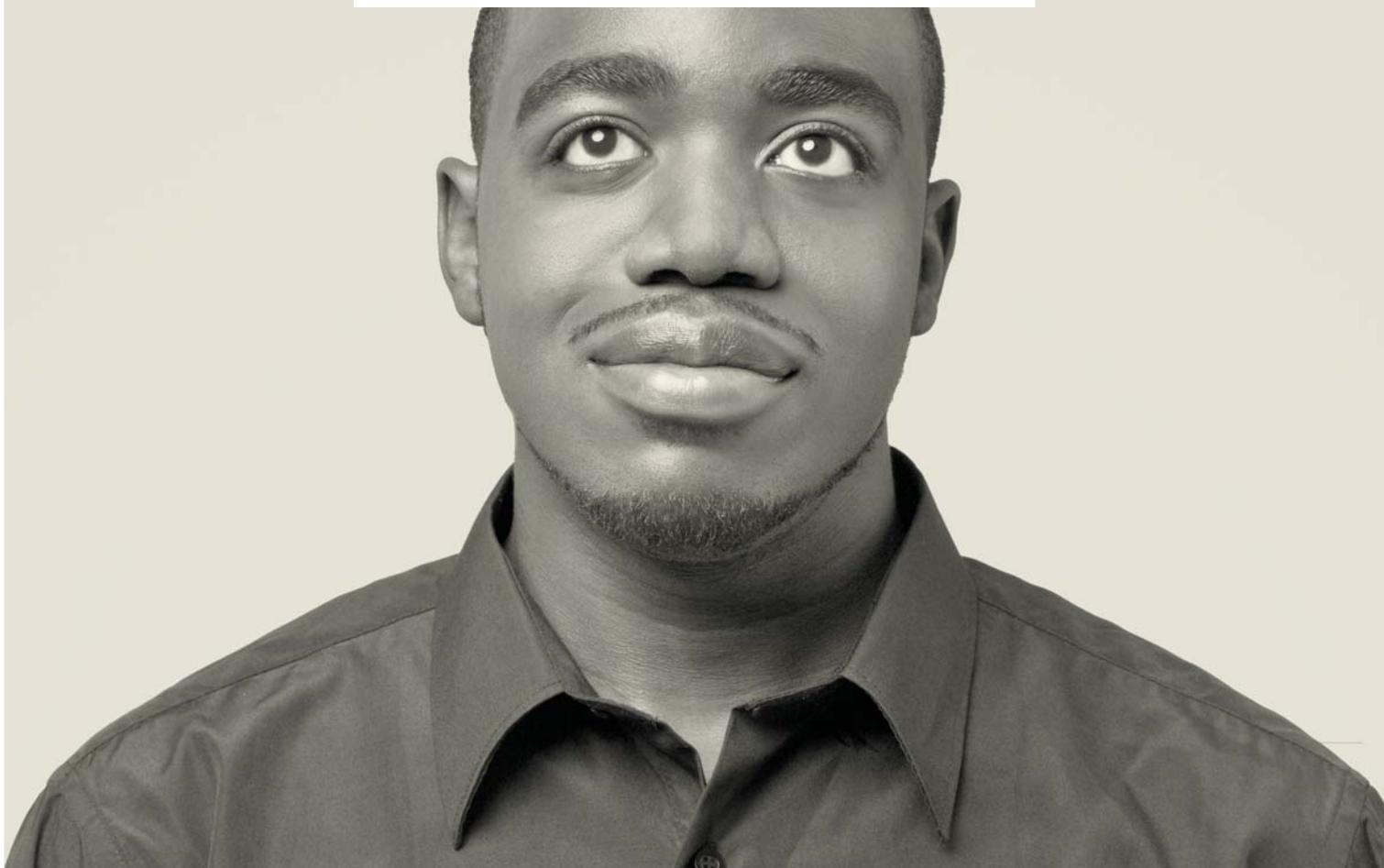


THE NEXT PAGE*

FOR WHAT
YOU'VE
GOT IN MIND.



INSIDE

MESSAGE DE LA DOYENNE

Des réalisations conjointes actuellement

PAGE 2

MESSAGE FROM THE DEAN

Exciting collaborations under way

PAGE 3

NEW DIRECTIONS FOR CONTINUING EDUCATION AT MCGILL

Spring brings new names and unit enhancements

PAGE 4

INNOVATIVE COURSE ON TRAUMA

McGill professor reaches an international audience

PAGE 6

ALUMNI PROFILE

Australian journalist Ean Higgins

PAGE 8

PARTNERING WITH ALUMNI, CORPORATE AND COMMUNITY DONORS

Generous financial support helps ensure student success

PAGE 9

FORGING PARTNERSHIPS ACROSS MCGILL AND BEYOND

New unit works with faculties and wider community

PAGE 10

EMBRACING SOCIAL MEDIA

Mitch Joel speaks at SCS Homecoming

PAGE 11



School of
Continuing Studies

* Thanks to all who made suggestions to get us to *The Next Page*, our newsletter's new name. See inside for other exciting developments at SCS, including our new unit and sub-unit names.



