SIMON FRASER UNIVERSITY

MEMORANDUM

To: Senate

From: J. M. Munro
Chair, SCAP

Subject: Master of Publishing
(SCAP 90 - 14)

Date: October 18, 1990

Action taken by the Senate Graduate Studies Committee/Senate Committee on Academic Planning gives rise to the following motion:

MOTION:

"That Senate approve and recommend approval to the Board of Governors as set forth in S.90 - 50   , the proposed Master of Publishing Program including the following new courses:

CMNS 670 - 4	Topics in Publishing Management
CMNS 671 - 4	Editorial Theory and Practice
CMNS 672 - 4	Design and Production Control in Publishing
CMNS 677 - 4	Directed Studies
CMNS 678 - 4	Contemporary Issues Seminar
CMNS 679 - 8	Publishing Internship
CMNS 870 - 5	Text and Context
CMNS 871 - 4	History of Publishing
CMNS 872 - 4	Technology and the Evolving Form of Publishing"

SIMON FRASER UNIVERSITY
MEMORANDUM

To......Allison Watts, Secretary.............

.........Senate Committee on Academic.........
Planning

Subject. Master of Publishing Proposal...........

From......Marian McGinn, Secretary.............

......Senate Graduate Studies Committee..

Date......September 25, 1990....................

The attached proposed Master of Publishing Program was approved by the Senate Graduate Studies Committee at its Meeting on September 24, 1990, and is now being forwarded to the Senate Committee on Academic Planning for approval.

mm/
attach.

S I M O N   F R A S E R   U N I V E R S I T Y

MEMORANDUM

DEAN OF GRADUATE STUDIES

TO: Senate Graduate Studies   FROM: B.P. Clayman
        Committee

SUBJECT: **MASTER OF PUBLISHING**   DATE: 31 August 1990
          PROPOSAL

I am pleased to present the proposal submitted by the Faculty of
Applied Sciences for the introduction of a **Master of Publishing**
program. This proposal, the first draft of which was received on
10 October 1989, has been sent out for external review. The
external reviewers were:

1. Professor David Godfrey, University of Victoria

2. Dr. Albert Greco, New York University

3. Mr. Martin Levin, Cowan, Leibowitz & Latman Law Offices,
   New York

4. Dr. Beth Luey, Arizona State University

5. Dr. R.B. Woodings, Oxford Polytechnic

There is a wide range of opinions expressed by the external
reviewers. The assessment committee concluded that this was at
least partly due to the lack of a common frame of reference in
this newly emerging field and the criticisms, while substantial,
did not warrant a complete restructuring of the proposal,
particularly in light of the extensive input already obtained
through consultation with the industry in Canada. However, as a
result of the feedback, the "business" component of the program
was changed. Several potential new courses were eliminated;
graduate level Business courses were substituted.

You may notice that the "New Graduate Course Proposal Forms" are
missing signatures. This is the result of minor typographical
revisions being required on the forms; the original submission
has approval signatures from Dr. A. Beale for the Dep't Grad.
Studies Committee, Dr. J. Peters for the Faculty Graduate
Studies Committee, and Dr. D. George for the Faculty.

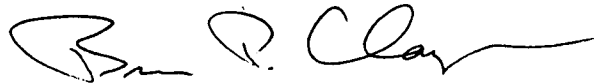   ... 2

The Assessment Committee for New Graduate Programs approved the final proposal and recommended that it be submitted to the Senate Graduate Studies Committee. The Assessment Committee for New Graduate Programs, a sub-committee of the S.G.S.C., had the following membership:

Chair	B.P. Clayman
Faculty of Arts	R. Jennings
Faculty of Applied Science	A. Beale
Faculty of Business Administration	A. Vining
Faculty of Education	R. Barrow
Faculty of Science	A. Lachlan
SGSC (faculty)	T. Perry
SGSC (faculty)	P. Percival
SGSC (faculty)	J. Peters
SGSC (student)	Y. Marshall
Secretary	N. Hunter
Registrar's Office	M. McGinn

Attachments to the proposal include the following:
- 16 October 1989 memo of approval from J. Peters, Chair, Faculty of Applied Sciences Graduate Studies Committee
- 12 October 1989 memo from Sharon Thomas, Head, Collections Management, Library
- comments of external reviewers
- response of Dr. Lorimer to external reviewers

I recommend approval of this proposal. It will add a new dimension to the programs already offered at our Harbour Centre campus.

cc: R. Lorimer
    D. George, Faculty of Applied Sciences

\CMT\M-SGSC

PROGRAM PROPOSAL

MASTER OF PUBLISHING

AT

SIMON FRASER UNIVERSITY

Contents

PROGRAM PROPOSAL

APPENDICES

Master of Publishing
Simon Fraser University

I GENERAL INFORMATION MASTER OF PUBLISHING

1. Title of Program: Master of Publishing

2. Credential to be awarded to Graduates: M. Pub.

3. Administrative Unit to offer program: the Department of Communication, Faculty of Applied Sciences.

4. Administrative Structure: The Publishing Studies Graduate Program Subcommittee will be a sub-committee of the Graduate Studies Committee of the Department of Communication.

5. Schedule for Implementation: September, 1990.

II PROGRAM DESCRIPTION

1. Objectives:

   To provide prospective students who are engaged in publishing or preparing for a career in publishing with an opportunity to pursue graduate studies in publishing on a full or part time basis.

   To provide the opportunity to prospective students to increase their knowledge and understanding of publishing and their abilities to function as professional publishers.

   To provide publishers with a way to increase the capabilities of their staff.

2. Relationship of Program to Role and Mission of the University

   Simon Fraser University was founded in 1965 in part as a complement to existing higher education in the province. It has sought to address new areas and new methods of enquiry, and to integrate university and industry by forming such interdisciplinary departments as communication, criminology and kinesiology.

   The university has also mounted interdisciplinary professional Masters programs in recognition of the growing need and demand for professional expertise in areas such as pest management, resource management and business administration. It has delivered these programs over three semesters of study per year and sought ways -- such as evening courses -- to address the needs of part time students.

   With the opening of Simon Fraser Harbour Centre the university is consolidating its commitments to mid-career learning and to professional programs for people with already chosen careers.

   The present program follows in the footsteps of other professional Masters programs at Simon Fraser directed at particular areas of activity. The program also builds on existing faculty research and teaching in the Department of Communication.

4.

3.   The Nature of the Proposed Program

The proposed program is designed for both full time and part time study. Courses will normally be given in the evening. Full time students with industry experience and/or academic background in publishing may complete course work for the program in one year (three semesters) provided they are able to devote their entire attention to the program.

Note: Students wishing to take an academic degree with an emphasis in publishing should apply for admission to the M.A. or Ph.D. program in Communication.

The full set of core courses in the program (i.e., not Contemporary Issues Seminar and Directed Studies) will be scheduled once each academic year. The course offerings will be spread over the three semesters of the academic year.

Two typical programs would be as follows:

Model A
        Semester 1. 870, BUS 528, BUS 543
        Semester 2. 670, 830, 871
        Semester 3. 872, 671, 672, submission of internship project outline
        Semester 4. Internship

Model B
        Semester 1. BUS 528, BUS 543
        Semester 2. 670, 830
        Semester 3. 872, 671
        Semester 4. 870
        Semester 5. 871
        Semester 6. 672, submission of internship project outline
        Semester 7. Internship

The proposed program is built on an analysis of the needs of a number of types of prospective students. They include those who:

1. plan to enter the publishing industry

2. wish to advance their careers in the industry

3. may engage in publishing but work for businesses or institutions whose primary activity is not publishing

4. may work for agencies directly concerned with the publishing industry, e.g., Communications Canada, the Canada Council, private granting organizations or provincial cultural agencies

5. may wish to undertake applied or basic research in the area. (It is the intent of the program to direct students wishing to become researchers or scholars to enroll in academic programs such as Communication, English or Business Administration, taking some of their courses from the Master of Publishing program.)

4.   Current Education and Research in Publishing at Simon Fraser University

A number of existing initiatives at Simon Fraser University make it a logical home for a Master of Publishing and for a national education and research centre focussed on publishing industry needs. Within Simon Fraser University several commitments to research and teaching related to the publishing industry have already been made. For example, faculty in the Department of Communication have carried out academic research into trade and educational publishing and currently teach courses on book publishing in Canada. In recent months, in the name of the Canadian Centre for Studies in Publishing, contract research has begun. A publishing minor was mounted last year composed, in part, of a selection of existing courses and four new undergraduate courses that are introductions to:

1. the publishing process,
2. the reading patterns of the general public,
3. the author and the book in society, and,
4. the business of publishing.

An annual program of professional development seminars is also being offered through Continuing Education on several aspects of writing and editing, for example, the history of the book, "desktop" publishing, marketing, distribution and promotion, and business and publishing practices for short-run or specialized titles.

The Canadian Centre for Studies in Publishing, the minor in publishing, and proposed Master of Publishing are housed in the Department of Communication. However, both the English Department and the Faculty of Business Administration have been actively involved in the development of the Centre and existing and proposed course programs.

5.   Other Graduate Programs in Publishing

At present in Canada and elsewhere, research and teaching on the publishing industry is carried on largely by individual scholars and by industry itself. While the press and broadcasting are studied in graduate schools of journalism and communication respectively, the non-daily publishing industries, especially book publishing, receive little attention.

There is no comprehensive professional graduate program in Canada in publishing. Nor is there any program that teaches acquisition, editing, design, production, management, marketing and cultural studies as integral parts of publishing. This situation exists in spite of the crucial role journal and book publishing play in the academy.

6.

Very recently, in consultation with the Canadian Centre for Studies in Publishing, an undergraduate program has been mounted at the Université de Quebec à Montréal. Also, stimulated by activities generated by the Canadian Centre for Studies in Publishing and in consultation with the Centre, Ryerson Polytechnical Institute is mounting an undergraduate program focussed on editing. Outside Canada there are three notable graduate programs in publishing.

1. The first is offered by the Oxford Polytechnic and grants a graduate diploma. It is designed to introduce the skills needed by industry entrants. See Appendix 1 for course schema.

2. A second program is given at the University of Bordeaux. It consists of a graduate diploma approximately equivalent to a Master's and consists of course work as well as an internship. In addition, a student may take a doctorate by adding on a wider range of reading and completing a dissertation.

3. Finally, New York University offers a doctorate to individual students who choose from a range of courses relevant to publishing offered throughout the university. The doctorate is designed to be an academic degree but it allows the student considerable exposure to the industry.

6. Relationship to programs at other B.C. universities.

A number of "feeder" programs exist in the colleges of British Columbia centred on writing and on the technical aspects of publishing. Partly through our recent conference "Between Theory and Practice," we have developed links to these programs and will continue to maintain close contact so that we may predict the level of practical skills training available elsewhere. The director of the strongest publishing program -- at Selkirk College -- is a doctoral student in Communication at SFU.

A second "feeder" program exists within the Creative Writing Department of the University of Victoria. It is similar to the college programs and is composed of three courses, Publishing Procedures and Practices (206), Publishing Procedures (306), and Seminar in Publishing Procedures (306b). One graduate of this program is presently enrolled in an M.A. in Communication at SFU.

No related graduate programs exist. The proposed program is a professional program with a strong academic component that closely complements and builds on the M.A. and Ph.D. program offered by the Department of Communication at Simon Fraser.

7. The Proposed Program at Simon Fraser

The approach to be taken at Simon Fraser is designed to be parallel in its philosophy and academic level to Masters programs in Journalism and Librarianship offered at other universities. In overview, the program is composed of three components as follows:

> 1. An academic program of four 800 level core courses drawing on existing graduate courses and new specialized offerings.
>
> 2. A series of five graduate level professional and technical core courses (numbered at the 500 and 600 level).
>
> 3. An internship similar to that offered for other professional degrees such as the Master of Engineering.

Note: The 500 Business, 600 and 800 level courses are all graduate level courses. The 500, 600 and 800 series numbering denotes the academic and professional focus of the two sets of courses and is not indicative of ranking in either academic status or difficulty.

The following outline illustrates the program.

MASTER OF PUBLISHING COURSE SEQUENCE

ACADEMIC CORE COURSES

One of CMNS 800-5, 815-5, 830-5, or 840-5 (All are courses on various aspects of research and theory.)
CMNS 870-5 Text and Context
CMNS 871-4 History of Publishing
CMNS 872-4 Technology and the Evolving Form of Publishing

PROFESSIONAL AND TECHNICAL CORE COURSES

BUS 528-5   Accounting
BUS 543-4   Introductory Graduate Marketing
CMNS 670-4 Topics in Publishing Management
CMNS 671-4 Editorial Theory and Practice
CMNS 672-4 Design and Production Control in Publishing

ALTERNATIVE COURSES FOR ADVANCED STUDENTS
CMNS 677-4 Directed Studies
CMNS 678-4 Contemporary Issues Seminar

INTERNSHIP

CMNS 679-8 Publishing Internship

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8.   Curriculum

The proposed program will conform to the General Regulations for graduate studies as set out in the SFU calendar. Specific requirements are set out below.

Applicants must hold a bachelors degree from a Canadian university or an equivalent qualification from a foreign university or other post secondary institution with some introduction to publishing. This means that certain bachelors degrees such as some performance degrees will not be regarded as equivalent. The minimum expected level of achievement is a second class standing.

Masters candidates are required to complete:

- a minimum of 38 semester hours of course work,
- normally composed of nine specified academic and professional and
    technical core courses outlined below

> Note: Students with relevant work and/or academic experience will be eligible to take CMNS 677 and 678 as part of their program. In order to qualify to enrol, such students will be required to satisfy the Graduate Program Subcommittee Chair that they are knowledgeable in areas covered by the core courses of the program and that they would gain greater benefit from 677 or 678.

- plus an eight-credit publishing internship undertaken in an applied
    setting.

An appropriate level of documentation and reporting of the internship experience is required. For example, a student involved in a marketing program for a new fiction list would write a report of the development and implementation of the program and provide an evaluation of its initial success.

Courses emphasize three areas;

1. a social analysis of publishing,
2. the publishing arts, including writing, illustration and design, and,
3. the business of publishing.

The intention is to ensure an integrated understanding and knowledge of the full significance of publishing.

8a.   Courses

The teaching of both fundamental principles and informing theories will be emphasized. Courses are also designed to prepare students to make a substantial contribution in a job setting upon graduation. They will familiarize students with publishing practice and will also provide the knowledge necessary to understand and lead industry.

In overview the content of the program will draw from the following bodies of knowledge;

> 1. communication, especially social theory and policy studies, theories of communication concerning print, graphic art and design;
>
> 2. literary studies especially composition, editing and the creation and dissemination of literature;
>
> 3. business especially marketing, consumer behaviour, accounting and law.

The proposed courses are listed below. Some require access to a production lab equipped with personal computers, a laser printer, an optical scanner, paste-up stations and other basic tools of the trade. A recent donation by Apple Canada has been made to partially equip such a lab. A more detailed description of each course is contained in the proposed calendar entry in Appendix 2. Full typical course descriptions follow in Appendix 5.

<div align="center">

Simon Fraser University
Master of Publishing

</div>

Course No.   Title

One of the following four existing core courses in the Department of Communication Graduate Program
CMNS 800-5 Contemporary Approaches to Communication Studies
CMNS 815-5 The Social Matrix of Communication
CMNS 830-5 Communications Media: Research and Development
CMNS 840-5 Political Economy of Communications

Each of the following courses except 677-4 and 678-4
CMNS 870-5 Text and Context (new Communication course open to all
                        communication students)

CMNS 871-4 History of Publishing (new course)

CMNS 872-4 Technology and the Evolving Form of Publishing (new course)

CMNS 670-4 Topics in Publishing Management (new course)

CMNS 671-4 Editorial Theory and Practice (new course)

CMNS 672-4 Design and Production Control (new course)

BUS 528-5   Accounting

BUS 543-4   Introductory Graduate Marketing

CMNS 677-4 Directed Readings (new course for students with advanced
standing)

CMNS 678-4 Contemporary Issues Seminar (new course for students with
advanced standing)

Required Internship
CMNS 679-8 Publishing Internship (new)

8b.   The M. Pub. Internship

A key component of the M. Pub. program is a significant industry experience
which integrates knowledge gained during the student's graduate studies with the
demands of an applied setting. This internship is to be performed in the
workplace, typically in industry, public institutions or government. As noted, an
appropriate level of documentation and reporting is required. The internship is
expected to last four months.

Potential placements for students will be developed by the program and
specifically the Graduate Program Subcommittee Chair working in cooperation
with the Co-op coordinator of the Department of Communication. If ever a
shortfall of places or difficulty is experienced in placing the student, the
responsibility for finding a placement for his or her internship will fall to the
student.

The internship will be overseen by a Supervisory Committee composed of two
faculty members of Simon Fraser and one industrial supervisor. This committee
shall be formed in the semester prior to the planned internship and no later than
one month prior to the beginning of the internship. An outline of the project to be
undertaken during the internship must be approved by the student's supervisory
committee no later than one month prior to the beginning of the internship.

