

# The Academic Author

For Creators of Academic Intellectual Property

2005:1

March 2005

## TAA Foundation moves forward

More than \$5,100 has been donated so far to the TAA Foundation (TAAF), a nonprofit organization formed two years ago to raise funds to support projects that benefit text and academic authors. In September 2003, the Foundation received 501(c)3 status, which means that all gifts made to the Foundation are tax-deductible.

Last year, the Foundation hired a grant writer to seek grants for several projects. She has already gathered the preliminary information to begin writing grant applications and will begin writing grant proposals in March 2005.

TAA Foundation President Michael Lennie said they will also begin reaching out to members for support. Nineteen people made initial pledges to the Foundation to fund its application for incorporation and 501(c)3 status, and to hire a grant writer. "We want to thank everyone who made gifts to help us launch the TAA Foundation," he said. "Your gifts have helped us form a Foundation that will nourish authors' interests for present and future generations."

The Foundation is looking for funding through grants and individual donations. The Foundation board of directors are in the process of planning various projects for grant application. TAA members are encouraged to contact TAAF to suggest projects. Currently under discussion are the following projects:

- Encourage more culturally diverse participation in the writing of textbooks and journal articles by reaching out and providing guidance to a broad spectrum of prospective authors.
- Form TAA chapters in major college towns and cities across the U.S. with the goal of truly making TAA a national organization.
- Expand the number and reach of workshops to promote, encourage and educate textbook and academic writers around the country.
- Create a Legal Hotline to advise authors on contract issues.
- Investigate and contribute to suggestions regarding textbook pricing.

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2005 TAA Convention  
Las Vegas, Nevada  
June 22- 25 2005

## FROM THE PRESIDENT'S DESK

### Create a written policy on plagiarism

In recent columns, I have emphasized the importance of keeping current and proactive about authoring issues such as used books, textbook pricing, and copyright and fair use. As authors, we also need to be aware of the potential of plagiarism.

According to the Oxford English Dictionary, the origins of the word plagiarism derive from the Latin word *plagiarius*, which means "one who abducts the child or slave of another." Contemporary use of the term has come to refer to a broad range of actions that center on the use of another's work without proper acknowledgment.

The predominant issues are what constitutes plagiarism, who has the right to accuse, who adjudicates the issues, and what is the punishment. And, if one is found to have been falsely accused, how is the tarnish of the accusation removed?

There is the potential for plagiarism in both academic and textbook writing. In this column, I'll explore a few recent instances of academic plagiarism; in the next issue, I'll delve into the textbook side.

In the world of scholarly research and publishing, accusations of plagiarism present thorny issues. David Glenn, in a recent *Chronicle of Higher Education* article, "Judge or Judge Not?," (December 17, 2004, Vol. 51, Issue 17, p. A16) outlines several possible courses of action that need to be considered when academic plagiarism is at issue.

The university or college has a responsibility to investigate accusations of plagiarism by its faculty.

Professional associations and societies have a role to play in handling claims of plagiarism for academic writing in their discipline.

Implementing the above recommendations is a treacherous road to travel. Consider the following cases:

From the *Associated Press*, January 7, 2005, Boston. A professional organization's investigation of plagiarism claims against Rev. William Meissner found the Boston College theology professor failed to adequately credit



**TAA President Michael Sullivan tackles the issue of academic plagiarism. TAA recommends universities and professional organizations or societies have a written policy on academic plagiarism.**

passages lifted from another person's book. The yearlong review by the ethics committee of the Boston Psychoanalytic Society concluded Meissner committed a 'serious breach of professional and scholarly standards' and 'excessively paraphrased' the work of Earnest Wallwork.

Through a Boston College spokesperson, Meissner maintained the allegations were "baseless" and the college referred to Meissner as "one of the nation's most respected experts on psychoanalytic theory." The college plans to convene a committee of senior faculty to review the allegations and make a recommendation to a college dean.

From the *Times Record*, "Axed Instructor Allowed to Amend Suit." Diana Payne, a former accounting instructor at the University of Arkansas,

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## Notable Author: Paul Krieger

### Anatomy text draws on creative images

By Jennifer Ackerman-Haywood

Sphenoid. What the heck's a sphenoid? Those who have taken Paul Krieger's human anatomy class at Grand Rapids Community College probably remember that the sphenoid is a skull bone that looks like a bat in flight.

Krieger is known for using images such as bats, monkeys, ice cubes and suspension bridges as visual analogies to help students remember and identify obscure parts of the body. Now he is taking his study techniques to the masses.

His book, *A Visual Analogy Guide to Human Anatomy*, is hitting college bookstores across the country and Canada this fall.

Krieger, who has been teaching biology for 13 years at GRCC, wrote and illustrated the collection of clever study aids with the encouragement of his students.

