STANDARD 5
Scholarship: Research, Creative and Professional Activity

HIGHLIGHTS

➢ Research and publication, teaching and service are used to determine faculty appointment and advancement.

➢ In the past six years, faculty members individually have received some 16 awards, two faculty received the most prestigious award on campus, the Dux Academicus.

➢ Faculty members have published books, presented scholarly conference papers, published articles in refereed and non-refereed journals, and produced numerous juried and non-juried creative works.

➢ Since 2009, three faculty members have had sabbaticals; one has had academic leave.

➢ The school has supported every travel request since 2009.
1. Describe the institution’s mission regarding scholarship by faculty and the unit’s policies for achieving that mission.

At Loyola New Orleans, scholarship including research and publication is one of three areas including teaching and service that are used to determine faculty appointment and advancement. The university treats scholarship, teaching and service as equal responsibilities of the faculty member.

As written in Loyola University New Orleans’ faculty handbook, Section 7-2, Specific Professional Responsibilities:

The specific professional responsibilities of a faculty member fall into three categories: teaching, research and publication, and community service.

1. Teaching Responsibilities

Each faculty member shall pursue excellence in the preparation for and performance of teaching duties. It is subject mastery and personal scholarship which entitle a faculty member to freedom in classroom presentation of professional subject matter. Thus, it is improper for an instructor persistently to include material which has no relation to a subject, or to fail to present subject matter of a course as announced to students and as approved by the faculty in their collective responsibility for the curriculum.

Each faculty member shall observe duly promulgated regulations concerning such matters as the cancellation of scheduled classes, examinations, grades, current syllabi, teaching assignments, contact hours, full-time employment, and assessment and development of the curriculum.

Each faculty member shall be responsible for the timely preparation and grading of student examinations, as well as directing and carefully evaluating student assignments within a reasonable time.

2. Publication and Research Responsibilities

Each faculty member shall engage in research and develop personal scholarship. These activities should, however, reinforce and vitalize teaching; they should not supercede or exclude it.

Each faculty member shall maintain an active scholarly interest in his or her professional field in order to stimulate and challenge students in the classroom. This scholarly interest may be evidenced by such activities as attendance at professional conferences, reviews of professional literature and other professionally related activities.
3. Community Service Responsibilities

Each faculty member shall be expected to contribute to the general welfare of the community as well as the university through such activities as working on committees, serving as advisor for student organizations, active involvement in civic and cultural life, cooperation in student recruitment, and active participation in professional societies.

Each faculty member shall be responsible for regular academic advising and guidance of students, shall maintain scheduled office hours, and shall be familiar with academic regulations and the curriculum of his or her College. Each faculty member should refer students when appropriate to University service agencies (e.g., University Ministry, Student Health Service, Counseling and Career Services, Academic Resource Center, etc.)

The protocol for the School of Mass Communication is consistent with the faculty handbook regarding scholarship and teaching and service. See school protocol, page 8, Section D. Evaluation Criteria:

Evaluation Criteria
The criteria listed below are to be used to evaluate all faculty in conjunction with the norms contained in the Faculty Handbook. Reviews will be based only on norms related to the individual faculty member’s professional responsibilities. Other considerations will include the person’s ability to satisfy the immediate and long-range needs of the school; his or her ability to relate well professionally and personally to students and colleagues; and his or her professional standing within the school, the college, the university and among members of his or her own profession. In accordance with the College of Social Science Handbook, the School of Mass Communication Rank and Tenure Committee will use the following quantifiable system to assist in evaluating faculty performance. Tenure-track faculty will be evaluated in teaching, scholarship and research, and service. Non-tenure-track governing faculty will be evaluated on teaching and service. Part-time faculty will be evaluated on teaching.

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

All full-time faculty whose work is included in numbers 3 and 4 were employed at Loyola University New Orleans during the years which scholarship, research, creative and professional activities are included.

Note: The scholarship is included for the following individuals since they were employed by Loyola during the period examined. But it should be noted that: Dr. Larry Lorenz has been in phased retirement since 2011 (completed fall 2013); Dr. Sherry Lee Alexander has been in phased retirement since 2012 (to be completed fall 2014); Dr. Yolanda Cal’s
contract ended spring 2013. It was not renewed for the fall 2013 semester, and Dr. Mark Poepsel took another academic position at another university beginning fall 2013.