During the internship the student will receive academic supervision as required
from the student's Senior Supervisor at the university. Day to day supervision
will be the responsibility of a designated associate of the program who will be a
member of the student's supervisory committee. In the case of very small
companies, alternative arrangements may be made for supervision.

The internship will focus on a specific project. The project will be initiated by the
student, by the student's associate or by the associate's employer. The student
will draw up an outline that defines the scope of the project, plans for
documentation and reporting, anticipated activities, schedule and conclusion. The
outline will be approved by the student's Supervisory Committee, and the Chair
of the Graduate Program Subcommittee for the Master of Publishing.

The student will be required to produce two reports; the first, a Work Report
which will be an appraisal of the student's work experience, and the second, a
Project Report which will be an investigation and analysis of a particular problem
or case. The latter will serve as a record and interpretation of the project.

The Supervisory Committee and the Graduate Program Subcommittee Chair will assess the student's project on the basis of the conduct of the project, quality of the work, and quality of the reports. Similar to the model of the Master of Business Administration there will be no oral examination, however, the Project Report will be submitted in accordance with paragraph 1.10.6 of the General Regulations for Graduate Studies.

Commitment of the company or institution and the University to the placement of students will be formalized by a letter of agreement. A draft of that letter is to be found in Appendix 3.

Some examples of typical internship projects follow:
1. The development and analysis of a marketing plan for a new title or series.
2. Analyses of sales patterns, e.g., by region, by genre, by author categories, etc.
3. Analyses of current theory and current cover designs of best sellers in certain categories and their application to a specific new title.
4. Analyses of design and typography of various categories of books relating those variables to other elements such as marketing, press identity, etc.
5. Analyses of profitability by genre or other category within one publishing house.
6. Presentation of a title for acquisition with readers reports, market analysis, projected cost, sales, etc.

9.   Consultation with non-university agencies

The proposed program is the result of a joint university/industry consultation. The professional nature of the proposed program together with the lack of comparable programs in Canada and the relative lack of such programs in other countries suggested that the development of the program should take place in close consultation with industry.

Industry participation has taken a number of forms. Through initial contacts with national associations a working committee was formed consisting of respected industry members representative of various industry sectors, e.g., scholarly publishing, general publishing, literary publishing, genre publishing, librarianship and editing. This working committee presented a detailed description of the program to a national forum representative of all industry groups; writers, poets, booksellers, editors, publishers, librarians, and academics. Following this meeting the program was revised and a detailed proposal of some 70 pages entitled Prospectus of the Canadian Centre for Studies in Publishing was printed and over 1000 copies distributed. The Prospectus included descriptions of a research program, a set of undergraduate courses and set of professional graduate courses complete with one-paragraph course outlines.

III NEED FOR PROGRAM

1.   Rationale for a Graduate Publishing Program

Until the 1960s, publishing and bookselling in Canada were limited in size--the domestic book market was estimated to be worth $222 million per annum--and largely dominated by subsidiaries and sales agencies. Since that time, the market has grown to be worth over $1.4 billion per annum, and many Canadian-owned publishing companies have sprung up in every province. Recently, Canadian publishers have seen a number of their authors in demand in international markets.

Such a rapidly expanding and increasingly complex industry can no longer adequately train its owners, managers and workers on the job. The apprenticeship system, which has produced so many of the country's excellent booksellers, publishers, editors and designers, is a burden on an industry which depends for survival on small profit margins. It must be replaced with an formal means of passing on to a new generation, the knowledge and experience of those who have created and sustained the book trade in Canada.

Given the increasing importance of textual information in society and the increasing complexity of the industry, there is a clear need for industry personnel to obtain professional qualifications. Consistent with professional programs in archival studies and librarianship, it would seem wise that professional qualifications be built on the minimum of a bachelor's degree. Because publishers must deal with often subtle and sophisticated texts, they must possess both a high degree of literacy and a sophistication in the subject of the text. Publishers must also have a keen appreciation of cultural issues. Ideas germinate in the writing of text and are made public through print (or, in some cases, electronic displays of text). Publishers are the gatekeepers of the ideas of society. Few publishers could expect to succeed without an undergraduate university education.

This rationale was recently confirmed at a conference sponsored by the Canadian Centre for Studies in Publishing. At that conference participants as widely divergent in their positions as free-lance editors and the President of the Publishing Division of International Thomson praised the program and initiative of Simon Fraser noting that a Masters program dedicated to publishing would be of immense value to the industry.

2.   Enrolment:

(a) Evidence of student interest

As a result of working with industry on this initiative, the Canadian Centre for Studies in Publishing and this proposed Master's has commanded a certain amount of public attention. As a result, we have received approximately 300 phone calls and letters from prospective students and we continue to receive several each week. On the basis of those enquiries, analysis of typical employees of the industry, examination of programs in other countries, and general information, the student population may be expected to be have the following characteristics: they will be highly literate, mature students, the majority in their late 20s or early 30s, more women than men, with some publishing-related experience. Between 25 and 33 per cent will want to enrol part time in the

program. They will most often have bachelor's degrees in the humanities and social sciences but some will have science degrees. A few will have other professional degrees such as engineering. We expect to receive at least 100 applications in the first year followed by a slight drop-off to 50 or 60 per year.

(b) Enrolment Predictions:

The program will attempt to run courses in the initial years with approximately 15 students. Intake of students will be governed accordingly. As the program becomes established consideration will be given to expanding the number of students admitted.

Given the number of publishers in the country, some 400, the number of free lance designers and editors ~ 5000, along with booksellers ~ 2000, wholesalers ~ 100, industry associations and government ~ 100, there is no doubt that all graduates can be accommodated by industry.

In addition, there are at least an equal number of employment opportunities in the area of institutional or corporate publishing. This area involves publishing carried on as a secondary activity by institutions who need to produce textual information for internal and external purposes.

3.   Types of jobs for which graduates will be suitable:

The program is designed so that graduates could take on any entry level position in publishing including for example: editing, production, design, distribution, publicity, marketing, acquisitions, proofing, negotiating contracts, and so forth.

In situations, where publishing is a secondary activity, graduates would be capable of managing a publishing operation for the production of, for example, a newsletter or annual report, by themselves. Students taking the minor have already been hired by the industry while others involved in publications supported by Simon Fraser (West Coast Review) have enrolled in the undergraduate courses. One student has assumed the managing editorship of the Canadian philosophy journal, Dialogue, now based at Simon Fraser.

14.

IV   PRESENT AND PROJECTED RESOURCES

1.   Administrative Personnel

Within the Department of Communication the program will be guided by the Director of the Canadian Centre for Studies in Publishing who will serve as the Publishing Studies Graduate Program Subcommittee Chair. This person will work with a Graduate Program Subcommittee composed of the following:
- the Graduate Studies Chair of the Communication Department
- two SFU associate faculty members, i.e., faculty of the university active in research and/or teaching in publishing drawn from the Departments of Communication and/or English and/or the Faculty of Business Administration
- three advisors from industry
- one student enrolled in the program.

This committee will be appointed by the Dean of Applied Sciences on the recommendation of the Director of the Canadian Centre for Studies in Publishing.

Staff Complement

Director: Half time
In addition to having responsibility for the Masters program the director will be responsible for the development and maintenance of:
a) an academic research program
b) an applied research program
c) on-going fundraising for research, scholarships, capital equipment, centre development
d) industry liaison through Advisory Board
e) industry internships
f) industry sabbaticals at SFU
g) arranging short term appointments with industry personnel
h) developing a program of seminars given by invited guests
i) program expansion into other areas of publishing
j) building international relations
k) developing a visiting fellowships program

Program Assistant: One Full Time
(Additional secretarial services will be provided from an endowment.)

2.   Faculty, Including TA's and RA's and Lab Instructor

The full faculty complement necessary to run this program is:
4 new full time equivalent positions, (2 positions would be divided into limited term appointments for instructors from industry.)
1 lab instructor
various sessionals, T.A.s and R.A.s.

The minimum necessary for start-up that would allow an initial partial program to be mounted is:
1 new appointment
3 sessionals

The minimum necessary for a full start-up is:
2 new appointments (One of these may be divided into two limited term appointments.)
approx. 3 sessional appointments

The additional appointments will be required within two years.

NOTE: While faculty currently employed by Simon Fraser are capable of contributing to the core academic courses they are all fully committed to the present offerings of their departments. A creative use of faculty allocations together with sessional appointments will allow the integration of current faculty into the program through course appointments and co-teaching.

The four positions required for the full operation of the program are described below. It is expected that faculty would have a minimum of a Masters degree.

Position #1. Extensive knowledge of the management of a publishing house including familiarity with marketing, financial and production control, present and evolving production technology and changing organizational forms.

Position #2. Familiarity with editorial practice ranging from copy editing to series editing including list planning. Extensive knowledge of publisher/author interaction including legal foundations in contract law and copyright.

Position #3. Expertise in theory and research in literate expression, the history of publishing, the current structure of the industry in Canada and elsewhere, and the global organization of information companies.

Position #4 Knowledge of theory and practice in publication design, production and production control.

As noted above in the identification of faculty requires to staff the program, given the wide range of talents required for the program, the program can best be run with a combination of permanent faculty and limited-term appointments of persons drawn from industry using arrangements developed in other programs and faculties in the university including the Faculty of Education. The use of such instructors gives the flexibility to respond to areas of rapidly changing technology and practice. Persons given limited term appointments will be designated Associates, Visiting Lecturers or Adjunct Professors, as appropriate.

Specifically, it is proposed that funds be allocated for faculty positions so that faculty may be flexibly hired under contract or permanently. It would be the responsibility of the Director of the program to recommend a balance of permanent and short term appointments, industry members and academics. A half/half split between the groups should be used as a guideline. To ensure that the program will attract the highest quality instructors there should be no salary differential between the two groups. Faculty hired under contract would have the same supervisory and teaching responsibilities as permanent faculty.

It is proposed that the program begin with the hiring of additional faculty and that a number of qualified and prestigious people be appointed as adjunct professors. A suggested list of appointments is to be found in Appendix 4.

One part time lab instructor, who may be a faculty member in the initial years to ensure that the publishing lab is configured correctly, will be required for the production lab.

/6.

SFU's transfer credit policy will be employed to take advantage of appropriate courses offered by other institutions.

Meetings of the industry advisors to the program will take place at least once per year. One of the functions of the group will be to review course offerings and internship projects.

3.   Library Resources

The university has sought to support the area of publishing with library holdings and the acquisition of publishers' and writers' archives. While those collections are valuable, a recently conducted evaluation of the collection shows some need for further acquisitions as outlined below.

Initial Grant

300 vols at $50	$15,000
Reference Materials	5,000
	$20,000

Annual Support to be added to base

Expansion of approval profiles	$ 7,000
Journals	8,000
Retrospective monographs and discretionary purchases	5,000
	$20,000

Budget: 5 years

Year 1	$40,000
Year 2	$40,000
Year 3	$20,000
Year 4	$20,000
Year 5	$20,000
	$120,000

A private donor has indicated an interest in assisting the university to increase holdings in the area. Recently, SFU received assistance of $22,000 from SSHRC to acquire the archives of one of Canada's two national associations of publishers. Thirdly, we expect the donation of another valuable archive dealing with foreign ownership from one of the key players in the next months.

4.   Capital Costs (Required Immediately):

Equipment for a research and teaching publishing lab is required building from micro-computers (preferably a mix of MacIntoshes and IBM compatibles) and laser printers. Apple Canada has recently donated much of the equipment needed but supplementary equipment is required.

Donated Equipment (2-year renewable loan)
    4 Mac II's
    2 double page b&w monitors
    2 high resolution colour monitors
    8 Mac SE's,
    optical scanner
    3 dot matrix printers

This equipment is presently housed at Harbour Centre and will be used by the Minor, the Masters and the broader university community. Additional equipment is needed for matching industry practice and, in the case of the NeXT, predictable industry acquisitions.

Additional equipment needed (Immediately)

4 IBM compatible AT's	16,000
Software (donations to be solicited)	5,000
1 NeXT with laser printer	12,000
Memory upgrades, etc.	10,000
Dos optical scanner	2,000
1 Laser printer	8,000
Reference materials	$2,000
2 paste up stations	2,000
TOTAL	$57,000
Annual equipment requirements	$10,000

5. External Funds: Anticipated and Received

Support for building the program is being sought through the Bridge to the Future Capital Campaign. Funding received to date:

Reader's Digest	$102,000
Apple Canada (equipment)	100,000
Harlequin	25,000
MacLean Hunter	15,000
Hollinger, Inc.	15,000
Samuel and Saidye Bronfman	4,000

6. Budget:

The direct operating costs per annum of this graduate program are estimated to be as follows:

Category of Expenditure	Minimum Basic Budget	Fully Operational Budget
Full-time equivalent apptmts	$100,000	$200,000
Admin. Stipend Director	5,000	5,000
Program Assistant	28,000	30,000
Sessionals, T.A.s, R.A.s	10,000	10,000
Lab Instructor		35,000
materials, services etc.	12,000	20,000
TOTAL	$155,000	$300,000

7. Associate Faculty (See Attached CV's)

      Alison Beale
      Peter Buitenhuis
      Richard Coe
      Suzanne De Castell
      Paul Heyer
      Rowland Lorimer
      Roy Miki

V   EVALUATION

This proposal has been developed with extensive assistance from an industry curriculum consultant, James J. Douglas, broad consultation within and outside Canada and in conjunction with an Advisory Board made up of senior industry members and academics. The present constitution of that Board is as follows:

      Douglas Gibson, Publisher, McClelland and Stewart
      Karl Siegler, Publisher, Talonbooks
      Cynthia Good, Editor and Vice-President, Penguin Books
      Janice Kulyk Keefer, Writer in Residence, UPEI
      Alan Twigg, Writer and Publisher, B.C. Bookworld
      Kerry Longpré, Bookstore owner and President Cdn. Booksellers' Ass'n.
          (1989-90), Sandpiper Books, Calgary
      Francess Halpenny, Retired Professor of Library Science (former Dean)
          (Univ. of Toronto)
      Basil Stuart-Stubbs, Professor and Director of Library, Archival and
          Information Studies, University of B.C.
      André Vanasse, Professor, Université de Quebec à Montréal

VI   SUGGESTED REVIEWERS

We have chosen the most highly qualified people in Canada to advise us on the development of this program. Therefore we would suggest asking the following people to review the program.

      Basil Stuart-Stubbs, (see above)

      Francess Halpenny, (see above)

      André Vanasse, (see above)

On the industry side the Reader's Digest Foundation has also carefully considered our programs and seen fit to grant us financial support. In so far as this is a professional oriented program, in the spirit of the principle of accreditation industry should be consulted. The person most qualified there to serve as a reviewer is

      Ralph Hancox, Chairman, Reader's Digest Foundation

In addition, others in industry have reviewed our programs and would be qualified to give their opinions. They are:

Martin Levin,	Retired CEO Times-Mirror
Robert Jachino,	President, Publishing Division
	International Thomson
Anna Porter,	President, Key Porter Books

The founding director of the Oxford program could also review the program proposal. That person is:

      Robert Woodings, Director, Publishing Program, Oxford Polytechnic, Headington, Oxfordshire, England. Mr. Woodings set up the Oxford program, has evaluated a derivative program at Napier College, Edinburgh, and has consulted with other institutions.

The Director of the Publishing Program, New York University could also comment on our program. He is

      Albert Greco, Associate Dean, New York University. He has run a doctoral program that is individually tailored to students and draws from existing courses in the university.

