



# THE ACADEMIC *Author*

FOR CREATORS OF ACADEMIC INTELLECTUAL PROPERTY

OCTOBER 2011

Text and Academic Authors Association • 2011:07

## Announcing new pilot program for academic authors

### TAA is embarking on a pilot program

to offer 25 TAA members an annual membership in the National Center for Faculty Development & Diversity's (NCFDD) professional development, training and mentoring community at a special rate starting January 1, 2012.

TAA members will be given the opportunity to join NCFDD—a \$240 value—for \$50 and receive weekly productivity tips, 10 live tele-workshops, and access to a private moderated discussion forum and monthly writing challenges.

To reserve your spot in the TAA-NCFDD Pilot Program, please e-mail [TextandAcademicAuthors@taaonline.net](mailto:TextandAcademicAuthors@taaonline.net) by November 20, 2011.

Participants will be accepted on a first-come,

*“This program was created to foster a supportive community for writing productivity and to improve publishing success. Our interactive community concept, as well as our ongoing support, has proved beneficial to many academic authors.”*

—KERRY ANN ROCKQUEMORE,  
NCFDD EXECUTIVE DIRECTOR

first-served basis. If you are accepted into the program, you will receive an invoice for payment due by December 7. ■



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### UPCOMING AUDIO CONFERENCE

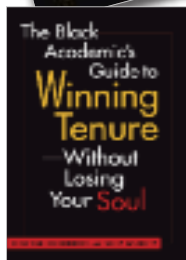
## How to Develop a Daily Writing Practice

Learn how to develop a healthy, consistent, daily writing routine that will help you make progress on your writing projects.

Join presenter Kerry Ann Rockquemore, Ph.D., executive director of the National Center for Faculty Development & Diversity, on October 25 at 2 p.m. ET, where she will share:

- The three biggest myths about writing that hobble your productivity
- The surprising difference between struggling new faculty and those who are designated "rising stars"
- The 30-minute strategy that will increase your writing productivity and decrease your stress, anxiety and guilt

Rockquemore provides workshops for new faculty at colleges and universities across the country, writes a weekly advice column for *Inside Higher Ed*, and works with a select group of new faculty each semester in the NCFDD's Faculty Success Program. In addition, Rockquemore is the author of *The Black Academic's Guide to Winning Tenure Without Losing Your Soul*. ■



Register online at [www.taaonline.net/TAATeleconferences/dailywriting](http://www.taaonline.net/TAATeleconferences/dailywriting)  
Free for members. Non-members pay \$25.

# Message



I hope you are enjoying TAA's newly re-designed newsletter and I welcome your feedback. This newsletter is just one of the many TAA resources

available to you as a TAA member, and all connect you to the TAA community.

Network with your fellow members by subscribing to TAA's textbook or academic authoring listservs. In addition to these two internal discussion groups, you can join the conversations on TAA's Facebook and LinkedIn pages, or follow us on Twitter.

TAA has a growing archive of recorded audio conferences and webinars on topics such as writing, editing, publishing, publicity, taxes, time management, contracts, royalties, copyright, supplements, book proposals, and more. Several live audio conferences are also held each year.

More than a dozen of your fellow TAA members—all veteran textbook and/or academic authors—have volunteered to serve as mentors. They are willing to assist you with your general questions about textbook and academic writing as well as specific questions about starting out, overcoming writer's block, working with a co-author, the revision process, and more.

TAA members can apply for a publication grant of up to \$1,000 to cover expenses incurred in publishing already accepted print academic journal articles and books. Over the past four months alone, TAA has already awarded six publication grants.

Find these and other resources available to you as a TAA member on the TAA website [www.taaonline.net](http://www.taaonline.net)

Make the most of your membership and become engaged in the TAA community today.

Sincerely,  
**Kim Pawlak**

## FEATURED MEMBER: SHERRY BISHOP

# Instructor retires from teaching to focus on writing

By Dionne Soares Palmer



**Sherry Bishop believes that in order** to have a successful textbook writing career, you have to really love it and really want to do it.

In May 2010, Bishop decided to focus her professional efforts exclusively on authoring textbooks after years juggling a demanding writing schedule and a full-time teaching load.

