

# The {Academic Author}

For Creators of Academic Intellectual Property

2007:4

December 2007

## PRESIDENT'S MESSAGE: John Wakefield

### TAA's model of services

Winter brings with it thoughts of both what we have accomplished in the past year and what lies ahead for next year. To help me outline what we have done, and what remains to be done, I propose a simple two-by-two model. The vertical of the model would be divided into novice and expert categories and the horizontal into academic and textbook categories. Four cells result: Novice academic, expert academic, novice textbook and expert textbook. These four categories might be used to classify authors, but we tend to bridge categories. They might better be used to classify our assistive services.



John Wakefield

#### Novice academic services

We have done much this year for the first time to support early career academic authoring. First, we have developed a new category of membership to acknowledge both the budget constraints of those new to the academy and their trial membership in TAA. Graduate students and instructors can now join and renew for \$15 per year; assistant professors for \$30. Second, Council has expanded its financial support for workshops that address the needs of new authors focused on writing scholarly articles and grant proposals. Tara Gray's workshop on scholarly journal authoring and Ken Henson's workshop on grant writing can now be offered more often. Third, our annual conference is committed to including presentations by and/or for new academic authors. In June, for example, we had an informative session on how to turn your dissertation into a book. Fourth, Council in June authorized \$7,500 for grants of up to \$750 for members in their second year to defray costs associated with publication of an article in a refereed journal. These articles might very well have grown out of an idea explored during a workshop. Fifth, we have revitalized our author mentoring program to help new academic authors. Sixth,

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### TAA launches online mentoring program

TAA's online Mentor-a-Member program allows members to match themselves with veteran academic and textbook authors ("mentors") using an online directory.

Members can use TAA's online mentor directory to choose a mentor whose interests and experiences match what they are looking for, and contact them directly by the method they prefer (e.g., phone, e-mail, and/or mail).

A mentor may provide advice, suggestions, or direction on a variety of career or authoring issues; feedback on an article, book proposal, manuscript, or other type of writing; answer questions and provide guidance; etc.

Expectations on behalf of both parties should be agreed on prior to beginning a mentoring relationship. Some of those expectations might include:

- Type of mentoring that will be provided
- What each of you expect from the relationship
- How much time will be required
- Who should contact whom, when, how, and how often
- How quickly will questions be answered
- How mentoring will take place (e.g., phone, email, mail, meeting at annual conference, etc.)

Members and mentors are free to determine their own partnership and how they want to manage the relationship. Visit the Mentor-a-Member online directory at [www.taaonline.net/membersonly/mentors/index.html](http://www.taaonline.net/membersonly/mentors/index.html)

Become a mentor by filling out a short form at [www.taaonline.net/form/mentor\\_signup.html](http://www.taaonline.net/form/mentor_signup.html) or e-mailing TAA's Associate Executive Director Kim Pawlak at [kmpawlak@centurytel.net](mailto:kmpawlak@centurytel.net)

#### Current mentors:

**Dr. Jeffrey Childs** holds a Bachelor's Degree (Summa cum laude) in Computer Science from Youngstown State University, OH, and a Master's and Ph. D. in Computer Science from Kent State University, OH. He had conducted research in the Gaussian decomposition of images and has written and published several papers on the subject. He has discovered the Quickstep algorithm, having a much better time complexity than the existing algorithms for Gaussian decomposition. He has taught data structures for the past nine years. In addition, he has researched data structures during the last three years, breaking new ground in client-based

design pedagogy and memory management, as well as the design of certain data structures.

He is the author of *C++ Classes and Data Structures*, published through Prentice Hall. He is currently a tenured professor at Clarion University of Pennsylvania.

**Topics willing to mentor on:** Textbook writing.

**Don Collins** graduated from West Texas State University with a BS in mathematics. He has taught middle school/junior high mathematics in Texas and Illinois. After earning an MA in mathematics from Boston College, the next several years were spent in the publishing industry. He was the editor of one of the nation's first Pre-Algebra texts.

Later, as managing editor he put together the authorship team and guided the production of the nation's best selling Pre-Algebra text. As his children graduated from college, he left the publishing industry and went back to school earning his doctorate from the University of Houston. Dr. Collins has taught mathematics and mathematics methods courses at Ohio State University, Sam Houston State, and Texas Tech before settling at Western Kentucky University. This year he is a visiting professor at the University of Texas at El Paso. He has served as a reviewer, consultant and co-author on several mathematics texts and is a

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## NOTABLE AUTHOR : Frank C. Wilson

## Professor connects math to real world through textbooks

Through the textbooks that he authors, Frank C. Wilson accomplishes his personal mission to help students better understand mathematics by connecting mathematical content to the real world.

"As math educators, we frequently do an inadequate job in helping students connect the mathematics to the real world," Wilson says. "Consequently, my books include hundreds of data sets, including Coca-Cola production, AIDS deaths, population growth, manufacturing salaries, etcetera. When students solve one of my real-world problems, they learn more than the mathematics - they learn something cool about the world."

Wilson's textbook, *Finite Mathematics and Applied Calculus*, won a 2007 Textbook "Texty" Excellence Award from the Text and Academic Authors Association. He began writing textbooks in 2001 and has not stopped working on textbooks since he started this dedicated endeavor.

Wilson literally logged thousands of hours on researching and writing the award-winning textbook, *Finite Mathematics and Applied Calculus*, first edition, published by Houghton Mifflin in 2006.

"Like most math professors, I became wearied by the student query, 'When am I ever going to use this?' I felt the textbooks on the market did not help me answer this question satisfactorily, so I undertook the effort to write my own," Wilson says. "My hope was to write something that would fill an unaddressed market need."

Currently, Wilson is a math professor at Chandler-Gilbert Community College in Chandler, Ariz. He's not only an award-winning professor, but an accomplished author as well. Another textbook he wrote, *Brief Applied Calculus*, was released in 2007. He also wrote a children's picture book, *Measure Up! A Bug Contest*, which was published in 2003.

Wilson has four other textbooks under development.

"To be a successful author, you must really want to write and share your message," Wilson says. "The work is often difficult, yet it is always richly rewarding. The market is very competitive and it may take years to generate significant royalty income. The writing process will likely be far more time consuming than you have imagined."

Wilson became acquainted with the

publishing industry in 2000 when he was invited to review a textbook proposal. "For the next two years, I took on a variety of projects for the publisher, including a graphing calculator manual, an Excel guide, an instructor solutions manual, a student solutions manual, a PowerPoint presentation library and a final manuscript review," Wilson says. "As a result of these experiences, I became convinced that I, too, could write a textbook."

Wilson recommends working as he did for a publisher to gain the confidence and knowledge about the publishing process.

