

The Academic Author

For Creators of Academic Intellectual Property

2004:3

September 2004

Member input sought on publishing venture

TAA Executive Director Ron Pynn is seeking input from members on a proposed TAA publishing program that would produce works of interest to authors of all disciplines.

Pynn made his proposal for the publishing venture to the TAA Council at its July meeting in St. Petersburg, Florida. The Council gave Pynn permission to pursue the possibility.

"TAA would begin with topics from past conventions where authors had produced papers and topics of interest," says Pynn. Some of those topics could include, he says: a guide to contracts, negotiating with publishers, self-publishing, permission guidelines, and a tax guide for authors.

"This would become a major service to members and nonmembers, and it would serve as a recruiting and publicity tool for the organization," he says.

In the spirit of TAA, authors would receive 100 percent of their royalties less expenses. "It seems to me as an author's group that we should honor authors and give them all the profits," says Pynn.

Other ideas Pynn proposed regarding the publishing venture:

- Published works would be relatively brief, approximately 100 pages, soft cover bound, printed using the TAA logo for the imprint, and use a print on demand format from camera ready copy on electronic disc.
- Marketing of published works would begin with the TAA membership as well as using the TAA website and News Alerts. From there, TAA could branch out in conjunction with membership expansion. Mass mailings could be made to college faculty using the national faculty directory. Ads could also be placed in journals and other publications.
- A five- to nine-person editorial board made up of TAA members would be created to select titles and oversee the quality of the publishing program. Manuscripts would be sent out for review as in any publishing process.

"We would do everything to assure quality just like any other publisher," he says.

Anyone interested in offering their input on the process or topics, or to learn more about the program, should contact Pynn at rpynn@tampabay.rr.com

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

FROM THE EXECUTIVE DIRECTOR'S DESK

Workshops a priority with TAA

The most popular service offered by TAA is its workshops. Seven to 10 workshops are given each year that reach approximately 300 faculty throughout the country. As we begin the 2004-05 academic year, this is a good time to schedule a workshop on your campus. What a wonderful faculty development experience for faculty to have one or more TAA workshops on your campus.

TAA has eight workshops led by individuals with national reputations and great experience in presenting workshops to faculty. All of the workshops are suitable for junior faculty as well as experienced writers. Here is a brief overview of the eight TAA workshops.

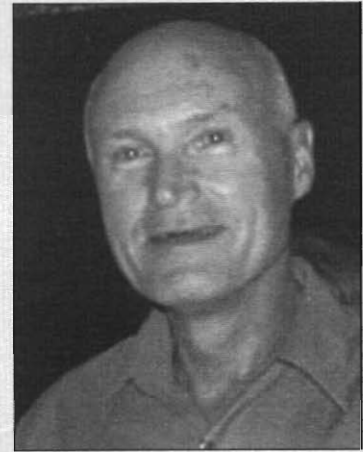
1) **Scholarship, Tenure, and Promotion**
This workshop looks at common problems with the faculty rewards system and how faculty can better document their work, including teaching effectiveness. The workshop is led by Robert Diamond, former Research Professor and Director of the Institute for Change in Higher Education at Syracuse University.

2) **Software Tools for Authors**
This workshop helps authors save time with software tools that define the rhetorical context of a document. This workshop is lead by Joe Moxley, Professor of English at the University of South Florida and author of 11 books and more than 50 articles.

3) **Publish and Flourish: Write Well and Revise Rapidly**
This workshop shows participants simple, specific steps to take to write well and revise rapidly, writing as little as 15 to 30 minutes daily. This is TAA's most sought after workshop. It is provided by Tara Gray who heads the Teaching Academy at New Mexico State University. She has given this workshop to more than 1,000 faculty.

4) **Successful Academic Journal Writing**
An editor of an academic journal shares insights on academic publishing, what kind of articles get published and how the peer review process works. Either Gerald Stone or Jay Black lead this workshop. Both were faculty members, journal editors, and prolific academic authors.

5) **Authoring a Text or Professional Book**
Taking an idea through the entire publishing process, this workshop provides information on all aspects of authoring so people can make informed choices about undertak-



TAA Executive Director Ron Pynn urges members to set up one of eight TAA-sponsored workshops on their campus.

ing a writing project. As the author of four texts, I lead this workshop.

6) **Self Publishing**
Advances in technology and software make self publishing easier than ever before. Learn what it takes to publish your own book and to make it respectable. This workshop is provided by John Wakefield, Assistant Vice President at University of North Alabama and a self publisher of source books on the American Civil War.

7) **Writing a Book Proposal**
This workshop helps authors match their book idea with the right publisher. The workshop includes a survey of what acquisition editors look for in book proposals. I also present this workshop.

