

Book History & Print Culture Collaborative Specialization



University of Toronto Quality Assurance Process (UTQAP) Self-Study

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December 2019

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- Note: This document is based on the self-study template for collaborative specializations, available from the Office of the Vice-Provost, Academic Programs (<https://www.vpacademic.utoronto.ca/academic-programs/collaborative-specializations/>). Arrow bullets like this one indicate text quoted from that template.

This self-study was prepared with the research assistance of Nicole D’Angela, Katy Czajkowski, and the BHPC Program Coordinator, Julia Warren. It was approved for submission to the Faculty of Arts and Science Dean’s Office by the BHPC Program Committee: Holly Forsythe (Master’s student rep), Alan Galey (Information rep), Roxanne Korpan (PhD student rep), P.J. MacDougall (Massey College rep), Heather Murray (English rep), and Natalie Rothman (History rep). For their roles in the self-study drafting process, the Director wishes to thank the Program Committee and the Review Advisory Group, consisting of Angela Esterhammer (English), Pamela Klassen (Religion), Thomas Keymer (English), and Daniel White (English).

1. Introduction and Consultation

- “Briefly introduce the Collaborative Specialization, and if available, provide a URL for the Collaborative Specialization under review.”

Histoire du livre, History of the Book, Textual Studies, Print Culture, Sociology of the Text: all these names have been used to describe an international academic movement that rose to prominence in the late twentieth century and continues to expand today. Book History creates and applies knowledge of the material, cultural, and theoretical aspects of the book, including manuscript, print, and digital media, along with associated practices of authorship, reading and collecting, within different disciplines in the humanities and information sciences. The Collaborative Specialization admitted its first cohort of graduate students in September 2000, and now has a flourishing network of alumni in academia, library and information sciences, publishing, and related fields in Canada and around the world. (From the introduction on the BHPC website: <https://bhpctoronto.com/>.)

- “Describe the consultative process in preparing the self-study. Consultation should include the Specialization Committee, all core faculty in the Collaborative Specialization, students and staff that support the Collaborative Specialization. The director is responsible for ensuring that the academic leads of all participating programs are aware of the review process and have an opportunity to contribute to the self-study, along with their Deans.”

Consultation for the self-study began in 2018 with the Program Committee, which is composed of representatives from the three major contributing units—Information, English, and Massey College—plus a representative from one other participating unit, and a Master’s and PhD student. The Annual General Meeting in April 2019 also focused on the upcoming review process, and especially on the changes to the BHPC events strategy which the program had recently undertaken in consultation with the Events Committee. This meeting, along with the September 2019 Orientation for BHPC students and faculty, served to provide background on the upcoming review for the BHPC community. The BHPC Director also met with the heads of the two supporting units for teaching, English and Information, in the Summer of 2019 and received their support for the review and renewal of the MoA.

Focused consultations, with the preliminary self-study draft as context, took place in Fall 2019. The Director convened an advisory group consisting of senior BHPC faculty with recognized field expertise and teaching experience in the program to guide the self-study process along with the Program Committee (the advisory group consists of Professors Angela Esterhammer, Thomas Keymer, and Daniel White, all from English, and Pamela Klassen, from Religion). The Program Committee and advisory group guided the drafting of the self-study and advised on feedback received during the review process. Two key steps in the consultation process with the entire BHPC community, including students, faculty, librarians, staff, and participating unit heads, were the email survey sent to students on November 5, 2019 (see Appendix A) and the

posting of a preliminary draft of the self-study later in November for comment by members of the collaborative specialization. This self-study draft was shared with all participating unit heads along with an invitation for in-person consultation, and the Director met with the heads of Art History, Comparative Literature, French, and Medieval Studies, as well as the Principal of Massey College, as BHPC's third supporting unit.

The Program Committee met on November 28 to discuss the results of the student survey and revisions to the self-study, and subsequently voted unanimously to approve the present revised version for submission for the UTQAP review.

2. Quality Indicators

2.1 Appropriateness of Requirements

In early 2018, BHPC reviewed and updated its program requirements to ensure they conform to the redefinition of collaborative specializations by the Ontario Council on Graduate Studies. For the most part, BHPC's existing program structure already aligned with the new guidelines, and the relatively few necessary changes were approved by the FAS Graduate Curriculum Committee as a program minor modification in March 2018. For one participating degree program, the Master of Information, the required number of cross-listed elective courses in BHPC's subject area increased by 0.5 FCE. For all other participating degree programs, the number remained the same or decreased by 0.5-1.0 FCE, depending on the total number of courses required by the home program (detailed below and in Appendix B). As a result of the 2018 review of program requirements and resulting minor modifications, BHPC does not foresee any new changes to its requirements.

- “confirmation that students are required to complete at least one common learning activity”

The learning activity that all BHPC students have in common is the foundational course, BKS 1001H: Introduction to Book History, which students must take in their first term in BHPC. Offered every year in the Fall term, this course is normally taught in the Thomas Fisher Rare Book Library, and takes full advantage of having Canada's best rare book library as its classroom. The course introduces students to the landscape of book history as a field, to the material forms of books from antiquity to the present, and to methods for studying books as artifacts. Through field trips and library-focused assignments, the course also introduces students to the resources for studying book history on campus, such as the Fisher Library itself and the Bibliography Room at Massey College, as well as important publishing venues in the city of Toronto, such as Coach House Books. This course also plays a vital role in cohort-building for the program as a whole, with the Master's and PhD students taking the course together, engaging in class discussions together, and often working together on group assignments.

- “confirmation that all participating programs can accommodate the requirements of the collaborative specialization”

The total number of required core courses for BHPC Master’s and PhD students are, respectively, 1.0 FCE (BKS 1001H and BKS 1002H) and 1.5 FCE (BKS 1001H, BKS 2000H, and BKS 2001H). For all participating degree programs, the courses BKS 1001H, BKS 1002H, and BKS 2000H should all fit within the elective spaces of their programs, and should not be taken in addition to the overall coursework requirements of the students’ home program. The one exception is the PhD practicum course BKS 2001H, which students normally take in addition to their coursework requirements (as specified in the 2013 Memorandum of Agreement between BHPC and its participating units).¹

This means that the compatibility test for BHPC and all its participating degree programs, both Master’s and PhD, is whether their elective courses add up to at least **1.0 FCE**. This test is applied in Appendix B, which lists the required, elective, and total FCE numbers for each of BHPC’s participating programs (not including specialized permutations such as Master’s theses or direct-entry PhD options). In all cases, there is at least 1.0 FCE worth of available elective space for the BHPC core courses, and all of the participating programs can therefore accommodate the requirements of the BHPC collaborative specialization.

- “clarity that the learning outcomes of the collaborative specialization are in addition to those supported by the student’s home program”

In response to a recommendation arising from the 2013 program review, the BHPC Program Committee approved learning outcomes for the BHPC collaborative specialization as a whole, as well as for its four core courses (BKS 1001H, BKS 1002H, BKS 2000H, and BKS 2001H). As preparation for this review, the BHPC Program Committee undertook a revision of BHPC’s program- and course-level learning outcomes, including a more detailed mapping of outcomes to methods of assessment.² At the program level, all students who have successfully completed the BHPC collaborative specialization will be able to:

- analyze books and related artifacts as material texts;
- demonstrate an understanding of the theories, methods, and resources that book historians use to explore the social, economic, cultural, geographical, and historical contexts of books and texts, including their production and reception;
- apply knowledge and methods from book history and related fields across a broad range of disciplinary and historical contexts.

¹ On occasion, participating PhD programs have chosen to count BKS 2001H toward their students’ overall coursework requirements, above and beyond the expectations laid out in the MoA.

² See the Centre for Teaching Support & Innovation’s guidelines on developing learning outcomes: <https://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/>.

Appendix C details the set of program- and course-level learning outcomes approved by the Program Committee in November 2019 as part of this process.

The methods of assessment for learning outcomes in all BHPC courses may vary from year to year, as instructors have leeway to modify their assignment structures—though they are expected to incorporate these learning outcomes and ensure they are assessed. All new instructors in the BHPC program are assisted by the Director in mapping the course learning outcomes to assignments.

For example, in BKS 1001H, the first program-level learning outcome—i.e. that students should be able to analyze books as material texts—maps primarily to the second, third, and fifth course-level learning outcomes for the foundational course, BKS 1001H (detailed in Appendix C). For the Fall 2019 offering of BKS 1001H, these course-level learning outcomes are in turn assessed through an assignment structure that maps to specific exercises in the five-part Adopt-a-Book assignment.³ For example, Exercise 2 of the Adopt-a-Book assignment requires students to complete a systematic bibliographical collation of their chosen book, which, via the third course-level learning outcome, maps back to the first program-level learning outcome. Likewise, Exercise 3 of the Adopt-a-Book assignment requires students to write a short report on the publication context of their chosen book, which, via the fifth course-level learning outcome, maps back to the same program-level learning outcome in a different way.