He began writing his first textbook, *Finite Mathematics*, in the fall of 2001. He submitted a proposal, which included one completed chapter, a few months later to the publisher. "After what felt like a never ending waiting period, I was offered a contract for two books in the summer of 2002," Wilson says. "I wrote diligently between July 2002 and December 2004. The book went into production in January 2005 and was officially released in January 2006. The entire project took over 2,100 hours of labor, from initial concept to published textbook over a three and a half year period."

Wilson says he tracks his hours as he writes, and recommends this to other authors. "This will help you project how much time it will take you to finish your text," he says.

Finding that amount of time to write is always a challenge, Wilson says. "I have a young family and often struggle to balance my teaching, writing and family responsibilities," he says. "I have found that I can minimize the impact on my family by writing in the early mornings before other family members awake."

Wilson has set up an office where he likes to write at home in Queen Creek, Ariz., where he lives with his wife and five children. He typically spends a lot of his writing time there. "I would love to write in a beach house or a cabin in the woods, but I'm not at that stage yet," he says.

With three books on the market and four more under development, Wilson has discovered what many authors do - that he can't do it all alone. He continues to teach full-time.

"After a thoughtful search, I identified three co-authors to bring on to my latest project," he says. "Between January 2007 and August



**Frank C. Wilson**

2007, we jointly created 14 chapters of content. We're in the process of revising the initial draft and will submit the final draft in December 2008. After a year in production, *Precalculus*, *College Algebra* and *Algebra and Trigonometry*, will be published in January 2010."

At one point in his writing career, he negotiated financial support from his publisher so he could cut his teaching load in half for one semester. He recommends to authors to negotiate financial support from their publishers to give them more opportunity to solely work on their writing.

Wilson received a B.S. and M.S. in mathematics from Brigham Young University. In 1994 he entered the Air Force as an officer and served six years. Among his duties were developing computer-based training and teaching students mathematics at the U.S. Air Force Academy.

In 2000, he accepted a teaching position at Green River Community College in Auburn, Wash. In 2005, he accepted his current faculty position at Chandler-Gilbert Community College.

Throughout his years of hard work, he's learned to celebrate his successes and advises other writers to do the same when they reach writing goals. "At times, the writing will feel like drudgery," Wilson says. "Keep your enthusiasm high by celebrating milestone achievements."

*Kim Seidel, a freelance writer based in Onalaska, Wis., contributed to this article.*

## Check royalty statements for treatment of custom-published books

TAA has learned that at least one publisher is now classifying all custom published books as “abridgements,” a practice that decreases the royalty amount paid to the author because in this publisher’s standard contract “abridgements” earn a flat 5 percent royalty.

Frequently, publishers pay authors a pro rata share of the royalty for custom-published books based on the number of pages used in the custom published version of the book. For example, if a publisher uses 80 percent of the full version of the book, the author should receive 80 percent of their normal royalty for domestic sales. If an author is paid a 15 percent royalty, the author should get a royalty of 12 percent (80 percent x 15 percent = 12 percent). But by now calling all custom published books “abridgements,” this publisher is only paying the five percent royalty for “abridgements” called for in their standard contract.

TAA would like to know if this practice is widespread or that of only one publisher. If you suspect that your standard publishing contract classifies custom

published books as “abridgements” for the purpose of manipulating the royalty to an inappropriately low rate, please send a copy of your contract to TAA Executive Director Richard Hull at [rthull62@hotmail.com](mailto:rthull62@hotmail.com) or 3241 Heather Hill Lane, Tallahassee, FL 32309-2307.

Before sending a copy of your contract, black out the names, titles, advances, dates, and any specially negotiated rates or terms before sending a copy of your contract. Do not send contracts that include confidentiality provisions barring disclosure of the contract.

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**Copyright Clearance Center and TAA are pleased to be working together to podcast programs from the 2007 TAA Conference at [www.beyondthebook.com](http://www.beyondthebook.com).**

You do not need an iPod or MP3 player to listen. Programs may be played directly at your PC, or downloaded and burned to a standard audio compact disc. Transcripts are also available.

**Beyond the Book** programs cover a variety of topics about the business of writing and publishing to help creative professionals realize the full potential of their works, while encouraging respect for intellectual property and the principles of copyright. We encourage you to subscribe to the free ongoing Beyond the Book series!

**TAA**  
TEXT AND ACADEMIC AUTHORS ASSOCIATION

## When writing your dissertation, look at it from several perspectives

By Dave Harris

The project is not the subject. The project is not the thesis. Whether you are writing your dissertation, a journal article, or a book, the project is not simply the thesis. When I ask people about their projects the answer I get is always (or almost always) the subject of the project. Sometimes I ask specific questions like “what kind of project? Is it a dissertation? A thesis?” And still the answer I get is the subject of the project. But your project is not just about a subject; it has a certain form. It is a journal article, a dissertation, a book. It has a certain intention—to share a discovery, to support a position, to instruct others. It is aimed at a certain audience—peers, or students, or educated lay people.

### Form

If you can see that form, and understand how that form relates to the work you’re trying to accomplish, then the writing process becomes much easier: it’s less a shot in the dark, and more a purposeful action.

Of course, form is uncertain in some ways—we cannot be certain that what we think will be good will be thought a good dissertation by a professor, a reviewer or an editor—but it is still useful to have some image of the complete project. If we have an idea of the complete project, we can judge

when we need to do more work, and when we can move on to another section or chapter. We can judge what is good enough and what still needs work. Without having some guiding image of what we’re trying to accomplish, it’s hard to know when we’ve reached our goal. If you don’t have an idea of the complete work—an outline, an estimate of length—then you can more easily vacillate about what should be included. Even if you’ve thought out an outline and have many details of the plan down, it can help to do things like estimate intended page length.

### Intention and Audience

It’s difficult to separate these two: part of intention is to reach a certain audience. Having a clear intention is important—again it helps one focus and keep an eye on what should and should not be included. The same thesis would be expressed differently if the intention were to instruct or the intention were simply to present an argument.


Understanding your audience is crucial. By understanding the audience, you can tailor your language, structure and examples appropriately. Writing to peers is different from writing to students. Again, the same thesis will be expressed differently for a different audience. By clarifying your intention and audience, you help shape the form and expression of your thesis.

Sometimes it can help to think about writing to two audiences. One is immediate, the other distant and idealized. The immediate audience is your professor, reviewer or editor. You want them to accept and approve. The other is the audience that you idealized: whom the work is trying to reach if it can get past the gatekeeper. In the case of a peer-reviewed journal, these are approximately the same. But again, thinking of the audiences helps focus on how the thesis is to be expressed.

There’s a general point: there are several perspectives from which one might approach a work. One of these perspectives is the perspective of trying to prove a point or make an argument. But that’s only one perspective that is relevant to an author. By understanding more than one, you gain additional insight into the project, and this additional insight can play a major role in helping you use your energy efficiently.

