

The {Academic Author}

For Creators of Academic Intellectual Property

2008:5

August 2008

PRESIDENT'S MESSAGE:

Examining our self-concept as authors

This is my first President's Message in my new capacity as president of TAA. As I write these words I am settling back into my daily rituals after the association's very successful annual conference in Las Vegas.



Siegel

We had a record number of attendees this year. During the conference I asked the gathering of almost 80 textbook and academic authors how many first-timers were among us, and well over a dozen hands were raised. This is very exciting, especially since we have been making a concerted effort to increase new member participation in not only the conference, but in the overall membership of TAA as well.

If you have never been to one of our conferences, my simple and unsolicited advice is Come! It is a truly rejuvenating experience. While the presentations were quite varied, some focusing on law, and others on technological advances in publishing and in author-maintained websites, I would like to share with you a bit about one of the more earthbound and universal topics presented: Breaking Writer's Block.

The presenter was Dr. Erin Oksol, a clinician and professor at the University of Nevada, and president of the Nevada State Psychological Association. Like so many of the stellar local talent presenters we have enticed (begged?) to participate over the years, Oksol had no previous affiliation with or awareness of TAA. She donated her time and expertise simply because we asked. Like Blanche DuBois, TAA is often enhanced by the kindness of strangers.

Oksol called upon vocabulary borrowed from Rational-Emotive Behavioral Therapy [REBT] to suggest that we writers become our own worst enemies when we engage in negative self-talk, such as I should have met that deadline and I failed. I am worthless and unreliable. We have all been there. There are too many shoulds in the world, Oksol reminded us: Don't should on yourself!

In order to help us do a reality check, REBT asks us first to construct the very worst self-

TAA conference attracts record numbers

The 2008 TAA Conference at Harrah's in Las Vegas June 19-21, attracted a record number of attendees. Among the almost 80 participants of this year's conference were several first-timers, including several from the University of Las Vegas.

Attendees gave the conference high marks, and several commented positively on specific features of the conference, such as the pre-conference workshops, the Roundtable Discussions, and the 15-minute sessions with authoring attorneys, a literary agent and veteran authors.

Here are some comments from attendees: "The conference was WONDERFUL!!!!!!!" said Janet Belsky, author of *Experiencing the Lifespan*, which won a 2008 Textbook Excellence Award. "I love everything — from the outstanding quality of the presenters, to the creative special features (roundtables; having an expert from the region come in to talk; the mentoring sessions etc). My absolute favorite however, is the sense you guys create of everyone coming together as a real family. It's been only two years and I already feel that I'm attending a not-to-be missed annual family reunion."

Said Lorna Lueker Zukas, PhD, associate professor of sociology at National University, in LaJolla, California: "I am very pleased to have found TAA and did enjoy the conference. I learned a lot and folks were so very nice. I have been energized to work on a longstanding project and have a new idea percolating. I am looking forward to next year."

This is what attendee Alex Zukas, a professor of history in the Department of Social Sciences at National University in La Jolla California, had to say about he and his wife Lorna's 15-minute sessions with Authoring Attorney Stephen Gillen and Authoring Attorney and Literary Agent Michael Lennie: "Lorna and I found Stephen Gillen and Michael Lennie to be wonderful legal resources. They both took a no-nonsense approach to issues of contracts, royalties, and author's rights and provided us with good

practical information that we could use right away. They answered all of our questions completely and helpfully. Stephen sent us a paper he had written on author's rights, so he provided good follow-up to our talk promptly. They were both consummately professional and even "fun" to work with."

This is what Jane Karwoski, adjunct professor in Health Services Research, psychology, at the University of Nevada, Las Vegas had to say about her 15-minute mentoring session with veteran author Andy Johnson: "I met with Andy Johnson from Mankato, MN. It was helpful. I heard from him a very basic message: What is it you wish to communicate? When you sit down to write you need to have something to say. What is that? What is it that you think that the people you are writing for need to know that you know? What's your message? You have to WANT to say that something. And you have to know just what it is. This came up time and time again during the conference, so I know it will guide my thoughts and approach to writing."

