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FOR WHAT  
YOU'VE  
GOT IN MIND.



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**McGill**

School of  
Continuing Studies

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## MESSAGE DE LA DOYENNE

# POUR UN MONDE INTERCONNECTÉ

M<sup>ME</sup> JUDITH POTTER – DOYENNE DE L'ÉDUCATION PERMANENTE

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Interconnexion. Dans notre monde numérique, ce mot évoque d'innombrables images de téléphones cellulaires, de routeurs sans fil, d'écouteurs Bluetooth, ainsi qu'une panoplie d'appareils électroniques. La toile ou le Web incarne le concept d'interconnexion en reliant virtuellement les humains partout dans le monde.

Cette époque ouvre d'innombrables possibilités pour établir des liens.

Pourtant, la véritable signification d'une interconnexion se situe au-delà de tout ces accessoires que nous utilisons pour établir des liens sociaux. Ces appareils sont conçus pour nous libérer de notre isolement afin de partager nos histoires, apprendre les uns des autres, communiquer nos connaissances, nous exprimer, et bien plus encore. L'éducation est au cœur de ces expériences.

L'éducation n'est pas l'apanage de la jeunesse; c'est une préoccupation qui dure toute la vie. La communauté d'apprentissage continu de McGill (CACM) qui célèbre son 25<sup>e</sup> anniversaire en 2014, en est un exemple éloquent. Ce groupe d'ainés actifs de Montréal planifie une série inspirante d'activités universitaires et sociales au cours de l'année qui vient pour souligner le succès continu de la CACM.

Les étudiants qui s'inscrivent à des stages redonnent aux communautés à l'intérieur et à l'extérieur de McGill. Les entreprises, les organismes sans but lucratif et la communauté montréalaise dans son ensemble profitent

des offres de l'École d'éducation permanente. Cette interconnexion est judicieusement décrite comme étant une réciprocité.

Dans notre économie mondiale d'aujourd'hui en changement constant, le perfectionnement professionnel passe obligatoirement par l'éducation. L'École d'éducation permanente établit des liens avec l'industrie afin de développer des partenariats qui haussent les normes professionnelles, réduisent le personnel et améliorent le savoir-faire. Ces liens contribueront assurément à accroître la prospérité des entreprises du Québec et d'ailleurs.

Nos liens avec des partenaires de l'industrie et des programmes de sensibilisation communautaire continuent de forger la réputation de l'École et offrent à nos étudiants de vivre des expériences précieuses à McGill et dans la collectivité.

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MESSAGE FROM THE DEAN

# BUILDING CONNECTIONS

DR. JUDITH POTTER – DEAN OF CONTINUING STUDIES

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Connection. In our digital world, this word conjures countless images of cellphones, wireless routers, Bluetooth headsets, and a host of other electronic devices. The World Wide Web epitomizes the concept of connection by virtually linking humans from every corner of the globe.

In this era, our possibilities for connection are boundless.

Yet the true meaning of connection lies beyond the paraphernalia that we use to establish social links. The *raison d'être* of these devices is to free us from isolation to share our stories, learn from each other, communicate our knowledge, express ourselves, and more. Education lies at the heart of these experiences.

Education is not the purview of youth; it's a lifelong preoccupation. A prime example is the Montreal Community for Lifelong Learning, which celebrates its 25th anniversary in 2014. This active group of Montreal seniors is planning an uplifting series of academic and social events in the coming year as a tribute to its continuing success.

Students who sign up for internships and practicums give back to communities within and outside McGill. Businesses, non-profits and the Montreal community at large benefit from these SCS offerings. This connection is aptly described as reciprocity.

Education is a necessity for professional development in today's ever-changing global economy. SCS connects with industry to develop

partnerships that raise professional standards, re-educate staff and improve know-how. These connections will undoubtedly increase the prosperity of businesses throughout Quebec and beyond.

Our connections with industry partners and community outreach programs continue to build the School's reputation and provide our students with valuable experiences at McGill and beyond.



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PHOTO CREDIT: CLAUDIO CALLIGARIS

# MCGILL SCS IS “TAKING CARE OF BUSINESS”

## SCS BUILDS INDUSTRY EDUCATION PROGRAMS

The business of education meets the education of business at McGill’s School of Continuing Studies (SCS). The School has reached out to a wide range of industries throughout Quebec to develop new ties. These connections have enabled the School to develop a host of outreach programs for employers, employees and the public.

### COMMUNITY OUTREACH

With the Montreal Museum of Fine Arts (MMFA), PACE is developing weekend courses that allow MMFA members, Montreal residents and visitors to the city to discover more about the museum’s renowned art collections. The first course looks at German Expressionism in France.

Offered this fall and winter in English and French, the courses begin with a Friday reception and keynote address to engage and connect participants. Two one-day Saturday seminars follow. The MMFA will host all events.

“We’re not just offering incredible knowledge, but privileged access to the exhibit and MMFA curatorial staff,” says Megelas. Behind the scenes, participants will learn the thinking behind the choice and exact placement of exhibit art and more.