"It started as sketches in the classroom on pieces of paper," said Krieger, who almost pursued a career in art instead of science.

Over the years, Krieger worked on his art on the side and continued collecting analogies passed down in the field to add to those he dreamed up on his own.

The students seemed to like the analogies, so he looked for a book of them to use in class. Unable to find one, Krieger decided to write his own.

In his book, Krieger relates the skeletal system to concepts as simple as breakfast, lunch and dinner. A 7 a.m. breakfast of bacon and eggs helps students remember there are seven cervical vertebrae, a noon lunch signifies the 12 thoracic vertebrae, and a 5 p.m. dinner signifies the five lumbar vertebrae.

In the section covering the female reproductive system, Krieger compares the maturation and release of a follicle to the filling and bursting of a water balloon. He also compares the strength collagen offers to connective tissue to the strength steel cables provide a suspension bridge. In the end, Krieger, 40, of Ada, said he hopes his book will help make the study of anatomy less intimidating.

"Most of the people that I'm working with are not science majors," Krieger said.

For those not majoring in human



**Biology Professor Paul Krieger hopes his new book will help make the study of anatomy less intimidating for students.**

anatomy, studying the topic can be a grueling experience. But it's not exactly a cake walk for those destined for careers in the medical field, either.

"Sometimes half our students fail the course (the first time)," said Matt Douglas, a GRCC biology professor and department head. "I think the failure rate will decrease if we use this book. ... If you want to get through the course the first time, I'd spend the bucks to have a road map."

Krieger's book will not be required reading for GRCC students. Instead it will be offered as an optional course supplement for \$21.95. About 350 students study anatomy at GRCC each semester. Time will tell if the availability of Krieger's study guide will help struggling students master the material.

Krieger said he hopes his efforts to link science to everyday life will make the material easier for students to learn.

"The best goal for a teacher is to help students learn on their own," Krieger said. Copies of Krieger's book will be available locally at the GRCC bookstore and Brian's Books in Grand Rapids.

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### Breaking into textbook authoring

Lynn Stafford-Yilmaz, author of ten ESL (English as a second language) textbooks, including *A to Zany Community Activities for Students of English*, shares four common ways to break into textbook authoring:

1) Teach in a classroom. Write materials for your class, collecting enough for a book (but don't try to complete the book without finding or consulting with a publisher first); edit a text you are using and send your edits to a publisher.

2) Do small projects for publishers. Write text reviews; work on text components (i.e., chapters, workbooks, tests, correlations, market research, etc.). Research the field and contact publishers within your specialized area to ask if they use freelancers for such work.

3) Work for development houses. Development houses often have lower standards and faster turnaround. Also, they are smaller and less well known, making it easier to get started there.

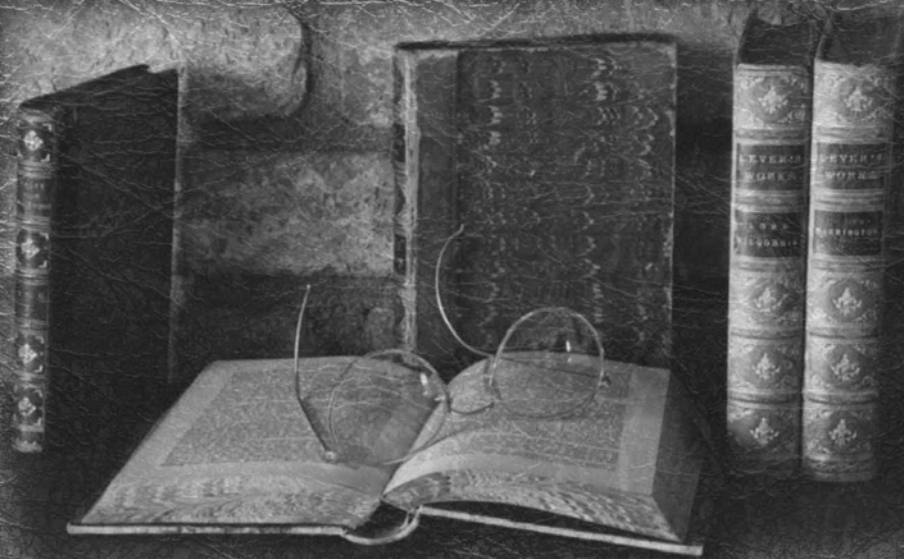
4) Work for established authors. They often need help in preparing new editions of their existing works.

