

The {Academic Author}

For Creators of Academic Intellectual Property

2008:7

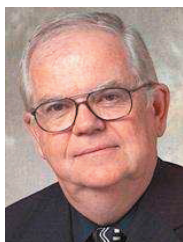
October 2008

EXECUTIVE DIRECTOR:

Time to take stock

By Richard T. Hull

I'm now in my fourth year as TAA Executive Director. When I was hired, I was asked to create a five-year plan for the association. It's time for me to begin a process of assessment of what has been achieved during the past four years.



In 2003, TAA had 1,020 members. That number rose to 1,119 in 2004, but dropped to 742 in 2005 because of a tightening in its accounting practices. 2006 saw an increase to 1,081, and 2007 saw the number steadily increasing to 1,395. As of September 1, 2008, TAA membership stands at 1,615.

So what accounts for an increase in three years of over 217 percent?

I believe the major reason for this increase has been our focus on making TAA a service organization for all of its members. For many years we labored under the perception of our members that, although we included academic authors, we "really" were an organization for textbook authors. To overcome this perception we have steadily added services aimed at and designed for academic authors to make the organization more valuable to this important component of our membership. At the same time, we have enhanced our services to textbook authors.

In addition, we have recognized that the needs and interests of textbook authors and academic authors are different. That recognition has led us to create services that focus either exclusively on textbook author issues or exclusively on academic author issues. Of course, some members are both, so we have also created new services aimed at both groups.

For example, we recently separated the TAA Listserv into two distinct listservs, one for textbook authors and one for academic authors. TAA's listservs enable members to tap into the collective wisdom of the membership, asking questions about those issues of mutual concern to members of the respective groups. Separate listservs are but one way TAA partitions information and helps individual authors select what categories

Call for 2009 TAA Conference presentation proposals

TAA is seeking proposals for its 2009 TAA Conference on Text and Academic Authoring, which will be held in San Antonio, TX, June 25-27.

Proposals should be for 30-minute or 60-minute sessions that would appeal to textbook authors, academic authors (authors of journal articles, dissertations, grants, scholarly books, etc), or both groups. Deadline for proposals is November 15, 2008.

This year's conference will offer two concurrent tracks, one for textbook authors and one for academic authors, as well as sessions that appeal to both. The conference will also offer several moderated Roundtable Discussions, mentoring sessions, and plenty of opportunities for networking.

Possible topics related to textbook authoring: The future of textbooks; how authors can proactively market their work; new and emerging technology for authors; online publishing; the business of authoring; e-books; the writing process; how to write a crossover book; working with co-authors.

Possible topics related to academic authoring: Open access; insights from a scholarly book editor; insights from a scholarly journal editor; orientation to the

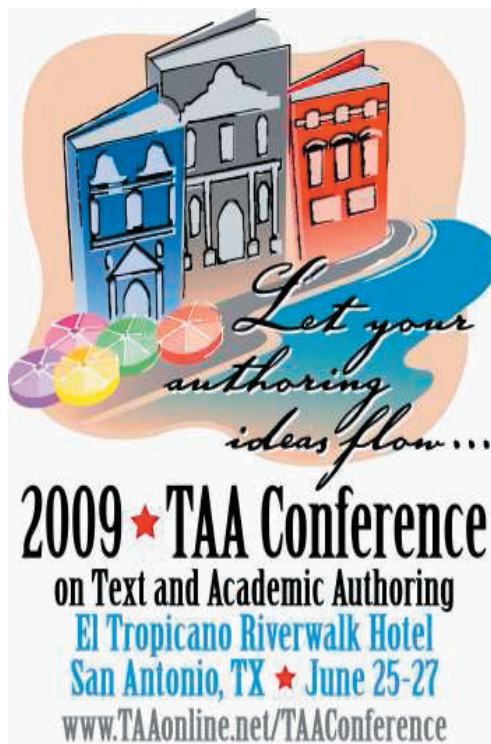
book publishing/journal publishing industry; how to create an edited book.

Possible topics that would appeal to both groups: Time management; the business of authoring; how to make your work more visual; developing collaborative relationships with other writers; the writing process.