Read more conference testimonials, view photos from the conference, download handouts, read conference news, and listen to recordings of select conference sessions on the 2008 TAA Post-Conference website at www.TAAonline.net/TAAConference

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NOTABLE AUTHOR:

Chemistry professor capitalizes on 'perfect timing' for new textbook

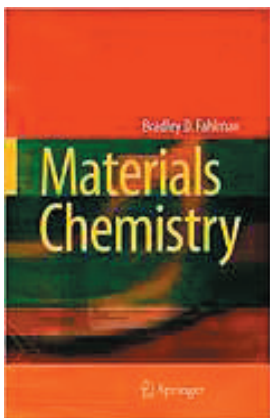
By Kim Seidel

A well-known researcher and teacher in his field of chemistry, Bradley Fahlman believed it was "perfect timing" for a textbook on materials chemistry. This intriguing possibility for Fahlman evolved into his first textbook, *Materials Chemistry*. It was published by Springer in August 2007. Less than one year later, the textbook is going into a second printing. It's scheduled to be translated into Chinese and Russian in 2008 to 2009. Fahlman's *Materials Chemistry* is a 2008 recipient of a Textbook Excellence Award from TAA.

Fahlman describes a textbook as the most "meaningful contribution" one can make to the scientific community. His interest in textbook writing began in his current position as an associate professor of chemistry and director of the Advanced Materials Research Initiative at Central Michigan University (CMU) in Mount Pleasant, Michigan. He chose to join the faculty at a primarily undergraduate institution since both teaching and research are highly valued.

"Though I take my role as a researcher very seriously, and continue to publish regularly in peer-reviewed journals, I consider textbook authorship the most meaningful contribution a faculty member can make to the scientific community," Fahlman said. "After all, even landmark papers fade in impact as new discoveries overshadow one's results; in contrast, a textbook written for an emerging field has the potential for a longer lasting impact, directly affecting future generations of scientists."

Shortly after arriving at CMU in the fall of 2002, Fahlman sent an e-mail to a few editors from different publishers about his idea for a materials chemistry textbook. He found contacts online at various publishers' websites. "I knew that the timing was perfect for a textbook in materials chemistry," he said. "Many schools across the country had begun to offer courses, but there were no suitable textbooks."



Fahlman had looked at books touted as appropriate for teaching materials chemistry; he became aware of the many voids that were left to fill. "The first textbooks in the traditional sub-disciplines of chemistry (inorganic, organic, physical and analytical) continue to be very successful (some now in 9th and 10th editions)," he said. "I viewed this project of writing a textbook as an intriguing possibility of creating the first textbook in the emerging sub-discipline of materials chemistry."

After he e-mailed editors about his textbook idea, he was asked to send in a formal book proposal, which he found extremely easy to write, due to the lack of competitor books. It then took about six to 10 months to hear back from publishers. The former Kluwer Company was the most proactive at putting together a competitive contract, Fahlman said. A year after he signed with Kluwer, the company

merged with Springer, creating the largest scientific publisher in the world. "This was a blessing, reassuring me that marketing efforts would be fully taken care of for my book once it was completed," he said. The large publishing house made it possible to market his books worldwide, such as the upcoming translations into Chinese and Russian.

In total, it took Fahlman about three years to write and to finish his first textbook. Most of the textbook came together in the final year, making his writing schedule much more intense and lonesome, he says. Fahlman took writing the textbook and teaching both seriously, and he worked hard to balance those responsibilities. "Against the advice of our department chairman at that time, I decided to write the book pre-tenure," he said. "I had to make sure that I was publishing sufficiently in peer-reviewed journals, going to conferences, serving on committees, using novel and effective teaching methods, and handling all the other roles taken on by assistant professors."

He benefited from his "night owl" tendencies. After work, he would write in the evenings at home until 2 to 3 a.m.



