Episode 24: Dr. Neil Salkind

# KL: Katie Linder NS: Neil Salkind KL: You’re listening to *Research in Action*: episode twenty-four.

# [intro music]

# Segment 1:

# KL: Welcome to *Research in Action*, a weekly podcast where you can hear about topics and issues related to research in higher education from experts across a range of disciplines. I’m your host, Dr. Katie Linder, director of research at Oregon State University Ecampus.

On this episode, I’m joined by Neil Salkind, who received his PhD from the University of Maryland in Human Development, and after teaching for 35 years at the University of Kansas, remains a Professor Emeritus in the Department of Educational Psychology. His early interests were in the area of children’s cognitive development, and after research in the areas of cognitive style and (what was then known as) hyperactivity, he was a postdoctoral fellow at the University of North Carolina’s Bush Center for Child and Family Policy. His work then changed direction to a focus on child and family policy, specifically the impact of alternative forms of public support on various child and family outcomes. He has delivered more than 150 professional papers and presentations; written more than 100 trade and textbooks; and is the author of *Statistics for People Who (Think They) Hate Statistics* from (Sage)*, Theories of Human Development* also from (Sage), and *Exploring Research* by (Prentice Hall). He has edited several encyclopedias, including the *Encyclopedia of Human Development,* the *Encyclopedia of Measurement and Statistics,* and the recently published *Encyclopedia of Research Design.* He was also the editor of *Child Development Abstracts and Bibliography* for 13 years.

Thanks for joining me, Neil.

**NS**: My pleasure.

**KL:** So I thought we could start out a little bit with a question related to your book Statistics of People who Think They Hate Statistics and this just why do you think statistics is so scary or anxiety producing for some people. Why do you think they think they hate statistics?

**NS:** Well I think generally it gets a bad rap. I mean in some cases it’s not taught very well but I also think that people have a difficult time getting back to high school math. They don’t feel as if they are well equipped to undertake that kind of class. I have found that anxiety is pretty easy to reduce if you go slowly and if your clear and if you’re not condescending and if you answer the questions as asked and if you kind of approach things with some of the things for me in retrospect of the book that I did.

**KL:** It seems when it comes to statistics people can feel a kind of a block. I mean they don’t necessarily think about as a skill that they can develop. They just think I’m not a math person or I’m not a quantitative person and so you know this isn’t really for me.

**NS:** Well there are a lot of things that are going on. First it’s not really if they are thought that it tool and if they are thought that it is not math or arithmetic for that matter. It makes things much easier. I start my class by putting on the board with two stick figures. One says I’m afraid of math and the other says get over it and that’s the deal. I mean you just have to approach this stuff as it’s given to you but I think most important is as it’s thinking about the world. It’s one prospect if it’s one unique view of thinking about the relationship between things in the world. And that is what you want to teach. You want to teach, you want to teach them how to understand a relationship between variables and the impact and how to assess whether or one variable has an impact on one or more variable. I do that all the way through the course. My student have great success because what I said I don’t speak down to them, I don’t try to intimidate them, I don’t teach this as a central topic I. I teach this as a tool to be use. For the most part it has been successful.

**KL:** So one of things that I know that you are really trying to change this mentally of statistic anxiety with your writing. You know what is interesting to me is that we have kind of our students that are going through learning statistics and graduate students as well. But there are some kind of research professionals who may be started out being quantitatively trained and now they are getting to a point where they are realizing they need more quantitative literacy. They may be trying to teach themselves. They might not have the option of taking a class or doing something a more formal way. I’m wondering if you could talk a little about if people might approach that. If they are at that point in their career and they are starting to realize they need these skills. Do you have recommendations on how they can think about this? Are there you know of course your book, but other resources or ways to approach it.

**NS:** Well I guess people can take online courses but I get notes all the time from people who take online courses that they don’t understand the material and they don’t have anyone to ask questions too. I don’t know I have very little experience with that stuff. There is so many opportunities to take classes with people who are supposed to know what they’re doing whether it be a community college or so forth and so on. I can’t see why someone beginning a second career or wanting these quantitative skills can’t find a place can be formally taught it. I’m not a great advocate of teaching this stuff to yourself but you could read the book and do it. I guess. But you are talking about way of approaching the world not just adding up a set of numbers and dividing by the number of observations and to getting the average. Does that make sense?