3. Using the grid that follows, provide counts of the unit’s productivity in scholarship for the past six years by activity, first for the unit as a whole and then for individuals broken down by academic rank. The grid should capture relevant activity by all full-time faculty. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

<table>
<thead>
<tr>
<th>Scholarship, Research, Creative and Professional Activities</th>
<th>*By Unit</th>
<th>By Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full Professors (5)</td>
</tr>
<tr>
<td>Awards and Honors</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Grants Received Internal</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Grants Received External</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Scholarly Books, Sole- or Co-authored</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Textbooks, Sole- or Co-authored</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Books Edited</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Monographs</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Articles in Refereed Journals</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Refereed Conference Papers</td>
<td>33</td>
<td>19</td>
</tr>
<tr>
<td>Invited Academic Papers</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Encyclopedia Entries</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Articles in Non-refereed Publications</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Juried Creative Works</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Non-juried Creative Works</td>
<td>60</td>
<td>7</td>
</tr>
<tr>
<td>Invited speaker/presentation</td>
<td>17</td>
<td>11</td>
</tr>
</tbody>
</table>

**Other: 1 Instructor, 1 Visiting Professor—all are full time.

A total of 11 faculty are included in the above grid; however, it should be noted that one full professor and one associate professor have been in phased retirement for the past three years. The following pages represent the individual productivity for the past six years.
4. List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note.

Alexander, Sherry Lee (in phased retirement)


Andrews, Valerie


**Andrews, V.** (2010-2011). First Place for Top Public Relations Division Teaching Paper, AEJMC.


Cal, Yolanda

“Vice or Virtue? The Role of Ethics in Advertising and PR Education.” Conference Monograph. The Power to Transform the World Conference, Marquette University, July 2010.


Duhe, Sonya


Duhe, S.F. (April 2012) Social Security Administration grant, Strategic Communications Training, April 2012, $65,971

Duhe, S.F. (August 2011). Open Society Institute grant College Debate Camp, $80,800.

Duhe, S.F. (January 2011). Social Security Administration grant Strategic Communications Training. $90,950.85.

Duhe, S.F. (February 2010). Social Security Administration grant Strategic Communications Training, $114,889.


Lorenz, Alfred (retirement, Fall 2013)


Informed Sources Moderator, WYES TV, Weekly 30 minute television program discussing issues that face the New Orleans area. (1987-present)

Martin, Lisa

Excellence in Advising Award, College of Social Sciences, May 2012

Associate producer/field producer, NBA Entertainment (2013- 2008)

Electronic Press Kit (EPK) Producer, Sony Pictures “North of Hell”; Interviewed Katherine Heigl, Jim Belushi, Patrick Wilson, and Jordana Brewster, Anthony Burns (director) and two producers, (2013)

Field producer, CBS Morning News; Interviewed Condeleeza Rice about the Boston Marathon terror attack and the effect it had on the workings in the White House (2013)

Field-Producer, Discovery Channel’s SWAMP PAWN; Interviewed Clayton, Quentin, and Rick in Bayou Pigeon, Louisiana (2013)
Field producer/satellite coordinator, NFL NETWORK; New Orleans Saints (2012)

Field producer/satellite coordinator, ESPN (2012)

Writer/producer/editor, BIGG SHOTS Productions; commercial for Bigg Shots Bedding with Saints Quarterback Drew Brees, (2012)

Field producer, OPRAH: “Where are They Now” premiere (Interviewed Gennifer Flowers), (2012)

Field producer, Ray Show; interviewed Ken and Judy Hawkins for the Rachel Ray Show in Biloxi, MS (2012)

Field producer, American Idol; Conducted interviews for the segment on Baton Rouge contestants and supervised b’roll shoot at the River Center (2012)

Field producer, “Washington Watch with Roland Martin;” assisted with panel discussions and interviews at the Essence Festival in New Orleans (2012)

Field producer, The Hartford; Conducted interview for internal PR piece at the New Orleans Marriott (2012)

Field producer, The History Channel DEADLIEST PLANET: Hurricane Charley Blows through the town (2012)

Electronic Press Kit producer, SONY Pictures; Interviewed Willem Dafoe, Matt Dillon, Tom Bergenger, along with producers, directors, stunt personnel, and various other production staff (2011)

Field producer, Mercedes Benz USA; 2 days of field-producing Mercedes Benz USA Super Dome segment and interviewing Saints owner Tom Benson and Mercedes Benz VP of Marketing, Steve Cannon for the MBUSA website (2011)

Producer, LIVE The Rachel Maddow Show (2011)

Field producer, Nickelodeon; for work as field producer on the Big Help Nickelodeon shoot with Victorious Cast and Chris Paul in Violet, LA (2011)

Coordinating producer, “Treme,” HBO (2011)

Assistant, “Cajun Wedding, Tru TV (2010)

Interviewer, Glamour Magazine, interviewed Denise McMillen, mother of Constance McMillen, Glamour’s Woman of the Year in Perkinston, MS. (2010)

Coordinator, VISA LIVE, shots with Drew Brees at the Louisiana Superdome on (2010)

Field producer, Hurricane Katrina Anniversary stories with Arthel Neville, FOX News (2010)


Field producer, The Weather Channel, 8 hours of live coverage with Stephanie Abrahams in Venice, Louisiana (2010)

