

# PRAXIS

Where Reflection & Practice Meet

**Procedure and Policy Manual**

**Loyola University Chicago School of Social Work**

**January 2019**

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## Title

The title of the journal shall be: *Praxis: Where Reflection & Practice Meet*.

## Mission Statement

Published in each volume of the journal, the mission statement of *Praxis* is a dynamic description of the goals of the current editorial board. With each edition of *Praxis*, the mission statement will be revisited for continued relevance and representation of editorial board goals as the board itself evolves. In Volume 12 (Fall 2013), the published mission statement was as follows:

The School of Social Work at Loyola University Chicago created *Praxis: Where Reflection & Practice Meet* provide a platform for the scholarly work of students and alumni. Our mission is to encourage and support the development of social work knowledge that will enhance the lives of clients we serve, embody the humanistic values of our profession, and promote social justice and care for vulnerable populations. *Praxis* respects and welcomes all viewpoints.

## Article I - Purpose

Section 1: *Praxis: Where Reflection & Practice Meet* is the journal of the Loyola University Chicago School of Social Work (LUCSSW). Established in 2000, *Praxis* is one of the few student-published social work journals in the country. The journal publishes the scholarly work of students of the School of Social Work and provides a forum in which students have the opportunity to express their diverse viewpoints and learn from and be inspired by the ideas and work of each other.

Section 2: The editorial board of *Praxis* is comprised of volunteers who are Master and Doctoral social work students, as well as alumni who previously served as student editorial board members. The journal is provided free of charge through publication on the LUCSSW website.

Section 3: The purpose of this manual is to outline the procedures and policies that have been developed for facilitating the editorial board and the editorial process in publishing *Praxis*. This manual is a work-in-progress and each new editorial board should reevaluate the fit of its content as the journal continues to evolve.

## Article II - Faculty Advisor

Section 1: The faculty advisor serves the dual function of advisor to the board and liaison between the editorial board and the administration, faculty, and staff of LUCSSW. The faculty advisor is a genuine student advocate and a mentor for the board in scholarship and publishing.

Section 2: The faculty advisor may also assist in the scheduling of meetings and preparation of agendas, serve as a liaison to other university departments, and communicate with the Dean and with the alumni organization. The faculty representative is also responsible for maintaining the initial anonymity of the manuscripts.

Section 3: When a faculty representative is no longer able to serve on the board, the members of the editorial board may provide input for the Dean in the course of the Dean's decision-making process in appointing a new faculty representative.

### **Article III - Editorial Board**

Section 1: The editorial board consists of students and editorial board alumni who are committed to contributing to the ongoing development and publication of *Praxis*. To make the experience of serving on the editorial board most beneficial to the student and to the workings of the journal, each person is expected to serve for at least one year. When possible, board members are encouraged to continue participating beyond one year. Currently, the board has the following positions: Editor-in-Chief, board member, contributing editor, and alumni board member. The current set of positions was established to provide continuity in the development of the journal and to serve the current needs of the board. Additional roles may be added to reflect future growth and needs of the journal.

- a. Editor-in-Chief - The editor-in-chief is responsible for facilitating the production of the journal. Responsibilities include scheduling and facilitating board meetings, making the final choices of manuscripts to be published based on the best mix of articles, writing an editorial for each edition, engaging the support and guidance of the faculty representative, working with production (printing/design) staff to insure that budget, quality, and deadline specifications are met, and reviewing manuscript evaluations before they are sent to student authors to insure they meet the criteria for reviews developed by the board. The Editor-in-Chief will be an MSW or PhD student so that s/he will be able to serve for several years and provide stability to a board that will otherwise fluctuate from year to year. The School of Social Work will provide some level of stipend to the student serving as the Editor-in-Chief; currently the stipend covers the cost of one course (three credit hours) per year. The Editor-in-Chief is expected to give appropriate notice to allow her/his successor to acclimate to the procedures of the board.
- b. Board Member - Board members are involved with all aspects of running and publishing *Praxis*, including reviewing manuscripts for publication and copyediting chosen manuscripts prior to final publication.
- c. Alumni Board Member - The alumni board member is a graduate of LUCSSW and previous board member who continues to serve on the editorial board. Alumni board members bring a historical context and experience base to the journal that enriches the ongoing development of *Praxis*.