MESSAGE DE LA DOYENNE

LES PARTENARIATS DYNAMIQUES FONT TOUTE LA DIFFÉRENCE

Dr^e JUDITH POTTER – DOYENNE DE L'ÉDUCATION PERMANENTE

Dans ce numéro consacré aux partenariats, nous sommes fiers de vous présenter certaines des réalisations conjointes actuellement en cours à l'EEP. En nous associant avec de nombreuses facultés et unités de McGill, ainsi qu'avec de nombreux secteurs de l'industrie et associations professionnelles, nous offrons des possibilités d'apprentissage innovantes dans notre milieu tout en élargissant notre auditoire au Canada et dans le monde entier.

Un des ces nouveaux projets d'importance consiste à offrir à un très vaste public l'expertise du Dr Alain Brunet, professeur à la Faculté de médecine. Grâce à la coopération de plusieurs unités de McGill, nous avons mis en ligne l'important outil d'aide au diagnostic du Dr Brunet dans les cas de d'état de stress posttraumatique (ESPT) – un cours entièrement autoguidé pour les professionnels de la santé du monde entier.

Ce projet est réalisé dans l'esprit de notre plan qui consiste à établir des liens plus étroits avec les facultés et les autres unités de McGill tel que décrit dans le document Strategic Directions. Par ailleurs, par l'entremise de notre nouvelle unité Partenariats universitaires et études d'été, nous offrons officiellement nos services à la collectivité tout en explorant de nouvelles manières d'allier l'expertise des facultés de McGill à notre programmation et à notre organisation commerciale.

Dans le but d'offrir un contenu innovant et de renforcer notre présence sur le Web, nous offrons encore plus de possibilités d'apprentissage par le biais de fascinants webinaires qui sont le fruit de

notre collaboration avec des experts, notamment dans le domaine des stratégies de gestion des risques d'entreprise. Nous sommes aussi en train d'élaborer un projet en ligne pour aider une entreprise de marketing canadienne à trouver une nouvelle façon d'offrir de la formation professionnelle avancée à ses membres éloignés.

Les partenariats prenant la forme de dons philanthropiques sont également au coeur de nos préoccupations actuelles. En faisant un don à l'une de nos trois nouvelles initiatives de financement – les services d'orientation, l'aide financière aux étudiants et les technologies éducatives – les groupes et individus intéressés peuvent devenir partenaires dans la prestation de services de qualité mis à la disposition de nos étudiants motivés et contribuer ainsi à leur réussite.

Je vous invite à découvrir comment, aidés de nos partenaires, nous facilitons l'apprentissage, soutenons les étudiants et offrons l'expertise et les habiletés qui permettent d'améliorer notre université et le monde; et puisqu'il est question de changements importants, nous vous invitons à lire l'article dans ce numéro consacré aux nouvelles orientations de l'éducation permanente à McGill.

MESSAGE FROM THE DEAN

DYNAMIC PARTNERSHIPS MAKE ALL THE DIFFERENCE

DR. JUDITH POTTER – DEAN OF CONTINUING EDUCATION

Welcome to our Partnerships issue, in which we highlight some of the exciting collaborations we currently have under way. By working with numerous McGill faculties and units, as well as with many industry groups and professional associations, we are providing innovative learning opportunities locally, and increasingly reaching new audiences throughout Canada and even internationally.

One of our major new projects takes the renowned expertise of Dr. Alain Brunet, a Faculty of Medicine professor, to a very wide audience. Through the cooperation of several McGill units, we have made Dr. Brunet's important diagnostic information about post-traumatic stress disorder (PTSD) available online—in an entirely self-guided course—for health-care professionals around the world.

This endeavour is consistent with our plan to deepen connections with McGill's faculties and other units, as laid out in our Strategic Directions document. As well, through our new Faculty Partnerships and Summer Studies unit we are officially reaching out and exploring new ways to combine McGill's faculty expertise with our programming and marketing strengths.

To deliver innovative content and broaden our reach over the Internet, we are expanding learning opportunities via a stimulating webinar series in which we have partnered with experts in such areas as strategies for managing corporate risk. We also have a professional development project under way for a Canadian marketing organization to provide advanced online training for their far-flung membership.

A key type of partnership that is very much on our minds these days is philanthropic donations. By donating to one of our three new funding initiatives—advising and career transition services, student

financial aid or educational technology—interested individuals and groups can become partners in the high quality of services and support available to our hard-working students and contribute to their ongoing success.

I encourage you to learn more about how we and our partners are promoting learning, supporting students and delivering the expertise and skills that truly transform our university and society for the better. And regarding positive changes, please see the feature article in this issue about new directions for continuing education at McGill.



PHOTO: CLAUDIO CALIGARIS

SPRING BRINGS NEW NAMES AND UNIT ENHANCEMENTS

NEW DIRECTIONS FOR CONTINUING EDUCATION AT MCGILL

There's a great deal of excitement in the air at the former Centre for Continuing Education these days. That's right – *former*. After much study and discussion, CCE became the **School of Continuing Studies (SCS)/École d'éducation permanente** on May 1. As well, all the major program units have been renamed and one new unit was born (see *Highlights* on page 5). The continuing education times are certainly changing, so *The Next Page* is pleased to give you the lowdown on the high-level revamp.