*Dave Harris, Ph.D., academic writing coach and editor, helps writers rework their writing process, fine-tune their final drafts, and everything in between [ww.thoughtclearing.com](http://ww.thoughtclearing.com); [dave@thoughtclearing.com](mailto:dave@thoughtclearing.com)).*

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# Michael Lennie

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## HIGHLIGHTS:

**TAA website.** TAA began testing a new member-specific username and password system for accessing the members-only areas of the TAA website in early November. This new system will ensure that only active members are accessing the members-only areas of the TAA website, and will serve as an additional renewal reminder. All members whose email addresses are on file at TAA headquarters will receive a reminder e-mail through the system one month before their membership lapses, and their renewal date will appear on the welcome message after logging in. All members with e-mail addresses on file should have received an email message that explained the new system and included their username and password. If you have never given TAA your e-mail address, or your e-mail address has changed recently, please contact TAA headquarters at (727)563-0020 or [TEXT@tampabay.rr.com](mailto:TEXT@tampabay.rr.com). You will have to have an e-mail address on file in order to receive a password to the members-only areas of the website. If you have an e-mail address on file at TAA headquarters, but did not receive the informational e-mail regarding this new system, please contact TAA.

**Textbook effectiveness.** The University of Utrecht (Netherlands) and the University of Stirling (Scotland) will be holding a three-day course on textbook writing and design at the University of Utrecht, February 20-22, 2008. The course, "Good Books, Bad Books: What makes an effective textbook?", will include discussions about why textbooks should be evaluated and what should be evaluated; practical and theoretical approaches; parallel sessions on the pedagogical approach of textbooks and evaluating the publisher, and a presentation and summary of conclusions from those discussions; parallel sessions on selecting and organizing content and textbooks and the curriculum, and a presentation and summary of conclusions from those discussions; and a case study of textbook design and presentation. Course leaders are Arno Reints, director of CLU, University of Utrecht, The Netherlands, and James McCall, Centre for Publishing Studies at the University of Stirling. The conference fee is 550 Euros (\$764.56). For more information on the conference or to register, email course leader Arno Reints at [a.reints@clu.nl](mailto:a.reints@clu.nl). Download a PDF informational brochure at [www.taaonline.net/news/text\\_3day.pdf](http://www.taaonline.net/news/text_3day.pdf)

**BTAA: Helen Gordon.** At the Hollywood Book Festival 2007, TAA member Helen Gordon earned an award for best book in the category of historical fiction. The contest was judged on the basis of the author's story-telling ability plus the potential for the novel to translate into other media such as a movie or television series. Her novel, titled *Voice of the Vanquished: The Story*

## TAA announces member survey winner

In the August 2007 issue of *The Academic Author* we asked members to take the time to fill out a member survey about key TAA member benefits. We wanted to know which benefits members found most useful, and which benefits we should consider adding. The names of those members who submitted surveys were entered into a drawing for an iPod Shuffle.

TAA member Jill Heney was the lucky winner. Heney, a TAA member for eight months who joined through a TAA-sponsored workshop by Tara Gray, said she found the TAA News Alerts, expert advice, contract assistance, and TAA Listserv to be the most helpful TAA benefits. She also said she would like to see TAA add a mentoring program (which we now have). In the comments section of her survey response, Heney wrote: "The listserv has been really educating me about the ins and outs of publishing. Excellent."

Heney is an adjunct faculty member in the English Department at Boise State University and teaches composition and American literature. Her comments on winning the drawing for the iPod Shuffle: "Wow! Thanks so much—to

you and to everyone at TAA!" Said Heney: "Attending Dr. Gray's [Tara Gray's "Publish & Flourish: Become A Prolific Scholar"] workshop earlier this year was a great experience, and her suggestions have helped not only my work but the work of my students. Just this semester in my nonfiction writing class, a student shared her angst over not finding time for what she really wants to do: write!

The class rallied with suggestions, and I was able to relate how faculty members experience similar dilemmas with time management. It was a great moment to introduce the tips and scholarship of Tara Gray, Robert Boice, and others. I shared how the 15-30-minute writing approach has worked well for me in my own creative nonfiction work and new forays into screenwriting. That approach also kept the momentum going during a multimedia grant project I worked on over the summer. The information TAA provides about authors' rights is important and needed, as a colleague of mine and I experienced when we proposed multimedia work to a publisher earlier this year. Through my TAA membership, I definitely hope to gain even more insight into this area."

*of the Slave Marina and Hernan Cortes*, is about authentic historical figures (realistically depicted) who changed the fate of two continents. Marina, one of 20 slaves given to Hernan Cortes by the natives of Tabasco, spoke Mayan as well as her native Nahuatl. She quickly learned Spanish, became Cortes' interpreter, and enabled him to form alliances with the enemies of Moctezuma II. After Cortes conquered the Aztecs, Marina bore Cortes a son from a love greater than a master and a slave are ever supposed to know. For the last two centuries she has been demonized as La Malinche the traitress, but Gordon believes she was a courageous woman who should be honored and admired. To purchase a copy of the book, visit [www.anacade.biz](http://www.anacade.biz).

**Apply for a TAA Grant.** TAA will provide up to \$750 in grants to members to subsidize their cost of publishing scholarly journal articles, such as the preparation of artwork, having the final article formatted to the journal's style, and the preparation of photographic images, in addition to straightforward publication costs. The total fund for these grants is limited to \$7,500. Grants will be awarded on a first come, first served basis. Applications should be

submitted by mail to TAA Executive Director Richard Hull at 3241 Heather Hill Lane, Tallahassee, FL 32309-2307.

**Conference podcast.** The first in a series of podcasts from the 2007 TAA conference is now online at the Copyright Clearance Center's Beyond the Bookcast website: "A Play of Words: Acting Out Contract Negotiations," presented by Jan Kardys, who has over 20 years experience in contract negotiations with eight major publishing corporations, and Michael Lennie, who has negotiated hundreds of major contracts for established and first-time authors of all kinds, in all genres. The presentation was moderated by Christopher Kenneally, director of author relations at the Copyright Clearance Center (CCC). Listen to the podcast at <http://beyondthebookcast.com/?p=47>. A PDF transcript of the session is also available. This podcast was made possible through a partnership between the Copyright Clearance Center and TAA.

**Contributing members.** The following TAA members renewed at the Contributing Member level: Daniel Botkin, Fred Kleiner, Michael Lennie, Martin S. Roden .

