Your generosity in action.

2016

McGill
Thank you for your generosity.
Every year, McGill University’s standing as a global leader in higher education is enhanced by the calibre of graduates we send out into the world. As they leave McGill, we see examples of their remarkable contributions to the world and to solving some of its most pressing challenges.

During their years at McGill, it is our responsibility to equip them with the skills and opportunities they need to become ethical and inventive leaders in their fields, and generous contributors to their societies. We call this the McGill Commitment and we do it by:

1. Offering a truly unique and world-class education that immerses our students in the most international campus in Canada with peers who are among some of the brightest students in the world, in one of the most cosmopolitan cities, so that they can succeed in a 21st century hyper-global and hyper-connected society.

   The University is helped in attracting and assisting exceptional individuals by the generosity of our donors. Bursaries, scholarships, fellowships and other forms of aid help our students achieve their academic, social and personal success, while offering them opportunities to experience the world. Assistance from donors also enables McGill to invite students from around the world to enroll here, and in the process enrich the University with their global perspectives.

2. Offering a first-rate education with a progressive curriculum, informed by leading pedagogical practices, and encompassing creative and experiential learning opportunities.

   Support from our loyal alumni helps us provide valuable opportunities to our students, from singing in an opera to studying for a full semester in Africa to funding their entrepreneurial ideas.

3. Experiencing one of the world’s most research-intensive environments, including numerous opportunities for undergraduate students so that they will be equipped with inquiry skills and intellectual rigour.

   Private support creates offerings for undergraduate students here at McGill and at many of the institutions with whom we partner; these range from chances to study with leading marine biologists to working on advanced brain research at the Montreal Neurological Institute and Hospital.

4. Fostering self-development: McGill also challenges its students to develop their potential in a supportive and respectful environment, where learning is integrated into every aspect of student life. Our dynamic campuses offer diverse opportunities for personal growth, while cultivating creative and critical thinking.

   Private support is funding the development of teaching methods that go beyond the traditional course delivery modes and encourage greater interaction from, and autonomy for, students. It is also helping us develop a learning environment where health and wellness, notably mental health, become pillars of the student experience.

   You will read in the following pages about some of the talented students who have benefited from philanthropy, and who are already leaving their mark on the world. The University is grateful to all of our donors, and we look forward, with eager anticipation, to the achievements of our future cohorts.

Thank you!

Professor Ollivier Dyens
Deputy Provost, Student Life and Learning
McGill University
We need to develop projects that, once finished, the community can take control of and build upon.

– Karine David, recipient of the Norman Zavalkoff Family McGill-Israel Exchange Travel Fund Award
Water management transcends political boundaries, so we need to work together for everyone's benefit," says Karine David, BA’14, MSc’15. Karine, a graduate of the Master’s program in the Integrated Water Resources Management Program, spent the summer of 2015 carrying out research at the Centre for Transboundary Water Management, part of the Arava Institute for Environmental Studies based in Israel’s southern desert region. Her internship there was made possible thanks to the Norman Zavalkoff Family McGill – Israel Exchange Travel Fund Award, which covered her flight and living expenses.

"Coming to Israel was really attractive as the Centre encourages students to work on real-world problems, so the research you carry out gets applied," says Karine, now pursuing a PhD in social and ecological sustainability at the University of Waterloo.

In Israel, Karine had two objectives: to complete a Master’s project, and to carry out research for the Institute. For the latter, she collaborated with the Palestinian Waste Water Engineering Group and a date palm cooperative in a local Palestinian community, on a project that aimed to increase the productivity of Palestinian date farmers.

The process involved interviews with the farmers, through which she found that their most pressing concern was the cost of energy for pumping well-water.

Karine's Master's project grew from her observations while working with the farmers. "The Arava project was top-down, which doesn't always work in practice, so I used different case studies to examine the benefits of a bottom-up approach, with processes and approaches that could be used for Arava's collaboration with the date farmers," she says. "We need to develop projects that, once finished, the community can take control of and build upon."

Before leaving Israel, Karine gave presentations to her Arava co-workers on a "bottom-up" process that the Centre for Transboundary Water Management is now going to implement in future projects. "I felt that was my great victory!" she says.

While in Israel, Karine also took the opportunity to immerse herself in a different culture, living on a kibbutz in the desert with other interns from across the world. "So I had my job with the Institute, and after hours was able to interact with people from different cultures and with different academic backgrounds and interests," she says. "It was an amazing experience."
The practice of agriculture in different environments is what fascinates Pierre Tulk, now in his final year in the Faculty of Agricultural and Environmental Science’s Global Food Security Program. From May to mid-June of 2015, Pierre was in Panama as a research assistant on two projects that were right up his alley.

