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Chancellor Richard Pound shares his views on continuing education with lecturers at October 15 reception.

Richard Pound

Chancellor and Continuing Education lecturer - supports the troops

“As someone who taught for many years in the evening program in Chartered Accountancy, I know the personal sacrifices you make in the preparation and delivery of your courses, including the dreaded marking of assignments and examinations, and in the allocation of the time required to make your courses so fulfilling for the students.”

Anti-Doping Agency, member of the Federal Court bench, former Chair of the McGill Board of Governors, author of several books, recipient of several honorary degrees, Order of Canada laureate, and one of Time Magazine’s top 100 of “the world’s most influential individuals”.

Lecturer and grad twice over

But for many Continuing Education staff, the reception was the first time they saw him as one of their own. As Dean Glenn Cartwright pointed out in his introduction, “The Chancellor of McGill is a graduate of Continuing Education, not once - but twice, with a licentiate in Accounting and Chartered Accountant credentials, as well as having been a lecturer in Taxation.”

McGill Chancellor Richard Pound had these encouraging words for the Centre for Continuing Education’s instructors at the Lecturers’ Reception held on October 15.

Pound is well known in many capacities - chartered accountant, law partner, Olympic swimmer, former Vice-President of the International Olympic Committee, Chairman of the World



“Distinct disciplines do not function in a vacuum.”

Raad Jassim
Director, Career and Management Studies

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“The government has put in place a commission that allows people to say discriminatory and racist things.”

Dr. James Archibald
Director of Translation Studies

SEE PAGE 9

“The idea is not to catch people cheating, but to prevent it.”

Dr. Morton Mendelson
Deputy Provost (Student Life and Learning)

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Message from the Dean

Meeting needs for higher education, innovative delivery

If the only constant is change, that is certainly true of continuing education. You may have read in our last issue that one of our departments, Career and Management Studies (CMS), has launched 11 new and four revised programs this fall. In other articles, we told you about the increasing use of e-learning in the Centre for Continuing Education, and our innovative development of tailor-made language programs for foreign professors.

On the international level, we reported on the growing trend toward “open courseware”, and on Sir John Daniel’s commitment to the future of higher education in the form of open universities and lifelong learning. His experience confirms continuing higher education as the fastest growing segment of education.

Growth in continuing graduate education

These changes are driven, of course, by the changing needs of our students. Here on our McGill campuses, continuing education students are increasingly younger, better educated, and seeking higher qualifications. In fact, unlike

those in most undergraduate faculties, more than half our students already have degrees. More than half of the 63 certificates and diplomas we offer today are at the graduate level. We have every reason to believe this trend toward continuing graduate education will continue.

One specialty of the Centre is its custom-made programs tailored for specific groups. As well, our partnerships with professional organizations enable us to design successful professional development programs. One article in this issue describes the explosive growth of the program on intellectual property sponsored by the Intellectual Property Institute of Canada (IPIC), which attracts seasoned professionals from across the country: from law, business, and even the Copyright Board of Canada. Our staff of English and French Language Programs will have more to say in future issues about their expertise in program development for students with advanced degrees. In fact, every one of our departments is constantly developing new offerings, bridging other McGill units with professional and industry associations.



Glenn F. Cartwright, Dean (interim)
McGill Centre for Continuing Education

Tailoring programs to Faculty needs

If the message in our first issue of The Bridge was, “We’re here!”, our current message is “We’re open for business.” In addition to the academic courses and programs we offer, we can customize special programs for Faculties and other units. Part-time instruction is our specialty and we do it efficiently, professionally, and cost-effectively. We are always happy to make our expertise available to other McGill Faculties, Departments, Schools and Institutes to help them respond to the evolving needs of their students, graduates and professional communities. ■

THE BRIDGE

is published by the McGill Centre for Continuing Education (CCE) and distributed free of charge to CCE staff and students, faculties, departments and offices throughout McGill University, as well as to businesses and professional associations.

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THE BRIDGE

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CCE
Centre for Continuing Education

Summer program in Intellectual Property

Professionals count on McGill's Centre for Continuing Education for **value-added programs**

Attendance at the Centre for Continuing Education's summer courses in intellectual property (IP) has "exploded" in recent years, according to Christian Bolduc, who chairs the committee that develops them. Interest is high from the business, legal and public sectors, though Bolduc notes with a grin that, "IP is [a] sexy [topic] to us but not necessarily to outsiders."