“It’s a wonderful alignment of interests and priorities between McGill and the MMFA that builds on strong prior collaborations.”

The Institut du Nouveau Monde’s annual L’école d’été resonates with Quebec youth as an educational hub for social policy and social action. For the first time, in August, McGill (through PACE) will host this four-day conference.

Involving over 120 animators and presentations, it gives PACE an opportunity to connect with a whole new audience, says Megelas. The conference will connect McGill to more than 500 participating Quebec youths.

PACE will also develop a series of one-credit courses on citizenship and social engagement with the Institut.

### MANAGING CHANGE IN THE WORKPLACE

McGill University Health Centre (MUHC) employees are facing a huge transition to their new workplace, and “we worked closely with the MUHC to find ways to help,” says Dr. Carmen Sicilia, Director of Career and Professional Development (CPD).

“They have employees moving into management roles; we have the knowledge to help them acquire leadership and management skills.”

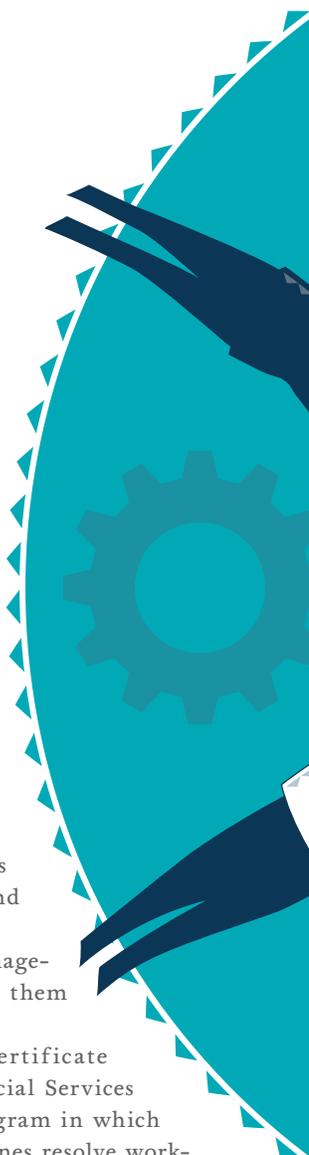
CPD designed the Undergraduate Certificate and Graduate Certificate in Health and Social Services Management, a one-year, project-based program in which MUHC professionals from multiple disciplines resolve workplace challenges. Courses focus on change management and communications.

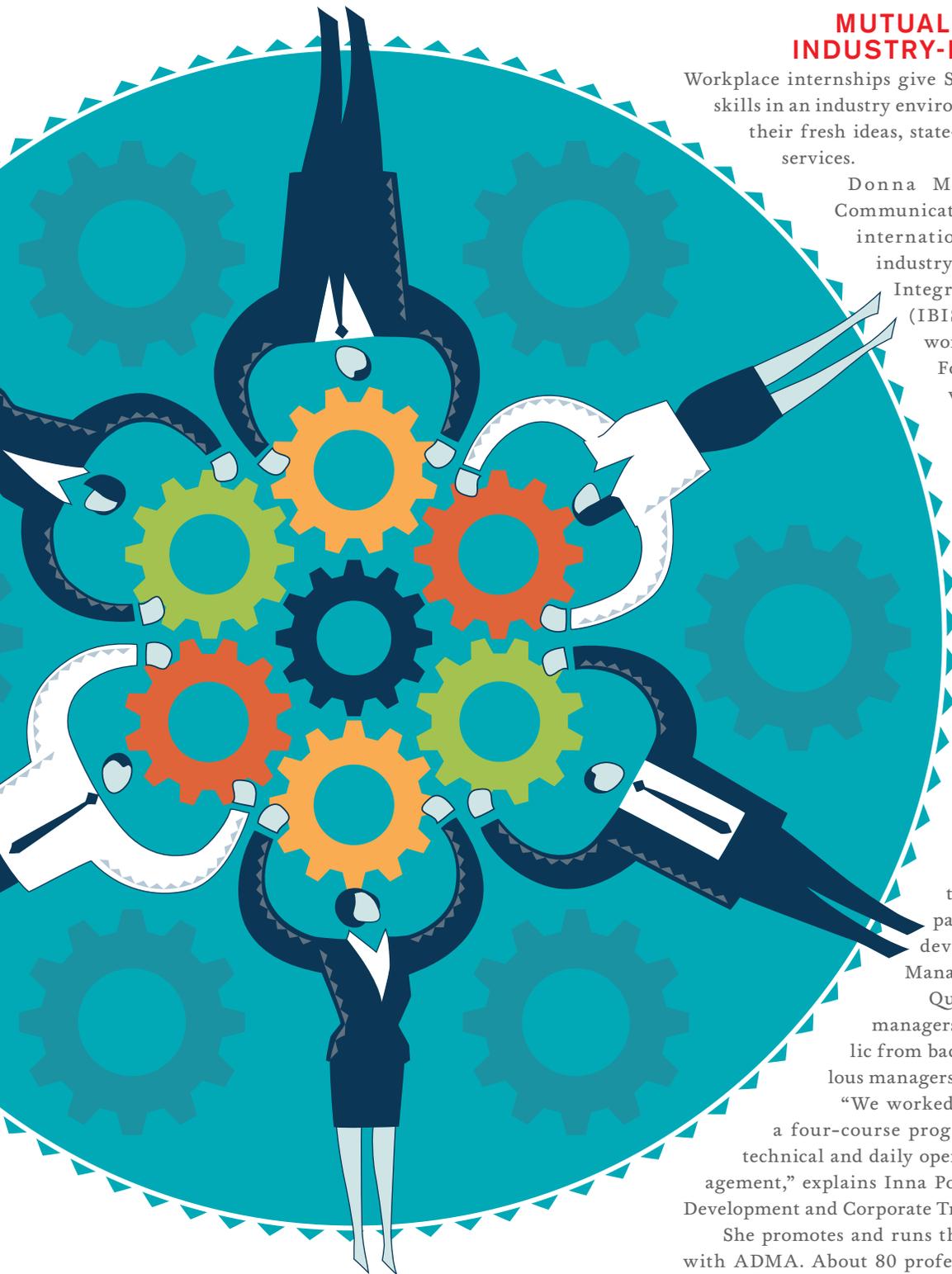
“The return on investment has been immediate,” says Sicilia. “With 47 participants in the first course, you can imagine how many projects came forward and how many real-life dilemmas were solved.”

