

The {Academic Author}

For Creators of Academic Intellectual Property

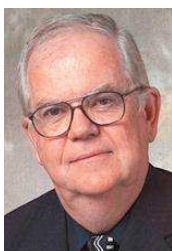
2010:8

October 2010

EXECUTIVE DIRECTOR'S MESSAGE:

by Richard T. Hull

TAA will be circulating an important survey to its members this month. The survey aims at sampling member interest in a new program designed by Pubcentral in which TAA may invest as a service to members.



A problem every academic author has is getting feedback on writing projects, particularly while in the process of being written. Peer review usually occurs after a draft is submitted to the publisher, and submissions that have not been through rigorous peer review have a much lower chance of being accepted. Even reviews commissioned by publishers, whether of journals or book-length works, often delay the publication while reviews of revisions are returned for further peer review.

Pubcentral aims to improve this feedback process in several ways. First, their extensive list of individuals willing to review is much larger than those typically available to acquisitions or journal editors. Authors seeking the widest possible review of a work in progress will have at their disposal many individuals, some of whom may also be potential adopters or users of the eventual publication. Second, reviews are carefully structured in order to ensure that they cover the range of questions each editor will want answered. Third, reviews in their final form can be captured by the author and forwarded with the final draft to the publishing editor. This may well increase the acceptance rate and speed with which the submission gets into print.

TAA is cooperating with Pubcentral in shaping the survey and assessing the interest of its members in TAA offering access to the service. We believe it will be superior to the internal reviews institution-based writing groups because it provides review and validation of content by a much wider cadre of peers. We see it as a useful tool for institution-based writing groups in that it will permit access to peers in the author's discipline. We also think it will be a useful instructional tool for programs that aim at teaching academic

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Hull and Dominguez awarded \$75 TAA Publication Grant

Elaine Hull, professor of psychology and neuroscience, and Juan Dominguez, assistant professor at the University of Texas at Austin, have been awarded a \$75 grant from TAA to cover the cost of reprints for their article, "Serotonin impairs copulation and attenuates ejaculation-induced glutamate activity in the medial preoptic area," published by *Behavioral Neuroscience*, Vol. 124(4), Aug. 2010, 554-557.

Hull and Dominguez said they were delighted to receive the publication grant from TAA. Said Hull: "We had decided not to order reprints, because my grant from the NIH, which had paid for the research, was running out of funds. However, upon reading in the TAA newsletter about the publication grants, we decided to apply for funds to pay for the reprints."



Hull



Dominguez

Even in the days of electronic access, reprints are useful to distribute at meetings and to students who may be interested in pursuing similar research, perhaps in our own labs. We are grateful to TAA for making it possible to purchase the reprints."

Hull's childhood enthusiasm for science was fanned at Austin College (Sherman, TX), where excellent biology and psychology teachers channeled her interest into neuroscience. In graduate school at Indiana University she studied the neural bases of color vision in monkeys, using single-neuron recording. After she and her husband obtained their Ph.D.s, they took jobs at State University of New York at Buffalo, where they worked for almost 35 years. "However, electrophysiology is expensive, and I was unable to continue the single-neuron recording," she said.

An undergraduate Honors project led her to study hormonal and neurotransmitter influences on sexual differentiation in rats. "I then asked which neurons were permanently affected by our perinatal manipulations," she said. "Answers to each question led to more questions, until we developed a relatively complete story about how testosterone, which has mostly slow, genomically mediated effects, could set the stage for a behavior as rapid and

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NOTABLE AUTHOR: TARA GRAY

Scholar devoted to helping other academics succeed

By Leanne Silverman

Tara Gray grew up in an academic family and always wanted to pursue a life in higher education. In one sense, everything has proceeded exactly as planned: today she directs the Teaching Academy at New Mexico State University and retains a tenured position there.



But Gray's career path could also be described as a long and winding road that took her places she hadn't imagined—and turned her into an advocate of professional development designed to help fellow academics achieve their goals.

After high school, Gray joined the second class of women ever admitted to the United States Naval Academy. "I loved it," she said. But as her sophomore year drew to a close, she realized "I didn't want to have a five-year detour" in the Navy. She transferred to a college in her home state of Kansas and went on to pursue a Ph.D. in Economics at Oklahoma State University.

