



Sir Deian Hopkin

By Peter McCarthy

For **Sir Deian Hopkin**, the honorary doctorate to be conferred on him at McGill's Spring 2010 Convocation ranks as one of the most significant milestones in his distinguished academic career. That says a lot, given

CCE CONFERS HONORARY DOCTORATE ON SIR DEIAN HOPKIN

Leading British educator, lifelong learner admires McGill

that the accomplished British educator and continuing education expert has also recently been knighted by Queen Elizabeth.

Sir Deian reports that he was delighted to receive the good news about his McGill honorary doctorate. It came in the form of a transatlantic telephone call from Principal and Vice-Chancellor **Heather Munroe-Blum**. "I am *profoundly* honoured," he says. "I know McGill's reputation, and I have admired your university from a distance for many years."

On May 31 this year, Sir Deian will

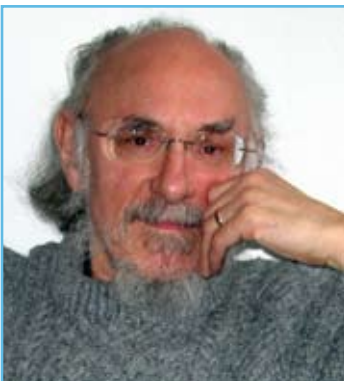
have a chance to see McGill up close, when he comes to town to receive this highest honour, and becomes part of the university community. However, this won't be his first visit to Montreal – the multitasking Sir Deian is also a jazz pianist and music aficionado, which has led him to visit the city's Jazz Festival a few times over the years.

Dedicated to lifelong learning

McGill's efforts on the continuing education front resonate deeply with him. That's understandable, given

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GRANT BROWN: "You don't teach the subject, you teach the people"



Grant Brown

By Kathe Lieber

"I try to listen, even though I'm paid to talk for a living," says Grant Brown, one of two winners of a Distinguished Teaching Award for 2010, which will be presented at the Continuing Education Convocation on May 31. After retiring from Dawson College in 2005, he started teaching at McGill – with some trepidation, he confesses. "It's been a great transition from teaching people in late adolescence to teaching people from their 20s to their 50s – people who have a mature view of life."

Brown teaches mathematics and statistics –

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CLAUDIO CALLIGARIS

Dr. Judith Potter
Dean of Continuing Education

MESSAGE FROM THE DEAN

Celebrating accomplishment

It is my delight to invite you to read and savour the Spring/Convocation edition of *The Bridge*.

As we celebrate with approximately 600 graduates of McGill Centre for Continuing Education (CCE) programs, we also highlight the accomplishments and courage of particular learners and award-winning, committed instructors.

Also included in this edition is a profile of Sir Deian Hopkin, 2010 recipient of an honorary doctorate from McGill University, to be conferred at the CCE Spring Convocation on May 31.

Much has been accomplished this

academic year towards the priorities that we at CCE have set for ourselves: expanding learner groups; improving services to learners/clients; broadening and deepening program options; and improving services to instructors.

As we launch into a new season of learning over spring & summer, we look forward to further strides that directly benefit our learners.

With warmest good wishes for this special season. Let's all take full advantage of great weather, good times with family and friends, and opportunities to satisfy our need and love for continuous learning.

GRANT BROWN:

“You don’t teach the subject, you teach the people”

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subjects some mature students are reluctant to tackle. “You do have to spend more time addressing math anxiety with people who took their last math course in Grade 9, and are trying to face down their fears.

“Mature students expect to work hard”

“Many students surprise themselves, though. Once they achieve a certain level of confidence or at least reduce their fear, they can really achieve great things. I’m trying to create situations in which people can do it themselves,” says Brown with a smile.

Brown, who moved to Montreal as a draft dodger in 1968, joined Dawson when the college was in its infancy.

The transition to teaching at the university level has “forced me to look at what I was doing, and how. Adult students make sacrifices to take courses. There’s a level of seriousness and commitment here. Mature students expect to work hard.”