In fact, more than 1,400 professionals from across Canada and as far away as Korea have taken the intensive courses, first offered in 1994 and jointly sponsored with the Intellectual Property Institute of Canada (IPIC). Last August, the program's reputation even attracted two members from the Copyright Board of Canada, notes Aldo Cerantola, Director, General Studies. He points to the program as a prime example of the kind of courses General Studies can put together for McGill departments or units to meet clear needs in various professional domains.



Madame Justice Elizabeth Heneghan, a federal court judge, (at left) listens while Glen Bloom, partner in law firm Osler, Hoskin and Harcourt in Ottawa, (at right) makes a point, during a mock trial dealing with trademark conflicts – part of the IPIC-McGill Summer Program in Intellectual Property.

Treating participants as valued customers

Meeting the high expectation of participants is a challenge. General Studies markets the program to industry and institutions, handles advertising and liaises with lecturers from across Canada to ensure the high quality of the program and the satisfaction of participants. "We treat our participants as valued customers," points out Cerantola. In addition, the program content

must keep pace with a rapidly changing professional environment.

The widespread use of the Internet, for instance, poses thorny issues for legal practitioners and other professionals. As an example, Bolduc explains that the way you lay out your web page may be partly protected by trade-mark, while icons may be protected by industrial design.

► CONTINUED ON PAGE 8



Dr. Hang Lau, new Director of Academic Development

NEW POSITION PUTS FOCUS ON INTERNATIONAL CLIENTELE

On October 19, Dr. Hang Lau was named Director of Academic Development. In this newly created position, he will be responsible for funding, development and reorganization of international programs of study for clientele in countries around the world. He will also offer consultation and service in the area of statistical help, research design and publishing for teaching staff in the Centre.

Lau will continue his work as director of the IT program for the time being but will be moving his office to the Dean's area in November. In making the announcement, Dean Glenn Cartwright also thanked Lau for his work as Associate Director of Career and Management Studies (CMS), and for stepping in as Acting Director of CMS during the summer.

Profile

Raad Jassim

Raad Jassim, Career and Management Studies' (CMS) new director, has a passion for building things.

And the architect, urban planner, entrepreneur and Management professor has a clear vision of his next project: to build bridges, both internally within the Centre for Continuing Education and externally to the world.

“The Centre has diversified programs that meet the needs of the community,” he said. “Coming from a multidisciplinary background, my aim is to bridge these distinct programs more effectively and to create more connections within and without.”

The new director earned his undergraduate degree in Engineering Architecture. After completing his Masters in Urban Planning at McGill, he undertook PhD-level studies in Urban and Regional Planning and Economics at UCLA.

A member of the *Ordre des architectes du Québec*, Jassim has made a mark on Montreal's landscape, working as an architect and urban planner for more than two decades and heading his own real estate investment and consulting firm since 1991. Among the projects he's been involved in are two structures gracing the McGill campus, the McGill bookstore building and Molson Stadium. Jassim was involved as well in reconstructing the historic Mary, Queen of the World Cathedral and the Bank of Montreal head office. He has also worked in corporate finance and real estate investment.

The multifaceted approach

Jassim believes his multifaceted background has helped him bridge many spheres, and that this approach to his own career will help him understand the evolving needs of CMS students.

“We are in an era in which distinct disciplines do not function in a vacuum,” he explains. “In industry it takes several disciplines to produce any end product. Thus, our students must not



New CMS Director Raad Jassim speaks to lecturers at an information breakfast held October 26

Building bridges and connections

be so focused on a specialty or a discipline that they ignore that which could complement or complete it.”

A creative thinker, Jassim intends to carry the same spirit that served him so well in major project management to his new position. Greater cross-fertilization between disciplines is essential in today's world, he feels. Someone teaching about an aspect of human resources, say, should also touch on the financial implications of it, from hiring to corporate finance. And a professor who focuses on finance must also give a sense of how his field translates into accounting, to hiring, to business expansion and so forth.

Jassim has taught at McGill in Continuing Education and Engineering, the John Molson School of Business at Concordia and the New York Institute of Technology, among others. He has taught a diversified portfolio of courses, including Finance, Economics, Engineering Economics, Project Management and Accounting. He sees his new position as a chance to bring together both his working and teaching experience, and to share some of what he's gained with the community at large.

He is very aware of the specialized needs of continuing education students. As a career-oriented centre, the school must respond to evolving industry requirements and a very diverse student body. “Some students come here with a clear career plan, some looking for ideas, and still others want to improve themselves in some area,” he says.

Planning the next few years at CMS

Continuing Education's interim Dean, Dr. Glenn F. Cartwright, expresses confidence about the future of the CMS department.

“I believe Raad Jassim's business experience, plus his varied academic background, will serve him well as he oversees the next phase of the department's development,” says Cartwright.