According to Dean Judith Potter, both the name and nature of continuing education at McGill have changed for a number of substantial reasons. “We are stepping up our collaborations with McGill’s faculties and schools to help them provide enhanced professional development opportunities for their clientele, which is consistent with McGill’s desire for excellence in all academic and research areas. As well, the new names more clearly reflect who we are today and what we’ll be offering for years to come as we reach out to diverse communities of learners.”

THE EVOLVING NATURE OF CONTINUING EDUCATION

Many of the changes at SCS are related to the explosion of knowledge and the reliance on continuous learning for strong economies, healthy societies and fulfilled lives. “Before making these changes, we consulted with other leading universities in the U.S. and Canada and had a good look at their continuing education approaches. As well, we did in-depth market studies locally to learn more about our own clientele and their learning needs.”

While re-examining many aspects of continuing education at McGill, it became apparent that CCE’s moniker no longer fully captured everything that was going on at 688 Sherbrooke St. West and environs: “Today, we are actually more akin to a ‘school’ – in the McGill academic-unit sense – than a centre. As well, ‘Continuing Studies’ is more inclusive and reflects the breadth of our current and projected programming,” says Potter. “It also aligns us with the predominant nomenclature used at other prominent North American universities.”

ONGOING IMPROVEMENTS ON MANY FRONTS

Within SCS, the past few years have seen some significant program-level changes, which the new names also seek to reflect. “We have revitalized major programs and added many new options, especially within the two largest academic units: the former Career and Management Studies, and English and French Language Programs. Their new names (Career and Professional Development, and Language and Intercultural Communication) are a more accurate reflection of these new directions.

“As well, we’re actively improving the quality of our services on all levels,” says Potter. To accommodate the many new programs and courses and a larger and more diverse clientele, the new integrated Client Services unit has longer opening hours and increased service options. Workshops, instructional design support and other resources for instructors have also been expanded. For students, there are new workshops to help with study skills, and there are plans to provide career transition services. A new scholarship and bursary program is also under development.

INCREASED VISIBILITY ON AND OFF CAMPUS

In line with the Dean's mandate to raise the profile of continuing education at McGill are two high-profile initiatives. "One of the biggest recent developments for us is opening the new McGill Writing Centre (MWC) at the McLennan Library." The MWC is a cross-campus initiative that will help improve written communication at McGill and beyond, consolidating numerous writing courses, workshops and related services for undergraduates, graduates and the continuing education community.

"Another positive development is our joining McGill's Capital Campaign. We are aligning our fund-raising and 'friend-raising' goals with the wider university community. This makes a lot of sense because many of our students and alumni are also McGill alumni, so there's much common ground as we connect with them. Our alumni have shown considerable interest in our new programming and some are contributing to various projects and initiatives we have under way to help current students, such as donating for bursaries and student awards."

Clearly, CCE's transformation into the School of Continuing Studies is the culmination of much hard work and many positive changes: "We have new academic and personal development programs, increased student registration, a talented and committed team, a new visual identity and greater community awareness of our offerings," says Potter enthusiastically. And the outreach activities will continue: "It's an exciting time. More and more people are going back to school, taking refresher courses and changing careers. Our revitalized organization is more committed than ever to helping them meet their personal and professional goals."

FOR THE AWARDS THEY'VE GOT IN MIND

You've seen them in the Metro, on buses and in the daily papers. Perhaps you've also heard them on local radio programs. The ads are out there and they're catchy. But don't just take our word for it. Now they've been officially recognized with four awards from the international University Professional & Continuing Education Association (UPCEA).

Our "For What You've Got in Mind" print ad won a Silver Award in the Transit category and a Bronze Award in the Mixed Media category. The Summer Studies ad campaign won a Gold Award in the Print advertising category (single ad) and a Gold Award in the Print advertising category (outdoor or transit campaign).

HIGHLIGHTS OF PROGRAM-UNIT CHANGES

- **Career and Professional Development/ *Développement de carrière et perfectionnement professionnel*** (Replaces Career and Management Studies/ *Études professionnelles et de gestion*) CPD will continue to offer a wide variety of credit programs and courses, while adding a range of stimulating short courses, workshops and webinars for working professionals.
- **Faculty Partnerships and Summer Studies/ *Partenariats universitaires et études d'été*** (Replaces General Studies/ *Études générales*) Tasked with raising the profile and activity level of continuing education throughout McGill, this unit works closely with the faculties to help them reach new audiences and communities of learners. This unit also coordinates summer programs and courses.
- **Language and Intercultural Communication/ *Langues et communication interculturelle*** (Replaces English and French Language Programs/ *Programmes de langues anglaise et française*) Over the past two years, this unit has revamped its intensive language programs by integrating many cultural elements. As well, it has expanded its offerings to include non-credit and customized language courses and will extend its reach to include other languages this fall.
- **Translation and Written Communication/ *Traduction et expression écrite*** (Replaces Translation Studies/ *Études de traduction*) As well as offering accredited translation programs, this unit's portfolio now encompasses the McGill Writing Centre. It will also deliver many workshops and one-on-one tutoring and provide fee-for-service offerings for the business community.
- **Personal and Cultural Enrichment (PACE)/ *Programmes de perfectionnement personnel et culturel*** (New unit/*nouveau*) After piloting a successful series of stimulating events in 2010, PACE will be officially launched as a unit focussed on learning for individual and societal enrichment. The flagship subunit of PACE is the **McGill Community for Lifelong Learning/ *La communauté d'apprentissage continu de McGill*** (the renamed McGill Institute for Learning in Retirement, MILR).