The editor of Book Research Quarterly, the only periodical in this area could also comment. She also runs an undergraduate program in publishing. Her name is:

      Beth Luey, Editor, Book Research Quarterly, Arizona State, Tempe Arizona

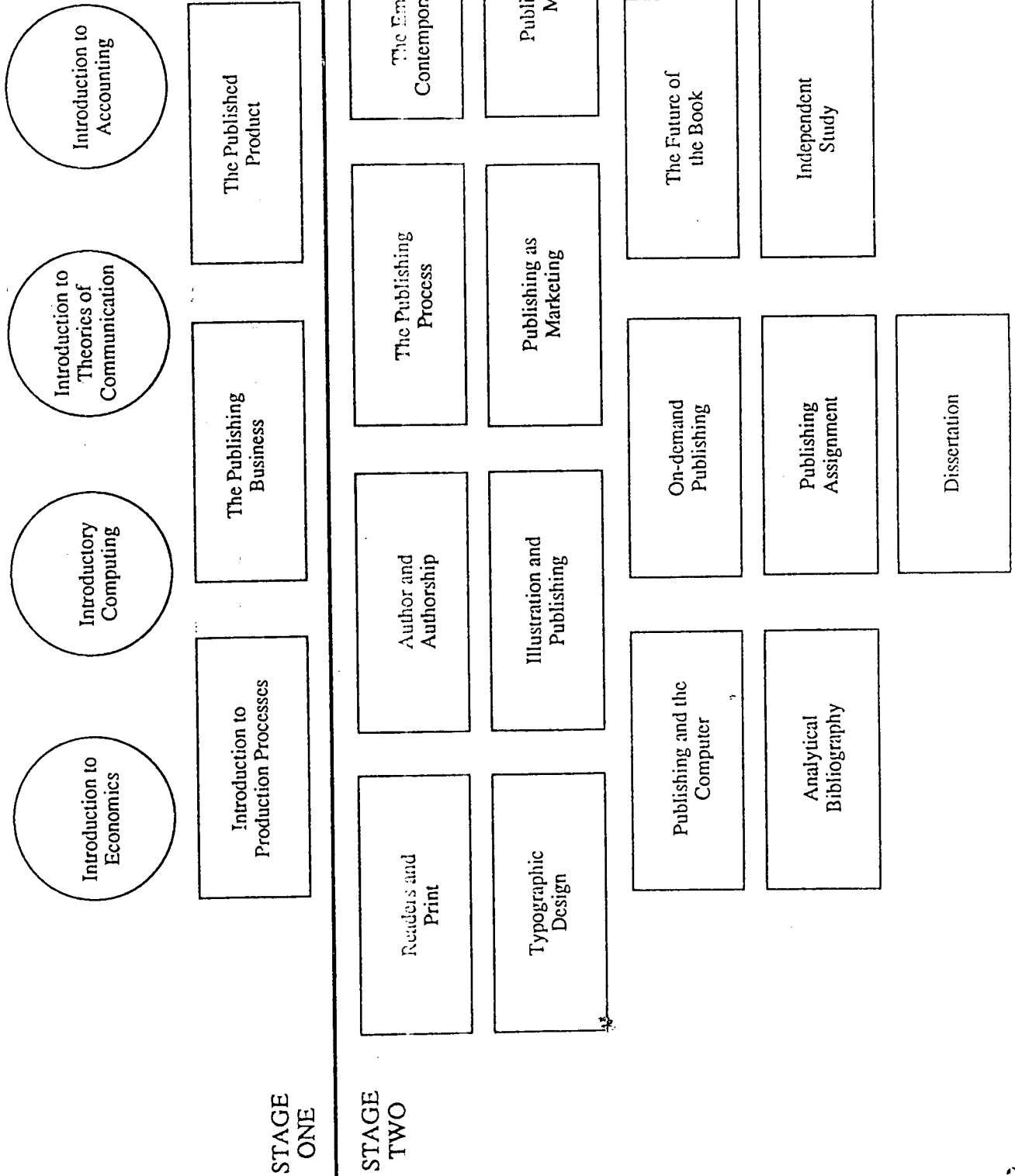Two Canadian academics that have expertise are:

      David Godfrey, Professor, University of Victoria, Creative Writing Dep't, co-owner, Press Porcepic and Softwords. Professor Godfrey has been involved in a variety of publishing initiatives.

      George Parker, Professor, English Department, Royal Military College, Kingston, Ontario. Professor Parker is the author of The Beginnings of the Book Trade in Canada, the only academic history of Canadian publishing.

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VII   LIST OF APPENDICES

1. Oxford Polytechnic Publishing Program (Diagram)
2. Proposed Graduate Calendar Entry
3. Draft Letter of Agreement between Simon Fraser University and Publishing Institution Regarding Internship Placement and Responsibilities
4. Proposed Adjunct Professors
5. Full Course Outlines and Bibliographies
6. CV's of Current Full Time Faculty Members with Expertise in Publishing and Media Research.
7. Short Biographies of Proposed Adjunct Faculty

APPENDIX 1
OXFORD POLYTECHNIC PUBLISHING PROGRAM

STAGE ONE

- Introduction to Economics
- Introductory Computing
- Introduction to Theories of Communication
- Introduction to Accounting

- Introduction to Production Processes
- The Publishing Business
- The Published Product

STAGE TWO

- Readers and Print
- Author and Authorship
- The Publishing Process
- The Emergence of Contemporary Publishing

- Typographic Design
- Illustration and Publishing
- Publishing as Marketing
- Publishing as Media

- Publishing and the Computer
- On-demand Publishing
- The Future of the Book

- Analytical Bibliography
- Publishing Assignment
- Independent Study

- Dissertation

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APPENDIX 2

Proposed Calendar Entry

MASTER OF PUBLISHING (M. Pub.)

Location: Room 6235 Classroom Complex
                SFU Harbour Centre

Director: Rowland Lorimer (B.A., M.A. Manitoba, Ph.D. Univ. of Toronto)

Graduate
Program Subcommittee
Chair: Rowland Lorimer

ASSOCIATE FACULTY AND AREAS OF RESEARCH

Alison Beale, history of communication
Peter Buitenhuis, writers and propaganda
Richard Coe, rhetoric
Suzanne De Castell, literacy
Paul Heyer, print, history of communication
Rowland Lorimer, publishing policy;
Roy Miki, writing and literary publishing

ADJUNCT FACULTY

James J. Douglas Retired Publisher (Douglas and McIntyre)
Paul Whitney, Acquisitions Librarian, Burnaby Public Library
Basil Stuart-Stubbs, Professor of Library Science
Francess Halpenny, Retired Professor of Library Science
Karl Siegler, Publisher, Talonbooks
Karen Morgan, Acquisitions Editor, UBC Press
Ian Montagnes, Senior Editor, Univ. of Toronto Press
Ralph Hancox, President and CEO, Reader's Digest Canada
Jorge Frascara, University of Alberta
Crispin Elsted, Barbarian Press
Stephen Osborne, Vancouver Desktop Publishing
Laurie Lewis, University of Toronto Press
Jean Wilson, University of British Columbia Press
Jane Fredeman, Editor

DEGREES OFFERED

The Canadian Centre for Studies in Publishing through the Department of Communication offers a program of study leading to a Master of Publishing (M. Pub.). The M. Pub. program is designed for full time and part time study by persons in or intending to enter the publishing industry. It is based on a set of courses plus a project performed in an applied setting. The program encompasses the full range of publishing activities including business, design and editing.

ADMISSION REQUIREMENTS

Candidates will be expected to satisfy the minimum University published requirements for admission.

~~The normal admission requirement to the M. Pub. program is a Bachelors degree with a second class average from a recognized university or the equivalent.~~ In addition, applicants will be required a) to have some demonstrated familiarity with the publishing industry, b) to be familiar with the operation of both MacIntosh and IBM compatible micro-computers, and c) to demonstrate a suitable level of competence in English composition.

DEGREE REQUIREMENTS

1. Course Work:

M. Pub. candidates are required to complete a minimum of 46 semester hours work, 38 hours of course work plus an internship worth 8 semester hours. Normally the courses will be selected from the list below but not including CMNS 677 and CMNS 678. The Graduate Program Subcommittee Chair may grant some students leave to substitute CMNS 677 and CMNS 678 for other courses in the program. Criteria that will be considered in granting substitution will include clear career goals and talents focussed on editing and extensive industry and/or relevant academic experience. Additional courses, both graduate and undergraduate, may be required to correct deficiencies in the student's background.

2. Internship

A key component of the M. Pub. program is an internship with a focal project which integrates the knowledge gained during the student's graduate studies with the demands of an applied setting. This internship is to performed in the workplace, typically in industry, public institutions or government. An appropriate level of documentation and reporting is required. Typically, the internship will last four months.

During the internship the student will receive academic supervision as required from the student's Senior Supervisor at the university. Day to day supervision will be the responsibility of designated industry supervisors. These professionals will have appropriate qualifications and will be appointed by the University. In the case of very small companies, alternative arrangements may be made for supervision.

The internship will focus on a specific project. The project will be initiated by the student, by one or more members of the student's Supervisory Committee or by the industry supervisor's employer. The student will draw up an outline that defines the scope of the project, plans for documentation and reporting, anticipated activities, schedule and conclusion. The outline will be approved by the student's Supervisory

Committee and the Chair of the Graduate Program Subcommittee for the Master of Publishing. Commitment of the company or institution, the industry supervisor and the University will be formalized by an exchange of letters.

The student will be required to produce two reports; the first, a Work Report which will be an appraisal of the student's work experience, and the second, a Project Report which will be an investigation and analysis of a particular problem or case. The latter will serve as a record and interpretation of the project.

The Supervisory Committee and the Graduate Program Subcommittee Chair will assess the student's project on the basis of the conduct of the project, quality of the work, and quality of the reports. There will be no oral examination, however, a Project Report will be submitted in accordance with paragraph 1.10.6 of the General Regulations for Graduate Studies.

GRADUATE COURSE CALENDAR DESCRIPTIONS

Simon Fraser University
Master of Publishing
Draft: June, 1990

Academic Core Courses

CMNS 800-5 Contemporary Approaches in Communication Studies
>(See Department of Communication Graduate Courses)

CMNS 815-5 The Social Matrix of Communication
>(See Department of Communication Graduate Courses)

CMNS 830-5 Communications Media: Research and Development
>(See Department of Communication Graduate Courses)

CMNS 840-5 Political Economy of Communications
>(See Department of Communication Graduate Courses)

CMNS 870-5 Text and Context
>An examination of two fundamental elements that contribute to our understanding of the role of publishing in society. Part 1 examines the medium of print and its influence on human expression and thought. Part 2 discusses the publishing programs of selected contemporary publishers in both a cultural and business context.

CMNS 871-4 The History of Publishing
>A consideration of publishing from the time of Gutenberg to the present day. Emphasis will be placed on the role of publishing and publishing policies in Canadian and other societies.

CMNS 872-4 Technology and the Evolving Form of Publishing
>An examination of the social, cultural, legal, economic and political implications of evolving publishing business forms, publication formats, markets, policies and especially technology. Opportunities for Canadian publishing in domestic and global markets will be emphasized.

Professional Core Courses

CMNS 670-4 Topics in Publishing Management
>An analysis of management issues essential to the daily operation of publishing firms. Emphasis will be placed on the distinctive nature of publishing as a cultural/ information industry, the applicability of theory and practice in marketing and accounting and the legal underpinnings of publishing.

CMNS 671-4 Editorial Theory and Practice
>The theoretical component of this course focuses on theories of composition and rhetoric. The practical component focuses on the various types of editing that take place in publishing. Students are examined on both the theory and their attained competence in editing.

CMNS 672-4 Design and Production Control in Publishing

Part 1 is a consideration the principles of and current trends in graphic design and illustration as applied in the publishing industry. Students will undertake design exercises in addition to learning basic principles. Part 2 consists of an examination, by means of a practical project, of the elements of production for printed work.

BUS   528-5 Accounting

(See Faculty of Business Administration Calendar Entry)

BUS   543-4 Introductory Graduate Marketing

(See Faculty of Business Administration Calendar Entry)

Alternative Courses for Advanced Students

CMNS 677-4 Directed Studies

CMNS 678-4 Contemporary Issues Seminar

This course is offered occasionally depending on the availability of faculty with specific detailed expertise.

Internship

CMNS 679-8 Publishing Internship

Students are placed in an applied setting. The work they undertake must be of sufficient depth and breadth to allow the student the opportunity to demonstrate his or her acquired knowledge and skills. Students will be required to produce two reports; the first, a Work Report which will be an appraisal of the student's work experience, and the second, a Project Report which will be an investigation and analysis of a particular problem or case.

NOTE: SEE APPENDIX 5 FOR TYPICAL FULL COURSE OUTLINES AND
         COURSE BIBLIOGRAPHIES

APPENDIX 3

DRAFT LETTER OF AGREEMENT RE INTERNSHIP

<Name of Person>
<Company or Institution>
<Address>
<City, Province>
<Postal Code>

Dear Sir/Madam:

This letter is meant to serve as a formal agreement between Simon Fraser University and <Name of Company>. It outlines our understanding of the responsibilities you have indicated you and your company are willing to undertake in return for the services you may gain from having a student work under your supervision. Simon Fraser University is unable to provide any compensation for these undertakings.

It is our understanding that you have agreed to accept <name of student> as an intern for a period of four months starting <date as agreed> and that the necessary authorizations for this arrangement have been obtained within your company. We understand further that the above named student will be responsible to <name of industrial supervisor> who will serve as his/her industrial supervisor.

The responsibilities of the industrial supervisor are as follows:
1. to provide appropriate guidance to the student to enable him or her to carry out the work as outlined on the attached project description,
2. to provide a critical assessment of the final report which, together with the assessments of the other supervisory committee members will determine the acceptability of the project.

It is agreed that the above named student will
-undertake work as outlined on the attached project description,
-between the dates specified on that outline, and
-that the student will prepare a report satisfactory to his project supervisory committee.

The student's supervisory committee is composed of the following members:
1. Senior Supervisor <name>
2. Committee Member <name>
3. Industrial Supervisor <name>.

Further to our discussions we would like to underline two key elements of the internship. The first deals with work; the second, with education. At or before the completion of the internship all students are required to provide you and us with a critical report and appraisal of their work experience. Separate from this report, students are required to produce a second report which is to be an investigation and analysis of a particular problem or case. The second report should demonstrate mastery of existing knowledge, abilities to handle documentation, and ability to synthesize empirically gathered data.

Should it be impossible for the work as outlined to be undertaken in the time period identified, the student or industrial supervisor will inform the student's senior supervisor or the Graduate Program Sub-committee Chair and alternative arrangements will be made.

Thank you for your willingness to participate in this program. Internships in applied settings are an invaluable contribution to our program.

Yours sincerely,

Graduate Program Subcommittee Chair of the CCSP.

The signature of the Graduate Program Subcommittee Chair indicates agreement of Simon Fraser to the terms of this letter. Your signature below similarly indicates agreement with the terms of this letter. If you agree with the terms as outlined, please sign both copies of this letter and return one for our records.

_____

Signature of Industrial Supervisor

_____

Signature of other corporate or institutional officer (if necessary)

APPENDIX 4

PROPOSED ADJUNCT PROFESSORS

James J. Douglas Retired Publisher (Douglas and McIntyre)
Paul Whitney, Acquisitions Librarian, Burnaby Public Library
Basil Stuart-Stubbs, Professor of Library Science
Francess Halpenny, Retired Professor of Library Science
Karl Siegler, Publisher, Talonbooks
Karen Morgan, Acquisitions Editor, UBC Press
Ian Montagnes, Senior Editor, Univ. of Toronto Press
Ralph Hancox, President and CEO, Reader's Digest Canada
Jorge Frascara, University of Alberta
Crispin Elsted, Barbarian Press
Stephen Osborne, Vancouver Desktop Publishing
Laurie Lewis, University of Toronto Press
Jean Wilson, University of British Columbia Press
Jane Fredeman, Editor

APPENDIX 5

New Course Proposals, Outlines and Bibliographies*

* NOTE TO SENATORS

The Bibliographies were included in the original paper but
have not been duplicated for Senate. They are available in
the Office of the Registrar, Secretary of Senate and a limited
number of copies will be available at the Senate meeting in the
event that Senators would like to view them.

CALENDAR INFORMATION:

Department:___COMMUNICATION_____Course Number_870-5_

Title: Text and Context

Description: An examination of the two fundamental elements that contribute to our understanding of the role of publishing in society. Part I examines the medium of print and its influence on human expression and thought. Part II discusses the publishing programs of selected contemporary publishers in a cultural and business context.

Credit hours: 5 Vector:3-0-0 Prerequisites: Admittance to Prgm.

ENROLMENT AND SCHEDULING:

Estimated Enrolment: 15   When will course first be offered: 90/91

How often will the course be offered: once per year

JUSTIFICATION: A review of various perspectives describing the influence of print and publishing on society. An analysis of the contributions of publishers in contemporary society and the manner in which that contribution is made.

RESOURCES:

Which faculty member will normally teach the course:

Heyer, Lorimer, de Castell, Beale and new, visiting faculty.

What are the budgetary implications of mounting the course:

See Proposal.

Appended: a) Outline of the course
b) Indication of the competence of the faculty member to give the course. cv's attached.
c) Library resources: see evaluation and proposal.

Approved: Dep't Grad. Studies Committee:_____ Date:_____

Faculty Grad. Studies Cmmtte:_____ Date:_____

Faculty:_____ Date:_____

Senate Grad Studies Cmmtte:_____ Date:_____

Senate:_____ Date:_____

CMNS 870-5 TEXT AND CONTEXT

Calendar Description:

An examination of two fundamental elements that contribute to our understanding of the role of publishing in society. Part 1 examines the medium of print and its influence on human expression and thought. Part 2 discusses the publishing programs of selected contemporary publishers in both a cultural and business context.

Week by Week Outline:

Part 1 <u>Historical and Theoretical Background</u>

1.　　Orality and literacy

2.　　The Tradition of Western Literacy from Greece to the middle ages

3.　　The Printing Press and its Consequences 1

4.　　The Printing Press and its Consequences 2

Part 2 <u>Publishers and their Lists</u>

5.　　The Philosophies of Publishers

6.　　The Development of the List

7.　　Balancing the List

8.　　Acquisitions of Manuscripts

9.　　Manuscript Evaluation

10.　Case Studies: Historical

11.　Case Studies: Modern

12.　Case Studies: Canadian

13.　The Publisher as an Agent in Society

TEXT AND CONTEXT

BIBLIOGRAPHY PART 1

Bohne, H. Publishing: The Creative Business. Toronto: University of Toronto Press, 1973

Burke, J. The Day the Universe Changed. Boston: Little, Brown, 1985

Darnton, R. The Great Cat Massacre and Other Episodes in French Cultural History. New York: Basic Books, 1984.