Continuing education students sometimes need a different kind and level of support, Brown notes. “I wind up holding a lot of ‘virtual’ office hours, explaining things by e-mail.” And that can present a whole new set of challenges. “In math, questions can be harder to ask. But students who ask awkward or off-the-wall questions may be trying to grapple with new concepts. It may take a while, but they ‘get’ it. It’s very satisfying to see your students succeed.”

Julia Mercuri-Albisi: R-E-S-P-E-C-T

By Kathe Lieber

Julia Mercuri-Albisi, one of two winners of the Distinguished Teaching Award for 2010, to be presented at the Continuing Education Convocation on May 31, is in her 25th year of teaching at McGill. She has vivid memories of landing her first job at the University: “I was wrapping up my last course in the Faculty of Education when one of my professors said, ‘Go down the hill – they’re hiring.’ So I ran down in my sneakers and ponytail, and they hired me.” She hasn’t looked back since.

She finds it enormously rewarding to teach ESL (English as a Second Language) to young adult learners from all parts of the world and walks of life. Since the award was announced, she’s been thinking about what works in the classroom. “When a teacher is clear on goals and objectives, the class is off to a great start. Once a clear road map is established, you can really go places, and people skills come into play.”

*“It’s about being truthful
with the students”*

If Mercuri-Albisi had a theme song, it would be R-E-S-P-E-C-T. “It’s not about me talking away in the front of the class. It’s about being truthful with the students– telling them both the good and the bad in a spirit of collaboration and respect. The good is easy to hear, and the bad is sometimes difficult to hear, but the students appreciate my being honest with them and know that it’s all about what’s best for them. They know that my concern is genuine and my respect for them comes from the heart.”

Mercuri-Albisi starts her first class with an ice-breaker, the Opening Circle. “No one’s hiding behind his or her desk. I start by telling the students that they’re ambassadors for their cultures, and together we form a special and unique group.”



Julia Mercuri-Albisi

She keeps the students moving, changing partners frequently during the three-hour courses. “The premise is that they share what they’re good at with others.”

The ‘people’ aspect

She credits her children (13, 19 and 20) with inspiring her to learn and use technology in the classroom. “I’m not afraid of using the latest software, and I strongly believe that it’s important to evolve with the times; nevertheless, as interesting as technology can make my class, I’m more about the ‘people’ aspect than anything else.”

CCE

Centre for Continuing Education

THE BRIDGE

The Bridge is published by the McGill Centre for Continuing Education and distributed free of charge to the Centre’s staff and students, Faculties, departments and offices throughout McGill University, as well as businesses and professional associations.

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Contributors to this issue:
Editor: Elizabeth Hirst
Writers: Peter McCarthy, Käthe Lieber, Elizabeth Hirst
Photography: Claudio Calligaris, Peter McCarthy, Giuseppe Pascale, Cécile Simeray, Elizabeth Hirst, other photos courtesy of the subjects
Design and layout: Graphic Design, Public Affairs, McGill University

Your input is always welcome!

To submit comments or story ideas, and for information on publication dates and deadlines, please contact:

Elizabeth Hirst, Editor
e-mail: thebridge.conted@mcgill.ca

THE BRIDGE

McGill Centre for Continuing Education
688 Sherbrooke Street West
Montreal, QC H3A 3R1
www.mcgill.ca/conted

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that Sir Deian has devoted more than four decades of his life to this important sphere of higher education – as an academic, university leader, and lifelong learner himself.

Until just last year, he was Vice-Chancellor and Chief Executive of London South Bank University. While he describes himself as “recently retired,” readers would be well advised to take that with a grain of salt. He has conducted a major government inquiry into the problems of the UK’s Student Loans Company, served as Interim Vice-Chancellor at the University of East London, and is a current affairs commentator for the BBC.