TAA is also seeking proposals for the following topics:

- "Time Management: How to Fit Writing Into Your Busy Life"
- "Textbook 2.0: The Future of Textbooks in an Era of Blogs, Wikis and YouTube"
- "Open Access: What is it and What Does it Mean for Academic Authors"
- "New and Emerging Technology for Authors: Content Distribution Tools"
- "New and Emerging Technologies for Authors: Content Development Tools"
- "How to Publish Online"
- "The Business of Authoring"
- "E-books: Are They the Future?"
- "Insights From a Textbook Sales Rep: How They Work to Market Your Book"

Download a Presentation Proposal Form on the 2009 TAA Conference website: www.taaonline.net/TAAConference



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FEATURED MEMBER:

Author uses simple concepts to present literacy innovations

By Kim Seidel

Education author Andrew P. Johnson, Ph.D., worked for nine years in the public schools as a first, second, fifth and sixth grade teacher and as a gifted education coordinator before moving into higher education. He credits his ability to maintain the perspective of a second grade teacher with his writing and teaching success.



Johnson

"I love teaching and education," he said. "I'll always be a second grade teacher. This perspective helps me in teaching my graduate and undergraduate courses. It also helps me in my writing."

Johnson, professor and chair of the Department of Special Education at Mankato State University (MSU) in Minnesota, recently completed his sixth book, *Teaching and Writing: Research-based strategies for teachers, tutors, parents and paraprofessionals* (Rowman and Littlefield, 2008), which is due out any day. "This is one of those magical books that fell together," he said. "It only took me about four months to write it."

Johnson's purpose for writing the book evolved during the writing process. "Originally, I wanted to create a handbook that my undergraduate students could use as a guide in tutoring students in reading," said Johnson. "I wanted to provide simple descriptions of research-based strategies that they could put into practice immediately."

In addition, he selected strategies that could be implemented without having to acquire additional books, packages or other instructional materials. Johnson's goal was that students and others using the book would only need paper, pencil, books, creativity, imagination and a desire to help students.

"As I began writing this handbook, I realized that this would also be of use to parents who want to help their children at home, and paraprofessionals who are often put in tutoring roles," Johnson said. He also started to see a use in the strategies for

classroom teachers. "Thus, this tutoring guide expanded slightly," he said. "It is designed for parents, teachers, paraprofessionals and others who want to help children develop their full literacy potential."

Johnson's innovations are presented in a simple style in the book. "I have sought to keep it as absolutely simple as possible," he said. "Rigor and complexity are not synonymous. Neither are quantity and effectiveness. My language is simple. My citations are minimal. My examples are straightforward and uncomplicated."

The strategies and activities are described so that readers can easily adopt and adapt them. In addition, Internet search terms are included to help the reader get more information on a given subject, or to use in finding public-domain worksheets and teacher activities. As the title of the book reveals, the guide describes a variety of effective, research-based strategies to use in tutoring a child to read. The easy-to-understand strategies can be used for one-on-one, small group or whole class instruction.

Johnson earned his doctorate in literacy education from MSU in 1997, and he's currently in his 12th year of teaching at the MSU, Mankato. He specializes in literacy education, research-based strategies for the inclusive classroom, social studies education, action research, holistic education and gifted education. His various textbooks reflect his wide range of interests: *The Inner Curriculum: Classroom Activities to Develop Emotional Intelligence* (Royal Fireworks Press, 2006); *Making Connections With Elementary and Middle School Studies* (Sage Publications, 2006); *A Short Guide to Action Research* (second edition, Allyn and Bacon, 2005); *A Short Guide to Academic Writing* (University Press of America, 2003); and *Up and Out: Using Creative and Critical Thinking Skills to Enhance Learning* (Allyn and Bacon, 2001), his first textbook.

He started writing his first textbook, about teaching skills, in 1999. "I realized that there wasn't a good book out there that explained thinking skills in a simple, straight-forward way, and at the same time, provided activities and strategies that any teacher could use," he said. "The key to writing a successful textbook is finding a hole in the book market."

Before writing his first textbook, he focused exclusively on articles related to teaching,

education and learning for peer reviewed journals. He continues to write articles for journals, but his main focus these days is writing textbooks.

Currently, Johnson has worked under contract to write second and third editions of several of his textbooks. He's working on the second edition for his social studies textbook, *Making Connections With Elementary and Middle School Social Studies*, which will come out sometime in 2009. He found this one particularly difficult, because he was immersed in two other book projects at the time. It also seemed he was going back to an area (social studies) that he thought he left.