Similarly, in BKS 1002H, the third program-level learning outcome, listed above, maps primarily to the first two course-level learning outcomes, which state that students should be able to “demonstrate a comprehensive understanding of practices, theories, projects, and debates in book history and related fields, with an emphasis on current practice” and “present their analysis and lead discussion on topics relevant to the practice of book history today.” For the Winter 2019 offering of BKS 1002H, both of these course-level learning outcomes were assessed through seminar presentations and participation in discussion (see Appendix C, p. 25). As a topical survey course, BKS 1002H is deliberately designed to help students venture beyond their disciplinary and historical comfort zones, as the third program-level learning outcome mandates.

Unlike BKS 1001H and BKS 1002H, the PhD seminar BKS 2000H has a rotating yearly topic.⁴ As part of the review of learning outcomes noted above, the Program Committee considered how to ensure the right balance between consistency and variability from year to year, and how to ensure that one of the constants for BKS 2000H is a theoretical, methodological, or thematic focus that can serve as a unifying framework for a course whose PhD students pursue their research in different periods, nations, language traditions, and home disciplines. As a result, the Program Committee approved two high-level learning outcomes that will be constants in all offerings of BKS

³ See Appendix C, p. 24 for the specific mapping of Adopt-a-Book exercises, and a link to the online course syllabus where this assignment is described in detail. The Adopt-a-Book assignment was first developed for BKS 1001H by Greta Golick and adapted in later offerings of the course by Alan Galey.

⁴ Recent and upcoming examples include: “Duplicators: the DIY Ethic and DIY Aesthetics in C20-21 Lit,” (Prof. Adam Hammond, English, Winter 2020); “The Medieval Book Then and Now” (Prof. Adam Cohen, Art, Winter 2019); “Reading and Nationalisms” (Prof. Heather Murray, English, Winter 2018); “The Nineteenth-Century Information Age: Readers, Markets, and Media” (Prof. Angela Esterhammer, English, Winter 2017); “Mediascapes: Text, Stories, Land” (Prof. Pamela Klassen, Religion, Winter 2016).

2000H, but which also leave room for additional topic-specific learning outcomes that will be variables from year to year. These topic-specific learning outcomes will be reviewed when instructors submit their course proposals for BKS 2000H to the Director and Program Committee, and this step will also ensure that they also map to the BHPC program-level learning outcomes in general terms. Appendix C includes a sample set of learning outcomes from the approved course proposal for Prof. Adam Hammond's Winter 2020 offering of BKS 2000H, on the topic "Duplicators: the DIY Ethic and DIY Aesthetics in C20-21 Lit."

In similar fashion, the individual PhD practicum course BKS 2001H varies in topic from student to student, but the course description on the BHPC website does specify that "The primary learning outcome of any BKS 2001H project should be for the student to be able to translate individual research interests into scholarly projects that engage with methods and concepts from the field of book history, broadly defined" (<https://bhpctoronto.com/program/core-courses/#BKS2001>). This is assessed by the BKS 2001H supervisor through the course deliverables, and the BHPC Director and Program Committee also provide advice at the outset through the proposal review process (described on the page linked above).

- > "evidence that the students have successfully attained the learning outcomes"

The primary evidence that BHPC students have successfully attained the program-level learning outcomes derives from the mapping of learning outcomes between the program and the core courses, which all students must pass in order to complete the BHPC collaborative specialization. For example, the second program-level learning outcome maps specifically onto the first, second, and fifth course-level outcomes in BKS 1001H (taken by all BHPC students), which in turn are assessed through the assignments specified in the example given in Appendix C.

Further evidence can be found in the successful placements of BHPC graduates in positions related to their studies in the program. BHPC maintains a listing of alumni working in the field on its website. Many PhD graduates since 2013 have gone on to postdoctoral fellowships and tenure-track academic positions, and BHPC's graduates also include librarians, archivists, writers, editors, publishers, lawyers, university and other administrators, and candidates for advanced degrees.⁵

- > "confirmation that for participating programs requiring a major research paper, essay, thesis or other major activity (e.g., practicum): the topic must be in the area of the collaborative specialization and under the supervision of a graduate faculty member associated with the Collaborative Specialization"

⁵ <https://bhpctoronto.com/people/alumni/>

The BHPC program requirements for PhD students specify that “the dissertation topic will be in the area of book history and print culture, broadly understood” and that “the advisory committee will include at least one faculty member affiliated with BHPC.”⁶ Confirmation that both conditions have been met is carried out by the Director and Program Coordinator at the end of the student’s degree program. However, early consultation between the Director and first-year PhD students helps to ensure they are pursuing thesis topics that fall within BHPC’s scope, and that they have appropriate representation and expertise from BHPC-affiliated faculty on their advisory committees. Every Fall term, the Director normally holds individual meetings with new BHPC PhD students, which supervisors are welcome to attend as well. These meetings are key to helping PhD students make the most of BHPC’s resources as they look ahead to their program of study, and the Director can often help students connect with potential advisory committee members from participating BHPC units beyond the student’s home department. For PhD students, the required BKS 2001H Practicum course, normally taken during the students’ coursework year(s), also helps to prepare them for their thesis research and ensure that their topic is in the area of BHPC.

- “confirmation that for coursework-only participating programs: at least 30% of the courses taken towards the degree must be in the area of specialization including the core course described above”; “include appendix showing how 30% is met for each coursework-only participating program”

As noted above, BHPC reviewed all of its participating coursework-only programs in 2018 and made minor changes to bring its requirements in line with the new OCGS guidelines on collaborative specializations. The number of FCE’s required for all BHPC Master’s students is a constant (BKS 1001H + BKS 1002H = 1.0 FCE) but the total FCE requirements for programs is variable (ranging from 3.0 to 8.0), resulting in different FCE thresholds among these programs to meet the 30% requirement.

BHPC’s response has been to continue its practice of cross-listing graduate courses among its participating degree programs that can also count as BHPC electives, topping up as necessary the number of courses in the area of the specialization. Prior to 2018, BHPC required that a certain number of cross-listed courses be taken by all BHPC Master’s students. That number is now determined on a per-program basis according to the formula described above. For many of our participating coursework-only programs, the number of cross-listed BHPC electives remained the same; for several programs the number decreased (in some cases to zero); and in one case the number increased (the MI program, by 0.5 FCE). For details see Appendix B.

The program-specific requirements for cross-listed electives are explained for students on the BHPC website (<https://bhpctoronto.com/program/masters/>). As appropriate, BHPC makes allowances for differing requirements within Master’s programs with fields. For example, in the case of Music, a cross-listed elective quota of 1.0 FCE is specified for the MA degree as a whole, though in practice BHPC would accept 0.5 FCE of electives for students in the Music Education field, since it has a lower total FCE

⁶ <https://bhpctoronto.com/program/doctoral-program/>

count (4.0) than the other eligible Music MA fields. Similarly, BHPC does not require any cross-listed electives for MA students in German, given that the Yiddish Studies field has a major paper, and the German Literature, Culture and Theory field is our only coursework-only program whose total FCE count is 3.5. (BHPC's 1.0 FCE of required MA courses works out to 28.57% of 3.5 FCE; we were advised by the VPAP office in 2018 that this was close enough.)

So far, in this first year since the OCGS changes, BHPC students have not reported difficulty in meeting the 30% requirement. For students in the one program whose quota increased, the Master of Information course offerings tend to be very compatible with BHPC's subject area, especially if students are taking MI concentrations such as Library and Information Science or Archives and Records Management. Even prior to 2018, it was likely that these students were taking over 30% of their coursework in BHPC-friendly courses anyway.

BHPC maintains a list of cross-listed electives on its website, and the director updates this list at the beginning of each Fall term.⁷ The rationale for cross-listing a course is based on the course description's potential compatibility with BHPC's subject area, as well as consultation with graduate directors and students in the courses. Given the highly connective nature of book history and print culture studies, there can be potential relevance for BHPC students in a wide range of courses. BHPC students are encouraged to undertake assignments that engage with the collaborative specialization's subject areas. For the 2019–2020 year, there is a healthy range of cross-listed courses divided among fourteen participating units. Although fewer BHPC students need to take these courses after the 2018 OCGS changes, there is still value in cross-listing them as a way of promoting interdisciplinarity among our students. These listings also make our participating units' course offerings visible to all members of the BHPC community, students and faculty alike, and encourage us to think of BHPC within the context of the University of Toronto as a whole.⁸

2.2 Vitality

- > “evidence of ongoing need and demand for the specialization”

The clearest indicator of ongoing need and demand for the program is the consistent strength of application numbers, as shown in Table 1, below. Although the total applications dipped following the bumper years 2014–2015 and 2015–2016, the total number of applications, along with the distribution of PhD and Master's applicants, have allowed the specialization to maintain its intake targets of approximately 16 Master's and 7 PhD students per year.