8) **Negotiating a Contract**
A workshop outlining book contract clauses and what can and cannot be negotiated in the contract. Also provided is strategy and favorable language for authors in helping them negotiate a more favorable contract. This workshop is led by authoring attorneys Michael Lennie or Stephen Gillen, both of whom have considerable experience in publishing law and in representing

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In Memoriam: Ida Flynn

Flynn: Educator, Author, Researcher

Ida Moretti Flynn, an award-winning University of Pittsburgh educator, researcher and computer science author died on Monday, April 12, 2004 at age 62 of metastasized breast cancer.

Dr. Flynn's doctoral research combined her interest in The University of Pittsburgh's video archive of *Mr. Roger's Neighborhood* television programs and the need for effective teaching and learning tools to reach the classmates of childhood cancer victims. Her research noted the impact of medical advances, which have increased the chance of long-term survival in children with cancer. This, in turn, increases the number of children with life-threatening illnesses to be mainstreamed back into their classrooms. Her research cited the shortage of qualified personnel able to talk to classmates and answer their urgent concerns about cancer, treatments and the viability of their sick friend.

To answer the need of classmates of childhood cancer victims, Flynn designed and prototyped an interactive multimedia system that enabled students to address their concerns themselves. Students could choose questions on a classroom computer, and the system would then retrieve the response, a segment from a Mr. Rogers television show that answered the concern, from a specially manufactured videodisc (a precursor to today's DVD) that the student could then view. The questions covered a wide range: What is cancer? How does it start? Is it contagious? What are the side effects of treatment? Flynn wrote the entire programming code required to operate the device, and tested her prototype in local classrooms and at Children's Hospital of Pittsburgh.

During her more than twenty years at the University of Pittsburgh's School of Information Science, Flynn was presented with numerous "Apple for the Teacher" awards by the College of General Studies,

on the recommendation of students. Flynn taught both undergraduate and graduate students, and serves as the director of SIS' undergraduate program from 1991 until her retirement in 2000. Outside of Pitt, she taught concentrated courses for universities abroad, especially the University of Wales, Aberystwyth, and industries at home, including U.S. Steel. Prior to joining her husband, Roger Flynn, on the faculty at the University of Pittsburgh, she taught computer science at Point Park College from 1975, shortly before the birth of her first son, through the early 1980s.

While teaching at Pitt, she shared with a book salesman her frustration with the lack of good textbooks on computer operating systems. With his encouragement, and the help of her former student and friend, Ann McIver McHoes, she wrote the first edition of *Understanding Operating Systems* (1991). This college textbook grew to three editions, and has been translated into Spanish and Portuguese. The book won the Textbook Excellence Award from TAA in 2001 for its readability and usability. The text is now adopted at colleges and universities around the world. Flynn was making plans for a fourth edition of the text when she died.

Flynn also served as associate editor, along with her friend Ann, for Macmillan's encyclopedia, *Computer Sciences* (2002), a four-volume set written for high school students. In addition to serving as editor, she was also instrumental in assembling the editorial team headed by her husband, identifying academic contributors, and authoring numerous segments.

Many of her students tried to guess the origin of her slight accent, which was a combination of Italian and Spanish. Born in Turin, Italy, she, an infant, and her mother survived a gunshot wound during a failed attempt to leave Italy during World War II. After the war, the family moved to Argentina where they lived until Ida was 16. Fleeing the



Ida Moretti Flynn 1942-2004

Peronist dictatorship there, they resettled in Long Island, New York, with only the possessions they could carry. Ida attended Adelphi University there, earning her Bachelor's of the Arts degree in mathematics. She went on to earn a Master's degree in computer science at the Illinois Institute of Technology in Chicago where she met her husband. She earned her Master's degree in business administration and Ph.D. in library science at the University of Pittsburgh while teaching full time and raising her two young sons, Anthony and Christopher.

Ida Flynn enjoyed reading, quilting and traveling, when not giving of herself to help others. She is survived by her parents, Gino and Anita Moretti; four sisters and brothers-in-law, Carla and Howie Amann, Paula and Perry Paolantonio, Laura and Barry McVey, Pat and Dean King; numerous nephews and nieces; husband, Roger Flynn; two sons, Christopher and Anthony Flynn; daughter-in-law and wife to Anthony, Gina Godfrey; and her unborn granddaughter.

Welcome new TAA members!