## How to choose a publisher

By Ronald Pynn

When selecting a publisher for your manuscript, don't leap before you look. Most authors are so happy to find a publisher interested in their proposal that they accept the first offer that comes along and sign the standard publisher's contract. After all, if it's standard, then contracts from all publishers must be alike. Not so. All contracts are negotiable. Not only do you need to do your homework before accepting any publisher's offer, you need to do your homework before you ever submit a proposal to a publisher. Before choosing a publisher:

**Find out what publishing houses publish works in the area you are writing.** It frustrates publishers to receive manuscripts in areas they do not publish. It adds to the author's aggravation to watch rejection letters pile up needlessly. Save yourself and the publisher time by selecting publishing houses that will consider your manuscript. Begin with Literary Market Place (also available online [www.literarymarketplace.com](http://www.literarymarketplace.com)). It will list all the publishing houses and the fields in which they publish. Look at your own bookshelf. Which publishers have produced the books in your field? These are the most likely prospects. Also, look at the book catalogues promoting new books. They can be a good source of information on which publishers are doing what.

**Decide whether you prefer a large or small publishing firm.** This may be dictated by the kind of book and the market for which you are writing. If the book is an introductory text for a mass market, then a large publisher with the resources to invest in producing a competitive text may be more appropriate.

However, large publishing firms will have several introductory books in many fields, including your own. The advantage of the small publishing house is that your text probably will be the only text they publish for that market so you will get more individual attention. Find out if they have the resources or sales force to sustain the book once it gets into print. Talk with other authors publishing with the firms you are considering. John W. Webb, coauthor of *Programmable Logic Controllers: Principles and Applications*, offers this advice for choosing a publisher: "Pick a publisher who has a complete line of texts in the area of your book. Check their sales record and reputation. Ask your school bookstore if they are good to work with. Find out if the publisher's sales people come around your school and how often. Does the publisher publish a new competitive book every three years or so and drop the previous book? If so, that is a bad sign."

**Don't be dazzled by the lure of an advance.** You are entering a business agreement. A substantial advance is usually a

## Bookstore selling instructor's copies backs down

TAA member Frank Wilson recently discovered that his college bookstore was selling the instructor's copy of his *Brief Applied Calculus* textbook as a student version by placing black tape all over the cover to hide the fact that it was an instructor's version (instructor's versions have "not for sale" and "Instructor's Copy" written all over them). They then put a sticker with the student version ISBN on the masked instructor's version and sold it as a used student version of the text.

"In short, they were selling a disguised instructor's copy under the ISBN for the student text," says Wilson. "From my point of view, this is at best, unethical, and at worst, illegal." His first communication with the store's book buyer didn't correct the matter.

After discussing this issue with other TAA members on the association's Listserv, Wilson continued to pursue the matter with a satisfactory result. "Once the bookstore realized that I was not going walk away from this issue, they became more cooperative," he says. "They have agreed to replace all of the

instructor's copies that they sold with NEW legitimate student copies. They will give the students two weeks to exchange the review copies for the new books."

Throughout the resolution process, Wilson kept his publisher informed and requested that they weigh in on the matter. After Wilson and the bookstore had negotiated an agreement, the publisher sent a memo to the bookstore thanking them for their cooperation in resolving the issue and informing the bookstore that they had challenged the practice of selling complimentary copies in the past. "I wanted the bookstore to know that the publisher knew about the situation," Wilson said.

Said TAA Executive Director Richard Hull: "This practice [of selling instructor's copies] takes money out of the publisher's pocket and the author's pocket and puts it all in the pocket of the bookstore or the book reseller. This is a perfect example of why we shouldn't sell our desk copies, and why we shouldn't buy used books that are currently in print."

good thing because it indicates a publisher's willingness to commit to the project, but the advance may detract from other things you want to negotiate and have a publisher pay for. Make sure the advance is non-refundable.

Don't make your decision based on how much you like the acquisitions editor, either. He or she may not be there next year. Don't be persuaded by "wining and dining"; be hardheaded and focus on what the publisher will do for you and how much the house wants

your book.

Select a publisher with which you can be happy and with whom you will develop positive, constructive relationships. Eliminate from your list publishers you don't want and investigate the rest.

*Ronald Pynn has written several books on political science, including Watergate and the American Political Process, American Politics: Changing Expectations (5th Edition), Political Economy, and The Election of 1994.*

## Authors share 7 tips for choosing a publisher

1. Interview several publishers, inquiring about sales force, editorial assistance, grants and advances. (Karen Morris)
  2. Begin by eliminating the publishers you don't want — those who have consistently bad relations with authors (which you can learn by talking to other authors); don't have a clue about marketing; and are unwilling to make a commitment in the form of a healthy advance against royalties and editorial support early in the writing process. (C. Leon Harris)
  3. Ask what editor you will work with; what will happen if the editor you start with gets fired, promoted, etc. (Christopher Conty)
  4. Network with other authors and ask them about different publishers. (Mary Kay Switzer)
  5. Go for your first three choices. Base these choices on related/competing books in your field. Submit to all three at the same time. If you wait for a reply before you submit to another publisher, you may be in limbo for a long time. (Laura Chapman)
  6. Look for an solid company with a good reputation and a small to medium-sized list in your field. Look for a publisher who is not the leader in your area of expertise but is trying to develop a list in that area. You want sales reps with manageable lists that give them the opportunity to truly get to know each text and become its advocate. Some leading texts essentially sell themselves. If you are competing with a perennial bestseller, you want a representative who will actively try to get customers to change to your text rather than the one who makes the easy sale with a readoption. (Betty Azar)
  7. Look for how often the publisher advertises books in your field. (Richard Hodel)
- This list was adapted from the TAA publication, "Tips for Successful Authoring" by Ronald Pynn.*

Continued from page 5

**Gift memberships.** TAA member Janet Belsky gave a gift membership to Will Langston. TAA member Gregory Lewbart gave a gift membership to Douglas Mader. TAA Council member Don Collins gave a gift membership to Matthew Winsor. TAA member Lyle C. Brown gave a gift membership to Robert E. Biles. TAA member Charles Corbin gave gift memberships to Guy Le Masurier and Dolly Lambdin. TAA member Charles Williams gave a gift membership to Gary Nave. TAA member Elaine Hull gave gift memberships to Juan Dominguez, John Muschamp, Beth Pehek and Mario Gil. TAA member Richard Hull gave gift memberships to John Shook, David Koepsell and David Triggie. TAA member Dennis Staley gave a gift membership to Margaret Watson.

**Textbook act.** California Governor Arnold Schwarzenegger vetoed the Textbook Affordability Bill (Senate Bill 832) in favor of Assembly Bill 1548, The College Textbook Transparency Act, claiming that Senate Bill 832 didn't make bookstores and faculty share the responsibility with publishers for making textbooks more affordable. Assembly Bill 1548, which goes into effect in 2010, will

require publishers to disclose pricing information at the request of a faculty adopter, but will not make it mandatory as would have Senate Bill 832. The bill will also require publishers to print the changes made from edition to edition and the copyright date of the previous version of the textbook on either the outer cover of the textbook or within. AB 1548 also bans the sale of instructor's editions and complimentary copies, requiring the publisher to note on the outer cover of the textbook that it is an instructor copy or complimentary copy and not for resale.