McGILL PROFESSOR'S EXPERTISE REACHES
AN INTERNATIONAL AUDIENCE

SCS PARTNERING WITH EXPERT FOR INNOVATIVE COURSE ON TRAUMA

Since high-profile incidents like the 9/11 attacks almost 10 years ago, medical and psychology researchers and practitioners have been making great headway in better understanding post-traumatic stress disorder (PTSD) and how to treat it. This is reassuring news because, according to one American study, 90% of us will experience a traumatic event in our lifetime, and 9% of us will likely develop PTSD at some point.

PTSD can result from experiencing or witnessing such things as natural or man-made disasters, crimes, accidents or domestic violence. The often debilitating effects of this disorder—which can be considered akin to a physical injury that leaves the victim with psychological scars—include constantly reliving the traumatic event, depression, guilt, suicidal thoughts and avoidance behaviours.



The team that created the iTrauma course (left to right): Dr. Carmen Sicilia, Solange Richard, Jean-Paul Rémillieux and Oksana Maibroda, and clinical psychologist Christophe Herbert (right)

EDUCATING A GLOBAL AUDIENCE ABOUT PTSD

One local expert and his team are doing a great deal to inform both fellow professionals and the general public about PTSD. Through their informative Info-Trauma (info-trauma.org) website, they are at the forefront of an impressive awareness campaign. Launched several years ago by Dr. Alain Brunet, an associate professor at McGill's Department of Psychiatry, and his colleagues at the Douglas Hospital, the website provides FAQs, case studies and professional tools to help others identify PTSD symptoms and aid trauma victims.

Dr. Brunet's latest initiative is a short online iTrauma course—developed and launched by the School of Continuing Studies—which allows health-care professionals to learn important information about PTSD in a convenient self-guided format with a final attestation. In just seven hours of instruction, the course covers the major concepts and equips individuals to identify and evaluate the symptoms of PTSD and related ailments. Based on this knowledge, they will be able to counsel victims and family members, and even perform triage for trauma victims in the event of an accident or disaster.

One of Dr. Brunet's colleagues, Christophe Herbert, a clinical psychologist and PhD candidate, is thrilled about making the iTrauma course available to interested individuals around the world. "The Internet provides us with an excellent way to disseminate key PTSD information to help those dealing with or treating trauma victims. By collaborating with instructional design and technical experts at the School of Continuing Studies, we are delivering this educational material to health-care professionals or students wherever they are: in the office, at home or on the road."

EASY-TO-FOLLOW MODULES TEACH TRAUMA BASICS

Anyone can take the iTrauma course since there are no prerequisites. Once individuals sign up, they have 30 days to complete it, working through the 90-minute modules at their own pace. The course explains the basics of trauma and then presents typical patient responses to traumatic events and how to identify the frequency and intensity of symptoms. The course includes a video of a psychologist interacting with an actor who plays the role of a victim. At the end, students take a two-part final examination, which they can repeat if they do not pass it the first time.

With word getting out about this highly accessible course, thousands of health-care professionals and students are likely to sign up to learn more about PTSD for work or study purposes. In Quebec alone, up to 3,000 employees from the Quebec Ministry of Health and Social Services are slated to take the course. And given its valuable content and convenient Web-based format, Dr. Brunet and his colleagues have already had requests to make it available in additional international languages.



Dr. Alain Brunet

CONTINUING STUDIES EXPERTS COOPERATE WITH MANY MCGILL UNITS

A lot of work went into making the iTrauma course a simple user experience, courtesy of Jean-Paul Rémillieux, Director of the Instructor Services and Educational Technologies (ISET) unit, and his team of course-design and technical experts. "When planning the course, we focussed on how users would work their way through it. Since the students do not interact with other people, it was essential to make sure that no one would get lost," says Rémillieux. "To accomplish that, we worked very closely with many preliminary users to ensure a smooth flow of information and that we met the course's learning objectives."

Rémillieux and his team also worked with various McGill units to ensure that the course would run smoothly from registration and administration perspectives. This was especially important given that the course is available for a global audience. "We collaborated with McGill's IT Services and especially with ICS (customer support). They were quite enthusiastic about helping us with this innovative endeavour and created a special hotline. We also got important assistance from Network Communication Services (NCS), Content and Collaboration Solutions (CCS) and Information System Resources (ISR)."