⁷ <https://bhpctoronto.com/program/cross-listed-courses/>. In other contexts, the term *cross-listed* can mean that a course has two or more different course codes from different programs. BHPC uses the term to mean simply that a given course could count toward satisfying the BHPC coursework requirements.

⁸ For example, as a result of consultation with BHPC for this self-study, the French Department has offered to look into the option of letting students submit assignments in English in its graduate courses. Although this will not be possible in all French graduate courses, it will still enable BHPC to note this on our website listing and encourage non-French Department students to take these courses.

These targets are based on optimal class sizes in our teaching spaces, and on pedagogical methods in relation to learning outcomes, as determined by the Program Committee. As Table 1 shows, BHPC can sometimes exceed its usual PhD intake, when BHPC Master's graduates return to take BHPC at the PhD level. When those returning applicants are accepted (which is normally the case, given the strength of their applications), they are not required to take BKS 1001H over again, allowing the available spaces in that course to be taken by other BHPC applicants, or other non-BHPC students (usually from the instructor's home unit).

It is important to note that BHPC's admissions ratios tend to be higher than those of regular degree programs because of the nature of the collaborative specialization's application process. Only students who have been accepted to their home degree program can apply to BHPC. As a result, all BHPC applicants have already been judged by their home units to be admissible for graduate studies. When the Program Committee reviews applications each April, their assessment therefore tends to focus on applicants' fit with the specialization's focus and on the applicants' relative strengths. In terms of fit, BHPC applicants have already self-selected to a large extent by choosing to apply, often after consultation with the director and other BHPC faculty. This is especially the case with PhD students, who tend to research programs carefully before applying, and it is the reason why BHPC rarely needs to reject its PhD applicants. These two factors—i.e. the prior vetting by home units and the self-selection factor—mean that a successful recruitment year for BHPC cannot always be judged by a simple ratio of applications to admissions.

Table 1: Master's and PhD applications and admissions since 2013-2014⁹

| Academic Year | Applied: Master's | Admitted: Master's | Applied: PhD | Admitted: PhD | Applied: Total | Admitted: Total |
|---------------|-------------------|--------------------|--------------|---------------|----------------|-----------------|
| 2013–2014 | 23 | 17 | 8 | 7 | 31 | 24 |
| 2014–2015 | 30 | 21 | 11 | 10 | 41 | 31 |
| 2015–2016 | 32 | 21 | 6 | 5 | 38 | 26 |
| 2016–2017 | 15 | 13 | 6 | 6 | 21 | 19 |
| 2017–2018 | 20 | 17 | 9 | 9 | 29 | 26 |
| 2018–2019 | 40 | 15 | 12 | 7 | 52 | 22 |
| 2019–2020 | 25 | 18 | 7 | 7 | 32 | 25 |

⁹ There may be a margin of error in some of these figures resulting from late admissions and program drops. Normally these kinds of variables would not account for more than 2 or 3 students per year. See Appendix D for data on program size and composition.

For the most part, the application numbers have remained healthy in relation to the admissions target of 25 students per year. There was a dip in 2016–2017, especially among Master’s applications, followed by a record high two years later. The specialization has met or exceeded its overall admissions targets in 4 of the 7 years covered by this self-study.¹⁰ One area for improvement that we have identified among the application numbers is diversity of applicants among participating Master’s programs. We would like to see more Master’s applications from a greater diversity of participating units, as there were in the specialization’s earlier years. (This is not a concern at the PhD level, where home program diversity and total application numbers have tended to be on target.)

- “continuing engagement of participating programs and core faculty members”

The BHPC specialization maintains a list of affiliated faculty members at (<https://bhpcutoronto.com/people/faculty/>). There are currently 76 affiliated regular faculty members, plus 14 affiliated professors emeriti, with about 2-3 new faculty members joining each year.

BHPC engages its participating units and faculty in several ways. The most intensive form of engagement is teaching the core courses, BKS 1001H, BKS 1002H, and BKS 2000H. Instructors for these courses normally come from English or Information, as per the BHPC MoA, but other participating units such as Art and Religion have allowed their faculty to teach BKS 2000H, thus widening the scope of program involvement in these key faculty roles. In the case of BKS 2000H, non-BHPC students from the instructor’s home unit normally take up the remaining spaces in the course, allowing BHPC to support graduate teaching in the home unit.

Another form of BHPC faculty engagement through teaching comes with faculty supervision of BKS 2001H practicum projects. Students may take their BKS 2001H course with their PhD supervisor or with another BHPC-affiliated faculty member, depending on their goals and the nature of the project. Normally there are between 3 and 5 practicum projects per year, which increases the number of faculty who play a teaching role in BHPC in any given year. Indeed, many faculty become affiliated with BHPC through practicum supervision, and remain involved in the BHPC community in other ways, such as attending events.

BHPC’s administrative structure allows faculty, librarians, and students to play active roles in the program through service on the Program Committee and Events Committee. The Program Committee always includes a representative from

¹⁰ For the year 2018–2019, the ratio of total applications to total admissions is anomalous because there were no returning PhD applicants who had already completed BKS 1001H as Master’s students, combined with the fact that three PhD students withdrew from BHPC in September, having already accepted BHPC’s offer of admission. Their reasons for withdrawing were unconnected and did not point to any structural problem within BHPC. However, since then BHPC has placed more emphasis on ensuring that its PhD applicants have a strong fit with the field, understand the program expectations at the admissions stage, and are committed to completing the specialization.

Information and English (one of them in the role of Director), plus at least one faculty member from another participating unit. The Events Committee (formerly the Toronto Centre for the Book organizing committee) also comprises faculty from English, Information, and other participating units. One advantage of the change to the new BHPC events model (see Section 3 and Appendix E) is that faculty on this committee now have greater opportunity to imagine, develop, and lead new kinds of student-focused workshops and other events, beyond hosting the traditional academic lecture by a guest speaker. In other words, the Events Committee now gives faculty the chance to exercise their pedagogical leadership and creativity in the field of book history, and to link their participation in BHPC to their own research projects. This new opportunity for faculty engagement is by no means limited to junior faculty, but our hope is that it will allow new faculty members to put their stamp on the BHPC program even if they are not teaching in the core courses.

The yearly events program organized by BHPC offers several opportunities through the year for BHPC faculty to attend talks by guest lecturers and BHPC students alike. The annual Jackson lecture remains BHPC's flagship event, normally held at the beginning of the year at Victoria College, though it has also been held at the Faculty of Information. In the past, the 4-5 yearly Toronto Centre for the Books lectures organized by BHPC were held in the venues of our participating units, including the Department of English, Faculty of Information, and Massey College, which helped with engagement and outreach. The new events model still allows for similar engagement by placing events at the locations of our participating units; for example, the Fall 2019 roundtable on publishing in book history and archival studies was held at the Faculty of Information, and the topic was designed to bring BHPC and non-BHPC students and faculty together for a shared event. Massey College remains the primary venue for BHPC events, however, and BHPC faculty regularly attend the September Orientation, the December Librorum, and the Student Colloquium. The latter two events feature students speaking about their research, with the Librorum featuring normally three talks by PhD students on their BKS 2001H practicum research, and the Colloquium featuring a program of student papers and a keynote chosen by a committee of BHPC student organizers. The Librorum and Student Colloquium also encourage faculty engagement with the program as audiences for the research of our students.

BHPC also provides a venue for retired faculty to continue their involvement and mentorship of students. Retired faculty may retain their BHPC affiliation, and many are regular attendees at BHPC events—especially the Librorum and Student Colloquium, where they can connect with students about their ongoing research. For the past several years, Professor Emerita (and BHPC co-founder) Heather Jackson has been running an informal “BHPC@UC” lab group in which she leads student volunteers in evaluating and preparing rare books for the University College annual book sale. This is a unique opportunity for BHPC students to learn about rare books and their afterlives in a practical context from a recognized expert. The BHPC@UC lab could serve as a model for more volunteer opportunities led by BHPC faculty who are retired from teaching and supervision but active in the field in other ways.

- > “continuation of resource support from participating and/or supporting units and programs”

The BHPC MoA with its participating units includes clear terms for resource commitments from its participating programs and supporting units. The Faculty of Information and Department of English each provide 1.0 FCE of teaching for the core courses and a course release for the Director. Massey College provides administrative support in the form of the Program Coordinator’s position (she is an employee of Massey College), office space in the Robertson Davies Library, meeting and classroom space for BKS 1002H and BKS 2000H, and financial oversight of BHPC accounts via the Bursar’s Office. The other participating academic units also provide \$275 each in financial support each year, through payments to the Massey College Bursar’s Office.

The resource support as specified in the MoA has been continuous and reliable from the vast majority of these units, especially the supporting units, English, Information, and Massey College. Additionally, the participating units Religion and Art have generously exceeded their expected support by providing an instructor for BKS 2000H (with a number of spaces reserved for non-BHPC students in the instructor’s home unit).