Since January 2004:

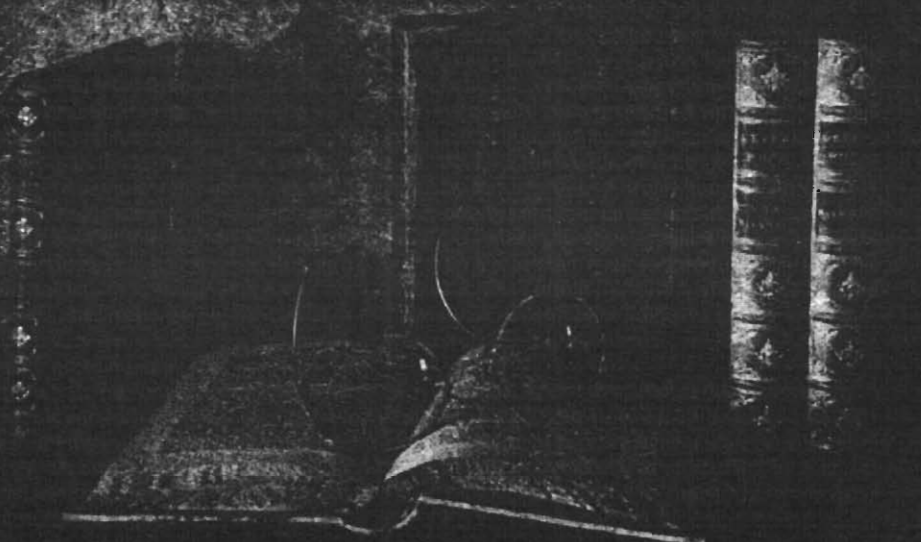
Elizabeth Dickson	John Langan
Kathryn Pinna	Helen S. Solorzano
Susan Crosson	Will Lennertz
John Sally Preston	Jean A. Lukesh
Philip Demarois	Kenneth Rystrom
Bob Pirtle	Debra Popkin
Mark Walters	Scott Tippens
Tom Head	William Bogley
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An author's thoughts on the price of college textbooks

by Robert W. Christopherson

Recent newspaper coverage of the cost of college textbooks, specifically criticism in a report from the CALPIRG group, drew my interest and concern. I was sorry to see that no one interviewed an author. I have 30 years of college classroom teaching experience and I am a college textbook author. From this perspective I offer the following thoughts from "inside" academic publishing.

I agree that textbooks are expensive. Although, text costs are rising at a rate less than other educational costs are increasing. Most modern textbooks have high production values, with limited markets in many academic fields, and require large capital investments. But there is more to the story. I see the root cause for textbook costs differently than those shouted by critics.

When students arrive in class they are multimedia trained by the quick-paced, frantically edited, computer-generated world of today. For this reason, my textbooks are visually multimedia — photos, images, maps, illustrations, and design elements — all expensive for me to create and for my publisher to produce. Many other authors use a similar presentation style. In addition there is significant demand in higher education for remediation of basics.

My textbooks do not stand alone. Included with the text is an instructional CD-ROM to assist students. This was not done, as industry critics charge, to "...solely drive up prices." These animations teach the multimedia student sitting before us.

My publisher funds an interactive, supporting website specific to my books for students to use free. Other not-for-sale optional learning materials also are available. Professors receive an Instructional Resources CD containing PowerPoint presentations, test banks, animations, and figures from the text. Also, the teacher may obtain full-color overhead transparencies of my book's figures. All these instructional materials are provided free.

One optional ancillary that is not free is the *Student Study Guide*, a personal tutorial

for the student. Thus, the publisher has a significant financial investment that my books must shoulder. Given the limited size of the overall market, this represents capital outlay on "spec" with some risk to all involved.

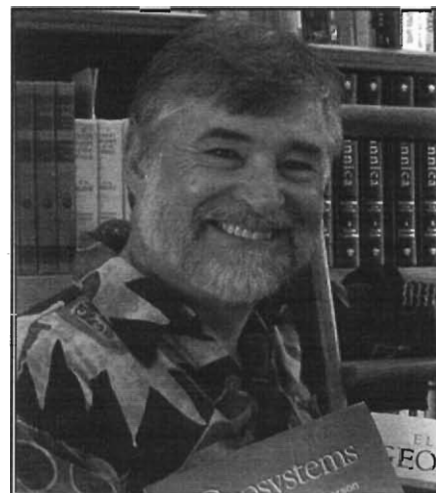
When a professor adopts a text, the order goes to the campus bookstore. On many campuses the bookstore is operated as a franchise by the used-book industry under contract to the college. Common practice is for bookstores to mark up the publisher's net price 30 percent. On most campuses, the bookstores, cafeterias and parking lots represent an unencumbered source of revenues not tied to the classroom. Bookstore managers are in a tough spot balancing all these factors while trying to serve student needs.

