



THE ACADEMIC *Author*

FOR CREATORS OF ACADEMIC INTELLECTUAL PROPERTY

NOVEMBER-DECEMBER 2011

Text and Academic Authors Association • 2011:08

Join in the Conversation



with your fellow
TAA members

One of the many benefits TAA has to offer is the networking forum it provides for its members. Through TAA's listservs, mentoring network, audio conferences, and social media offerings, TAA members have the opportunity to participate in a meaningful exchange of ideas and knowledge related to academic and textbook authoring.

TAA's academic and textbook authoring listservs in particular provide a valuable resource where members have taken advantage of the opportunity to pose pertinent industry questions. These questions have led to rich discussion and debate between members with valuable insight provided by veteran authors and industry experts.

Recently one such TAA listserv discussion focused on the issue of using university resources when writing a textbook. The personal experience shared and expertise contributed by many TAA members provided excellent guidance on this topic.

Following are excerpts from this discussion contributed by TAA members Kevin Patton and Robert Christopherson. Both offer a commonsense approach to dealing with the intellectual property aspects of this issue.

Listserve Discussion: Home vs. university workspace

Kevin Patton, Anatomy & Physiology Textbook Author:

"Even though my institution currently has a reasonable intellectual property rights clause in our faculty agreement, which is based on AAUP's statements (my-ap.us/qtG6L), I have adopted these further measures to protect my rights:

1. I use only my own equipment, software, and infrastructure (office, email, etc.)
2. On every handout, test, syllabus, etc., I

stipulate my ownership by using something like '(c) Kevin Patton. All rights reserved.' Thus, when I bring them to class, I've already published (just one copy) independently as my own.

3. As many electronic resources as possible are put on my own websites (e.g., lionden.com), which also stipulate my ownership of the material.

4. I have taken several sabbaticals to work on royalty-generating projects and each time the proposal document approved by the board of trustees

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3 Time management tips

4 Council of Fellows nominations

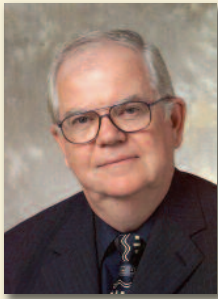


6 Bring a TAA sponsored workshop to your campus

8 Join us in New Orleans!



Executive Director *Message*



I've spent over twenty years editing two series of academic books—one having many contributing editors and authors, and the other my own project. Over

the years, I've learned that using templates is a much better way of dealing with formatting than publishing by repeatedly following the same set of instructions about page widths, chapter title fonts, and all the other minutiae of the house style protocols.

A template can be created based on an already formatted book in the series. In this way, a new contributor uses the formatting of a previous volume to the extent that it is appropriate for the new work, and simply cuts and pastes over the elements of the original book from a manuscript. Thus, the new book doesn't need to have text box size defined, or font styles, or font sizes created anew.

If you are responsible for camera-ready copy, ask your publisher for a .doc or .dot file to use as a template. If that isn't available, don't ask for another camera-ready PDF file or a file in some other format, and think you can get a software package that converts the camera-ready format to a .doc file; the result won't give you the precision a template file should have. In this way, you will create your own template for your book, and can happily copy and paste your way to a draft.

Remember to print the resulting word documents to PDF first, and then print to paper from the PDF to measure the quality of your results. Your first templates will need refining, but it's well worth the effort.

If you ever get involved in a series that has a common style guide, or if you publish a new work with a publisher with which you've worked before, a template will make your work a lot easier. ■

Richard T. Hull, Ph.D.
Executive Director

FEATURED MEMBER: **MARSHA HUBER**

Academic author finds balance in her career

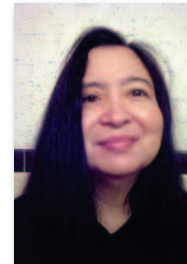
By Dionne Soares Palmer

Youngstown State University associate professor Marsha Huber has successfully juggled teaching, writing, and working with clients as a CPA. She has found that the three complement each other very well. For Huber it is all about balance.

Huber combined her teaching and accounting expertise to author two accounting books. She started her writing career by writing two chapters on accounting systems for the restaurant and auto industries for an accounting encyclopedia, which caught the attention of the American Institute of Certified Public Accountants (AICPA). The AICPA approached Huber and asked her to write *A CPA's guide to restaurant management strategies: accounting, cost controls, and analysis*, which was published in 1996.