Field producer, NBC Universal, live shots with BP PR exec Doug Suttles at Shell Oil Training Center in Robert, LA (2010)

Field producer, NBC Universal, field-producing 7 pool LIVE shots for NBC, CBS, ABC, CNN, MSNBC, FOX Live, and The Weather Channel with Admiral Thad Allen at WLAE TV in Metairie, LA (2010)

Field producer, ACE Hardware, shot live shows at ACE Hardware Convention (2010)


Sideline reporter, Nicholls State vs. Duquesne game at Guidry Stadium, WHNO-TV (2009)

Phone coordinator, VISA; Drew Brees satellite shots for KEF at New Orleans Superdome (2009)

Field producer, Rachel Ray Show (2009)

Field producer, PBS NewsHour, PBS (2009)

Field producer, Carnival Fantasy Cruise Line, INSIDE EDITION (2009)

Field producer, PBS NewsHour, PBS, Education Secretary Arne Duncan shoot for The PBS NewsHour (2009)

Ole Miss Foundation (2008) For field-producing Deuce McAllister’s Ole Miss promo for the Ole Miss foundation at Saints Camp on October 17th, 2008.


VISA (2008) For phone-producing Drew Brees interviews with KEF Media on Tuesday, September 23rd at the Louisiana Superdome.


Field producer, Nickelodeon (2008)

Field producing, The Reelz Channel (2008)

Field producer, TOP COPS; Sgt. David Cartel (2008)


Field producer, EXTRA; Brad & Angelina’s non-wedding story in the French Quarter in New Orleans (2008)

Interviewer, Tru TV; interviewed Sgt. Joe Narcisse of NOPD (2008)


Filed producer, TV Guide TV, Jamie Lynn Spears’ pregnancy story (2008)


Field producer, “KaBOOM!,” Fannie Mae (2007)

Field producer, Sugar Bowl Camellia Marching Band Competition, ALLSTATE (2007)

**Myers, David**


Myers, D. Circles tend to return. *Game Studies, 12(2)* (2012)


Myers, D. *How games might annihilate narratives*. Invited presentation at Digital Games and Literary Theory Workgroup, University of Malta. Valletta, Malta. (March 2012)


Myers, D. *Gamification then and now*. Invited presentation at the Video Games Studies ScholarlyInterest Group, Society for Cinema and Media Studies Annual Conference. New Orleans, Louisiana. (March 2011)


Myers, D. Exploring differences between games and simulations as semiotic systems. Paper accepted for presentation at the International Simulation & Gaming Association Annual Conference. Spokane, Washington. (July 2010).

Myers, D. *In search of a minimalist game*. Paper accepted for presentation at Digital Games Research Conference, London, Brunel University. (August-September 2009)


Myers, D. Grant recipient. Loyola Online Course Initiative (2009)


Myers, D. *Self and selfishness in online social play*. Paper accepted for presentation at the Digital Games Research Association Conference, Tokyo, Japan. (September 2007)

**Nelson, Andrew**


**Parr, Leslie**


“NOLA Now, Part II, The Human Figure, Contemporary Arts Center (June 23-Aug. 5, 2012)

"Light," juried exhibit, New Orleans Photo Alliance (Feb 1- Mar. 25, 2012)


Parr, L. “Between the Faithful and Forlorn,” juried exhibit, New Orleans Photo Alliance (April 23 – June 26, 2011)

Parr, L. photographs in Kevin Rabalais, ed., Sacred Trespasses: A Loyola New Orleans Faculty Reader. (2011)


Parr, L. New Orleans Jazz and Heritage Festival Grant for annual NolaLoyola event for (2011-12)

Parr, L. Marquette Fellowship, Loyola University New Orleans, (2010-2011)


Parr, L. “American Dream,” juried exhibit, New Orleans Photo Alliance Gallery (Feb. 5-Mar. 21, 2010)


Parr, L. “Portrait,” invitational exhibit, Diboll Art Gallery, Loyola University New Orleans (June 1 -Sept. 3, 2009)


Parr, L., Grandstand exhibitions, Jazz and Heritage Foundation juried exhibits, Jazz Festival, (2007, 2008)


**Poepsel, Mark**


**Poepsel, M.,** Park, E.H., Maybe McLuhan was Right. Could the Medium be the Message (or at Least Part of it) in a New Media Landscape? Paper presented at the annual meeting of the International Public Relations Research Conference, Miami, FL. (March 2012)

Poepsel, M. Community News as Collective Action. Paper presented at the meeting of the Association for Education in Journalism and Mass Communication, St. Louis. (Note: This paper was named the top student paper in the Community Journalism Interest Group) (August 2011)

Rogers, Cathy

Rogers, C. Plank Center Educator Fellowship, 2013


**Rogers, C. & Andrews, V. (2012-2013). Service learning grant (Fellowship for Community Engaged Scholarship), Loyola University New Orleans

Rogers, C. (2012-2013). Professional development grant, Loyola University New Orleans


**Rogers, C. & Andrews, V. (August 2012). “Coorientation Theory and Assessment of the RFP solution to Client/Service Learner Matchmaking.” Presented to Teaching Category of the Public Relations Division at the National Convention, Association for Education in Journalism and Mass Communication (AEJMC), Chicago, Ill.