De Castell, S. Language, Authority and Criticism: Readings on the School Textbook. London, Falmer Press, 1988

---------- Literacy, Society and Schooling: A Reader. Cambridge: Cambridge University Press, 1986.

De Kerckhove, D. The Alphabet and the Brain: The Lateralization of Writing. Berlin: Springer- Verlag, 1988

Eco, U. The Name of the Rose. Boston: G.K. Hall, 1984

Eisenstein, E. The Printing Press as an Agent of Change: Communications and Cultural Transformations in Early Modern Europe. New York: Cambridge University Press, 1980.

Goody, J. Literacy in Traditional Societies. Cambridge: Cambridge University Press, 1975.

Havelock, E. Preface to Plato. Cambridge, Mass.: Belknap Press, 1963.

Innis, H. The Bias of Communication. Toronto: University of Toronto Press, 1973.

---------- Empire and Communication. Toronto: University of Toronto Press, 1972.

McLuhan, M. The Gutenberg Galaxy. Toronto: University of Toronto Press.

Olson, D. Literacy, Language and Learning: the Nature and Consequences of Reading and Writing. Cambridge: Cambridge University Press, 1985.

---------- Media and Symbols: the Forms of Expression, Communication and Education. Chicago: University of Chicago Press, 1974.

---------- Social Foundations of Language and Thought: Essays in Honor of Jerome S. Bruner. New York: Norton, 1980.

Ong, W. Orality and Literacy. London: Methuen, 1982.

---------- Rhetoric, Romance and Technology: Studies in the Interaction of Expression and Culture. Ithica: Cornell University Press, 1971.

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SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department:___COMMUNICATION_____Course Number_871-4_

Title: History of Publishing

Description: A consideration of publishing from the time of Gutenberg to the present day. Emphasis will be placed on the role of publishing and publishing policies in Canadian and other societies.

Credit hours: 4 Vector:3-0-0 Prerequisites: Admittance to Prgm.

ENROLMENT AND SCHEDULING:

Estimated Enrolment: 15   When will course first be offered: 90/91

How often will the course be offered: once per year

JUSTIFICATION: An analysis of the role of books and other forms of publishing in Europe and North America from an historical context.

RESOURCES:

Which faculty member will normally teach the course:

Lorimer, new and visiting faculty; e.g. Halpenny.

What are the budgetary implications of mounting the course:

See Proposal.

Appended: a) Outline of the course
           b) Indication of the competence of the faculty member to give the course. cv's attached.
           c) Library resources: see evaluation and proposal.

Approved: Dep't Grad. Studies Committee:_____ Date:_____

            Faculty Grad. Studies Cmmtte:_____ Date:_____

            Faculty:_____ Date:_____

            Senate Grad Studies Cmmtte:_____ Date:_____

            Senate:_____ Date:_____

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CMNS 871-4 HISTORY OF PUBLISHING

Calendar Description:

> A consideration of publishing from Gutenberg to the present day.
> Emphasis will be placed on the role of publishing and publishing policies
> in Canadian and other societies.

Week by week outline:

1. Printing/bookselling/publishing
   Inter-relationship after establishment of print in Western Europe
   gradual distinction of functions in Europe
   North American parallels

2. Publishing prior to the 19th century
   Religion, philosophy, literature, history, ballads
   The nature of audiences
   Mechanism of distribution

3. Publishing and public authority
   Licensing and censorship
   Emergence of copyright
   Development of copyright nationally and internationally
   The place of Canada between Britain and the U.S.

4. Models for examining publishing
   descriptive bibliography
   the history of the book
   economic approach

5. Publishers of the 19th and 20th centuries 1
   family firms in Europe and the U.S.
   rationales, policies, methods of operation

6. Publishers of the 19th and 20th centuries 2

7. The place of authors in publishing
   the circling continuum
   individual case studies
   editors and their roles
   the combined effect of author/publisher on society

8. Publishing as an international operation
   the role of copyright and trading markets
   rights sales
   agency operations by European colonizers
   economic, intellectual and cultural implications

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9.   Publishing for the many
         reprint series, original series, cheap editions
         Everyman, Penguin, the Modern Library audiences, entrepreneurship,
         distribution

10.   Specialized Publishing
         Education, law, science, writing for children
         manuals, dictionaries, encyclopedias, translation
         emigrant guides, scholarly presses
         private presses and small presses

11.   The influence of changing techniques of production
         from hand to mono, linotype and film
         lithography and offset
         colour printing

12.   Distinctive characteristics of Canadian publishing 1
         reading habits of early inhabitants
         the book trade and education
         centralization in Toronto and Montreal
         aspects of regionalism

13.   Distinctive characteristics of Canadian publishing 2
         the publication of Canadian writers
         two industries - one nation
         Significant Canadian houses
         A comparison with Australia

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department:___COMMUNICATION_____Course Number_872-4_

Title: Technology and the Evolving Form of Publishing

Description: An examination of the social, cultural, legal, economic and political implications of evolving publishing business forms, publication formats, markets, policies and especially technology. Opportunities for Canadian publishing in domestic and global markets will be emphasized.

Credit hours: 4 Vector:3-0-0 Prerequisites: Admittance to Prgm.

ENROLMENT AND SCHEDULING:

Estimated Enrolment: 15   **When will course first be offered:** 90/91

How often will the course be offered: once per year

JUSTIFICATION: An assessment of the contemporary form of publishing operations from multiple perspectives. Special emphasis will be placed on technology and its likely influence on the future of publishing.

RESOURCES:

Which faculty member will normally teach the course:

Lorimer, new and visiting faculty.

What are the budgetary implications of mounting the course:

See Proposal.

Appended: a) Outline of the course
b) Indication of the competence of the faculty member to give the course. cv's attached.
c) Library resources: see evaluation and proposal.

Approved: **Dep't Grad. Studies Committee:**_____ **Date:**_____

Faculty Grad. Studies Cmmtte:_____ **Date:**_____

Faculty:_____ **Date:**_____

Senate Grad Studies Cmmtte:_____ **Date:**_____

Senate:_____ **Date:**_____

CMNS 872-4 TECHNOLOGY AND THE EVOLVING FORM OF PUBLISHING

Calendar Description:

> An examination of the social, cultural, legal, economic and political implications of evolving publishing business forms, publication formats, markets, policies and especially technology. Opportunities for Canadian publishing in domestic and global markets will be emphasized.

Week by Week Outline:

Part 1 Background

1. The Foundations of Publishing: Overview

2. A Heterogeneous Industry: Technological, Cultural and Material Form

3. Recent Technological Change: New Processes, new Alignments

Part 2 Current Forms, Practices and Trends

4. Production and Manufacture

5. Distribution and Fulfillment: National and International Systems and Structures

6. Writing and Editing

8. Layout, Design and Illustration,

9. Evolving Material Forms

10. Ownership

11. Finance

12. Markets and Marketing

13. Developing Countries, their cultures and their markets

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department:___COMMUNICATION___ ___ _____Course Number_670-4_

Title: Topics in Publishing Management

Description: An analysis of management issues essential to the daily operation of publishing firms. Emphasis will be placed on the distinctive nature of publishing as a cultural/information industry, the applicability of theory and practice in marketing and accounting and the legal underpinnings of publishing.

Credit hours: 4 **Vector:**3-0-0 **Prerequisites:** Admittance to Prgm.

ENROLMENT AND SCHEDULING:

Estimated Enrolment: 15   **When will course first be offered:** 90/91

How often will the course be offered: once per year

JUSTIFICATION: An overview of the management issues relevant to publishing.

RESOURCES:

Which faculty member will normally teach the course:

New and visiting faculty.

What are the budgetary implications of mounting the course:

See Proposal.

Appended: a) Outline of the course
b) Indication of the competence of the faculty member to give the course.
c) Library resources: see evaluation and proposal.

Approved: Dep't Grad. Studies Committee:_____   Date:_____

Faculty Grad. Studies Cmmtte:_____   · Date:_____

Faculty:_____   Date:_____

Senate Grad Studies Cmmtte:_____   Date:_____

Senate:_____   Date:_____

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CMNS 670-4 TOPICS IN PUBLISHING MANAGEMENT

Calendar Description:

An analysis of management issues essential to the daily operation of publishing firms. Emphasis will be placed on the distinctive nature of publishing as a cultural/information industry, the applicability of theory and practice in marketing and accounting and the legal underpinnings of publishing.

Week by week outline:

Part 1: Finance and Administration

1.   Global Budget/Cash Flow
        - key ratios, inventory, financing

2.   Individual Title Budgets

3.   Grants and Subsidies

4.   Agency Agreements and Distribution

5.   Industry Economics

Part 2: Marketing

6.   Structure of Markets: Domestic and International

7.   Advertising Including Copywriting

8.   Promotion

9.   Sales

10.   Developing a Marketing Strategy

Part 3: Legal and Ethical Issues

11.   Copyright 1
        - subsidiary rights, reprography, public lending

12.   Copyright 2
        - libel. plagiarism, obsenity, censorship, hate literature

13.   Contracts

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SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department:___COMMUNICATION_____Course Number_671-4_

Title: Editorial Theory and Practice

Description: The theoretical component of this course will focus on the theories of composition and rhetoric. The practical component will focus on the various types of editing that are used in publishing. Students are examined on both theory and attained competence in editing.

Credit hours: 4 **Vector:** 2-0-2 **Prerequisites:** Admittance to Prgm.

ENROLMENT AND SCHEDULING:

Estimated Enrolment: 15   **When will course first be offered:** 90/91

How often will the course be offered: once per year

JUSTIFICATION: A theoretical framework for analyzing the process of writing and editing is presented, followed by the application and evaluation of the techniques derived from that perspective to the editorial process.

RESOURCES:

Which faculty member will normally teach the course:

     R. Coe, new and visiting faculty.

What are the budgetary implications of mounting the course:

     See Proposal.

Appended: a) Outline of the course
                b) Indication of the competence of the faculty member to give the course. cv's attached.
                c) Library resources: see evaluation and proposal.

Approved: **Dep't Grad. Studies Committee:**_____   **Date:**_____

        Faculty Grad. Studies Cmmtte:_____   **Date:**_____

        Faculty:_____   **Date:**_____

        Senate Grad Studies Cmmtte:_____   **Date:**_____

        Senate:_____   **Date:**_____

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CMNS 671-4 EDITORIAL THEORY AND PRACTICE

Calendar Description

The theoretical component of this course focuses on theories of composition and rhetoric. The practical component focuses on the various types of editing that take place in publishing. Students are examined on both editing theory and their attained competence in editing.

Week by week outline:

PART 1 Conceptual Foundations

1. Language, Thinking and Rhetoric: How Words Work in Discourse

2. How People Write: The Process
   When and How Editors Intervene
          a) Invention: Generating Material, Focus & Strategies
          b) Vision and Re-Vision
                1) Major Revision: Reformulation
                2) Minor Revision: Copy Editing

3. Writing to Be Read: Editing for Readers
          a) Readability
          b) Discourse Community
          c) Beginnings, Middles, and Endings
          d) Paragraphing, Headings, and Other Coherence Cues
          e) Conventions

4. Persona, Style and Voice
          a) An Honest Style
          b) Metaphor: Choosing Images
          c) Diction: Choosing Words
          d) Sentence Structure

5. Analyzing Writing Tasks
   Analyzing Discourse Communities (a.k.a. Markets)

PART 2 Elements of Practice

6. Editor and Author Relationship
   Manuscript Evaluation and Editorial Decision

7. Substantive Editing

8. Copy-Editing: Fiction & Children's Books

9. Copy-Editing: Non Fiction

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SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department:___COMMUNICATION_____Course Number_672-4_

Title: Design and Production Control in Publishing

Description: Part 1 will consider the principles and current trends in graphic design and illustration as applied in the publishing industry. Students will undertake design exercises in addition to learning basic principles. Part 2 will examine by means of a practical project, the elements of production for printed work.

Credit hours: 4 **Vector:**2-0-2 **Prerequisites:** Admittance to Prgm.

ENROLMENT AND SCHEDULING:

Estimated Enrolment: 15   **When will course first be offered:** 90/91

How often will the course be offered: once per year

JUSTIFICATION: A discussion of contemporary practices and principles in graphic design and illustration. Application and analysis of learned principles to a publishing project.

RESOURCES:

Which faculty member will normally teach the course:

New and visiting faculty.

What are the budgetary implications of mounting the course:

See Proposal.

Appended: a) Outline of the course
              b) Indication of the competence of the faculty member to give the course.
              c) Library resources: see evaluation and proposal.

Approved: **Dep't Grad. Studies Committee:**_____ **Date:_____**

              Faculty Grad. Studies Cmmtte:_____ **Date:_____**

              Faculty:_____ **Date:_____**

              Senate Grad Studies Cmmtte:_____ **Date:_____**

              Senate:_____ **Date:_____**

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CMNS 672-4: DESIGN AND PRODUCTION CONTROL IN PUBLISHING

Calendar Description:

> Part 1 is a consideration of the principles and current trends in graphic design and illustration as applied in the publishing industry. Students will undertake design exercises in addition to learning the basic principles.
> Part 2 consists of an examination, by means of a practical project, of the elements of production for printed work.

Week by week Outline:

1. INTRODUCTION TO DESIGN
The purpose of design
The process of design
Tools and equipment
Relationship with author and artist
Relationship with editing, marketing and production departments
Budgeting, printer specifications, cost control

2. PRINCIPLES OF DESIGN
Balance
Contrast
Use of white space
Use of a grid

3. TYPOGRAPHY
A brief history of type
Typesetting terminology
Typesetting methods
Matching typeface to content
Output devices
Desktop and traditional systems
Software options

4. THE OFFSET PROCESS
Papers
Cloths
Leathers
Special effects
Inks
Imposition
Printing and presses
Binding

5. CHARACTERISTICS OF ILLUSTRATION AND PHOTOGRAPHY
The relationship between designer and illustrator/photographer
Making photo decisions
Integrating illustrative material with type

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Colour characteristics
The principle of halftones
Separations and printing
Preparation of film for lithography
Special effects

6. THE DESIGN PROCESS
Critical paths
Casting off the manuscript
Choosing the format, paper and type
Thumbnail sketches
Designing the body, prelims and end-matter
Drawing up specifications

7. PRINCIPLES AND PRACTICES OF LAYOUT

8. PREPARATION OF ART
Using mechanicals
Using the computer
Electronic pagination software

9. DESIGNING THE CASE AND THE COVER

10. DESIGNING THE ILLUSTRATED BOOK
Commissioning art and photography
Use of illustration archives and stock photo suppliers

11. DESIGNING DIFFERENT KINDS OF BOOKS
Textbooks
Belles-lettres
Cookbooks
Children's books
How-to books
Limited editions

12. DESIGNING HOUSE, IMPRINT AND SERIES GRAPHIC STANDARDS; DESIGNING CATALOGUES AND OTHER MARKETING MATERIAL

13. PRODUCTION CONTROL
Scheduling
Buying type, print and binding
Purchase orders and contracts
Budgeting and costing as they relate to design options
Relationship with other departments
Proofing

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SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department:___COMMUNICATION_____Course Number_677-4_

Title: Directed Studies

Credit hours: 4 Vector:3-0-0 Prerequisites: Admittance to Prgm.

ENROLMENT AND SCHEDULING:

Estimated Enrolment: 15   When will course first be offered: 90/91

How often will the course be offered: once per year

JUSTIFICATION: Allows students with advanced standing to pursue other subject areas.

RESOURCES:

Which faculty member will normally teach the course:

    To be determined by subject matter.

What are the budgetary implications of mounting the course:

    See Proposal.

Appended: a) Outline of the course
          b) Indication of the competence of the faculty member to give the
             course. cv's attached.
          c) Library resources: see evaluation and proposal.

Approved: Dep't Grad. Studies Committee:_____ Date:_____

             Faculty Grad. Studies Cmmtte:_____ Date:_____

             Faculty:_____ Date:_____

             Senate Grad Studies Cmmtte:_____ Date:_____

             Senate:_____ Date:_____

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SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department:___COMMUNICATION_____Course Number_678-4_

Title: Contemporary Issues Seminar

Description: This course is offered occasionally depending on the availability of faculty with specific detailed expertise.

Credit hours: 4 Vector:3-0-0 Prerequisites: Admittance to Prgm.

ENROLMENT AND SCHEDULING:

Estimated Enrolment: 15   When will course first be offered: 90/91

How often will the course be offered: once per year

JUSTIFICATION: Allows the mounting of special topic courses for advanced students.

RESOURCES:

Which faculty member will normally teach the course:

     To be determined.

What are the budgetary implications of mounting the course:

     See Proposal.

Appended: a) Outline of the course
           b) Indication of the competence of the faculty member to give the course.
           c) Library resources: see evaluation and proposal.