In 2000, the AICPA asked Huber to write a new edition of the book. The second edition differs from the first in both scope and purpose, said Huber, essentially making it a different book. "When I wrote the first edition, I hadn't started my doctoral program," she said. "But for the second edition, I was working on my Ph.D. so I knew more and had much more to contribute on the subject."

Huber has also written on accounting education. She examined the strategies she uses to teach on the subject of federal taxation when



Marsha Huber

she wrote *Shoebboxes and taxes: Integrated course design unleashes new creativity for a veteran teacher*, which appeared in the journal *New Directions for Teaching and Learning* in 2009.

Additional academic articles have appeared in the *Journal of Foodservice Research*, *Issues in Accounting Education*, and the *Case Research Journal*.

Fortunately for Huber, her teaching, writing, and accounting work load is balanced throughout the year, so she is able to relegate each aspect of her career into a different part of the year. "During the academic year, I focus on my teaching and writing. I usually do my CPA work over spring break and during the summer. My clients go on extension until I have free time after the school year. Also, since I generally do not teach during the summer, that's when I catch up on my writing."

For future summer writing projects, Huber plans to focus on her new research area: positive psychology, the study of happiness and well-being. ■

Dionne Soares Palmer is a freelance writer based in northern California.

Join the discussions on TAA's Social Media pages!



Join the discussions on TAA's listservs

To subscribe to the TAA Textbook Authoring Listserv, send a blank email message to

TAATextbookAuthoring-on@mail-list.com

To subscribe to the TAA Academic Authoring Listserv, send a blank email message to

TAAAcademicAuthoring-on@mail-list.com

Study investigates use of e-books and print materials

By Dionne Soares Palmer

The debate over print book vs. e-book value and functionality continues to impact the evolving textbook industry. Universities and colleges across the country are faced with evaluating what mix works most effectively for faculty and students.

The University of California recently embarked on a study of print and e-book material use, the findings of which will be used to determine library acquisitions and shape library services within the UC system.

The researchers at the University of California Libraries wanted to investigate e-book use in order to determine how to best allocate funds to serve library patrons. “We have a lot of studies that indicate that people are using print selections less and less. Storage space is expensive for print collections, so naturally we are interested in moving toward e-book collections, but we wanted to see what the feedback was from the user community,” said Chan Li, data analyst at California Digital Library and co-author of the study.

“Our findings are important as they are informing decision-makers within the library

system of the needs and behaviors of students and faculty — the decisions that we make need to support their work,” said Felicia Poe, manager at the California Digital Library, and study co-author.

The study’s findings also specify ways that libraries can develop services to improve the effectiveness of e-books for academic research. Poe recommended that libraries examine the factors that acted as barriers to e-book adoption and create solutions. For example, in order to address reader frustration with e-book annotations, Poe suggested “allowing users to save their e-books into a single area, so they can always go back and visit a source they have already used and annotated.”

Li, Poe, and their colleagues have not yet taken action on such innovative ideas because they are waiting on the results of sister studies that are examining other library services such as Interlibrary Loan. “We’re still collecting all the information. We’ll learn more from the final report, and then decide what actions to take,” said Li. ■

UC survey findings

Researchers from the California Digital Library and UC campus libraries surveyed 2,569 people to determine library users’ preferences for print books or e-books, how users interact with e-books, how library users discover books in the Springer collection in particular, and how satisfied users were with the Springer e-book collection. Some of their findings include:

- 58% of the survey participants reported using e-books, while 38% reported using print materials
- 49% of the 2,410 people who indicated a preference said they preferred print books while 34% preferred e-books
- 58% of undergraduates indicated a preference for print books due primarily to difficulties reading on a computer screen
- Respondents cited the ability to search e-book content as the biggest advantage of e-books
- Respondents who prefer print books cited frustrations with e-book annotation tools as the major barrier to e-book use
- Many respondents indicated that having access to a print copy of an e-book, whether the print copy was available in a library collection or on a print-on-demand basis, was very desirable. ■

Member-Get-a-Member Campaign

*‘Tis the season of giving...
Give a TAA \$15 gift membership and
TAA will give you a **\$5 Starbucks gift card!***

Every new member enriches our authoring community by expanding its breadth of knowledge and broadening its opportunities for networking and collaboration.