For example, two participants journeyed to California this year to observe a hospital move. “It was a great opportunity for them to learn what worked and what didn’t – knowledge they can apply to the MUHC transition. They were able to identify which skill sets they really needed,” says Sicilia.

### EXPANDING ON-THE-JOB LANGUAGE SKILLS

Quebec’s unique culture demands a multilingual approach to health-care. Health Canada, through a Health Services Access and Retention Projects initiative, will be working with the Language and Intercultural





## MUTUAL BENEFITS OF INDUSTRY-BASED TRAINING

Workplace internships give SCS students a chance to practice new skills in an industry environment. Industry, in turn, benefits from their fresh ideas, state-of-the-art knowledge and cost-saving services.

Donna McLean is Manager of Internal Communications at Forensic Technology (FT), an international leader in the law enforcement industry. FT's greatest technological asset, the Integrated Ballistics Identification System (IBIS), helps to solve firearm crimes worldwide.

For more than five years, McLean has welcomed SCS translation students as interns. "Because we are a global company, newspaper articles are often written about us. I like to share these stories and other information with our French-speaking employees.

"It helps to build morale, because our employees can see that what they do every day impacts cities around the world. That's an invaluable service."

## PROFESSIONAL DEVELOPMENT PROTECTS THE PUBLIC

Concerns about fraud, a lack of education and formal education in the booming condominium industry prompted L'Ordre des administrateurs agréés du Québec (ADMA) to partner with SCS to offer a professional development program in Condominium Management.

Quebec doesn't regulate condominium managers, and ADMA's goal is to protect the public from bad management practices and unscrupulous managers who pocket condominium fees.

"We worked very closely with ADMA to develop a four-course program that covers the legal, financial, technical and daily operational aspects of condominium management," explains Inna Popova, Associate Director, Professional Development and Corporate Training.

She promotes and runs the new program in close collaboration with ADMA. About 80 professionals per year attend the program, offered in both French and English. The certificate is obligatory for ADMA members working in property management.

"This program is a clear example of how SCS addresses needs that exist in both industry and the community," Popova says.

Such connections foster communication, training, community outreach, new skill development and a myriad of other benefits. They help to cement relationships among McGill students, the public and Quebec workforce and maintain the School's relevance in a rapidly changing business world.

Communication (LIC) unit to design, develop and deliver a comprehensive, customized English-language training program for francophone and allophone nurses, psychosocial professionals and healthcare receptionists in Quebec.

LIC will collaborate with Instructor Services and Educational Technologies (ISET) to create 24 online courses, eight classroom courses, student and instructor portals, and online evaluation tools for 18 regions throughout Quebec. The project will run over four years, starting this fall.

# CELEBRATING 25 YEARS OF LIFELONG LEARNING

This summer, the McGill Community of Life Learning (MCLL) returns to its birthplace, the Stephen Leacock Building on McGill's main campus, to celebrate its 25th anniversary. The community will host a one-day conference, Celebrating Lifelong Learning, on August 20.



“We’re planning sessions on social media, exercising your brain, distance learning technologies – a lot of different things,” says Fiona Clark, Conference Committee Chair, MCLL founder and Champion of Lifelong Learning.

In 1984, Clark, then Assistant Director of Continuing Education, was responsible for organizing Elderhostel courses at McGill. “It seemed a pity to me not to do something for our own Montreal seniors.”

She created a subcommittee of McGill’s Senate Committee on Continuing Education to develop a daytime program for seniors. After researching possibilities over several years and involving senior students in planning, the subcommittee chose a peer-learning format, modeled after an innovative Harvard University program.