“Education is ... an instrument of social change

Sir Deian attributes much of his success to his Welsh upbringing and work ethic. “In Wales, education has always been everything,” he explains. “It gets minds off the cul de sac and onto the motorway – in that sense, it’s an instrument of social change.”

He cites the example of his alma mater, University of Wales, Aberystwyth, which he notes, “was founded on the pennies of the poor in 1865”. The school has produced more than its fair share of judges, politicians, academics and other leaders.

The thirst for knowledge runs deep in Wales, and Sir Deian has seen this first hand. Early in his career, he made it a point to stay involved in the continuing education realm even when he was teaching full-time university students during the daytime, becoming one of

the first tutors in the UK’s Open University. After hours, he would drive far into the Welsh countryside to give evening lectures to farming and mining communities, where his own roots lie. He was inspired by their dedication and achievement. “It was exhilarating,” he exclaims.

“We need to persuade universities to accept those who may have chosen different paths in life.”

Sir Deian is equally enthusiastic about the ongoing importance of continuing education – for the U.K.’s and other countries’ future competitiveness, and for individuals’ personal and career development – which is why he chairs the Higher Education Progression Board and Apprenticeships Programme in the UK’s education department.

“Our 60-year-olds are the new 40-year-olds.”

“We need to persuade universities to accept those who may have chosen different paths in life,” he says. “It’s essential, given changing demographic projections. We will be seeing fewer 18-year-olds, and an older student population. People are living longer, and they’re quite receptive to new learning opportunities. Our 60-year-olds are the new 40-year-olds. They’re fitter, more active, more vibrant, and crying out for engagement and enhancement for their lives and careers. Meeting their aspirations ensures the long-term success of our society.”



PROFESSOR SIR DEIAN HOPKIN,

PhD, DLitt, LLD, FRHistS, HonFCIBSE, FRSA

CAREER

Committed to his academic discipline (history), public education, and accountability to society.

2001-2009

London South Bank University,
Vice-Chancellor and Chief Executive

1996-2001

London Guildhall University (now London Metropolitan University), Vice-Provost

1992-1996

London Guildhall University (now London Metropolitan University), Dean of Human Sciences and Professor of Modern History

1990-1992

University of Wales, Aberystwyth,
Head of History and Humanities

1967-1990

University of Wales, Aberystwyth,
Lecturer/Senior Lecturer, Modern History

1971-1984

Open University, Part-time tutor/counselor:
seconded as full-time Staff Tutor, 1974-1976

1966-1967

Queen Mary College, University of London,
Graduate Assistant

EDUCATION

PhD, University of Wales, Aberystwyth

BA (Hons), History, University of Wales,
Aberystwyth

Awards and honours

Knighted by Queen Elizabeth

Honorary doctorates – University of Glamorgan
and most recently, **McGill University**

Honorary Fellow of the Chartered Institute
for Building Services Engineering

Fellow of the Royal Historical Society

Fellow of the Royal Society of Arts

GRADUATING STUDENT PROFILE

JEFF MOLIK:

Leading by example: businessman overcame years of addiction while studying



By Elizabeth Hirst

From a sullen pot-smoker slouching in the back row of the CEGEP classroom, Jeffrey Molik has transformed himself into a confident businessman dealing with Fortune 500 companies. And his McGill CCE courses have played a big role in that transformation.

Mr. Molik is a self-employed manufacturer's representative, specializing in point-of-purchase displays.

"When I first went into business for myself, people kept asking me where I'd gone to school," he recalls. "And I got tired of giving the name of my high school. Then one day I saw a full-page ad in The Gazette for McGill's CCE and decided to go for it. Because I deal with U.S. companies, it was important to me that McGill's brand is known internationally."

*"What I learned on Monday,
I could use on Tuesday."*

Over the last nine years of study, one course per term, Molik has used his new knowledge to benefit his clients. "What I learned on Monday, I could use on Tuesday," he says.