Gray landed a tenure-track position in economics at Denison University. Her early focus was on the prison system. "Most economists study the business sector," she said. "What I studied fell into 'public economics' so it was outside the norm, but not beyond the pale." When she was denied tenure at Denison—the market had become significantly more competitive between her hiring and the tenure decision—Gray found her background and training to be a better fit in the field of criminal justice. "I would rather teach criminal justice anyway, so I switched," she said.

In shifting fields, Gray also shifted academic environments: from a small liberal arts campus to a large state university. "I came from a school with unlimited faculty development for each professor," she said. "I was shocked to discover that my new college had no funds for faculty development whatsoever. I said to the Dean, 'We've got to do something about this! We have to do some home-grown faculty development!'"

She began a peer-coaching program for teachers during her third year at NMSU, and the next year started offering workshops called "Publish and Flourish: Become a

Prolific Scholar." Those programs and others met with great success, mushrooming from on-campus workshops to national and international presentations. In 2003, she applied and was hired to direct NMSU's new Teaching Academy, a center devoted to supporting all campus faculty through training, mentoring, and networking. TAA sponsors Gray's workshops as part of its workshop program (www.taaonline.net/worksops/academic_workshops.html#publishandflourish)

Why the devotion to professional development?

"I'm trying to provide what I needed as a new faculty member," said Gray. "They say that every great institution is powered by somebody's anger. I have some resentment about being denied tenure, so I want to help people get a leg up on the process." She invoked Robert Boice's definition of "quick starters": the 5-7 percent of faculty who do everything necessary for tenure easily and well ahead of time. "The things that those people do are teachable," she said.

Gray's book *Publish & Flourish* emerged from the workshops she offers by the same name. It serves not only as a guide for academics unable to attend in person, but also to flesh out the ideas introduced in the workshops. One key recommendation she offers is to write for 15-30 minutes daily. It is a habit that has become routine for Gray, like brushing her teeth: "My norm is to write for 15 minutes first thing each day. Some days I far exceed that. Occasionally I do skip a day, but it's not usually because I don't want to write."

She encourages authors to pay close attention to every substantive comment readers make. "I don't necessarily do exactly what the reader recommends," she said, but she recognizes that when readers raise concerns, they are honing in on places where a

manuscript should be clearer. "Try something different for every comment you get," she advises.

Gray has worked successfully with a multitude of co-authors during her career: "I think you should pick your co-authors much more carefully than most people do. It's not like you meet someone at a conference, you both have the same interests, and you decide to write together. You've got to really find out about and get to know these people before you go into a co-author relationship." She advises academics to seek co-authors with similar levels of productivity and attitudes toward deadlines.

When she's not writing or advocating for campus teaching centers to expand their focus into faculty development, Gray takes time to rejuvenate by exercising regularly and connecting with friends. She also enjoys teaching parenting skills to incarcerated women and Sunday school at her local Unitarian church.

Leanne Silverman hung her shingle as a freelance writer and editor in Denver, CO after leaving a 12-year career in academic publishing.



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Audio conference on authoring trade books

Authoring a nonfiction paperback for general readers (in industry parlance, a trade book) is an adventure into the unknown for many academics, even those who have been prolific in academic publishing.

Decisions to be made include: Which facets of my academic expertise will interest general audiences? How should I adapt my writing style in authoring a trade book? What should my manuscript and book proposal look like? Do I need an agent, and how do I find one? How will I negotiate a contract with a publisher? What will I do to publicize my book?

Rutgers University Professor Paula



Caligiuri

Caligiuri and freelance editor Elsa Peterson, who recently worked together on Paula's first trade book, *Managing the Global Workforce*, will discuss these and other questions during the upcoming audio conference, "An Academic's Introduction to Trade Book Authorship," on Wednesday, October 27 from 1-2 p.m. Eastern.

TAA Audio Conferences are free for members. Members can participate in this live discussion by phone or listen to the recording/podcast post-conference directly on the TAA website or by downloading the MP3 file.