The first, with History professor Daviken Studnicki-Gizbert, saw him working with indigenous Ngöbe and Buglé communities to make a geographic atlas. That involved creating a series of political and physical maps documenting, among other things, various land uses, including those disruptive to traditional ways of life. He also prepared a booklet detailing cultural practices, traditional clothing and other aspects of the indigenous ways of life.

The second, with Plant Science professor Caroline Begg, compared land-use approaches of indigenous peoples with official Panamanian systems to assess the environmental impact of these differing approaches.

“My time in Panama was a life-changing experience,” says Pierre. “Initially I was to be there for two to three weeks working on one project, but funding from the Schull-Yang Travel Award made it possible to stay longer,” he explains. “The award really improved what I could accomplish on the atlas project, and literally enabled the second project to happen.”

Pierre also won the Robert Pope Memorial Scholarship, given to a student involved in water management and/or international agriculture. “I have worked part-time throughout my degree, but having this scholarship in my final year, when I’m looking for internships, improving my GPA, and thinking about my career, means I do not have to worry about working to pay my rent,” says Pierre, who is contemplating a career in international development. “It’s a huge weight off my shoulders.”
Parenting Under Extraordinary Circumstances
Aline Bogossian had her life pretty much in order—until her six-year-old son was diagnosed with leukemia.

Everything changed after that. For one thing, Bogossian quit her job in administration at a software development company. “That part of my life, working in software, just didn’t make sense to me anymore,” she says.

She found a new direction in her work at the Montreal Children’s Hospital, where she was the link between parents of children with developmental disorders and the units offering the hospital services they needed.

“Working there, I started feeling like I wanted to do something completely different,” she said. “I wanted to go back to school, and social work seemed like a good segue into getting into a career where I could work with parents one on one.”

She also felt that pursuing a degree in social work as a mature student could bring some measure of control back to a life that had been turned upside down by her son’s diagnosis.

At McGill, she ultimately joined the University’s Centre for Research on Children and Families, and Dr. Lucyna Lach on Parenting Matters!, a study on parenting children with neurodevelopmental disorders.

Working with Parenting Matters! led Bogossian to question the absence of fathers in parenting literature. “We don’t know a whole lot, and what we know comes from a mother-centric lens,” she says. Bogossian adds that this attitude could change with social awareness of the “second parent in the room.”

She says that while fathers share the burden of worry, the onus is often placed on mothers to be experts in children’s treatment. Seeing fathers as unique and valuable resources to their families by bringing them into discussions and plans about their child’s needs would balance the playing field and also make space for fathers to discuss their own needs and suffering.

Bogossian’s academic career kept on going, and has culminated in a PhD, finished in the summer of 2016.

Bogossian’s doctoral research was funded by the Fonds de recherche du Québec en Société et culture, as well as the Canadian Child Health Clinician Scientist Program. She was also awarded a fellowship with the RBC Children’s Services Research and Training Program in 2013-2014.

The Centre for Research on Children and Families is able to offer fellowships on a yearly basis thanks to interest generated from the $2 million RBC endowment. Every year, $150,000 from the fund goes toward community research projects and maintaining a national data laboratory. The program funds research that impacts youth and families in areas of child welfare, education, poverty and disabilities.

During her fellowship, Bogossian was able to work with the Miriam Home and Services, a Montreal community agency serving families of children with disabilities. She evaluated a program for children with autism and developmental disabilities at the Home, which was looking for ways to improve it.

Now, Bogossian is entering the post-doctoral phase of her life with a fellowship at the Institut de recherches cliniques de Montréal, focused on transitions for youth with neurodisabilities from pediatric to adult health care.