"I really had to discipline myself to sit down every day and do my research," Johnson said. "You have to find something new to get excited about. In this case, the editors asked readers about the things they would like included. Many wanted strategies for teaching students who are second language learners in the general education classroom. It was exciting to explore this new area."

Johnson's advice to other authors who want to write textbooks includes "to look for what needs saying. Look for a hole in the book market," he said. "Look for the book you'd like to see that isn't there."

His other suggestion is to plan your textbook carefully. "The prospectus is very important," Johnson said. "It helps you to think through your book."

Also keep in mind that the editors will be publishing your book to make money, not to make the world a better place. "In the back of your mind, you need to always be making a case for your book being able to sell," he said.

For Johnson, the summer months are his best time for writing. "However, most of my real writing happens between 5 and 7:30 in the morning. The trick is to show up every day," he said.

Johnson resides in Mankato with his wife, Dr. Nancy Fitzsimons, who teaches social studies at MSU. They have two dogs, Teddy and Mickey. In his spare time, Johnson enjoys writing, reading and running.

Kim Seidel is a freelance writer based in Onalaska, Wis.

Participate in TAA's free Fall Teleconference Series

Sign up for one or more TAA Fall Teleconferences. As a TAA member, you can participate in TAA's Teleconferences for free. You can sign up for as many teleconferences as you would like.

Each teleconference is held as a conference call. Participants are given a number to call at a specific time, and a code to enter the discussion. Multiple participants at one site can participate in a teleconference via speaker phone.

Participants will receive an e-mail one week before the teleconference containing the call-in number and code, as well as a link to the TAA website for downloading any supporting materials that will be used during the teleconference.

TAA's Fall Teleconferences include:
"Make Your Book Better and Your Sales Bigger with Online Feedback Tools"
Presented by David Brake, CEO and Founder, Content Connections.

Listen to a recording of this TAA Teleconference at www.taaonline.net/membersonly/TAATeleconferences/past_teleconferences.html

If you haven't been asked to take an online survey recently, maybe you've been living in the Peruvian Jungle without Internet access. The fact is it's never been easier to create and launch an online survey. Same goes for other "feedback applications" that help you get inside the heads of your market. The evolving world of social media enables new kinds of

relationships with your market. But the tools don't matter if you can't use them strategically and skillfully.

In this session Brake, a 22-year veteran of the book publishing industry, will show you how to create simple but effective "author-driven" surveys that can be created, managed and launched online. If you would like to learn how to tap into the collective wisdom of your market and establish relationships with potential buyers and adopters, you won't want to miss this session. What you'll learn: The do's and don'ts of author-driven surveys; how to craft effective questions that yield actionable results; how to choose an online survey tool that works for you; other online feedback tools for your toolbox; how to manage your contact list and turn them into relationships; how to enlist the support of your publisher.

"How to Craft a Winning Textbook Proposal"

Thursday, October 9, 12 p.m. to 1 p.m. central time

Presented by Mary Ellen Lepionka, Higher Education Developmental Editor, and Founder of Atlantic Path Publishing

Most publishing houses have similar proprietary forms for prospective authors to use in drafting a book proposal. Those forms do not explain, however, the underlying needs and expectations of the publishers or editorial boards that will review your prospectus and decide whether to offer you a textbook

contract. This teleconference is designed to explain those needs and expectations and to answer your questions about getting a publisher.

First, how can you be sure you are ready to write your proposal? What steps can you take to be ready? What should you include—and not include—in your prospectus? How can you best showcase your credibility, market savvy, competitive edge, content organization, and authorial voice and style? What are some hallmarks of winning proposals? When and to whom should you send your package? How can you be sure you are sending it to the right places? What is the likelihood that your proposal will be accepted?


"Scholarly Writing: Strengthening Your Literature Review"


Friday, October 17, 12-1 p.m. central time

Presented by Dr. Sonja Foss, Professor of Communication, University of Colorado, and Dr. William Waters, Coordinator of Composition, Director of the Writing Center, and Assistant Professor in the English Department at Northwest Missouri State University


You've written a literature review before — perhaps many, many times. But are you happy with the process and results? Most scholars aren't. Perhaps you have a method

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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.

