodies.

With decades of experience, these highly professional instructors will show students how to pull together all of the pieces of aviation management for a solid, secure landing in this dynamic, competitive environment. Their goal is to offer you the world’s most advanced, comprehensive program in the field.

Registration is now open to candidates with an undergraduate degree in any discipline. More at: www.mcgill.ca/aviation
Sometimes it takes 20/20 hindsight to put things in perspective. Contemplating her career to date, community worker extraordinaire Munira Ravji realizes that “McGill ignited everything for me.” Currently serving as the Constituency Assistant to Premier and MPP for the riding of Don Valley West, the Honorable Kathleen Wynne, Munira recalls how her studies at McGill kick-started an exciting and impactful career.

“The skills I learned at McGill have led me to a really great position in politics. Because the professors were professionals working in the field, they were able to lend us real world advice and tactics around effective partnership-building and corporate communications. They also offered us opportunities to apply our in-class learning with real-world projects and clients. Having that experience really helped me understand the nuances and dynamics of the business world and how to work effectively with clients. I think the most important aspect of this was learning how to develop proper messaging and how to market myself and my ideas.”

Ravji launched her own consulting business, providing project management, event management, media relations – “everything I’d studied at McGill.” Soon she was running Literacy Through Hip Hop Montreal, an innovative program for Grade 6 to 8 students, engaging kids with reading and writing via the hip hop culture.

And then came the summer of 2005. A spate of shootings in Toronto sent shivers across Canada. Ravji packed up and moved down the 401 to take on a role as the lead researcher for a project aimed at building a youth social infrastructure in that city.

She eventually signed on with Maytree Foundation, which works with many different partners to fight poverty. “I wanted to be part of an organization that would move me into policy or politics.” She also worked as a publicist for the Toronto Region Immigrant Employment Council (TRIEC). “Everything I was doing involved building connections between a diverse range of stakeholders, from large national corporations to local agencies supporting newcomers. My whole focus has been networking, putting people together. I’ve always had that ability and that passion. It’s about knowing what opportunities there are out there to make a difference and making those connections. Every step has led to the next.”

She gives an example: “The past few years, more new immigrants have been accepted based on their skill sets, but there’s still a disconnect on the ground between employers and skilled immigrants. My role was to facilitate those conversations and put people and opportunities for employment together.

“Connecting the dots has been the theme of my career. I always had that raw talent for networking, but McGill really polished me up and gave me the communications and public relations skills I needed to excel.”

PHOTO CREDIT: DERREL HO-SHANG

ALUMNI PROFILE
MUNIRA RAVJI: CONNECTING THE DOTS IN THE COMMUNITY SECTOR

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This fall, McGill’s School of Continuing Studies’ (SCS) launched a series of Labour Market Workshops, which focus on Quebec economic trends and labour standards, interview skills, cultural tips and tools for newcomers to Canada’s job market, how to leverage LinkedIn, targeting CVs and cover letters, and more.

Each free workshop, open to all SCS students, is offered at three different times – afternoon, evening or Saturday morning – so students can choose a time slot to fit their schedule.

The workshops are part of a pilot project in career advising and transition services, developed within Client Services.

“We hope that these pilot workshops help our students to make a smooth, confident and fulfilling transition into the labour market,” says Maia Korotkina, project coordinator, workshop facilitator and employment advisor.

Last August, 61 students signed on to attend all eight workshops in the pilot project. By making this commitment, they became eligible for a one-hour orientation interview and two additional one-on-one employability coaching sessions with Korotkina – all sponsored by McGill donor funding.

The combination of group workshops and individual coaching sessions provided them with continuity, coherence, and targeted support through the professional transition.

“On average, our students are 10- to-15 years older than full-time university students. They possess international or local credentials and work experience. They may juggle multiple work and family commitments,” explains Korotkina.

“We’re trying to help them cross the bridge to employment with practical, concise workshops that are relevant to their needs.”

**TOPICS ON TARGET**

“Other workshops really didn’t give me enough information about what I needed to know about the Canadian labour market,” says Gloria Jaime, a chemical engineer and SCS student making the transition from the job market in Columbia. “When I worked with Maia, I began to realize many things I didn’t know before.”

Jaime landed two job interviews after revamping her CV, based on what she learned in a labour market workshop.