In April 1989, the subcommittee got the green light to hold the founding workshop of the Montreal Institute for Learning in Retirement (MILR). “We started in October with 15 study groups and about 180 members,” says Clark. “We met in little classrooms all over the campus.”

Twenty-five years later, MCLL has a name that reflects its community spirit, 632 members, up to 49 study groups in the fall semester, and a home base at the School of Continuing Studies (SCS). It hosts a Friday lecture series and, in summer, Wonderful Wednesdays. Popular outings and social events are organized every semester.



## CHAMPIONS OF PEER LEARNING

MCLL is a member-driven organization, supported by SCS. Seniors from 60 to 90 years of age pay a small membership fee to attend two study groups per term, where they share their experiences and knowledge. As volunteers, they may give back to the educational community, if they choose, by serving on MCLL’s core committees.

“Our basic goal is to provide an interactive atmosphere,” says MCLL Past President Tony Wait. “It’s not like going to a lecture. We’re here to have fun. It may sound corny, but even though I’m 75, my natural curiosity is kept alive in this learning environment.”

MCLL doesn’t offer courses. Members moderate study groups, based on their educational interests, “often as a result of the inspiration and confidence that they acquire through participation,” says Alex Megelas, Personal and Cultural Enrichment Program (PACE) Coordinator.

Every semester, MCLL members propose ideas to the Curriculum Committee, which lends a helping hand in their development. Study groups require different levels of participation, and members get involved as little or as much as they want. Topics range from literature and the arts, science, politics and current events to “just about anything,” says Wait.

“It’s definitely an active environment,” adds Clark, who moderates a Science & Society study group. “The whole concept of MCLL is to learn from others. Anyone can give presentations or participate in research.”

## A BLOOMIN’ KICK-OFF

MCLL’s Bloomsday celebration, June 12-16, will kick off the 25th anniversary. Patterned after the Dublin wanderings and stream-of-consciousness meanderings of Leopold Bloom in James Joyce’s *Ulysses*, Bloomsday Montréal celebrates Joyce’s body of work, local Irish heritage, and the unique character of cities worldwide.

Chris Joyce, great grandnephew of James Joyce, will participate in this year’s Montreal festivities. Events will take place on campus and at local libraries, pubs and other city venues.

A 25th anniversary art exhibit, honouring the creativity of MCLL members in the fine arts, will be held on August 28-30, 2014, at the McClure Gallery of the Visual Art Centre, Westmount.

Plans for a film fest, cabaret and closing celebration are in the works. Other events will be announced throughout the academic year, says Megelas, as MCLL plans to continue its celebration until summer 2015.

For information about:

**MCLL:** [www.mcgill.ca/mcll](http://www.mcgill.ca/mcll)

**Celebrating Lifelong Learning:** [www.mcgill.ca/continuingstudies/programs-and-courses/mcll/conference](http://www.mcgill.ca/continuingstudies/programs-and-courses/mcll/conference)

**Bloomsday:** [www.mcgill.ca/bloomsday](http://www.mcgill.ca/bloomsday)

# MCGILL STUDENTS HELP OTHERS

At the School of Continuing Studies (SCS), two education-driven initiatives foster connections between our students and the Montreal community. Both help to open doors to new knowledge and experiences for both parties, and both involve language.

“Anyone can come and ask questions about anything at Brainy Bar,” says Chantal Tittley, Chair of the McGill Community for Lifelong Learning (MCLL) Curriculum Committee.

At two-hour sessions, MCLL seniors consult tech-savvy international students, studying in SCS’s Intensive English – Language and Culture (IELC) program, for one-on-one help with new technology. Louise Kyrntatas, Assistant Coordinator, IELC, helped to develop the project in collaboration with MCLL.

Min Jin, a student from China, helped MCLL members to solve problems with laptops, iPads, cellphones and even digital cameras. “We don’t just answer questions. We talk with the seniors.

“As newcomers, we’re curious about everything, and the seniors are good conversation partners. They listen and explain everything to you. From there, I got to know about Canadian politics, history, taxes and many interesting things. It really helped me to adapt to my new environment.”

At Brainy Bar, part of MCLL’s Tech Savvy program, André Monette, 74, learned how to incorporate YouTube videos into a Powerpoint presentation for his study group.

“The experience is very positive,” says Monette. “Since English is the language of technology, the students have to master it, and they’ve done very well.”

While most seniors have tech-savvy grandchildren, they feel more comfortable learning in this environment, says Tittley. “And there’s reciprocity in the process.”

## PARTICIPATING IN COMMUNITY OUTREACH

Dr. James Archibald, Director, Translation & Written Communication (TWC), selects qualified graduate translation students for internships at Montreal businesses, community groups or cultural institutions. This year, students have participated in at least two community outreach projects.

Ingrid Birker, Coordinator of Science Outreach and Public Programs, Redpath Museum, finds “interns are more personally involved and engaged, because they usually know about us and want to work here. I enjoy working with them. They appreciate the nuances, and nothing gets lost in translation.”

Birker has shepherded two interns this year. One has translated display labels for an upcoming exhibition on African biodiversity. The other has developed a French version of Brownwyn Chester’s booklet *Leafy Legacy*, a guide to McGill campus trees.