And luckily, she still has her son. Through three years of intrathecal chemotherapy administered into the spine, followed by oral and intravenous treatments, he went into remission. He’s now doing well as a 22-year-old university student.
FACTS ABOUT McGill Students

**ADMISSIONS, FALL 2016**

- Full-time undergraduates: 23,501
- Part-time undergraduates: 1,973
- Full-time graduate students: 7,500
- Part-time graduate students: 3,974
- Postdoctoral and other categories: 3,545
- Full-time undergraduates: 23,501
- Total number of students (including postdoctoral, residents and fellows): 40,493

**INTERNATIONAL CHARACTER AND DIVERSITY**

- Number of International Students: 10,936
- Number of countries represented: 149
- Top five source countries for international students: USA, China, France, India, Saudi Arabia

**MCGILL STUDENTS' MOTHER TONGUE**

- English: 46.1%
- French: 20.3%
- Other: 33.6%
NEED-BASED SUPPORT, 2015-2016

- McGill is one of the few universities to make all need-based programs available to all students, regardless of geographic origin or citizenship.
- Over 2,700 students receive McGill bursaries or interest-free loans, more than double compared to a decade ago.
- Nearly 740 students receive travel bursaries to take advantage of international exchange opportunities.
- McGill’s Work Study Program provides incentives in the form of subsidies to units that hire students who are ineligible to work off campus. Last year, over 750 students were employed in the program, and made over $2.8 million in work earnings to help defray their tuition costs and living expenses.

McGILL UNDERGRADUATE ENTRANCE SCHOLARSHIPS

McGill offers entrance scholarships to attract the best and brightest first-time, first-degree students.

- The University Scholarships Committee was established in 1935.
- Value of entrance scholarships that year: $100

Last year, McGill recognized the academic achievements and leadership qualities of 784 students through a variety of one-time and renewable scholarships.

- Value of McGill’s most prestigious undergraduate entrance scholarships today: up to $12,000 (renewable).
Kimberly Seida, a Doctoral candidate in the Department of Sociology, has devoted the last five years to studying a seldom-examined aspect of women’s health – the health care experiences of female sexual minorities. “There’s very little information about bisexual women’s experiences standing alone, often they’re lumped in with sexual minority experiences in general or they’re kind of erased,” she explains.

Kimberly has been better able to pursue her unique work – which deals with women in Kelowna and Montreal – because she was awarded the Alumnae Society Fellowship by the McGill Women’s Alumnae Association (MWAA) in 2013, and had it renewed through 2016.

Kimberly is one of dozens of female students helped every year by funding from the MWAA, a network of female McGill graduates. She is now in the middle stages of her dissertation, which she hopes to complete in the next year and a half.

Kimberly has come to some interesting conclusions about how female sexual minorities seek out healthcare. Among many of the 70 women she has interviewed, she has seen, for example, a tendency towards recourse to complementary alternative care rather than mainstream medicine. “Another theme is the low disclosure rate of sexual identity among bisexual women to various healthcare providers – nurses, counsellors, general practitioners – relative to lesbian-identified women,” Kimberly says.

The $10,000 MWAA fellowship provided her with funds to attend conferences such as the Qualitative Health Research Conference in Kelowna, allowing her to connect with prominent Canadian researchers.

The history of the MWAA is a long and illustrious one. In 1888, the first eight female graduates at McGill created the association with the intention of having a space for women to connect and share intellectual fellowship. As time went on, the group began to press for equal rights and representation for women at McGill and in society as a whole.
Wanting to improve the conditions for female students at the University in concrete ways, they began the process of creating a Scholarship Endowment Fund at the University in 1932, with their first scholarship being awarded in 1935. Today, the tradition continues thanks to the support of many donors.

“They wanted to give the same type of advantage to the pursuit of a great education that they received from Lord Strathcona,” says McGill Alumni Relations Officer Kay Dass. Donald Smith, the first Baron of Strathcona and Mount Royal, funded programs for higher education for women and was Chancellor of McGill from 1899 to 1914.

Now, awards, prizes and bursaries for students total around $60,000 annually, including a $10,000 fellowship for a scholar doing research on women-related issues.

Third-year Honours Physiology student Yi Jiang from Vancouver received the Mabel King entrance scholarship through the MWAA, and saw it renewed in her second year.

In her first year, Yi’s studies at McGill were overshadowed by the death of her grandmother the day before the start of final exams, setting off anxiety attacks. “It was hard, because she was in China, and I couldn’t go back for the funeral,” she says.

Now, she is feeling more comfortable, and she has contributed to research at labs run by McGill professors. Yi spent the past summer working at the Montreal Neurological Institute and Hospital as part of a work study program. She studied the role in neural development of proteins that regulate synapse formation and direct cells and axons.

Yi says she will continue to volunteer at the lab, and credits the scholarship with opening doors. “The scholarship gives me recognition as a good student, so I have more opportunities when it comes to finding jobs and lab positions,” she concludes.
Research experience isn’t always easy to come by for undergraduates, but McGill Kinesiology students like Corin Hasegawa and Julia Vetere are working in labs, and discovering new passions in the process, thanks to the Adriano Tassone Internship Awards.