**KL:** It does make sense. I think part of what you are pointing out too is that this is something that is kind of hard to learn in the abstract. It needs to be, you need have examples, it needs to be applied in a certain ways and maybe a formal course setting is the way to do that. And to see how people have done it in the past.

**NS:** I think it is. I mean I am not of the new, I mean I was doing program instruction 40 years ago but I am not of the new online world. So I cannot tell you know.

**KL:** In your experience when you are teaching statistics. What are the pieces that you think are most challenging for people to kind of wrap their heads around? Are their certain you know bottlenecks, stumbling blocks that are pretty consistent.

**NS:** That is a good question. I don’t think there are. I think when you leave the realm of concreate computation. The computation concreate such as standard deviation, the mean, or the T-value and you get into the ideas behind them I think that can be a stumbling block. Like inference is one thing but understanding why inference is important, learning how to infer from a sample to a population is one thing but learning how we do and why we do it and the ideas behind is another thing entirely. So I think if there is a stumbling block it’s the conceptual nature of what statistics represents.

**KL:** So I know you been doing this for a long time. I’m wondering if there are particular components of statistics that are scary for you or if you can think back to when you were first learning about and what was scaring you.

**NS:** I will tell you for sure. Well this is so interesting. Back when I was a graduate student I used to have faculty ask me about different techniques. Which I was learning at the time because they never learned them. The techniques weren’t available then. It was just before personal computers became very popular so we were using main frames computers. So as a graduate student I was very evolved in that. So faculty would ask me to show them how to do this and how to do everything. What is so interesting is that it turns out is that there is some newer techniques that I was never taught and that I have never had to teach. In fact this Tuesday I’m meeting with one of our advanced graduate students to talk to me about this new technique. So there is more to learn, there is always new ideas and I have always said about everything in general it’s more important to know where to get the information than necessarily to have the information. So I know I can go to this guy and we will talk for about an hour and that is all I need because I have a pretty good idea of what it’s about and we will go from there. For sure there are things that more difficult that other topics and I think you have to reach out and access resources to help you feel more comfortable with them. I do that all the time and I always encourage my students to think broadly and always where you can get the best help possible.

**KL:** It’s so refreshing to hear people who are experts who are writing books on topics are still reacting out and learning more about that topic. That there areas of that topic where they might consider themselves to be more of a novice and needed to learn more.

**NS:** It’s ignorant to do otherwise. There is always more to learn. Applying this stuff in new settings is always exciting and interesting. And learning new things is always you know a lot of fun.

**KL:** One of the things you brought up that I think is really important is that you know this not statistics is not kind of one of those areas where you master it and then you’re done. It’s not something that you check a box that says now I know it and I’m going to be good in most situation in where I’m going I would need this. That it is something where you would may need to consult some people, where you would may need to learn new skills, you may come into a situation where you need to use a new statistical tool that you’re not familiar with and that is just how it works.

**NS:** Well unfortunately some graduate students think so. I mean some graduate students and I fact professional think you can take a course fulfill a requirement and be done. You know I, I’m trying to say this diplomacy. A lot of people don’t pursue quantitatively methods because they are intimated by the demands. So they try to answer questions that aren’t meant to be answered in other ways and they fail at it. So it’s a tool as I said before. That you need to master or at least have some competence in at least have some familiarity with. It’s not accessibly hard to acquire to level of expertise and it builds upon. You can start at one point and you can continue to build over many, many years and for me the most interesting things about it has been the conceptual nature of why we think the way that we do. And its great fun to challenge people on this stuff. Which they think that, which students think that it’s dry and has no importance but you can do all kind of things to show them that it’s very exciting and interesting.

**KL:** Were going to take a brief break. When we come back we are going to hear a little bit more from Neil about tips for researchers who are just starting out with statistics.

# Segment 2:

**KL:** Neil one of the things that I think is really interesting about working with statistics and that I have realized as I have kind of moved from a more quantitative mind set with my methods and approaches. To thinking about more mixed methods and more quantitative methods. Is that different methods are required for different kind of research questions. I think this is something that, I see as I work with vendors or as I work with other researchers or people who maybe aren’t as familiar with research methods. They’ll say this is my question and they will have a very particular way they will think they can answer it. And their approach that they are using actually doesn’t answer that question. So I’m wondering if you could talk a little bit about what are the kinds of questions that statistics can help us answer for people who may not just be familiar with it.