Translating the booklet was challenging, because botanical terms were highly technical, says Johanne Lamoureux, a TWC student. She had to translate and confirm over 50 native and exotic tree names in three languages: English, French and Latin.

“Working on this project, I felt I was contributing to the French McGill community and Montreal at large,” she says. “Now, when my Mom comes to visit, we will be able to stroll through the campus and discover the trees together.”

At CKUT, McGill’s community radio station, Marianne Diuzet helped to translate half of the *Blue Book*, a huge policy manual that details the strict regulations for CKUT’s daily operations.

Some of CKUT’s French-speaking volunteers aren’t able to get a full grasp of procedures from the English manual, says Nicole Ebert, CKUT Funding and Outreach Coordinator. The translation will help them to develop French-language programming, such as short radio features or segments for weekly news magazines and First Nations programs.

“I learned a lot about radio,” says Diuzet. “I also learned how to regulate my own work. I have a better understanding of my strengths and weaknesses, and I grew more confident,” she says. “It made me happy to know that it’s useful.”

## PUBLIC RELATIONS STUDENTS HELP LAUNCH TANGERINE

When Tangerine, formerly ING Direct, promotes its new name in Quebec with a series of local events later this year, public relations students at McGill’s School of Continuing Studies (SCS) can feel proud. Tangerine has a choice of communications strategies to deploy in the rollout, and some of those ideas emerged from students in a hands-on, “live” case study course on communications planning.

This coup is the work of Elizabeth J. Hirst, Coordinator of Public Relations and Marketing, Career and Professional Development. Hirst has created more connections between McGill students and the communications industry than Facebook can manage.

She’s the driving force behind Cases in Public Relations/Communications Planning, the capstone course of certificate and diploma programs in public relations. It offers students a chance to apply what they’ve learned to actual business cases. It’s also a prime example of McGill’s close links with this industry.

“It’s not often that we can give them something this fun,” she says. “Students keen on marketing communications really got into it.”

Richardson Joubert, Community Relations and Social Media Lead at Tangerine and SCS public relations graduate, was instrumental in getting Tangerine involved, not once but twice. This time, students were challenged to create a communications plan focusing on the name change.

“We put no restrictions on what they could do, as long as it made sense to us,” says Joubert. “They were really surprised a bank was asking them to think outside the box.”

Businesses are invited to class on three occasions: to present what they need, answer questions and, finally, hear students’ pitches.

On pitch day, students handed out tangerine piggy banks, tangerine cupcakes and, of course, tangerines, recalls Sandra Ayau, Manager of Tangerine’s Montreal office. “Ideas were flying from one spectrum to  
*(continued on page 12)*

ALUMNI PROFILE

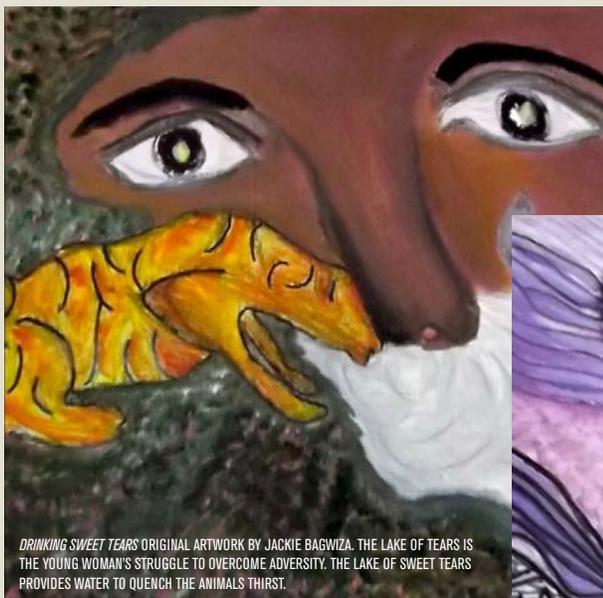
# JACQUELINE BAGWIZA UWIZEYIMANA AND IGNACE NIKWIVUZE: RWANDA REMEMBERED

April 2014 marked the 20th anniversary of the Rwandan Genocide, a tragedy that saw government forces and local militias target the Tutsis ethnic group. To mark this anniversary, two graduates of the intensive Certificate of Proficiency in English Language and Culture, Jacqueline Bagwiza Uwizeyimana and Ignace Nikwivuze, organized a candlelight vigil on the McGill campus.

During the vigil, which is a part of world-wide remembrance that included the lighting of a flame that will burn for 100 days at the national genocide memorial in Kigali, students shared their personal stories about the times surrounding and effected by the genocide, as well as addressing the importance of remembering mass atrocities.

“The event we organized at McGill was all about spreading awareness and trying to warn the world for a better future,” says Nikwivuze, who was a child living in a small town located in the eastern province of Rwanda at the time of the atrocities. “We remember to respect, to honor, to celebrate the death of innocent people, we remember to support the survivors, we remember to value the humanity, our identity. If we don’t remember we lose focus.”