### Stay competitive in textbook authoring

A competitive textbook author is current with and involved in the field in which he or she writes, says Lynn Stafford-Yilmaz, author of ten ESL (English as a second language) textbooks including *The Michigan Guide to English For Academic Success and Better TOEFL Test Scores*. She shares some ways to stay competitive:

- Become a member of a professional organization (hers is TESOL)
- Subscribe to and read professional publications
- Join professional listservs
- Take leadership roles in a professional organization
- Teach. At all costs, stay in the classroom. This is where the pedal hits the metal.
- Network
- Stay connected with colleagues and trends
- Find ways to meet textbook editors (around town, at focus groups, parties, textbook conventions, by e-mail, by helping them network, etc.)

# Publish, Promote and Protect Your Creative Works



## Michael Lennie Authors' Attorney Literary Agency

Contract reviews  
Contract negotiations  
Collaboration agreements  
Copyright issues

Publisher placement  
Proposal review/editing  
Foreign rights licensing

*We represent textbook, fiction and nonfiction authors  
Special discount for TAA members  
Member of Authors Guild*

Contact us for more information  
750 B Street, Suite 2500, San Diego, CA 92101

(619) 515-5458  
alana@lennieliterary.com

Visit [www.lennieliterary.com](http://www.lennieliterary.com)

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## Zogby study finds student success depended on textbooks

The vast majority of college instructors — 84 percent — believe students absolutely need a textbook to complete their courses, according to a Zogby International survey of 1,029 U.S. college faculty.

“This survey confirms the conventional wisdom that next to the professor, the text is the most critical tool students have to ensure academic success,” commented Patricia Schroeder, president and chief executive officer of the Association of American Publishers.

“The results underscore the critical role that updated textbooks and sophisticated learning tools play in college students’ success,” Schroeder said. Eighty percent of survey respondents say it is important for textbook materials to be as current as possible. In addition, three-fourths of instructors polled either require or recommend the use of supplementary materials in addition to textbooks. In fact, the longer a professor’s tenure, the more likely he or she is to require other sources: 49 percent of those with 26 or more years of experience say they require supplements.

At the community college level, 63 percent of instructors are using supplemental teaching materials, such as CDs,

online self-assessment tests, interactive learning tools and online homework, to teach their students. Overall, 55 percent of instructors use these and other high-tech teaching tools.

“There is a growing body of proof of the positive impact of the newest learning tools. At the University of Alabama, for example, the passing rate for students taking an intermediate algebra class was only 40 percent. When the class was redesigned, relying heavily on supplemental materials and instructional software, such as interactive tutorials and online practice exercises, the passing rate doubled to 80 percent,” Schroeder noted.

The Center for Academic Transformation, in a separate study, showed the value of combining books and electronic learning tools for the benefit of all students. The Center’s work with 30 colleges and universities showed that students using electronic learning tools have seen marked progress in their test scores.

“As the cost of higher education has risen, American publishers want to ensure that all students have access to our world-class content,” Schroeder continued. “We have to face facts. Graduation rates are dropping. Dropout rates are increasing. Fewer students are graduating in four years. John Zogby said it well, ‘We’re in the Information Age. Textbooks are no longer just paper and cardboard. Professors see value in a multiple-media learning experience for their

students.’”

Other Zogby study results bolster the case that textbooks are key ingredients to college learning. Among the findings:

- Of those college instructors expressing an opinion, 58 percent are satisfied with how frequently new textbook editions are released, or say they are not released frequently enough;
- More than 70 percent of professors require students to read and study at least half of textbooks they assign for a particular course;
- Three-fourths of professors advise their students early in the course that using the textbook is necessary to get a better grade; and
- Instructors at two-year institutions are more likely to agree that students absolutely need a textbook, and are more likely to tell them early in the course that they need to use the book.

Zogby, an independent polling and research firm based in Utica, N.Y., conducted the poll of 1,029 U.S. college faculty via online interviews between December 8 and December 20, 2004. The random sample included professors at four-year, two-year and other institutions, with the vast majority of responses (817) coming from instructors at four-year institutions. Results of the Zogby study can be found at [www.publishers.org/highered/index.cfm](http://www.publishers.org/highered/index.cfm)

## Volunteer opportunities: Share your expertise by serving on a TAA committee

TAA has a broad committee structure that investigates areas of interest to textbook and academic authors. One way that members can get involved in the association and really make a difference in the lives of authors is by serving on one of its six committees.

Do you have expertise in membership recruitment or retention? You might want to serve on the Membership Committee. Do you have a particular interest in increasing the diversity of textbook and academic authoring? You might want to serve on the Diversity Committee. Do you have any ideas or strategies for improving author relations? You might want to serve on the Author Relations Committee.

The following are full descriptions of each committee, including current members of each committee (If you’re interested in serving on any of the following committees, please contact the chair.):

### Membership

- Initiates proposals to expand and retain membership within TAA.
- Develops plans for membership growth and outlines methods for implementation.