The English Department and Faculty of Information have also provided steady financial support, above and beyond the terms of the MoA, for BHPC’s various events, including TCB lectures and the new student-focused events model implemented in the 2019–2020 year. BHPC has also received the support of co-sponsors on specific events, including the Ho Family Foundation Centre for Buddhist Studies, the McLuhan Centre, the Eighteenth Century Group, and the Friends of the Victoria University Library.

Finally, a key form of support comes in the form of classroom space thanks to the Thomas Fisher Rare Book Library, who make their primary lecture space, the Maclean-Hunter Room, available as the regular BKS 1001H classroom. This has been a mutually beneficial arrangement: holding the class there promotes use of the Fisher’s collections, and the BHPC students benefit from having Canada’s best rare book library as the classroom for their foundational course.

2.3 Supporting Data

- > “Discuss enrolment and graduation data (commonly supplied through the Office of the VPAP) in relation to the above quality indicators.”

Appendix D contains the enrolment data spreadsheet received from the Office of the VPAP in advance of the 2019 UTQAP review, and shows the total number of students enrolled in BHPC as of November 1 of each year (not just new enrolments). In the years since the last review, in 2013, the total enrolment numbers have risen, reaching a high of 63 in 2018, though with relatively little fluctuation over the total period covered by the data (2011–2018), aside from a slight dip in 2012 and 2013 (also reflected in Table 1, above). Overall, the stability and slight growth of total enrolments reflects BHPC’s maturity as a collaborative specialization, in that BHPC has determined its optimal size and solidified its intake targets and classes based on those numbers.

Looking at individual degree programs year by year, we can see some specific patterns of change. With the two major participating units, English and Information, the English Master's numbers have decreased somewhat since BHPC's early days, while Information's Master's numbers have increased. This is partly due to the fact that Information is the only participating unit with two separate Master's degree programs, the Master of Information and the Master of Museum Studies. Another factor is that both of these are two-year degree programs, which affords Information students the chance to apply to BHPC for their second year. However, English PhD numbers in BHPC have always been higher than those in Information, largely because of the comparatively smaller number of BHPC faculty in Information who can recruit and supervise PhD students.

Another pattern of change—one that indicates a specific goal for the specialization's recruiting going forward—is that Master's numbers among some participating units have dropped over time, resulting in decreased diversity among the Master's programs represented among BHPC's students. Some programs have had few or no students in BHPC since 2013, yet these departments have continued to support BHPC financially through their yearly \$275 payments under the MoA. Also, as Appendix B demonstrates, there are no structural incompatibilities between BHPC and any of its participating programs. In light of these important indicators, BHPC will focus on strengthening its connections with Classics, Comparative Literature, French, German, IHPST, Italian, and Music. These are all units where low student involvement correlates with low faculty engagement in recent years (via the mechanisms for engagement described above), yet these units also represent fields that are playing increasingly important roles in book history as a field of study.¹¹ The relative strength of enrolment numbers among other participating units, such as History, Spanish, and especially Religion, reflect the difference that faculty engagement can make. The outreach required to reconnect with these other units is feasible, and indeed BHPC may be able to assist them with their own graduate recruitment goals (see below under Future Directions).

Graduation data for this self-study are taken from BHPC's own records, which primarily track completion of BHPC program requirements, and which we have verified against graduation data available through ROSI. Since 2013, a total of 111 students have completed the BHPC specialization, including 21 PhD students and 90 Master's students (MA, MMst, and MI). The graduation and enrollment data together indicate no significant pattern of students dropping BHPC in order to graduate. Students who begin the BHPC program tend to finish it and their home degree programs. The few students who do not complete BHPC after receiving the offer of admission tend to be those who did not take BKS 1001H to begin with (e.g. due to scheduling conflicts or last-minute decisions to take other options), or those who are unable to begin their home programs in September. Overall, the graduation data indicate that BHPC serves as a viable part of students' paths to successful program completion and graduation.

¹¹ See, for example, the disciplines represented in the recent conference programs and publications of book history's primary international organization, the Society for the History of Authorship, Reading, and Publishing.

3. Previous Review Recommendations

- “Summarize the key findings of the previous review.”
- “Describe how the collaborative specialization has addressed any recommendations from this previous external review.”

The previous review, overseen by SGS in 2013, resulted in a committee report that noted several strengths, and recommended that the BHPC program continue to the next review cycle. Among the specific strengths that the review noted were a strong graduation rate, rigorous program requirements, extremely positive feedback from students, strong employment outcomes, a well-attended lecture series that draws international scholars in the field, and growing demand and interest in the program evidenced by an increasing number of applications. Overall the review noted BHPC’s international reputation as a world leader in its field of academic study, which caused it to be recognized as a valuable recruitment tool for the University of Toronto.

The committee report also made two specific recommendations for improvement:

- that the BHPC Program Committee clarify the program’s learning outcomes (by the end of the 2013–2014 academic year);
- and that the “Program Committee should formalize the lecture series attendance as a program requirement by creating a course code to record this academic activity.”

The BHPC Director and Program Committee responded to the first recommendation by formalizing learning outcomes, both for the individual core courses (BKS 1001H, BKS 1002H, BKS 2000H, and BKS 2001H) and for the BHPC program as a whole. The BHPC Director sent a follow-up confirmation of this step to SGS in August 2014. More recently, as part of the current UTQAP review preparation, the Director and Program Committee reviewed and revised these learning outcomes to make them more consistent with the Centre for Teaching Support and Innovation’s guidelines, including more detailed mapping of outcomes to methods of assessment (see section 2.1, above, and Appendix C).

The second of the 2013 recommendations referred to the Toronto Centre for the Book (TCB) lecture series, previously an independent lecture series which had become BHPC’s official lecture series in 2009. However, the TCB lectures were never intended to be a formal part of BHPC’s academic requirements. BHPC Director Will Robins’s response to the 2013 review pointed out several obstacles to converting the TCB lecture series into a course, ranging from scheduling to financing. BHPC’s response also emphasized that students could already meet the program’s requirements through the core courses, and that adding another requirement was not feasible. BHPC did continue to host the TCB lecture series, with the clear expectation that students should attend if their schedules permitted.

In early 2019, the BHPC Director led the Program Committee and the TCB Committee through a comprehensive review of the specialization’s events strategy, which included

re-evaluation of the TCB's value for the pedagogical goals of BHPC as an academic program. A revised version of the plan presented to both committees is included as Appendix E. The key changes include:

- reducing the overall number of traditional guest lectures in favor of hands-on, student focused workshops;
- retiring the name "Toronto Center for the Book," renaming the TCB Committee as the BHPC Events Committee (with all members continuing into 2019–2020), and empowering this committee to think holistically and creatively, and to plan events that combine innovative pedagogy with the program's overall academic goals;
- pursuing a partnership with Toronto Public Libraries to offer a Winter-term public lecture as one of the program's two yearly lectures, along with the Jackson Lecture as its flagship event.

(A complete list of changes, rationales, description of consultation, and implementation plans is included in Appendix E.)

The 2019–2020 BHPC events series is our first academic year with this new model, and our workshops for the year consist of a roundtable on publishing in book history and archival studies, a seminar on personal libraries and Tamil books, and a digital transcribe-a-thon for early modern manuscripts. BHPC has also signed a Memorandum of Agreement with Toronto Public Libraries Special Collections to co-host a speaker at a TPL location in Winter 2020, which we hope will be the first in an annual series (see below, under Future Directions). The two most recent Jackson speakers, Paula McDowell and Isabel Hofmeyr, have also offered student-focused seminars on the mornings after their talks—a practice that we intend to continue with future high-profile visiting speakers.

Overall, this new model balances the traditional role of visiting speakers with the pedagogical mission of BHPC, and does so in a way that uses BHPC's limited resources sustainably. We are most excited by the fact that this model frees BHPC's participating faculty to pursue innovative formats for events, building on developments in the fields of book history and digital humanities, and now positioned to play a leading role in the pedagogy of those fields as well.

4. Future Directions

- "Areas identified through the self-study process as requiring improvement."

One area requiring improvement was identified in the early stages of the self-study process in the 2018–2019 academic year, and that was the need to update our events

strategy to balance traditional lectures with more hands-on, student-focused formats like workshops. The consultations, rationale, and plans for implementation are described in the proposal document included as Appendix E. Since this proposal was passed by the Program Committee and newly renamed Events Committee in Spring 2019, BHPC was able to implement these changes for the 2019–2020 academic year. The program of events for the current year models this new approach, and we will assess how successful it was over the coming years. The survey sent to students as part of the self-study process includes a question about types of workshops and other events they would like BHPC to organize, and this feedback is now guiding our strategy for the 2020–2021 events program.