**NS:** Well when you are a hammer everything is a nail. Right. So if you are trained in classical quantitative methods then you will try to apply that to every question that is that you want to ask. The method you should not dictate the question you ask. The question you ask should dictate the methods you use to answer the question. When people train in a particular fashion those questions tend to be aligned with those methods. For example, I have always admired anthropology and other kinds of scientist who use case studies to answer particular questions. When I was in graduate school I was a descent of the University of Chicago child study program who the faculty who taught me and indeed I ended up teaching my students the same case study approach of understanding child development. And it was highly qualitative where we assess behavior cross different areas using anecdotes, combine those anecdotes all those words that we used for qualitative work, triangulation so forth and so. All that was implicate in the work but it wasn’t named that and so forth. So we certainly used quantitative method because the question was of a qualitative nature. Like what is the quality of a child’s life, what are the factors that affect that child, what are thee issues that a rise in the family when the child is entering adolescents and all those kinds of questions could only be answered using specific qualitative tools and it worked out great. When it comes to quantitative stuff we are talking about empirical investigation, we are talking about cause and effects, we are talking about infants from sample populations. So it’s really an entirely different way of looking at the world. Both methods qualitative and quantitative provide very different world views about how you think behavior happen and how you think behavior should be accessed and studied. Everybody needs both. My fear is that people do one or the other because they are afraid of one or the other and it doesn’t make any sense. So my friends who are my colleagues and friends who are very much into one study people. You know behavior folks and have extensive backgrounds in quantitative methods all the way up through quantitative design and research design because they need it. Because you can’t function as a scientist in behavioral and social behavioral sciences without having a good knowledge of all these different tools that are available.

**KL:** Well in seems to me even if you kind of find yourself in one camp. Where you’re primarily is in quantitative or primarily is in qualitative. At the very least you have to literate in other methods so that you can engage in reading research and understanding how people are asking and responding to certain kinds of research questions. If you don’t have a certain kind of base line knowledge. You won’t even be able to understand how other studies are structured and that seems even if you are not conducting those studies yourself that seems to be also an important component of being an researcher and engaging in your field.

**NS:** And people find themselves in one camp or another basically is the function of who they have as their major professor or their teacher. You know they are the ones who tell you what to do. They don’t tell how to do things necessarily, they are the ones that say do it my way or the highway. Find another advisor so on and so forth. I mean it’s a powerful influence. Who wants to be in a program where different prospective are offered. I tell you here at the University of Kansas in Education of Psychology and research there are no qualitative classes taught. If you want that stuff you go to another department. And the other departments have tried to teach that stuff but they found out they don’t have people that can do it. No names offered. So you know people have departments and people have prospective that maintain that they have pass on and I think it is an injustice not to require students to take at least some courses in other area. I’ve always required my students to do it and they have benefited from it.

**KL:** Well one of things that seems to be indicating is that we are getting to a place where we need to be doing some cross or some multidisciplinary engagement at the grad school level. If you are not able to find those kinds of approaches and techniques with in your own discipline there should be some flexibility and freedom to pursue it in a discipline that is near yours or something that is offering that kind of technique in a way that you can have exposure to it.

**NS:** Do keep in mind the University says they want to produce interdisciplinary scholars but they never reward people for that. You don’t get tenure you don’t get promoted by being a Jack of all trades. You have to be a master of one. And if you’re not as you probably know you aren’t going anywhere.

**KL:** Well I find that really interesting because a lot of the funding now especially at the federal level is really requiring interdisciplinary engagement and kind of team based collaborative research projects because they are asking such big questions and those questions require a range of approaches in order to even begin to tackle the research that are surrounding them.

**NS:** I agree entirely but that doesn’t mean that people. I don’t think that means people at University level are encouraged to or reward for interdisciplinary work. Now doesn’t mean I work with my friend who in North Carolina who is Public Health, and another good friend who’s in child development in the University of Illinois. Now that doesn’t mean though we were trained in interdisciplinary fashion. Our disciplines can be easy combined in a creative fashion that seems to answer questions. So the interdisciplinary stuff I want my students to have a major tool at their dispose with for me was quantitative methods but also they can be familiar with the notions and assumptions of qualitative methods. So they can read that literature and understand it and make sense of it but don’t forget it the qualitative stuff that’s not new. That’s been going on, that’s anecdotes, that’s biblical, I mean that 5000, 10,000 years old, that’s the writing on the side of caves. You know that’s anecdotes, that’s summaries, that’s ideas that are qualitative in nature. And don’t lend themselves to empirical analysis.