Chair: Michael Lennie, Authoring Attorney, TAA Foundation President  
E-mail: [mlennie@aol.com](mailto:mlennie@aol.com)  
Members: Phil Halloran, Mary Kay Switzer

### Publisher Relations

- Maintains contact with publishers in

order to strengthen communications between TAA and publisher organizations.

- Works on establishing positive relationships between TAA and publishers and outlines methods for implementing positive TAA-publisher relations.

Chair: Michael Sullivan, TAA President, Mathematics Author

E-mail: [m\\_sullivan@att.net](mailto:m_sullivan@att.net)

Members: Robert Christopherson, Karen Morris, Arthur Rubin, Frank Wang, Terry Wesner

### Ethics

- Maintains and publicizes TAA’s Code of Ethics.
- Examines and alerts membership to issues of ethics within the publishing industry.
- Monitors ethical conduct in publishing, including the educational environment wherein writers create intellectual property.

Chair: Jay Black, TAA Past President, 2005 Convention Co-Chair, Journalism Ethics Author

E-mail: [black@bayflash.stpt.usf.edu](mailto:black@bayflash.stpt.usf.edu)

Members: Chris Harris, Maxinne Zinn, Chris Stanger

### Diversity

- Purpose: To diversify the membership of TAA and to expand the range of viewpoints represented in the writing of textbooks and academic papers.

Chair: Jay Black, TAA Past President, 2005 Convention Co-Chair, Journalism Ethics Author  
E-mail: [black@bayflash.stpt.usf.edu](mailto:black@bayflash.stpt.usf.edu)

Members: Michael Lennie

### Author Relations

- Develops and maintains services provided by TAA to authors.
- Aids and assists authors in meeting their needs as authors.
- Creates experience files for authors with special emphasis on contracts and model contract language.
- Develops strategies for dealing with the used book problem.

Chair: Robert Christopherson, TAA Council Member, Geography Author

E-mail: [bobobbe@aol.com](mailto:bobobbe@aol.com)

Members: Karen Hess, Dan Moody, Bill Pasewark, Al Shenk

### Convention

- Develops the program for TAA’s annual convention in conjunction with the program chair.
- Recruits and nominates to the TAA President the selection of the program chair for the annual convention.
- Recommends site locations for the annual convention.

Co-chair: John Wakefield, TAA Vice President, President Elect

E-mail: [jwakefie@msn.com](mailto:jwakefie@msn.com)

Co-chair: Jay Black, TAA Past President, 2005 Convention Co-Chair, Journalism Ethics Author

E-mail: [black@bayflash.stpt.usf.edu](mailto:black@bayflash.stpt.usf.edu)

Members: Michael Lennie, Chris Harris

## Guest Columnist: William M.K. Trochim

### The Future of College Textbooks

Anyone can have a vision. Making that vision a reality is another matter.

Not long into my teaching career, I found myself with a vision for college textbooks. I wanted to utilize the Internet for publishing the textbooks, which had become too big and too expensive. I wanted to save the students a significant amount of money and save a few trees along the way. I knew where I wanted to go. I just needed a little help getting there.

#### Bigger Books Doesn't Equal Better Learning

I've been at Cornell since 1980, where I teach Introduction to Research Methods — one of the most challenging courses in my field of Policy Analysis and Management. And although it is very rewarding, it had also been a bit frustrating to me, and many others who taught it, that we have to purchase these huge textbooks for our students. I firmly believed that the bigger introductory textbooks didn't translate into better knowledge or better learning. It seemed to me that there had to be a way to address the problem of these oversized textbooks.

I had always been an avid user of technology, wrote some of my own software, and vigorously used this relatively new media called the Internet. When I started creating my own presentations to teach my classes, the students wanted to copy them. I eventually loaded my presentations into a networked web environment. Then I wrote out my lectures to provide some narrative to go along with the presentation slides. I could simply point the students to this Intranet and let them download the classes. It didn't take long for me to realize that I didn't need to order those huge textbooks anymore. At the time, this was a relatively innovative idea — I had an entire textbook online, as a shared resource for both the student and the teacher.

#### Too Good to Be True

A short time after starting to use this innovative online study guide, students began showing up with binders that were getting bulkier by the week. I was also getting complaints from the Cornell central computer services office informing me that my students were tying up all the network printers. It was clear the students were printing the entire course website a bit at a time, several hundred pages in all. At that point, I felt I was back at square one. The only difference was that I now had this complete hypertext-linked textbook online. It was not only available to my students, but because it was now on the Worldwide Web, it was available to anybody, anywhere, anytime.

