

1 Print and Nonprint Supplements for Instructors and Students

College textbooks usually are sold as packages with a host of options for ancillaries and supplements. *Ancillaries* are separate publications essential for using the textbook, such as a lab manual or student workbook without which the textbook is incomplete. *Supplements* are separate publications that stand alone, such as test item files, readers, or Internet guides, although they often are regarded as essential to a book's success in the marketplace. College publishers continually produce an array of print and nonprint supplements for both instructors and students and for general subject areas as well as for specific textbooks. Print supplements include any matter that is typeset, while nonprint supplements include any content on electronic or magnetic media or on film. Nonprint ancillaries and supplements may also include posterized photographs and physical models for use in classroom demonstrations.

Adopters of textbooks often are offered choices among available supplements for their particular needs, such as state-based applications of course content, pamphlets on careers, or classic titles in paperback, such as the books listed as textbook supplements by the Mathematical Association of America (see http://www.maa.org/pubs/books/textbooks_supplements.html). Publishers often stimulate sales by shrinkwrapping selected ancillaries or supplements with student texts. A study guide might be shrinkwrapped with the student text, for example, or a package of plastic math manipulatives might be shrinkwrapped with a textbook on teaching elementary mathematics. Some college textbook packages are sold as boxed kits, much like educational

products for elementary and secondary school classrooms. A significant trend in educational publishing today is customization, and supplements represent an affordable way to customize.

The Economics of Supplements

Stand-alone supplements may be sold separately but many typically are given away as incentives to customers to adopt the textbook. Instructor's manuals, test item files, and video user's guides are examples of free supplements, the cost of which publishers traditionally underwrite. In reality, however, the cost of "free" supplements is added to the price of the student text. The need to keep this price down contributes to the publisher's desire to invest as little as possible in free supplements while remaining competitive. Because of this dynamic, supplement authors' income may be less than desired in relation to the time and effort that it takes to cover the course and do good work. As a result, mediocre and poor supplements abound in the higher education textbook publishing business.

In addition to stand-alone for-sale and free supplements, publishers offer a variety of products that serve as alternatives to traditional print textbooks, such as interactive editions, text-web hybrids, and e-books. These *alternative product models*, discussed in more detail in Chapter 9, are also sources of income for higher education instructor-writers as well as for textbook authors.

As an example of the range of possible print and nonprint student and instructor supplements, see the materials available for a higher education mathematics textbook and a textbook on microbiology at <http://www.aw.com/info/dugo03/dugosupps.htm> and <http://biology.jbpub.com/microbes/Supplements.cfm>, respectively. Other examples are Ohio University's web pages listing college textbook supplements for English language learners (<http://www.ohiou.edu/esl/english/textbooks.html>) and the instructor's resources for an English 101 course at Calvin College (http://www.calvin.edu/academic/engl/101/tresources/textbook_supplements.htm).

The following chapters guide you in authoring these supplements and alternative products and assume that you have the qualifications to do so. Ideally, you have institutional affilia-

Ancillaries and Supplements for Packages

For Instructor Use

- Instructor's Manual (IM)
- Study Guide (SG)
- Test Bank and Alternate Test Bank (TB; ATB)
- Transparencies or Masters (TM)
- Classroom Visuals or Models
- PowerPoint Presentation (PPT) or Slide Set
- Courseware
- Digital Media or Digital Image Archive
- Audiocassettes or Recordings
- Video or Film Guide
- Videos or Films

For Student Use

- Study Guide (SG)
- Practice Tests (PT)
- Reader or Anthology
- Workbook or Lab Manual
- Local/Regional or Professional Application
- Internet Activities or Guide
- Companion Web Site or Software
- Distance Learning Assets or Online Course

Alternative Textbook Products

- Interactive Editions
- Text-Web Hybrids
- Guides to Web Editions
- Course Guides or Shadow Texts

tion or an established practice. You have substantive content-area knowledge or have taught the course recently. If you author a textbook, you would be wise to discuss supplements in detail at the time of your contract negotiations with your publisher. In particular you will need to consider how many and what kinds of supplements to have, if any will be for sale, who will provide them, how they will be paid for, and how they will affect your income from sales of your textbook. If you author or edit your