Join us for a Wednesday, Oct. 13 (12 p.m. CT) interview on *blogtalkradio* with Caligiuri and Peterson, who recently worked together on Paula's first trade book, for a sneak peek of their 60-minute TAA Audio Conference: www.blogtalkradio.com/textacademicpodcast

Register at www.taaonline.net/TAATeleconferences/



Peterson

HIGHLIGHTS:

Textbook app. Global education leader Houghton Mifflin Harcourt (HMH) announced a year-long pilot of the first-ever full-curriculum Algebra app for the Apple iPad. The pilot also represents the launch of HMH Fuse™, a new mode of curriculum delivery where interactive platforms and mobile devices bring learning to life for students by moving beyond the one-way experience of a print or digital textbook. The HMH Fuse: *Holt McDougal Algebra 1* app will be the most sophisticated use of the iPad's interactive technology in K-12 learning to date.

FWK traction. Flat World Knowledge (www.flatworldknowledge.com), the leading publisher of commercial, openly-licensed college textbooks, reports that this fall semester, more than 800 colleges will utilize Flat World textbooks, up from 400 in the fall 2009 and up from 30 colleges in the spring 2009. Flat World estimates their textbooks save the average student \$80 per class, and projects its textbooks will save 150,000 students \$12 million or more in textbook expenses for the 2010/2011 academic year.

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BOOK REVIEW:

Eleanor Harman, Ian Montagnes, Siobhan McMenemy and Chris Bucci *The Thesis and the Book: A Guide for First-Time Academic Authors*

Reviewed by Jose A. Carmona

The Thesis and the Book: A Guide for First-Time Academic Authors contains a great deal of information and useful advice for both the novice and professional academic writer. It was originally written for graduate students as a “how to” guide to assist with the “publish or perish” academic world.

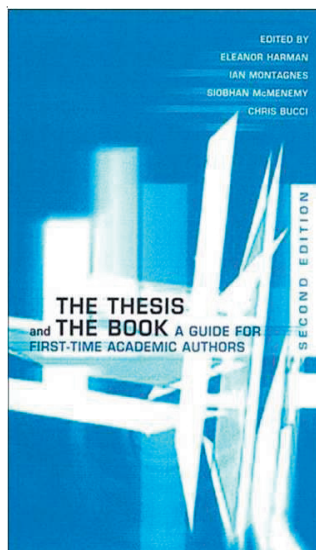
This revised edition of the original published back in 1976 superimposes the previous one by revising and expanding existing chapters to meet today’s publishing demands. The original edition was composed of articles taken from *Scholarly Publishing*, now known as the *Journal of Scholarly Publishing*.

The first part of the book discusses what a good thesis should be, audience and style as well as the dissertation’s “deadly sins.” Robert Plant Armstrong’s chapter about the ladder categorizes these interdependent six sins as amateurism, redundancy, trivialization, specializationism, reductionism, and arrogance. Even though “the six defects of a dissertation” (as Armstrong identifies them) are self-explanatory just by analyzing their given titles, some of the issues discussed include: too much use of the passive voice, structural-functional and informational redundancy, insensitivity to language, the tendency to write about part of something as if it were the whole, and the arrogance of the personal dissertation.

The authors pinpoint issues related to how a dissertation can become a published book throughout many chapters in the book. “Revising the dissertation and publishing the book” is a chapter that focuses on revision for probity, for responsibility, and for unity. The

following middle chapters accentuate the dissertation and book mechanics and styles.

The very practical academic checklist in a chapter written by Barbara B. Reitt is intended for academic and scientific writers in all fields with students and future authors in mind. This checklist can help authors to assess their early drafts and help bring these to the final product. It may also be used to address a colleague’s work in progress. Most useful are



As Allan H. Pasco verbalizes in the last chapter of the book, “The issue is how to publish in such a way that the author and the field benefit for many years to come.”

the last questions which aid the authors in preparing the final draft. These questions may be more accommodating to professional writers of journal articles, monographs and books giving them a better chance to publish.

The last chapter of the book gives detailed advice to novice authors. Some of the most memorable pieces of advice are: 1) the expectation that there will be corrections to the book, 2) to make sure a copy editor goes over the manuscript, 3) the need for the author

to assist in the sale of the book even if it means buying extra copies for the book to reach readers who can strengthen its reputation, 4) a discussion of the predicament the publisher has if the book sales fall, and 5) the differences within monograph series, trade and university presses in securing funds to publish.

It is simple to see why this book has become the bible of graduate students. As Allan H. Pasco verbalizes in the last chapter of the book, “The issue is how to publish in such a way that the author and the field benefit for many years to come.”