"The writing came to the point where I had two full-time jobs," Bishop said, "so I decided



Sherry Bishop

to write full-time. I had taught for 32 years, and I was ready for a bit of a change." Her writing career also provided her the flexibility to spend more time with her children and grandchildren and travel with her husband.

Bishop, a former web and graphic design instructor at North Arkansas College, began writing her first textbook, *Macromedia Dreamweaver 4 Illustrated*, in 2000, after being approached at a conference by an acquisitions editor from Course Technology. She has since authored or co-authored 27 titles for Course Technology and Delmar, including *Adobe Dreamweaver CS4 Revealed*, *Adobe Dreamweaver CS5*

*Illustrated*, and *Macromedia Dreamweaver CS3 Revealed*. Her most recent book, *Adobe Dreamweaver CS5 Revealed*, published in 2010, won a 2011 TAA Textbook Excellence Award. She is currently coauthoring a textbook about interactive media design.

Textbook authors, and in particular, technology textbook authors, face many challenges.

For example, Bishop uses the beta version of a program as the basis for the initial drafts of her books, and then does a final revision when the technology is released to the public to ensure the details are accurate. Working with beta software means dealing with frustrating bugs and glitches, she said: "I don't have a lot of resources to turn to when I get stuck. There is support online in a beta community, but there's no manual to turn to because I'm the one writing the manual!"

Although textbook authoring is a very challenging career, Bishop feels the frustration and months of hard work pay off when you hold the finished product in your hands. She still finds it a thrilling moment to receive the first copy of her book: "My hands are shaking when I open it up. I just can't wait to see it." ■

Dionne Soares Palmer is a freelance writer based in northern California.

## BUSY TAA MEMBERS



# Barbara Veltri receives Most Significant Scholarly Work Award

**Barbara Veltri, an assistant professor** in the Department of Teaching and Learning at Northern Arizona University, received the 2011 Research and Creative Activity (RCA) Most Significant Scholarly Work Award for her book, *Learning on Other People's Kids: Becoming a Teach for America Teacher*.

In a letter to Veltri, NAU's Vice President for Research Laura Foster Huenneke wrote: "This timely publication stands out for its compelling examination of Teach for America and for the important questions that it raises about the value of a program that serves our nation's neediest children. Your work demonstrates keen and insightful scholarship and represents an important perspective on America's current educational landscape."

The award was presented at a reception on the NAU campus on September 12. ■

# Celebrating faculty authors

By Dionne Soares Palmer

**Many universities across the** country pay tribute to their faculty authors by holding annual awards receptions to highlight recent faculty accomplishments.

One such university is California State University, Fullerton (CSUF). For the past eleven years, CSUF has celebrated its faculty authors at its annual Authors Awards; an awards luncheon held on campus and attended by the authors, college deans and department chairs, as well as other university faculty and staff. This year's ceremony honored 31 authors.

"We feel that it's very important to recognize our faculty in a variety of ways," said Chris Renne, director of the Faculty Development Center. "Writing is an important part of

the academic life and our faculty members deserve the recognition for accomplishing a major project such as writing a book."

During the ceremony, each author was recognized by his or her dean or associate dean, and three faculty authors were chosen to read selections of their books.

Andi Stein, a professor in the Communications Department, read a selection from her book, *Why We Love Disney: The Power of the Disney Brand*. "I was honored to be able to read a passage," she said. "My book had just come out a week before the event so I was very pleased that they asked me to read from the book. It was fun to get up there and share this brand new book with everybody."