Another part of the program that required clarification was the role of the PhD seminar BKS 2000H within the BHPC curriculum as a whole. As part of the 2019 review of BHPC's learning outcomes across the board, the Program Committee revised the structure for BKS 2000H to ensure that the course is defined by a theoretical, methodological, or thematic focus (e.g. censorship, nationalism, DIY printing technologies, or the archive), and will be relevant across the range of national, linguistic, period, and disciplinary divisions we find represented in our PhD cohorts (see section 2.1). The responses we received from the November survey of BHPC students confirmed the need for a change in focus along these lines for BKS 2000H. At the Program Committee meeting of November 28, 2019, where we discussed the survey and self-study, the Committee also identified potential topics and instructors for BKS 2000H for the next 2-3 years, to help implement this change. We also agreed that the course description itself does not require revision, but that adding the BKS 2000H learning outcomes (and those of the other courses) to the course descriptions on the website would help prospective students and future instructors alike. Going forward, the BHPC Directors and Program Committees will work with prospective BKS 2000H instructors to implement this change, especially at the stage of course proposals.

Finally, the self-study consultations and especially the student survey results have highlighted the need for BHPC to continue to grow beyond the traditionally English and Western focus of fields like book history and bibliography. This is more than just a matter of curricular fine-tuning. BHPC, like most book history programs, began when many national histories of the book were being written, and BHPC's own genesis was closely linked to the SSHRC-funded *History of the Book in Canada* project. Those national histories served as a valuable reckoning for the field as a whole, especially for the connections between book history and legacies of colonialism. Since then, there has been growing interest in trans- and post-national histories of the book, as well as Indigenous forms of textuality and knowledge, and the manuscript and print cultures of the Global South. Recent feedback from students and faculty in BHPC reflect this interest in shifting the focus of book history as a field, and in challenging its inherited Anglo-centrism (something we are also seeing in organizations such as the Bibliographical Society of Canada and the Society for the History of Authorship, Reading, and Publishing).

BHPC's courses and events have already been responding to this change in the field. The recent BHPC workshop on Tamil books is one example, and several recent BHPC speakers were chosen specifically to address these issues. But it is also clear that BHPC should do more, and indeed could strive for leadership in this regard given our location

in one of the world's most diverse cities, and given the strengths of the many BHPC-affiliated faculty who work on transnational and postcolonial histories of the book. In practical terms, BHPC can continue to address this challenge on several fronts, especially in the selection of visiting speakers, planning of workshops, encouragement of BKS 2000H course topics, highlighting of BKS 2001H practicum projects as examples, and refining of core course readings and discussion topics.

- “Areas that hold promise for enhancement.”

As noted above in sections 2.2 and 2.3, BHPC plans to re-engage participating degree programs in Classics, Comparative Literature, French, German, IHPST, Italian, and Music. These units have been consistently supportive in terms of resources, but we would like to see their students take BHPC in greater numbers again. One specific method of re-engaging these units is to create an additional space on the Program Committee for a second faculty representative from a participating unit. The Program Committee voted in its November 28 meeting to make this change going forward in the Memorandum of Agreement, and the Director will consult about potential new representatives, ideally from one of the units named above, in time for the next rotation of committee roles (normally on July 1).

As part of the above initiative, BHPC will also do more to operationalize its value as a recruiting tool for all its participating units. BHPC students have consistently reported that the specialization was a factor in their decision to study at the University of Toronto, and BHPC can do more to help our participating units make the most of BHPC as a resource they already support. This includes helping those units to articulate connections between their fields and book history to potential applicants, especially through the sharing of material to be used in student recruitment.

Along similar lines, BHPC will also increase and broaden its outreach to relevant undergraduate programs to help recruitment. In the early days of the BHPC program, its chief undergraduate counterpart was the Book and Media Studies program at St Michael's College, but since then the number of relevant undergraduate programs has broadened to include the Material Culture minor at Victoria College and the Digital Humanities minor at Woodsworth College. An example of the kind of outreach activity we can encourage is the recent visit by several BHPC Printing Apprentices and volunteers to an English ENGA01: What Is Literature? class at UTSC this past Fall.¹² The apprentices brought a small hand-press, printing ephemera and blocks, bookbinding tools, a case of type, and an assortment of rare and interesting books (including Charles Dickens's *Little Dorrit* in serial parts) to UTSC for a hands-on workshop. The undergraduates printed a passage from Dickens's *Bleak House* (their major course text), practiced medieval paleography and calligraphy with cured turkey feathers, set their names in a compositor's stick, used bookbinding tools to work pieces of leather, and learned about the Hogarth Press and Virginia Woolf. BHPC intends to

¹² This travelling printing workshop was developed by BHPC Printing Apprentice Amy Coté with the support of Massey College Librarian, P.J. MacDougall, and the College Printer, Nelson Adams. The other printing apprentices and volunteers who conducted the workshop were Joel Vaughan, Claire Battershill, Katie Middleton, J.D. Sargan, and Abi Lemak.

support outreach efforts like this in undergraduate classrooms where possible, and will also include undergraduate students from selected programs in its workshops on the UTSG campus.

Finally, although BHPC is already close to its optimum number of participating units, a prospective new unit is the Centre for Drama, Theatre, and Performance Studies. There is faculty support and subject expertise at the Drama Centre, and the BHPC Director will pursue the possibility of their joining.

> “Initiatives or changes planned.”

BHPC has already implemented the major changes it considered in the lead-up to the UTQAP review, namely the new events model, compliance with the OCGS changes to collaborative specializations, and the revised learning outcomes for the specialization and its core courses.

BHPC’s primary new initiative, as part of its new events strategy, is a collaboration with Toronto Public Library (TPL) Special Collections on an annual joint BHPC-TPL public lecture. BHPC and TPL will jointly select a major book historian whose scholarship shows particular strengths in public outreach, and the talk will take place at one of the nearby TPL locations (either the Toronto Reference Library or the Lillian H. Smith branch on College Street). The joint purpose of the talks is to draw public attention to the value of book history education and special collections in public libraries, and in that spirit the guest speakers will be introduced by BHPC students rather than the BHPC Director. Our hope is that by taking BHPC’s traditional lectures off-campus and partnering with TPL, we will contribute to the University’s public outreach efforts and encourage support for BHPC’s Student Research Award fund. BHPC and TPL signed a one-year Memorandum of Understanding on October 29, 2019 to co-host a talk, and have confirmed Sarah Werner as our inaugural BHPC-TPL speaker on April 6, 2020 (with a student-focused seminar planned at the Fisher Library the following morning).

The year 2020 will mark BHPC’s twentieth year since it first welcomed students into its classes. To celebrate, the current Director plans to lead a BHPC-themed exhibition of rare books, held concurrently at Massey College’s Robertson Davies Library and the Thomas Fisher Rare Book Library. The Director is presently in discussions with both libraries and will develop an exhibition plan in January 2020. If approved, the BHPCx20 exhibition would look back to the BHPC exhibition held at the Fisher in 2001 to mark the program’s launch, but more importantly would serve as a place for BHPC to collectively imagine its next twenty years.

Appendix A: Student Survey for 2019 UTQAP Self-Study

Dear BHPC students,

As you may know, the BHPC program will soon undergo a cyclical program review as part of the University of Toronto Quality Assurance Process (or UTQAP). This type of review takes place every 7-8 years, and gives our program a chance to step back from the day-to-day and month-to-month rhythms of the term and consider what the program is doing right and what it could do better for the long term.

Feedback from current BHPC students is an essential part of this process, and I'm writing to ask for your help. We would be grateful if you could take some time to think about and share your thoughts on the following six questions:

1. How has participation in the BHPC specialization contributed to the achievement of your academic goals?
2. How well have your studies in BHPC meshed with your academic work in your home faculty/department?
3. What specific things would you like to see the program do differently or better?
4. What specific things would you like to see the program continue to do?
5. Under our new events model, our student-focused workshops so far have consisted of a digital transcribe-a-thon, a publishing roundtable, and a seminar on the personal library of a collector of Tamil books (<https://bhpcutoronto.com/events/>). What kinds of student-focused workshops would you like us to organize in the future?
6. Are there any other topics or considerations you would like to mention, relating to BHPC and/or your time in the program?

Please send your responses by email to bookhistory@masseycollege.ca by Friday, Nov. 15 (please send via your utoronto address and indicate "BHPC student survey response" in your subject line). Answers may be brief, but feel free to elaborate. Answers will be kept confidential within the BHPC Program Committee, and any replies quoted in the forthcoming Self-Study Report will be anonymized or aggregated.

A preliminary public draft of the Self-Study will be made available to the whole BHPC community, including faculty and the heads of our participating units, in mid-November for comment. The feedback we receive from your responses, and from the general responses to the draft Self-Study, will inform the final Self-Study that we submit to the Faculty of Arts & Science in December.

The BHPC program exists to serve our students, and this is your opportunity to shape its future directions. We look forward to hearing from you.

Best wishes,
Alan

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Alan Galey
Director, Book History & Print Culture Collaborative Specialization
Associate Professor, Faculty of Information and Department of English
University of Toronto
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Appendix B: Compatibility with Participating Programs

- “Include appendix showing how 30% is met for each coursework-only participating program.”