Having long dreamed of studying abroad, Uwizeyimana says her decision to come to



*DRINKING SWEET TEARS* ORIGINAL ARTWORK BY JACKIE BAGWIZA. THE LAKE OF TEARS IS THE YOUNG WOMAN'S STRUGGLE TO OVERCOME ADVERSITY. THE LAKE OF SWEET TEARS PROVIDES WATER TO QUENCH THE ANIMALS THIRST.

Canada to study at McGill was an easy one. As an orphan she was living and studying in the Agahozo-Shalom Youth Village, which she had to leave upon finishing high school. “Since I had no family except the youth village, coming to study at McGill was in my daily prayer because I grew up believing in the power of education and the only reason for me to live was to get a brighter future.”

Nikwivuze’s decision to come to Canada stemmed from studying the world in elementary school. He believed it to be a “beautiful and peaceful nation,” and he was further inspired by the work of Canadian Lieutenant-General and humanitarian Romeo Dallaire, who at the time of the atrocities was a UN peacekeeper and did much to bring about



*CONFIDENT GIRL* ORIGINAL ARTWORK BY JACKIE BAGWIZA. A YOUNG WOMAN WALKING CONFIDENTLY IN THE DIRECTION OF HER FUTURE HOLDS AN EGG STRONGLY UPWARDS, WHILE STRUGGLING AGAINST THE THREADS OF ADVERSITY WHICH TRY TO STOP HER PROGRESS.

international awareness of the events and to attempt to stop them. He chose McGill as a conduit in coming to Canada, being “hooked by McGill as one of the leading universities in the world . . . and its diversity.”

He choose the School of Continuing Studies as a starting point in order to gain the language skills needed to succeed at McGill. “I wonder how it would be if I hadn’t done the English course. It shaped my adjustment to a new place because it’s where I made my first friends in Canada. It helped me both culturally, socially and academically.”

“The English Language and Culture program at the School was a very good transition for me in starting a university life,” Uwizeyimana says. “Before I started the program I was afraid that I would not be able to succeed like everyone else at McGill. But because of the Intensive English Program, I

succeeded well, and I am able to keep it up. My writing and studying skills have improved so that I have no doubt about my future academic success.”

“As an African young woman, I have a great ambition to share my life experience with many other people, on campus and outside campus, by using all my abilities especially my artistic skills, to prove that it is possible to have a dream and to follow the direction of that dream until it comes true,” says Uwizeyimana, who has gone on to conduct award-winning research on poverty reduction strategies for the Rwamagana District in eastern Rwanda. She says her future goals “are to be a voice for the

speechless women especially the young ones like me and to increase awareness of current African women’s life in general anywhere I will be.” In a recent presentation at the School, she stressed the power of art in giving voice to African women, presenting some of her own work as an example.

Both Uwizeyimana and Nikwivuze are currently working on Bachelor’s degrees at McGill, and Nikwivuze similarly hopes to return to Rwanda to work on community development projects when finished at McGill.

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WRITER: TRISTAN DAHN

## IN MEMORIAM: HERVÉ DE FONTENAY

*“Learning a language is a rich experience. It is an intellectual, social, cultural and human adventure – a voyage of discovery.” – Hervé de Fontenay*

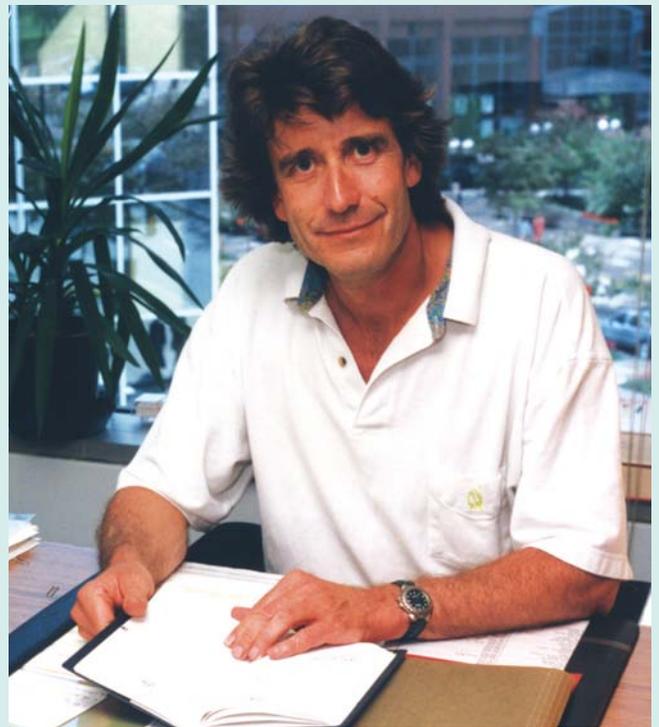
Hervé de Fontenay, former Director of Language and Intercultural Communication at the School, died peacefully on January 4, 2014, at home surrounded by his family. Born in France, Hervé moved to Montreal at the age of 18. Hervé undertook undergraduate and doctoral studies at Université de Montréal and received a Masters in French Literature at McGill University. Hervé then began his distinguished career at McGill with a position in the Faculty of Arts in 1975.