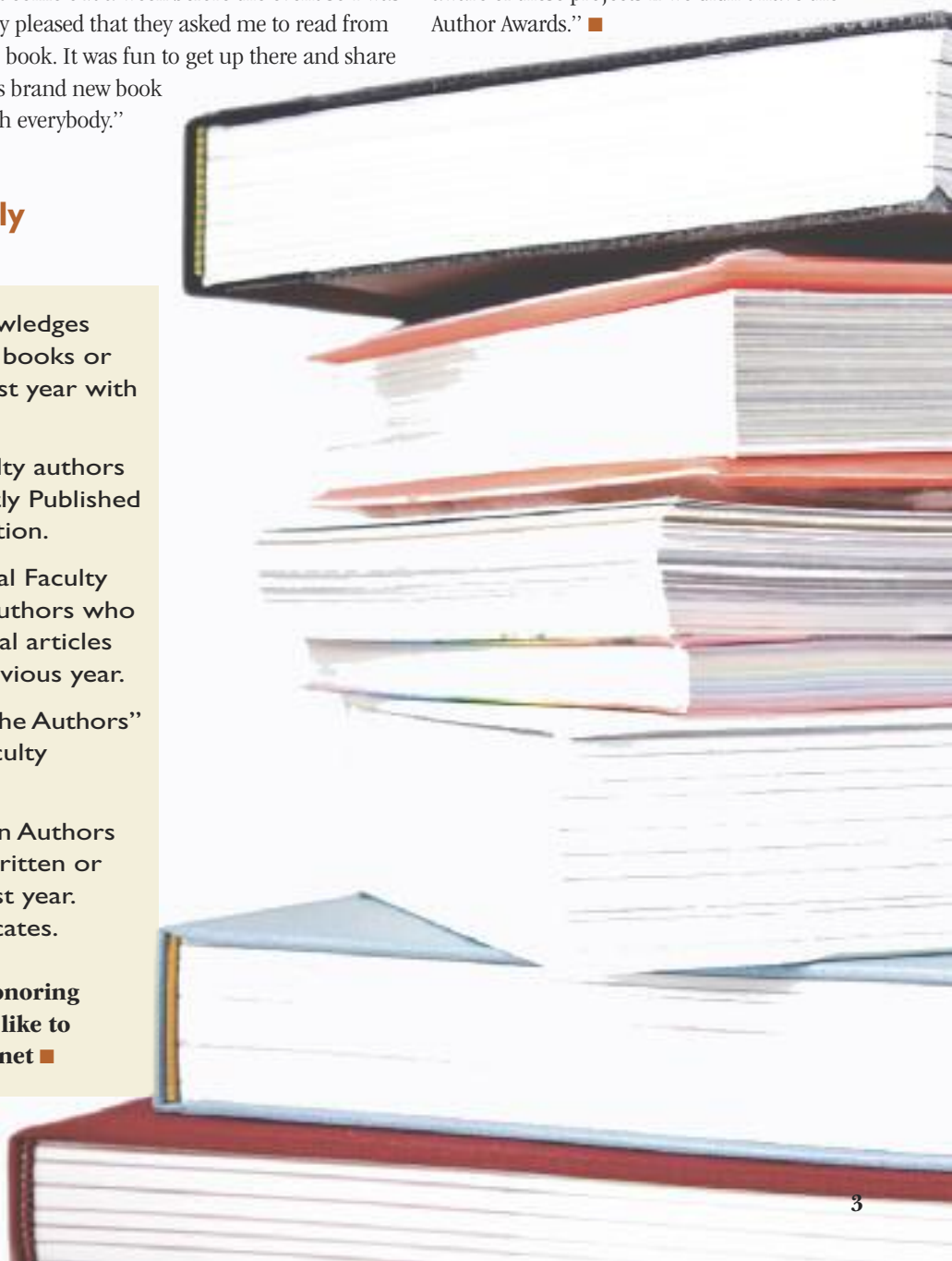
Amy Cox-Petersen, a professor in the Elementary and Bilingual Education Department, read a passage from her book, *Educational Partnerships: Connecting Schools, Families and the Community*.

"I believe that the Annual Author Awards are not just a place for you to showcase your work but also a place where you can learn more about what your colleagues are doing," she said. "I think our colleagues have interesting projects that they've been working on for years and I don't think that we would be aware of these projects if we didn't have the Author Awards." ■

## Other universities that regularly honor faculty authors include:

- **The University of La Verne** acknowledges faculty members who have published books or contributed to journals within the past year with an annual Faculty Book Day.
- **Rutgers University** honors its faculty authors with an annual Celebration of Recently Published Faculty Authors exhibition and reception.
- **Pittsburg State University's** annual Faculty Author Reception highlights faculty authors who have published books, chapters, journal articles and other publications during the previous year.
- **Emory Law** holds an annual "Meet the Authors" champagne reception to honor its faculty authors.
- **Emerson College's** Annual Emerson Authors reception honors faculty who have written or edited a book or CD-ROM in the past year. Each author is presented with certificates.