Bradley Fahlman

"Fortunately, the earliest class I had to teach was at 11 a.m., making this writing schedule possible," he said. At home, where he lives with his wife, he likes to write away from the distractions of television - and even windows. (The couple loves to travel, and Fahlman is an avid golfer. After his undergraduate training, he needed to decide whether to turn pro in golf or go to grad school. He thinks he made the right decision.)

"I often didn't feel like writing immediately upon sitting down; hence, I would surf the web to look up some references related to the topic du jour, or would start with 'busy work,' such as drawing Figures or literature searching, until the 'writing bug' would catch me, and I could have a productive session," Fahlman said. "Sometimes, prayer for clarity of thought also was important to free my mind of distractions."

What resulted from his long work days is the first textbook that describes the structure versus property relationship of all major classes of materials. Illustrations and detailed bibliographies are provided throughout the textbook. As a teacher, Fahlman desired to include special sections describing emerging applications and posing thought-provoking questions. He designed this to encourage student-instructor interactions. He also

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Requesting feedback and how to use it effectively

By Dave Harris

We shall take it as a given that a good academic work is focused. I have trouble imagining a dissertation writer who wouldn't agree that their dissertation ought to be focused. But focus doesn't get enough attention early in the process. Yes, early in the process we are seeking to refine a focus by exploring a range of possibilities. All of these are important reasons not to focus too intently, too early. But this piece is about feedback and how to get and use feedback effectively; this is about submitting work to professors for feedback.

You may have many ideas in your head and you may still be seeking focus, but, when it's time, you want to submit something that is focused. You can have all the competing ideas that you want rattling around in your head, but what you put down on paper for submission needs to be focused.

You may ask, "what if I'm not sure of my problem yet?" One answer is that you can make the focus of your submission the question of how to resolve what your problem/project should be. A better answer is that you can always change topics if you have one that isn't going to work, but until you

focus on a single topic enough to explore it in depth, you can't tell whether a project is practical.

What is so important about focus and feedback? Focused and unfocused works receive very different kinds of feedback.

Giving feedback on an unfocused is problematic. The reader doesn't know what to do; without focus, the reader cannot tell what is important to you, and therefore will focus on what is important to him or her or what is easy to find. An unfocused submission is an invitation to have your reader give you feedback that is not useful to your needs. They may, for example, talk about their idea of your project, which may not be very clear and may not match your own, or they may talk about punctuation when you're interested in content; it's much easier to complain about punctuation than to give a coherent comment on an unfocused work.

When a work is focused, the reader responds differently. The reader can tell what you are trying to accomplish, and can address that. If there is a focus, then the reader can much more easily address important issues of the practicality of the project, issues of clarifying theoretical or methodological issues,

and other such important issues, which are at the heart of the project. Focus invites the possibility of rejection, but if your project is going to cause problems with your readers—for good reasons or bad—then you need to know that as soon as possible, in order to address those problems. If your reader can focus on what you are also focused on, then your reader is also far less likely to complain about the minor things, like punctuation.

Therefore, I propose, that the primary rule for getting good feedback is that you yourself ensure that the work you turn in is focused. Better to sacrifice detail for focus—detail can be added later, if necessary, but the overall framework, that on which the whole project is built, must be well-designed, and to that end you want your reader to be able to focus their attention the crucial issues—choice of theory, method, data—that are the heart of an academic work. If your reader's attention is focused on these issues, because you have submitted a focused piece, then you improve your chances of getting good feedback.

Read the rest of this article on the TAA website under How-To Articles at www.taaonline.net/membersonly/howto/feedback_requesting.html

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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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TEXT AND ACADEMIC AUTHORS ASSOCIATION

HIGHLIGHTS:

Conference recordings. TAA members can download select recordings of 2008 TAA Conference presentations. The recordings are available to members only. www.taaonline.net/membersonly/2008conference_material/2008recordings.html

BTAA: Patton. TAA member Kevin Patton was awarded the Human Anatomy & Physiology Society's President's Medal on May 26, 2008 for exceptional services to HAPS and its mission of promoting excellence in teaching and learning of human anatomy and physiology.