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!



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TAA
TEXT AND ACADEMIC AUTHORS ASSOCIATION

HIGHLIGHTS:

Language seminar. The Textbook Unit of the Chilean Ministry of Education will hold an international forum, “The International Seminar on Language and Communication Textbook” in Santiago, Chile, May 25-27, 2009. The goal of the Seminar is to share the broad array of ideas and perspectives, and to open spaces for discussion related to teaching practices with Language and Communication textbooks from a national and international approach. www.taaonline.net/news/index.html#37

Online texts. Book Savvy, LLC (www.mybooksavvy.com) is the latest company to jump into the online text arena with the promise of making the transition to online texts “as easy and as cost-effective as possible for all parties.”

Digital books. More than one third of the most popular college textbook titles (those expected to sell at least 200 copies nationwide this Fall) are now available in eTextbook versions from CourseSmart, according to data compiled by industry analysts at R.R. Bowker’s PubTrack Business Intelligence Division. www.taaonline.net/news/index.html#35

CourseSmart e-texts. Through a partnership with CourseSmart, a provider of electronic textbooks from the six largest U.S. commercial publishers, students enrolled in public and private colleges and universities and adult learning programs in the University System of Ohio will receive discounts of up to 55 percent off the print price on digital textbooks purchased from CourseSmart through a special website and at participating campus bookstores. CourseSmart currently offers more than 4,000 titles. Visit the CourseSmart website at www.coursesmart.com

Recommended Reading. New book titles have been added to TAA’s Textbook Authoring and Academic Authoring Recommended Reading Lists. Check them out at www.taaonline.net/membersonly/reading/academic.html

Conference downloads. TAA members can download select recordings of 2008 TAA Conference presentations. The recordings, available as MP3 files, are of the following sessions: “A Play of Words: Acting Out Contract Negotiations, Part II”; KISS (Keeping It Simple Isn’t Stupid): Making the Complex Comprehensible”; Beyond Google Book Search: Emerging Strategies to Drive Online Discovery”; “Breaking Writer’s Block: How to Overcome the Psychological Inhibitions That Keep You From Writing”; and

‘Piracy’ not the solution to rising costs

Students’ latest reaction to the increasing costs of textbooks, referred to as ‘textbook piracy’, the unauthorized scanning of textbooks made available for free download on file sharing websites, will most likely only result in another rise in textbook costs, said TAA Executive Director Richard Hull.

I don’t think students realize that using pirated textbooks will not solve the problem of high textbook costs any more than purchasing used books has,” he said. “In both cases, publishers and authors receive no income from the use or sale of these books, causing publishers to have to increase the prices of new textbooks to recoup those losses.”

Bruce Hildebrand, executive director for higher education at the AAP, said that it is his impression that those engaged in print piracy are purely out for profit: “While many online pirates consider their efforts to be a cause to fight for free information and to ‘stick it’ to the publishers, some sell ads on their sites.”

The AAP is combating textbook piracy by locating and thwarting infringements. For printed textbooks, the AAP has a division headed by attorney Patricia Judd, who works with the U.S. State Department and travels the world working with foreign governments, overseas printers, publishers, distributors and police to shut down pirate printers. For digital piracy, they have another attorney, Ed McCoyd, who is their director of digital policy. McCoyd works with AAP members and retains a law firm to track down websites that distribute pirated works and demand that the infringements be taken down.

TAA is working with the AAP to come up with solutions that will discourage students from resorting to theft and that will encourage them to respect the enormous amount of time and effort that authors and publishers have invested in writing and publishing textbooks.

“Leveraging the Wisdom of Your Crowd: Five Things Every Author Can Do to Maximize a Book’s Impact”. The recordings are available to members only. www.taaonline.net/TAAConference_2008/index.html#17

Online texts. Book Savvy, LLC (www.mybooksavvy.com) is the latest company to jump into the online text arena with the promise of making the transition to online texts “as easy and as cost-effective as possible for all parties.” instead of each publishing company having to undertake its own separate transition to the digital world, said Book Savvy Founder Byron Johnson, Book Savvy will provide all the necessary functional components “just as Apple’s iTunes initiative aggregated buyers and sellers efficiently to create a global marketplace for paid music downloads.” www.taaonline.net/news/index.html#36

HULL
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of issues will and won’t be useful. Another is through separate textbook and academic author links in the TAA website’s Member Center, allowing members to view only the content that is useful to them. A third way is the creation of parallel tracks at TAA’s annual conferences, addressing at the same time issues of interest to one or the other group.