One project in the works involves examining how technology might be better employed for CMS students and instructors. For instance, he would like to encourage more instructors to consider recording presentations for later review online, to communicate more with students via electronic means to reduce printing, and to upload material not available during class time to a website later.

Jassim also intends to build on the department's bridges with the business community by considering new, updated and expanded program offerings. Perhaps the most ambitious of his new plans involves building on connections in the international arena, for longer-term and long-lasting initiatives.

“McGill University already enjoys a reputation as an international institution,” he says. “And there are areas to be explored for CMS to serve the international community or to create joint programs in Japan, China, India and the Middle East.” ■

McGill building culture of integrity

Awareness key to battling plagiarism

“Compared to other institutions, McGill has a pretty good record when it comes to academic integrity,” notes Dr. James Archibald, the Centre for Continuing Education’s Disciplinary Officer. “We have made considerable effort across the university to make students aware that we have close to zero tolerance – and it has made a difference.”

According to Dr. Morton Mendelson, Deputy Provost (Student Life and Learning), bringing the subject of cheating on exams and papers into the open has been an essential element in McGill’s successful approach. “Ten years ago, people weren’t talking about this at McGill. Now they are.”

Talking about subjects like plagiarism on written assignments is critical not only to highlight the University’s strong position on the matter, but also because it is important to define exactly what plagiarism is. Before the days of the Internet, for instance, plagiarism was largely limited to copying from a publication or from another student. Nowadays, with papers for sale openly on the Internet, and free



Dr. Morton Mendelson, Deputy Provost (Student Life and Learning)

information sources from *Wikipedia* to online publications, what constitutes cheating is less clear.

The question of intent

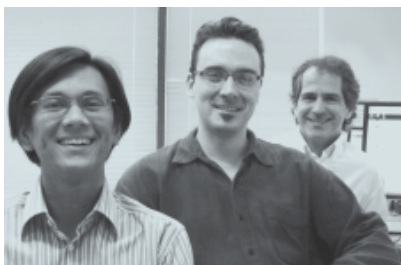
The distinction between plagiarism and research can be misunderstood by students, depending on the type of course, says Archibald. “In a history course, for instance, it is pretty clear if text has been lifted from another source. But in math or science courses, it is sometimes difficult for students to understand the boundary between using information from your research and lifting of material without proper references. That is why the question of intent is so important.”

“The idea is not to catch people cheating, but to prevent it.”

McGill’s Code of Student Conduct specifies that a student, once accused of plagiarism, has to prove s/he did not have intent to violate the Code. On the other hand, there is serious consideration given by the Disciplinary Officer (or committee, if the case gets that far) as to whether or not the student had that intent. “If we feel the student has not exhibited malice aforethought, or that the lecturer didn’t explain plagiarism well enough, we can let the student off with an admonishment,” explains Archibald. “We try to understand the whole situation, because we are here to help students.”

Dr. Alfred Jaeger, Associate Dean (Academic) at the Centre has served as Disciplinary Officer and sat on the University’s disciplinary committee. Group projects, he says, offer particular challenges to students. “Someone working on a group project down the line may not be aware that some of the work passed on to them has been cut and pasted.”

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Teddy Quintoro, John Veli, Jean-Paul Rémillieux

QUESTIONS OR SUGGESTIONS?

Instructors can contact the ICT group by phone at (514) 398-6168, by email at e-project.cce@mcgill.ca or in person at 688 Sherbrooke West, suite 1225.

Instructional Technologies at the Centre

NEW STAFF, NEW EQUIPMENT AND NEW SERVICES

The use of information technologies by Continuing Education instructors has grown a great deal over the past year, thanks to the efforts of innovative lecturers supported by the Centre’s Information and Communication Technology services. “And we’ve got results!” reports Jean-Paul Rémillieux, Director, e-learning. “The Centre presented the largest number of projects at the 2007 McGill Technology Fair. This coming year, the group should do even better since the team now includes Teddy Quintoro.”

Quintoro is an instructional designer who will be teaming up with Rémillieux, Antoinette Greco and John Veli, to work on the Centre’s many teaching-related IT projects. Specifically, he will devote three days a week to helping Continuing Education instructors integrate instructional technologies into their courses. He is available by appointment, Mondays, Wednesdays and Thursdays.

In addition to beefing up the IT team, the Centre has also purchased additional computers and audio-visual equipment for class lectures, video recording and digital photography. A complete list of equipment available for short term loans can be found on the *Instructor Resources* link on the left-hand side of the Centre’s home page (www.mcgill.ca/conted).