It’s a win-win! For every gift membership given, you will receive a **\$5 Starbucks gift card.**

For more information, or to give a gift membership, please visit www.taaonline.net/giftmembership



Call for nominations to TAA's Council of Fellows

TAA invites you to apply or to nominate a candidate for membership in its prestigious Council of Fellows. The application deadline is December 15, 2011.

TAA's Council of Fellows members are distinguished authors who have a long record of successful and diverse publication as a textbook author, an academic author, or both. Candidates should be authors whose textbooks or academic articles or books have established their presence in their field.

Council of Fellows members are chosen by a TAA Selection Committee based on a set of criteria which includes their level of participation in TAA activities; teaching excellence; quality and quantity of textbooks (if textbook

authors); and quality and quantity of professional journal articles, monographs and edited books (if academic authors).

Applications must include documentation in support of the Council of Fellows Criteria, which can be found at www.taaonline.net/fellowlist/criteria.pdf

Send your application and documentation to: TAA, Council of Fellows
P.O. Box 56359
St. Petersburg, FL 33732-6359

For more information contact TAA's Executive Director, Richard Hull, at (850) 893-6339 or Richard.Hull@taaonline.net. ■

Council of Fellows Inductees

- Michael Sullivan, 1999
- Lee Mountain, 1999
- Everette E. Dennis, 1999
- Mike Keedy, 1999
- Franklin H. Silverman, 1999
- Karl J. Smith, 1999
- Thomas L. Wheelen, 2000
- William R. Pasewark, 2000
- Kären Hess, 2001
- D. Stanley Eitzen, 2001
- J. David Hunger, 2001
- Charles D. Holland, 2002
- Patrick G. McKeown, 2003
- Karen C. Timberlake, 2005
- Marilyn T. "Winkie" Fordney, 2005
- Robert Christopherson, 2009
- Fred Kleiner, 2009
- Molefi Kete Asante, 2010

Q: What are some of the rewards of textbook writing?

A: "Authoring a textbook from scratch is, naturally, an incredibly laborious process. It means often working 80-hour work weeks, giving up weekends, and facing occasional scathing comments from one's peers. For me, it also meant that my daughter's first intelligible

sentence was, 'Mommy, work, book.' Without a doubt, textbook authoring demands sacrifices. Given all of this, one may wonder why anyone ever bothers to undertake such a massive task. The answer lies in the many rewards of textbook writing. In my opinion, the biggest such reward is the ability to create something brand new, something that will enhance the learning experience of students and make a positive impact on their education. As professors, we all have the opportunity to touch our students' lives, but textbook authoring offers one the opportunity to do this on a much grander scale."

—Erin C. Amerman, author of *Exploring Anatomy & Physiology in the Laboratory*, 1e (2010)

A: "My passion is teaching and I have always seen writing as another dimension of teaching. Like teaching, writing is a way to communicate (often complex) ideas and make them understandable for students. Because teaching and writing are so

closely intertwined, I find textbook writing just as rewarding as teaching."

—William Briggs, coauthor of *Calculus: Early Transcendentals*, 1e (2010)

A: "Of course there is the hoped-for pecuniary reward, but this is usually not the initial thought. In writing a first edition of a textbook, one would do well not to compute one's hourly rate of royalty compensation. Instead, the initial motivation in writing a textbook is teaching — thinking you can get a subject across clearer or with a more interesting approach that would help student learning and understanding.

It is a reward to observe this directly. In my academic career, I have taught hundreds of students in physics and physical science. However, in my 40 years of writing, I consider it a reward to have indirectly taught thousands of students with my textbooks." ■

—Jerry Wilson, coauthor of *An Introduction to Physical Science*, 12e (2009)



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Five textbook authoring time management tips

By Dionne Soares Palmer

Good time management skills are crucial for authors. Manage your time well and you can maximize your efficiency, allowing you to meet or beat deadlines while still having time for other activities. Five successful textbook authors share the following time management tips:

1 Prioritize writing and other work and life commitments. “Ask yourself: What’s most important? If family life ranks highest, then set aside writing in favor of spending time with loved ones. When you return to your desk, you’ll focus far more effectively and get more accomplished because you will not be distracted by thoughts of having sacrificed life experiences that are deeply important to you.” —*Laura Berk, author of [Development Through the Lifespan](#)*