#### Article IV - Board Members

Section 1: All students who are enrolled in the MSW and PhD programs at LUCSSW are eligible for membership on the board.

Section 2: There are a variety of mechanisms for recruiting members for the editorial board. These include e-mails, postings on bulletin boards, speeches at the Orientation Meetings for the MSW and PhD programs, announcements in class, and word of mouth. Students who are interested in the editorial board must be in good academic standing and have strong writing skills. The Editor-in-Chief will determine the process for new board member applications each year, such as a collection of cover letters and resumes or application form, and, if available, may review all applications with the current editorial board.

#### Article V - Editorial Board Meetings

Section 1: The editorial board will meet approximately one time per semester with more frequent meetings scheduled during submission and review time.

Section 2: The agenda for the meeting will be set by the Editor-in-Chief.

Section 3: Board members will record minutes of each meeting on a rotating basis. The minutes will be e-mailed to the Editor-in-Chief for review and then e-mailed to all board members.

#### Article VI - Manuscript Submission Policy

Section 1: There are four possible types of submissions, to be determined by the editorial board: general submissions of scholarly articles, opinion pieces, letters to the editor, and book reviews. *Praxis* will only consider submissions from LUCSSW students and LUCSSW alumni. The Editor-in-Chief will also contribute one editorial per issue. The work of the winner/s of the LUCSSW writing award will be considered for publication each year. To date, each edition of *Praxis* has contained eight to ten articles.

Section 2: Submission numbers to date (in 2003, we added an additional May submission opportunity):

<b>Year</b>	<b>Volume</b>	<b>No. of submissions</b>
<b>2001</b>	Vol. 1	21
<b>2002</b>	Vol. 2	24
<b>2003</b>	Vol. 3	45
<b>2004</b>	Vol. 4	43
<b>2005</b>	Vol. 5	38
<b>2006</b>	Vol. 6	37
<b>2007</b>	Vol. 7	29
<b>2008</b>	Vol. 8	49
<b>2009</b>	Vol. 9	29
<b>2010</b>	Vol. 10	N/A
<b>2011</b>	Vol. 11	N/A
<b>2012</b>	Vol. 12	N/A

<b>2013</b>	N/A	N/A
<b>2014</b>	Vol. 13	24
<b>2015</b>	Vol. 14	27
<b>2015</b>	Vol. 15	21
<b>2016</b>	Vol. 16	N/A
<b>2017</b>	Vol. 17	N/A
<b>2018</b>	Vol. 18	23
<b>2019</b>	Vol. 19	
<b>2020</b>	Vol. 20	

### Article VII - Manuscript Submission Guidelines

Section 1: The manuscript submission guidelines are published online on the LUCSSW website at <http://www.luc.edu/socialwork/praxis>. All submitted articles must meet the following requirements:

- 1) APA format
- 2) Double spaced
- 3) 12-point size font
- 4) Times New Roman font
- 5) No longer than 20 pages (including references)
- 6) One-inch margins (left, right, top, and bottom)
- 7) Saved as a Microsoft Word Document (.doc or .docx)
- 8) IRB approval letter included if it includes original research

### Article VIII - Manuscript Reviewing Policy

Section 1: The goal of *Praxis* is to promote student scholarship both by being a standard that students strive for, as well as by giving students a positive and supported experience with the board in working to get their papers published. The manuscript review process of *Praxis* has been fashioned after the peer review evaluation process of most professional social work journals in order to offer student authors the experience of what it is like to submit their work to professional journals.

Section 2: Two board members will anonymously review each manuscript. If a manuscript receives two acceptances from reviewers after Round 1, the paper is eligible for publication. If a manuscript receives a revise/resubmit, the author must resubmit the manuscript; a revise/resubmit is neither an acceptance nor a rejection. If an author receives a revise/resubmit and does resubmit for Round 2, the editors must decide to either accept or reject as another revise/resubmit is not an option. If a manuscript receives a rejection after Round 1, the paper is not allowed in the current volume; however, the author may submit another manuscript.

Section 3: An acceptance after Round 1 is contingent upon the successful completion of all remaining tasks, including but not limited to revising the manuscript after Round 2, signing and submitting the publication contract, submitting a biography, etc.