Approved: Dep't Grad. Studies Committee:_____ Date:_____

             Faculty Grad. Studies Cmmtte:_____ Date:_____

             Faculty:_____ Date:_____

             Senate Grad Studies Cmmtte:_____ Date:_____

             Senate:_____ Date:_____

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SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department:___COMMUNICATION_____Course Number_679-8_

Title: Publishing Internship

Description: Students are placed in an applied setting. The work they undertake must be of sufficient depth and breadth to allow the student the opportunity to demonstrate his or her acquired knowledge and skills. Students will be required to produce two reports; the first, a Work Report which will be an appraisal of the student's work experience, and the second, a Project Report which will be an investigation and analysis of a particular problem or case.

Credit hours: 8 Vector: Prerequisites: Admittance to Prgm.

ENROLMENT AND SCHEDULING:

Estimated Enrolment: 15   When will course first be offered: 90/91

How often will the course be offered: once per year

JUSTIFICATION: Internship provides the opportunity for students to apply knowledge and skills gained in an applied setting.

RESOURCES:

Which faculty member will normally teach the course: N/A

What are the budgetary implication of mounting the course:

    See Proposal.

Appended: a) Outline of the course
        b) Indication of the competence of the faculty member to give the
           course. cv's attached.
        c) Library resources: see evaluation and proposal.

Approved: Dep't Grad. Studies Committee:_____ Date:_____

            Faculty Grad. Studies Cmmtte:_____ Date:_____

            Faculty:_____ Date:_____

            Senate Grad Studies Cmmtte:_____ Date:_____

            Senate:_____ Date:_____

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ATTACHMENTS TO MASTER OF PUBLISHING PROPOSAL

1. 16 October 1989 memo from J. Peters, Chair, Faculty of Applied Sciences Graduate Studies Committee

2. 12 October 1989 memo from Sharon Thomas, Head, Collections Management, Library

3. Comments of external reviewers

4. 15 June 1990 memo from Dr. Lorimer

SIMON FRASER UNIVERSITY
School of Computing Science
MEMORANDUM

TO: B. P. Clayman,
        Dean, Graduate Studies

FROM: Joseph G. Peters,
        Director, Graduate Studies

RE: Master's Program in Publishing

DATE: October 16, 1989

At the meeting of the Faculty of Applied Sciences Graduate Studies Committee on October 4, 1989, the proposal for a new Master's Program in Publishing, put forward by the Department of Communication, was discussed. The committee voted to accept the proposal.

Joseph G. Peters

JGP:kj

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SIMON FRASER UNIVERSITY

M E M O R A N D U M
****

TO: Rowland Lorimer,
Canadian Centre for
Studies in Publishing

FROM: Sharon Thomas,
Head, Collections Management
Library

SUBJECT: MASTER'S IN PUBLISHING

DATE: October 12, 1989

The proposed Master's Program in Publishing (M.Pub.) imposes three obligations on the Library:

1) To support eight new graduate level courses.

2) To build and maintain a research collection in publishing adequate to support the needs of faculty and graduate students.

3) To provide, where appropriate, additional copies of books and journals for the Belzberg Library in order to meet the needs of both the main campus and Harbour Centre.

NEW COURSES

1) CMNS 870-5   TEXT AND CONTEXT

We have a reasonably good collection of materials cited for this course with the Library already owning 70% of the monographs and 100% of the annuals needed. However, much of this material is already heavily used and, additional copies of the most important titles should be purchased. In addition we should add about 30 monographs which are not yet owned by the Library.

The bibliography includes eleven standard trade reference works, all of which involve ongoing subscriptions. The Library already subscribes to all these titles but they are primarily used as working tools for library staff and should be duplicated, either for the Belzberg or Bennett Libraries.

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2) <u>CMNS 871-4</u>   <u>THE HISTORY OF PUBLISHING</u>

Our collection of materials on publishing history is not extensive but we do own about 61% of the titles cited in the bibliography. The addition of some 35 titles would greatly enhance the Library's support for this course. In addition, a number of the important titles are in the reference section of the Bennett Library and should be duplicated for Harbour Centre.

3) <u>CMNS 872-4</u>   <u>TECHNOLOGY AND THE EVOLVING FORM OF PUBLISHING</u>

Again, the Library owns about 60% of the cited sources with many of them heavily used on the main campus.

4) <u>CMNS 670-2</u>   <u>PUBLISHING LAW</u>

Our collection is small but would appear adequate to meet the specific needs of this course with the purchase of a few additional copies.

5) <u>CMNS 671-4</u>   <u>THEORY AND PRACTICE IN WRITING AND EDITING</u>

The existing collection of titles relating to this course has been built to support broad, cross-disciplinary interests in writing, editing and scholarly publishing. Since demand on the main campus is unlikely to decline we should purchase additional copies of the core works.

6) <u>CMNS 672-4</u>   <u>DESIGN AND PRODUCTION CONTROL</u>

We have never collected heavily in this area and the Library can offer only minimal support for this course from the exisiting collection. However, although we need to buy fairly heavily in order to build the collection, its usage should be limited to Publishing Program participants and single copies should suffice.

7) <u>CMNS 673-4</u>   <u>MARKETING FOR THE PUBLISHING INDUSTRY</u>

The Library collects marketing materials quite extensively in support of the Faculty of Business Administration but we are quite weak insofar as works specific to the publishing industry are concerned. We need to buy the more specialized materials as well as adding copies of the core general titles.

8)   CMNS 675-4   <u>ORGANIZATIONAL FINANCE AND ADMINISTRATION</u>
                  <u>FOR THE PUBLISHING INDUSTRY</u>

As in the previous course, and for similar reasons, we are strong on general titles and weak on those specifically oriented to the publishing industry with similar remedies required.

Costs for the support of these new courses will be included in the estimate for the program as a whole but it should be noted that these expenditures, unlike those involved in building the general collection to an adequate level, should be funded as soon as possible if the M.Pub. is approved for implementation in September, 1990.

BUILDING A RESEARCH COLLECTION

It is relatively simple to prepare the Library for the eight new courses. Given appropriate funding and sufficient lead time (a minimum of six months would be desirable) we could provide adequate support for the individual courses which support the M.Pub. program. However, building a research library is a much more difficult, time-consuming and expensive procedure. It implies a collection of far greater depth and complexity than one designed to simply support a group of courses and it is when the Library is examined in this context that its weaknesses become apparent.

The subject catalog reveals a collection which covers a wide variety of topics (several hundred subject headings) in a consistently superficial manner. Where coverage exists to a greater depth than one or two citations the existing collection is frequently in heavy use already for existing communications courses.

The journal collection is adequate for undergraduate usage and serves the working needs of the Librarians well but will require considerable enhancement before it is useful for research purposes.

The new M.Pub. will begin with one considerable resource at its disposal. The recent purchase, courtesy of a SSHRC grant, of the archives of the Association of Canadian Publishers provides a rich resource for research in Canadian publishing. In addition, the Library's Special Collections houses the archives of Talonbooks as well as those of several Canadian literary journals.

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Building a research library is a long slow process which will, if successful, proceed over a number of years and involve extensive consultation between faculty and librarians. It will result in the gradual development of a collection designed to meet, as precisely as possible, the unique needs of this program. This implies a funding pattern which will include an addition to the Library's base budget sufficient to ensure consistent support for at least the next five years.

This funding requirement is, of course, in addition to the monies required immediately, on a one-time basis, to support the proposed new courses.

THE HARBOUR CENTRE FACTOR

Before the Belzberg Library had been open a week we were forced to realize that our assumptions about the joint usage, sharing, and portability of library materials had been naive and far too conservative and nothing that has happened during the following four months has caused us to revise that realization.

If the M.Pub. is based at Harbour Centre and if a significant part of the teaching and research activity takes place downtown the M.Pub. will incur the additional costs involved in duplicating material already held on the Burnaby campus. However, although it is far too early to assess the impact of the Harbour Centre factor on the ongoing support of the M.Pub., funding levels must be adequate to ensure the almost inevitable need for duplicating significant amounts of material.

COST SUMMARY

If the M.Pub. is to be inaugurated in September 1991 the first budget should include a one-time grant for specific support as well as the first annual addition to the base.

A.   Initial Grant

1)   To support new courses

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300 vols. at $50 ----- $ 15,000
Reference Materials -- $  5,000
                       $ 20,000
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...5

B.   Annual Support (to be added to base)

    1)   Expansion of approval profiles -- $ 7,000
    2)   Journals ----------------------- $ 8,000
    3)   Retrospective monographs and
           discretionary purchases ---- $ 5,000
                                            $ 20,000 /year

C.   Budget: 5 years

    1990/91
        initial grant --- $ 20,000
        addition to base- $ 20,000
                                    $ 40,000
    1991/92 $ 20,000
    1992/93 $ 20,000
    1993/94 $ 20,000
    1994/95 $ 20,000
                                      $120,000

IS0463(ST

Sharon Thomas

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May 7th, 1990

Mr. B.P. Clayman
Dean of Graduate Studies
Simon Fraser University
Burnaby British Columbia
Canada V5A 1S6
Fax: 604-291-3080
USERBCLB@SFU.BITNET

Dear Ben Clayman,

I. BACKGROUND

I have reviewed this proposal very thoroughly and was able to have a brief discussion with Rowly Lorimer on his goals and understanding of the proposal just last Saturday evening.

As you know, the University of Victoria has been teaching book publishing courses for at least the past 12 years. We have a well-established Co-op programme; a list of students out on work-terms this summer is attached.

The key factor is how few of them are working for book publishers. I do not think this is indicative of any weakness in our programme, since we consistently have more jobs offers than available students overall; I do think it is indicative of the general weakness and regionalization of the Canadian book publishing industry. There are not many new jobs created on an annual basis in this industry. As structured, the SFU programme will reduce the limited number of jobs available for our students, but then most of ours take jobs beyond book-publishing in any case.

When the SFU programme was first broached, it was discussed with UVIC as a graduate, research-oriented programme that was not in competition with our programme. The current proposal is very strongly in competition with our well-established programme. Unless there are more jobs out there than I am aware of, I feel this is somewhat reckless in terms of the limited funding available to B.C. universities for new programmes.

II. INTRODUCTION

1. The proposal obviously represents a substantial body of work and preparation. There has been a good deal of consultation and trial ballooning since original planning began.

2. As stated, there is indeed a great need for the Canadian-owned book publishing industry to have a number of universities across the country heavily involved in basic research. This research should focus on communication structures and patterns in Canada and on book publishing in that context. There should be a strong emphasis on regional issues, minorities and native peoples. There is a genuine need for serious, long-term scholars who will take on the role that members of the industry, (such as Harold Bohne) have played in gathering and interpreting facts, trends and de facto policies. There is equal need for strong voices in support of the independence through local ownership cause which has characterized the best of Canadian publishing in the past two decades.

3. It is also close to self-evident that there will be a high demand by students for access to a Masters degree that promises entrance to the "glittering" world of publishing. But will there be jobs for these professionally trained individuals?

4. The essential question is whether or not this proposal represents the correct programme

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under the circumstances. To answer that, one must deal with some background, but also with one crucial observation: what is presented here is really two programmes: Programme A suggests it will prepare researchers to deal with the industry in an academic context; Programme B suggests it will prepare students for entry-level jobs in the industry, at a professional level such as the MBA. The proposals emphasis is very much on Programme B. My evaluation will deal with both programmes.

III. BOOK PUBLISHING IN CANADA

1. One way of summarizing the book publishing industry in Canada at the current time is to divide participants into 4 groups: Barons, Entrepreneurs, Managers and the "great exploited". Although they will devour any useful information provided, Barons and Entrepreneurs are not formally trained. They are, however, smart enough to want the state to train large numbers of potential staff.

2. The universities do train managers, usually as MBA's, for all kind of Barons and Entrepreneurs. Trainees of these kinds of students would likely say that there is nothing that different about book publishing; from a managerial point of view, they would be quite correct. When Barons and Entrepreneurs hire managers, they are likely to continue to look to the normal sources: experienced people in the industry, hot-shot MBA's, and VP's from Pepsi with a good marketing track record.

3. This leads us to the conclusion that it is on the churning mass of "the great exploited" that the programme will focus. In an industry where highly-qualified staff with ten years of experience in the industry are taking home $25,000 a year, it is not hard to find examples of this mutual exploitation. And, having watched dozens of the brightest minds of the last three decades struggle to find solutions, I must admit that it is to a large extent mutual exploitation; many people want to do what publishing does, and they are willing to pay a price in pure economic terms. Bureaucrats and academics who feel there is some magic cure in new practices or new attitudes are simply fooling themselves.

4. Precisely because this industry is less materialistic than many other sectors, many young people are attracted to publishing as a place where the intelligent human spirit can still find expression. It is this natural and laudable aspiration which creates the push-demand for all publishing programmes.

5. The question is, however, does the pull-demand exist? If this programme produces 15 graduates a year, will they be hired by the book publishing industry at $35,000 a year (a starting wage for a Masters in Computing Science)? I suggest the answer is no.

6. Why is this so? Each year, Canadian universities produce hundreds of graduates in English, Psychology, French, Anthropology, Political Science, etc. These graduates, at both the bachelors and Masters level, face a fairly high level of under-employment, and a goodly number will do almost anything to be hired by a book publisher. The best of them also have many of the text-editing skills required by editors and perhaps even some fresh knowledge of a niche market.

7. Also, for each job that is offered, dozens of individuals also surface who took a job in government, journalism or industry while they were "waiting" for their true love, book publishing. In these jobs, they often gained maturity and experience. Give any hard-pressed publisher the choice of a M.Pub. at $35,000, or someone with five years experience, a Masters in English or Anthropology, and a lust to work for $24,000 a year, and the choice will not be a difficult one.

IV. PROGRAMME B.

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1. Programme B, the main factor in this proposal, bears a strong resemblance to the UVIC undergraduate programme. This undergraduate programme matches the 871, 872, 670, 671, 672, 673 and 674 elements of the suggested programme very closely, although it places more emphasis on networks and databases. In addition to formal courses, UVIC place students in 4 or 5 work terms in various areas of the industry and they all either find jobs they like or go on to graduate studies. What is the UVIC experience with placing graduates?

2. Within the book publishing sector, the demand-pull is not there, even if students are willing to work for 20% less than they could receive elsewhere. The UVIC programme also covers, quite deliberately, magazine, government and industrial publishing. Here, there is more demand-pull than we can satisfy.

3. Rowly Lorimer has stated to me that the SFU programme is indeed going to be quantifiably different than the UVIC programme, but I find that quite difficult to accept in a one-year programme without a thesis. After 12 years, I know fairly well how long it takes to train an individual to be ready for entry-level work in the publishing industry and yet open to future advancement and I doubt if one year, with no work experience, is long enough. It certainly is not enough to produce 15 students a year with quantifiably different skills and attitudes than our graduates. What they will have that is different is a graduate degree.

4. It appears to me that the central fallacy in the rationale is on page 11: "the industry can no longer adequately train its owners, managers and workers on the job." There is every indication that the industry intends to do exactly that and will pay no premium for proven trained skills because no premium is required. Where they do want training it will be for very specific skills: designers, educational text editors, children books marketers, etc.

5. In addition, in the past decade, there has been a strong tendency to replace salaried staff by free lancers in order to cut direct and secondary costs. While the number of books produced has been rising, the number of individuals with full employment has not shown an equal increase.

6. The key missing factor, as far as Programme B is concerned, is any CEIC data on current, past and projected employment in book publishing. It is not enough to say that there are 400 publishers, 5000 free lance designers and editors, etc. One must demonstrate demand-pull from the industry. How many of those 5,000 free lancers have excellent qualifications and are waiting in a position similar to that of part-time sessionals dreaming of tenure? An M.Pub may be the answer for them; it may not.

7. Most successful university programmes at the utilitarian level, whether medicine, law or engineering, are characterized by a standards membership body which *regulates* entry into the profession. This restrictive factor, absent in publishing, helps ensures adequate levels of staff and equipment for those authorized to train the entrants; it provides the symbiotic elitism which benefits both universities and professionals. SFU graduates will enter into a great tide of challenging competition and can expect very few special favours.

V. PROGRAMME A

It is Programme A which was first presented to UVIC and which received an unofficial blessing during its planning stages. One is struck here by its secondary role. Indeed, [page 4] "students wishing to become researchers or scholars [will enroll] in academic programs such as Communications, English or Business Administration."

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2. There is a clear need for a location where students in Canada could go to learn how to do research about the publishing industry in Canada and could be trained to teach others about this industry. This should be done primarily at the Ph.D. level rather than the M.A. As in other serious graduate programmes, the M.A. would be an initial stepping stone for those wishing to develop full-time careers in research.

3. In these terms, I was strucks by the "non-university" descriptions of the new staff members [page 14]. Where are the requirements that would indicate they are scholars?

4. Where is the thesis requirement? The internship projects suggested are the kind of projects UVIC students do at the undergraduate level, before they are allowed out on their first work term. One cannot consider such projects to be worthy of a Masters degree.

5. In conclusion then, the A programme, where is real need, is inadequate in goals, very secondary in planned staffing and almost entirely bypassed in terms of curriculum.