**KL:** It sounds like for people who are kind of just starting out whether it’s as graduate students or you know their professionals who have been trained in one area and who are considering to starting work with another or just wanting to engage more with a different set of approaches. I mean it sounds like one place to start is to really just to try to have an overview of how all these things fit together and to get kind of a baseline what does it mean, what of the kind of questions that answered by each of these approaches and when are they typically used. When are the disciplines that are engaging with them?

**NS:** I agree with you. I agree with you. I don’t think many graduate programs offer that now. I think they want people to be, there is a whole contrary, there is a whole notion you can take people with a minimal amount information with a set of tools and they can proceed to be successful in their field. Well that might be the case and again I’m trying to be diplomatic where a knowledge of that material is more important to satisfying university requirements then is satisfying professional commitments and having those skills to complete those professional task. I’m I being clear.

**KL:** Absolutely. Well I think there has been some articles relatively recently and I can link to them in the show notes that talks specifically about how that in particular with quantitative training at the graduate level. It’s not enough, it’s very abstract, it’s not really getting students to applying the methods when they feel confident when they leave and they can continue to engage in a quantitative methods in ways that will be helpful in their careers. I think that is an excellent point. It think it is something that is probably an ongoing discussion in graduate education. How do we think about giving the students the tool they need where they actually feel confident in utilizing them once they leave?

**NS:** I agree and it might not be a popular thing to say but often graduate schools admit students that who aren’t ready to learn that material. And the material they learn it in a very cursory fashion to satisfy requirements and when it comes to show what they know, they don’t know very much. It can be very discouraging for everyone.

**KL:** Well this fascinating to talk about this. I know you have so much experience working with students and I value your perspectives. I think that it’s such an interesting topic to discuss. We are going to take another brief break. When we come back we’ll hear a little bit more from Neil about some of his current and future project. Back in a moment.

# Segment 3:

KL: Neil one of the aspects of your publishing that I am really interested in is this idea of working on encyclopedias. You have worked on a few different encyclopedias in your career. I am wondering if you could just talk a little about that. I mean how do you get into editing an encyclopedia? What is the kind of method or approach that you take with that? For many of us this not something that we have any experience with at all. So tell us more.

NS: Doing an encyclopedia is very interesting because it exposes you to a great variety of topics and ideas. And I’m that kind of person who reads widely and broadly and really like to incorporate ideas to what it really does. So I have been working with publishers and the idea of encyclopedias came up. Encyclopedias have become very popular because in an electronic form Universities can publish them relatively inexpensively. Of course they are expensive but relatively inexpensively compared to print editions and so forth and so on. And there is a big more towards electronic resources anyways. So I got the job about doing child development encyclopedia, research methods, statistics, testing measurements and some other ones. And I figured the best, and I design school word protocols. So we would have 500 word articles, 500-word bios, password articles I think. Three password articles and five password articles word articles or so. Certainly one individual can’t write all of that because these have become big three volumes very extensive works. Well as any faculty member knows to key to great success in this world is finding a great graduate student. Right. Somebody that is really good and works hard and paying them well. So I happen to be very fortunate that one of our doctorate students was interested in doing this and together we designed a little bit of a database where we could contact authors and ask them if they wanted to participate. So we ended up having a nice extensive database that includes people’s areas of interest, the articles that they may be interested in writing about and the graduate student and I designed what the articles would be. The length of the articles as well. And we sent a note to these people and invited them to contribute and gave them dates. Which of course they were way earlier then we needed because you know course academics are always late. And it consists of sending out maybe 500 to 1000 messages to people to see if they were interested. And as they would come in you would tally them and read them. Write back, I would do that as the editor write back and ask for clarification. And eventually we got a nice set. Now of course when you do anything like this you figure that 10 to 20 percent of the people aren’t going to come through. So what you do you estimate 10 to 20 percent of the topics then you need. And you end up writing some yourself as the editor. When people can seem to get their act together and finish. So that was very good experience, it was very useful, it was a lot of fun, I learned a lot, and they came out to be very nice products.

KL: So I mean I have actually seen your encyclopedia of research design. I have actually order it and was kind of looking through it. Their huge volumes, their just large and their very extensive as your saying. It seems like such a huge project. Can you talk a little bit about the timeline for something like this and kind of the commitment on your end as an editor to be looking through as these contributions?