Section 4: If more papers are provisionally accepted than there is publication space, the Editor-in-Chief will make the final choice of which articles will be published. This decision will be based on the best possible mix of articles, as well as consideration of subject matters covered in articles published in previous editions of *Praxis*.

Section 5: The current manuscript reviewing form (Appendix B) was revised in 2017 and emphasizes strengths in order to encourage and support students' motivations to write and publish and to create a more positive relationship between the board and student authors.

Section 6: Furthermore, board members are expected to give useful, constructive criticism in their reviews so that all students may benefit from the review process even if their papers are not accepted for final publication.

Section 7: Late Editorial Feedback - If an editor's assigned editorial feedback will not be submitted by the deadline provided by the Editor-in-Chief (EIC), the editor must contact the EIC within 24 hours of the deadline by phone or email to explain the late status of the feedback. During this communication, a new deadline will be determined.

- a. Failure to contact the EIC will result in one strike. Accumulating three strikes during the course of the production of one volume (being late on three assignments without contacting the EIC within the allotted time), may result in dismissal from the editorial board. Note: being late itself is NOT a strike; only failure to communicate within 24 hours with the EIC after missing a deadline is a strike.
- b. Rationale - *Praxis* is a volunteer organization. Late submissions may be deemed understandable under extenuating circumstances, and the EIC may provide accommodations. This requires communication with the other editor and the author. To best support authors and editorial board members, this policy will best provide accountability and flexibility.

Section 8: Plagiarism: *Praxis* completely adheres to the "Non-academic Dismissal and Professional Behavior" section of the MSW Handbook of the Loyola University Chicago School of Social Work. If an author submits a manuscript and plagiarism is detected, the EIC and faculty advisor will contact the author immediately. The EIC and faculty advisor have full discretion to reject the manuscript.

Section 9: Because *Praxis* editors are peer reviewers and fellow students, the issue of anonymity is of utmost importance in the manuscript review process.

- c. Although all reviews are conducted anonymously with the faculty representative and EIC protecting identifying information, there is an expectation that board members will be thoughtful and confidential regarding any knowledge that they do receive about a particular submission. Manuscripts are assigned to the board by the Editor-in-Chief, and if a board member believes that they know the author of a paper they receive, the Editor-in-Chief can arrange to have another board member review the paper.

- d. General discussions in board meetings regarding submissions should not be shared with other students who are not part of the editorial board. Mindfulness about anonymity/confidentiality in the submission review process will insure a safe and secure environment for all students who submit their work to *Praxis*, including editorial board members.

#### **Article IX - Publicity**

Section 1: Publicity is a continuing concern at *Praxis*, both to increase submissions and to increase the journal's name recognition outside of LUCSSW. There are a variety of ways to inform people about *Praxis*. Previous media used were our bulletin board, our website (<http://www.luc.edu/socialwork/praxis>), a letter from the dean in the alumni newsletter, promotions to the faculty, announcements by board members in classes, announcements via email to all LUCSSW students, a pizza party celebrating the journal's arrival, and an introduction at new student orientations. Faculty are particularly powerful motivators for students who are interested in writing for *Praxis* and many faculty members have been responsive to encouraging their students to submit to the journal.

#### **Article X - Online**

Section 1 The URL of the *Praxis* website is <http://www.luc.edu/socialwork/praxis>. It is posted through Loyola's web support. With each volume, a new table of contents and articles are posted for public reading online. *Praxis* is also listed in the Social Work Abstracts database. In the future, more work can be done to promote the *Praxis* website through other websites or publications; *Praxis* articles could also be listed in other online databases.

#### **Article XI - Funding**

Section 1: *Student Fees* – Funding of approximately five thousand dollars comes from student fees as approved by the administration of LUCSSW.

Section 2: *Other Funding* – Other types of funding, such as fundraising events, advertising, and contributions from the alumni association could be explored in the future.

