

Handbook for Academic Authors

Whether you are a faculty member, a librarian, an independent scholar, the junior member of a research team, or a writer outside academia, *Handbook for Academic Authors* will help you select the right publisher, submit a winning proposal, negotiate a favorable contract, and work with your editor to ensure your research reaches the largest possible audience. The book provides advice on writing for different audiences and managing the mechanics of authorship, including manuscript preparation, acquiring illustrations, proofreading, and indexing. To address the major changes in scholarly publishing over the last decade, the sixth edition has been revised and updated to include discussions about open access and digital publishing, the use of social media as a marketing tool, changes within academia, and concerns of new entrants into academia. Written in a personalized, accessible style, *Handbook for Academic Authors* offers sound advice and encouragement to a wide range of aspiring academic authors.

Beth Luey is the founding director emerita of the Scholarly Publishing Program at Arizona State University. She has more than thirty years' experience working in scholarly editing and publishing, having edited books for many university presses and textbook publishers and conducted publishing workshops for doctoral students and faculty members across numerous college campuses. In addition to *Handbook for Academic Authors*, now in its sixth edition, Luey is the author of *Expanding the American Mind: Books and the Popularization of Knowledge* and *Revising Your Dissertation: Advice from Leading Editors*.

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Sixth Edition

BETH LUEY



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For Mike, Nora, and Matt

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Preface

Creating this edition has allowed me to reflect on changes in academic life, scholarly publishing, and my personal experience in those worlds over the past half-century. If you are a college professor, you are no longer likely to be a bearded fellow with leather elbow patches, a pipe, and a lifetime position. More likely, you are contingent faculty or, if on a tenure track, facing unprecedented demands for productivity and impact. You are less likely to be male and white, although gains by people of color have been frustratingly slow. Your fields of study are varied and interdisciplinary; many did not exist when I started my career. You are likely part of a research team, and your work may appear in digital formats unimagined fifty years ago. And you may be one of the many scholars anticipating publication who hold administrative positions or work outside academe in museums, libraries, and industry.

Your publishing choices are greater than they used to be. You have far more journals to choose from, and they may appear in print or online. Readers (or their libraries) may need to pay to gain access to your work, or it may be available open access. But you must also be wary of low-quality journals whose reputations will not help your career and even predatory journals, who will print whatever you send so long as you pay for it. The number of university presses has shrunk a bit, and they are more concerned with the bottom line. Almost all need to include books on their lists that will sell to readers beyond academic libraries, and they are less likely to publish narrowly focused monographs. They certainly will reject unrevised or

Preface

barely disguised dissertations. Reputable commercial publishers are increasingly active in publishing scholarly books, although many charge more for their publications, reducing their sales and audience. Your research may end up in print, online, as an ebook, or in multiple formats. Books, too, may be published open access.

The most important factor influencing the way this edition has taken shape is my direct experience with aspiring authors. I have met nearly two thousand graduate students and faculty in workshops at research universities, liberal arts colleges, and other institutions. Perhaps most important, I have for twenty years attended the annual Institute on Teaching and Mentoring sponsored by the Compact for Faculty Diversity. The doctoral students in my workshops generously shared their ideas, concerns, problems, and hopes for their work. They have expanded my understanding of how the world of scholarly publishing looks to those seeking admission, and I am grateful for their candor.

Finally, when I wrote the first edition, I considered myself an editor. Now, after ten books, I consider myself an author. This shift has changed my point of view, but it has not required any change in allegiance. As I hope you will agree when you finish this book, I still believe that – despite occasional conflicting interests – we are all on the same side.