The table below provides FCE figures based on the regular versions of the degree programs. More specialized permutations of degree programs, such as thesis options at the Master’s level or direct-entry options at the PhD level, are not shown and may not be compatible with BHPC in all cases—at least within the normal FCE total for the degree.

For coursework-only Master’s programs, the values in the last column are determined by comparing the 1.0 FCE of required BHPC courses for Master’s students (BKS 1001H and BKS 1002H) against the total number of FCE’s required for the home degree program (rounding up when necessary). See section 2.1 above for a more detailed discussion.

This information is also provided in a simplified form for students on the BHPC website (<https://bhpctoronto.com/program/masters/>).

| Participating Units and Degree Programs | Required FCE’s | Elective FCE’s | Total FCE’s | Cross-Listed BHPC Elective FCE’s Needed to Meet 30% Threshold (for Coursework-Only Programs) |
|---|-----------------------|----------------|-------------|--|
| Art History MA ¹³ PhD ¹⁴ | n/a 1.5 | 3.0 1.5 | 3.0 3.0 | none n/a |
| Classics MA (one-year option) | 1.5/2.5 ¹⁵ | 1.5 | 3.0/4.0 | n/a (major paper) |

¹³ The SGS Calendar states that for the MA in Art History, “Coursework must be chosen from at least three of four fields: 1) Ancient, 2) Medieval, 3) Early Modern, 4) Modern and Contemporary. No more than 2.0 FCEs may be taken in any one of the four fields” and that “Coursework must also be taken in at least two geographic zones (Western, East Asian, South Asian, African, etc.). Courses without a specific regional focus may count toward the geographical distribution requirement if the student’s final paper is on an appropriate topic.” (<https://sgs.calendar.utoronto.ca/degree/Art-History>)

¹⁴ At the time of writing, Art History is bringing forward to the FAS GCC minor modifications to its PhD program but the proposed changes would increase rather than reduce the flexibility of coursework requirements, and do not negatively affect BHPC’s compatibility.

| | | | | |
|--|-------------------|-------------------|-------------------|----------------------------------|
| MA (two-year option) PhD | 1.5/2.5 2.0 | 4.5/3.5 5.0 | 6.0 7.0 | n/a (major paper) n/a |
| Comparative Literature MA PhD | 2.0 2.0 | 2.0 2.5 | 4.0 4.5 | 0.5 n/a |
| East Asian Studies MA PhD | 0.5 0.5 | 3.5 3.5 | 4.0 4.0 | 0.5 n/a |
| English MA PhD | 1.0 1.5 | 3.0 3.0 | 4.0 4.5 | 0.5 n/a |
| French Language and Literature MA PhD | 1.5 2.0 | 2.5 1.5 | 4.0 3.5 | 0.5 n/a |
| Germanic Language and Literatures MA German Literature, Culture and Theory Yiddish Studies PhD | 0.5 2.5 0.5 | 3.0 1.0 3.5 | 3.5 3.5 4.0 | none n/a (major paper) n/a |
| History MA PhD | 1.5 0.5 | 2.0 4.0 | 3.5 4.5 | n/a (major paper) n/a |
| History and Philosophy of Science & Tech. MA PhD ¹⁶ | 0.5 1.0 | 2.5 2.0 | 3.0 3.0 | none n/a |

¹⁵ According to the SGS Calendar, there are normally 1.5 FCE of required courses for the two-year MA option in Classics, but the additional 1.0 FCE Ancient History methods course (CLA 3020Y) is required for students whose area is Greek and Roman History and Material Culture.

¹⁶ According to the HSPT PhD program requirements described in the SGS Calendar, it is likely that only students taking the degree through the History of Technology field would be able to complete the BHPC program within the normal elective spaces. It would depend upon BKS 1001H, BKS 2000H, and BKS 2001H being approved by the HSPT graduate director as suitable courses in the history of technology. (<https://sgs.calendar.utoronto.ca/degree/History-and-Philosophy-of-Science-and-Technology>)

| | | | | |
|---------------------------|----------|----------|---------|-------------------|
| Information | | | | |
| MI ¹⁷ | 3.0 | 5.0 | 8.0 | 1.5 |
| MMSt ¹⁸ | 2.5 | 5.5 | 7.5 | 1.0 |
| PhD | 2.0 | 2.0 | 4.0 | n/a |
| Italian Studies | | | | |
| MA | 0.5 | 4.0 | 4.5 | 0.5 |
| PhD | 0.5 | 4.0 | 4.5 | n/a |
| Medieval Studies | | | | |
| MA ¹⁹ | 0.0/1.0 | 3.0 | 3.0/4.0 | 0.5 |
| PhD ²⁰ | see note | see note | 3.0 | n/a |
| Music²¹ | | | | |
| MA | | | | |
| Ethnomusicology | 1.0 | 2.5 | 6.0 | 1.0 |
| Music Education | 2.5 | 1.5 | 4.0 | 0.5 (see pp. 6-7) |
| Musicology | 3.5 | 2.5 | 6.0 | 1.0 |
| Music Theory | 3.5 | 2.5 | 6.0 | 1.0 |
| PhD | | | | |
| Ethnomusicology | 2.0 | 1.0 | 3.0 | n/a |
| Music Education | 2.0 | 4.0 | 6.0 | n/a |
| Musicology | 2.0 | 1.0 | 3.0 | n/a |
| Music Theory | 2.0 | 1.0 | 3.0 | n/a |
| Religion | | | | |
| MA | 1.5 | 2.5 | 4.0 | n/a (major paper) |
| PhD | 1.0 | 3.0 | 4.0 | n/a |

¹⁷ The figures given here are based on the MI program's concentration-only option, and are consistent with all but one of the concentrations. The exception is the Library and Information Science concentration, which has 2.5 FCE of required courses and 5.5 FCE of electives (<https://sgs.calendar.utoronto.ca/degree/Information>).

¹⁸ The SGS Calendar entry for the MMSt program seems to contain an error in its FCE requirements, but I have confirmed the figures given here with the MMSt Director, Cara Krmpotich.

¹⁹ The total number of FCE's required for the Medieval Studies MA is variable, depending on whether the student passes the Level One Latin examination upon arrival in the program. If the student fails the exam, the 1.0 FCE course MST 1000Y becomes an additional required course, raising the degree total to 4.0 FCE. In either case, the number of electives remains the same (3.0 FCE), ensuring room for the BHPC courses (<https://sgs.calendar.utoronto.ca/degree/Medieval-Studies>).

²⁰ The PhD coursework requirements, as stated in the SGS Calendar, depend on the student's choice of major and minor fields: "During Years 1 and 2, students must take a minimum of **3.0 full-course equivalents (FCEs)**, i.e., 2.0 FCE in a major field and 1.0 FCE in a minor field. In view of the centre's interdepartmental nature, some of these courses on the Middle Ages can be taken in other departments, with the approval of the PhD Coordinator" (<https://sgs.calendar.utoronto.ca/degree/Medieval-Studies>). Compatibility is possible if the BHPC specialization's courses fit within the major or minor field topic.

²¹ The BHPC program requirements are not structurally compatible with the requirements of the Music and Health Sciences field, but applicants from the field would be unlikely anyway given the topic.

| | | | | |
|--------------------------------------|----------|----------|-----|-----|
| Spanish ²² | | | | |
| MA (Hispanic Literatures & Cultures) | see note | see note | 4.0 | 0.5 |
| PhD | see note | see note | 4.0 | n/a |

²² Coursework requirements for the MA and PhD in Spanish are determined by a distribution among specified fields, as detailed on the program's website (<http://www.spanport.utoronto.ca/graduate>). Compatibility with BHPC is possible provided the department allows the BHPC core courses to count toward one or more of these field requirements. In the case of the Spanish MA in the field of Hispanic Literatures & Cultures, the Spanish website specifically mentions BHPC courses as options for fulfilling field requirements.

Appendix C: Program- and Course-Level Learning Outcomes

(Revised by the BHPC Program Committee in November, 2019.)

Learning Outcomes for the BHPC Program

Students who have successfully completed the BHPC collaborative specialization will be able to:

- analyze books and related artifacts as material texts;
- demonstrate an understanding of the theories, methods, and resources that book historians use to explore the social, economic, cultural, geographical, and historical contexts of books and texts, including their production and reception;
- apply knowledge and methods from book history and related fields across a broad range of disciplinary and historical contexts.

Learning Outcomes for BKS 1001H: Introduction to Book History

Students who have successfully completed the course will be able to:

- situate book history studies within its interdisciplinary academic disciplines and apply different theoretical frameworks to investigate the book as a movable and mutable object (assessed mainly through participation in class discussions and the adopt-a-book assignments);²³
- understand the historical and technological development of the book (assessed mainly through participation in class discussions and the adopt-a-book assignments);
- describe the material book using the conventions of descriptive bibliography (assessed through the first two adopt-a-book assignments);
- competently explore and assess archival materials to identify potential research opportunities (assessed through the archives assignment);
- locate the commodified book within socio-political economic systems of production, distribution, and consumption (assessed mainly through the third, fourth, and fifth adopt-a-book assignments).