VI. CONCLUSIONS

I think this proposal requires a major revision, based on some of the premises SFU originally espoused. At the graduate level, universities should first meet research needs and then look at very specific job training. *If there are limited jobs but high trainee demand, then that student demand should not be used to help justify the research programme.*

Programme A

There is a need for a Ph.D. programme covering the art and skills of research into book and magazine publishing in Canada. Carleton, Western and others cover daily journalism adequately. Such a programme should be a normal, university, research-oriented programme. This proposal should address these needs far more adequately than it now does. If there are insufficient students to justify such a programme, then that challenge should be stated and addressed. The research domain definitely exists and is full of thesis opportunities.

Programme B

There is no proven need for an expensive, graduate programme at the Masters level duplicating the work done by UVIC (and others) at the undergraduate level. Such training should be provided at the regional level, with strong regional inputs.

If there is demand-pull I am not aware of, and that is possible, that demand-pull should be demonstrated statistically and through interviews with experts, such as Don Bailey, before funding is provided and students enticed.

In my opinion, any real demand-pull will come from industry and government. This being so, the context of the courses should be modified accordingly.

Based on our experience, if such a programme is approved, it should be based on a Co-op model and follow a two-year sequence. Such a model, in addition to its training benefits, would enable SFU to test the job market by seeing how many book publishers it could convince to pledge to hire M.Pub. Co-op students for six consecutive work terms at even $2,000 per month per student. Success or failure of this type of canvas would be a useful indicator of real demand-pull for M.Pub. training.

Before such a programme is funded, other programmes already funded by the B.C. government should be closely consulted to ensure that there is real need and limited over-
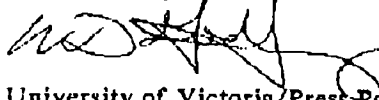
60.

lnp.

APPENDIX A

These are minor points not covered in the general discussions.

1. Cost-benefits. 4 FTE's for 15 students seems a little high. On the other hand, this is cost-intensive and keeping up with the technology in this industry is not simple.

2. Staffing. Hiring professionals at the practical level is difficult. There are major problems with sessionals and there are major contradictions between doers and researchers. There are not many people who can live in both worlds at once with any success. Academics tend to be quite envious of people with real-world success and "doers" tend to have difficulty understanding the goals and practices of academics. Rowly Lorimer seems to have a good understanding of most of these difficulties.

3. There is no mention made here of an understanding made by Rowly Lorimer that SFU was not interested in the electronic publishing field at the graduate level and was quite ready to leave that to UVIC if it wished to establish such a programme.

4. There is scant attention paid to the regional imperative in Canadian publishing. This is reflected in the lack of a course on B.C. publishing, for instance. If SFU is to play any kind of a major role in this field, it will have to become less ego-centric in its planning. What provinces such as Quebec, Ontario, Manitoba and Newfoundland will want is help in getting their own programmes established, not a big brother on the far West Coast.

5. The annual allocation for hardware and software, at $10,000, is very inadequate based on our experience. Even without doing any research in the field, one could easily spend that simply providing existing tools to students so that they are reasonably competent when they first go to work. Research activity would rapidly increase these costs.

6. Most of the data about the UVIC programme is wrong and the bibliographies definitely need checking for accuracy.

7. Although it is kind of Readers Digest to donate money to these activities, one should be aware that many of the leading Canadian publishers strongly support the Federal policy of eventual full Canadian ownership of the book-publishing sector as a key element of cultural sovereignty and thus will be extremely suspicious of any programme so clearly supported by one of the key opponents of this and similar policies.

8. Early work on Canadian publishing at Queens and Sherbrooke should be referenced.

May 7th, 1990

W. D Godfrey

University of Victoria/Press Porcepic Limited

cc Vice-President Academic, UVIC

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M_E_M_O_R_A_N_D_U_M

DATE: April 19, 1990

TO: Creative Writing Department
         Faculty & Staff

FROM: Don Bailey, Co-ordinator
         Creative Writing Co-op
         Clearihue B309
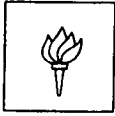
SUBJECT: Student_Summer_Placement_Listings

*Appendix to
Godfrey Report*

For your information, here is a list of our Creative Writing
Co-op students placed for the Summer 1990:

CITY	STUDENT	EMPLOYER
LOCAL		
Victoria, B.C.	Angew, Beth	Pacific Geoscience Ctr.
Victoria, B.C.	Atkinson, Phil	Coopers & Lybrand
Victoria, B.C.	Dykun, Rick	Orca Books *
Victoria, B.C.	Fryklind, Daagan	Gr. Vic. Hospital Soc.
Victoria, B.C.	Henry, Tom	Monday Magazine
Victoria, B.C.	Indridson, Ian	Min. Social Serv.
Victoria, B.C.	Leykauf, Cris	Bus. & Indus. Dev. Ctr.
Victoria, B.C.	Nicholson, Jennifer	Vic. Fringe Festival
Victoria, B.C.	Quaale, Barbara	Pacific Forestry Ctr.
Victoria, B.C.	Quinlan, Michael	Press Porcepic
Victoria, B.C.	Readshaw, Kerry	This Week Magazine
Victoria, B.C.	Reichheld, David	UVic - Pending
Victoria, B.C.	Roy, Rhonda	C.U.E.B.C.
Victoria, B.C.	Shutty, Myron	Min. Advanced Ed.
Victoria, B.C.	Tarrida, Joelle	Min. of Environment
Victoria, B.C.	Worobetz, Terry	Press Porcepic *
Sooke, B.C.	West, Carolyn	Sooke Mirror
OTHER B.C.		
Robson, B.C.	Banyard, Antonia	Bear Grass Press *
Gibsons, B.C.	Carpenter, Jeff	Sunshine Coast News
Comox, B.C.	Cloutier, Claudette	North Island College
Vancouver, B.C.	D'Angelo, Anna	Business in Vancouver
Smithers, B.C.	Hutchinson, Dionne	B.C. Forest Serv.
Salmon Arm, B.C.	Larmand, Laurelle	Salmon Arm Observer
Comox, B.C.	Lawler, John	North Island College
Ft.St.John, B.C.	Liddle, Doug	Alaska Highway Daily
Vancouver, B.C.	Melvin, Wayne	Transport Canada
Vancouver, B.C.	Neff, Lyle	Ad Busters Quarterly
Maple Ridge,B.C.	Powell, Andrew	The News Group
Vancouver, B.C.	Rasmussen, Greg	The Province
Cranbrook, B.C.	Sekyer, Dean	East Kootenay Comm.Col.
Vancouver, B.C.	Slemko, Shawn	B.C. Hydro
Surrey, B.C.	Smiley, Cheryl	Hancock House Pub. *
Kamloops, B.C.	Stonehouse, Andy	Kamloops This Week
MANITOBA		
Flin Flin, Man.	Fieber, Pamela	North Light Comm.
ONTARIO		
Ottawa, Ont.	Gee, Barry	Agriculture Canada
Ottawa, Ont.	McCrae, Michael	Stats. Can. (Ed.Serv.)
Ottawa, Ont.	Moore, Claudia	Stats. Can. (Lab. & Hs.)
QUEBEC		
Hull, Quebec	Stewart, Maria	Consumer & Corp. Affairs
YUKON		
Whitehorse, Yk.	Yeager, Sherryl	Indian & Northern Afrs.

Don

Don
DB:bd

*** Book Publishing 4 out of 39.**

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"A Review of the Proposed Master's in

Publishing (M. Pub.) Graduate Program

at Simon Fraser University"*

Albert N. Greco

Associate Dean and Director of Publishing Studies

New York University's Gallatin Division

April 1990

*This report was submitted to B.P. Clayman,

Dean of Graduate Studies at

Simon Fraser University

Burnaby, British Columbia

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The Proposed Academic Program

A number of significant points were raised in the documents that you sent me; and this section of the report will deal with the substantive issues raised in the proposal.

The objectives of the proposed Master in Publishing (M. Pub.) are clear, and this new area of concentration appears to fit into Simon Fraser University's educational mission. Currently, there are only a few colleges in North America offering academic degrees in publishing, and I believe that SFU is the only college or university in Canada active in this newly emerging niche in the mass communications field.

My major question about the proposal centered on the word "publishing." "Publishing" was used throughout all of these documents. To most people familiar with the mass communications field, this word conjures up images of books, periodicals, journals, electronic publishing formats, the miscellaneous field (annuals, directories, newsletters, etc.), and possibly newspapers.

Yet a review of the proposed course syllabi and bibliographies indicated conclusively that this academic program was devoted almost exclusively to **book** publishing.

Clearly Canada has an exceptionally active book industry. In addition publishing firms in this nation have carved out markets

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in consumer and business magazines as well as academic, profes-
sional, and technical journals. Serious consideration has been
given by some of these companies to issuing information in non-
print formats, e.g., electronic databases and on CR-ROM discs.

So I was intrigued by Simon Fraser University's decision to
concentrate almost exclusively on books. I believe that the
publishing industry, since at least since, has been directly, and
at times adversely, influenced by two major events: (1) the
development of a global marketplace, dominated at times by U.S.
and European firms, and (2) the creation of approximately one
dozen truly global publishing firms.

These conglomerates were forged using the advanced manage-
ment tools and creative financial instruments long associated
with mergers and acquisitions. This process has allowed certain
individuals to create large publishing firms with synergies and
vast financial and human resources. Because of these events,
global companies have been able to carve out major market shares
in most of the significant publishing niches listed above.

So in light of the Canadian publishing industry's existing
market strengths, and the market share held by global firms, why
was the decision made to exclude consumer and business magazines,
journals, databases, CD-ROM products, and miscellaneous publish-
ing formats from your M. Pub. program?

Publishing students should be exposed to these pivotal
markets which are distinct from the world of books, especially in
the advertising, editorial, and financial areas. So if university

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resources permit it, I recommend that the faculty and appropriate administrative personnel consider the following recommendations:

(1) develop one course on consumer and business magazine publishing (with special attention paid to advertising, sales, research, promotion, circulation, and fulfillment);

(2) create one course addressing the managerial, marketing, and financial issues related to the development and support of electronic database and CD-ROM publishing; and

(3) establish a course dealing with the immensely intriguing and lucrative miscellaneous publishing business.

If specific courses cannot be created, perhaps some consideration could be give to establishing an "introduction to publishing studies course," similar to the "History of Western Civilization" that many of us took in college. The instructor of such a course could cover the other publishing formats.

I am immensely impressed with the proposed list of required and elective courses (including internships). This sequence will provide students with comprehensive training in the key publishing areas, including history, business, writing, editing, legal, etc.

Appropriate academic "quality control" procedures were outlined that should make sure that internships will be the

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equivalent of standard courses, which is always an area of concern.

The course descriptions were clear; and the detailed material contained on the "new graduate course proposal forms" was splendid. The bibliographies were so comprehensive that professors in other publishing programs will (or should) use them as models. Consideration could be given to adding some of the more important articles published in the <u>Book Research Quarterly</u> of <u>Scholarly Publishing</u>.

I only have a few specific questions about the courses and bibliographies. The instructor of the publishing law course (CMNS 670-2) might want to address some of the newly emerging issues related to global publishing. Would it be possible to address the other components of the publishing industry (e.g., magazines, journals, etc.) in Theory and Practice in Writing and Editing (CMNS 671-4), Design and production Control (CMNS 674-4), Marketing for the Publishing Industry (CMNS 673-4), Organizational Finance and Administration for the Publishing Industry (CMNS 674-4), Text and Context (CMNS 870-5), and the History of Publishing (CMNS 871-4)? This approach just might be the most effective one from both the academic and financial point of view.

Overall, the academic component of the proposal has great merit and integrity. Indeed, the curriculum planning work done at SFU will become a model to be followed by other institutions in North America, Europe, and in other parts of the world.

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Simon Fraser University's Resources

Based on a review of the faculty's academic records (as listed in the C.V.s), it is clear that Simon Fraser University's existing tenured (or tenure track) faculty has the appropriate academic and professional background to provide an impressive graduate educational program to prospective students in the proposed M. Pub. program. In addition the willingness of the University to attract publishers as "professionals in residence" is a laudable move that will enrich your already splendid academic resources.

My only concerns, and clearly they are minor ones, center on the proposed internships and the need for continued institutional support from SFU in several key areas (library holdings, capital costs, and the need to provide continuing professional development training for your existing [or proposed] publishing faculty).

I believe that internships provide students with an invaluable opportunity. However, it is my understanding that the majority of the Canadian publishing industry is located in Toronto and Montreal, and that a limited number of firms are located in British Columbia. This current situation, which can certainly change in the next few years, might limit the flexibility of SFU to place students into internships.

In order to provide students with practical hands-on internships, the faculty might consider the following. Perhaps SFU could develop internships with the Simon Fraser University Press

and/or the University of British Columbia Press, SFU's university bookstore (in the college textbook department), and commercial bookstores. These experiences would provide students with a realistic overview of the interests and needs of the Canadian consumer and student markets.

A second option would be to establish an in-house publishing journal, patterned on the classical law school review, that would allow students to see how a publishing "house" really operates (i.e., provide realistic insight into the acquisition of manuscripts, the editorial process, composition, printing, binding, fulfillment, and circulation). Perhaps advertising space could be sold by the students (assuming this would be permitted under existing laws or regulations of Simon Fraser University and the province) to offset the costs associated with such an endeavor; this task would offer students invaluable insight into the competitive business side of the publishing industry.

I did not find any materials outlining existing holdings on publishing studies in the University's library. However, based on the submitted budget related to "library resources," it appears that institutional support covering at least a five year period will be needed to fill gaps in the existing collection.

What will be the impact on the program and the students if the anticipated goal of $120,000.00 is not reached? Obviously, the same question would have to be asked in relation to the need to obtain capital equipment (at an initial cost of $57,000.00, with an additional annual expenditure of $10,000.00).

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Clearly, laudable efforts have been to generate external funds from Canada's major publishing firms, totaling $261,000.00 to date. SFU will assume the leadership role in the training of the next generation of publishing leaders in Canada (and also on a global plane). So it might be wise for SFU to try to develop an endowment, directly supported by the other large and medium sized publishing corporations <u>and</u> firms in the allied industries (e.g., paper manufacturing, printing, etc.) that would alleviate the need to rely on tuition, yearly gifts from individuals, or annual grants from the university. A certain sense of self-sufficiency could be created for the program and its students; and the university would be relieved of certain budgetary obligations. I urge the university's top administrators to take a major role in this development area.

Unlike many other academic departments, for example history and literature, publishing professors must attend scholarly and business-professional conferences. Some consideration should be give to the special financial needs of these publishing professors.

The Demand for the Proposed Program
Among Prospective Students

Publishing is an "invisible" industry. This is true even though we are totally surrounded by a plethora of published products. Last year over 54,000 new books were published in the U.S., as were +15,000 magazines and countless thousands of schol-

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arly, technical, and professional journals and newsletters and directories. While the scale might be a little different in Canada, I am sure that a similar pattern could be found in your nation.

Publishing in the U.S. and I also assume Canada has never conducted any type of consumer public relations campaign to attract students to a publishing curriculum at universities or to a career in the publishing industry. Statistical data released by various U.S. educational organizations reveal a startling fact: U.S. students do not list publishing among the top twenty careers that interest them; journalism is mentioned, as is television reporting. However, these are journalistic and not publishing fields. I would imagine that Canadian students are equally uninterested in a career in publishing because they know very little about this dynamic industry.

However, in the last three months, we ran an advertisement in the New York Review of Book, The New York Times Book Review, and Publishers Weekly announcing the publishing curriculum at New York University. This ad appeared twice in the U.S. editions of the Times and the N.Y. Review of Books and once in Publishers Weekly.

We received slightly more than 200 inquiries. While the majority of them were from individuals in the U.S., between forty-five and fifty responses were from people in England, Scotland, France, Holland, Germany, China (PRC), and Africa. Four inquiries were from Canadian citizens in Toronto and Montreal.

I believe that if Simon Fraser launched a similar advertis-
ing campaign, SFU would be able to attract more than enough
students from Canada (and abroad) to make their new M. Pub.
program a success.

The Demand for Graduates of the Proposed Program

A review of the available statistics indicates conclusively
that the publishing industry is one of the major employers in
both North America and Europe. The following table, drawn from
the July 31, 1989 "Fortune International 500" (pages 291-310)
lists the seven largest European publishing firms; all of these
corporations have a major presence in Canada.

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Table 1.1 / Major International Publishing Corporations
(U.S. $ Million)

Fortune 500 Rank	Firm	Country	Sales	Employees	Profits
121	Bertelsmann	W. Ger	$6,538	41,961	$127.8
182	News Corporation	Australia	4,383	28,305	343.6
195	Hachette	France	4,098	28,500	55.0
240	Reed	U.K.	3,424	31,300	492.4
363	Pearson	U.K.	2,127	26,017	313.0
381	Maxwell	U.K.	2,010	30,000	241.5
454	Springer Verlag	W. Ger.	1,617	11,594	- 53.2
	Totals		$24,197	197,677	$1,626.5

In the last five years, I have had discussions about human resources management with the Presidents and Chief Executive Officers of most of the major U.S. based global publishing firms (Time-Warner, Hearst, Capital Cities/ABC, Thomson, Random House, McGraw-Hill, and from four of the companies listed above). All of these individuals were concerned about the shortage of qualified publishing managers.