**Sustaining members.** The following TAA members contributed at the Sustaining Member level: Janet Belsky, Steven Barkan, William D. Callister, Jr., Tara Gray, Ray H. Garrison, Eugene Lemay Jr., David G. Myers, Ronald E. Pynn, Michael S. Matta, Michael Sullivan III

**Pre-K-12 Market.** Fueled by improvement in the textbook adoption cycle and continued initiatives by schools to improve instruction and student achievement, the outlook for the PreK-12 instructional materials publishing industry in the U.S. is for compound annual growth of more than 6 percent, reaching \$10.22 billion by 2010, according to new research from media industry forecast and analysis firm Simba

Information. Simba's latest strategic report, Publishing for the PreK-12 Market, 2007-2008, examines the dynamic school market and analyzes the changing needs and opportunities for publishers. Additional information can be found at [www.simbainformation.com/pub/1513017.html](http://www.simbainformation.com/pub/1513017.html)

**E-book delivery.** Duke University Press will use ebrary's platform to host and deliver a new electronic book product, the e-Duke Scholarly Books Collection. The collection is due to be fully released in January 2009, with a pilot program taking place during the 2008 year for a limited number of library partners. Using the ebrary platform, Duke will distribute the new collection directly to the academic library community under a perpetual access model. ebrary is a provider of electronic content services and technology.

**BTAA: Matt Stevens.** TAA member Matt Stevens spoke on a panel on project profitability at the 2007 Engineering News-Record's Construction Business Forum to be held in Washington, D.C. October 23-24, 2007. Stevens is the author [membersonly/index.html](http://membersonly/index.html) and look for "Add a TAA banner to your web site" (in the middle white section towards the bottom of the page).

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Continued from page 1

frequent speaker at NCTM and other conferences.

**Topics willing to mentor on:** School mathematics, mathematics education.

**Mary E. Edwards** is Professor of Economics at St. Cloud State University where she has taught courses in Regional and Urban Economics for many years. She currently directs the Master of Science Program in Applied Economics there. She also has been a visiting professor at the Department of Applied Economics at the University of Minnesota and at the Université Toulouse I in Toulouse, France. She was president of the Minnesota Economics Association and she has been on the board of that association. She has been involved with the Minnesota Economic Development Center at St. Cloud State University. She has been a member of Research Committee for St. Cloud Area Economic Development Partnership, and she has done numerous regional analyses for these agencies. She has also published in the *Journal of Regional Science*, *Nonprofit and Voluntary Sector Quarterly*, *Atlantic Economic Journal*, *American Journal of Economics and Sociology* and other journals.

**Topics willing to mentor on:** Starting out; organizing; overcoming writer's block; citations (i.e. forget REFWORKS!); scheduling time to write.

**Tara Gray** serves as associate professor of criminal justice and as the first director of the Teaching Academy at New Mexico State University (NMSU). The Teaching Academy provides NMSU educators with training, mentoring, and networking. Tara was educated at the United States Naval Academy, Southwestern College in Kansas and Oklahoma State, where she earned her Ph.D. in economics by asking, "Do prisons pay?" She taught economics at Denison University before joining the Department of Criminal Justice at NMSU. She has published three books, including her most recent, *Publish and Flourish: Become a Prolific Scholar*. She has been honored at NMSU and nationally with seven awards for teaching or service. Tara has presented faculty development workshops to 3,000 participants in more than twenty of the United States, and in Canada, Mexico, Guatemala, and Thailand. For more info about Tara's workshops: [www.taaonline.net/workshops/index.html#publishandflourish](http://www.taaonline.net/workshops/index.html#publishandflourish)

**Topics willing to mentor on:** writing daily, writing journal articles and books.

**Elaine Hull** is Professor of Psychology and Neuroscience at Florida State University. After spending 37 years at State University of New York at Buffalo, she moved to FSU in August, 2004. She has had over 20 years of grant funding from the NIH and is the author of 83 peer-reviewed journal articles and 11 chapters, in addition to the Study Guide to accompany Kalat's *Biological Psychology*,

currently in its 9th edition, which won a 2007 TAA McGuffey Award. She has received both the Chancellor's Award for Excellence in Teaching and the Student Association Excellence in Teaching Award while at SUNY at Buffalo, as well as the New York State/Union of University Professionals Excellence Award and Sustained Achievement Award from SUNY/Buffalo. She studies the neuropharmacology of male sexual behavior and is currently writing a book on that topic for Oxford Press.

**Topics willing to mentor on:** Writing grants; writing research articles; and writing chapters.

**Richard Hull** retired from 30 years with the Philosophy Department at State University of New York at Buffalo in 1997. He has continued to publish, edits several series, and has 13 volumes in print with such presses as Wadsworth, Rodopi, Kluwer, Prometheus, Thoemmes, and AuthorHouse, as well as a self-published e-book. Hull is also Executive Director of TAA and the TAA Foundation.

**Topics willing to mentor on:** time management; writer's block; preparing journal articles from the dissertation or thesis; responding to reviewers; picking optimal journals for submissions; any topics in philosophy, bioethics, editing collective volumes from conferences or professional organizations, festschrifts.

**Seth Maislin** is a managing partner of Potomac Indexing, an adjunct instructor at three colleges in Massachusetts, and author of an online course, "Writing Indexes for Books and Websites." He is an indexer, information architect, and taxonomist who has consulted for companies and institutions including Mercedes Benz, the United Nations Library, Microsoft, Elsevier, and The Hartford, as well as privately for individuals and small groups. Seth is a former president of the American Society of Indexers and founder of the techindexing mailing list. <http://taxonomist.tripod.com>

**Topics willing to mentor on:** writing and evaluating indexes for books, websites, and CD and multimedia publications

**Pat McKeown** is a professor of MIS and former department head. He has authored or co-authored over 30 books or editions in the fields of management science, computer programming, introduction to computers, and information systems.

**Topics willing to mentor on:** Any

**Kevin Patton** has been writing educational materials for students since the mid-1980s. He began writing supplemental materials, then quickly moved to core textbooks in the field of human anatomy and physiology. He currently authors three major texts, along with several reference books and supplements. Two of his

texts, with retired coauthor Gary Thibodeau, have won TAA McGuffey Awards. Kevin also has several citations for teaching excellence. Besides writing, Kevin is a professor at St. Charles Community College and is Director of the Human Anatomy and Physiology Society Institute (HAPS-I), a professional continuing education program for anatomy and physiology instructors. Kevin's approach to textbook writing emphasizes the use of learning research and proven study strategies to successfully organize textbooks.

**Topics willing to mentor on:** Working with a coauthor; the revision process; supplemental materials (lab manuals, workbooks); illustration programs; applying educational research to texts, organizing workflow.