New website. The TAA website has been redesigned to provide a more streamlined look and better navigation tools. It also has more user friendly features, such as the ability for members to login to a section devoted solely to the interests of textbook authors, or a section devoted solely to the interests of academic authors, or both. Visit it at www.taaonline.net

TAA Listservs. TAA has split the TAA Listserv into two separate Listservs, one for textbook authors and one for academic authors.

Choose which Listserv (or you can subscribe to both) you would like to subscribe to, and subscribe yourself. Subscribe at www.taaonline.net/membersonly/listservs/index.html

Authors wanted. Editor Carol Smallwood is seeking U.S. and Canadian contributors for a new book entitled, *The Published Librarian: Successful Professional and Personal Writing*, which will be published by the American Library Association (ALA). Deadline for submissions is August 30, 2008. Read more at www.taaonline.net/news/index.html#26

Bovee, Thill royalty complaint. Textbook authors Courtland Bovee and John Thill filed an amended complaint on May 28, 2008 against Pearson Education in the United States District Court of Southern District of New York. Read the Expanded Royalty Manipulation Suit Filed Against Pearson: www.taaonline.net/news/royalty_manip.pdf

Sustaining members. TAA thanks Sustaining Members Michael J. Timmons, James Kalat, Fredric Lutgens, and Allyn J. Washington.

Contributing member. TAA thanks Contributing Member Christopher Kenneally.

TAA announces results of royalty rate survey

TAA has announced the results from a recent survey of its textbook author members regarding their domestic and foreign royalty rates. Fifty-seven members responded to the 12-question survey, which was sent to TAA's textbook author members in May 2008.

The purpose of the survey was to gather information that would provide TAA members with a useful tool in negotiating new contracts and/or amending existing contracts.

"The survey information is very useful in that it represents a significant number of respondents, publishers and disciplines," said TAA Past-President John Wakefield. "It will provide our textbook author members with information about prospective publishers in their fields, which will help in their decision of which publisher to approach with a manuscript."

Read the entire article and view the full results of the survey at www.taaonline.net/notes/index.html#46notes

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AUTHORS ASKING:

2008 Texty, McGuffey winners participate in Q&A during Awards Ceremony

Five of this year's Texty and McGuffey winners attended the TAA Awards Ceremony in Las Vegas held June 21 during the 2008 TAA Conference on Text and Academic Authoring.

After being presented with their awards from TAA President John Wakefield, Texty winners Bradley D. Fahlman, author of *Materials Chemistry*; Charles Corbin, co-author of *Fitness for Life: Middle School*; Janet Belsky, author of *Experiencing the Lifespan*; and Jay Withgott, co-author of *Environment: The Science Behind the Stories*; and McGuffey winner Belverd E. Needles, co-author of *Principles of Accounting*, participated in a Q&A session with attendees.

Q: What is the hardest part about becoming a textbook author?

Fahlman: "I wrote my textbook before I gained tenure. The hardest part about writing the textbook was managing a research group and publishing enough articles for tenure while writing the book at the same time."

Needles: "Everything you have to do after the first edition is written. I took me eight years to write my first textbook. Writing the first edition is not the end of your work. There's much to do after that."

Withgott: "The time commitment. There were tremendous sacrifices of family and leisure time while writing the book. The rewards in the process and the end result are worth it."

Belsky: "Forcing myself to get to the computer at 8:30 every morning."

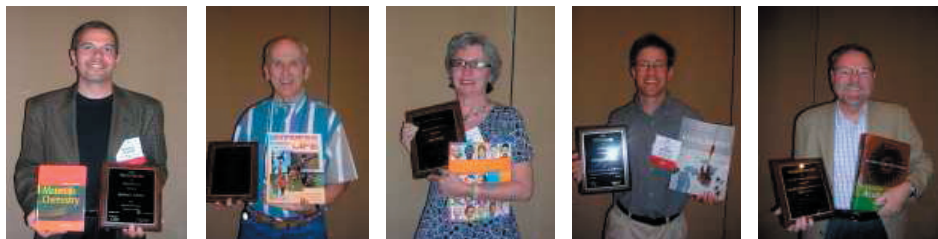
Corbin: "The hardest part of becoming a textbook author was convincing the publisher there was a need for the book, and the second hardest was convincing adopters that they needed the book."