2 Set aside a sufficient number of hours per day or week to focus on your writing. “While you’re writing, ignore email, Twitter, Facebook, and everything else in the virtual world.” —*Steven Barkan, author of [Sociology: Understanding and Changing the Social World](#)*

3 Don’t lose momentum; complete a full draft of any chapter you start writing. “When I write a chapter, I have the outline in my mind every morning when I wake, because that’s a time when I can ‘see’ what I’m doing without the distractions that occur throughout the day.” —*Jay Coakley, author of [Sports in Society: Issues and Controversies](#)*

4 Agree to specific deadlines for submitting manageable chunks of manuscript and all the ancillary materials in order to help manage your time. “By doing this, my coauthor and I met every deadline, and it certainly put us in a better bargaining position. My coauthor and I actually withheld a completed section for three days until an overdue ad-

vance check arrived in the mail. It’s interesting to note how much more moral authority authors have when they have done all that is expected of them!” —*Jay Black, coauthor of [Doing Ethics in Media: Theories and Practical Applications](#)*

5 If your book has exercise material, write out the answers for the answer key or instructor’s manual immediately after drafting the exercises. “This way, you will pick up any questions, problems, or exercises that don’t work as well as you thought they would, and you can revise them at the easiest, most convenient, time.” —*Barbara Clouse, author of [Patterns for a Purpose: A Rhetorical Reader](#)* ■

continued from page 1

included a clear statement of my ownership of any material generated during the sabbatical and that it may produce income. Likewise, my colleagues who teach accounting and spend their sabbatical working for an accounting firm are allowed to keep their wages.

Although my college may at some time claim ownership (anybody can claim anything, even if they have no grounds) and may

even sue me over it, I have taken all the steps I can think of to protect myself.

I encourage faculty authors to be active in their unions and take the extra time and energy to get author-friendly language into faculty contracts. My institution’s intellectual property clause is there because I wiggled onto the negotiation team and lobbied hard for it. Wiggling onto a negotiation team is usually pretty easy because nobody in their right mind wants that job. Such action not only benefits yourself and other faculty authors, it is critical to preserving the very essence of scholarship and the educational process.”

**Robert Christopherson,
Geography Textbook Author:**

“Since the 1970s I have always maintained a fully dedicated home office/writing studio, completely separate from my campus office. My college had a copyright rule where they

claimed 50% of any royalties generated from copyright protected materials. With my home office I never had a problem and didn’t share with the college. I earned the college’s money through high retention and high ADA monies. Always with a home-office deduction and never audited on my honest accounting.” ■

Information on how to participate in TAA’s listserves is detailed on page 2.



Kevin Patton



Robert Christopherson

Bring a TAA sponsored workshop to your institution

For more than 10 years,

TAA has sponsored academic and textbook writing and publishing workshops held at colleges and universities across the country.

TAA's sponsorship covers workshop presenters' travel and lodging expenses, reducing the overall presenter fees for host institutions by up to \$1,000 per workshop.

"TAA workshops are just one way the association fulfills its commitment to assisting textbook and academic authors with their authoring and publishing efforts," said TAA Executive Director Richard Hull.

TAA currently sponsors nine workshops on topics such as writing for publication, textbook writing, academic publishing, and completing a dissertation.

If you are interested in arranging with your faculty development office to bring a TAA sponsored workshop to your institution, please contact Richard Hull at (850) 893-6539 or Richard.Hull@TAAonline.net. ■

TAA sponsored workshops

TAA currently sponsors the following academic and textbook writing and publishing workshops:



Destination Dissertation: Practical Strategies for Writing the Thesis or Dissertation • Sharing Results: Crafting an Article • Individual Coaching to Facilitate Writing Process, presented by Sonja Foss and William Waters, authors of *Destination Dissertation: A Traveler's Guide to a Done Dissertation*.



Writing for Publication • Writing Grant Proposals, presented by Kenneth Henson, author or co-author of more than 50 books, including five on writing for publication, and author of *Grant Writing in Higher Education: A Step-by-Step Guide*.



Writing and Publishing Your Scholarly Journal Article • Developing a Tenure Binder, presented by Felicia Moore Mensah, who serves on two editorial review boards and is lead editor of the journal, *Cultural Studies of Science Education*.



Textbook Writing 101, presented by Michael Spiegler, the author of several leading psychology textbooks, including *Contemporary Behavior Therapy* and *Personality: Strategies and Issues*.