**If your university has a unique way of honoring faculty authors on your campus, we would like to highlight it. Email [Kim.Pawlak@taaonline.net](mailto:Kim.Pawlak@taaonline.net) ■**



# Instructors create communities of practice to encourage open textbook adoption

By Dionne Soares Palmer

**S**ome instructors are reluctant to adopt open textbooks because they worry about the accuracy and longevity of such textbooks and the lack of ancillary materials to aid in instruction.

In order to address these concerns and increase the number of open textbook adoptions, instructors and authors have teamed up with College Open Textbooks ([collegeopentextbooks.org](http://collegeopentextbooks.org)), a non-profit program funded by the William & Flora Hewlett Foundation, to create communities of practice around nine open textbooks. The goal is to foster communities in which authors and instructors share resources and keep the content of the open textbooks up-to-date and accurate.

“Open Textbook Adopter communities are a result of feedback from instructors and staff who told us they wanted to work in communities of practice to share and adapt open textbooks and open educational resources,”

said Una Daly, the newly appointed director of College Open Textbooks.

The nine communities of practice support open textbooks for accounting, statistics, economics, educational psychology, sociology, organic chemistry, English grammar, fundamentals of math, and project management.

The community of practice built around the project management textbook is unique because the community is writing the book itself. There are 57 project managers and instructors involved in the project, 40–45 of whom are producing content while the rest work on obtaining grant funding and creating a sustainable business model.

Many of the communities of practice have been highly successful, but there have been challenges as well. For example, different time zones can make online meetings difficult to plan, and some teachers are hesitant to share their teaching materials because they

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## College Open Textbooks grant program

Recently, College Open Textbooks (COT) offered grants of up to \$2,500 for research and activities related to open textbook adoption. The COT's Adopter Communities Small Grant Program awarded grants for activities such as:

- Customizing an open book
- Creating new materials or ancillaries
- Enhancing accessibility features
- Improving an open textbook

through collaborative efforts, especially between faculty members at different colleges and through the sharing of in-kind services

COT will be announcing the winners at the end of October.

For more information on COT's grant program, contact Una Daly at [una.daly@opendoorsgroup.com](mailto:una.daly@opendoorsgroup.com)

## Targeted marketing key to successful self-publishing

By Dionne Soares Palmer

**S**elf-published authors need to be more marketing savvy and more willing to dedicate time to the task of marketing, said Jeremy Robinson, author of *POD People: Beating the Print-on-Demand Stigma*.

“Marketing is really the only way a self-published author can get those first books sold and kick off the word-of-mouth machine,” he said.

Robinson learned this lesson the hard way when his first print-on-demand novel, *The Didymus Contingency*, initially failed to sell to readers outside his circle of friends and family. However, just one month after Robinson began proactively marketing the book, it became a Barnes&Noble.com best-seller and the #1 bestselling fiction title at print-on-demand publishing company Lulu.com. He also credits his marketing

*“Whatever you do, don't be afraid to experiment. The worst thing you can do for your book is not to try.”*

—JEREMY ROBINSON

efforts to ultimately landing a book deal with Thomas Dunne/St. Martin's Press.

After what Robinson describes as “long years of trial and error” experimenting with a wide range of marketing techniques, he found that locating his audience and specifically targeting them with his marketing efforts was the most successful strategy.

“Spending time marketing to a general

audience is a waste of time, and possibly money, because only a percentage of them are going to be interested in your book,” he said.

Robinson shares the following ideas for targeting your marketing:

- Visit online discussion forums related to your discipline and take part in conversations.
- Create YouTube videos demonstrating concepts from your discipline, such as physics experiments, and include your book information at the end.
- Find out where teachers hang out online and join the conversation.
- Offer free copies of your book to teachers. Getting added to a curriculum means yearly sales you can count on.

“Whatever you do, don't be afraid to experiment,” he said. “The worst thing you can do for your book is not try.” ■

## Book Review

# Faculty Fables A Campy Exposé

By Gerald Stone

Reviewed by Ron Pynn

**I am not Fenwick Pettipotter,** I swear I'm not. Well, maybe just a little I am. I more resemble Dr. Wanda Funderbinder for whom tenure loomed large and choices had to be made. These are just two of the characters in Gerald Stone's *Faculty Fables: A Campy Exposé* (Chautauqua Press, 2011). There are more, many, many more, characters in Stone's delightful and amusing romp through the halls of academia. In *Faculty Fables* you will find them all: faculty members, students, and administrators; Stone spares no one with his humor. All are here with their glorious idiosyncratic eccentricities. And anyone who has ever graced a college campus will recognize traits in faculty, students, and administrators we have encountered. Why, we might even see a bit of ourselves in these pages!