Historically these firms hired key managers away from com-

petitors or promoted from within. While these procedures have merit, they are fraught with peril, and the recent sea of red ink illustrates graphically this fact.

Based on my research, I believe that the emergence of a global publishing market is a clear sign that: (1) this industry will continue to need talented individuals well into the first decade of the next century, and (2) given the strength of both the existing Simon Fraser publishing curriculum and the historic role Canada has played in the U.S. and European publishing markets, there will be a sharp demand for graduates from the proposed SFU program. In fact I believe that the publishing industry will need such a large number of managers that Simon Fraser University alone will be unable to satisfy the industry's human resources needs.

Summation

Overall, I believe that the proposed M. Pub. program is impressive, academically sound, carefully developed, and worth the total support of Simon Fraser University. The academic leaders and faculty members in this area of concentration have the appropriate training and ability to create one of the finest industry specific training programs in the world.

Early in this century, a small group of scientists realized that there was a need to develop academic courses and training in the newly emerging area of theoretical physics. While some professors were openly critical of these developments, the vision-

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aries were proven to be correct.

Today we are witnessing the creation of publishing studies, a new area of concentration in the mass communications field. Again, professors have raised legitimate concerns about the "needless fragmentation" of the academic world, just as they did earlier in this century about theoretical physics.

Yet the need to establish a viable publishing studies curriculum is not a sign of intellectual polarization; rather, the Simon Fraser University publishing curriculum development process was based on the systematic analysis of realistic academics who want to provide sound industry oriented training constructed within a university and based on a firm bed-rock of mass communications theories, important research studies, practical internships, and realistic input from the industry's leaders. This is, after all, a procedure developed rather effectively by schools and colleges of business administration, pharmacy, public health, and education.

Publishing is now one of the newly emerging professions. I urge Simon Fraser University to participate in this exciting venture.

Cowan, Liebowitz & Latman, P.C.

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May 7, 1990

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Dr. B. P. Clayman
Dean of Graduate Studies
Simon Fraser University
Burnaby, British Clumbia
CANADA V5A 1S6

Dear Dr. Clayman:

First let me express my admiration of the initiative in establishing a comprehensive masters program in publishing.

I am suggesting a major variation in the program. Publishing in the professional and text book area is highly specialized and requires a discrete body of knowledge not now offered in your curriculum.

The process of acquisition of manuscripts, the development of texts and reference books, the marketing and promotion is significantly different in the professional area. I suggest you create a course in Professional Publishing which teaches these differences to the student. As you know, the professional and reference publishing area is large, profitable, and in need of education.

I also suggest that you do a placement examination to establish the basic skills needed – and that if the entering student needs a refresher the student should be allowed to take these courses in the university proper. A publisher should be able to write effectively, be proficient at mathematics, etc. You may be attracting graduate students who have an excellent undergraduate education and, if so, they will all pass the placement examination without any problem.

Cowan, Liebowitz & Latman, P.C.

Dr. B. P. Clayman
Page 2
May 7, 1990

I would also hope that you add to this program a series of lectures over the period, during which outstanding writers, editors and publishers give talks that will enrich the student's understanding of the profession. One such lecture should be in the field of ethics in publishing.

I am sorry to be late with my comments.

Sincerely,

Martin P. Levin
JH

MPL/jh
00804/dc

(signed on his behalf)

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Arizona State University

Department of History
Tempe, Arizona 85287-2501
602/965-5778

April 10, 1990

B. P. Clayman
Dean of Graduate Studies
Simon Fraser University
Burnaby, B.C.
Canda V5A 1S6

Dear Dean Clayman:

I have reviewed the proposed Master's in Publishing graduate
program. I read not only the proposal itself, but also descriptive
articles by Rowland Lorimer and Ann Cowan that will appear in the
spring issue of <u>Book Research Quarterly</u>. Through participation in
the organization of the International Association for Publishing
Education, I have met Mr. Lorimer and Ms. Cowan, as well as
several of the proposed adjunct faculty members.

I believe this to be a strong, carefully conceived program with a
firm foundation already laid among Canada's publishers and
scholars in related fields. It will provide useful training that
is academically grounded to serve an industry that badly needs
such personnel. The suggestions I shall make in the course of the
report should be viewed in that context: as changes that might be
made to strengthen what is already a well-designed program. I
shall address the four areas on which you requested comments and
then raise specific concerns.

1. Academic merit and structural integrity

The proposed program provides a strong academic grounding with
courses rooted in well-established academic disciplines. By
requiring would-be publishers to understand their role in society
and to learn the historical background of their industry, the
program will produce graduates with a strong sense of their
social responsibilities, national concerns, and cultural
traditions. This sort of background is lacking in the business
school-centered training that is offered in many programs, and I
am pleased to see it included here.

The academic core courses are relevant to the professional goals
of the students, creating a structurally integral program. Both
sets of core courses progress logically and provide understanding
that students need. Students will learn how the publishing
industry works as well as how to perform specific tasks required
in the industry. The integration of these varieties of knowledge
differentiates the educated publisher from the "accidental" one--

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the publisher who falls into the business without any background or understanding. It also provides the kind of education that on-the-job or in-house training cannot by generalizing practices beyond the anecdotal.

2. Adequacy of faculty and resources

The faculty and other resources as proposed are adequate to begin the program. The faculty members are highly qualified and bring a diversity of approaches to their subject. I support the rationale for using adjunct faculty as stated in the proposal. I might also note that the use of such adjunct faculty enhances the program's ties with industry and its ability to raise funds, arrange internships, and place graduates. The only doubt I have in this regard is whether the position of director can long remain a half-time one.

I strongly encourage the university to pursue the acquisition of archival material. Such resources are vital to research and, if not collected, may be lost. The computer resources are important, as is the presence of someone trained to instruct students in their use and to supervise the facility.

3. Demand among students

I believe that the demand for the proposed program will be strong enough to support the program. In this connection, I would encourage the university to restrict enrollment to the levels indicated in the proposal. Students are likely to come with a broad variety of experience: new college graduates, people already employed in publishing, and returning students (e.g., teachers and librarians) seeking a career change. To meet the needs of so diverse a population, small classes are a necessity.

4. Demand for graduates

My experience with Canadian publishers suggests that the demand for graduates of the program will be high. The industry in Canada seems to be seriously concerned about attracting qualified personnel and about securing continuing education for its staffs. I think publishers will be extremely supportive of the program. Indeed, they have already demonstrated such support.

In summary, the proposal has considerable academic merit and structural integrity; the proposed faculty and resources are adequate; and the program is likely to be greeted enthusiastically by both students and prospective employers.

Specific comments

I do have some comments on various aspects of the proposal that I hope the faculty will consider at some time in the future.

1. Possible additional courses

Students should have the opportunity to pursue additional work in the professional core areas. One course in editing, for example, will provide adequate training only for entry-level employment. Because students are expected to arrive with some background in publishing, they should have the opportunity to pursue more advanced work in order to qualify for higher-level positions.

Similarly, some provision might be made for waiving or altering a requirement for students with a good deal of professional experience. For example, a student with an undergraduate degree in art and some professional experience in design might be allowed to omit the design course or be required to take a more advanced course in its place.

2. Faculty workloads and evaluation

Publishing is a new area for academic research, and a good deal of spadework must be done before a researcher can actually accomplish much. I do not know what the teaching loads of faculty will be, but I would urge that the faculty be given adequate time to pursue research, along with adequate travel funds and research assistance. It might also be helpful to provide faculty with opportunities to spend an occasional term working on a project in an industry setting. It will also be important to establish criteria for promotion and tenure that reflect the sometimes nontraditional nature of the research that faculty may choose to pursue.

3. Student internships and placement

It will be important to resolve certain details about student internships and placement. For example, will publishers be expected to pay interns? If so, are negotiations about salary and the like to be conducted by students or by the director? Are internships with the student's current employer acceptable, or must a student acquire experience in a different setting?

Especially in early years, students will need assistance in job placement. This will require not only individual counseling but efforts to publicize the program generally among publishers. These tasks would logically fall to the director, whose half-time appointment is already a bit stretched.
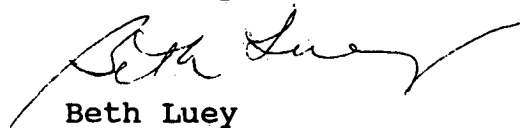
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Again, I strongly support the proposed program and envision it as a success for the university, for the Canadian publishing industry, and in the long run for Canada's reading public. If you have any questions about my review, please call or write.

Sincerely,

Beth Luey
Senior Lecturer
Director, Historical Editing and Publishing
Editor, _Book Research Quarterly_

Oxford polytechnic

18 April 1990

Review of Program Proposal for

MASTER OF PUBLISHING
AT SIMON FRASER UNIVERSITY

(1.0) At the outset I should make it clear that I am very supportive of the idea of developing a Master's programme in Publishing, and that I have no doubt that Simon Fraser is one of the few academic institutions with the necessary environment for such a development. The justification for such a programme, as set out in the preliminaries to the Proposal, is a balanced presentation of the case, and that logic has been followed through into the overall organisation of the Program Proposal itself.

(1.1) But I think that, as it stands, this Proposal does raise some very real problems, both in terms of the professional objectives being sought and of the educational requirements for higher degree study. As a result of these, I am firmly of the view that further work should be required before the Assessment Committee for New Graduate Programs grants its approval to this Program Proposal.

(1.2) I should perhaps note that these reservations, which I will be setting out in detail in what follows, derive particularly from my experience of the publishing industry and from having served as academic adviser for other proposed courses in publishing.

(2.0) Two minor queries that do need to be settled initially.

(2.1) First, what is understood by 'Publishing'? Throughout the documentation only <u>book</u> publishing is treated, and even academic journals barely put in an appearance. At Master's level it is usual to define the specialism under treatment; and where Publishing is concerned this is particularly desirable given the existence not only of other print forms (eg newspapers), but of other emergent publishing forms (eg dtp and electronic media). Without such qualification, the present inclusiveness of title is likely to mislead enquirers and even risk a subsequent charge of misrepresentation.

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(2.2) Second, what is the relation of this MA Proposal to the existing undergraduate Publishing Minor Program? Surely more extensive reference should be made to this other programmme, since its devising and present operation must have influenced the Master's planning. In any case, presumably, a relationship has to exist between the two, both of similarity and dissimilarity - in terms of approaches, resources, staffing, etc - and especially as regards the vocational training and academic qualifications that each will be providing.

(3.0) It is a characteristic of vocational courses at any degree level that they find themselves pulled in contrary directions by, on the one hand, the requirements of vocational training, and, on the other, those of academic development and study. The assumption, all too frequently, is that those function like the two faces of a coin, rigidly separated into opposing requirements.

(3.1) At first sight it appears that the present Proposal accepts that approach, with its firm distinction between the two sets of Core Courses, the Academic Core Courses, and the Professional and Technical Core Courses.

(3.2) Yet, in fact, the former quite rightly recognise how the two functions must interlock in such a programme. I would single out CMNS 870-5 Text and Context as both an excellent introductory Course for the overall programme and a Course that most effectively sees history within contemporary publishing, and present publishing practice as profoundly infiltrated by history.

(3.3) Ironically, that recognition is not carried into the Professional and Technical Core Courses. Instead, these courses keep playing down the very technical skills that they ought to be handling because of the tacit intervention of the need to be 'academic' in their approach.

(3.4) More negative still is the very formulation of the 'Need for Program' itself. There (p. 11) the necessity for 'professional qualifications' for publishing is defined in terms of the role of publishers as 'gatekeepers of the ideas of society', and thereby their necessity to 'possess both a high degree of literacy and a sophistication in the subject of the text'. But these are authorial qualifications (otherwise very little would be published!).

(3.5) If publishers are such gatekeepers, that has relatively little to do with their 'sophistication in the subject of the text', but everything to do with their publishing professionalism - the ability to know how to successfully <u>publish</u> such material, which means their knowledge of the publishing process and especially of how to conduct their activities as a business that will ensure the continuing possibilities of publication.

(4.0) This mistaken 'rationale', I would argue, leads to the first basic difficulty of this Master's Proposal. Quite rightly, the Programme's overall objective is described as 'to provide the opportunity to prospective students to increase their knowledge and understanding of publishing and their abilities <u>to function as professional publishers</u>' (my itals) and 'to provide publishers with a way to increase the capabilities of their staff' (p.2). That must mean, <u>inter alia,</u> that these graduates are going to develop through their studies an identifiable set of professional skills and practices. And, in particular, to guarantee their salaries with their future employers, those skills should be those that match emergent industry needs. Without trying to be comprehensive, these should surely include in the perspective of the 1990s:

> computerisation
> electronic publishing formats
> reassessment of traditional marketing approaches
> internationalism
> exploitation of published product
> alternative costings bases
> editorial management
> company reorganisation
> decision taking
> retail trade changes.

(4.1) Of course, I recognise that many of these heads are covered within the Professional Core modules, <u>but only in passing,</u> as individual items within the sort of sequence of such which would be offered in an undergraduate overview. But for graduate students those heads relate to skills, and they are skills which any employer would expect an M.Pub to be qualified in.

(4.2) Most particularly, I think that it would be seen as a signal failure - especially since the Programme is hoping to attract applicants from the industry - if there was not a course on Computers and their Publishing Applications. The impact of computerisation is now felt in all publishing departments and has led - and is continuing to lead - to basic changes within publishing management as a whole.

(4.3) Because I feel that these Profesional Core Courses do need to be more specific, much more directed to industry concerns and much less glossed with academic approaches and the urge to sweep together as many components as possible, I would suggest the following reorganisation:

> that CMNS 670-2 Publishing Law is replaced by a Computers in Publishing course

> that the essential legal items in CMNS 670-2 are redistributed between CMNS 871-4 and CMNS 872-4

> that CMNS 671-4 Theory and Practice in Writing and Editing is recast as an Editorial Theory and Practice course.

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(4.4) This latter suggestion is made because editing, as such, is currently undergoing significant changes, and publishers are desperately seeking individuals who have not only traditional text skills, but abilities as managers of editorial programmes, administrators of budgets and organisers of personnel. Such a course would also draw in authors (not adequately treated elsewhere), the handling of different categories/genres of text, and those actual writing requirements that editors have to meet - the provision of different sorts of copy.

(4.5) The same issue of lack of direction in the proposed Course material is also encountered in CMNS 673-4 Marketing for the Publishing Industry and CMNS 674-4 Organisational Finance, etc. There's nothing wrong per se in what is included, but the coverage is so compacted that students cannot possibly have opportunity to practise any of it. At this academic level, to repeat an earlier argument, it has to be important to identify particular skills and then cut these Courses' coats in order to direct specific attention to the primary treatment of those. In these two Courses, in particular, this would allow for the development of what is not handled elsewhere, basic financial skills - profit and loss accounting for an individual title, breakeven analysis, cash flow calculations, marketing costings, etc. In any publishing department these days, especially with the emergence of relevant software programmes, staff are expected to be able to handle such figure work.

(5.0) This brings me to the second basic difficulty with this Proposal, the provision for a Publishing Internship (CMNS 879-9). I think that those who drew up this MA programme were absolutely right in seeing the importance of direct publishing experience for the prospective students. This indeed is the most direct way of enabling theory and practice to come together.

(5.1) But by this point in time the evidence is overwhelming of how difficult it is to envisage such practice in terms of students working on a specific project in a particular commercial company:

    (a) a 'greenhorn' working alongside employees just gets in the way;
    (b) companies are reluctant to open their records (financial, sales, outlets, etc) so completely to an outsider;
    (c) supervision is nigh impossible when the student is working on a 'for real' subject;
    (d) actual commercial projects just refuse to adhere to the academic timetable;
    (e) even an embryonic M Pub student cannot have the skills required to analyse a 'for real' project;
    (f) a 'for real' project is unlikely to be available for subsequent citation as evidence of a M Pub's skills to a potential employer because of the confidential material that it is likely to contain;
    (g) a specific project is inevitably restrictive in what it enables a student to see of a company in operation.

Considered in terms of these considerations, the examples of 'typical internship projects' (p.10) have surely to be seen as implausible.

(5.2) Given this analysis, can I suggest that the present internship Proposal is divided into two two parts.

(5.3) First, a student is required to spend a specified period of time working in a publishing company, on tasks specified by the publisher in consultation with the MA Programme Director, and subsequently to produce a critical report and appraisal of his/her experience and of designated aspects of the company. This is likely to enable the student to achieve a far better sense of how 'publishing' operates, and to lead to a clearer sense of what sort of job in which sort of department the student may wish to work subsequently.

(5.4) As the other part of this suggested division of the present internship Proposal, I would suggest that a student is required to undertake the investigation and analysis of a particular 'problem'/'case'. This will require the use of existing knowledge, the ability to handle available documentation, and discussions and interviews with publishers and publishing staff members. All those examples given of 'typical internship projects' (p. 11) could be handled far better within this sort of format. Besides, such an approach would actually permit a student to select his/her desired area for investigation, and individual companies are much more likely to give their cooperation.