²³ The methods of assessment included here are examples taken from the most recent offering of BKS 1001H (Fall 2019). The full syllabus is linked from <https://bhpctoronto.com/program/core-courses/>.

Learning Outcomes for BKS 1002H: Book History in Practice

Students who have successfully completed the course will be able to:

- demonstrate a comprehensive understanding of practices, theories, projects, and debates in book history and related fields, with an emphasis on current practice (assessed mainly through course participation);²⁴
- present their analysis and lead discussion on topics relevant to the practice of book history today (assessed mainly through seminar presentations and participation);
- identify worthwhile topics for research and develop detailed analyses using book-historical approaches and methods (assessed mainly through the reader profile and final essay).

Sample Learning Outcomes for BKS 2000H: Advanced Seminar in Book History and Print Culture

As a course with a rotating topic each year, the learning outcomes for BKS 2000H are specific to that year's topic, though instructors are required to include learning outcomes and their methods of assessment in their course proposals and syllabi. To ensure consistency among offerings of BKS 2000H, there are two course-level learning outcomes that serve as constants. Students who have successfully completed the course, regardless of the year's topic, will be able to:

- demonstrate an advanced understanding of one or more specific theories, methods, themes, practices, or other high-level approaches whose study serves to bridge traditional divisions of period, nation, language, region, and discipline (assessed through seminar discussion and course-specific assignments);
- lead a seminar discussion (assessed through the seminar presentation) and write a research paper (assessed through the final research paper) in book history topics at the doctoral level.

Additional course-specific learning outcomes are assessed in advance by the Program Committee as part of the course proposal, and the Director works with the instructor to adapt the learning outcomes and assessment methods to the course. For example, the additional BKS 2000H learning outcomes below are from the approved course proposal for the Winter 2020 seminar, taught by Prof. Adam Hammond (English) on the topic "Duplicators: the DIY Ethic and DIY Aesthetics in C20-21 Lit."

²⁴ The methods of assessment included here are examples taken from the most recent offering of BKS 1002H (Winter 2019). The full syllabus is linked from <https://bhpcutoronto.com/program/core-courses/>.

Students who have successfully completed the course will be able to:

- describe the salient properties of publishing technologies such as hand presses, mimeographs, photocopiers, and videogame engines (assessed mainly through the response papers);
- identify the major claims of Book History and Periodical Studies as they relate to DIY artistic practice (assessed mainly through the response papers);
- investigate the material contexts in which modernist fiction, New York School poetry, riot grrrl zines, and independent videogames developed (assessed mainly through participation in class discussion);
- critique the notion that aesthetic forms develop in dialectical relation with publishing technologies (assessed mainly through participation in class discussion);
- compare the aesthetic forms and associated social movements that developed in relation to little magazines, mimeography, xerography, and independent videogames (assessed mainly through participation in class discussion).

Learning Outcomes for BKS 2001H: Practicum in Book History and Print Culture

Students who have successfully completed the course will be able to:

- undertake and complete an individual research project involving the use of primary sources and functioning as a bridge from coursework to the doctoral dissertation;
- integrate their knowledge of the theoretical, methodological and/or historical frameworks for understanding the history of the book into doctoral research in their home disciplines.

| | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| History | MA | 1 | --- | --- | --- | --- | --- | 1 | --- |
| | PHD | 1 | 1 | 3 | 2 | 2 | 2 | 2 | 4 |
| History and Philosophy of Science & Tech | MA | 1 | --- | --- | --- | 1 | --- | --- | --- |
| | PHD | --- | --- | --- | --- | --- | --- | --- | --- |
| History of Art | MA | --- | 1 | --- | 1 | --- | 1 | 1 | 1 |
| | PHD | 2 | 1 | 1 | 1 | 1 | 1 | --- | --- |
| Information | MI | 14 | 12 | 11 | 15 | 15 | 18 | 15 | 18 |
| | PHD | 2 | 2 | 1 | 1 | 2 | --- | --- | --- |
| Italian Studies | MA | --- | --- | --- | --- | 1 | --- | --- | --- |
| | PHD | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| Language & Literacies Education | MA | --- | --- | --- | --- | --- | --- | --- | --- |
| | MED | --- | --- | --- | --- | --- | --- | --- | --- |
| | PHD | --- | --- | --- | --- | --- | --- | --- | --- |
| Medieval Studies | MA | --- | 1 | 2 | --- | 2 | 1 | --- | --- |
| | PHD | 2 | 2 | 2 | 4 | 2 | 2 | 4 | 5 |

| | | | | | | | | | |
|----------------|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Museum Studies | MMST | 3 | 4 | 3 | 3 | 2 | 3 | 4 | --- |
| Music | MA | 1 | 1 | 1 | --- | --- | --- | --- | --- |
| | PHD | --- | --- | --- | --- | --- | 1 | 1 | 1 |
| Religion | MA | 1 | --- | --- | --- | --- | --- | --- | --- |
| | PHD | 1 | 2 | 2 | 3 | 3 | 6 | 8 | 9 |
| Spanish | MA | --- | --- | 1 | --- | --- | --- | --- | --- |
| | PHD | --- | --- | --- | 1 | 1 | 1 | 1 | 2 |
| Total | | 58 | 51 | 47 | 54 | 58 | 58 | 57 | 63 |

Data Source: Graduate Enrolment Cube extracts, Fall 2011 to Fall 2018.

Notes:

1. The above student counts represent the number of students registered and enrolled in the collaborative specialization on Nov. 1 of each year. Note, a 'Total' column is not appropriate as the same student may appear in multiple years of data.
2. The data are extracted from the official count files prepared for the Ministry of Training, Colleges and Universities (MTCU).
3. Data integrity issues exist in a small number of cases such that dually registered students may be counted at both the master's and doctoral levels.
4. The data may include students allowed to register in the collaborative program as exceptions or students in programs that no longer participate in the collaborative program. These cases are highlighted in orange.

Appendix E: Proposal to Change BHPC's Yearly Events Plan

The following plan was approved at the BHPC Program Committee meeting on March 5, 2019, with subsequent minor revisions in response to discussion and feedback.

Proposal to Change BHPC's Yearly Events Plan

Alan Galey

For BHPC Program Committee, 5 March 2019

This is a proposal to rename and restructure the area of activity we currently call the Toronto Centre for the Book. It seeks to retain the existing advantages of the TCB while improving its fit with the needs of BHPC and its students.

Background

The Toronto Centre for the Book lecture series was established in 1994 by Michael and Jane Millgate (Department of English), and Patricia Fleming (Faculty of Information), at a time when book history needed visibility as a subject at the University of Toronto. From then until 2009, the TCB series was overseen by an independent group of organizers who would secure sponsorship from various sources, and would run a yearly program of four to five lectures. Speakers included some of the top names in the field, as well as up-and-coming scholars. (See <http://bhpctoronto.com/events/tcb/> for details.)

In 2009 the TCB became BHPC's lecture series. Since then TCB speakers have been chosen by a committee chaired by the BHPC Director, and the Director and Program Coordinator have been primarily responsible for managing the speaker's visits. More recently, the generous endowment of a named lecture in honour of J.R. de J. Jackson has also resulted in one TCB talk—normally the most prestigious talk of the year—being designated as the Jackson Lecture.

Since the incorporation of the TCB within BHPC, the program's yearly roster of events has come to look like this:

1. Orientation (September)
2. TCB lecture (Fall term; normally the Jackson Lecture)
3. TCB lecture (Fall term)
4. Librorum (December)
5. TCB lecture (Winter term)
6. TCB lecture (Winter term)
7. Student colloquium (Winter term)
8. AGM (April)

This means 8 events, about 1 per month, 50% of which are TCB lectures. Of these 8 events, 2 showcase student research—the Librorum and colloquium—though the colloquium normally features a keynote speaker, too. Nearly all of these events follow the traditional format of speakers at the front presenting formally on their research, followed by questions from the audience. To my knowledge, the “TCB lecture” as a genre and format has changed little since 1994, and we have not formally reassessed the TCB’s value for BHPC in some time.

Proposal

The upcoming UTQAP program review gives us an occasion to step back and consider the role of the TCB within the larger context of BHPC as a collaborative specialization. The designation of BHPC’s public lectures as “Toronto Centre for the Book Lectures” is not only confusing, but also gives the impression that the TCB series is an unchangeable element bolted on to BHPC. Our program’s pedagogical mission would be better served by thinking of BHPC’s events holistically, within the context of all our activities and curricular objectives.