Corin interns at the Occupational Biomechanics and Ergonomics Lab at the Jewish Rehabilitation Hospital in Laval, where she has studied the results of questionnaires on the “pain catastrophizing scale” filled out by patients who performed fatiguing tasks. Pain catastrophizing is the tendency to magnify the threat of pain and to feel helpless in the presence of pain. Participants filling out the questionnaires evaluated the level of pain they felt before and after a manual dexterity test with arms held straight at shoulder height.

“We’re trying to see if there is any difference before and after the fatiguing task as well as between genders,” Corin explains.

“I was pretty intimidated, because I didn’t have any research experience and I didn’t know how it was going to run,” she says about the internship. “But it’s just been kind of fun.”

Corin’s interest in biomedical studies also stems from her personal experience as a patient with gastroparesis, a condition that prevents her stomach from digesting food properly without a gastric pacemaker. “I’ve always had an interest in health sciences, but once you experience something like that first hand, you really see how the work in the lab or in practice comes into play and helps people.”

The Adriano Tassone Internship Awards promise funding for students in Kinesiology and Physical Education who wish to gain hands-on experience through an internship over the summer. As well, Adriano Tassone Redmen Football Leadership Awards are given to student athletes on the McGill Redmen Football Team who show leadership qualities.

The endowments, now worth over $60,000 and $280,000 respectively thanks to contributions from several donors, honour the late Adriano Tassone, who was a defensive back with the McGill Redmen Football Team and a student at the Desautels Faculty of Management. The awards were initiated by Tassone’s family after his untimely passing.
For Julia Vetere, a summer internship experience at the Research Institute of the McGill University Health Centre was a natural progression from her time spent volunteering at the Montreal General Hospital since 2012. At the General, Julia was active on the neurology floor, assisting patients with eating, cleaning and rehabilitation.

Julia worked on a study that explores therapy options for people with chronic obstructive pulmonary disease (COPD), which prevents air flow and causes inflammation in the lungs in response to noxious particles. Poor muscle endurance and breathlessness are commonly associated with the disease.

“Because of their level of impairment or breathlessness, patients can’t really exercise to a level that would benefit their muscles,” she says. “We need a new therapy to get these people to exercise to a level that will induce beneficial outcomes.”

Exposing people with COPD to low levels of oxygen for short periods of time, known as intermittent hypoxic conditioning, can act as a replacement for exercise by producing similar results in muscle strengthening. This therapy resembles athletic training at high altitude or in a simulated environment. With reduced levels of oxygen, organs and tissue adapt through natural mechanisms that kick in to prevent oxygen deprivation. Studies have shown that hypoxic conditioning increases hemoglobin mass and blood circulation.

Julia plans to see the study to completion, even taking the fall semester off from being a Martlet athlete on the soccer roster, where she has received recognition for leadership from the Réseau du sport étudiant du Québec.

“Being a student athlete, it kind of shapes where I’m going with exercise training and what I study,” she says. “It’s been very cool to link the two. It makes me realize the importance of exercise, science and health care.”

“Being a student athlete, it kind of shapes where I’m going with exercise training and what I study”

– Julia Vetere
From Across the Ocean, a **BOOST** for McGill Students
For Kwesiga Kahigi, coming to McGill from her home in Tanzania on a Dahdaleh-Clinton Foundation bursary was essential to achieving her dream of working in aviation.

“I wanted to be a pilot, and the only way to be a pilot there is to go into the military,” says Kwesiga. “As time went by, I reflected on the possibilities and the chances, and realized I just wanted to get involved in the aviation industry.”

This brought her to Montreal, home to the headquarters of the International Civil Aviation Organization, and to Materials Engineering at McGill, where she is in her second year. With her degree, Kwesiga hopes to design new materials for blades by creating an alloy that is at once light and inexpensive. A renewable $10,000 scholarship from the Victor Dahdaleh-Clinton Foundation has made it possible for Kwesiga to continue her studies.

Kwesiga is just one of numerous students who are being helped by the generosity of donors based in the United Kingdom. “U.K. alumni are incredibly generous,” says Kathryn Muller, Head of Development for McGill in the U.K. and Europe. “It shows how strong the connection is to McGill even when they’re an ocean away.”