When the textbook sells, the net price is the only income received by the publisher. All costs, including author's royalties, must be paid from this first sale. All subsequent transactions involving the textbook net the publisher nothing — no income. This is one of the main drivers of new book costs, strangely, unmentioned by critics.

Another item of concern, unmentioned by cost critics, is the fate of the sample copies, "desk copies," sent to professors. Some professors resell their free sample copies to bookstores/used book buyers. This includes placing annotated Instructor's Editions in the used-book stream. One Internet bookseller emphasized the availability of such annotated editions to students! TAA President Mike Sullivan said recently in a President's Message in *The Academic Author*: "This selling of the Instructor's Editions of textbooks not only loses revenue for the publisher and royalties for the author, but compromises the integrity of the book." Publishers must factor such losses into the initial net price. A simple solution is for faculty to either keep sample copies for reference or return the unused sample books at the publisher's expense.

Critics mention "cosmetic changes" in revisions and that publishers print new editions every three to four years "...only to drive up the price and make obsolete the older, cheaper edition." In my field of physical geography, an essential Earth systems science, scientific breakthroughs demand at least a three-year revision cycle. This is not true of just my books, for I know other authors who evolve each of their editions, to better reach and teach students.

My publisher is at the forefront of developing more choice for students and teachers. We produced a Learning Systems version of one of



Robert W. Christopherson, Professor Emeritus of Geography at American River College in Sacramento, and author of three best-selling physical geography texts, shares his insight into the cause of rising textbook costs. He is also the treasurer of TAA.

my books, which combined a briefer text, lecture materials, and online support, at a reduced cost to students. Further innovations that benefit students are ongoing, as instructional delivery continues to evolve.

On April 22 of this year, my publisher announced another innovation in teacher-student choice: SafariX Textbooks Online. Two of my titles are available through SafariX, that offers texts online, with many enhanced features, at a 50 percent discount from list price. This continues a long-held approach of innovation and choice in instructional media. My goal, and I believe my publisher's goal, is to provide the best quality and value for the student and a continuing partnership with teachers.

The issues in this debate are more complex than the critics seem to comprehend. I hope informed dialogue is ahead, for we need a strong alliance among students, faculty, authors, and publishers — too much is at stake for anything less.

PYNN Continued from Page 1

authors.

More detailed information on these workshops, including workshop outlines and presenter biographies can be found on the TAA web site: www.TAAonline.net. Why not ask your provost or faculty development officer to look over this website? Then you or a college representative can contact TAA to schedule a workshop.

The cost of these workshops to any

school is kept low to make them attractive as faculty development experiences. All speaker fees and travel costs are paid for by TAA, so the only cost for a school is the registration fee for the workshop.

What a great way to support TAA as well as to assist faculty on your campus with their publishing endeavors. If you make the initial contact, TAA will do all the work thereafter. To host one or more TAA workshops, contact TAA by calling (727) 563-0020 or e-mail TAA at text@tampaby.rr.com.

I look forward to hearing from you,

Ron Pynn, Executive Director

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Authors share advice for writing first textbook

By Linda Creighton

Writing that first textbook can be a really time-consuming and exhausting experience, but knowing the ropes beforehand can make it less daunting.

Easy money. A screenplay. Fame and glory. If you're thinking about writing a textbook, put these out of your mind. But if you've got a lot of knowledge to share in return for the satisfaction of just doing it, there's some advice out there for writing your first textbook.

First of all, really want to do it. Transferring information from your brain to a college textbook is a demanding process of organization, attention to detail, hard work, and time. Underestimating this process may be the biggest mistake a first-time author can make.

Daniel Pack and Steven Barrett can tell you how easy that mistake is. Two years ago, Barrett, a professor of electrical and computer engineering at the University of Wyoming in Laramie, and his good friend Pack, electrical engineering professor at the United States Air Force in Colorado, decided to write a book about an area of digital design. "We didn't have a clue how to do it," says Barrett. But years of teaching, research, and consulting had made them eager to try. "Writing a textbook was presenting the whole picture," says Pack. "And we wanted to tell why we thought it was a good way to teach the subject."

After chatting at an ASEE conference with an editor from Prentice Hall—the world's largest engineering text publisher—Barrett and Pack were encouraged to submit an outline. A year later, their 600-page book with a 100-page solutions manual hit the presses. Their journey from would-be authors to published veterans prompted them to write a guide for anyone who wants to write a textbook. "We are typical faculty members with typical work and family commitments," they say. "If we can write a book, you can too."

The very first thing you need to know about book writing is the commitment of time. "It's like having a second job," says Pack. For the first six months of the project, each day, weekends included, Pack finished his normal work load, spent what time he could with his young children, and then worked three to four hours more in his office with the door closed. "It was costly in terms of lost time with my wife and kids," says Pack, citing his daughter's flute performances as a particularly missed opportunity. Barrett rose at 4:30 a.m. each day to get in his writing before his normal work schedule, returning to it again at night.