Rogers, C. (2006-2007). Great Ball of Fire Award/Outstanding Member Award, Public Relations Society of America, New Orleans Chapter.

Thomas, Robert

Executive Producer and writer, documentary on the Mississippi River Gulf Outlet: *Mrgoing, Going, Gone*, Summer 2013 (with Ryan Pastorak & Kevin McCaffery).


Thomas, R.A. 2010-2011. Dux Academicus Award, the highest honor at the university, from Loyola University New Orleans.


Co-producer with Kevin McCaffery, video regarding learnings by scientists since the BP blowout, National Science Foundation Grant to Dr. Jessica Kastler, Gulf Coast Research Lab, Ocean Springs, Ms., 2011-2012.


Thomas, R.A. 2009-1010. Community Steward Award, Leadership Northshore.

Thomas, R.A. 2008-2009. Loyola Faculty Senate Outstanding Teaching Award, Loyola University New Orleans.


**Zemmels, David**


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5. Provide relevant sections of faculty guides, manuals or other documents in which the unit specifies expectations for scholarship, research, and creative and professional activity in criteria for hiring, promotion and tenure. Describe how the unit’s criteria for promotion, tenure and merit recognition consider and acknowledge activities appropriate to faculty members’ professional as well as scholarly specializations.

The School of Mass Communication does recognize scholarship and research for hiring, promotion and tenure decisions. The following taken from the school’s protocol page 11 under Scholarship and Research, states the following:

**SCHOLARSHIP AND RESEARCH**

The School of Mass Communication values peer-reviewed scholarship, research and publication as an important requirement for retention, tenure and promotion of members of the ordinary faculty. Tenured faculty members are recognized as experts according to their sustained participation in scholarly activities. Although faculty scholarship, research, publications and presentations are evaluated annually, the evaluation of the scholarship and research is based on productivity over the previous three years.

Examples of scholarship and research include, but are not limited to, the
following:
1. Scholarly books, monographs, book chapters
2. Papers published in scholarly journals, books or monographs
3. Textbooks and textbook supplement
4. Subsequent editions of books
5. Book reviews
6. Professional and creative disseminated works (e.g. published material, to include newspaper and magazine articles and radio and television scripts; significant editorial work; significant involvement in production of radio or television programs; significant advertising or public relations activity; significant graphics or photography activities; exhibitions)
7. Presentation of papers at scholarly or professional conventions.
8. Chair of panel, panelist, paper discussant or paper reviewer for scholarly or professional conference
9. Lectures, seminars or similar presentations at educational or professional institutions other than Loyola; or on-campus academic presentations, which are beyond assigned duties
10. Formal editorial affiliation with scholarly or professional journals, or any reputable serials publication
11. Fellowships/faculty internships
12. Grants

The five categories listed below are to be used to evaluate faculty scholarship and research.

**Does not meet expectations:** No evidence of scholarly, professional or creative activity

**Needs improvement:** Annual scholarship and research is less than that required to meet the ‘satisfactory’ requirement, as measured over a three-year period

For example,
1. A single book review in the popular press
2. A single presentation at a scholarly or professional conference
3. Minor professional and creative work

**Satisfactory:** At least one of the following -- or its equivalent -- per year, as measured over a three-year period

1. A scholarly publication in a peer-reviewed journal
2. The successful completion of a research fellowship or internship, based on an external research grant application
3. Two or more of any of the following:
   a. book review in scholarly publication
b. an encyclopedia article
c. a juried presentation at a scholarly or professional conference
   including serving as chair/moderator of a panel, insofar as this
   service is a significant contribution to the conference
d. an invited scholarly lecture or presentation
e. multiple minor professional and creative works

**Exceeds expectations:** Average annual scholarly activities are greater in number, as measured over a three-year period, than that required to meet the ‘satisfactory’ requirement, but less than that required to meet the ‘outstanding’ requirement. For example,
1. A scholarly publication and a juried presentation, per year
2. A scholarly publication and an invited scholarly lecture or presentation, per year.
3. Three juried presentations at a scholarly or professional conference, per year
4. Multiple professional and creative works

**Outstanding:** At least one of the following -- or its equivalent -- over a three-year period
1. A scholarly book, or textbook or equivalent, including significant professional or creative work
2. An edited scholarly book or journal issue
3. Administration of a major external research grant (e. g., $10,000+)
4. A university research award
5. More than one scholarly publication, per year, as measured over a three-year period

6. Describe the institution’s policy regarding sabbaticals, leaves of absence with or without pay, etc.

According to the university faculty handbook, section 6.4, the following serves as policy regarding sabbatical leaves:

**1. Purpose of Sabbatical Leave**
The objective of the sabbatical leave program is to enhance the academic quality of the university by providing the faculty member with an opportunity for professional growth over an extended and uninterrupted period. Such opportunities will allow the faculty member to engage in full-time scholarly research, specialized study related to one’s academic field, writing, participation in programs designed to improve teaching or other scholarly activities.