Student profile

Rachel Martinez

Governor General's Award

McGill Continuing Education graduate takes **top literary prize**

When she began her graduate studies in linguistics in the summer of 2000, Rachel Martinez was in the middle of a transition from arts administrator to freelance translator. By the time she was primed to sit her comprehensive examination in translation seven years later, she had become a Governor General's award-winning literary translator.

Her thriving career, plus a busy family life raising three young children, almost made Martinez give up her studies a few times. An emotional attachment to Spanish, the flexibility of the Centre for Continuing Education's schedule and policies, as well as the encouragement of her teachers allowed her to complete her diploma despite several setbacks.

Already a certified translator from English to French, Martinez chose to specialize in Spanish-French translation after hearing the tune of the song *Granada*, by Luis Mariano, on her car radio as she arrived at McGill to register. This seemed like fate telling her to study in the language of her father, even though she knew that she'd have more professional opportunities translating from English into French.

Real determination to complete diploma

Her enthusiasm for her classes was tested from the outset. Much had changed since Martinez had completed her undergraduate degree at McGill in the early 1980s. Most of her fellow students were younger than she. Martinez was surprised at how often they questioned lecturers without strong

arguments. She also had to learn how to use lots of new technology. "The last time I had used the library, there were no computers," she says. "The catalogue was listed on index cards and stored in hundreds of drawers."

She loved her instructors, however, and appreciated their efforts at making sure students could get as much as possible from their courses. She also found Continuing Education staff helpful while she was working toward her 10-course, 30-credit diploma.

"It was a ten-month love affair between Glenn Gould and me."

Rachel Martinez, on her award-winning translation of a biography of Glenn Gould

Martinez's determination to complete her diploma was also interrupted for personal reasons. She had to delay her studies after her husband's career moved the family to Trois-Rivières and her third child was born. After a while, she resumed her program and commuted to McGill's downtown campus once a week. She would spend the afternoon in the library, attend a class at night, and then fall asleep in the bus on the way back home.

Three years later, the family moved again, to Quebec City. Undaunted, she made plans to take her final two courses at *l'Université Laval* in order to complete the program.



Move to literary works

While all this was going on, Martinez decided that she wanted to work on long-term projects, and so submitted her name to several cultural organizations and book publishers. Her second full-length book project, and the first to be published, was a French translation of Kevin Bazzana's biography, *Glenn Gould, une vie (éditions du Boréal)*, which won her a Governor General's Award for French translation in 2005. "It was a ten-month love affair between Glenn Gould and me," she says. "I used to work late at night and listen to his music."

Since then, six additional book translations have been published, and another four are underway.

Such practical experience gave Martinez an obvious edge when she presented her portfolio for her diploma last May. "It was an outstanding piece of work," says Dr. Heberto Fernandez, the Translation Studies lecturer who chaired the examination committee at Martinez's oral presentation. "I read it with a smile on my face. I could tell that this is a person who loves translation. She doesn't just do it for a job, she really does love her work, and it shows." ■

McGill Institute for Learning in Retirement

Experimental program becomes leader in lifelong learning

It was a surprise for the study group. The people gathered were learning about the French composer, Ravel, listening to a recording of one of his songs. Suddenly, they noticed that one member of their group - a quiet woman who had not spoken up much till then, was mouthing the words with tears in her eyes. She explained that as a young professional singer, she had performed in the hall in Vienna where the recording was made, and that the song had been one of her favourite performance pieces.

Welcome to the McGill Institute for Learning in Retirement (MILR), which started out as an experimental initiative of the Centre for Continuing Education and has become a leading program across Canada in the lifelong learning (older adult education) field.

“We have people with tremendous experience in our membership in our membership.”

Miriam Tees

“We have people with tremendous experience in our membership,” says MILR’s head of communications, Miriam Tees, giving examples such as a worker with the United Nations and the founder of the McGill opera program.

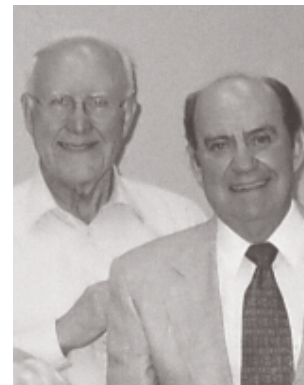
An essential element of MILR’s program is the peer-learning model, where students are called “members” and all contribute to their classes. With peer learning, any study group member can offer to moderate a study group, encouraged by the philosophy that the best way to learn is to teach. The resulting classes are run by MILR members on a volunteer basis, organized into a council and committees.