Tom Robbins, an acquisitions publisher at Prentice Hall, guided and advised Pack and Barrett, and his 28 years of experience has produced real-world advice for would-be authors. He says diligence is key. "When a prospective author tells me 'the bulk of writing will be done during the summer and over the winter holiday,' I'm thinking that guy's really going to discover something. The successful authors know the secret is that you put a little on paper every day." Robbins says about a third of authors who start a book bail before completion, almost always because they have underestimated the required devotion of time.

The road to becoming an author starts with a

decision about who will write the book. Co-authoring has the advantage of bouncing ideas off one another, critiquing each other's work, and adding the strength of another engineer's knowledge. The downside may be different work habits. Pack's "a best friend, but that's not what makes it work," says Barrett. "It's important to pick someone with a similar work ethic." Both Barrett and Pack were dedicated, self-disciplined writers. Full-time professors with families, they religiously set aside time every day to work on the book and faced deadlines with the same sense of urgency. If you can't find someone with the same commitment, better to go it alone.

"We are typical faculty members with typical work and family commitments. If we can write a book, you can too."

~ Daniel Pack and Steven Barrett, authors of *The 68HC12 Microcontroller: Theory and Applications*

You may have a lot of stuff to put in a textbook, but you're going to have to convince a publisher that the purpose and focus of the book is good enough to warrant placement in a college curriculum—and that another book like it doesn't exist. "When it comes to evaluating a textbook," says publisher Robbins, "there are certain criteria that any acquisitions editor is going to ask the author: Who's the audience? Why will this book succeed in a market that has lots of competition? Can you articulate what makes your text better than other books?"

For Barrett and Pack, writing a book was an evolution of their growth as teachers. "We didn't find textbooks to meet our needs, so we thought, why not write one?" Pack says now. They checked out what was available, and found that their topic—"The 68HC12 Microcontroller: Theory and Applications"—wasn't already on the market.

Robbins says his role is to select judiciously what might add some value to the literature that already exists. "There have been about 550 books written on linear circuit theory in the last 50 years. Frankly, there's no need for that many books on one subject." What gets you in the door with a publisher is first a topic, then the prospectus—two or three paragraphs giving an overview—and finally a detailed outline. To prepare their prospectus, Pack and Barrett examined some of their favorite textbooks and tried to include many of the features—readable text, plenty of illustrations, a solutions manual for text problems and lab assignments, and related software—in their own prospectus. The critical review of colleagues was helpful in crafting a final version.

Publishers who come to technical conferences are plugged into university educator networks, and a number of publishers can be contacted through this channel. Pack and Barrett approached Prentice Hall because of its strength in the engineering textbook market. On the Prentice Hall Web site, "author guides" give prospective writers a soup-to-nuts view of the publication process.

The prospectus is sent, weeks of feedback

and additional requests follow, and then if it all works, the contract comes through. Included are terms outlining exactly what will be provided to the publisher, editing and revision details, copyright provisions and royalty terms, and the all-important delivery date for the book.

Nailing down a schedule for writing and submitting each chapter and then sticking with it proved an effective work plan for Pack and Barrett, with one writing the first draft of a chapter and the co-author reviewing, incorporating comments and changes, and producing and reviewing a second draft. Each writer established a daily and weekly goal timetable to keep from being overwhelmed. Correspondence with their editor kept him informed of the progress.

Three sample chapters were due two months into the project. They met the deadline, but the review of their work by seasoned textbook writers and faculty members almost proved their undoing. "The first reviews were pretty vicious," says Pack, still able to recite specific criticisms about the material being written at too high a level for students' understanding. Barrett agrees, saying, "We took it personally and thought we had failed." But after digesting the criticism, both writers felt that the caustic reviews were meant only to improve the book.

The authors began their first draft in June 2000 and mailed it to the publisher on December 15, 2000. In retrospect, the extremely tight schedule was a mistake. "We pushed ourselves too hard," says Barrett now. Robbins, too, says taking your time is important. "How a book is put together and how the parts work together is really important," he says. "The winner is the first person to market with a successful teaching textbook that has the right depth, that is accurate and precise."

Even so, publisher Robbins says the numbers of books sold just isn't in the stratosphere. "Typically, in a 20,000-copy market, if you get 20 percent of that market, that's a bestseller. We used to have a clause in our contract that we would get 5 percent if it were made into a television show. Who's going to write a movie based on electric circuits?"