**2. Duration of Sabbatical Leave**
An eligible faculty member may elect to take a one-semester sabbatical leave at full salary or a two semester sabbatical leave at two-thirds salary. Occasionally, if the dean of a college in consultation with the provost and vice president for academic affairs feels a proposal has particular merit, a two-semester sabbatical leave at full pay may be offered.
Such offers may be made only if funds remain in the budget (see 3c) after all other valid proposals have been accepted, and at no time should such offers require an increase in the budget.

3. Eligibility
All full-time tenured faculty members are eligible for a sabbatical leave after they have completed seven years of continuous service as ordinary faculty at the university. Normally, subsequent sabbatical leaves are granted in the seventh year or after 12 semesters of qualifying service.

Credit may be granted for professionally relevant leaves taken since the faculty member’s last sabbatical leave. Credit eligibility for sabbatical leave may not be accumulated beyond seven (7) years, unless a full eligible or qualifying leave is denied solely for the convenience of the department, college, or university. Where a faculty member is eligible or has qualified for sabbatical leave but is prevented from taking the leave as a result of administrative necessity or department needs, one year of qualifying service past the terminal date for previous sabbatical leave shall be counted (banked) toward the next sabbatical leave. A faculty member requesting the banking of one year must submit a letter stating that he or she is eligible for a sabbatical leave as well as the reasons preventing that leave. The agreement of both the dean and provost is necessary to bank one year toward the next sabbatical. In this instance only, a sabbatical leave may be granted to the same person no more than once in any six years.

The number of sabbatical leaves granted in any given academic year will be determined by the academic feasibility of releasing the faculty member for the period requested and by the amount of money available for granting such leaves. The university will budget directly funds to provide for sabbatical leaves.

Eligibility does not imply an automatic right nor an automatic granting of a sabbatical leave.

4. Application Procedure
Applications for sabbatical leave are considered once each year by the appropriate dean in accordance with established protocols of the college. Deadlines for receipt of applications will be announced by the college at least 30 days in advance.

The faculty member should apply for leave in the academic year before the year the requested leave is to begin, that is, apply in the fall of 2013 for a sabbatical leave that would begin either in the fall of 2014 or in the spring of 2015.

Failure to request a sabbatical leave when a faculty member becomes eligible will indicate that the faculty member does not desire a leave for the ensuing year. He or she may apply in subsequent years as long as he or she complies with the deadline for applying.

In order to qualify for a sabbatical leave a faculty member shall submit a detailed plan for one of the following:
Full-time study at an educational institution other than Loyola University New Orleans.

Full-time research under the auspices of an educational or research institution or freelance research.

Full-time writing, provided that some preliminary outline of the proposed theme and content is presented.

Travel with the purpose of studying a range of educational institutions and/or programs. Specifics of such travel plans and their purpose shall be set forth in reasonable detail.

Other proposals or projects consonant with the objectives of the university’s sabbatical leave program.

The applicant must indicate whether his or her research, study or writing will culminate in some substantive work, such as an article, book, artistic production, major grant proposal, or new course proposals with accompanying syllabi.

An application for sabbatical leave must be submitted to the appropriate departmental chairperson and/or dean who shall be empowered to review applications, request information and make a written recommendation to the provost and vice president for academic affairs indicating support for, or opposition to, the request for sabbatical leave and whether a replacement will be needed. These documents should be forwarded by the dean to the provost and vice president for academic affairs within thirty calendar days after the deadline for accepting applications.

The provost and vice president for academic affairs will make a final decision within thirty days of receipt of these recommendations from the appropriate dean.

**5. Acceptance of Sabbatical Leave**

It is understood that the granting of a sabbatical leave will not increase the workload of the department, interrupt course sequences, or curtail the advising program of the department. It is recommended that whenever possible a faculty member on a two semester sabbatical leave will be replaced temporarily by a visiting professor.

A faculty member accepting a sabbatical leave may not take on either full-time or part-time employment during the period of the leave. While fees may be accepted without special approval for a few lectures or a few days of consulting, no substantial work for remuneration should be undertaken without prior approval of the dean and the provost and vice president for academic affairs. However, a faculty member may accept a fellowship or grant from a foundation, provided the acceptance of such a stipend does not impose upon the recipient duties and obligations that would be incompatible with the purpose for which the sabbatical leave was granted.