Q: What is your textbook's most outstanding feature?

Needles: "We used a non-traditional approach to accounting. This was a negative in the beginning, because the publisher made us do two years of class testing with students before they would consider the book. Once it was published the book sold more copies in the first year than what were expected to sell during the entire life of the edition."

Corbin: "I am most proud of the way we characterize kids. We worked hard to portray kids in an inclusive way in photos and examples. We wanted kids to feel that physical education was for all kids, not just those who are athletic or good at games."

Withgott: "We integrated central case studies throughout the book. Each chapter starts with a case study that is expanded on throughout the chapter. This feature has



Texty winners (l to r) Bradley D. Fahlman, author of *Materials Chemistry*; Charles Corbin, co-author of *Fitness for Life: Middle School*; Janet Belsky, author of *Experiencing the Lifespan*; and Jay Withgott, co-author of *Environment: The Science Behind the Stories*; and McGuffey winner Belverd E. Needles, co-author of *Principles of Accounting*.

proven popular with instructors and students."

Belsky: "The feedback that I receive from students who say they really like to read the book. They say that they read it for pleasure. The book has a personal, conversational style, yet is research-oriented. It is used at both top research-oriented institutions and at community colleges."

Q: What are your writing habits?

Needles: "I work most productively from 4 to 7 p.m. I taught during the daytime and my rule was that I closed my door from 4-7 and wasn't available until after that time."

Belsky: "I start early in the morning and work in at least three-hour blocks. I have a hard time working at night or in the afternoon."

Corbin: "I take a block of time. Early on I stopped teaching in the summers and spent my time writing. I collected data during the school year but did most of my writing in the summer. During the school year I set aside one day a week to work at home. Phoenix and Arizona State government had a 'don't drive one in five' campaign to help reduce pollution and save energy. That was a perfect opportunity to stay home one day a week and save the commute time to work. You might take advantage of similar opportunities. If you have your resources at home you can get more done in one day in a block of time than you can do in eight hours divided over a week's time. Those are two strategies that have worked for me."

Fahlman: "I'm a night owl so I start about 9 p.m. and work until two or three in the morning. Fortunately for me the earliest class I teach is 11 a.m."

Withgott: "I put as much time between the first and second draft as I can so that when I come back to it I can see it anew and read it through in a different light. I also read the text differently in manuscript form in a Word document than I do when it is in PDF form in page proofs. It helps me catch things I may

not have seen in the text draft."

Needles: "I think it is important for an author to focus on where he or she adds value, i.e., on the organization, writing, pedagogy, and development of assignments and cases. Leave the tedious tasks to someone else. Back before computers, I had a typist for 20 hours a week. I tried to produce enough material to keep her busy for the entire 20 hours. I also hired graduate students to solve solutions to problems."

Q: How unhappy was your spouse/partner during your writing of the textbook?

Needles: "My wife has been working as a co-author on my textbooks for 32 years."

Belsky: "My husband likes to have space of his own and doesn't mind the time I spend on the book. It was my son that didn't like the attention my book took away from him."

Corbin: "My wife and I celebrated our 45th wedding anniversary on June 12th. So we're doing fine."

Withgott: "We are both busy with our careers and I involve her in the process."

Fahlman: "You can ask my wife yourself. She's here." (his wife said that she missed him while he was working on the text, and so did their cat. When the cat wanted Bradley's attention, it would lay across his keyboard. Another attendee asked his wife if she had tried that.)

Q: How did you convince publishers your book idea was valuable?

Corbin: "My coauthors and I had to publish our first book ourselves in 1968. We had to go out to conventions and convince publishers that they needed the book before we were finally signed by a publisher in 1970. Publishers don't like to try new ideas. You have to push them to make changes. If you've got a good idea you have to push publishers to try it. You also have to push publishers to include new and different ancillaries for your

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talk we can imagine for our situations then laugh at the resulting absurdity. That we had a well-attended lunch hour Roundtable Discussion earlier in the conference for non-tenured faculty found me free associating during Oksol's address, wondering how an untenured assistant professors worst self-talk might emerge: None of my publication projects will come to fruition. I will be denied tenure. I will never get another job. I will become homeless, and live my last few pathetic years desperate and alone.