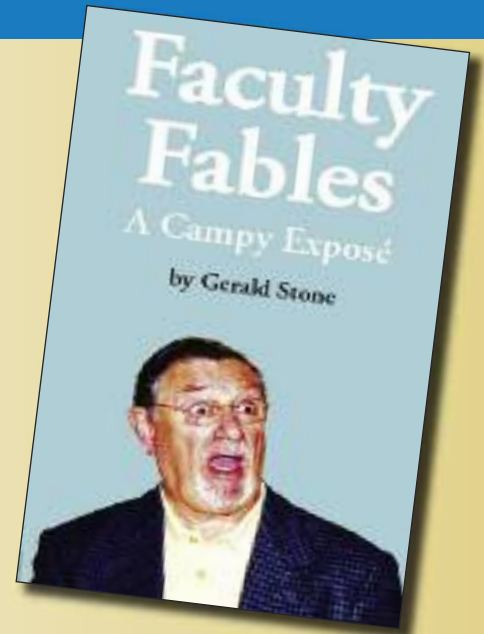
Fenwick Pettipotter spends his day circling campus in hopes of spotting a parking place. Who among us has not set our daily schedule by the availability of parking?

Dr. Wanda Funderbinder discovered being a good teacher interfered with publishing, and tenure hung in the balance. Sound

familiar? Then there is Weggie Thorenblatt who made the mistake of accepting a student's interpretation of an exam question in class. Or how about those student excuses why I didn't get my paper in on time. This caused Professor Grimsley to virtually quiver with sensitivity.

Gerald Stone sees it all, albeit through rose colored glasses. In the book there is the grading scale, the faculty member who delighted in large words, the administrator who built an empire, how students select a major, and how to build enrollment (a degree in salad bar management will help). Stone's campy expose pokes fun at all the eccentricities and behaviors found on college campuses, and Stone not only does it with good humor but with a touch of truth that comes too close to home for comfort.

Gerald Stone is well suited to write this campy expose. His credentials are impeccable: He is my friend and a long time TAA member (I believe the order correct). In addition Gerald has been a faculty member, scholar, dean, visiting professor, and journal editor. So he has gotten to know (possibly become) many of the characters in the book.



Although I believe his long association with TAA, including a turn as president, did not bring him into contact with any of the figures found in the book.

I highly recommend Gerald Stone's *Faculty Fables* for anyone who has even been a faculty member or administrator at a college or university. You will recognize these characters on your own campus, only the names have been changed to protect the guilty. And should you have any insecurity about buying this book, consider Dr. Swizzlestix. Buy the book, become a department chair, and all your doubts will disappear. ■

### ABOUT THE REVIEWER

**Ronald Pynn** is a Professor Emeritus of political science from the University of North Dakota. A founding member of TAA, he has served as both TAA's Executive Director and President.

## Five tips for successful textbook revisions

By Dionne Soares Palmer

**Lisa Ede, a professor of English at Oregon State University,** and author of *Work in Progress: A Guide to Academic Writing and Revising*, shares the following five tips for successfully revising your textbook:

**1. Start off strong.** If you have a clear revision plan for a portion of your manuscript, do those tasks first. Starting with the revisions you are most confident about means that "you'll start with a positive experience and build up energy and synergy," said Ede.

**2. Focus on global issues before local ones.** Doing the global changes in your manuscript first means you won't waste time revising paragraphs or sections that you later decide to delete.

**3. Analyze your manuscript.** "If you're having trouble deciding if a section of your text is working," said Ede, "analyze each paragraph by identifying what the paragraph *says* at the level of content and determining what it *does* for readers." This kind of analysis will help you gain perspective on your writing and what needs to be done to improve it.

**4. Listen to your sales reps.** They are in direct contact with the developmental editors who work on your book and the students and teachers who are using it.