“Our vision is to help our students become employment-ready,” says Gianna Giardino, Senior Manager, Client Services. “It’s all about helping them move through the job market confidently.”

Student surveys, faculty consultations and focus groups guided the project’s development. In addition, surveys of new SCS graduates have consistently asked for more career planning and transition services.

“We know we’re right on target in terms of what we delivered and that we met our students’ needs,” Giardino says.

The Labour Market Workshops are the first step in Client Services’ strategic plan to expand their career advising and transitional services, she adds. Future initiatives may include mentoring, networking and internship projects.

Client Services hopes to offer a similar series of workshops during the winter session, based on the availability of donor funding.

“We’re extremely grateful for the donor funding that allowed us to launch this service,” says Giardino.

Donors included the State Street Foundation, Zellers Foundation, McGill Association of Continuing Education Students (MACES), and generous supporters.

Planning to attend a winter workshop? Check our website for news: http://www.mcgill.ca/scs-workshops.
The School of Continuing Studies defines distinguished teachers as people who are passionate about helping students to learn, giving them a sense of accomplishment and setting an example, among other criteria. This Spring’s winners, Maria Eduarda Nunes and Jocelyne Philie, both brim over with undimmed enthusiasm for their chosen calling.

“I consider myself a very fortunate person,” says Nunes, “I did not have to choose a profession, a profession chose me!” At the age of seven, she taught a 14-year-old boy in her homeland, Mozambique, how to read, and she will never forget that first student who was instrumental in igniting her passion for teaching. Years later she left her homeland to complete her university studies in Lisbon. She returned to her homeland to start her teaching career, but for political reasons, moved to Rhodesia (now Zimbabwe) in 1974, where she taught for the first time in English — no small feat, as her mother tongue is Portuguese.

In 1978 she immigrated to Canada and began to teach in French and English, her second and third languages respectively. In 1984, Charles Roth invited her to teach mathematics and statistics in Continuing Education at McGill. “How enchanted I was, how grateful I still am!” She retired officially in 2000, but when Roth asked her to teach the new Mathematics for Management course in 2007, she jumped at the chance: “I couldn’t let that opportunity go by.”

She greatly admires the courage of her evening students and their determination and effort to attend classes in a difficult course after a full day’s work. Every time she enters the amphitheatre on the first day of the semester, she says she feels like a conductor facing an orchestra. “I set the tone, the theme, but they play the instruments. They will have to work hard but I hope they will enjoy the music.”

Nunes feels privileged to teach students from such diverse backgrounds: “The students come from different countries and speak different languages — we could set an example for the world!” And that explains why “after 54 years in the profession, I’m still full of enthusiasm every time I make contact with a new group.”

“It’s a great joy to receive this award for the second time almost at the end of my career. It means my students and the administration recognize that I invest not only my knowledge, but above all, my heart.”

On the first day she entered the classroom to teach French 37 years ago, Jocelyne Philie knew she’d found the right career for her. She’s taught for school boards and in the corporate world, taught intensive and part-time courses, even trained other teachers, but “my best years [of teaching] have been at McGill.” Since 1986, she’s enjoyed the training and support she’s received from Languages and Intercultural Communication and the “chance to grow” while teaching in world-renowned programs at McGill. “What’s really marvellous about working with beginners is seeing how soon they gain confidence and develop strategies so they can start to live in French in and beyond the classroom.

“Technology is an incredible support in teaching, and I use it a lot, but it will never replace communication between people, the smiles all around, and the personality we put into the materials we prepare for our learners. Teaching French to beginners, you’re on the front lines to help them discover francophone culture — especially la culture québécoise, since they’ve chosen to study here in Montreal.

“Learning a language means much more than learning words and structures — it’s a way of thinking and growing. I hope that over the years, I’ve transmitted my passion for the French language, for teaching and interacting and communicating with each student,” says Philie.
McGill University’s School of Continuing Studies is building something of a relationship with South Korea. A special project between SCS’s Language and Intercultural Communication and the Daejeon Educational Training Institute saw 19 South Korean primary and secondary school teachers come to McGill for a four-week program combining courses in English as a Second Language with practicum training in schools around Montreal. This is the second time teachers from this school have visited McGill and the fourth group of Korean teachers SCS has hosted.