Within two months after returning to the university the faculty member shall submit in writing to the provost and vice president for academic affairs, and the dean, through his or her departmental chairperson, a report on the results of the project undertaken during the sabbatical leave. The report shall become a permanent part of the faculty member’s
file at the University. This report shall be considered in the faculty member’s next annual evaluation.

A faculty member accepting a sabbatical leave agrees to remain in the service of the university for at least one academic year following the completion of his or her sabbatical leave.

A faculty member accepting a sabbatical leave does so without prejudice to his or her contractual status, future salary increase, or any benefits associated with his or her employment by the university and all fringe benefits shall remain in effect during the period of the sabbatical leave. In addition, he or she shall also retain all departmental rights.

Sabbatical leave time will be counted toward time in rank for promotion purposes.

Academic Leave

The objective of the academic leave program is the same as that for sabbatical leave, and a faculty member with an appropriate project will ordinarily apply for a sabbatical rather than academic leave. However, there are exceptional cases where academic leave may be warranted. Such cases may involve a faculty member who has not accrued seven years since his or her last sabbatical but who has a unique opportunity, one which can not be postponed, to engage in the kind of activity that the sabbatical seeks to encourage. 6-6

In either case a faculty member must have a proposal of unique and high merit to qualify for academic leave. Academic leaves, therefore, are granted only in extraordinary circumstances. The application and acceptance procedure for academic leave will follow that outlined for sabbaticals, except that applications for academic leave are considered once each semester, and will be carried out by the same administrative procedures. The remuneration of a faculty member on academic leave will be one-half of his or her regular salary. In special cases an academic leave with remuneration greater than one-half of the faculty member’s salary may be offered by the provost and vice president for academic affairs.

- Leave of Absence Without Pay: Leave of absence without pay may be granted a member of the Ordinary Faculty at the discretion of the provost and vice president for academic affairs for a period not to exceed two years.
- Bilateral Contractual Responsibilities: The university has adopted the following policy regarding contractual negotiations:
  - Negotiations by Loyola University New Orleans regarding possible appointment of faculty members of other institutions should be begun and completed as early as possible.
  - It is desirable that, when feasible, a Loyola faculty member who has been approached by another university with regard to a position inform the dean that negotiations are in progress.
  - A Loyola faculty member who accepts a binding appointment
elsewhere should always promptly notify Loyola University. A Loyola faculty member should not resign to accept other employment after May 15, or thirty days after receiving an offer of employment at Loyola for the following year, whichever date occurs later. A faculty member may ask the provost and vice president for academic affairs to waive this requirement on the basis of an alleged emergency, but the faculty member should conform to the decision.

- Except by agreement with Loyola, a faculty member should not resign a faculty position during the academic year in which an appointment is held.

7. List faculty who have taken sabbaticals or leaves during the past six years, with a brief description of the resulting activities.

Four School of Mass Communication faculty members have taken sabbaticals and/or leaves since 2009. Dr. Cathy Rogers, sabbatical in spring 2012, Dr. Leslie Parr, sabbatical in Fall 2012, Dr. David Myers, sabbatical in Fall 2011 and Dr. Bob Thomas, 2009-2010.


Rogers, C. & Andrews, V. (August 2012). “Co-orientation Theory and Assessment of the RFP solution to Client/Service Learner Matchmaking.” Presented to Teaching Category of the Public Relations Division at the National Convention, Association for Education in Journalism and Mass Communication (AEJMC), Chicago, Ill.


2. Leslie Parr: Sabbatical Fall 2012

Wrote lecture for Loyola Alumni College, June 2012.
Exhibited photograph: “NOLA Now, Part II, The Human Figure, Contemporary Arts Center, June 23-Aug. 5, 2012.

Attended Look3 Photo Conference, Charlottesville, VA. Took workshop in Adobe Photoshop Lightroom. Attended lectures by master photographers.

Photographed Metairie Park Country Day Creative Arts Camp for brochure and website.

Organized NolaLoyola event Sept. 28.

Directed NolaLoyola event Sept. 28.


Photographed Social Aid and Pleasure Club parades, Sundays.

Guest lecture, “Women in Nineteenth Century Benevolent Associations and Twentieth Century Social Aid and Pleasure Clubs,” Women in New Orleans History class, Tulane University.

3. **David Myers: Sabbatical Fall 2011**

Completed final editing of “True values of false objects” (6000 words) which is part of a peer-reviewed collection of scholarly articles on the economics of virtual worlds, *Digital Virtual Consumption*, edited by Mike Molesworth and Janice Dengeri-Knott of Bournemouth University in the U.K. This collection was published in book form by Routledge in 2012.

Wrote and submitted a scholarly article on paradox in games, “Game as paradox: A rebuttal of Suits” (5500 words), to the *Journal of Philosophy of Sport*. This article was published in 2012.