Hervé began teaching at the Centre for Continuing Education, as the School was formerly known, in 1977, taking on increasing responsibility over the years, and became director of the English and French Languages Programs unit in 2000.

Through his constant dedication to excellence in teaching and leadership, and his innovative approaches in developing the unit, Language and Intercultural Communication blossomed. The unit now offers a wide range of programs to approximately 3700 students from over 100 countries each year.

Hervé was also an accomplished academic and intellectual leader at the School, participating in and presenting at many international conferences. He was the author of numerous essays that reflected his social commitment and love of art, as well as poetry that displayed his insight into humanity.

In order that his contributions and dedication to the School may live on, the “Hervé de Fontenay Memorial Bursary” was established to provide assistance to motivated international students in need of assistance so that they can study English or French at the School. For further information about donations, kindly email [alumni.conted@mcgill.ca](mailto:alumni.conted@mcgill.ca).



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WRITER: TRISTAN DAHN

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## HONORARY DOCTORATE

# WADE DAVIS: CONNECTING HUMANITY AND NATURE



Of the 7000 languages spoken on Earth at Wade Davis' birth, half will die out within a single generation. Languages, he believes, are a rich intellectual, spiritual and social legacy that humans must preserve.

As a National Geographic Society Explorer, Davis travels the globe to find stories to share about the human value of aboriginal cultures in our modern landscape. He gives us an anthropologist's view of their worlds. He alerts us as to how their lives intersect with our very different realities, and he aptly describes their connections with our planet and its fragile ecology.

Davis once told *The Globe & Mail*: "I want students to know why anthropology matters, why culture matters."

Curiosity drives him. As a storyteller, Davis enjoys the possibility that "just maybe a story can contribute something to a future understanding amongst people."

"The central revelation of anthropology is the idea that other peoples of the world aren't failed attempts at being you. Every culture is a unique answer to a fundamental question: what does it mean to be human and alive? And when the people of the world answer that question, they do so in 7000 languages."

Conservationist David Suzuki has described Davis as "a rare combination of scientist, scholar, poet and passionate defender of all life's diversity."

Born in Vancouver, he holds Harvard

University degrees in anthropology, biology and ethnobotany. He is Professor, Department of Anthropology, UBC, and has a curatorial position at the UBC Museum of Anthropology. Based at the Liu Institute for Global Issues, his mandate is to advance global awareness of cultures and ecosystems at risk in a changing world— issues such as overpopulation, eco-degradation and loss of the world's languages.

He is an outspoken advocate for environmental protection and intercultural respect. A prime example is *The Sacred Waters: The Fight to Save the Stikine, Skeena and the Ness* (2011), a book that helped to convince Shell to give up its oil rights in the area.

In 2009, Davis delivered the CBC Massey Lectures, later published as international best-seller *The Wayfinders: Why Ancient Wisdom Matters in the Modern World*. He curated a photography exhibit, *The Lost Amazon*, at the Smithsonian Institute.

As a plant explorer, he collected over 6000 botanical specimens in the Amazon and Andes, living among 15 native groups in 8 Latin American countries. In Haiti, he investigated folk preparations that create zombies. Based on this experience, he wrote the international bestseller *The Serpent and the Rainbow*.

"Anyone who thinks they can change the world is both wrong and dangerous, but we do have an obligation to bear witness to the world," he says. "My conviction is that

every culture has something to say and each deserves to be heard."

Davis has written 17 memorable books and 230 articles for the *New York Times*, *Washington Post*, *Scientific American* and other publications about Earth's unique cultures and pristine lands – all in jeopardy of loss due to resource development. His books have sold over 900,000 copies in 18 languages. *Into the Silence* received the Samuel Johnson Prize for Non-Fiction, one of the world's most prestigious English-language book awards.

He has won The Explorers Medal (2011), the highest award of the Explorer's Club, and Gold Medal of the Canadian Geographic Society (2009), and David Fairchild Medal for botanical exploration (2012).

On television, he created, hosted and co-wrote *Light at the Edge of the World*, a four-hour documentary series. The National Geographic (NG) Channel has aired it in 165 countries. He followed its success with another NG series on *Ancient Voices/Modern World*. He rafted the Colorado River with Robert Kennedy, Jr, in a 3-D IMAX film, *Grand Canyon Adventure: River at Risk* (2008) to attract international attention to water conservation efforts.

Davis lives on Bowen Island, BC, with wife Gail Percy. His two daughters, Tara and Raina, are both in their 20s.

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PHOTO SOURCE: [HTTP://NOVARELLA.BLOGSPOT.COM/2012/01/WADE-DAVIS.HTML](http://NOVARELLA.BLOGSPOT.COM/2012/01/WADE-DAVIS.HTML)

## HONOURING EXCELLENCE: 2014 SCS AWARDS FOR DISTINGUISHED TEACHING

In presenting its 21st annual Award for Distinguished Teaching, the School recognizes those teachers who embody the highest attributes of the teaching profession. It is a way of honouring those who are committed to quality teaching, who have the ability to motivate students and who work well with their colleagues in delivering courses compatible with program and School objectives. This year the award has three recipients: Carolyn Samuel, Leanna Turner and Chantal Westgate.