Thinking Well, Writing Well: How Smart Academics Write to Get Published, presented by Rachel Toor, author of a monthly column on writing and publishing for the *Chronicle of Higher Education*, and a former acquisitions editor at Oxford and Duke University Presses. ■

For more information about these workshops, please visit www.TAAonline.net/workshops

Your TAA resources

Get answers to your questions and connect with your fellow textbook and academic authors

through the following easily accessible benefits located in the members-only area of the TAA website:

Live audio conferences and webinars

Participate in interactive 60-90 minute sessions on writing, editing, book publishing, publicity, time management, taxes, book proposals, contracts, royalties, copyright, supplements, indexing, and more.

Podcast archive

All live audio conferences and webinars are recorded and available for download as podcasts or transcripts.

Publication grants

Apply for a grant of up to \$1,000 to cover publishing expenses incurred for already accepted print academic journal articles and books.

Listservs

Subscribe to the Textbook Author and/or Academic Author Listserv.

Mentoring directory

Find a veteran textbook or academic author who can provide feedback on your writing project.

How-To articles and Q&As

Read about valuable tips and strategies to assist you in your authoring and publishing efforts.

Discounts

Receive discounts on editing, legal services, book publishing and printing services, and books.

Attorney referrals

Browse a referral list of attorneys specializing in the representation of authors. ■

Authors Guild seeks help to locate HathiTrust's 'orphan works' authors

The Authors Guild has posted a list of Hathi Trust's "orphan work candidates" on its website and is calling on its members and others to locate the authors and estates. Many of the titles on the list are textbooks, including *Engineering Mathematics* (1960) by Joseph Blakey, and *An Introduction to Clinical Psychology* (1954) by L.A. Pennington.

The Guild is part of a group of authors and author groups who filed a copyright infringement suit in September against HathiTrust and five universities. HathiTrust and the University of Michigan have since postponed work on the Orphan Works Project until they can create new procedures for identifying orphan works. See the complete University of Michigan statement on the Orphan Works Project at:

www.lib.umich.edu/news/u-m-library-statement-orphan-works-project

HathiTrust releases a statement on Authors Guild, et.al lawsuit

The HathiTrust Digital Library released a statement in response to a copyright infringement lawsuit filed September 12 by the Authors' Guild, the Australian Society of Authors, the Union Des Écrivaines et des Écrivains Québécois (UNEQ), and eight individual authors.

In the September 16 statement, HathiTrust defended its Orphan Works

Project, saying, "Digitization is a reflection of library prudence, rather than the reckless activity as characterized by the Authors' Guild complaint." The statement asserts that the primary motive for the HathiTrust's digitization efforts has been preservation: "Preserving the scholarly and cultural record is at the core of the Library's mission." ■

ASSOCIATION NEWS

Three publication grants awarded

Recipients: *Carl De Créé, Erina Duganne, Shokichi Uto*

Reproductive endocrinologist and exercise physiologist **Carl De Créé** has been awarded a TAA Publication Grant in the amount of \$1,000 to cover a portion of the page charges incurred in publishing his article, *Kōdōkan Judō's Inauspicious Ninth Kata: The Joshi goshinbō — "Self-Defense Methods for Women"*, which appeared in the August 2011 issue of *Archives of Budō*.

"I feel honored by this recognition," said De Créé. "Receiving this grant to support the publication of our work is also a boost of confidence for me to continue this line of research in often difficult circumstances. We feel extremely encouraged by the support we have received from TAA."

Erina Duganne, an assistant professor of art history at Texas State University, has been awarded a \$200 TAA Publication Grant. The grant will cover the cost of reproducing images for her essay, "Family Folktales: Carrie Mae Weems, Allan Sekula, and the Critique of Documentary Photography," which will appear in *English Language Notes* in fall 2011.

"This grant was exceedingly helpful, since without it, I would not have been able to publish the necessary images that I discuss in great detail in this essay and thus much of the nuances of the arguments that I make would have been lost," said Duganne. "This grant is very important to scholars like myself who need to reproduce visual images with their publications but cannot afford the high reproduction and copyright costs associated with these reproductions."

Philosophy professor **Shokichi Uto** has been awarded a \$1,000 TAA Publication Grant for expenses incurred in the preparation of the second edition of his book, *Constructics: A Methodology of Theory Construction*, to be published in 2012 by the University Press of America. ■



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