A FIRST FOR MCGILL AND THE PTSD COMMUNITY

Now that both French and English versions are up and running, everyone involved in the iTrauma course is satisfied with the results. Christophe Herbert says, "Tapping Continuing Studies' and McGill's pedagogical, technical and administrative expertise was an excellent choice for this project. We were really impressed with the commitment and professionalism of the many staff members who collaborated directly with us, as well as the people behind the scenes—their enthusiasm made this project a real pleasure, and the content and the interface are even better than we envisioned."

The iTrauma course is administered by Career and Professional Development, whose Director, Dr. Carmen Sicilia, says it is a very

iTrauma, Continued on page 8.

iTrauma, Continued from page 7.

impressive accomplishment and bodes well for similar projects: “This course is the first of its kind both for McGill and for the PTSD community. And it perfectly showcases how we can take some of McGill’s top-flight expertise and make it available to a worldwide audience in a well-structured and pedagogically sound format. We’ll be speaking with various units and faculties to see how we can capitalize on this successful project to bring other McGill expertise to new audiences.”

Editor’s note: For more information about the iTrauma course, which costs \$99.00 plus tax, go to: www.mcgill.ca/conted/prodep/ptsd/

WHAT IS A TRAUMATIC EVENT?

An event is considered traumatic if the person experienced, witnessed, or was confronted with an event or events that involved actual or threatened death or serious injury, or a threat to the physical integrity of self or others. The person’s response must have also involved intense fear, helplessness, or horror (American Psychiatric Association, 1994).
– from the *Info-Trauma* website (www.info-trauma.org)

WHAT IS POST-TRAUMATIC STRESS DISORDER (PTSD)?

Post-traumatic stress disorder is a psychological reaction, which can manifest itself after a traumatic event. A person who develops post-traumatic stress disorder will display three major symptoms:

Continually reliving the traumatic event or having nightmares about it.

Avoidance—conscious or involuntary—of things that serve to remind the victim of the traumatic event.

Hyperarousal in the absence of imminent risk—being on the look-out for a danger that is not present.

– from the *Info-Trauma* website

ALUMNI PROFILE: AUSTRALIAN JOURNALIST EAN HIGGINS FRENCH ASSIGNMENT LEADS TO IMPRESSIVE WRITING AWARD



Based in Australia for 30 years, Canadian journalist Ean Higgins grew up in Montreal, where he attended Lower Canada College. He is a recent graduate of the Intensive French program and winner of an AJIQ* journalism award for best opinion piece, which began as a class assignment.

WHAT WAS YOUR MOTIVATION TO LEARN FRENCH AT MCGILL?

By the time I left Canada, my French was quite strong. It really comes in handy in my career as a journalist, including breaking news stories and when I was a foreign correspondent in Europe for my newspaper, *The Australian*. As well, I love Quebec and *La francophonie*, so speaking French is a link to them. In the past, I have done intensive courses in France but this time I decided to spend time with my Montreal family, and McGill offered a first-class summer course.

WHAT WERE SOME OF THE HIGHLIGHTS OF YOUR PROGRAM?

Niveau cinq—where we called ourselves *Les Presque parfaits*—was a lot of fun. It was very thorough and superbly taught by Madame Kumor and Mademoiselle Oriol. We had quite a diverse and talented group of international students, and we enjoyed each other’s company in and out of class. There was a lot of variety too, such as role-playing and various excursions, including to Old Montreal.

DID YOUR ARTICLE BEGIN AS A CLASS ASSIGNMENT?

Yes. In addition to the regular homework, Madame Kumor asked us to keep a weekly diary where we documented some of our observations. I had experienced a lot of annoyance at not being able to speak French in Montreal without being responded to in English,

which, of course, went completely against the grain of the language laws introduced by Quebec governments over the past 40 years. I became so infuriated that I developed a few cunning strategies to speak French in Montreal, then I wrote an amusing article about them.

WAS IT DIFFICULT TO GET PUBLISHED BY LE DEVOIR?

As a journalist, I know that you have to carefully look for the right newspaper and section where your story will fit. *Le Devoir* has long been my favourite Canadian newspaper, and I thought its intellectual nature would lend itself well to an opinion piece about some of the ironies of language politics in everyday Montreal life. A few days after I sent my story—*L’anglo de Saint-Pierre*—it was published.

WHAT PRIZE DID YOU WIN?

I was awarded the Grand Prix for a *texte d’opinion* by AJIQ. They gave me several hundred dollars (which I blew that night celebrating!), a very elegant notebook in a leather case and a dashing testimonial, which sits very handsomely on my wall along with my McGill Certificate of Proficiency in French.

WHO WOULD YOU RECOMMEND THE INTENSIVE FRENCH PROGRAM TO?

I’d recommend it to people who are very serious about improving their French and who are prepared to work hard doing the assignments, participate actively in class and strive for good marks.

*Association des journalistes indépendants du Québec.