Fiona Clark,
founder, MILR



Miriam Tees,
head of communications, MILR



George Latimer, Guillermo Ponce,
in Mexican study group

Enthusiasm drives Institute’s growth

The MILR was created in 1989, after five years of development. In 1984, Fiona Clark, who was then Assistant Director of Continuing Education, proposed a daytime program for seniors and created a subcommittee of the University’s Senate Committee on Continuing Education. Over the next few years, work included the identification of a market for the initiative, sample courses, and looking at options, such as auditing credit courses and collaborating with McGill’s Alumni Association.

In 1988, innovative programs at Harvard, UCLA and UBC inspired Clark to form a working group of senior Continuing Education students, and this group adopted the peer-learning model. The

“The McGill program is looked on as an inspiration for others.”

Fiona Clark

new program received the green light from the Senate Committee in April 1989 to hold a founding workshop, and the first study groups were officially offered the following October.

“Credit should go to the Dean of Continuing Education at the time, Pamela Stewart,” says Clark. “She went to bat for us when presenting this innovative idea to university committees.”

The enthusiasm and commitment of the seniors themselves, people like Saretta Levitan, Geoffrey Wright, Anita Heller, Sue Crooks, and Ron Godfrey, led to the immediate success of the program. Many others have made significant contributions in subsequent years.

Clark notes that the MILR program has grown a lot since its first year. Its first office was in a small space on the third floor of the Faculty Club and its classes held across the campus wherever they could find rooms for 180 members and 22 moderators. Today its office is ensconced in the second floor of the building at 688 Sherbrooke West, where more than 800 members and 70 moderators run 56 study groups, along with 26 Friday and Saturday lecture programs - and they are looking for more space for their activities.

“There is an ongoing need to serve senior students with courses during the day,” says Clark.

▶ CONTINUED ON PAGE 11



Professionals count on McGill's CCE for **value-added programs**

► CONTINUED FROM PAGE 3

Interactive web pages may be protected by patents, both at the level that's viewable to users and also in the background. Databases and algorithms, downloading and licenses, all raise a myriad of questions that the four courses in the program address.

Hypothetical cases protect confidentiality

Up to date, yes. However, participants should not expect to be poring over the details of sensational cases splashed all over the front page of the morning paper. No Napster here, in other words. All case studies are hypothetical to avoid conflict of interest. But that doesn't mean they're dry or dusty, says Bolduc, who decries the current stereotype. "Unfortunately, when Hollywood movies want to show a boring professional, they often show a patent lawyer, not a criminal lawyer."

Bolduc was a microbiologist before becoming a lawyer. He's currently a partner with Smart & Biggar in Montreal. He has been involved with the program since 2004, and currently chairs the IPIC-McGill Course Liaison

Committee, in addition to lecturing in the course entitled Understanding Trade-marks. This introductory course includes two days on the basics of Canadian trade-mark procurement and three on the fundamentals of trade-mark management and contentious proceedings.

That's the course that Timothy G. Gorbatoff, trade-mark counsel for General Motors Corporation in the United States, attended in 2005. "I looked for a crash course with particular emphasis



Christian Bolduc, Montreal lawyer, and organizer of intellectual property courses



Aldo Cerantola, Director, General Studies

"We treat our participants as valued customers"

on practising before the Canadian Intellectual Property Office. This course was just what I needed - thorough, but precise, [with] many practical tips."

Brain-picking and networking are big attractions

In fact, course graduates in general are extremely enthusiastic about the program. They appreciate being able to pick the brains of leading practitioners, who in turn enjoy the extraordinary networking opportunities.

"There are many online courses, but nothing like these one-week courses."

Christian Bolduc

Other course offerings include the introductory Understanding Patents, intended in whole or in part, for engineers involved in patents, patent agents in training and new patent agents, lawyers and contract managers.

The Trade-marks Practitioner: An Advanced Course is designed for experienced trade-mark agents, in-house trade-mark managers, counsel and lawyers with at least three to five years experience in trade-mark law. It culminates in a mock trial with oral testimony. (see photo on page 3)

The three-day Business of Copyright course is designed for business managers and in-house counsel who work in publishing, music, information technology, broadcasting, film/TV and the performing arts, along with government policy-makers, academics and librarians.

Getting "live" answers

For many, the best part about all the courses is being able to get "live" answers to important questions from lecturers who are leaders in their respective fields. Gabriel van Loon, legal counsel with the Canadian Association of Broadcasters, lauded the copyright course for its "informative, current, comprehensive and great level of interaction with leading industry practitioners."

The courses, points out Bolduc, tackle the issues that "form our daily diet."