“A lot of countries’ ministries of education are trying to upgrade their English teaching,” Kevin Stanley, the Assistant Program Coordinator for English Programs, explains. “They need teachers with better proficiency to meet the demands of the new curriculum.”

SCS works with partner organization to develop programs that reflect their needs. “One of the big features of this program was the practicum, where teachers go to local schools. We worked with seven schools this time, and students spent nine days in the schools out of a total of 20 class days.”

One of the highlights of this group’s time here was a poster fair at the Children’s World Academy, an elementary school in LaSalle, for which teachers created posters covering some aspect of Korean culture. David Estok, the school’s principal, said of the fair, “What strikes me about the presentations is how you can really tell that they’ve been designed by teachers. The kids are engaged, the activities are interactive, the kids are really enjoying what they’re doing, and clearly they’re learning things and absorbing information.”

The Korean teachers were just as excited about the encounter. “They were triumphant,” Stanley says. “The whole school was excited about the presence of the Korean teachers, and the teachers were thrilled with the turnout and response.”

The success of the project bodes well for the future, as SCS intends to pursue this sort of program. “We have the expertise, we have the program, so it’s one of our main drives to expand our activities,” Stanley says.

WRITER: RHONDA MULLINS | PHOTO CREDIT: MEGAN HUDSON

McGill has a distinguished history when it comes to promoting and protecting human rights, going back to the late McGill professor John Peters Humphrey, author of the Universal Declaration of Human Rights.

More recently, Dr. James Archibald, Director, Translation and Written Communication, has been instrumental in putting the right people together to produce various language versions of the Montreal Charter of Rights and Responsibilities, which was hailed as a model by UNESCO when it was introduced in 2005. The ground-breaking legal document spells out fundamental values of respect for human dignity, equality, inclusiveness, tolerance and justice, as well as responsibilities, including exercising the right to vote and respecting the rights of others.

“It’s all about community engagement,” Archibald says. “The important thing is to underscore the efforts made by the city to engage citizens from different cultural communities – to make sure they understand their rights and responsibilities in an urban democracy.” At last count, there were upwards of 80 different languages spoken among people living in Montreal. The translation process started with the English version and has continued with Spanish, Arabic, Mandarin and most recently, Italian adaptations.

Next up: a Hebrew translation of the Charter.
Glasses stopped clinking and servers stopped circulating with canapés as speakers went to the podium in the elegant West Lounge at Royal Victoria College. The School of Continuing Studies’ very first Scholarship Reception was a heart-warming event that gave donors and scholarship winners what Dean Judith Potter called a “rare and special opportunity to meet and share their stories of challenges and successes.”

Everyone listened intently as Barbara Seal, a long-time Canadian Citizenship Court judge, recalled meeting a family from China—a mother and two children, a daughter of 12 and a son of 15, who came into her court many years ago. “Many new immigrants are not yet fluent in English or French. The son said, ‘I want to act as interpreter for my mother. My father left us. My mother has studied hard—we’ve studied together.’ He showed such love and respect that it really touched me. She passed the test and they all became citizens. He told me he dreamed of becoming a doctor.’

“Many years later, a handsome young man knocked at my door and said, ‘Judge Barbara? I just wanted to tell you that my mother and I talk about you all the time. Thanks to your encouragement, I’ve just graduated from medical school.’ Of course I remembered him. I even remember what he was wearing the first time we met. He was dressed like a little gentleman.”

Judge Seal and her husband, Donald W. Seal, QC, BA 1950, BCL 1954, have provided generous funding for the Barbara Seal, CM, Scholarship, that will recognize accomplished students in the School’s undergraduate and graduate professional programs who are newcomers to Canada. As Marc Weinstein, Vice-Principal, Development and Alumni Relations, noted, over 40% of the School’s 14,000 students were born outside of Canada, and this first endowed scholarship reflects its strong focus on integrating new Canadians.

Alejandra del Castillo, one of four winners of the Rita Lumba-Bacani and Jun Bacani Scholarship in Accounting & Taxation and/or Entrepreneurship, also spoke at the event. Lumba-Bacani herself, CertMgmt’88 and CertAcctg’88, recalled the challenges she and her husband, chemical engineer Jun Bacani, faced when they arrived in Canada and found that their professional qualifications were not recognized here. “It’s never too late to return to your studies,” she said. “I want to support other
people who are working hard to follow their dreams.”