**Paul Rosenzweig** is a specialist in assisting authors to determine amounts due from publishers in underpaid royalties, and assisting in collections.

**Topics willing to mentor on:** Royalty statements

**Nancy Volkman** is currently an associate professor in the Department of Landscape Architecture and Urban Planning at Texas A&M University, College Station, Texas. Her degrees are from Beloit College in Wisconsin (B.A. in Anthropology) and from the University of Illinois (Master of Landscape Architecture). Here principal areas of teaching have focused upon landscape history, cultural landscape studies, design and planning for historical landscapes, and community design.

**Topics willing to mentor on:** anything related to landscape architecture instruction, textbook authoring, and journal authoring.

**John Wakefield** is Professor of Education at the University of North Alabama and President of Text and Academic Authors Association, an organization founded in 1987 to enhance the quality of text and various educational materials available for teaching, research, and other educational purposes. His academic career includes a Ph.D. in Education from the University of Illinois at Urbana-Champaign, and he has served as both interim dean of education and as assistant vice-president for academic affairs at UNA. His psychological research has been published in numerous professional journals and a book titled *Creative Thinking: Problem Solving Skills and the Arts Orientation*. He has published a textbook, *Educational Psychology: Learning to Be a Problem Solver*, with Houghton Mifflin, and more recently has written on the subjects of textbook history and textbook usage in the United States. He was recently awarded a U.S. Speaker and Specialist grant to lecture on educational

Continued on page 11

## International research conference provides opportunity for collaboration

Forty-three presenters from 27 different countries shared their textbook research with an audience of 90 participants from 40 different countries at the International Association for Research on Textbooks and Educational Media's Ninth International Conference on Textbooks and Educational Media in Tonsberg, Norway, September 5-8, 2007.

The presenters, from Norway, Western Balkan and Slovenia, Iceland, Lithuania, Australia, Denmark, Spain, Estonia, Pretoria, India, Madagascar, Palestine, Japan, Turkey, Hungary, Serbia, Korea, Great Britain, Scotland, Israel, Czech Republic, France, Portugal, Sweden, Austria, and Kenya, shared a variety of research articles on topics such as issues of gender equality in textbooks; the textbook selection and evaluation process in Western Balkan and Slovenia, South Africa, Norway, Hungary, and Serbia; ageism in textbooks; the importance of illustrations in learning; whether print or electronic materials were more effective in teaching; and the process of textbook production; all based around the theme of "Peace, democratization and reconciliation in textbooks and educational media."

(To view the conference program, visit [www-lu.hive.no/konferanser/iaritem/iaritem-conference/documents/Abstracts-All\\_order.pdf](http://www-lu.hive.no/konferanser/iaritem/iaritem-conference/documents/Abstracts-All_order.pdf))

The 43 conference sessions were organized into four workshops: 1) The Balance Between Textbooks and Educational Media; 2) The Use of Textbooks and Educational Media; 3) Approval, Selection and Language Policy in Textbooks and Educational Media; and 4) Learning from Texts and Images in Textbooks and Educational Media.

In his opening address, Petter Aasen, head master of Vestfold University College, which hosted the conference, said that contact across international borders in the area of organizational research into pedagogical texts was important to the advancement of academic scholarship.

The purpose of the conference, he said, was to get a better idea of the textbook policies of other countries and the different forms of funding high quality research, with the hope that the conference could provide initiatives and play a part in international collaboration and collaboration at the institutional level.

Many of the countries represented at the conference do not have any government or state guidelines for textbook content, approval or selection. During a publisher's panel presentation on Thursday, September 6, James McCall, deputy director of the Stirling International Publishing Unit, a center for publishing studies within Stirling University (Scotland), said that the content of the

country's curriculum is what drives publishers and editors in what they will instruct their textbook authors to write. State standards, he said, play no role in publishing: "State standards for books are created by individuals who believe that the books will sell at the right time to the right reader. We believe that the best kind of book combines the worldview of the author, teacher, publisher and reader. The textbook is only as good as the teacher in whose hand it is placed. Publishers will continue to create textbooks based on that type of syllabus and according to social norms." McCall also serves on the IARTEM board.

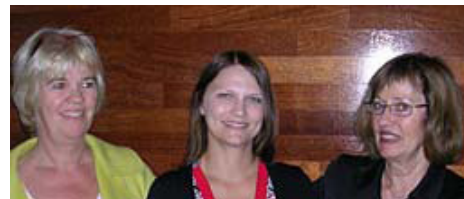
Mike Horsley, senior lecturer in the School of Professional Studies at the University of Sydney, Australia, said in his country, publishers sell books they think will sell, and schools openly purchase textbooks with no government control or adoption system.

"Curriculum drives most publishing decisions in the open market," said Horsley. "Publishing decisions are state-based, not national."

Pedagogy is based on a national project, "Discovering Democracy," he said, which is about empowering people to be responsible and participate. Horsley is also vice president of the IARTEM board.

A presentation by Zusana Sikorova from the University of Ostrava (Czech Republic) on "Textbook-Based Activities in the Classroom," shared the results of a survey of four primary and lower secondary schools and three higher secondary schools that was conducted to determine how often textbook materials were used in the classroom. She found that textbook materials were used in 75 percent of lessons, and students spent 25 percent of their total classroom time engaged in textbook based activities.

A presentation by Mu'men Al-Badarin, assistant professor of Arabic Studies at Bethlehem University (Palestine), and Eva Maagero (Norway) shared the results of a comparative analysis of Palestinian and Norwegian textbooks. The Arabic textbooks used the pronoun "we" and had mainly masculine representations. The Norwegian textbooks used the pronoun "you" to personalize the text and create a more personal relationship between the textbook and the reader. Gender representations were much more balanced in the Norwegian textbook in both the representations of girls and boys and the choice of authors and pictures, and different minority groups. The Norwegian textbooks, said Maagero, allow boys and girls to identify with the textbook, showing that



**TAA Associate Executive Director Kim Pawlak (center), with 2007 IARTEM conference organizers Susanne V. Knudsen (left), and Bente Aamotsbakken (right). Pawlak attended IARTEM's Ninth International Conference on Textbooks and Educational Media in Tonsberg, Norway, September 5-8.**

### International organizations that are interested in, or participate in, textbook research:

European Educational Publishers Group (EEPG)

TREAT, Teaching Resources and Textbook Research Unit, University of Sydney, Faculty of Education

United Nations Educational, Scientific and Cultural Organization (UNESCO)

University of Utrecht, the Netherlands, Centre of Curriculum Studies CLU Dr. Arno Reints, CLU Director

International Association of Research on Textbooks and Educational Media (IARTEM)

Japan Textbook Research Center

both can do the same activities. However, the minority boys and girls depicted in the textbook were shown in a Norwegian context.