To solve the printing problem, I worked with the campus bookstore to see if they could print the entire course website and bind it in such a way that they could offer it at a low cost. They agreed and it worked that way for several years. The campus bookstore was the sole provider of the text hardcopy and I was the sole provider of the Web content. Meanwhile, I was being contacted by Professors and students from around the world wanting a

hardcopy of different sections of the course. I referred them to the bookstore where they could order a hardcopy of what they wanted. I had to invest a lot of time in this coordination activity and realized I had a new problem. I was actually becoming an independent publisher, a terrible use of my time.

#### Enter Atomic Dog

I looked at several traditional textbook publishers and was disappointed by their old-fashioned approaches. That's when Atomic Dog Publishing ([www.atomicdog.com](http://www.atomicdog.com)) and I discovered each other, in late 2000/early 2001, when they were just getting started. It was clear they were going to be a different kind of publishing company. They had many innovative ideas, not the least of which was the idea of providing the options of an Internet version and/or a textbook version. Subsequently, all my materials became available from Atomic Dog in both online and bound formats as The Research Methods Knowledge Base. I immediately stopped publishing through the campus bookstore and directed anybody who wanted a hardcopy to the Atomic Dog website.

#### Vision Fulfilled

This effort has evolved into a college textbook which can be published on its own. Atomic Dog enables you to not only publish the textbook, but lets you do it in a fashion that is interactive and much more value oriented to the students and the teachers as well. It can be done at a very low cost and will even help the environment by saving some trees. And, it has removed me from the daily activities of a publishing business, allowing me to spend more of my time pursuing what I do well — teaching.

#### And the Next Vision Is...

Textbooks of the future should be even smaller, more customized and globalized. Professors should be able to go to the Web, look at a list of contents, click off the sections they want, indicate what order they want them in and create their own tailored, personalized textbook in any major language they need. Students should then be able to interact with this text on the Web, access it in a uniquely customized printed form, or both. This kind of vision requires an innovative and creative publisher. Traditional publishers move too slowly and are too limited by the old-fashioned stereotypical textbook model. Newer, more agile publishers like Atomic Dog are where these textbook innovations are likely to start. They are motivated to understand the needs of the Professors and students, and are innovative enough to react to those needs. And beyond this, they are willing to try new things and use technology in new and different ways, helping make the latest vision of textbook publishing a reality.

"The Future of College Textbooks", *Tuesday, September 7, 2004. Reprinted with the permission of Syllabus magazine, now Campus Technology magazine* ([www.campus-technology.com](http://www.campus-technology.com)).

#### SULLIVAN Continued from Page 1

Fort Smith, was accused by two faculty members of committing "plagiarism for a work she submitted for promotion." A five-person ad hoc committee heard evidence at a four-day hearing and found there was adequate cause for Payne's dismissal, "but an academic penalty of less than dismissal would be appropriate." UAFS Chancellor Joel Stubblefield exercised his authority to overrule the committee and fired Payne, citing as reasons that the university cannot uphold policies on academic honesty if faculty do not model professional integrity, that Payne's conduct brought discredit and dishonor to the faculty and the university, and that not dismissing Payne would set a precedent that would effectively prevent the university from punishing faculty or staff for plagiarism and call into question the university's ability to punish students for plagiarism. Payne, who had previously filed a civil rights lawsuit against the university, was allowed to amend that lawsuit to include a wrongful termination allegation.

TAA recommends that universities and professional organizations or societies have a written policy on academic plagiarism. The policy should identify the conditions that constitute plagiarism, the adjudication process, the penalty, and an appeal mechanism. Academic authors need to be aware of the policies governing plagiarism in their field.

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If you would like to place an ad in the June issue of *The Academic Author*, or on the TAA website, [www.taaonline.net](http://www.taaonline.net) please contact Kim Pawlak at [kmpawlak@hbcu.com](mailto:kmpawlak@hbcu.com) or (608) 687-3106.

Additional information is available at <http://taaonline.net/ads/index.html>

## Leave a gift to TAA in your will

Support your association by including a gift to the TAA Foundation in your will. By doing so, you will ensure that TAA's good work on behalf of text and academic authors continues into the future. A bequest is an easy and convenient way to support the association while receiving valuable tax benefits for your estate.

Please notify us by letter of your intentions. Include your name, address, phone and e-mail address; whether you would like your gift to go into general TAA operating funds to be used at the discretion of the Foundation's board of trustees, or whether you would like to restrict your gift to some specific purpose; and whether you would like your gift to remain anonymous or whether we could include your name as a donor.

Mail to: Text and Academic Authors Association Foundation, P.O. Box 76477, St. Petersburg, FL 33734-6477.

Contact your attorney, banker or tax advisor to establish a will or to leave a bequest in your will.