Reviewed by Jose A. Carmona

Jose A. Carmona is the president/co-founder of Global Educational Institute, Inc. in Daytona Beach, FL. For 25 years, he has taught ESL and Spanish classes, chaired departments of languages, adult ESOL, and intensive ESL programs (IEP), and has been an educational consultant. Mr. Carmona has a Master of Arts and a Master of Education in Spanish and bilingual education from Columbia University/Teachers College in New York; he also completed his Bachelor of Arts degree in psychology, Latin American literature and education at Drew University in New Jersey. He is the author of an ESL reading and writing textbook series, a beginning Spanish textbook, his own book of poetry, *Adolescent Blues*, and *Perspectives on Community College ESL vol. 3: Faculty, Administration and the Working Environment* published by TESOL in 2008. His latest book, *Language Teaching and Learning in ESL Education: Current Issues, Collaborations and Practice*, is going to press May 2010.

Bring a TAA-sponsored workshop to your campus
TextandAcademicAuthors@taaonline.net

New TAA Workshop: 'Book-worthy: How Smart Academics Write To Get Published'

TAA is sponsoring a new workshop by former university press acquisitions editor Rachel Toor entitled, 'Book-worthy: How Smart Academics Write To Get Published.'



This workshop is designed for people who understand that all writers, especially good ones, struggle to be better. It will assist writers in determining whether their topic is actually book-worthy (and adapt it if it's not); how to write so that others want to read their work; how to approach publishers and what to expect from the process; and what attitudes, behaviors and disciplines are required to write and publish a book.

"We're all enamored with our topics," said Toor, who currently teaches creative writing in Eastern Washington University's MFA program and is on the faculty of Pacific University's low-residency MFA program. "Most academic writers deliver content in a way that fails to keep the reader in mind. This

workshop will address, in a way that should not be too painful, how to move through your infatuation—or desperation—to figure out what is worth writing about, how best to present your material, and how to get it published."

Toor's workshop will focus on the craft of writing—Who are the good writers in your field? What makes reading their books a pleasure? What tricks and moves do they use that you can steal in your own work? What are the practices and habits of successful writers?— and discuss the publishing process. "This will include how to talk to editors at conferences (please do not try to give them copies of your manuscript), how to write query letters, how to respond to reader's reports, what you need to know about contracts, and the sad fact that your work isn't finished when you hand in a final manuscript," she said.

A cum laude graduate of Yale University, with an MFA from the University of Montana, Toor is the author of three books, *Admissions Confidential: An Insider's Account of the Elite College Selection Process*, *The Pig*

and *I*, and *Personal Record: A Love Affair with Running*, and writes a monthly column on issues in writing and publishing for *The Chronicle of Higher Education*. Her work has appeared in *Inside Higher Ed*, *Glamour*, *Reader's Digest*, *Ploughshares*, *The LA Times*, *JAMA (The Journal of the American Medical Association)*, *Running Times*, *Marathon & Beyond*, and *Runner's World* among other publications.

TAA's Academic Authoring Workshops assist authors in jumpstarting their writing and getting it published.

TAA sponsors these workshops by covering the domestic travel and lodging costs of bringing a presenter to your institution, including air, ground transportation, lodging and food. The host institution pays the speaker's fee. The speaker's fee will depend on the length of the workshop, the content and the number of participants of each workshop.

To learn more about this workshop or to bring this workshop to your institution, visit www.taaonline.net/workshops/academic_workshops.html

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Copyright Clearance Center and TAA are pleased to be working together to podcast programs from the 2010 TAA Conference at www.beyondthebook.com.

You do not need an iPod or MP3 player to listen. Programs may be played directly at your PC, or downloaded and burned to a standard audio compact disc. Transcripts are also available.

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

Book promotion strategies: Participate in national sales meetings

By Leanne Silverman

The success of any textbook often originates at the national sales meetings held by textbook publishers and larger academic presses each year. But what, exactly, is a national sales meeting (NSM)?

"They're huge events," said Reid Hester, a 15-year veteran in textbook sales and marketing. Each January and August, the publisher's marketing teams, editors, and sales reps gather to review the season's textbooks—and to establish what's a priority for the reps to sell.