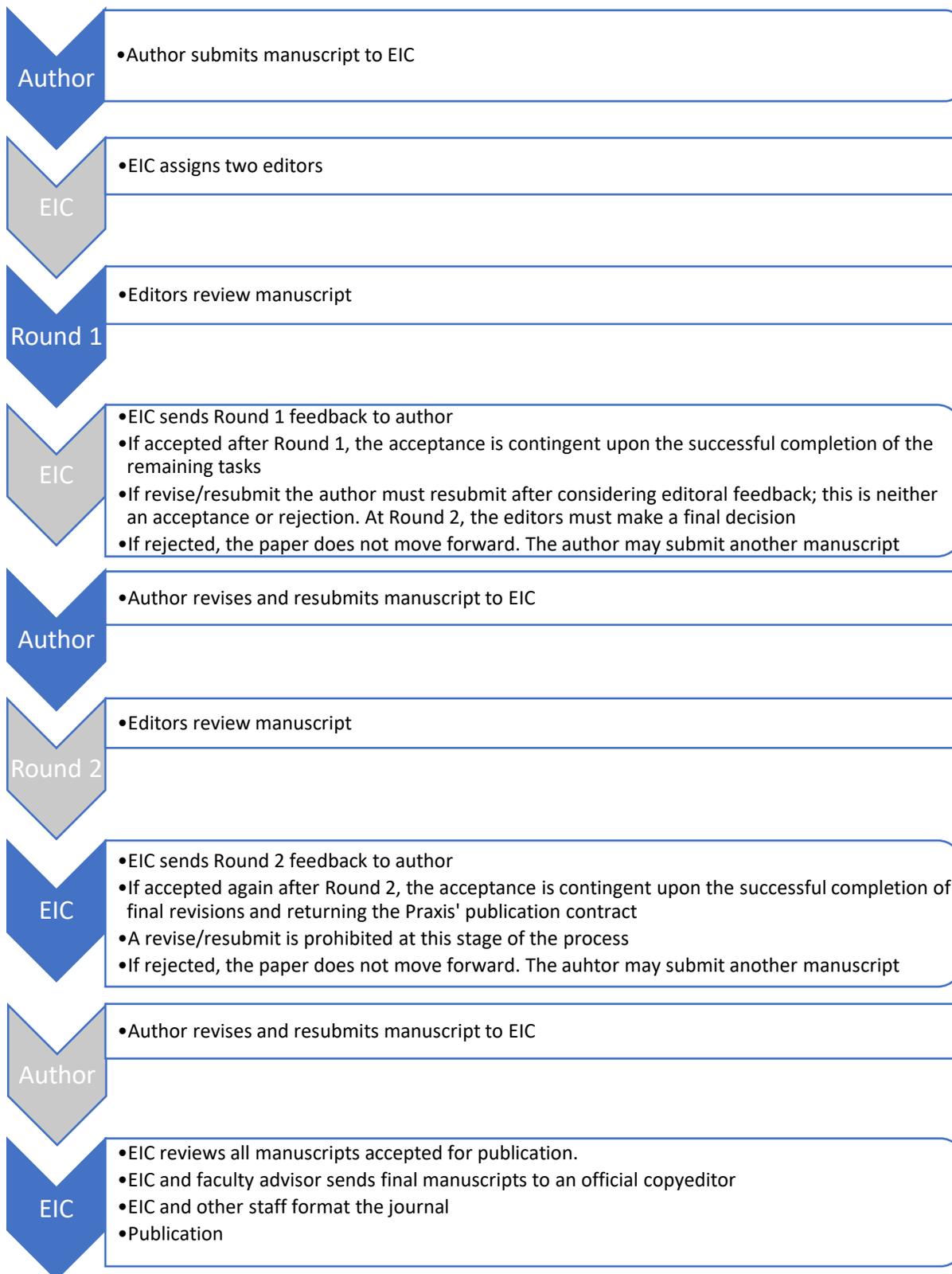
#### **Article XII - Alumni Involvement**

Section 1: Alumni may be involved in the journal in a variety of ways. Alumni of the editorial board may continue their participation on the board. Alumni constitute a significant portion of our reader base and the alumni newsletter is an excellent vehicle to communicate with alumni regarding *Praxis*.