**5. Learn from your students.** If you use your book in your classroom, show your students your working versions of chapter revisions and ask them for their feedback on any new examples, etc. ■

# How to extract articles from your dissertation



By Richard T. Hull

When I finally got around to writing my dissertation (that's another story), I realized that its organization easily fell into several relatively self-contained chapters. Once I defended, I needed to convert as much of the dissertation to publishable articles as I could, for the "hound of tenure" was fast on my heels.

I realized that I had written each chapter with a possible article based on it already in mind. In philosophy one often takes on positions articulated by others, and seeks to attack them in a way that makes one's own view more plausible and defended against those who would, or should, attack it. So, I "carved" the dissertation into three chunks and wrote them up as independent articles. I sent them to the same journals that had published the articles I was attacking, and they were accepted (usually subject to some revisions). Hence, my first three publications, followed by a fourth when one of my attackees sought to defend himself in print. Those, plus a couple of short pieces, secured a tenured appointment.

I started to direct dissertations, and told this story often. Two of my students took the story to heart, and both wrote each term paper with an eye to its being a chapter or part of a chapter in the dissertation. This proved to be a terribly efficient way to work through the graduate courses.

But the final exemplar of this strategy was the man hired as my replacement. His dissertation consisted of papers published prior to the dissertation presentation and defense. Hence, he extracted a dissertation from his articles.

Not a pair of bad strategies at all! ■

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fear criticism from their peers.

If successful communities of practice can be created in connection with an open textbook, it may mean that more instructors will adopt open textbooks for their classes, which would result in major savings for students.

"The math, sociology, and accounting are among the most popular community college classes, so hundreds of thousands of dollars could be saved by college students if they used open textbooks," said Jacky Hood, the outgoing director of College Open Textbooks.

For instructors interested in adopting an open textbook, Hood suggests contacting the

author or publisher to find out who is using the book. These other instructors may be interested in forming a community through email, Facebook, LinkedIn, Yahoo group, etc. "What would start them all rolling," Hood said, "would be to compare what materials they have created around the textbook and suggest sharing the materials among themselves, compile a list of errors they have found, brainstorm the best ways to teach the content, and share and compare what changes they made to the book."

Such communities of practice don't have to be large to be effective: "A small number of enthusiastic people work better than a

large group of people who are waiting for direction," Hood reported.

Daly, Hood, and their colleagues presented details about these nine communities of practice at the Sloan C-MERLOT Conference in San Jose, California on July 12, 2011. ■

## Your TAA resources

With the new academic year in full swing, we'd like to encourage you to take advantage of the various tools and resources included with your TAA membership.

Get answers to your questions and connect with your fellow textbook and academic authors through the following easily accessible benefits located in the members-only area of the TAA website:

### Live audio conferences and webinars

Participate in interactive 60-90 minute sessions on writing, editing, book publishing, publicity, time management, taxes, book proposals, contracts, royalties, copyright, supplements, indexing, and more.

### Podcast archive

All live audio conferences and webinars are recorded and available for download as podcasts or transcripts.

### Publication grants

Apply for a grant of up to \$1,000 to cover publishing expenses incurred for already accepted print academic journal articles and books.

### Listservs

Subscribe to the Textbook Author and/or Academic Author Listserv.

### Mentoring directory

Find a veteran textbook or academic author who can provide feedback on your writing project.

### How-To articles and Q&As

Read about valuable tips and strategies to assist you in your authoring and publishing efforts.

### Discounts

Receive discounts on editing, legal services, book publishing and printing services, and books.

### Attorney referrals

Browse a referral list of attorneys specializing in the representation of authors.

Do you have a comment, suggestion, question, or announcement?

Please email:

Kim.Pawlak@taaonline.net

## Appeals court upholds copyright infringement ruling

By Stephen Gillen and Kim Pawlak

**The U.S. Court of Appeals for the Second Circuit** affirmed an award of \$600,000 in statutory damages against Supap Kirtsaeng for copyright infringement based on his unauthorized importation and sale of international editions of John Wiley & Son's textbooks in the U.S.