Nothing else like these

He adds that they are unique. "Some online courses are available in the U.S., as well as shorter, more expensive, highly focused in-person courses, but nothing like these one-week courses." ■

Hot off the press and heating up discussion

Quebec's Commission on Reasonable Accommodation is a manifestation of our province's consultative approach to decision-making, states Dr. James Archibald.

In his recent article on language rights and obligations in Quebec and France, he contrasts this consultative mode with the more directive French model. However, this time, Archibald says, the consultation has gone wrong. "Do we need to see live coverage on *Radio-Canada* of people saying outlandish things? Some of this is pure xenophobia."

Archibald doesn't mince words when he speaks. But then, he has told the government to its face what he thinks: "It's one of the things academics are around to do - offer our opinions." Last September during his testimony before Quebec's Commission on Culture, he pointedly asked the Minister of Immigration and Cultural Communities why she has not yet proposed a policy to combat discrimination and racism in Quebec.

He points out that this year's commission on discrimination and racism in Quebec society was supposed to lead to the first provincial policy in Canada dealing with this very serious problem. "Instead of that policy, the government has put in place a commission that allows people to say discriminatory and racist things!"

Citizenship, immigration and language are issues on which Archibald has written and spoken extensively. His recent article, "*La langue citoyenne - Droits et obligations linguistiques des migrants en France et au Canada*", was just published in *La langue et l'intégration des immigrants - Sociolinguistique, politiques linguistiques, didactique*, the result of a colloquium on language and immigrant integration held in both Paris and Montreal in late 2005.



"La langue et l'intégration des immigrants" was co-edited by Archibald and his colleague, Jean-Louis Chiss, a professor at l'Université de la Sorbonne Nouvelle Paris 3.

Paris-based publisher *L'Harmattan* has just launched the 400-page book (ISBN: 978-2-296-04178-3), which was co-edited by Archibald and his colleague, Jean-Louis Chiss, a professor at l'Université de la Sorbonne Nouvelle Paris 3.

Rights and responsibilities in learning French

Archibald's article compares approaches in France and Quebec to the integration of immigrants in two very different French-speaking societies. While

"The Commission allows people to say discriminatory racist things"

Dr. James Archibald

in France, immigrants have come to be considered as having the right to learn French and benefit from extensive state support as they do so, here in Quebec, migrants are considered to have the responsibility to learn French, and the government provides limited support. While Archibald agrees that learning

the language is part of an immigrant's civic responsibility, he argues that this responsibility needs to be assumed under the rule of law and the full protection of both the Quebec and Canadian Charters of Rights and Freedoms.

Other differences in the management of immigrant selection and integration include the concept of shared jurisdiction and Quebec's extensive use of consultation in setting goals on both fronts: immigrant recruitment, selection and integration as well as the elimination of entrenched discriminatory practices and blatant racism.

McGill plays important role in integration

Archibald's continued interest in linguistic integration is not academic in every sense of the word. He points out that, in offering courses in French for the professions, McGill is helping people to exercise their civic responsibility and the institution itself is therefore part of the Quebec immigrant integration system. As such, we have a duty to speak out on how Quebec is managing diversity in an increasingly pluralistic society.

He is confident that his opinions are listened to. When he informed the Secretary of the National Assembly's Commission on Culture of this most recent publication, the response was immediate: the book would become a reference for every commission member. ■



Awareness key to **battling plagiarism**

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Software to help profs

Spotting a cut-and-paste job is not always easy, and may take time and research. To help instructors, software developers have started offering programs that detect sections of paper lifted from other sources. One of the most widely used, called *Turnitin*, was made accessible to McGill instructors at the end of August via myCourses (WebCT Vista). *Turnitin* checks students' work against Internet pages and commercial databases of journal articles and periodicals, as well as other papers submitted by students – which by now number in the millions.

However, *Turnitin* must be used at McGill as part of an overall academic integrity plan. Professors must inform students about academic integrity and tell them they are expected to submit written work in the course to a text-matching software service. (They may also choose an alternative way of attesting to the authenticity of their work, such as submitting the instructor with copies of multiple drafts or photocopies of sources.)

Mendelson observes that this notification in itself fights plagiarism. “If the professor says all papers must be put through *Turnitin*, it's like having a sign on the highway that says, ‘radar ahead’. The idea is not to catch people cheating, but to prevent it.”