Royalty is a bit of a misnomer for the checks sent out for engineering textbooks. "Our first checks were for \$400 each," Barrett points out. And Pack adds, "I didn't ever ask how much money we could expect." Eventually, he figures, he may make enough money for one family vacation, maybe to Hawaii or the Bahamas. "Maybe then my family will forgive me," he jokes—only a bit.

Their first foray being stressful but successful, the two writers/friends have signed on to write another book, this time stretching the timetable out to two years rather than one. Pack says his wife resisted at first, but Barrett says, "It's going to be much more comfortable this time."

(Editor's Note: This article was originally published in the December 2002 (Vol 12, number 4) issue of ASEE Prism Online, a magazine of The American Society for Engineering Education, as "Author! Author!",

Tips for working with a compositor

by Kim Pawlak

William Stallings, author of 10 books including *Computer Organization and Architecture*, a three-time winner of a Texty Award, and *Local and Metropolitan Networks*, winner of a 2001 McGuffey award, shares the following tips for working with a compositor (the person who sets the book's type):

- Include a supplemental Style Sheet (in addition to the one provided by the publisher) to the compositor that includes things that you think improve the appearance of the book (e.g., capitalize the first and only the first letter of ALL words in figure captions and table captions except conjunctions, prepositions, articles, etc.; for bulleted items that begin with a word or phrase, use bold rather than italic; etc.)

- Request a hard copy of the first set of page proofs. The compositor may provide these in hard copy or PDF files, but it's far easier to work with the hard copy, he says: "You can sit down and read them more easily in a comfortable chair and comfortable position than on a screen."

- Don't be tempted to skim the page proofs. It doesn't matter that the compositor is working from an electronic file that you supplied; typos and other errors have a way of creeping in. "Also, you might have missed some errors in the manuscript that you submitted to the compositor," he says. "Force yourself to take the time to actually read, word for word, the entire set of pages. 'I find this the most painful and tedious part

of writing the book — you are anxious to finish the job and you have read this stuff before. Also, don't try to read too many pages at one sitting. After a few dozen pages, I can no longer concentrate well enough to spot errors."

- Make sure the page proofs are complete before beginning to read them. "I have a final printout of each chapter from my word processing program and I do a paragraph-by-paragraph comparison of the page proofs to the Word Processing document to make sure that no paragraphs have been dropped," he says. "It seems very unlikely that this will happen but it has happened to me a few times that the compositor has dropped an entire paragraph. On one occasion, the compositor interchanged two pages!"

- Read through the page proofs to make sure that no figures or tables are missing and that all captions are present. "I have on a number of occasions spotted a missing caption," he says.

- Make sure mathematical symbols, such as Greek letters or the multiply sign, are correctly reproduced.

- To track the compositor's second set of proofs, which incorporate your corrections, request two hard copies of the first set of page proofs, sending one marked up copy back and retaining the other copy, with the numbers that have corrections," he says. "That makes it easier for me to verify that the corrections were made. For this second set, PDF files are okay."

Get publishers to compete for your textbook

by Kim Pawlak

Math Professor William McCallum says having something unique to offer to a publisher really paid off when it came time for he and his 12 co-authors to publish their calculus textbook.

McCallum and his co-authors had participated in a National Science Foundation-funded project on calculus textbook reform in 1989. Textbook publishers knew about the project and were eager to publish a book on a new way of teaching calculus. "Unlike most authors looking to publish their textbook, we didn't have a proposal to shop around," he says. "We had come to the stage where publishers sent proposals to us."

McCallum and his co-authors weren't looking for the highest royalty rate or the fattest advance in their search for a publisher. Instead, they were looking for a publisher willing to change the way calculus was being taught. "Since it was a different textbook, it would need more attention," he says. "What we needed were workshops and conferences that would enable publishers to spread the word." They had other specific demands: an

annual newsletter about calculus reform, lower-end production values (two-color, etc.) and a four-year revision cycle.

"We negotiated things that decreased our profit rather than increased it," jokes McCallum. "I would recommend to budding authors that they should have a reason for writing a textbook other than money. It has to be a project you will feel satisfied or good about even if something financial doesn't come out of it."

The resulting textbook, *Calculus*, was published in 1992 by John Wiley & Sons, Inc. It is now in its third edition. It is co-authored by Deborah Hughes-Hallett, University of Arizona; Andrew M. Gleason, Harvard University; Daniel E. Flath, University of South Alabama; Sheldon P. Gordon, Suffolk Community College; David O. Lomen, University of Arizona; David Lovelock, University of Arizona; Brad G. Osgood, Stanford University; Andrew Pasquale, Chelmsford High School; Jeff Tecosky-Feldman, Haverford College; Joe B. Thrash, University of Southern Mississippi; Karen Rhea, University of Michigan.