Information about Supplements on Publisher Web Sites: A Sample

Bedford/St. Martin's: <http://www.bfwpub.com>
 Elsevier Science (Mosby; Butterworth-Heinemann): <http://www.elsevier.com/wps/find/> Jones & Bartlett: <http://www.jbpub.com>
 Houghton Mifflin College Division: <http://college.hmco.com/instructors/>
 McGraw-Hill (includes Irwin; Mayfield): <http://www.mhhe.com/catalogs>
 Norton: <http://www.wwnorton.com/college/>
 Pearson (Addison Wesley, Benjamin Cummings, Allyn and Bacon, Prentice Hall): <http://www.pearsoned.com/higher-ed/>
 Thomson (Wadsworth, Brooks/Cole, Harcourt Brace, Saunders, South-Western): <http://www.thomson.com/learning/>
 Wiley: <http://jws-edcv.wiley.com/college>

key supplements yourself, you retain more control over the content and quality of the materials that accompany your textbook. Experience proves that the more involvement authors have in planning, creating, or editing their supplements the better. Your involvement also encourages increased publisher investment in supplements, which significantly helps to sell your book. A survey of publishers' web sites will convince you of the importance of supplements in higher education publishing.

Royaltied and Work-for-Hire Supplements

The following chapters also guide supplement authors who are not the textbook authors but who contribute on a royaltied or freelance (work-for-hire) basis. Publishers usually do not offer royalties for supplements, partly because they often must absorb major losses on them. You should be able to successfully negotiate a royalty, however, if you are working on a for-sale supplement such as a reader or anthology. Alternative product models also may bear royalties.

Royalty percentages typically range from 2 to 20 percent of net sales receipts, so projected sales figures are important in deciding whether to work on a royalty basis or to accept a flat fee for your work. Instructors receive instructors' supplements automatically, but for student supplements, sales projections are only a starting point. Many student supplements go unsold, such that publishers increasingly print them on demand (POD) rather than tie up inventory and warehouse space. If instructors do not require students to buy supplements for a course, the college bookstores do not order them. Even if instructors assign supplements, there is no guarantee that students will purchase them. Finally, instructors, bookstores, and students are all reluctant to add to the high cost of buying textbooks for a course. According to The College Board, for the 2002-2003 academic year students spent an average of \$72.83 per course on course materials, with per-student totals of \$727 to \$807 USD. These figures include a 6.8 percent increase in the Producers Price Index over the previous year, reflecting a continuing trend in the costs of higher education. Based on college store sales data for the 2001-2002 academic year, the total college textbook and course materials

Typical Payments for Work-For-Hire College Supplements

Supplement	Author
Instructor's Manual (IM)	\$1,000 - 6,000
Test Bank; Alternate Test Bank (TB; ATB)	\$1,000 - 6,000
Study Guide (SG)	\$1,000 - 5,000
Web content, online activities; Internet Guide	\$1,000 - 5,000
Practice Tests (PT)	\$500 - 4,000
Video or Film (script or guide)	\$500 - 3,300
Audiocassettes; Recordings (script or guide)	\$500 - 3,500
Transparencies or Masters (TM manuscript)	\$500 - 3,500
PowerPoint Presentation (PPT); Slide Set	\$500 - 2,500

market is estimated at \$7.8 billion. Counting new textbooks, used textbooks, and course packs (or “bundles” of textbook ancillaries and supplements), total college store sales in 2003 amounted to \$11.12 billion (National Association of College Stores, *College Store Industry Financial Report 2003*).

Publishers vary widely in what they will pay supplement authors and are always on the lookout for professors who would like to share their original course materials, such as presentation slides, for free. The foregoing table summarizes typical per-project earnings for nonroyaltied supplements. Where possible, each chapter in this book identifies standard fees.