Article XIII – Contacts and Resources

<b><u>Role:</u></b>	<b><u>Name:</u></b>	<b><u>Title</u></b>	<b><u>Email:</u></b>	<b><u>Phone:</u></b>	<b><u>Maquire Hall Room</u></b>
Faculty Advisor	Dr. Nathan Perkins	Clinical Assistant Professor	<a href="mailto:nperkins2@luc.edu">nperkins2@luc.edu</a>	312.915. 7035	526
Student Listserv	Amy Greenberg	Director of Internships and Student Services	<a href="mailto:agreenberg2@luc.edu">agreenberg2@luc.edu</a>	312-915-7039	556
Faculty Listserv	Wanda Nash	Executive Administrative Assistant	<a href="mailto:wnash@luc.edu">wnash@luc.edu</a>	312. 915. 7005	1201
EIC Stipend	Tom Vloedman	Business Manager	<a href="mailto:tvloedman@luc.edu">tvloedman@luc.edu</a>	312.915.7093	1209

## ARTICLE REVIEW CHART



**PRAXIS: Where Reflection and Practice Meet**

The Journal of the School of Social Work

Loyola University Chicago

820 N. Michigan Avenue

Chicago, Illinois 60611

**Manuscript Evaluation**

Manuscript Title:

Date Reviewed:

Editorial Board Reviewer:

**Recommendations:**

\_\_\_ Accept: with major edits

\_\_\_ Revise and resubmit

\_\_\_ Accept: with minor edits

\_\_\_ Reject

**Checks indicate areas of strength:**

Conceptualization

\_\_\_ Conceptualization of topic

\_\_\_ Speaks to social justice

\_\_\_ Development and focus

\_\_\_ Relevance

\_\_\_ Originality

\_\_\_ Conclusions/recommendations/practice implications

\_\_\_ Bias or prejudice

\_\_\_ Use of theory

Research

\_\_\_ Quality of research methodology

\_\_\_ Use of relevant literature

\_\_\_ Quality of case material

Writing

\_\_\_ Readability

\_\_\_ Organization

\_\_\_ Length

\_\_\_ APA/Formating

**Comments to author:**

**Comments to Editor-in-Chief:**

## **Writing a Strengths-Based Review**

### ***Praxis: Where Reflection & Practice Meet***

The Strengths Perspective, authored by Dennis Saleebey, offers an approach to working with clients that focuses on a client's healthy motivations, aptitudes, and choices. It seeks to empower clients and give her/him control of her/his life rather than focusing on pathology, illness, and personal deficit. It recognizes the inherent tendency toward human growth and healing.

*Praxis* seeks to translate this approach in providing feedback to student authors who submit their work for publication. While students are not clients per se, we want to encourage their scholarly efforts by highlighting their motivation for publication, complimenting their effort, and providing positive and helpful feedback. This does not mean that we avoid feedback on problematic aspects of the paper. To the contrary, we want to be of real help to students where necessary and constructively point out real deficits. In other words, we want to view students as capable and able to handle real feedback that will enhance their writing and make them more successful scholars.

#### **Ideas for providing feedback about problem areas:**

As students ourselves, we understand that the content, tone, and delivery of feedback can influence significantly whether a writer ends up feeling encouraged or discouraged about her/his efforts. With this in mind, our ultimate goals are twofold: first, to give the writer the experience that her/his effort to submit a paper is worthwhile and appreciated; and second, to ensure the writer has specific ideas about how to improve problem areas.

Each *Praxis* board member is encouraged to review papers in their own creative and individual way. The following ideas may provide some guidance:

- 1) Begin the review by first pointing out the strengths of the paper. There is always something positive and good about a paper, even though the positive can sometimes seem difficult to identify. Here are some categories to consider if the positive "something" seems hard to think of:
  - Consider the work the author has put into the paper and comment her/his effort
  - Is there an angle the author has chosen that is unique in some way?
  - Is it evident that the author really cares about the topic?
  - Is the length of the paper good?
  - Is there one particular sentence or paragraph that stands out as being especially clear, well-written, or insightful?
  
- 2) When identifying problems in the manuscript, whenever possible, offer the author specific ideas on how they could address the problem. For example, if you assess that the topic is too broad and the paper needs more focus, provide some ideas for a more specific/narrow focus/topic. If the paper needs better organization, identify a few places where this is a problem and offer ideas for how organization could be improved.

3) When the paper is not up to publication standards, the author also needs to hear this.