Kirtsaeng had argued, in the U.S. District Court for the Southern District of New York, and on appeal, that the doctrine of first sale precluded Wiley from controlling further distribution or sale of copies of its copyrighted works once Wiley had sold them. But the appeals court affirmed the district court ruling that the doctrine of first sale was not applicable to copies manufactured outside the U.S. ■

**View the full decision:** [http://www.taaonline.net/news/wiley\\_kirtsaeng.pdf](http://www.taaonline.net/news/wiley_kirtsaeng.pdf)

## Indiana University signs eText agreements with four publishers

**Indiana University has signed agreements with four publishers** to provide students access to inexpensive digital and print books as part of the university's eTexts Initiative, which is aimed at reducing student textbooks costs.

Under the agreements, publishers John Wiley & Sons Inc., Bedford Freeman & Worth Publishing Group, W.W. Norton, and Flat World Knowledge, will provide a substantial discount and reduced eText restrictions in exchange for a much lower, guaranteed eText fee from each student.

The IU agreements evolved from a formal RFP purchasing process that followed two years of pilot-testing eTexts with students and faculty.

"IU's model ensures that students will benefit from the cost-savings and educational possibilities of eTexts and other online materials as their preferences shift to a blend of digital and print," said Brad Wheeler, IU vice president for information technology and professor in the Kelley School of Business. "eTexts on computers and mobile devices are opening up new opportunities for teaching and learning, and the IU agreements give faculty new options for lower-cost, high-quality course materials."

For some eTexts, IU's new agreements may save students almost two-thirds off the retail price of a new book or up to half off the cost of current eTexts offerings, many of which come with various restrictions on how they can be used, Wheeler said.

Students can choose to access their eTexts in digital and/or print formats, and there will be a print-on-demand option for students who prefer a hardcopy of an eText to keep after graduation. Faculty will continue to have the option to choose any course materials they wish. ■



### Executive Members

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To contact TAA Council Members  
please visit [www.taaonline.net](http://www.taaonline.net)

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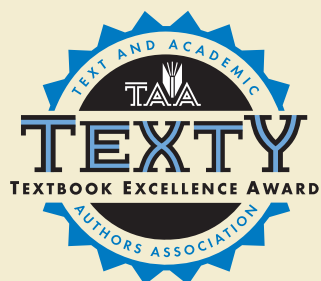


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## TAA ANNOUNCEMENTS



## Nominate your book for a 2012 TAA Texty or McGuffey Award

**TAA is now accepting nominations** for its 2012 Textbook Excellence Awards (Texty) and McGuffey Longevity Awards (McGuffey). The deadline for nominations is November 1, 2011.

The Textbook Excellence Award recognizes textbooks and learning materials published in the current or previous year. The McGuffey Longevity Award recognizes textbooks and learning materials that have been selling for 15 years or longer. TAA has been honoring academic authors with these awards for nearly 20 years.

Open to members and non-members, the nomination fee for the competition is \$300 and the deadline to receive books for judging is December 1, 2011. Award winners will be announced in the spring.

Awards will be formally presented to recipients during an awards luncheon at TAA's 25th anniversary conference in New Orleans on June 9, 2012. ■

**For more information, or to complete a nomination form, visit:**  
[www.taaonline.net/awards](http://www.taaonline.net/awards)



## Call for proposals for 2012 TAA Conference

**TAA is seeking proposals for its 25th anniversary conference in New Orleans June 8–9, 2012.** This year's theme is Academic & Textbook Authoring-Evolving Arts. The deadline for submissions is November 15.

Sessions should be interactive and engaging and can be presented in a variety of educational formats, including presentation, poster session, open discussion, roundtable discussion, learning lab and workshop. Topics should appeal to the new or veteran textbook or academic author, and can focus on writing, editing, coauthoring, publishing, marketing, proposals, contracts, royalties, ebooks or open access.

In celebration of the TAA's 25th anniversary, it has lowered conference registration to \$125 for members and \$155 for non-members.

**Please view the Call for Proposals for detailed information on submitting content, topic ideas, the selection process and expectations for presenters:** [www.taaonline.net/2012TAAConference](http://www.taaonline.net/2012TAAConference) ■

*We invite you to join us!*

*Save the Date!*



**Textbook and Academic Author Sessions**  
**Networking & Collaboration**  
**Roundtable & Brainstorming Sessions**  
**Mentoring Opportunities**

*"This is one of the best and most useful conferences I have ever attended!"—Sherry Bishop, 2011 TAA Conference attendee*

[www.TAAonline.net](http://www.TAAonline.net)