For supplements with very high production or manufacturing costs, such as videos, films, software, and web sites, publishers often develop the manuscripts inhouse to keep the cost down and then outsource the production and manufacturing to commercial vendors. Even so, investments in web sites, for example, can run into the tens of thousands. In-house-developed manuscripts often consist of preexisting material cannibalized from various published sources and compiled by editors. Manuscripts for transparency sets or CDs containing digital media assets or images, for example, may consist only or mainly of figures from the textbooks they are intended to supplement.

Textbook publishers also often acquire commercial products or services outright for use as supplements or make subscription-based deals for offering those products or services to their customers. For example, publishers may offer as supplements “free” films from the Arts & Humanities series or “free” access to existing databases, directories, atlases, dictionaries, encyclopedias, newspapers, tutoring centers, or other online information services. To examine specific databases used as supplements, for example, see Resource Navigator (<http://www.researchnavigator.com/index.html>) and InfoTrac (<http://www.infotrac-college.com>). For examples of other kinds of web sites that publishers have used as premium supplements, see Microcase (<http://www.microcase.com>), and Encyclopaedia Britannica (<http://www.eb.com>). Publishers usually enlist the aid of their textbook authors and editors in selecting database articles, web pages, or other resources for use as online supplements.

Characteristics of a Supplement Author that Publishers Prize

- Available:** Readily accepts assignments when needed.
- Reliable:** Maintains contact, works consistently and independently, and can be trusted to fulfill the contract appropriately.
- Reasonable:** Gives accurate estimates, charges standard fees, works quickly and efficiently, and avoids surprise cost overruns.
- Cooperative:** Readily accepts and applies editorial and marketing input.
- On time:** Delivers complete manuscript in acceptable form according to schedule.
- Solid:** Provides substantive, comprehensive, and complete content per agreed plan.
- Savvy:** Provides work that does not infringe on copyrights, draw complaints from customers, or cost sales.
- Sound:** Provides accurate, current, and valid content.

Becoming a Supplement Author

Authoring ancillaries and supplements is a common beginning “publish or perish” strategy for academics, especially junior faculty, and helps establish credibility as a potential textbook author. Writers with content-area knowledge can develop a whole career out of writing textbook supplements. See, for example, Darryl Nester’s web site, <http://www.bluffton.edu/~nesterd/guides.html>.

Publishers tend to rely on their proven supplement authors on a long-term basis. Your work could easily lead to steady demand as a supplement author, therefore, or to a lucrative larger-scale publishing contract. Publishers look for contributing authors who are available, reliable, reasonable, cooperative, and on time, and who can provide work that is solid, savvy, and sound.

The best way to become a supplement author is to notify editors who acquire manuscripts in your field of your intent. You

Online Publisher Directories

American Association of Publishers (AAP 2003-2004 Greenbook of College Textbook Publishers): <http://www.publishers.org/>
Association of American University Presses (AAUP): <http://aaupnet.org/>
Library of Congress (LOC): <http://www.loc.gov/>
Literary Market Place (LMP): <http://www.literarymarketplace.com>
BookWire: <http://www.bookwire.com>
Pubnet: <http://www.pubnet.org/>

can identify these editors through publishers' sales representatives who visit your office, your published colleagues, and publisher directories, many of which are available online. Ideally, you have used the publisher's products in the course for which you want to create a supplement or have reviewed those products. You have a criticism, an idea, or a plan to share. State your willingness to write a review, and support your application with your curriculum vitae and information about your availability. Publishers in higher education are always searching for supplement authors, as turnover tends to be high.

Freelance writers and journalists in elementary, secondary, and postsecondary education also are represented online. See, for example, the Editorial Freelancers Association (<http://www.theefa.org/>), Authorlink (<http://authorlink.com/>), American Medical Writers Association (<http://www.amwa.org/>), National Association of Science Writers (<http://nasw.org/>), National Education Writers Association (<http://www.ewa.org/>), and Writers Net (<http://www.writers.net/writers.php>).