(6.0) I acknowledge that this review has not followed the breakdown by category that was suggested in the Dean's letter. But it did seem to me, on consideration, that the commentary required by this MA Proposal did warrant a different sort of treatment.

(6.1) But to assist the Assessment Committee more precisely, I will conclude with brief attention to the areas designated in that letter.

(a) academically I believe that a proposal for an MA Publishing Programme is a sound one, but I would argue that certain basic changes are required in the Program Proposal as submitted to establish its applied validity.

(b) On the question of resources, the present Proposal is right to argue for the introduction of publishers to contribute to the courses, and for the making to new faculty appointments of individuals from the publishing industry or with substantial industrial experience. At Master's level the teaching of intending publishing professionals can only be undertaken by those who are or have been such. Academic courses elsewhere have demonstrated how disastrous it can be to assume that the evidence of publication or a higher degree in a humanities discipline will enable a scholar to lecture and teach a commercial activity such as publishing.

(c) From my own experience of being responsible for a related programme, I can vouch for the demand for such a programme from prospective students. But I would stress that such applicants – at least those seriously motivated – do expect to acquire particular skills, and are suspicious of an unjustified 'academicism'. After all, this programme is directed at those who are already graduates and even – more demanding still – at graduates already in publishing employment.

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(d) Similarly I can vouch for the demand for gradutes from such a
programme by the publishing industry, and from employers within information
development and supply areas who are seeking evidence in potential
employees of bright intelligences and basic knowledge. The caveat, as
above, is that these employers know what they expect to find in such
graduates. They realise that they cannot appoint such at very junior
level, but that means that such graduates must be able to handle basic
publishing work and thereby make themselves available for more senior
positions. That is why, throughout this review, I have been stressing
skills, and skills which are basic to publishing. In my experience
publishers want publishing graduates (for they ought thereby to be able to
contribute to the forwarding of the publisher's business concerns) but they
are suspicious of an overly 'academic' approach to their industry.

R B Woodings
Principal Lecturer in Publishing
Oxford Polytechnic

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MEMORANDUM
CANADIAN CENTRE
FOR STUDIES IN PUBLISHING

SIMON FRASER UNIVERSITY

To: Bruce Clayman, Dean of Graduate Studies

From: Rowland Lorimer, Co-director

re: External Evaluation of proposed Master of Publishing

Date: June 15, 1990

In what follows I have addressed the main points raised by all reviewers and by your committee. In a meeting with the Dean of Business Administration and Aidan Vining subsequent to the committee meeting we developed a plan to address Professor Vining's concerns. In my opinion, these deliberations have made a stronger program out of one that was already eagerly anticipated by industry.

1. Business Courses. First, I shall outline the changes agreed upon by myself and Business. Let me preface that outline by saying that I am especially pleased with the participation of the Business Faculty. Replacing our two proposed courses in (a) Organizational Finance and Administration and (b) Marketing, and expanding our proposed course on law to assist students to evaluate the applicability to publishing of general theory and practice in finance and marketing should strengthen the program and assist in moving the industry towards sound business practices. We will, of course, be monitoring the situation and be working with the Faculty of Business Administration to ensure that those courses serve our needs.

To be precise:

Communications 673-4: Marketing for the Publishing Industry and **Communications 674-4: Organizational Finance and Administration for the Publishing Industry** are deleted from the proposal. They are to be replaced by **Business 528 Accounting** and **Business 543: Introductory Graduate Marketing.**

Communication 670-2: Publishing Law will be augmented in content and credit hours. It will be retitled **Communications 670-4: Topics in Publishing Management.** In addition to providing the basis for students to understand the unique character of publishing and, therefore, the applicability of general theory and practice in finance and marketing to publishing, this course is crucial to the preparation of the student for an internship. We have been working with lawyers from Milrad and Agnew in Toronto and have had initial discussions with McCarthy and Tetrault in Vancouver and are confident we can introduce the necessary material on law and ethics in the time now allotted.

The results of these changes increase the emphasis on the financial and managerial aspects of publishing. It may prove necessary to augment the editorial side for those whose intend to follow an editorial career path. To allow for that eventuality we have added a condition to enrolment in our "Directed" courses, 677-4 and 678-4. It is that students who are confident that their careers will be editorial in orientation may request a

substitution of BUS 528 with an additional directed readings course in editing. (see page 7 of the proposal)

2. <u>Consideration of External Reviews</u>. The evaluations of the external reviewers made me think through our proposal once again. The reviews are reminiscent of many of the discussions we had in our developmental process. That process has involved extensive consultation with both academics and representatives of industry. The reviews point out that in this very new field there is not an agreed upon nomenclature nor organization.

3. <u>Books versus Publishing: Program Name</u>. The major point that nearly every reviewer raises is our narrow concentration on books, especially when we refer to the degree as a Master of Publishing. The point is obviously germane and we have spent much time in considering the pros and cons of different courses of action. Indeed, at one point we brought to our Advisory Committee a proposal that we attempt to incorporate periodical and book publishing from the inception of the program.

After lengthy discussion we decided against that course of action and to stick with books. However, I should point out, as is apparent in a close reading of the courses, that we begin with books and stop at the specific distinctive characteristics of other publications. The emphasis is on **publishing**. Our first examples will be books, however, those examples will be in the context of other forms of publishing such as periodicals and electronic publishing especially in such courses as Technology and the Evolving Form of Publishing.

4. <u>Phasing</u>. Our decision to begin with books included a second decision, to "phase" our approach to publishing by building a foundation of basic courses on books and expanding into other types of publishing. I consider the development of a program fully encompassing one area of the industry in the absence of a cadre of full time teaching faculty and few program models (none in Canada) a considerable accomplishment. We see the program as academically and professionally sound. Secondly, to have attempted more was to court an unworkable partnership with industry. Finally, as the person who in the end was responsible for the academic quality of the proposed program, I was not convinced we could build a program of wider scope yet I wanted to lay the foundation for further growth.

5. <u>Comprehensiveness of Program: Breadth</u>. Having now laid the foundations we have in the course outlines presented, I am confident that we can indeed broaden our scope. I will be monitoring the situation closely in our initial program offering.

To prepare for such a broadening, we have begun discussions with representatives from the periodical industry (Toronto, April 27) including Southam, the Globe and Mail, Reader's Digest and Telemedia. Specifically, we have discussed which courses might be adapted and what new courses would be necessary. We have also designed an undergraduate survey course in magazine publishing which this group reviewed. To facilitate an increased breadth in our program, we will be looking to appoint individuals with knowledge spanning book and other forms of publishing.

6. <u>Comprehensiveness of Program: Depth</u>. We are also not insensitive to the issue that Beth Luey raises, that we need more than one course in some areas such as editing. Once the program is established and demand clearly identified we will be proposing additional specialty courses. For the time being, we will be advising students to augment their program with non-credit offerings that the Centre provides through the Writing and Publishing Program.

I would now like to turn to some of the main points that specific reviewers raise.

Robert Woodings

First Basic Difficulty: An Identifiable Set of Professional Skills and Practices

Revision. The replacement of the proposed CMNS 673-4 and CMNS 674-4 with BUS 528 and 543 plus the augmentation of CMNS 670-4 more than addresses this concern. The use of case studies, coverage of general theory and practice, and exploration of the unique characteristics of the industry provide ample opportunity for the development of skills, practices and understandings.

Revision. (See Point 11 below) Title Change 671-4 from "Theory and Practice in Writing and Editing" to "Editorial Theory and Practice."

Discussion.

7. Professional Skills in an Academic Framework. Woodings is concerned about skill acquisition in some areas. Following the example of New York University, we could have addressed the depth Woodings considers necessary by simply by employing a project- and case-oriented process of teaching, an approach which Woodings later recommends. We are going farther by using a combination of general courses in the Business faculty and industry specific courses within the proposed program. At the same time, faculty appointed to the program will be given the explicit responsibility to develop course materials with skill components to facilitate the acquisition of skills and the gaining of familiarity with industry practice. We are also planning to facilitate the development and exchange of course and casebook materials with other programs.

8. Playing Down Professional Skills. The greatest challenge the program faces, as Woodings suggests, is the integration of analysis with professional skills. As we have discovered with the minor, those with professional skills, no matter their background, have a great tendency to teach only skills. To ensure that they place such professional skill acquisition in an analytic framework we have conceived the courses in the manner presented. I am trying to avoid the opposite problem of concern to Woodings, of all skills and no analysis.

9. What Skills in Which Courses? Regarding Woodings comments on Need for Program in his paras 3.4 and 3.5, I would say that we would both agree that publishers require a sophistication about authoring, editing and business. With the changes we have made we have increased our emphasis on business. We will monitor the reaction of students and industry to see whether we need to provde additional opportunity in the area of author/editor interaction.

High end editing, acquisitions, list building, etc., which Woodings appropriately emphasizes, will be dealt with in Text and Context.

10. Computer and Other Skills. In his list of topics requiring skills, first, I should comment on computers. In Woodings' own program and in the British industry in general, there is a sore lack of computers in favour of teaching traditional professional skills. In our program, and somewhat to the concern of our Advisory Committee, some of whom work for firms that are not fully computerized, computers are intrinsic to every course with any skill component. Moreover, all submitted work will be expected to be computer output. This is why computers are not given a specific course.

Yet, still, in a "macro" context computers will be discussed thoroughly in Technology and the Evolving Form of Publishing as will all except two items on his list requiring knowledge of skills and practices. The two missing elements are company re-organization and abstract discussion of decision taking. We do not see the need for these topics at the present time.

11. Editing. Woodings' comments on editing agree with Luey's and reflect that one course is not enough to train an editor fully. Editing can be roughly divided into three levels; copy editing, structural editing, acquisitions and planning editing. We intend to cover copy and structural in our editing course. In our Text and Context course we intend to cover acquisitions and planning. Having said this, I would be more than happy to change the title of the editing course to Editorial Theory and Practice to allow growth in the direction he suggests, a direction that is far more developed in Britain and the U.S. than in Canada. I should also point out that there are a great variety of specialized non-credit courses in editing. These courses will continue to expand as numbers warrant.

12. Relation to Minor. The minor is intended to create familiarity with the industry in such basic areas as business, design, production, the publishing process, policy, reading patterns, and relations between author and editor. It will provide a valuable informational background for Master's students. It will provide students entering the Master's program with a body of information and ideas that will help make up for a lack of work experience. At the same time, it will provide those who do not enter the program with a set of understandings and skills that will assist them in entering the industry.

Second Basic Difficulty: Provision for a Publishing Internship

Revision. 1. The business course changes will assist in the preparation of students to gain maximum benefit from their intership and to make them valuable to the firms in which they undertake that internship.
    2. I have added a paragraph to our internship agreement as follows. Further to our discussions we would like to underline two key elements of the internship. The first deals with work; the second, with education. At or before the completion of the internship all students are required to provide you and us with a critical report and appraisal of their work experience. Separate from this report, students are required to produce a second report which is to be an investigation and analysis of a particular problem or case. The second report should demonstrate mastery of existing knowledge, abilities to handle documentation, and ability to synthesize empirically gathered data.

Revision. I have also amended the calendar description of the internship (679-8). The following revision has been deleted: "Two reports will be produced; one an appraisal of the student's work experience, and the second, an investigation and analysis of a particular problem or case. The latter report is mandatory and will serve as a record and interpretation of the project." This amendment has been replaced with, "Students will be required to produce two reports; the first, a Work Report which will be an appraisal of the student's work experience, and the second, a Project Report which will be an investigation and analysis of a particular problem or case." This change has been incorporated into the description and requirments for the internship.

Discussion.

13. Internship Structure. Woodings' suggestions for the Internship are realistic and quite possible within the present framework. We have already had this discussion with the

Advisory Board and have determined that it will take considerable effort to ensure that students have both of the components Woodings suggests. We will be ready to be flexible with the four month period for the internship. I think we will be able to negotiate with industry for four months of an unpaid presence and additional time on salary thereby allowing students and firms the flexibility for the experience to be worthwhile.

Godfrey

Discussion.

14. Context of Critique. Professor Godfrey represents the point of view of the Canadian-owned sector of book publishing, a sector made up of small, heterogeneous, regionally diverse, culturally committed firms the main contribution of which is the publication of Canadian authored, Canadian-oriented trade books. His firm, Press Porcepic/Softwords, is one such firm. The view of this sector is that all public policy should be designed to strengthen their participation in the market. Much of my own research has been oriented to documenting the cultural contribution made by this sector. It accounts for approximately 25 per cent of annual book sales in Canada.

15. Overall Comments and Overlap. It is not legitimate to split a program in half and criticize one half for being inadequate. It is also highly questionable to claim that several undergraduate courses fulfill the same function as one-half of our program, a five-course graduate program. It is not surprising that the some of the same areas might be covered. It is the depth of mastery of the material which is relevant. In addition, the changes made with the business courses underline that the program is entirely different to the University of Victoria program in the Department of Creative Writing.

16. A Professional Masters: the Integration of Knowledge and Skills. The bringing together of what Godfrey refers to as Program A (Academic Core Courses) and B (Professional Core Courses) is what we see as the necessary constituents of a Master's program. In my happenstance meeting and discussion with him, he entirely overlooked the academic core courses and was of the firm opinion that we were duplicating his program. The integration of knowledge from both those areas is intended to produce graduates who can perform at an entry level in the industry but understand and eventually direct the larger picture.

I should add that, generally speaking, the graduates of Godfrey's program are not sought out in preference to graduates from the two-week Banff program (more below). Moreover, although our Advisory Board was fully aware of both Godfrey's and the Banff program, they were of the firm belief that a professional Master's program would be of great benefit to the industry. One year ago, at a conference which Godfrey attended, I presented a now- published paper outlining the elements of the present program.

17. Hiring of Graduates. The involvement of publishers such as Penguin, McClelland and Stewart, Talon Books, Reader's Digest, Maclean-Hunter, Telemedia, and International Thomson, refute Godfrey's notion that the publishing industry will not hire managers that are graduates of our program. They have said explicitly that they are involved because they need special managers for their unique industry.

17a. Consistency of Critique. While claiming that our program does nothing different than his, in addressing the point about managers, which he does not claim to produce, Godfrey says the industry will not hire our graduates. It seems to me that there is an inconsistency. Again, our changes to the business courses emphasize our commitment to producing graduates with management capabilities.

18. <u>Distinctiveness of Program and Adequacy of Skills</u>. (Re Program B para 3) At the present time many individuals enter the industry with a two-week, "pressure cooker" training course from the Banff School of Fine Arts. Nine graduate courses (nearly double the course load of a normal academic graduate program) together with a (minimum) four month internship (that will have both a research and a practical component) will certainly produce graduates with quantitatively and qualitatively different skills and attitudes than other programs in Canada. What UVic offers is equivalent to our minor except that they have a formal co-op requirement.

19. <u>Relations with other programs: Banff</u>. We have also had rather tense relations with Banff at various stages in our development who also felt, initially, that we were just doing what they were doing. In this case also our Advisory Board had the confidence that we were not duplicating their two-week program. The end result of our Banff relations is that the program coordinator would very much like to teach at Simon Fraser once the program is set up. This national award-winning designer sees the chance to integrate research with practice in our program.

20. <u>Industry Training Plans</u>. (Re para 4) The enthusiastic involvement of many industry members representing all major associations in the book community suggest Godfrey is wrong in thinking that the industry wants to and will continue to train its own. They have said explicitly that this is not the case.

21. <u>Job Demand</u>. (Re demand, para 6) Our assessment is that there is extensive demand for graduates of our program outside what Godfrey considers to be the industry. We have placed four of our minors with no effort except a response to requests for names.

22. <u>Regulation through Professionalism</u>. (Re para 7) This is an interesting point on regulation of entry that we have discussed throughout our development. We and our Advisory Committee see our program as a significant contribution to the professionalization of the industry. Godfrey seems unaware that complementary initiatives are beginning with the professional association of editors, the Freelance Editors Association of Canada. We are working in consultation with them.

<u>Beth Luey</u>

<u>Discussion</u>.

23. <u>Directorship</u>. Regarding Beth Luey's comments on the half time directorship, the management of internships is where quantities of time will be taken up and why it will be necessary to have highly qualified staff to assist with the process of setting up the program. If I thought there was any chance the university could provide additional release time for the director I would certainly request it.

24. <u>Altering Requirements</u>. Courses 677 and 678 allow for "waiving or altering a requirement for students with a good deal of professional experience."

25. <u>Internships</u>. Internships with the student's current employer are acceptable. Internships will be assumed to be without pay unless other arrangements are made (especially with current employers).

<u>Greco</u>

<u>Discussion</u>.

26. <u>Comprehensiveness</u>. I appreciate his positive comments and would actually dearly love to be able to take on all he suggests.

<u>Levin</u>

<u>Discussion</u>.

27. <u>Professional Publishing</u>. Levin has identified an important element of publishing. Moreover, the market in North America, and to some extent world wide, is dominated by American firms. Once the program is established we may be able to turn our attention to professional publishing, a lucrative and expanding field.