Wrote and submitted a scholarly article on aesthetics in games, “What computer games and computer problems tell us about digital games and art” (6800 words), to *Digital Creativity*. This article was published in 2012.

Part of an online collaboration determining formats for the 6th Annual Philosophy of Computer Games conference in Madrid, Spain. This activity
involved reviewing submissions to that conference.

Invited to become a member of the Editorial Board for the online scholarly journal *Game Studies*; Subsequently reviewed submissions to that journal during the sabbatical period.

As a result of online activities and discussion during the fall 2011 sabbatical, invited to participate in a March 2012 workshop on digital games and literary theory at the University of Malta. This workshop involves paper presentations as well as preparation for an annual peer-reviewed conference focused on the relationship between digital game criticism and analysis and literary theory, tentatively scheduled to begin during the latter half of 2012.

During the sabbatical, prepared a 4000-word scholarly article for inclusion in the upcoming *Routledge Companion to Video Game Studies*, edited by Mark Wolf and Bernard Perron. This article was begun during the latter portion of the fall 2011 sabbatical and was completed during 2012.

Constructed, in collaboration with Loyola’s English department, a three-hour course, *Games and Stories*, offered during the spring 2012 semester within the English department’s film and media studies sequence.


After serving as interim director of the school for three years, Dr. Thomas was granted an academic leave. He worked with the incoming director in the director transition. Dr. Thomas did not teach regular classes, but kept committee duties, participated in faculty meetings, advised students and kept office hours.

Re-implemented Loyola University Center for Environmental Communication (LUCEC). The spring semester was spent dealing with the BP-Macondo Blowout that resulted in numerous interviews and scholarly/professional pieces of work.

8. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.

The School of Mass Communication, through strategic use of its operating budget, endowed accounts, raised funds through fundraising and training grants, has afforded to support faculty and staff with travel funds to scholarly and professional conferences and meetings, for professional development for both faculty and staff and for professional activities such as presentation of keynotes, award dinners and student professional meetings. The school also pays for at least one membership of the faculty member’s choice. Where faculty have endowed professorships, memberships come from the professorship funds.
**Travel Funds:**
The School of Mass Communication has supported every travel request for scholarship and/or professional development activities since 2009 for all faculty and staff in the school including such meetings as AEJMC, ICA and RTDNA. The majority of travel funds come from the school’s operating budget; however, endowed professorships and chair funds are also used as well as director discretionary accounts and endowed accounts when necessary.

**Grant Funds to Faculty and Students:**
Immediately following the BP Oil Spill, the school, with peer review, gave mini seed grants to faculty to do work on the oil spill. The school has also offered informally undergraduate research funds to students working directly with faculty on research.

**Professional Development Funds:**
Since 2009, two faculty members have participated in Poynter Institute Programs. Other faculty and staff have attended such professional workshops on social media, advanced digital workflow workshop, excel and advising programs.

9. List faculty who have taken advantage of those programs during the past six years, with a brief description of the resulting activities.

The following is a sample of how travel funds have been used in the school:

**Alexander, Sherry Lee**

Alexander, Poynter Institute, 2010, St. Petersburg, **Florida**

Alexander, Sherry Lee, AEJMC, 2010, **Denver, Colorado**

Alexander, Sherry Lee, AEJMC, 2009, **Boston, Massachusetts**

Alexander, Sherry Lee, AEJMC, 2008, panel moderator and scholarly presentation, **Chicago, Illinois**

**Andrews, Valerie**

Rogers, C. and Andrews, V.J. (2012, August) Co-orientation Theory and Assessment of the RFP solution to Client/Service Learner Matchmaking, poster presentation at AEJMC Conference, **Chicago, Illinois**.

Rogers, C. and Andrews, V.J. (2012, March). Assessment of RFP Process for Community Partner Selection in Upper-Level Public Relations Courses, presentation at Gulf South Summit on Service Learning, **Hattiesburg, Mississippi**.

Rogers, C. and Andrews, V.J. (2010, August). The RFP Solution: One Response to Public Relations Client/Service Learner Issues. Presentation at 2010 Association for...
Education in Journalism and Mass Communication, **Denver, Colorado**.


**Cal, Yolanda**

National Student Advertising Competition District 7 Competition **Jackson**, 2013

National Student Advertising Competition District 7 Competition **Nashville**, 2012

National Student Advertising Competition District 7 Competition **Baton Rouge**, 2011

National Student Advertising Competition District 7 Competition **Alabama**, 2010

**Duhé, Sonya**

School of Mass Communication
Friend raising/Fundraising Trips 2009-present

**Houston, Dallas, Miami, Denver, Los Angeles**

Leadership Louisiana 2011-2012

**Shreveport, Thibodaux, Grand Isle and New Orleans, Louisiana**

ACEJMC Meetings: **Chicago, Phoenix** 2012-2013

**AEJMC, Washington D.C.** August 2013

**AEJMC, Chicago, Illinois** August 2012

Panelist: “Innovation or Annihilation: The Future of Journalism Curriculum in America”

Panelist: “Fundraising Secrets”

To search for potential faculty

**AEJMC, St. Louis, Missouri** August 2011

**AEJMC, Denver, Colorado** August 2010

“Reporting Controversial Science: A Best Practice.” March 2010

Sonya Forte Duhe’, Ph.D.