One of the new services we have instituted for both textbook and academic authors is free teleconferences. Each Fall and Spring, members can sign up to participate in up to six teleconferences presented by various experts. Topics are far-ranging, and aim at encapsulating some of the material typically found in longer presentations, such as TAA workshops. Each teleconference is recorded and posted on the TAA website for members to download and listen to at their leisure.

We are always looking for different ways to serve our members, and often we are guided in that search by member requests. A recent query as to whether TAA’s Publication Grants can be used for research leading to publication has prompted us to rethink that policy, and the Council will shortly consider widening these grants to include travel and other costs of research.

I think the remarkable growth in TAA’s membership is due to the organization’s living up to the promise of its name: to be the professional organization for both textbook and academic authors. We hope you agree that membership in TAA is worth the modest dues we ask, and that you will continue to find TAA to be a source of information, mentoring, and service.

Please Thank Our 2009 Conference Sponsors



TAA Council appoints two At-Large members

The TAA Council has appointed Angela Jackson, president and CEO of Culturally Competent Consulting, and Claudia Sanchez, an assistant professor in the Department of Teacher Education at Texas Women's University, as At-Large members. At-Large Council members serve for one year.

"It is my pleasure to accept this appointment as I look forward to supporting the mission of TAA," said Jackson, who just started a one-year contract with Michigan City Schools as the Mental Health Cultural Facilitator. She will be working with all the elementary schools to support cultural assimilation into the school



Jackson

district for children from other countries and with cultural factors impacting mental health in children and their families." I have a passion for writing and inspiring others in the process. This appointment allows me to join the TAA leadership and forward the association to new heights. I aspire to publish materials in multicultural education and as a council member I bring an exciting area to the publishing discussion. I was most appreciative of this opportunity to serve on behalf of TAA."

Said Sanchez: "I would like to grow as a published author while collaborating with the Council in furthering TAA's mission to enhance the quality of educational materials and support the endeavors of text and academic authors. To achieve this goal, I plan to serve TAA by disseminating information about the Association's services, policies, and programs among non-members, working actively on TAA committees, and recruiting members and Council members for the Association. I really appreciate the opportunity and am looking forward to joining efforts with fellow Council members."



Sanchez

Culturally Competent Consulting, Inc.'s mission is to provide teachers with the tools to effectively communicate with children of color and understand their worldviews.

"Increased self-efficacy and self-worth for children of color are good indicators for academic success," said Jackson.

Jackson's educational history includes B.S. in industrial management; M.Ed. in Community Counseling; and a Ph.D. in Counselor Education from Virginia Tech where she also specialized in race & social policy. She has published academic articles and taught as an assistant professor in counseling/psychology programs teaching courses such as abnormal psychology, practicum/internship, and multicultural counseling.

Jackson is a certified Study Circle on Race Facilitator charged with facilitating groups that help people work together for creative community change. She is a member of The American Counseling Association subscribed to the Journal of Multicultural Counseling and

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Michael Lennie

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Writing workshops provide support for academic authors

by Kim Seidel

Holding writing workshops is an effective way to support, celebrate and teach writing. That's what Andrew P. Johnson, Ph.D., director of the Center for Literacy and Inclusion at Minnesota State University, Mankato, discovered when he ran a Writer's Workshop (WW) on campus aimed at professors.

"I've looked at a lot of research that demonstrates the best way to teach writing is the process approach. WW is a familiar concept used by many elementary and middle school teachers," Johnson said. "Many professors who wanted to write had no idea about the process of writing a journal article or book prospectus."

The workshop achieved the goal of teaching professors the process of putting together a scholarly article or book prospectus. The group met every two weeks for 60 to 90 minutes. At the beginning of each session, participants checked in to report on their progress and to set goals for the next workshop. "This process was very helpful in

getting people published," Johnson said. "Two books that I know of and several articles came out of this workshop."