In that light, I propose the following new structure for BHPC’s events series:

1. Orientation (September)
2. BHPC Jackson lecture (Fall term)
3. Student-focused workshop (Fall term)
4. Librorum (December)
5. BHPC lecture (Winter term)
6. Student-focused workshop (Winter term)
7. Student colloquium (Winter term)

In addition to adopting this structure, we would take the following steps:

- Retire the name “Toronto Centre for the Book” and brand all of our activities only as BHPC (acknowledging co-sponsors as usual). The BHPC website would continue to list past TCB speakers, as it currently does, but going forward the phrase “TCB lecture” would be replaced by “BHPC lecture.”
- Retire the TCB email list and invite its members to subscribe to calendar notifications from the BHPC website. Along with this, the Program Coordinator would add to our calendar the events for other relevant lecture series on campus, such as Friends of the Fisher talks. (This will require some research into the best Wordpress calendar plugin to use.)
- In the renegotiated Memoranda of Agreement with Information and English, formalize the informal financial support we’ve normally received from both units, ensuring a baseline of financial support for the two invited BHPC lectures

(along with the yearly endowment for the Jackson lecture). Co-sponsorships with other units would still be possible, too.

- Close the separate TCB account with the Massey College bursar's office, and run the finances for all events from the BHPC account, transferring over any TCB surplus from the final year.

Rationale

There are several reasons to adopt this proposal:

- ***Opportunity for pedagogical innovation.*** The BHPC program's *raison d'être* is educational: it exists primarily to educate students in our degree programs. Public lectures are a worthwhile form of extra-curricular education, but by 2019 they are far from the only option available to us. The field of book history itself, as well as related fields such as digital humanities and the book arts, have been developing new genres (so to speak) of educational experiences that serve different kinds of learning styles, especially for students who benefit from experiential learning. Possibilities for workshop-style events include:
 - transcribe-a-thons (BHPC held one in partnership with the Fisher and the Folger Shakespeare Library in Fall 2018)
 - Wikipedia edit-a-thons
 - workshops based on faculty members' digital projects (e.g. Pamela Klassen's structured user testing session for her Story Nations project in Winter 2018)
 - workshops and other book arts (in partnership with CBBAG?)
 - faculty-led skills workshops on topics such as descriptive bibliography, TEI and digital modelling/encoding/visualization, e-book design, archival research, quantitative and statistical approaches

Each of these events could be done in a morning, afternoon, or even an evening. They may involve bringing in a guest facilitator from outside Toronto, but many could be offered by drawing on local talent within the BHPC community. The choice of what kind of workshop to offer could also be coordinated with BKS 1001 and BKS 1002 instructors to tie into readings, assignments, and learning outcomes in their courses.

- ***Potential to broaden faculty engagement.*** BHPC-affiliated faculty tend to become involved in the program via teaching, practicum/thesis supervision, serving on the BHPC Program Committee and the TCB Committee, and attending events. The workshops described above would enable faculty members—especially those at the periphery of BHPC who might appreciate

deeper involvement—to take a leadership role in organizing a workshop, especially one based on their own research.

- ***Potential to involve students in research projects.*** Pamela Klassen’s recent Story Nations event is an example of a pedagogical opportunity created by involving students in research projects—and as collaborators and co-creators, not just as research assistants. Both SSHRC and the University (and especially the Jackman Humanities Institute) place a premium on opportunities for student mentorship via faculty research, and events like these are excellent opportunities to connect researchers with skilled and engaged students—which BHPC tends to attract.
- ***Opportunity for public outreach.*** Given that this plan would result in only two BHPC public lectures per year (plus the student colloquium keynote) there is an opportunity to give a higher profile to those remaining talks. The most prominent would still be the Jackson Lecture, which would not change under this plan. The other BHPC lecture could be made more publicly accessible by seeking a partnership with the Toronto Public Library, and holding it in one of their nearby locations, such as the Toronto Reference Library on Yonge Street or the Lillian H. Smith branch on College Street. The BHPC events committee would need to select speakers who could address a non-specialist public audience, but in our field that should not be difficult. Moreover, a TPL co-sponsored lecture could increase the program’s visibility to potential donors—especially if the talks don’t carry the confusing “Toronto Centre for the Book” label, and are clearly associated with BHPC and its focus on students. We could even nominate one of our students to introduce the speaker, following a general intro and plug for BHPC by the Director. (Thanks to Cheryl Suzak for the idea for a TPL partnership.)
- ***Reducing costs by not holding an unnecessary AGM.*** Collaborative specializations are no longer required to hold an AGM, and in practice the BHPC AGM has not served a crucial function. Typically, the Director makes a report, we break and enjoy some cheese and conversation, faculty rush off to other end-of-year obligations, and then we pay nearly \$500 for catering and the use of the Massey College Upper Library. Rarely, if ever, has the course of BHPC’s fate been determined at an AGM. A year-end report is still a good idea, and going forward the Director will issue that report to the BHPC faculty and students in writing by the end of April.
- ***Reducing admin overhead.*** When chairing the TCB was added to the Director’s responsibilities, there was no corresponding increase in release time or other resources—although the formalization of the Program Coordinator position has helped. Even so, the Director and Program Coordinator must now spend an inordinate amount of time and attention on managing the TCB lectures, and the Director must also spend a certain amount of social capital to secure funding for the talks. Time spent arranging flights, hotels, room bookings, catering, posters, lunch/dinner groups, co-sponsorships, reimbursements, and so on is time *not* spent on students, curriculum, pedagogy, and other priorities

closer to BHPC's core mission. This plan would reduce the demands that event organizing places on BHPC's limited admin capacity, and it will be easier to justify the time and energy we do spend if it's for student-focused activities.

The risks of adopting this proposal are comparatively few. The name "Toronto Centre for the Book" does have an impressive legacy, but not so much that it has proven advantageous in any measurable way for the BHPC program—which, over nearly twenty years, has established name recognition of its own. There never really was a Toronto Centre for the Book in the sense that its name implies.

We would lose the potential recruiting advantages of locating TBC lectures in the English Department and the Faculty of Information, where students in their programs can easily attend and be exposed to book history as a field. It is not clear what impact these events have had on recruitment, but in any case we would plan to hold spaces for non-BHPC students for recruiting purposes (including undergraduates in programs like Book & Media Studies at St Mike's, Material Culture at Victoria College, and the new Digital Humanities minor at Woodsworth College).

Consultation

The anonymous donor for the Jackman Lectures has been consulted and supports this plan, including the renaming of the event to "the BHPC J.R. de J. Jackson Lecture." Pat Fleming, co-founder of both the TCB and BHPC, has also given her blessing to retiring the name "Toronto Centre for the Book."

In late Fall, I shared the early outlines of this proposal at a meeting of the Toronto Centre for the Book committee. (As of this year, the committee includes new English faculty members Adam Hammond and Misha Teramura.) There was support for the plan, including dropping the TCB name, and especially the opportunity to develop new kinds of events. My hope is to involve the members of this committee in the planning and running of these workshops to a greater degree than was usually the case with the traditional TCB lectures.

I have consulted with two previous BHPC Directors, Tom Keymer and Dan White, and with the Dean of the Information School and the Chair of English, as our two main supporting units and regular supporters of the TCB series. Discussion of the proposal to formalize financial support in the new MoA documents will continue as part of the routine consultation with these units leading up to the UTQAP review.

The final decision rests with the BHPC Program Committee, which includes representation from English, Information, and Massey College, as well as students at the Master's and PhD levels.

Implementation

If approved, we would implement this new structure for the 2019-2020 year, so that it is well in place by the time of the UTQAP review.

The final TCB talk would be Paula McDowell's lecture in March, which would send the TCB out on a strong note. I would announce the new BHPC events structure at the AGM in April, where we will also discuss the UTQAP review.

The current TCB committee has already drawn up a list of potential speakers for next year, including candidates for the Jackman Lecture. I would use that list to find speakers for the two BHPC lectures in Fall 2019 and Winter 2020. The locations of those talks may depend on sponsorship, and on discussions with the heads of Information and English. Any partnership with the TPL should probably wait till the 2020-2021 academic year, given that our plates will be full with the review this Fall, and I will be on sabbatical in Winter and Spring of 2020.

For the student workshop in Fall 2020, I have made tentative plans with Liz Ridolfo at the Fisher to host another transcribe-a-thon in conjunction with the Folger Library. Running this event a second time will give us a chance to strengthen the pedagogical component, and make life easier for the Director and Program Coordinator as we focus on the UTQAP self-study, due in late Fall.

The transition away from the TCB email list to some form of Wordpress calendar subscription would take place in the summer. Beforehand, we would use this list and our Facebook page to make a more public announcement about the change, and ideally announce the coming year's speakers and workshops at the same time.

Another factor to consider in the implementation plan is that BHPC will have an interim director, Fiorella Foscarini (Information), from January through June 2020. It will be important to plan well ahead and keep things simple, ensuring that Fiorella can focus on managing the other aspects of BHPC during that time.