Per Jarle Sætre from Sogn og Fjordane University College (Norway), shared the temporary results of his research of gender representations in illustrations in geography textbooks in Norway, Sweden, Denmark, and

*Continued from page 1*

we are encouraging and supporting the development of learning communities of authors on university campuses (see the article on the University of Alabama's S.N.A.P. scholarly writing support group in this issue).

It can be said that 2007 has been "the" year for developing assistive services for authors who are newly focused on scholarly articles and grants, and I expect even more ideas now under discussion to emerge as service initiatives in 2008.

#### **Expert academic services**

What do we have to offer to the experienced academic author? First, TAA now offers the opportunity to join or renew at a rate commensurate with academic rank (\$55 for associate professors, \$75 for professors and \$35 for emeriti professors). Second, Council increased support for Tara Gray's advanced workshop on authoring scholarly articles, for Robert Ginsberg's workshop on scholarly writing and editing, and for Elizabeth Boepple's workshop on preparing effectively-written, camera-ready copy. While novices would profit from these workshops, the benefits extend to experienced authors who might also be interested in editing a book or journal or self-publishing. Third, our 2007 conference in Buffalo in June allowed expert academic authors to present their authoring/editing expertise in an "academic track". Along with newer academic authors, I enjoyed listening to an experienced journal editor describe what she looked for in submissions, providing insight to her audience (including me!). We plan to continue the "academic track" at our 2008 conference, along with sessions of general interest and those geared to textbook authors. We shall also be linking our website to information about scholarly retreats.

#### **Novice textbook services**

Our revised membership categories differentiate between authors who have less than versus more than \$5,000 in royalty income (\$30 vs. \$75), acknowledging that royalty income tends to increase with experience as a textbook author. Second, our increased support for workshops extend to Michael Spiegler's workshop on writing a textbook, which will be offered at TAA's 2008 conference in Las Vegas, June 19. This workshop continues the TAA tradition of offering an introductory seminar to help prospective or new textbook authors. Third, TAA continued its facilitation of communication between authors and literary agents and/or attorneys. Agents and attorneys offered many brief consultations free of charge at the conference, and they participated in dynamic conference presentations on contract negotiation with publishers. Fourth, email traffic through the TAA listserv increased substantially, often with useful advice for new authors regarding coauthors, potential

## **Panelists sought for 2008 TAA Conference sessions**

The 2008 TAA Conference on Text and Academic Authoring, which will be held at Harrah's in Las Vegas, June 19-21, is taking shape nicely, and our website will soon reflect the wide array of activities planned (<http://www.taaonline.net/TAAConference/index.html>).

Some of the panels are still being fleshed out, and we hope you will consider offering yourself to serve on one of the following:

**"Milk that Dissertation!"** Margaret Fisher Dalrymple, acquisitions editor for the University of Nevada Press, will be doing a talk on the changing nature of university presses. Her talk will also show how scholars should think ahead as they write their theses and dissertations, trying to identify what audiences beyond their graduate school committees might find their work of value.

We are therefore very interested in having participants join the panel who can share interesting stories about how they milked their own theses or dissertations into scholarly and/or popular articles, and scholarly and/or trade books.

**"Keeping it simple isn't stupid."** This is a reprise of a topic presented a few years ago at our San Antonio conference. The notion here is that whether writing textbooks or even more scholarly articles for generalist or inter-disciplinary audiences, we have to write in a manner that is accessible to the educated lay public. Most of us are probably pretty good at it, and this is a chance for a bit of healthy patting ourselves and each other on the back. Specifically, we seek presenters who

will talk for 10-15 minutes or so about how they took a very specific and potentially very dry, dull, and/or complex concept, and summoned their best writing skills to make the concept digestible for an audience of non-specialists.

**"The Review Process: Stories of Praise and Horror"** At our 2008 brainstorming session at the end of the Buffalo conference, it was suggested that many TAA members likely have interesting, perhaps even inspirational, stories to share about their own experiences of either having their manuscripts under review—whether for publication in a journal, or as a scholarly book or textbook—or in commenting on others' manuscripts as a peer reviewer. Again, this is our chance to teach each other (in 10 minute narratives or so) what worked well, what didn't, what we learned from the process.

We are also open to other presentation proposals on topics not represented above, especially if you have an idea that would be a plenary session (of interest to the whole assemblage) or that would fit in the "academic writing" (journal articles, university press and other scholarly books) track.

If you're interested in serving on any of the above panels, or have an idea for a different panel, please contact 2008 TAA Conference Chair Paul Siegel at [PSiegel@hartford.edu](mailto:PSiegel@hartford.edu) with a short (100-200 word or so) description of your interest in the topic and what you think you have to offer to make the panel an especially successful one.

publishers, contract clauses, royalties, revisions, etc. Fifth, TAA continued its Texty awards for new textbooks that won highly positive reviews from a set of experienced textbook authors. In the year ahead, you can expect new supportive services to emerge for new textbook authors.

#### **Expert textbook services**

Twenty years ago, TAA was born from the interest of experienced textbook authors in sharing information about financial issues and joining an advocacy group. TAA recognized the contribution of its most senior textbook authors by creating an "emeritus" textbook author category of membership (\$35). TAA also continued to serve the information and advocacy needs of expert textbook authors. Executive Director Richard Hull led a "Stomp the Comp" campaign to reduce the number of complimentary copies that are entering the used textbook marketplace and undermining royalties. TAA joined with the Association of American Publishers to oppose burdensome

provisions of a new disclosure law in Oregon; investigated the potential misclassification of custom copies by publishers as "abridgements" to reduce their royalty payments to authors; and financially supported (through a grant) the defense of copyright in a lawsuit. TAA's foundation (TAAF) attracted sufficient funds, often from expert textbook authors, for plans to be made to launch its own grant program in the near future. Finally, TAA continued its support for expert textbook authoring through its McGuffey Longevity Awards presented at the conference this and every year. A highlight of the conference was listening to these authors share some of the secrets of their success.

All of these categories of service are receiving attention from your leadership. Should you have an idea about how TAA could better serve you in the year ahead, do not hesitate to contact us with it.

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research and textbooks at five universities in Chile. Further biographical information is listed in *Who's Who in American Education* (2007-2008).

**Topics willing to mentor on:** self-publishing

**Frank Wilson** is a mathematics professor at Chandler-Gilbert Community College in Arizona. He regularly teaches College Algebra, Precalculus, Brief Calculus, and Calculus I. He presently serves as the Technology in Math Education Committee Chair for the American Mathematical Association of Two-Year Colleges. He is a regular presenter at national and regional mathematics conferences. Frank has written three textbooks: *Finite Mathematics*, *Finite Mathematics and Applied Calculus*, and *Brief Applied Calculus*. Four more textbooks are under contract and in development including: *Applied Calculus*, *College Algebra*, *Algebra and Trigonometry*, and *Precalculus*.