Sample language for including TAA in your will (do not use this language without consultation with your estate planning attorney. Not coordinating the bequest with an underlying estate plan can cause

problems regarding carrying out the intent of the estate plan):

"I hereby gift and bequeath (\_\_\_\_% or \$ \_\_\_\_\_) of my estate to the Text and Academic Authors Association Foundation." Or, "I hereby gift and bequeath the residual or \_\_\_\_% of the residual of my estate to the Text and Academic Authors Association Foundation."

Other ways to benefit TAA in your estate planning include:

- Setting up a CD with the beneficiary designated as TAAF. This method is best if you're leaving an amount less than \$10,000. It would preserve the money for an unforeseen need by you, and transfer it without probate to TAAF upon your death.
- Designate TAAF for an amount of your IRA or 401K plan by obtaining a "beneficiary designation" from your IRA or 401K administrator. This type of gift would pass to TAAF tax free as opposed to a possible 60 cents on the dollar to an heir.

For more information, contact Michael Lennie, TAA Foundation President, at (619) 515-5456 or [mlennie@aol.com](mailto:mlennie@aol.com)

sticker as a union of church and state" since the stickers endorsed "Christian fundamentalist or creationist" beliefs.

**Gabler dies.** (Tyler, TX) Mel Gabler, who has been campaigning against error-riddled textbooks for more than 40 years, died December 19 after a fall in his home. Gabler, along with his wife Norma, had been taking on the publishing industry since 1961, when they found errors in one of their son's textbooks. In 1973, Gabler and his wife founded the nonprofit, Educational Research Analysts. The organization has had a major influence on textbook adoptions in Texas.

**Letter published.** TAA President Michael Sullivan's letter to the editor to the *Chronicle of Higher Education*, written in response to an article about the role of the bookstore in textbook pricing, was published January 14, 2005. In his letter, Sullivan takes issue with the author's position that bookstores aren't responsible for the high cost of textbooks, saying the management of bookstores by large chains increased the markup on new books by eight percent. Sullivan also attributes the high cost of books to bookstores' sales of used copies, which they sell for a 50 percent profit, and the sale of examination copies as used books, and sometimes as new books, with no royalties paid to authors and no profits to publishers. See Sullivan's full letter to the editor on the TAA website: [www.taaonline.net](http://www.taaonline.net)

**Need help?** Your association is here for you. If you ever need TAA's help, don't hesitate to call. TAA's network of veteran authors can help you in every stage of your textbook or journal article authoring process. Just call or e-mail! (727) 563-0020 or [TEXT@tampabay.rr.com](mailto:TEXT@tampabay.rr.com)

**TAA Awards.** TAA received 27 nominations for Texty and McGuffey Awards this year, the largest it has ever received, according to Janet Tucker, TAA's office manager. Visit the TAA website at [www.taaonline.net](http://www.taaonline.net) to view the nominees.

**President quoted.** TAA President Michael Sullivan was quoted in an August 28, 2004 article in the *SacBee*, the online version of the *Sacramento Bee*, "Faculty book resales raise ethical issue". The article talks about Sullivan's math textbook, "College Algebra", selling on a website that sells faculty review copies for between \$36.75 and \$44.75 — more than \$60 less than its \$103 retail price. Sullivan was quoted in the article as saying: "I don't think we can really understand the enormity of this problem. And that this practice is also destroying the integrity of the educational marketplace." View the full text of the article at: [www.sacbee.com/content/news/story/10540015p-11459035c.html](http://www.sacbee.com/content/news/story/10540015p-11459035c.html)

**Concurrent sessions.** TAA plans to host concurrent presentations during the 2005 Convention in Las Vegas to accommodate both new and experienced authors. However, all attendees will be brought together for presentations on topics that are particularly broad and timely, says Convention Co-chairs

## Help TAA market the convention

TAA would appreciate any help you can give on getting the word out about the convention to possible attendees (especially if you reside in Nevada). Does your College have an internal bulletin board or listserv of some type, where you could post information about the convention (contact your public affairs or university relations department to find out)? Here is the copy that you could post:

The Text and Academic Authors Association ([www.taaonline.net](http://www.taaonline.net)) is a national organization committed to the advancement of textbook and academic authoring and to the creation of quality educational materials at every level.

To these ends, TAA provides assistance to both the published author and the potentially published author. TAA holds annual conventions for text and academic authors that feature presentations on various topics including electronic publishing, ethical issues for authors, contracts and

licenses, website development, marketing your work, repackaging/product development, managing your royalties, textbook selection process, mergers and acquisitions, textbook pricing controversy and more!