On the downside, Johnson discovered that more people like the concept of writing than the actual writing. "They like to talk, but not do," he said. "Writing is a matter of putting your butt in the chair every day. Those that really wanted to write were very successful." Along with reporting progress and setting goals, another important part of WW was the writing circles, where the members met in groups of four. Each participant was given seven minutes to read a paper and write comments or feedback. At the sound of a bell, members passed the paper to their right and did the same with the next paper.

"After the papers had made their way around the circle, the author would get his or her paper back with a lot of different perspectives and comments," Johnson said. "The small groups would then talk about the papers, give feedback and ask questions."

For your WW to be successful, keep the

group simple, Johnson said. "Stay out of the way. You won't help people write by speaking at them," he said. "They learn to write by getting feedback on their manuscripts, such as through the writing circles."

Johnson ran the WW for two years. "I provided a service to those who wanted it," he said. "It did take time and energy, both of which are very precious commodities to a writer/professor. I stopped because I wanted to focus more on my own writing."

Kim Seidel is a freelance writer based in Onalaska, Wis.

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www.TAAonline.net

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TELECONFERENCE

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that works to compile and synthesize the relevant literature, but what you write is a tedious list of studies that readers are likely to skip over. Or perhaps you sit at your desk facing several huge piles of books and several piles of articles asking yourself “How am I supposed to begin to tackle and process all of this material? Isn’t there a more useful way to organize a literature review?” Even if you felt like you could get through it, how are you supposed to keep track of everything you read? How will you synthesize it and put it all together?

In this teleconference, Foss and Waters will share a method you can use that will make processing and writing your literature efficient and manageable. It is also a method that allows you to make connections among your literature in an original and unique way — connections that elevate the quality of your thesis, dissertation, or articles. There’s an added bonus, too. After you’ve completed the process, the literature review almost writes itself.

Join us for this teleconference, which will cover: the purpose of the literature review; identifying the literature to review; coding the literature; creating a conceptual schema for your literature review; writing it up.

“Scholarly Publishing: Finding Support Through Peer Mentoring”

Thursday, November 13, 1-2 p.m. central time

Linda Searby, an assistant professor of education in the School of Education at the University of Alabama Birmingham

Searby was one of three assistant professors in the School of Education at UAB who formed a professional learning community called S.N.A.P., Support Network for Assistant Professors, in 2007 as a way to offer structured support for the School of Education’s non-tenured faculty who wish to become more prolific scholarly writers.

Twelve of the School’s assistant professors joined the group and began meeting monthly for peer mentoring, writing workshops, informative presentations by senior faculty, and the development of supportive, collegial professional relationships with one another.

The objective of S.N.A.P. was for faculty peers to give each other “a leg up” to “go up” for tenure and promotion. At the end of the first year of S.N.A.P., the group’s leaders conducted a survey to determine the effectiveness of the group. More than 80 percent of the group’s members said that participation in S.N.A.P. motivated them in writing more or publishing more. Eighty-two percent of the group’s members said they had had articles accepted for publication.

Seventy-five percent of the group’s members said that they met the goals they set for themselves at the first S.N.A.P. session, and all said they would participate in the

GOVERNING COUNCIL:

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group the next year.

Searby, who wrote a scholarly paper on the project, will share how she created the support group, describe the success that they have had, and tell faculty how they can develop a similar group on their campus.

“Tips & Strategies for Successfully Marketing Your Textbook” Thursday, November 20th, 12-1 p.m. central time.

Presented by Robert Christopherson, Professor Emeritus of Geography, American River College (1970-2000), and author of the leading physical geography texts in the US and Canada

It should go without saying that when authors go to all the dedicated time and effort to produce a textbook that they do it with a goal that it will be adopted, read, and provoke learning—a change in behavior in the reader. This requires thought throughout the creative process about sales features, and the author’s

involvement in marketing and the post-production/sales period. These are areas of publisher responsibility for sure, however, the marketing process requires proactive and aggressive effort on the author’s part for complete success. This teleconference will describe some of the strategies authors can use to successfully market their textbook, including sales manual copy, lists of new features, participation in national sales meeting with PowerPoint presentations, an author’s blog linked to the text, an interactive web site, listing of author’s e-mail address in the Preface, contact with sales reps, copy for ads and fliers, a calendar project, and more. To sign up, visit the TAA website at www.TAAonline.net/membersonly/TAATeleconferences/signup.html

You must have your member username and password to sign up. If you don’t have them, email kim.pawlak@taaonline.net

TAA ACTION ISSUE:

TAA debunks top 7 myths regarding textbook costs

Students' purchase of used textbooks, and more recently, the theft of new textbooks via downloads at file sharing websites, is based on misinformation about how textbook publishing works, how professors choose textbooks, the business practices of book resellers, and the motivations of authors who write textbooks, said Richard Hull, executive director of the Text and Academic Authors Association (TAA).