Examples:

- The topic is not clearly defined
- The paper is not carefully edited or proofread (poor grammar, spelling, punctuation)
- The paper is way too long for the topic
- The paper is not well-researched
- The paper is not relevant to social work/the focus of *Praxis*
- The paper presents assumptions that are not well-argued or grounded in theory or research
- The paper does not follow APA format in terms of citations, bibliography, etc.

4) Other ideas:

- Consider avoiding personal pronouns when discussing weaknesses and instead refer to issues with the paper rather than issues with the author. E.g., use “the paper” instead of “your paper.”
- Keep statements focused on your opinion as a reviewer, rather than making statements about the chances that a paper will be published in *Praxis* (e.g. “this paper should be published”; or “with a little work, this paper should be of publishable quality for *Praxis*”). This will avoid confusion for the author if other reviewers do not make similar recommendations.
- End your review with a comment of appreciation for submitting and/or a note of encouragement for their desire to write/research/publish.

Finally, remember the author’s courage in submitting her/his paper and that her or his work likely represents a world of meaning. While we can’t guess about that meaning as reviewers, we can support the work that has gone into creating the author’s piece of scholarship.

Following are examples of strengths-based reviews written for papers that were rejected by respective reviewers:

***Review Example:***

You have honed in on an important and relevant topic! You write well and you’ve obviously researched your topic thoroughly.

Here are my ideas for resubmitting your paper:

I kept thinking I would come to the “results” part of your study. Only when I came to the end did I realize that the paper is a proposal. I think there are ways *Praxis* can work with a study not yet completed, but I think it needs to be fashioned differently, e.g., focusing on the literature review (see last year’s volume for an article that did this) and discussing the importance of the topic from that standpoint. Another idea would be to go ahead and complete the study for your 606 course, and resubmit after your study is complete.

Parts of your discussion section are very good and create a wonderful sense of exigence. The section provides an urgency about your topic that, if introduced at the beginning, would really

draw in your reader. For example, the last two sentences of the second paragraph would be excellent openings for your paper. You might also expand on the first paragraph of that section. Please keep working on this paper and good luck with the study!

***Review example:***

Your write very well, and your paper flows smoothly, moving the reader easily from one topic to the next. You have done a great job of reviewing pertinent literature on ADHD. There are diverse perspectives on the etiology and treatment of ADHD, and given the growing and detrimental prevalence of responding to children's psychosocial problems with medication, the treatment approach you describe is more compassionate and positive toward children and parents, and is more akin to social work values. Your inclusion of the macro issues in considering this topic is important and well done. The use of a case example is helpful.

What I felt your paper would benefit from is more of a theoretical grounding that would anchor your own ideas about ADHD and treatment approaches. You cover a broad scope of various treatment approaches and while your bias is implicit, I did not get a sense explicitly of how you developed this. In other words, your paper would be much stronger if your voice -- your perspective/explanation for why you suggest these treatment approaches -- was more clearly articulated and supported by theory. In the case example, for example, it would be interesting to take a case from the literature and contrast it to how your ideas about treatment would differ.

Hopefully this feedback will be useful to you as you continue to develop in your scholarly work.

Thank you for submitting your article to Praxis.

***Review Example:***

I thought this was an original, interesting idea and that the author did an excellent job in exploring it. It highlighted a potentially serious shortcoming in police training and outlined a well thought-out proposal for addressing it. The material is well organized and very readable.

I believe the paper would have been stronger if the author had not used the first person in presenting his/her ideas. The use of subheads to separate sections would have been helpful. It would also benefit from a careful review with regard to sentence structure, which is sometimes awkward to the point that it obscures the author's meaning. On page 4, in the second full paragraph, for example, the author states: "Prior to 1800, the majority of the population in America consisted of rural land, so law enforcement development took a long time." I can think of a number of different possible interpretations for that sentence, but am unable to settle on one that might be definitive. In fact the whole section on the history of law enforcement and police training seemed to me to be too vague and broadly cast to be useful. The author might consider either lengthening it or dispensing with it altogether.

I also had some concerns about the author's overall presentation of his/her suggested changes to Police Board Training policy. I genuinely enjoyed the level of detail to which the author took his/her ideas. I came away though with the sense that an enormous and costly new training structure was being added to an existing training system about which I knew too little. I would like to have seen a great deal more information on the current police training programs, including who teaches them, how the law enforcement community views them, and how independent researchers view their effectiveness. I would also like to have seen a more focused discussion of the role social workers could play in this training program. What role do we play now? Are we currently teaching classes or serving in advisory roles in curriculum development? Beyond our values, what specific skills do we bring to the table that would make us good educators for police personnel?