This year's TAA convention will be held in Las Vegas at the Imperial Palace Hotel, Friday, June 24 and Saturday, June 25. Room rates for TAA convention attendees are \$85 per night until May 20. Convention registration for members is \$75 before May 1; \$125 after; non-member registration (which includes a one-year membership to TAA) is \$125 before May 1, \$175 after. An optional awards banquet dinner will be held Friday night. Cost is \$45.

To register, contact TAA at (727) 563-0020 or [TEXT@tampabay.rr.com](mailto:TEXT@tampabay.rr.com) Room rates for TAA convention attendees are \$85 per night until May 20.

professor at Grand Rapids Community College, and his book appeared in *The Grand Rapids Press* on August 6, 2004. A reprint of the article appears on page 2.

**No stickers.** Stickers warning that "evolution is a theory, not a fact" placed in biology textbooks by The Cobb County School Board (Atlanta, GA) in March 2002, were ordered by a federal judge to be removed. The judge said the stickers violated the First Amendment by causing schoolchildren to "likely view the message on the

## NEWS HIGHLIGHTS

**Thanks TAA.** Long-time TAA member Paul A. Krieger credits TAA with the successful publishing his first textbook, *A Visual Guide to Human Anatomy*. In a letter to TAA he writes: "...none of this may have been possible without the mentoring I received from other TAA members. I am deeply grateful for all the tips, encouragement, and advice that I received over the years." An article about Krieger, a biology

John Wakefield and Jay Black.

**Literary marketplace.** Have an idea for a book? Bring an outline and sample chapter, and TAA will help you find a mentor, prepare a proposal, and target a publisher.

**New materials.** Wiley's eGrade Plus is a comprehensive learning environment that includes a complete online textbook, interactive homework and assessment tools, and a suite of resources that allow professors to create class presentations, correct homework, grade tests, and track student progress. The product is available for more than 40 Wiley titles in the fields of business, science, social studies, engineering, computer science, and modern languages. For more information, visit [www.wiley.com/college/egradeplus](http://www.wiley.com/college/egradeplus)

**Google service.** As a way to provide scholarly researchers access to online materials previously blocked by publisher subscriptions, Google launched Google Scholar, a new search service. Check it out at <http://scholar.google.com/>

**Adoption process.** Veteran journalist David Whitman, in a study for the Thomas B. Fordham Institute, concluded that the current adoption process cannot be reformed. He recommends that the current adoption process be abolished and that the decisions about which books and materials to use should be given to schools, districts and individual teachers. For more on the report, visit [www.heartland.org/Article.cfm?artId=16053](http://www.heartland.org/Article.cfm?artId=16053)

**New books.** Oxford University Press announced the launch of a new series of books that will "revolutionize the way middle school students learn ancient history." The nine book series, title *The World in Ancient Times*, aimed at middle school students, is based on primary source material. A recent National Assessment of Educational Progress report showed that middle school students who use primary source materials weekly earned higher average national assessment scores than those who did not use primary source materials on a regular basis.

**Convention issue.** Full page ads in the print newsletter are \$350, half page ads are \$275, quarter page ads are \$200 and 1/8 business card sized ad is \$45. Special discounts apply for those who advertise in four or more issues. If you would like to place an ad in the Special April Convention issue of *The Academic Author*, or on the TAA website [www.taaonline.net](http://www.taaonline.net) please contact TAA's interim advertising manager, Kim Pawlak, at [kmpawlak@hbc.com](mailto:kmpawlak@hbc.com) or (608) 687-3106. More information about advertising in the print newsletter or online can be found at <http://taaonline.net/ads/index.html>

**Mentoring session.** TAA will be offering one-on-one sessions via its "Literary Marketplace" at the TAA Convention in June. Authors can sign up for a 15-minute session with an authoring attorney for a review of their existing or new contract; an

agent to review their manuscript; or a veteran author from a publishing company that might be interested in accepting their book. By appointment or walk-in. Contact John Wakefield at [jwakefield@una.edu](mailto:jwakefield@una.edu) to set up an appointment.

**Sound off!** TAA is always looking for columns on issues related to text and academic authoring (plagiarism; used books; comp copies; contracts; royalties; journal submission guidelines, etc.) for publication on the website <http://www.taaonline.net> or in *The Academic Author*. 400-word maximum. Please send your name, title, school, college or university affiliation (if any), phone number and e-mail address along with your column to Kim Pawlak, Editor, [kmpawlak@hbc.com](mailto:kmpawlak@hbc.com) or mail it to S2874 Spruce St., Fountain City, WI 54629 or call (608) 687-3106.

**Register online.** Visit [www.taaonline.net/convention/2005\\_registration.html](http://www.taaonline.net/convention/2005_registration.html) to print out a PDF version of the convention and workshop registration forms.