But many TAA members have been awarded tenure. And among the textbook authors in our membership, I would suspect that a large percent of us are not dependent on our royalty incomes. For this part of our membership, even the most negative self-talk would not likely conjure images of starving on the streets. At worst we might imagine that my current edition wont sell, and I will never again get a book contract. For these authors it is the powerful but intangible self-concept as authors that we most fear losing.

This struck me as a powerful cognition. What is it about getting to see ourselves as authors that we find so intrinsically rewarding? One of my favorite *New Yorker* cartoons depicts a New York cocktail party,

TAA unveils new Texty, McGuffey logos

TAA has created new logos for its Textbook Excellence Award and McGuffey Longevity Award.

These logos can be used by all Texty and McGuffey winners, past and present. Please link your logos to www.taaonline.net/awards, or the website associated with the year that you won your award (scroll to the bottom of main awards page for the link).



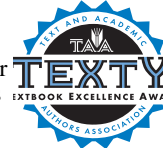
Silver stickers containing either logo can be ordered for \$40 per 100. These stickers can be used on already printed textbooks taken to conferences or sent as complimentary copies. To order stickers, contact Janet Tucker at

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with the hostess comforting a fellow we presume to be the guest of honor: Relax. You're a famous author. No one expects you to talk about anything but yourself. I hope the cartoonist, while getting a chuckle from us, nonetheless has it backwards. Our status as authors, especially as we are always looking toward the next edition, means that we manifest more curiosity about others, and the world in general, than do most people.

Perhaps the grain of truth in the cartoon is the reference to being famous. Is fame what we crave? If so, very few of us will ever be

satisfied. But surely recognition is something authors desire. We love having our works cited with approval in others publications. We love the fact that people in our fields who are not of our acquaintance know our names. Perhaps we especially love the experience of strolling on a campus hundreds or thousands of miles from our own and seeing students reading our book.

How entwined is yourself-concept with the label, author? How much would you grieve if it were taken from you? Many thanks to Dr. Oksol for prompting the discussion.



Michael Lennie

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included hands-on laboratory modules - rare for chemistry textbooks. His teaching experience greatly influenced his textbook writing. "I love teaching advanced classes in inorganic/materials chemistry, and also freshman level chemistry," he said. "It is always fun to see students' eyes light up when you bring in real-world applications to the lecture - a reason why I have always believed that research and teaching are synonymous, not separate endeavors."

While writing the textbook, Fahlman said he learned a tremendous amount about fields in which his experience was rather limited. "This has resulted in two current research projects, which I probably wouldn't have been involved in if it weren't for the detailed literature survey I performed while writing the textbook," he said.

At CMU, he leads the Fahlman Research Group, a group of his own students, along with directing the Advanced Materials Research (AMR) Initiative. The primary goal of the AMR program is to link chemistry together with other departments (physics, biology, engineering and math) to more effectively study advanced materials, such as new polymers, ceramics, thin films, nanomaterials, biomaterials and others.

This fall, CMU also will begin a doctorate program on the Science of Advanced Materials (SAM), which will further strengthen the multi-disciplinary research teams, and the university's ties with such nearby industries as Dow Chemical and Dow Corning, Fahlman said. "This program really has the potential to improve the national prominence of CMU in the field of materials science, representing an important precedent for our institution," he said.

Fahlman considers the study of chemistry, like textbook writing, to be a creative endeavor. Initially, as an undergraduate student, he registered to study pre-pharmacy at the University of Regina in Saskatchewan, Canada. "However, I wanted a career where I could be more creative, rather than a simple 9 to 5 job handling prescriptions," he said. He found he was most interested in his chemistry courses, so he took on more of those classes. "I was blessed to receive an industrial work-term with the Saskatchewan Power Corporation, where I saw the 'real world' of chemistry in action," he said. "After those four months, I absolutely knew that a career in chemistry was my calling, and I began to approach my coursework with more intensity and rigor."