NS: I think from the time we sent out invitations it took about two to three months to put together a table of contents and assign people to different articles and then sent out invitations. Probably from the time invitations was sent out to the finished manuscript was in was about 18 months then the publishers whatever time they need to do what they need to do. My commitment of course was, when I did the table of contents and once I assigned how long each topic should be I left it to the research assistant to send out the emails to people who I suggested as well. Of course I edited things online knowing that the publisher is going to copy edit anyways. I look much more for substance. And then of course having to write articles that people just said I’m sorry I can’t write more than six words about this. Which is interesting. None of the less you know instead of going back to him and saying you said where going to write 500. You just write 500 words yourself you know what I mean. You just sit back and you write 500 words. Anybody can write 500 words about anything. You’re not going into any depth. So you do that. For the most part these encyclopedias took about 18 months to 2 years to get well of the ground back to the publisher.

KL: Wow! So I mean it’s a significant commitment on your end. While you’re doing these encyclopedias are you juggle any other publications and projects as well.

NS: Well I suffer from kind of like the deconstructive ADHD syndrome you know like. If I were a five-year-old kid, I probably institutionalized but I have so much energy and so many Ideas that I was always doing other things including my scholar writing and my textbooks. So yeah I was juggling a lot of things including other out of school responsibilities that I always enjoyed. So yeah I struggled a lot to get all of that done and enjoyed doing it but it was a big commitment in terms of time and resources.

KL: You have extensive experience with publishing and have worked with a couple of different publishers. I’m wondering if you could offer some of experience just in terms of scholars or researchers who might just be starting out. What are some things that they need to know as they are working with publishers or if they are just new to publishing in general?

NS: This is very important and a very good question. If you are looking for commercial publishing by that I mean textbooks that will generate revenue for you. I would strongly encourage people to look into independent publishers and those are publishers that aren’t owned by conglomerates. There aren’t many of those left. You know there are Sage, there’s I’m blocking on some of them. Springer, Gilford, there are some of them limited Oxford I believe Oxford is still independent and the University Presses which are independent. I’m sorry let me step back and leave University Presses out of it for just a second. So I say that only because the large publishers are so big now and owned by so many other entities that things can really be rough. I have experience with them recently and just hasn’t as pleasant as it could be. If you are going for scholarly work definitely the University Presses and the smaller independent presses as well might be very interested. But by all means don’t get persuaded or don’t swayed or don’t get engaged and captured by the charm of an editor. Speak to other authors who have worked with this editor or this company and get assurance. That’s rule number one. And number two and of any order of importance but the second thing would be make sure that you have someone else very carefully read whatever contract is offered to you. If you want it to be an agent, you’ll pay commission. If there is a lawyer, you know of that knows something about books that is cool too. There is textbook associations online where you can information and feedback. Its staggering the naiveté of beginning faculty as far as books are concerned. What they will give away and what they will refuse to ask for because they are just so overwhelmed by the idea that they are going to be published. Which is great and they should be excited and passionate about it but they really have to protect themselves. And you know it’s unimaginable what you can get if you ask for it from publishers.

KL: I think it’s such an excellent point because so many folks that are entering publishing for the first time they are just happy just to be published. I mean I think many people are not taking the time to kind of thinking strategically or to be kind of thinking about some of these concerns you raised that what is in the contract and that is such excellent advice.

NS: Yeah, and you know there are so many things that one can point out about contracts that they need to know about that aren’t big deal for the editor once you say to the editor going to the editor sure we can do that. It’s not like you’re asking for the covers to be printed in gold leaf. You’re asking for reasonable things and I think it can work. But authors are generally taking advantage of by editors that are who are just out of college and aren’t very knowledgeable. And like I said I becomes a very romantic interaction until the contract is signed. Then it’s you know we got to get this done and get this to us. So it can be very unpleasant if your careful and you take as many steps as you can to protect yourself. But early on assistant professors shouldn’t be messing around with anything other than scholar work. When they get tenure or when they get more advanced in their careers and if they want to fool with textbooks then that is great. But in the meantime what they should be doing when they doing the scholarly work is contacting the publishers and saying I would like to review for you, I would like to do answer materials. Those kinds of things shows publishers that you are on time and you have some talent. Who knows it down the road it might prove to be very useful. It is how I started and I worked very hard at it and turned out to work out well for us.