With 15 marketing and public relations courses now under his belt, he has got over his initial trepidation at returning to the classroom after getting into recovery for drug and alcohol addiction. "When I first started, I said to myself, 'I don't belong here. Who am I kidding!'" he recalls. "It took me until the 14th course before I wasn't totally psyched out by a course outline."

One of his defining moments came early on in his CCE courses, when marketing instructor Charles Royce

congratulated the whole class just for being there, noting that they were among the only 6% of the Canadian population in the classroom that night. "It was a boost to my confidence."

Reaching out to others

As that confidence grew, Molik worked up the courage to share his experiences with his fellow students on more than one occasion, using his communications assignments as an opportunity to make in-class presentations on his successful fight against drugs and alcohol. As a result of getting the word out this way, he has been consulted by several people looking for suggestions and resources for themselves, their friends or their family. He is pleased to be leading by example, because he knows first hand the how important support is in fighting addictions. "I couldn't have become a million-dollar salesman if I hadn't put sobriety first."

He is also gratified that he can once again set an example for his children – theirs is now a mutually supportive relationship. Recently, his son came along to his Cases in Public Relations class to watch his father's team presentation. And his daughter advised him to allow his story to be told.

Another happy result has been recognition by the adult education association ICÉA for his inspiration of others. (See article and photos on page 6.)

The right kind of high!

Molik will miss his studies now that he anticipates life after McGill. "I still get a high in every single class – but the right kind of high!"

Note: Anyone wanting to have information on recovery can contact Jeff at jkmdisplays@sympatico.ca

INSPIRING THEMSELVES – AND INSPIRING OTHERS

Recognizing extra effort by adult learners

By Elizabeth Hirst

A glance around the room at the Gala organized last month by the Institut de coopération pour l'éducation des adultes (ICÉA) could leave a visitor feeling amazed by the vast range of adult education initiatives underway in Quebec. At McGill's CCE, there are credit and non-credit courses, intensive and weekly schedules, as well as programs leading to professional certification or learning in retirement. But adult education elsewhere can include everything from doctoral degrees to on-the-job training programs for aboriginal teenagers or high school diplomas for 30-somethings whose life circumstances forced them out of school at an early age.

ICÉA holds the gala every year to honour the enormous efforts of schools, universities, workplaces and

social organizations – and the adult learners themselves – to enhance the overall level of knowledge and abilities in the province. Even relatively privileged students such as those in McGill's CCE may face big challenges in career development – challenges that may go unnoticed by their fellow students.

High grades despite multiple challenges

Take Miao He, for example. She accompanied her husband to Montreal from China so he could go to graduate school, and decided to build on her Chinese media experience by taking a Diploma in Public Relations. A difficult pregnancy, a premature birth and caring for a child with special needs have added to her already tough challenge of studying in English, living in a French-speaking milieu, and working full time.

But she has not interrupted her studies, has achieved excellent grades, and will graduate at the CCE Convocation on May 31.

Then there is Jeffrey Molik. (See related profile on page 5.) Having overcome both alcohol and drug addiction during his studies at McGill, he is now “going public” and reaching out to young people in trouble to offer guidance and support.

Molik and He were among the eight students from throughout Quebec to be awarded Honorable Mentions by at the ICÉA gala, for providing inspiration to other adult learners.

Recognizing extraordinary effort

Another ICÉA initiative is *La fierté d'apprendre à Montréal* – a program that provides recognition of extraordinary



Students display the certificates they have just received from Dean Potter (L to R back row): Instructor Chantal Westgate; graduating student Jeffrey Molik; Dean Judith Potter; student honorees Demetra Pavoulis, Adrian Ghenadenik

and Dale Bernier; (front row): Carmen Sicilia, Director, Career and Management Studies; Miao He, graduating student.



Jeffrey Molik and Miao He show their Honourable Mentions at the ICÉA gala dinner

effort to adult learners nominated by their instructors. Five students in Career and Management Studies were awarded their certificates on behalf of ICÉA by Dean Judith Potter at a ceremony on April 28. In addition to Molik and He, they included Adrian Ghenadenik, nominated by Management instructor Chantal Westgate, as well as Dale Bernier and Demetra Pavlounis, nominated by public relations instructor Brendan Walsh. Pavlounis was also awarded a \$150 scholarship, an honour marked by a formal signing of the visitors' book at City Hall.