**Topics willing to mentor on:** textbook authoring, working with coauthors, getting a textbook contract

**Michael Sullivan**, Emeritus Professor of Mathematics at Chicago State University, received a Ph.D. in mathematics from the Illinois Institute of Technology. Mike taught at Chicago State for 35 years before recently retiring. He is a native of Chicago's South Side and divides his time between a home in Oak Lawn IL and a condo in Naples FL.

Mike currently has 15 books in print. Three are with John Wiley: *Brief Calculus and Mathematics for Business* (9th editions) and *Finite Mathematics* (10th edition), [a TAA McGuffey winner]. Twelve are with Prentice Hall, the *Contemporary Precalculus* series (8th Ed), [*College Algebra*, 7th edition was a TAA Texty winner; *College Algebra*, 8th edition was a McGuffey winner], the *Enhanced Precalculus* series (5th Ed) and the *Concepts Through Functions Precalculus* series (1st Ed). The last two series are coauthored with his son Mike III.

Mike has been a member of TAA since 1987. He has served as a member of the Council, as Treasurer, Vice President/President Elect, President, and currently as Immediate Past President. He also serves as Treasurer on the Text and Academic Authors Association Foundation. In addition, he represents TAA on the Authors Coalition and received the TAA Mike Keedy award in 1997 and the Lifetime Achievement Award in 2007.

**Topics willing to mentor on:** College level textbooks

## AUTHOR'S ASKING:

### What is the percentage of sales lost to used books?

**Q:** "Does anyone know a "rule of thumb" about what percentage of sales are lost to the used book market over the life of an edition? In other words, if the adoption rate remains basically static, how do royalty returns typically decline after the edition has been on the market for one year/two years/three years?" — Ginny Borden Maier, author of *The Second X: The Biology of Women*, *Biology: Science for Life*, and is at work on a third text on Human Biology.

**A: Robert Christopherson, author of the Texty Award winning *Geosystems*:**

"Quick response on used-book impact. With my 3-year revision cycle we do not stay ahead of the used-book sales erosion. Fortunately in my field there is so much dynamic change that such a revision cycle is warranted.

The largest royalty checks occur April 1 (sales July 1 to Dec 31) the first year after a new book. Oct 1 (sales Jan 1 to June 30) is usually low for early spring instocks. If you have multiple titles that are on alternate years, that helps even the royalties—as one title is hit by used books, the other title is on the rise. You can have a market leading text with increasing adoptions and see sales go down in the third year because of used-book sales.

Keep track of how many printings your edition goes through by checking with editors or checking shipments at the bookstore of new books and the print number on the copyright page. Also, check Amazon and others and see what the discounts are for your book—I've found a poor competing book, losing market share has deeper discounts than a book on the rise, commanding new market share—I take this as an indicator of used-book availability—short used-book supply, less discount. A best seller, one that might be kept as a reference book, has smaller discounts.

To make a text more of a 'keeper,' if appropriate in your field, write with a voice, a POV, to the student, with the student, for the student. I embed over 200 URLs throughout my texts not only to help the pedagogy but to make it a reference work, one to keep. Used books are a nightmare—a leading text with growing market share and declining sales—go figure. So glad we have TAA."



(l to r) Ginny Borden, Robert Christopherson, John Budd

**A: John Budd, Industrial Relations Land Grant Chair and Director of Graduate Studies at the University of Minnesota's Carlson School of Management, and winner of a 2005 Texty Award for his textbook, *Labor Relations: Striking a Balance* (McGraw-Hill/Irwin):**

"In the budget / business plan for a new text I am proposing, my editor at McGraw-Hill assumed that approximately 60 percent of the total sales would be in year one, 30 percent in year two, and 10 percent in year three."

**A: Ginny Borden Maier:** "Thanks for the replies to my query about how I should expect sales to drop year-over-year within an edition as a result of used books. It's clear that the answer is different depending on the discipline and nature of the market.

I will share the answer I received from my editor. He estimates that, when adoption rates remain the same (so the same number of copies are being sold), a little more than 50% of the books sold after one year are used copies. In other words, I should expect royalties to drop to less than 50% in the second year of an edition. He wasn't as certain about the third year, but essentially said 'don't expect much at all, kid.'

I would say that my experience is near the worst-case scenario in terms of impact of used book sales. I write Biology textbooks for non-majors — these students are much less likely to hang onto a book for 'reference' after the course than a major is. (Hmm. Kinda wondering about my career choice here. Should have tried to get into anatomy books for med students, maybe.) Anyway, my query was stimulated by my learning that my September 'royalty' is a negative balance, due to all the bookstore returns in Jan-June of this year. I wasn't expecting much, but I needed to know whether my expected royalty in March of 08 was going to cover this balance and leave any payout for, say, groceries."

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Finland, which found that most of them were gender biased. His research included a content analysis of photos in seven series of geography textbooks for lower secondary schools (13-16-year-olds). "In the seven textbook series there are a total of 3,683 illustrations, 1,995 of which are photos, and 833 of those are photos of people," he said. "Of the 833 photos of people, in 687 of them I can see men, women, or men and women (the rest are unidentifiable). I divided the people into six categories, work being the most important category." Sætre found that men dominate the pictures, and that most series write about women's contribution to subsistence agriculture in developing countries, and few series write about women's contribution to agriculture in industrial countries. Women are depicted as producing goods at the production line while men do trades and more self-reliant work. Photos of women at leisure and at home are more frequent, he found, and most of are of women doing domestic work.

"The use of motive and gender on photos in the textbooks can bias the represented content," says Sætre. "Most of the authors focused on motive not on gender. Just one book, the Norwegian *Undervegs*, seems to have a reflected use of gender on the photos, and that may be because it was written by one man and one woman. Feminist geographers claim geography excludes women as producers of knowledge and women's issues as objects of knowledge. My study can indicate such a description could also be applied to geography textbooks."

## TAA to prepare contract negotiation guide

To help its members negotiate author-friendly textbook and academic book contracts, TAA is planning to prepare a contract negotiation guide that points out the clauses within publishers' standard contracts that are not favorable to authors and why.

To accomplish this, TAA needs its members to send in copies of their publisher's standard contract.

Black out the names, titles, advances, dates, and any specially negotiated rates or terms before sending a copy of your contract.

Do not send contracts that include confidentiality provisions barring disclosure of the contract. Copies can be sent electronically or print to Richard Hull, TAA's Executive Director, [rthull62@hotmail.com](mailto:rthull62@hotmail.com) or 3241 Heather Hill Lane, Tallahassee, FL 32309-2307.

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Michael Sullivan, President ([M\\_Sullivan@att.net](mailto:M_Sullivan@att.net))

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