The Victor Dahdaleh – Clinton Foundation Scholarships, for example, benefit international students from countries with low GDPs, thanks to Victor Dahdaleh. William Heller, BCom’78, contributes through the Heller Family Fellowships in Arts and Science, Entrance Scholarships, and Fellowships in Engineering. The Schull Yang International Experience Awards fund international programs and internships across McGill thanks to Joseph Schull, BA’82, MA’85, and Anna Yang, BCL, LLB’88. Garvin Brown, BA’91, has among other contributions, created The Hon. Paul & Yvonne Casey Arts Internship Award and the Susan Casey Brown Fund for McGill (in combination with matching funds from the Schull Yang Awards).

U.K.-based alumni also have a place in their hearts for students coming from their home turf. Through the McGill University Trust, a registered charity which raises money for McGill at large, donors can support the McGill University Trust Scholarship. That award attracts the best and the brightest U.K. nationals to McGill.

The Trust has also supported McGill’s stepped-up recruitment efforts in the U.K., which, in turn, has led to a steady increase in the numbers of students who apply to McGill and ultimately choose to attend. There are approximately 350 students from the U.K. currently studying at the University, most of them undergraduates. “The Trust comprises some tremendous volunteers, who believe strongly in McGill’s mission and in helping deserving students across the United Kingdom have a transformational McGill experience,” says Muller.

One student who has benefited from a McGill University Trust Scholarship is Elie Bou-Gharios. “I wanted a change of culture, a change of lifestyle. I want to explore while I only have responsibility for myself,” Elie says, of moving to Montreal from the U.K. “I’d never even seen Montreal before.” Now in his third-year, Elie plans to pursue sustainable engineering projects, following a summer spent in Uganda with Brick by Brick, a New York-based organization that constructs schools and small buildings, and provides women with resources to take care of their reproductive health. This summer, Elie helped install solar panels atop new schools.

Elie Bou-Gharios, centre, was helped by a McGill University Trust Scholarship. Elie acquired an interest in sustainable engineering projects after a summer spent in Uganda.
Knock knock.  
Who’s there?  
Tuba.  
Tuba who?  
It’s no joke – I’ve come for the tuba!
Lisa Lorenzino, Chair of the Music Education Area, recounts that it was fairly common for her to be teaching a class in instrumental techniques when a knock on the door would herald a student from another class coming to borrow the area’s only tuba. But no longer will her class – or anyone else’s – experience such interruptions. After a successful “McGill24” one-day fundraising campaign, the Music Education Area has been able to purchase $20,000 worth of much-needed new music equipment – including a new tuba.

Music education students take a series of technique courses covering a variety of instruments – in a woodwinds course they will learn to play flute, oboe, clarinet and saxophone, for instance. The demand for instruments is therefore high. These courses have many students and some courses are offered every semester; as well, at the end of each semester students put on a concert on the main stage of Pollack Hall. So the instruments are always being used.

“But we haven’t rejuvenated them in decades, and some are at the point where they’re no longer even worth repairing; they’re basically ready for the garbage,” says Lorenzino. “So when we found we were going to be the beneficiaries of the Schulich School of Music’s McGill24 effort and would be getting all these new instruments, we were absolutely thrilled.”

“The McGill24 fundraising was great,” enthuses Heather Worling, a member of the Music Education Undergraduate Student Association (MEdUSA) who helped spearhead the drive. MEdUSA filmed and posted several videos outlining the need for support and led a successful social media campaign.

The effort also benefitted from a matching donation from longstanding supporter Joan Ivory, BA’54. Ivory became the driving force behind the Schulich School of Music’s instrument bank project several years ago when she learned that the McGill Symphony Orchestra simply could not play certain pieces of music because they didn’t have the instruments needed.

Ivory created a fund to purchase much-needed instruments, and then found other donors to kick into the fund as well.

“Students should have the opportunity to play anything they could technically play, and shouldn’t be held back because of a lack of instruments,” says Ivory, a member of the School’s Advisory Board since 1998.
Since 1821, McGill has been offering outstanding educational opportunities to students from across the globe, pioneering new areas of research and discovery, and changing how we understand the world. As we approach our University’s 200th anniversary, McGill’s professors, researchers and students continue to tackle the biggest questions in science, culture and human endeavour.

Looking towards McGill’s third century, we hope you will join with us in celebrating and supporting this important work as we embark on The Road To 200 and beyond, and as, together, we create an even better world and a brighter future.

Office of the Deputy Provost (Student Life and Learning)  
James Admin. Bldg., Rm. 621  
845 Sherbrooke Street West  
Montreal, QC  H3A 0G4  
Canada  
T 514-398-4455  

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