KL: I think that you know that is such a great point too. To kind of build a reputation for yourself with particular publishers and there are ways to do that before your actually publishing under that publisher. Through doing things like you just mention like reviewing for them for example.

NS: But be very careful, very careful about this next level of publisher and go to conferences and they are there they at least in the old days used to wine and dine authors and look for potential authors and offer them the world. And then when push comes to shove it’s like you have to do it our way and there is no room for discussion and that can be very disconcerting. And of course don’t put all your eggs in one basket. Don’t make whatever book your working on or whatever, don’t make whatever book your working on to be the end all through you do other things as well.

KL: Well Neil I think you have given just some incredible advice and expertise based on your experience. Thanks so much for sharing it and I just appreciate you taking the time.

NS: OK, I glad we could finally get together.

KL: Well thank you and thanks for our listeners for joining us for this week’s episode of Research In Action. I’m Katie Linder and we will be back next week with a new episode.

Show notes with information regarding topics discussed in each episode, as well as the transcript for each episode, can be found at the *Research in Action* website at [ecampus.oregonstate.edu/podcast](http://www.ecampus.oregonstate.edu/podcast).

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# Bonus Clip # 1:

**KL:** In this first bonus clip for Episode 24 of the “Research in Action” podcast, Dr. Neil Salkind shares about his experiences writing about research methods – take a listen.

**KL:** So one of the things that I’m wondering about is what led you to devote much of your writing to research methods and to statistics? I think that, for some people, that would seem a little but unusual to come at your research and writing from a meta-level where you’re starting to think about how you do this.

**NS**: Ok, I’ll give you two answers. One is the real reason, so to speak, and the other is the other real reason with a little bit of cynicism thrown in. I’m being very honest here. The real reason is that I have, actually three very young—I don’t have three young children, they’re three young adults now—and they had to go to college and the university faculty salary didn’t pay very well. And I started writing about this stuff and it seemed to go well. So a primary reason why I write textbooks about this stuff is because for the extra income. That might sound a little crass, but the reality of the publishing world is that people shouldn’t write an introductory textbook for any other reason but to make money. If you want to do other kinds of writing, do scholarly writing, that’s fine, I still do that and that’s cool. That’s not going to result in any revenue, but it’s a contribution to the field and that’s fine. The real world is that people write these books for income.

And they’re fun. I mean, I do it because it’s fun. I wouldn’t do it if it wasn’t.

So the other real reason, so to speak, is that this is stuff I know about and I can do a good job at it and it’s successful. And the fun overlaps there as well.

So I don’t mean to sound like—I don’t mean to deflate the pretense that academics live in an ivory tower and create knowledge for knowledge’s sake. I never was one of those academics, although I had a lot of scholarly work that I’ve done and that I still do, but primarily, the reason that I write about this stuff, the reasons that I write about this stuff, is one, it’s interesting and fun, and the second is because it increases my revenue income and stuff and it pays for college for kids.

**KL:** I think that’s wonderful.

**NS**: I hope it doesn’t sound overly crass, but that’s the deal. You know?

**KL**: No, I appreciate your honesty and I think that that’s something that probably too few academics are thinking about. I think that when it comes to publishing—

**NS**: And let me add that beginning academics shouldn’t write textbooks. Not only because—and most of them know that—not only because, there’s so many reasons, but the primary reasons are it gets in the way of any kind of scholary work that can go towards tenure. And secondly, it engenders animosity from other faculty that people are doing these things when they should be doing whatever scholarly work that they deem to be appropriate. I was fortunate enough that I could do the scholarly work and do this as well and both things worked for me. But there’s no pretense about it. I mean, you know, you write these books for a particular reason, just like you write scholarly articles for a particular reason.

**KL:** Well, and I think you make a point to that it’s a different audience, it’s a difference kind of writing, and it would make sense that it would have different purposes.

**NS**: Absolutely. Absolutely. And you should enjoy it, and I do. And I have a great publisher. I have a terrific publisher. It’s engaging, in fact, I’m revising one of my books—I’ve been revising my books for the last two years because they’re in various stages—and I’m revising one right now and it’s a challenge to include new material, and learn some of that new material, and put it together in a different fashion while maintaining the integrity of the old stuff, you know, the original book.

**KL**: Absolutely.

You’ve just heard a bonus clip from episode 24 of the “Research in Action” podcast with Dr. Neil Salkind sharing about his experiences writing about research methods – thanks for listening!

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