Prevention is not necessarily difficult, says Manuel Mendonça, Associate Professor in the Desautels Faculty of Management and instructor in Continuing Education since 1984. He doesn't find many cases of plagiarism turning up among his students. “I never repeat assignments,” he says, “I vary the content of the cases, which requires students to



Dr. Alfred Jaeger,
Associate Dean (Academic)



Prof. Manuel Mendonça,
Associate Professor, Desautels
Faculty of Management



Dr. James Archibald,
Disciplinary Officer, Centre
for Continuing Education

select the appropriate conceptual framework to address the issues that are involved; and the assignment instructions emphasize the need for a judicious integration of theory and practice.”

“For the student, it's part of learning how to be a responsible student and researcher”

Dr. James Archibald

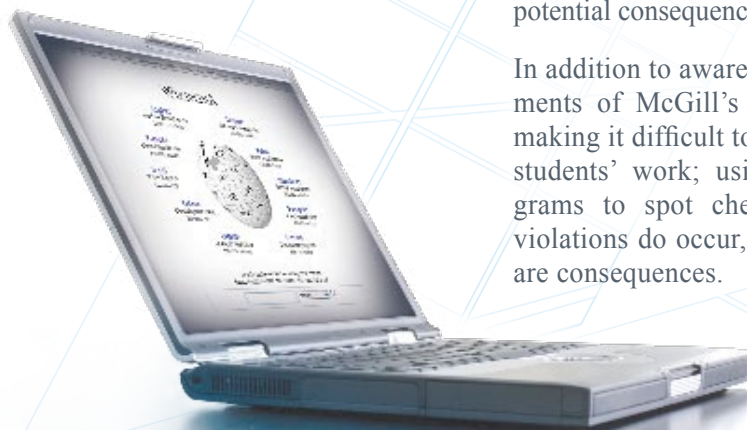
The instructor's role in promoting academic integrity goes beyond prevention. “For the student, it's part of learning how to be a responsible student and researcher,” says Archibald. “Professors and lecturers have the responsibility of making sure students are folded into an academic community where integrity is considered to be of high value.”

Challenges for Continuing Education

Folding students into an academic community may present more of a challenge for Continuing Education instructors, who don't spend much time on campus, Archibald acknowledges. “But even somebody teaching part-time and running a professional practice on the side needs to buy into this. It has to be part of the academic staff agenda to make sure they do.”

Jaeger points out that students in Continuing Education also have specific challenges. “They may have been out of an academic environment for a long time. And they have time pressures because they are working during the day. They may not take time to inform themselves, especially if they're only here part-time. That's why we should make a point in class of being more explicit about what plagiarism is, and its potential consequences.”

In addition to awareness, the other elements of McGill's approach include: making it difficult to cheat; monitoring students' work; using computer programs to spot cheating; and, when violations do occur, making sure there are consequences.



Cheating can affect final marks – even future jobs

Consequences for students can be short term or long term. Students' final marks and overall average will suffer if they are caught plagiarizing. Other effects are more serious. For instance, under some circumstances, students will be given permanent disciplinary records, which can hurt future chances of getting jobs that require security clearance.

As a result, students often make every effort to plead for leniency if caught. Many will claim that copying other people's work is accepted practice in the culture in which they are used to working or studying. To judge from the many websites dedicated to selling term papers, the cheating culture seems widespread in some places. And ideas of what constitutes plagiarism vary wildly. However, students at McGill are responsible for understanding what constitutes plagiarism here.

Strict approach paying off for McGill

Sites making a profit from cheating are part of the reason McGill places a strong emphasis on awareness in its approach to academic integrity. "Every course outline has a statement on academic integrity," points out Archibald. "There is no student in the University – daytime Faculties or Continuing Education – who is not potentially aware of our policy. Our experience indicates that students are understanding this message."

McGill University's policies concerning academic integrity, for both students and instructors, can be found at <http://www.mcgill.ca/integrity/>. ■



The MILR study group on Mexico, moderated by George Latimer, in spring 2007: (L-R) Arlene Sproule, Gibby Rosenberg, Paul Terni, Mary Nakanacagi, Kathy Smith, Dorothy Klein, George Latimer, Guillermo Ponce (former Mexican Consul General), Cecilia Marin, Anna Lengyel, Anne Gyulai, Thelma Thibodeau.

Experimental program becomes leader in lifelong learning

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Spawning similar initiatives across Canada

Indeed, the demand for the MILR program in Montreal is part of a growing demand in Canada - and all industrialized countries - for learning in later life. So it comes as no surprise to find the MILR has spawned similar initiatives across the country.