NEWS HIGHLIGHTS

Volunteers needed. This fall is a good time for TAA members to help boost membership by promoting the association, says Ron Pynn, TAA's executive director. "Take TAA brochures to conferences and pass them out among your colleagues or leave them at a registration table," he says. "Spread the word about TAA." You can also help TAA make contact to provide workshops for faculty, he says. Ask your institution to sponsor a TAA workshop, or your professional association to co-sponsor a pre-convention TAA workshop, by sending a TAA workshop brochure to your provost or association president along with a personal note. If you make the initial contact, TAA will follow up and do the work to make it happen. Contact the TAA office at (727) 563-0020 or text@tampabay.rr.com for TAA and workshop brochures.

Membership 1,200. TAA membership is now 1,200, up from 1,100 last June. TAA's Managing Director Janet Tucker attributes the increase to workshops conducted by member Tara Gray and TAA Executive Director Ron Pynn.

Text costs. The Senate Education Committee voted 8 to 2 to approve an amendment that will allow the California state board of education to provide publishers with acceptable price ranges for instructional materials adopted by the state. The bill, proposed by California Assemblyman Joe Canciamilla, would also require publishers to offer a 30 percent discount to districts who order a second set of books. The bill will need to pass through the Senate Appropriation Committee before reaching the Senate.

Pearson purchase. Pearson Education announced that it has acquired Causeway Press, a publisher of educational books for secondary and further education students, in a move that will strengthen its UK school publishing operations. Causeway Press, founded in 1982 by Mike Haralambos first made its name with the publication of the GCSE level title, *Sociology: A New Approach*, which has gone on to sell half a million copies. Causeway will retain an editorial office in Ormskirk, Lancashire, with other parts of the business integrated into Pearson Education's Schools business (which operates under the Longman, Phoenix/el and KnowledgeBox names.)

Division closed. Scarcely two months after acquiring Norman, Oklahoma-based Saxon Publishers, Inc., Harcourt Achieve announced that it will close the Norman operation, laying off 239 employees. Saxon Publishers was founded by John H. Saxon. Eleven of the laid-off employees were offered positions in Austin, where Harcourt Achieve is headquartered. The rest of the laid-off employees will receive job search assistance and severance packages, said the company.

Frug dies. August Frug, a University of California Press director from the 1940s to the 1970s, died July 6 at age 94. Frug was credited for changing the direction of the Press outside

the realm of scholarly titles.

Used books. Check out this discussion of the used book industry on E-Commerce Times: www.ecommercetimes.com/story/35179.html 2005 Convention. TAA's 2005 annual convention will be held in Las Vegas, Nevada June 22 to 25. Jay Black and John Wakefield will serve as co-chairs.

Advertising welcomed. If you would like to place an ad in the June issue of *The Academic Author*, or on the TAA website (www.taaonline.net) please contact TAA's new advertising manager, Aaron Gregerson, at AMGreger5431@webmail.winona.edu

Cost-saving. TouchSmart Publishing, LLC and the Southwestern Ohio Council for Higher Education (SOCHE) formed a strategic alliance to investigate ways to reduce textbook costs in higher education. TouchSmart produces touch-sensitive books, which connect paper directly to digital content, reducing the number of printed pages — and its associated costs. SOCHE is a regional consortium of colleges, universities and businesses whose mission is to advance higher education through academic collaboration, corporate and community partnerships and student success.

Education-specific licensing. Looking to establish a volume software licensing resource specifically for academic customers, Microsoft, Inc. named Technology Resource Center, Inc., which serves the academic community with IT sales, specifically volume software licensing, an "Authorized Academic Select Dealer", a new designation for software licensing channel partners. The new program was implemented after a need was recognized by Microsoft for a dealer to serve the specialized needs of academic volume licensing customers.

CCC Partnership. Copyright Clearance Center formed a strategic partnership with Online Computer Library Center, Inc. to provide easy access to copyright licensing directly from two of OCLC's leading reference and resource-sharing services. Through CCC's Copyright Integration Services, librarians and other users of OCLC FirstSearch and ILLiad can now check copyright fees and obtain permission to use text materials through a convenient link to CCC's online licensing services.

Health text protest. Four women's groups have formed a coalition to stop the adoption of four health textbooks up for adoption by the Texas Board of Education because they lack state mandated information about contraception. The coalition, called Protect our Kids Campaign, includes Planned Parenthood, the League of Women Voters, the Texas Association of Obstetricians and Gynecologists and Women's Health and Family Planning.