TAA recently interviewed publishers, professors and authors as a way to set straight the top myths regarding textbook costs: Read the full article at www.taaonline.net/notes/index.html#55notes

2009 Texty, McGuffey Award nomination deadline Oct. 15

The deadline for sending nomination forms and fees for a 2009 Textbook Excellence Award "Texty" and/or McGuffey Longevity Award "McGuffey" is October 15, 2008. Texty and McGuffey entries must be officially nominated by publishers, but authors can ask



publishers to nominate their book. Authors do not need to be members of TAA. The nomination fee for each book is \$300.

Textbook Excellence Awards (or "Textys") recognize current textbooks and learning materials that demonstrate excellence based on four criteria: interesting and informative; well organized and well prepared; up to date and appealing; and teachability. McGuffey Longevity Awards (or "McGuffeys") recognize textbooks and learning materials

whose excellence has been demonstrated over time.

Download Nomination PDF forms for 2009 Texty and McGuffey Awards at: www.taaonline.net/awards/index.html



The deadline to receive the books for judging purposes is November 15, 2008.

These deadlines are flexible according to publication dates. Contact TAA headquarters if you need more time: (727) 563-0020 or

TextandAcademicAuthors@taaonline.net
Learn more about TAA's Texty and McGuffey Awards: www.taaonline.net/awards/index.html

Read about TAA's 2008 Texty and McGuffey Award winners: www.taaonline.net/awards/2008winners.html

COUNCIL

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Development.

The enthusiasm shown by these two individuals and the sophistication of the questions they have posed in their short time as TAA members, said TAA President Paul Siegel, was what led him to recommend them for Council. "I have a special affinity, too," he admitted, "for first-time conference attendees who so clearly manifest a drive to get more involved. After all, my own first TAA conference was less than a decade ago, in New Orleans. And I was asked at that conference to serve as primary planner for the very next conference, which was in San Antonio."

Prior to teaching at Texas Women's University, Sanchez taught and pursued graduate studies at Texas A&M-College Station, where she graduated with an M.S. in Curriculum and Instruction and a Ph.D. in Educational Psychology. Her research interests include grant writing, mentorship in teacher education programs, multicultural teacher competency, Spanish language literacy, and English as a Second Language (ESL) teaching methodologies. A frequent presenter at the *National Association for Bilingual Education (NABE)*, the *American Educational Research Association (AERA)*, the *International Reading Association (IRA)*, and the *Teachers of English to Speakers of Other Languages (TESOL)* association. Sanchez is director/co-director of three federal grants totaling over \$4 million dollars, which focus on the preparation of teachers in critical need areas.

Faculty rewarded for creating affordable learning materials

The University System of Ohio has launched a competitive grant and faculty award program that recognizes and rewards its faculty efforts to make learning materials more affordable.

A new Textbook Affordability Grant program offers a \$250,000 grant to faculty teams who develop, build, and package collections of course materials offered free to students. The University System of Ohio will fund as many as five projects at \$50,000 per course offering.

The University System of Ohio is also rewarding faculty members who find innovative ways of creating digital content (video, simulations, e-texts and journals, visualizations, etc.) that lower the out-of-pocket costs to students with a \$1,000 cash award. Ten winners will be chosen each year from nominations by students, administrators and other faculty members. Nominations will be reviewed by a panel of state and national reviewers.

These programs will reduce student expenses and reward faculty who apply their substantial intellectual property into reusable course materials that can be delivered without the costly overhead of traditional publishing," said University of Ohio System Chancellor Eric Fingerhut. For more information, visit www.uso.edu/opportunities/textbooks/innovatorGrants.php



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