Carolyn Samuel, a senior faculty lecturer at the McGill Writing Centre, recounts how her passion for education was sparked in her high school years. After one year at a traditional high school where her teachers were failing to engage her in learning, she decided to leave. She craved more for her education and started attending an alternative school where students were directly involved with teachers and parents in creating a rich learning environment. The experience inspired



MS. CAROLYN SAMUEL

Samuel to eventually go into teaching, and it has profoundly impacted her teaching style.

Samuel emphasizes the importance of being intentional in all aspects of teaching: “Teachers should always know what they are doing, and why they are doing it in order to sequence learning material in pedagogically sound ways and to ensure the achievement of learning

outcomes.” She believes that this metacognition—critically engaging with the thinking behind what one is doing—is equally important to foster among students so that they can become independent learners.

This award is particularly meaningful to Samuel because the nomination comes directly from her students, about whom she speaks with respect and admiration; “My students are studying to become professionals such as doctors, engineers, historians, lawyers, psychologists and teachers. I get to teach people who are trying to make the world a better place. It’s truly inspiring.”

Leanna Turner, a lecturer in Language and Intercultural Communication at the School, remembers how excited she was to have her very first class of adult English as a second language learners: “It was in the age before the internet, when teachers’ book bags were bursting with papers, texts, cassettes and assorted items to try to bring the outside world into the classroom.” Looking back on her early teaching experiences, she feels gratitude to the students and colleagues that motivated her to pursue her career in adult education.

Turner is amazed at the ways in which the advancements in technology have allowed teachers to connect with students and to be able to deliver material in ways unimaginable at the start of her career. Additionally, the mentorship of colleagues, such as former level-coordinator Deanne Delaney, has been invaluable in informing her teaching.



MS. LEANNA TURNER

“Delivering the kind of programs that we do in the Department of Language and Intercultural Communication requires a team effort,” says Turner. “This teaching award is a reflection of this collaboration, and I’m so proud and honoured that our students have chosen to let us know, in this most special way, that their experiences here have been meaningful and that our work is helping them to reach their goals.”

Chantal Westgate worked for 13 years in the private sector before



MRS. CHANTAL WESTGATE

joining McGill full time in 2002 where she is currently a faculty lecturer in the Desautels Faculty of Management in addition to teaching at the School of Continuing Studies. “The School has given me the opportunity to teach in their diploma and graduate levels, as well as to teach in Inuit communities and also in their executive

programs,” says Westgate. “Such diverse opportunities have challenged me to tailor my teaching. Overall, it has made me a better lecturer.”

Having taught managers and leaders around the world skills such as collaboration, influence, communication, emotional intelligence, leadership and change management, Westgate is honoured by the recognition from her students: “That means more to me than anything else, as I know I am surrounded with extremely talented colleagues.”

In recognizing the great lengths many SCS students go through to achieve academic success, many of whom are working full time and have families, Westgate feels privileged: “There are teaching moments that I can’t forget such as seeing students stay in class past the end of the lecture to get ready for a simulation. Such enthusiasm despite their very long day!”

WRITER: TRISTAN DAHN / PHOTOS CREDIT: OWEN EGAN

## PUBLIC RELATIONS STUDENTS HELP TO LAUNCH TANGERINE

(continued from page 7) another. Richardson had told them to do whatever they thought would be right for us, and that's exactly what they did. The social media aspect of pitches was particularly good."

"These students are the future of public relations," says Joubert. "Tapping into their potential, we benefit from fresh ideas and not doing the same thing as the status quo. If you give them an opening, they come up with great ideas."

"It's the kind of work that they're just itching to do," says Hirst.

Students work in teams, explains Brendan Walsh, public relations professional and author, who teaches the course

this semester. They use a jigsaw method to create two detailed communications plans: one for a non-profit organization; the other, for a corporation.

Sandrine Garneau-Le Bel, now Assistant, National Press Officer, Grand Prix du Canada, was in charge of timeline and budget for her team. "It was the real deal. You weren't working with fictional numbers. You knew that budget had to be respected."

"It was amazing," says Caitlin Benn, now an Account Executive at Ogilvie & Mather, Toronto. "Because we were presenting to actual clients, it made us think a lot deeper and really push the limits."

Last semester, students also prepared a communications plan for AIDS Community Care

Montreal (ACCM). This semester, they will devise a communication strategy for Moisson Montreal, the city's largest food bank. For-profit clients in past courses have included SNC-Lavalin, Meloche Monnex, Rio Tinto Alcan, Pfizer, l'Oréal and Ubisoft.

"This course is a great opportunity for a non-profit to connect with a different community, reach out to new people and collect new ideas, entirely for free," says Audrey Champagne, Communications Coordinator, Regroupement pour le trisomie 21 (Down's syndrome Quebec). "Communication plans are a big part of what we do, and if I hadn't learned how to do it in this course, I wouldn't have been able to apply it in my work." ▀

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