Editor’s Note: To read Ean’s article, go to:

www.ledevoir.com/non-classe/263881/l-anglo-de-saint-pierre

PHOTO: EAN HIGGINS

PARTNERING WITH ALUMNI, CORPORATE AND COMMUNITY DONORS GENEROUS FINANCIAL SUPPORT HELPS ENSURE STUDENT SUCCESS

With over 12,000 students, McGill's School of Continuing Studies is home to many motivated achievers. Whether they are making a career change, seeking to upgrade their credentials, learning a new language or pursuing personal growth and development, students are eager for life-changing learning and networking opportunities. As this diverse community juggles work, family responsibilities and other challenges, they can benefit from specialized services and financial support to help them reach their goals.

According to Debbie Mercier, Associate Director of Development & Alumni Relations, philanthropic gifts from alumni and friends, as well as corporate investments, will be essential for improving support that is currently offered to students, most of whom are honing their skills and competencies for the local job market. "While instructors and staff are instrumental in aiding students' success, we would also like to be able to provide services—such as career transition—that are tailored to individual student needs. As well, we're actively searching for new contributions in the form of student aid, scholarships and prizes, and help with implementing the latest educational technologies."

NEW LIFE AND CAREER TRANSITION SERVICE WILL HELP STUDENTS

As many SCS students complete professional programs, they increasingly need to network and learn about job opportunities, and recent immigrants often need to know about adapting to Quebec and Canadian society. Gianna Giardino, Senior Manager of Client Services, says that "There's a real need to advise them on career transitions, academic issues and cultural integration. Our hardworking students need a comprehensive career-planning and transition service with strong ties to local employers and professional associations."

To address this urgent priority, Continuing Studies seeks to create a crucial student-advising service called "GPS for Lives and Careers." So far, several sizeable gifts have been received from alumni and friends, including an injection of funding from the State Street Foundation. Paul Kuai Yu Leong (BCom'81) has pledged \$25,000, which McGill will match dollar for dollar through the McConnell Challenge Fund. The goal is to raise \$250,000 annually for five years to ensure the success of this initiative.

FINANCIAL SUPPORT AND ACADEMIC AWARDS MAKE A DIFFERENCE

Another area that urgently needs funding is new scholarship and bursary programs. Instructor Charles Pitts and his wife Manon Boisvert recently established the Boisvert-Pitts Bursary in Public Relations. "We believe that a student's lack of funds should not prevent him or her from attending Continuing Studies in order to get ahead," Pitts says. "A lot of students may be new to Montreal, just starting careers and families, so money can be tight." As well, donors like alumna Rita Bacani (CertMgmt'88) and her husband, Jun, have stepped up to establish a named scholarship to encourage students in specific disciplines such as Accounting & Taxation, and

Entrepreneurship to do the best work they can. The goal is to raise \$125,000 annually for scholarships, bursaries and awards.

As an indication of how important this type of individual student support is, Mercier provides a telling anecdote: "One of our prize winners sent a thank-you letter to the prize donor the day after he got married, and he even apologized for not sending his appreciation sooner!" Mercier continues, "We often see such heartfelt testimonials. This type of support, regardless of the size, has a tremendously positive effect on the recipients."

IMPROVING LEARNING OUTCOMES WITH TECHNOLOGY

As technology transforms modern teaching techniques by catering to different learning styles and situations, Continuing Studies is striving to keep its classrooms and educational services as up to date as possible. "This is an area where donors can make a real difference," says Jean-Paul Rémillieux, Director of Instructor Services and Educational Technologies. The Educational Technologies Fund aims to attract \$640,000 in order to ensure Continuing Studies remains at the forefront of today's educational practices in areas such as online delivery, hybrid courses and distributed learning methods. To date, Miranda Technologies, Continuing Studies alumni and the McGill Association of Continuing Education Students (MACES) have contributed to this key priority.

ALUMNI ARE OFTEN THE MOST LOYAL DONORS

Given that many students have a positive, life-changing experience studying here, Mercier says, "It's no surprise that many graduates return as donors, eager to help a new generation of students gain an advantage. When they think back to the most significant moments in starting or changing their careers, Continuing Studies often figures near the top," she says. "Whether it was what they learned, an accreditation they received, who they met here or how it launched their career, we were a turning point in their lives and they're eager for others to experience that, too."

HOW YOU CAN HELP TO SUPPORT OUR SERVICES AND STUDENTS

For more information on how you can make a positive impact on our services and support for students, please contact Debbie Mercier at: debbie.mercier@mcgill.ca or 514-398-3570.



The Faculty Partnerships and Summer Studies team (left to right): Jasna Hancevic, Dr. Leah Moss, Benjamin Isaac and Brittany Wallace

NEW SCS UNIT TO WORK WITH FACULTIES AND WIDER COMMUNITY

FORGING PARTNERSHIPS ACROSS MCGILL AND BEYOND

It's no secret that McGill faculties and schools do a phenomenal job in their respective domains, regularly winning prestigious awards and attaining the highest rankings on Canadian and international lists. The newly formed Faculty Partnerships and Summer Studies unit has a laudable mandate to create synergies between Continuing Studies and various academic units to deliver McGill's renowned expertise to university and external audiences.

Dr. Leah Moss, the Director of the new unit, explains: "Our role is to go out to the greater McGill community and see what their professional development and special-project needs are. We ask them, 'What is the ideal continuing education program for your sector? What would you love to do if you had the resources?' Then we assess these intriguing and dynamic opportunities and take concrete steps to bring the most feasible ones to fruition."