Unionization sought. Southern Illinois University at Edwardsville's non-tenured faculty want to unionize. According to the Belleville News Democrat, the non-tenure track lecturers and instructors will vote in late September on whether to allow the Illinois

Education Association to represent them in collective bargaining. Unionization would give non-tenure track faculty a voice in the policies and decisions that affect them.

Navigation tools. To help members more easily locate past News Alerts and news archival material, TAA has added links to past TAA e-mail News Alerts to the main page of the web site and a "News Archives" hot button to the news pages to allow easier access to the news archives. Check it out: www.taaonline.net

Provider status. The American Education Corporation, which develops and markets educational software to elementary, middle and secondary schools, adult literacy centers and vocational, junior and community colleges, has been awarded textbook provider status in Idaho and Oklahoma. Companies with textbook provider status can participate in the states' textbook adoption process. Jeffrey E. Butler, the company's CEO, said the decision represents "continued acceptance of the company as an established provider of instructional materials."

MIR acquired. R.R. Bowker, which provides bibliographic information, purchased Monument Information Resource, which provides higher education textbook publishing industry market information to publishers. Under the terms of the agreement, MIR President Patrick Kenny will become Bowker's vice president and general manager.

Tablet PCs. The University of Virginia, in collaboration with Microsoft and Thomson Learning, will take part in a pilot program starting this summer to test the use of tablet PCs in the classroom. Tablet PCs are laptop computers that have screens that can lie screen up flat against the keyboard and used like a legal pad along with a stylus pen. Students can use the stylus pen to write directly on the screen. The tablet PCs will be used throughout the year, beginning in summer, in biochemistry, psychology and statistics classes.

Copyright broadened. Authors of papers published in any Elsevier journal can now post the final text of their articles, as accepted by the journal, on the authors' personal websites or on their institutions' web sites. Previously, Elsevier had only permitted authors to post pre-print versions of articles without requiring permission. Authors will now be able to widely post the final version of the text, provided that the posting contains a link to the home page of the journal in which the article is published and that the posting is not used for commercial purposes.

Textbook bills. Two textbook bills, AB 2477 and AB 2678, face important votes this week in Sacramento, California. AB 2477 urges textbook publishers to change many of their current practices so that they, among other things, unbundle textbooks from CD-ROMs and disclose the price of textbooks to faculty. It also requires the California State University and Community Colleges to implement alternatives such as textbook rental programs. AB 2678 urges California State University, the Community Colleges and the University of California to set up textbook rental services.

Holt awards. Five Holt, Rinehart and Winston textbooks were recognized by the New York Bookbinders Guild in an annual contest that recognizes excellence in book production. *Holt Chemistry* and *Holt Environmental Science* received first and third place in the High School Book category; *Holt Biology* and *Holt Biology, Texas Edition*, won first and second place in the High School Book Cover category; and *Elements of Literature, Grades 6-12*, won second place in the High School Cover category for a textbook series.

Textbook rentals. A bill introduced by Assemblyman Paul Koretz that urges public colleges and universities to set up textbook rental services has passed the California Assembly. The bill will now head to the Senate.

Lower prices. Pearson Education, in partnership with Safari@Books Online, plans to launch a comprehensive digital textbook program called SafariX Textbooks OnlineT as a new option to the print textbook. The program is expected to save college students 50 percent of the suggested list price of the print edition. Starting this fall, students can subscribe to SafariX's more than 300 WebBooks by visiting www.SafariX.com

Long hired. Greg Long was hired as vice president of marketing for Holt, Rinehart and Winston, a publisher of textbooks and educational materials for grades six through 12. Long has 18 years of experience in sales and marketing in the educational industry. He was most recently regional vice president of sales for McDougal Littell.

Pre-convention Workshop. Criminal justice author Tara Gray has agreed to present her workshop, "Publish & Flourish: Write Well & Revise Rapidly", the day before TAA's 2005 annual convention in Las Vegas. Input sought. TAA Executive Director Ron Pynn is seeking input from members on a proposed TAA publishing program that would produce works of interest to authors of all disciplines. Some possible publication topics include a guide to contracts, negotiating with publishers, self-publishing, permission guidelines, and a tax guide for authors. Anyone interested in offering their input, or to learn more about the program, should contact Pynn at rpynn@tampabay.rr.com

E-book collaboration. Professional, business and technical publisher J. Ross Publishing and IDL Systems, a provider of e-learning offerings, will collaborate in the marketing and distribution of e-learning offerings based on titles from J. Ross Publishing. The first offering, available in September, will be a certificate program in the area of Lean Manufacturing and Management based on four books on the subject from J. Ross Publishing.

TAA Standing Committees contact information

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

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Chair: Position Currently Open

Members: Robert Christopherson, Kären Hess, Dan Moody, Bill Pasewark, Al Shenk

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