Through his college work, Fahlman learned about the important role that chemistry plays in our society. It is this message he continues to impart to his students and through his

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textbook - that chemistry has real-life implications. He earned a B.S.c. (high honors) in chemistry from Regina, and then earned a doctorate in inorganic chemistry from Rice University in Houston, Texas. Those educated about materials chemistry will use their knowledge to address such issues as environmental pollution/greenhouse effect, dwindling petroleum reserves and homeland security. "Although chemistry has caused much harm - such as through chemical weaponry, CFCs, asbestos, etc. - it also has brought about our current technological way of life that everyone is now accustomed to," he said.

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

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books. For example, we used Persuasion (a slide making computer program) to create computer slides long before PowerPoint was available. The publisher said that there was no demand. We got there before the demand and it helped our book. Now all books have PowerPoint programs. We have developed other new things that we had to sell publishers on, but after they are successful our ideas appeared in other books from the company. You can't protect ideas but you can protect innovations if you plan ahead. Now matter what you do your good ideas will end up in other books including your competitor's books. Getting there first with new ideas helps you stay ahead of the pack."

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Membership in TAA continues to grow

As of July 1, 2008 membership in TAA stands at 1,481, up from about 1,300 at the same time last year. This growth in membership has been a result of several factors, including TAA's workshop program, gift memberships given by current members, the TAA website, and the TAA Conference, as well as the association's spring 2008 Teleconference Series, said Kim Pawlak, TAA's associate executive director.

"Gift memberships continue to be the best way to attract new members to the organization," she said. "If you know a colleague who you feel could benefit from membership in TAA, you can give them a one-year gift membership for only \$15."

To give one or more gift memberships, you can fill out a secure online TAA gift membership form and pay by credit card, or print out and mail a PDF along with a check payable to TAA.

Alternatively, you could donate \$15 or more to the TAA Foundation, and your tax-deductible gift would go to purchase gift memberships for TAA's prospective member list. To make a donation to purchase gift memberships, send your check, payable to TAA, with a note identifying it to be used to purchase gift memberships for prospective

TAA members, to Text and Academic Authors Association (TAA), P.O. Box 76477, St. Petersburg, Florida 33734-6477.

Other ways you can help TAA grow:

- Encourage your colleagues to visit the TAA website and tour the members-only section to test drive TAA's member benefits and services.
- Share with your colleagues how TAA has benefited you as an author.
- Add a TAA banner to your website (located in the TAA Member Center. You will need your username and password to access this section).
- Ask TAA to send you copies of the TAA brochure and then send them to your colleagues, or leave a stack of them in your department's office.
- Encourage your colleagues to attend the 2009 TAA Conference. Non-members receive a one-year membership to TAA with their conference registration.
- Link to the TAA website from your personal website or your college or university faculty page. Link to www.taaonline.net Want to include a TAA logo? Visit TAA's Media page to download a TAA logo: www.taaonline.net/media/index.html

TAA simplifies Publication Grant process

TAA has revised its guidelines for applying for a 2008-2009 TAA Publication Grant to make it a simpler process for members.

TAA's Publication Grants program provides individual grants of up to \$750 to cover the cost of publishing already accepted journal articles, or for the preparation of artwork or other charts, diagrams or images to be included in accepted articles or academic books.

Applicants now only have to complete a TAA Publication Grant application form (link to form) and attach a copy of the journal's or editor's letter of acceptance and a copy of the journal's or editor's charge invoice.

TAA's Publication Grant period runs from July 1, 2008 to June 30, 2009. Members who joined TAA through a workshop and received a gift membership are not eligible to apply until they have renewed their membership for a second year.

The funds for TAA Publication Grants come from money distributed to TAA each year through the Authors Coalition (www.authorscoalition.org), and are part of the association's mission to assist textbook and academic authors.

For more information visit the TAA website at www.taaonline.net/membersonly/



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