In large companies, there are often three separate teams of sales reps: "soft side," "hard side," and "generalists." Each team handles a wide array of disciplines. For example, Pearson Education's soft sales force represents anthropology, art, communications, English, history, music, philosophy, political science, psychology, religion, social work, sociology and world languages.

"You're competing internally with other disciplines and other titles within your discipline," said Hester. "Part of what you're doing [at the NSM] is getting the reps excited to sell your discipline and your book."

With the increasing role of technology, tech-talk "takes up a fair amount of oxygen at sales meetings these days," said Hester. Even so, "big first edition launches are very important, which translates into more time

to delve into the features of the book itself, not just the larger package."

Authors may get to speak briefly about their books at such launches. Who is invited depends on having the right book—and the right author: he said: "Publishers try to be discrete about bringing in authors who present well. Some authors are better about being on-message than others, and you don't ever want the reps to leave with a bad impression."

Robert Christopherson, a best-selling geography author who has presented at several NSMs, advises you to be fully prepared should the invitation be extended: "Make your 25 minutes stand out. If you come across as passionate, they'll remember."

Being invested in your book matters more as your text goes into subsequent editions. "It's a real challenge to be heard at the NSM after the first edition," said Hester. "An author with a successful book at a big company needs to be an advocate to keep the company's focus on the book year after year."

Christopherson agrees: "Always be the aggressor, make sure they know you're there" because doing so encourages your publisher to keep thinking about your book. But, he cautions, "make sure there's relevance and potency to your phone call; it's a fine line from valued author to irritant."

Leanne Silverman hung her shingle as a freelance writer and editor in Denver, CO after leaving a 12-year career in academic publishing.

How to use sales meetings to advocate for your book

By Leanne Silverman

Reid Hester, a 15-year veteran in textbook sales and marketing, and Robert Christopherson, a best-selling geography textbook author, share their advice for making the most of your participation in national sales meetings:

- **Provide specific, actionable information.** "If it can be used to sell your book, it's worth its weight in gold," said Hester. For example, build sales-ready bullet points about your book's features. Or track the updates and changes you make to a new edition as you make them. "Your editor and the sales reps will want to know," said Christopherson.

- **Review the competition.** "When a competing book comes out, I send a full review to show the talking points of my book versus their book," said Christopherson. "I provide a bolded summary of the point for each section so the editor can send those lines to the sales reps." Spreadsheets are another good way to highlight at a glance what differentiates your book from the competition.

Continued on page 8

Words & Numbers seeks review board members

Words and Numbers, an outsourced content development and creation solution

(www.wordsandnumbers.com), is looking for authors interested in serving on an executive review board for each of these subject areas: sociology, physics, biology and anatomy and physiology.

Executive review board members would ensure that the content created will be applicable and adoptable in the targeted market. Authors must be knowledgeable in the subject area, and have teaching experience in the



targeted market.

Executive review board members could play a role in the adoption of the materials created.

Authors, editors and reviewers for these subject areas are also needed. Compensation will depend on the level of contribution.

Authors interested in participating on the executive review board or who are interested in authoring, editing, or reviewing materials in these subject

areas, should contact Phyllis H. Hillwig, Ed.D., chief operating officer, Words and Numbers at 410-467-7835 ext. 273 or phillwig@wordsandnumbers.com.

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AUTHORS ASKING:

Q: "Should I receive royalties on products such as Vango Notes and other derivative products?"

"I have a business textbook with Pearson/Prentice-Hall. I picked Pearson for this book because I really like the level of development they invest in new projects, and now that we are in the second edition, the book is doing reasonably well. With the second edition Pearson also launched a VangoNotes version of our book. This is how the Vango site describes them (http://audible.custhelp.com/app/answers/detail/a_id/3734):

'VangoNotes are exclusively for Pearson Education textbooks. Some VangoNotes subject texts may still be helpful, so browse by subject at www.vangonotes.com. Alternatively, your professor may be able to recommend a Pearson textbook that will be relevant for your class.'

I've listened to the material on my book and it could be a substitute for it (though in brief), and the quote above clearly suggests that Pearson/Vango view the resources as interchangeable. I don't receive royalties on VangoNotes, even though it is essentially a summary version of the book, by chapter. Does anyone have some guidance for me as to what steps I should/could take to remedy this? I have talked with another Pearson author who has the same experience and concern. I also have experience with another publisher, Flat World Knowledge, which pays me a royalty on all derivative products related to my book, even study aids. My sense is that this is coming from the legal side of Pearson, not the editorial side, and I like working with my current editor."