The MILR was the first program in Canada to use the peer-learning model. Since its founding, several Montreal MILR members have gone on to establish similar institutes and programs in other cities, based on their McGill experience, notably in London, Sudbury, and Toronto, Ontario, and Kelowna, British Columbia. The number of seniors' learning organizations has grown enormously since MILR began and they now have their own networks and lobby groups, including the Elderhostel Institute Network (EIN) (www.elderhostel.org/ein/intro.asp) and the Canadian Network for Third Age Learning (CATALIST) (www.catalist.ca)

"The McGill program is looked on as an inspiration for others," says Clark. She notes that MILR's leadership initiatives also include producing a Guidebook for

Organizational Assessment, holding an international conference in the 1990s, and presenting many times at conferences in Canada and internationally. MILR is also actively involved in the EIN and CATALIST networks, and has influenced other organizations to develop and run their own lifelong learning programs.

Focus on growth, self-help and volunteerism

This track record may seem hard to keep up. But current MILR president Michael McCusker sounds upbeat. He says that over the next couple of years the Institute will be focusing on growth and promotion to new and potential members. This is right in line with the Institute's community approach.

"This technique of reaching out and helping each other is appropriate for an organization like ours, where the values of self-help and volunteerism are still strong," he says.

For more information about MILR or to inquire about becoming a member, call 514-398-8234 or visit www.mcgill.ca/milr. ■

Richard Pound, Chancellor and Continuing Education lecturer supports the troops

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This role brought added meaning and credibility to Pound's apt and sometimes humorous remarks. The lively conversation and the clinking of glasses quieted as he made his observations on teaching: "McGill's teachers have always had their own special commitment to sharing their knowledge and experience with others. They have the sense of fulfillment that comes from seeing the same lights going on that they themselves have experienced and that bears no relationship to the all-but-token financial recompense offered for this invaluable service."



Chancellor Richard Pound enjoys a conversation with attendees at the Continuing Education lecturers' reception October 15.

Pound concluded by saying, in his official capacity as Chancellor, "how much McGill appreciates your commitment and dedication to our mission and to thank you for your vitally important role in the advancement of education." ■

"McGill's teachers have always had their own special commitment..."

ELECTION

STRONG MCGILL PRESENCE AMONG COMMUNICATION ACADEMICS ENHANCED BY LOCAL VP

The Association for Business Communication (ABC) recently elected Dr. James Archibald, Director of Translation Studies, as its Canadian Regional Vice President. As Vice-President for Canada, Archibald arranged for the publication of a special bilingual issue of *Circuit*, a professional journal in translation and communication. In addition, he organized and co-chaired the first ABC PhD colloquium to be held in Canada. This joint effort brought together PhD candidates in translation and communication from both France and Canada.

The ABC is an international organization committed to fostering excellence in business communication scholarship, research, education and practice. With an international membership of nearly 700 hailing from 35 different countries from Australia to the United Kingdom, Canada represents the largest national group after the United States. And McGill boasts three ABC members on staff. Its website may be found at www.businesscommunication.org. ■

AWARD WINNERS IN MCGILL'S PUBLIC RELATIONS PROGRAM



Winning students (from left) Neil Griffiths, Marjolaine Voiselle and Maryse Camiré flank professional award winner Elizabeth Hirst (with prize) at the SQPRP awards ceremony. Missing from photo: student Virginie Phénix and instructor Joanne Kennedy.

A team of McGill Public Relations students has once again won the *Prix Paul-Dumont-Frenette*, awarded annually for the best case presentation by the *Société québécoise des professionnels en relations publiques* (SQPRP). The presentation took place at the society's awards gala on June 5. Marjolaine Voiselle, Neil Griffiths, Virginie Phénix and Maryse Camiré are the third McGill team to enter the competition in the last five years, and the third to win or tie. (The 2005 team shared top honours with a group from *l'Université de Montréal*.) This year's winners were coached by

instructor Joanne Kennedy, with help from John Fleming and Elizabeth Hirst.

At the same event, Elizabeth Hirst, MA, APR, Fellow, CPRS, Coordinator of the Centre for Continuing Education's Public Relations programs, was awarded the *Prix Yves-St-Amand*, the highest annual recognition given to a public relations professional by the SQPRP. Elizabeth was singled out for her lifetime achievements in the field and her advancement of the PR industry, notably in the health care and education sectors. ■

DID YOU KNOW?

The number of international students at McGill's Centre for Continuing Education is **973**, **13%** of the Centre's total student body of 7,752.

Students enrolled in Continuing Education courses come from **106 countries**.

The first official mention of continuing education at McGill is in an **1853** prospectus, which referred to a need for courses "by which young men in business may attend the College sessions as their other engagements will allow and thus complete a University course and be entitled to rank with its other graduates."