**Textbook pricing.** The Association of American Publishers will meet today with representatives of the Public Interest Research Group (PIRG) to review recent surveys related to college textbooks. AAP President Patricia Schroeder said that they are hopeful the meeting will be the basis of ongoing dialogue that will lead to a better understanding and solutions.

**New books.** Visibooks, LLC has created the first computer class textbooks for students with learning disabilities and students who speak English as a second language. The new textbooks, called Visibooks, employ an illustration-based approach tailored to the needs of LD and ESL students. The textbooks cover Windows, Microsoft Office, and Web development topics, and available at [www.visibooks.com/](http://www.visibooks.com/)

**Study refuted.** American publishers refuted assertions by a Public Interest Research Group study on textbook prices released last week, citing its flawed methodology, selective use of data and lack of acknowledgment of recent research data that offer a different point of view. AAP President Patricia Schroeder said there are two key factors PIRG needs to focus more upon when addressing higher education issues, including recognition of the changing landscape of higher education and the fact that "professors and publishers are creating the tools, textbooks and other instructional materials that are helping students improve their college success rates."

**Defining marriage.** If your textbook defines marriage as anything other than between one man and one woman, it won't be adopted in Arkansas. The Arkansas House passed legislation requiring textbooks used in Arkansas to only include the definition of marriage as between one man and one woman.

**PI sought.** The TAA Foundation is seeking a TAA member to become the principal investigator (PI) for a potential grant to study state adoption policies and practices for textbooks.

Financial incentives for the PI will be written into the grant and the individual will work with a grant writer contracted to the Foundation, thereby easing the grant preparation process. For more information or to express interest, contact Michael Lennie at (619) 515-5456 or [mlennie@aol.com](mailto:mlennie@aol.com)

**Copyright issues.** Three textbook publishing experts from the Copyright Clearance Center will present a panel discussion on text development, licensing and related copyright issues at the 2005 TAA convention in Las Vegas. The panelists include: Ted Buccholz, a senior CCC executive and former CEO of Harcourt; Diane Feldman, an author's editor who works exclusively with academic authors on manuscript development and editing; Dru Zuretti, a long-time CCC staffer who conducts copyright awareness courses on campuses across the U.S.; and a representative of a leading online courseware company. The presentation will be based on CCC's popular Beyond the Book conferences for authors on the business of writing and publishing.

### Article contributors wanted

TAA is looking for members willing to contribute articles on various topics for publication in *The Academic Author* and website. This is your chance to share your expertise with other authors. Articles can be 100-500 words. Have a tip to share? We'd welcome it. We are mostly interested in tips, strategies, how-to type articles that can help authors in their own work. Here are just some possible topics:

- Negotiating a contract or royalty rates;
- Co-author collaboration;
- Permission fees charged or negotiated;
- Making writing more readable;
- Writing as teaching;
- Tax tips;
- Book titles;
- Book reps as allies;
- Electronic texts;
- Ancillaries;
- Reprographic rights;
- foreign sales;
- Doing the bibliography;
- Indexing Good faith obligations;
- Journal writing;
- Journal contracts;
- Copyrights;
- Citations;
- Using a word processor;
- CD-Roms;
- Journal practices;
- Writing with technology;
- Collegial collaboration in writing;
- Revision contract negotiations;
- Keeping writing fresh;
- The competition;
- Meeting deadlines;
- Writers block;
- Used books

Please send your name, title, college/university/company affiliation if any, mailing address, phone and email address with your reply. Editor reserves the right to edit copy. If copy is edited, a draft will be e-mailed to the author for review before publication.

**FOUNDATION****Continued from Page 1**

Work with publishers and other groups to bring about change. To extent allowed under the tax code, support organizations lobbying for change in textbook pricing structure.

- Seek improvement in the state adoption process. The state adoption process adversely affects the cost of textbooks since publishers end up publishing two to three editions of the same book to satisfy the adoption requirements of major states.

- Expand national recognition of TAA's Textbook Excellence Award and McGuffey Longevity Award program, allowing the awards to continue to grow in stature.

- Research the effect of textbook authoring on the tenure and promotion track process for college professors, and decide if an advocacy group should be formed to promote the merits of textbook authoring.

- Conduct a study to identify services which would help academic authors succeed in their promotion and tenure track.

The TAA Foundation's board of directors are TAA President Michael Sullivan, reading author Lee Mountain, math author Pat McKeague, TAA Vice President and President-elect John Wakefield, authoring attorney Michael Lennie, and TAA Executive Director Ronald E. Pynn.

If you would like to support the TAA Foundation with a tax-deductible gift, or have suggestions for other projects, contact Michael Lennie at [mlennie@aol.com](mailto:mlennie@aol.com). Mail your donation made payable to TAAF to P.O. Box 76477, St. Petersburg, FL 33734-6477.

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