Demetra Pavlounis signs the visitors' book at City Hall



Lynn Slawaska

LYNN SLAWASKA:

“Lifelong learning is the greatest gift you can give yourself.”

by Kathe Lieber

One day last December, Lynn Slawaska was surprised to receive a phone call informing her that she'd scored 95% – the highest mark in Quebec – on the national certification examination for the CHRP-ORHRI. That sterling performance earned her the designation of Certified Human Resources Professional from the Ordre des conseillers en ressources humaines agréés, the provincial association that belongs to the Canadian Council of Human Resources Associations, the CCHRA.

Goal is “to make a real difference”

“When I left the exam room last October, I wasn't even sure I'd passed – seriously.” Slawaska had worked hard to prepare for the examination, but her background is in financial services management, not human resources. “That's what motivated me to go to McGill's CCE to get my certificate.” The provincial association, the ORHRI, reviewed her file and gave her the green light to write the examination. She'll be receiving a special award – a plaque – at an upcoming ceremony hosted by the ORHRI, and the distinction she earned certainly won't do her CV any harm. However, says Slawaska, “That recognition is fulfilling, but my goal is to make a real difference – to create a work culture with all the right conditions for people who work with me to be fully engaged.”

To prepare for the gruelling exam, Slawaska set herself a rigorous study schedule, putting in more than 60 hours over a two-month period on top of working full-time and raising son David on her own. She's proud to have set an example for her son, who's beginning his studies in Health Sciences at Marianopolis College in September. “He has this intrinsic desire to perform at a high level. That's a recipe for happiness.”

“Follow your passion and get the knowledge you need.”

Like son, like mother: “I like to set myself high goals. I love school, and I like to excel.” Her advice to others who might be contemplating taking the challenging examination? “Follow your passion and get the knowledge you need.”

CCE PARTNERS WITH MCGILL ALUMNI ASSOCIATION

Coffee breaks ease stress of exams



PETER MCCARTHY

Coffee-loving Continuing Education students (future McGill Alumni Association members) on their way to exams this past April 19 can thank the Dean's Office of the CCE and their McGill Alumni Association for that pleasant jolt of their favourite beverage, accompanied by a healthy snack. This was one of a series of eight Alumni-sponsored coffee breaks at different McGill locations during April exams.

The McGill Association of Continuing Education Students (MACES) also came to the aid of hungry and thirsty students during the exam period, with its own juice-and-cookie supplies in the Tomlinson Fieldhouse.

Shown here enjoying coffee and a chat are (left to right): Cyrille Zimmer, B. Music (2008), Diploma in Human Resources Management (2010); Lorena Padirayon, currently enrolled in the Certificate in Accounting and Certificate in Health and Social Services Management programs; and Dr. Judith Potter, Dean, Centre for Continuing Education.

Find your PACE at McGill!

a new area for inquiring minds. These stimulating events will showcase art, writing, religion, film, performance and more! Join us for the inaugural event, **Writing Minds: Culture Matters at McGill**, a series of conversations with six well-known authors from McGill taking place in May and June. All events are free and open to the public.

McGill University's Centre for Continuing Education introduces PACE: Personal and Cultural Enrichment,

June 1 | Writing Buddhist: Wild Geese Over Water

Victor Sögen Hori | 7-9 pm

June 8 | Page to Stage: Performing the Text

Myrna Wyatt Selkirk, Catherine Bradley, Erin Hurley | 7-9 pm

June 14 | Writing Geopolitics: A Perfect Storm

Cleo Paskal | 7-9 pm

For more information and to register online:

www.mcgill.ca/conted/pace | 514-398-5454 | gs.conted@mcgill.ca



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