Also honoured at the event were the three recipients of the Arthur and Crystal Lau Prize, established in 2011, and the 20 winners of McGill Association of Continuing Education Students (M.A.C.E.S.) Scholarships, set up in 2010.

A new advising and career transition service is also in the works that will help the School’s students to juggle professional, academic and family issues as they strive to improve their careers and their lives – perhaps most especially, foreign-born professionals who are struggling to integrate into Canadian life. The proposed service would include career and employment counselling, as well as customized, interactive, discussion-based workshops and bridging services for those needing additional assistance in updating and matching their qualifications, skills, and qualifications to those required by the Quebec labour market.

SALLY DRURY MCDougall: BUILDING COMMUNITY WITHIN MCGILL AND MONTREAL

Sally Drury McDougall, recipient of an honorary doctorate at this Spring’s Continuing Studies Convocation, has always been a big believer in lifelong learning. “If you’re active – in my case, mainly as a volunteer – you’re learning and absorbing the world the whole time. For me, lifelong learning has meant living life fully and opening every door.”

While McDougall shuns the spotlight, it seems to find her anyway. This is not the first time she’s been recognized for her unstinting efforts on McGill’s behalf: the McGill Alumni Association presented her with the Award of Merit, its highest honour, in 2007, and previously, in 1997, a Distinguished Service Award.

Interviewed from her garden in the Townships, she looks back over a lifetime association with the university. She grew up in Montreal, part of a “McGill family” – her father, star athlete Chip Drury, two of her siblings, her husband, Douglass McDougall, all four of their sons and two daughters-in-law have earned degrees from McGill (no doubt several of her eight grandchildren will follow suit).

After earning a science degree from McGill, she headed to the Mac campus for a diploma in education. She taught for several years before “the children came fast and furious. I volunteered at my four sons’ schools, using the skills I’d acquired along the way.” She’s proud of having raised “happy children – all out in the world, and all within driving distance!”

“Volunteering is a life choice, and a great way to go out into the world. You ask, ‘What can I do to help?’ We have a tendency to think we should tell people how to do things, but a true volunteer pitches in and does whatever is needed.”

McDougall recalls volunteering with the Montreal Diet Dispensary, foraging for food to give to needy expectant mothers. “I’d fill the back of my car with discarded food from restaurants – yogurt, cheese, things with a short shelf life. Once a truck full of cabbages tipped over on the Met. I loaded up and drove them to the Diet Dispensary.”

Volunteering for McGill has been a consistent thread in her life. She served as President of the MAA from 2000 to 2002 and in various other positions with the Association over the years, and has sat on many Board and Senate committees and advisory committees for senior McGill appointments. She is currently a trustee of the Martlet Foundation. “McGill sort of sucks you in, in a good way,” she says.

McDougall is also a keen gardener, skier and golfer. “My other passion is working with adaptive sports, especially skiing.” She shows no signs of slowing down.

The Convocation Program citation summed it up well: “[Sally Drury McDougall’s] wise counsel, tireless advocacy and grounded approaches, over more than 40 years of involvement with McGill, have truly made a significant difference to our people, especially our students.”
**MCGILL HOSTS CAUCE CONFERENCE**

The Canadian Association for University Continuing Education (CAUCE) celebrated its sixtieth anniversary in 2013 under the theme of “Distinct savoir-faire: UCE 6.0.” CAUCE is a professional association of deans, directors, senior administrators and practitioners whose professional careers are in university continuing education in Canada. “We’re thrilled to have hosted the landmark anniversary conference here at McGill,” says Dean Judith Potter.

**FIRST TWO STUDENTS GRADUATE FROM NORTHERN PROGRAM**

McGill offers a certificate in Health and Social Services Management “up north,” in partnership with the Nunavut Regional Board of Health and Social Services. Dr. Carmen Sicilia, Director, Career and Professional Development, hails the accomplishments of students Charlie Gordon and Aani Tulugak, the first two graduates of the program. Case studies are based on northern situations, delivered in Kuujuaq or Puvirnituq by a McGill instructor in intensive mode. “This program is definitely a success story, and we look forward to the next group of students graduating,” says Sicilia.