A: Paul Rosenzweig, (ca) RRS, Inc., royaltyreview@sbcglobal.net:

"Pearson markets Vango Notes for their college and professional lines, but I haven't seen any royalties generated for Vango Notes through 2007 (most recent year for which PE has provided documentation on current audits)."

A: Marilyn Fordney:

"I found a website that was selling a study guide using the name of the textbook I authored. I contacted the company and discovered they do not pay royalties. I ordered a copy of the study guide. I discovered it would be of no value to someone using my textbook because the content did not match what was in the textbook's chapters. It was a complete ripoff to the student. This study guide was similar to what you call 'Notes.'"

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A: Ric Martini:

"A brief note regarding hardcopy, CD, or online derivative works:

If your contract does not grant the rights for electronic versions of your text (and stipulate the royalties due) you, and not the publisher, have the electronic rights.

If your contract grants electronic rights without compensation, but has a 'derivative works' clause, then at least you could at least demand to be paid the derivative rate (often 5%) for a derivative product in any market. Supplements to the text are a different matter.

If they just reference the text or use snippets, there's no basis for you to get paid. If a supplement contains substantive blocks of material from your book, you should be paid permissions fees. If the 'supplement' is essentially an adaptation of the text, as in the case of VN, either the standard royalty rate or the 'derivative works' or 'adaptations' royalty rates should apply. I haven't seen the VN for my books, so I can't make that decision as yet."

GRANT Continued from page 1

interactive as mating. Juan Dominguez played a major role in the development of that story. He was an undergraduate, and then a graduate student in my lab. After a postdoctoral appointment in another school, Juan returned to my lab in 2004, just as we were about to move to Florida State University. The work for which we received the publication grant showed that the neurotransmitter serotonin, levels of which are increased by certain antidepressants, inhibits the release of the major excitatory neurotransmitter glutamate in a brain area that controls male sexual behavior and thereby inhibits mating in rats.”

Dominguez said that working with Elaine Hull as an undergraduate helped galvanize his passion for understanding how hormones and the brain regulate mating behavior: “My interest in better understanding the neural regulation of behavior led me to stay in SUNY Buffalo in the Hull lab for my Ph.D. While in Buffalo, I studied how integration of pheromonal cues can alter reproductive behaviors and the brain mechanisms that regulate this behavior.”

After receiving his Ph.D. in 2002, Dominguez went on to study these same mechanisms but using anatomical and molecular approaches at the University of Cincinnati College of Medicine. The work performed during his postdoctoral training, he said, yielded a very interesting paper delineating the role of an excitatory brain chemical in the expression of mating behavior. “I then returned to work with Elaine Hull, when she moved to Florida State University, where we further explored influences of brain activity on behavior,” he said.

His first tenure track faculty position came with a move to American University in Washington DC, before moving to his present position of assistant professor of psychology and neuroscience at The University of Texas at Austin, where he heads a laboratory studying the neural and hormonal regulation of mating and other motivated behaviors.

TAA Publication Grants are open to member and non-member authors. Authors can apply for a Publication Grant 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. For more information on TAA Publication Grants: www.taaonline.net/publication_grants/

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ADVOCATE FOR YOUR BOOK Continued from page 6

- **Be aware of how your book relates to current events and share that information—judiciously—with your publisher.** “I’ll email the editor and marketing manager saying ‘these pages cover this type of event’ and ask them to forward it to the sales reps,” said Christopherson.

- **Consider establishing a book-related blog.** According to Hester, “marketing managers can’t be emailing reps constantly or they’ll stop listening,” so post about current events vis-à-vis your book on your blog (and let the press know it’s there.) Added bonus: your blog is accessible to adopters, too.

HULL Continued from page 1

writing, whether at the high school, college, or graduate school level.

The survey takes only a few minutes to complete, and it contains links to Pubcentral demos that enable you to see how one uses it and the kinds of reports it generates. Branding this tool in order to offer it as a TAA benefit is not cheap. So, for TAA to justify its adoption, we need to be reasonably sure that members will use it.

TAA is a member-run organization, and its members determine its direction. Please take the survey seriously.

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