So far, this initiative has attracted great interest. Moss and her colleagues have been talking to groups and individuals in the faculties of Agricultural and Environmental Sciences, Arts, Dentistry, Education, Engineering, Law, and Music,

and at the School of Architecture, the Aboriginal Affairs Work Group, the Office of Sustainability, and the Institute for the Public Life of Arts and Ideas. "We want to see how we can combine their expertise, resources and intellectual property with our expertise in areas such as adult learning programming, marketing and project management."

Some of the seeds planted by this new initiative are already sprouting. In March, Continuing Studies began supporting the Faculty of Dentistry's continuing education programs. In conjunction with that faculty, Continuing Studies provides all the coordination, registration and logistical support necessary, as well as providing expertise for program delivery. "Such continuing education programs are crucial for the professional development requirements of many professions and can be a great fit for us," says Moss.

There are many other collaborations under way. For example, every summer the School of Architecture runs a sketching school as a mandatory activity for architecture students to spend time outside Montreal drawing or painting. Continuing

Studies will soon market and coordinate this creative opportunity for School of Architecture alumni to participate in as well. Continuing Studies worked with the Faculty of Education's School of Information Studies to develop, administer and analyze a survey on the knowledge management needs of various organizations. Survey findings will inform relevant professional development initiatives in this area.

"The beauty of such partnerships," concludes Moss, "is that they're the perfect blend of faculty expertise and Continuing Studies expertise. The academic units provide the intellectual content and we provide the adult learning, delivery and logistical support. And based on the interest so far, it's a very practical model that will bring many excellent McGill initiatives to new audiences."

PHOTO: RYAN BLAU

EMBRACING SOCIAL MEDIA NEW-TECHNOLOGY GURU SPEAKS AT SCS HOMECOMING

“That means I dropped out,” joked Mitch Joel about Dean Judith Potter’s gracious summary of Joel’s education path during her introduction to his talk at the Faculty Club. Some dropout: Joel is currently the President of Twist Image (recently named one of Canada’s top-10 agencies by *Marketing Magazine*), a newspaper and magazine columnist, and author of the bestselling business book *Six Pixels of Separation*. He spoke to several hundred alumni, instructors and staff in the fall.

In an interview before his stimulating presentation, Joel openly admitted that while he’s never been great at formal, linear education, he’s a strong believer in the continuous learning opportunities that the Internet, connectivity and social media networks can afford us all. “Education doesn’t end once your classes are over or when you make the final payment on your student loan,” he asserted. “It’s an ongoing process and very much in sync with the outreach and learning capabilities of social media.”

He advises students to use technologies like blogs, Facebook, LinkedIn and Twitter to build valuable relationships. “Don’t look at these tools as a new way to make your 8.5 x 11-inch resumé work better; look at them from the perspective of improving your career.

The social media platform gives you a wonderful opportunity to make valuable connections.”

On the classroom front, Joel sees lots of opportunities to use social media for new course-delivery methods: “The tools are readily available now to change the form of education, and I hope there are some brave souls trying that. Institutions like McGill think more openly about where education might be heading. For example, in an online course you can have guest lecturers in Kenya or Australia—it doesn’t really matter where people are physically located.”

While some people are reluctant to plunge into the ocean of social media, Joel sees no reason to hesitate: “Today we have a platform that allows anyone with a shareable thought or image, or an audio or video clip, to instantly publish it for free to billions of people around the world.” Still, he counsels that there are right and wrong ways to do that. “You learn pretty quickly whether your content connects with others or not, and what it looks like on the platform.”

Joel believes that social media applications have democratized publishing and marketing: “It’s not a top-down process any longer—it’s more of a ground-swell effect. That can be disarming for many people because everything is being discussed in a very open way. Everything can be shared, edited, retweeted, collaborated on, fixed, changed, wiki-ed. That can be scary for some people. The winners will be the people who really think differently about how to use these tools in a collaborative, positive way rather than the ones who fear that the tools might be used for evil.”

Asked what he foresees in five years, Joel adamantly maintains he’s a “presentist,” not a futurist. “I really like to focus on the tools and how people are using them now. I think we’re seeing indications of where things are going with devices like the iPad, and with the boom in wireless and mobile connectivity, including the rising importance of texting. And I think there will be a trend of removing the technology from the technology to make these tools smoother and more aligned with touch and human nature.”

PHOTO: OWEN EGAN



A LIFETIME OF LEARNING AND TEACHING COL. BERNARD J. FINESTONE: A TRUE INSPIRATION AT 90

If there’s anyone who embodies our principle of “lifelong learning” better than Col. Finestone, we’ve yet to meet that person. Col. Finestone first enrolled at McGill as a Commerce student in 1937, almost three-quarters of a century ago. From the late 1950s till the early 1980s, he taught two General Insurance courses. Today, Col. Finestone’s an active member of our Advisory Board and regularly appears at McGill events. According to Dean Judith Potter, “Col. Finestone never misses an opportunity to support McGill and Continuing Studies. He is truly an inspiration.”