Supplement authors with characteristics that publishers prize command better than average fees. This work is seldom compensated adequately, however, and editors often have unrealistic expectations about what can be accomplished and how long it will take. Bad supplements, defined in each chapter of this book, are a direct result of lack of adequate publisher investment along with the lack of time or talent to create them. You no doubt

have had direct experience with bad supplements. Your motivation for becoming a supplement author actually may stem from your experience with textbook supplements used in courses you have taught. Providing high-quality content-rich supplements in the service of a course, an academic discipline, or student learning is a strong motivation for becoming a supplements author.

Responding to Editorial and Marketing Input

Supplement packages play a major role in publishers' marketing campaigns. In some courses supplements alone can make or break an adoption. In addition, many markets require the application of research-based or technical or industry standards to supplement content. There are right and wrong ways to compose test items, for example, right and wrong ways to construct web pages, and so on, in addition to right and wrong content. Thus, supplement authors must be receptive to editorial and marketing input. To aid in communication and goal setting, publishers normally provide supplement authors with the following resources.

- Development plan or model on which to base your work
- Copy of the book in near-final or final form (or a copy of the previous edition if a light revision is planned)
- Copies of comparable supplements from top competing textbook packages
- Copies of any relevant reviews or marketing surveys
- Summary of any correspondence between the textbook author and the editor regarding supplement content
- Detailed description of what is wanted; e.g., specifying the types and numbers of elements and items to include in the supplement
- Guidelines for manuscript preparation, style, length, and permissions
- Access to downloadable authoring software, as needed
- Contact information and a schedule for submitting and revising the supplement manuscript
- Work-for-Hire Agreement formally specifying all the above

Your Roles as a Supplement Author

If you, rather than the publisher, are developing the content, then you propose the supplement plan, provide the models and specifications, and explain your rationale for them. For an annotated instructor's edition, for example, you might propose six types of instructional annotations with a goal of consistently providing five annotations of each type per chapter. As another example, for a video you might propose two or three related clips from specified sources totaling 15 minutes of footage per unit of study. These specifications are important for planning and systematically implementing a manageable course or classroom learning aid.

Supplement authors rarely work with the authors of the textbooks for which they write. Your primary roles as a supplement author are (1) to be faithful to the textbook author's mission and content, (2) to help customers use the textbook conveniently and beneficially, and (3) to give the publisher what it needs to field the textbook successfully. Only then can you (4) enrich or remediate the teaching or learning experiences of the people who will use your supplement and the textbook it supports.

A surprising number of supplement authors write at cross-purposes with the textbook they have been assigned. They have their own philosophy, messages, or data to convey, or they detect omissions or faults in the textbook, for which they then attempt to compensate. Results can undermine the product and baffle end users. You should promptly disclose discovered faults to the editor or publisher, therefore, rather than try to remedy them secretly in a supplement. Your editor may or may not welcome your innovative solutions for improving exposition, achieving better topical balance, citing more current sources, or overcoming perceived bias. If there is time for it, and if your input on a supplement will improve the textbook's salability, good editors will reward your vigilance.

Creating Supplements for Your Students

Perhaps you are not a textbook author seeking to create supplements or a supplements author seeking to publish commercially. Perhaps you are a teacher, college instructor, or professor seeking to publish special learning materials for your students, for instruc-

tional use in your classroom, or for presentation to your professional group. This book is also for you. Teacher-created materials include all the types of supplements described in these chapters and include, for example, learning activities, customized study guides, PowerPoint presentations, and instructor's web pages.

In addition to attempting to provide as much practical information as possible, each chapter of this book refers to knowledge about best practices in teaching and learning and instructional design, along with practices to avoid. This information is designed to help you create effective print and nonprint supplements for your personal, as well as professional or commercial, use. The rules for manuscript development and preparation are the same as in commercial applications. However, the details of self-publishing your supplements for limited distribution or academic purposes is beyond the scope of this book. For information on self-publishing supplements, you might start with *Self-Publishing Textbooks and Instructional Materials* by Franklin H. Silverman (Atlantic Path Publishing, 2004) (<http://www-atlanticpath-publishing.com>).