Conference on Power to Transform the World, Marquette University (Juried) **Milwaukee, Wisconsin** July 2010

**Giusti, Michael**

Decoded, Media Business Models 101, Breakout sessions delivered to the Associated Collegiate Press/College Media Advisers fall national convention in Chicago, Illinois.


Giusti, Michael D. (2010, April) Big Sales, Small Schools. Breakout session delivered to the College Newspaper Business and Advertising Managers national conference in Los Angeles, CA.

Martin, Lisa
Martin, L. (Spring 2013) The Poynter Institute, the Multi-Dimensional Journalist seminar, St. Petersburg, Florida.

Lorenz, Larry
AJCU Communication Conference, July 2010, Milwaukee, Wisconsin
AJCU Communication Conference, July 2008, Milwaukee, Wisconsin

Myers, David


Myers, D. (2009, August-September). In search of a minimalist game. Paper accepted for
presentation at Digital Games Research Conference, **London, Brunel University.**

Myers, D. (2008, August). *Play and punishment: The sad and curious case of Twix.* Paper accepted for presentation at The [Player] Conference, **Copenhagen, Denmark.**

**Parr, Leslie**

Parr, L. (Attended Look3 Photo Conference, **Charlottesville, Virginia**

Took workshop in Adobe Photoshop Lightroom. Attended lectures by master photographers, June 2012

“Sundays in the Streets: Second Lining in New Orleans,” invited solo exhibit, Manhattan College, **New York,** September – October, 2010

“Land/Currents/Undercurrents,” ninth annual juried exhibit, **Grand Isle, Louisiana,** April 9-17, 2011

“Sundays in the Streets: Second Lining in New Orleans,” invited solo exhibit, Manhattan College, **New York,** September – October, 2010


AEJMC conference, **Washington, D.C.** Attended Visual Communication sessions, August 2007

**Rogers, Cathy**

AEJMC, **Washington, D.C.**, August 2012

Annual International Conference, Association of Fundraising Professionals, **San Diego, California,** April 2013,

Attendee, ACEJMC 2013 Accrediting Committee Meeting, **Chicago, Illinois,** April 2013.

Annual National Conference of the Public Relations Student Society of America (PRSSA) and Educators Academy, PRSA, October 2012, **San Francisco, California.** Resulted in: Rogers, C. (October 2012). “Leadership Development: Where do PRSSA Advisers Stand?” Presented to Educators Academy, Public Relations Society of America (PRSA) , San Francisco, Calif.


Annual National Conference, PRSSA, and Educators Academy, PRSA, **Washington, D.C.**, 2010. Resulted in: integration in teaching of CMMN A316, CMMN A318, and CMMN A319 and roundtable presentation to Faculty Adviser’s Meeting about the Bateman Competition, PRSSA.

Annual National Conference, PRSSA, and Educators Academy, PRSA, **Detroit, Michigan**, 2008. Resulted in: integration in teaching of CMMN A316, CMMN A318, and CMMN A319 and presentation to Faculty Adviser’s Meeting about the Bateman Competition, PRSSA.


**Thomas, Robert**


**Trinidad**, November 9-12, 2013, to attend a board meeting for the Asa Wright Nature Centre and to gather information for my tropicalnaturalhistory.org website.


**Trinidad**, November 9-12, 2012, attend Board Meeting of the Asa Wright Nature Centre.

**Belize & Guatemala**, May 2011, - Travel to Belize & Guatemala to assist in teaching a course in Tropical Ecology and Tropical Communication.

**Trinidad**, November 3-8, 2011, to attend Board Meeting of the Asa Wright Nature Centre.

**Antarctica**, November 27-December 9, 2011, to give lectures on Climate Change and to video for ongoing documentary work on the topic.

**Belize & Guatemala**, May 2010, to assist in teaching a course in Tropical Ecology and Tropical Communication.

**Trinidad**, November 5-8, 2010 to attend Board Meeting of the Asa Wright Nature Centre.

**Trinidad**, November 5-9, 2009, to attend Board Meeting of the Asa Wright Nature Centre.

**Belize & Guatemala**, May 12-26, 2008, Travel to Belize & Guatemala to teach a course in Tropical Ecology.

Organizer and presenter, Belize Environmental Journalism Workshops, **San Pedro**,

November 7-10 - Travel to Trinidad to attend Board Meeting of the Asa Wright Nature Centre.

Zemmels, David