Just how passionate is he about learning? With the half-life of knowledge in some industries and professions diminishing to as little as two or three years, Col. Finestone is a major proponent of continuing education. “I find these major changes in our society fascinating, but there’s also a real need for people to keep their professional skills up to date with the latest technologies and best work methods. That’s why I’m very supportive of the tremendous opportunities that Continuing Studies offers,” says Finestone.

For business people considering taking continuing education courses, Finestone counsels: “If they’re committed to it, they will



PHOTO: OWEN EGAN

come out of Continuing Studies better than when they went in. That means that their life, their professional status and their service to the community will improve. The School of Continuing Studies is turning out thousands of smarter and better-prepared individuals into various industries and professions every single year. That’s a huge and highly worthwhile contribution.”

Col. Finestone has made many of his own extremely impressive contributions to both McGill and the wider community. On retiring from teaching, he endowed the Bernard J. Finestone Prize in General Insurance. To encourage and reward hard-working Commerce students, Finestone and his sons Brian and Paul donated the annual Finestone Economics Prize. Outside McGill, Col. Finestone has served his community and country through dozens of influential and often volunteer positions in the realms of health care, the military, commerce, and civic and religious affairs.

MARKETERS PARTNER WITH THE SCHOOL OF CONTINUING STUDIES FOR ONLINE CURRICULUM

Once again, Continuing Studies' teaching and courseware expertise have been recognized outside the university. The Career and Professional Development unit is currently developing 11 customized learning modules for the Marketing Research and Intelligence Association (MRIA), which offers its members a Certified Marketing Research Professional (CMRP) designation. The modules will make the most of the CMRP curriculum available online so MRIA members throughout Canada can earn their CMRP designation without having to travel great distances for their training and professional development needs. This initiative is part of MRIA's mission to raise the level of professionalism in the marketing, survey, public opinion research and market intelligence industries. ▽

NEW PUBLICATION FROM TRANSLATION STUDIES LECTURER

Dr. Heberto Fernández, Program Director for Spanish and Portuguese, has just had a new book published in the series *Vertere (Monográficos de la Revista Hermeneus)* at the University of Valladolid in Spain. Fernández's *Dictionaries in Spanish and English from 1554 to 1740* is an historical

and comparative study based on 12 dictionaries and 22 editions published in London roughly from the Tudor period to the early Georgian era. Fernández's study examines these early alphabetical and topical Spanish and English dictionaries from multiple perspectives to determine how their structure and content demonstrate the intentions of early lexicographers and the purpose of their works. ▽

ABORIGINAL COMMUNITY INITIATIVE THIS SUMMER

The Faculty Partnerships and Summer Studies unit is pleased to announce the coordination of the Aboriginal Pathways Program – a series of summer activities that allow Aboriginal learners to meet various members of the McGill community and get a head start on their university experience before they begin their studies in September. The program includes an intensive 12-week, three-credit writing course, activities at First Peoples' House and numerous cultural and social events. As well, participants have the option of living in a McGill residence. For more information, contact First Peoples' House. ▽

Contents © 2011 McGill / The School of Continuing Studies. Articles from this publication may be reproduced with appropriate credit to source. Editor: Elana Trager Writer (except where indicated) and Assistant Editor: Frank Manley Proofreader: Kathe Lieber Design: orangetango Layout: Graphic Design, McGill University

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



PHOTO: MARION KERY

McGILL SCS'S GOT TALENT, LOTS OF TALENT

What do Saudi Arabia, Morocco, Korea, Russia, China, Venezuela, the Philippines, Ukraine and Edmonton have in common? They were all well represented by talented singers, accompanists, dancers and even a magician at the Delta Hotel last fall. Approximately 250 lively audience members gathered to sing along, clap in rhythm and be awed by some very talented entertainers from the Intensive English Language and Culture (IELC) program (see photo above). The Talent Show was organized and hosted by Devaki Groulx and co-hosted by Ashifa Shamji, with plenty of assistance from myriad IELC instructors, staff members and students. Participants were required to audition and then rehearse weekly before the big event. ▽

INTERNATIONAL LANGUAGE & CULTURE COLLOQUIUM

On October 14-16, 2010, the School of Continuing Studies hosted the 9th annual

colloquium of the Association française d'éducation comparée et des échanges (AFDECE). With the theme of "The Integration of Culture into the Language Class: Theory, Training and Practice," this event brought together nearly 100 language professionals, researchers and writers from Europe, Africa, the Caribbean and North America to participate in various stimulating sessions and roundtables. The opening plenary speaker was renowned applied linguist Claire Kramsch from the University of California, Berkeley. Many Continuing Studies instructors attended the conference and a number of them were presenters as well. The Proceedings will be published this summer by Editions L'Harmattan in Paris. ▽

YOUR INPUT IS ALWAYS WELCOME!

To submit comments or story ideas, please contact: market.conted@mcgill.ca

McGill / The School of Continuing Studies 688 Sherbrooke Street West 11th floor Montreal, Quebec H3A 3R1 www.mcgill.ca/conted