Thank you for submitting your work to Praxis – I hope these ideas will be helpful to you.

### **Checklist for copyediting manuscripts accepted for publication in Praxis**

#### **APA Style**

- Order manuscript according to APA style: title page, abstract, text, references, appendixes, footnotes, tables, figure captions, figures (see 5.05 in APA style manual)
- APA style is used for references within text
- APA style is used in reference list
- APA style is used correctly in citing websites
- APA style is used correctly in citing material as quoted in another source
- All sources referenced within paper are listed in bibliography
- Paragraphs are indented by one tab

#### **Grammar and punctuation**

- Subject-verb agreement is present in all sentences
- Verb tense is consistent throughout
- Spelling is correct
- Punctuation is accurate
- Punctuation around quotation marks is accurate

#### **Content**

- Statements requiring substantiation are supported with citations
- Language is specific
- Sentences are clear and understandable to the average reader
- Professional and unbiased language is used throughout
- Subheadings are used effectively
- First person language is eliminated, unless necessary in a particular context
- Sources have been reviewed for plagiarism

### **Preparation for printing**

- Remove page numbers and running heads
- Remove any hard returns except for at the end of paragraphs
- Make all the text “normal” in Microsoft word (as opposed to “headings”, etc.)
- Put all text in 12-pt Times-Roman font
- Make all margins 1”

### **ASSIGNMENT**

This Assignment is granted by the Author listed below to Loyola University of Chicago (“University”). Author is the sole creator and owner of \_\_\_\_\_ (the “Work”), a copy of which is attached, and holds the complete and undivided copyright interest to the Work. In consideration for publication of the Work in *Praxis: Where Reflection & Practice Meet*, the sufficiency of which is hereby acknowledged, Author agrees as follows:

1. Author sells, assigns, and transfers to University, its successors and assigns, the entire right, title and interest in and to the Work and any copyright in the Work and registrations and copyright applications relating thereto and any renewals and extensions thereof, and in and to all works based upon, derived from, or incorporating the Work, and in and to all income, royalties, damages, claims and payments now or hereafter due or payable with respect thereto, and in and to all causes of action, either in law or in equity for past, present, or future infringement based on the copyrights, and in and to all rights corresponding to the foregoing throughout the world. Author agrees to execute all papers and to perform such other proper acts as University may deem necessary to secure for University or its designee the rights herein assigned.

2. Author represents and warrants to the University that Author: (a) is the sole creator and owner of the Work, and is the sole owner of the complete and undivided copyright in the Work; (b) has the right to execute this Assignment and to assign the Work and copyright to the University; and (c) has not previously assigned any rights in or license to the Work to any third party. Author also represents and warrants to the University that the Work: (a) is original material, contains no material from copyrighted sources, and does not infringe any valid copyright or other proprietary right of any other person or entity; (b) contains no inaccurate, libelous, defamatory, fraudulent, harassing, obscene or unlawful material; (c) has not previously been published by any third party.

3. Author releases and agrees to indemnify and hold the University and its trustees, officers, employees, agents and assigns harmless from and against any and all claims arising from: (1) the assignment of the Work to the University, including but not limited to any claims that the Work, or any publication of the Work, by electronic means or otherwise, infringes a copyright or proprietary right of any other person or entity or contains inaccurate, libelous, defamatory, fraudulent, harassing, obscene or unlawful material; or (2) any act or omission of the Author or any breach of the warranties herein.

4. Author acknowledges that except as otherwise specifically provided in this Assignment, nothing in this Assignment shall be construed in a manner: (a) which obligates the University to publish or display, or to continue to publish or display, the Work; and/or (b) to grant to Author any right to payment of any royalty or fee.

5. Author acknowledges that the provisions of this Assignment shall be construed in accordance with the laws of the State of Illinois and the United States of America and that the Author shall submit to the jurisdiction of any court sitting in the County of Cook, State of Illinois for the purpose of any lawsuit concerning the construction or enforcement of this Assignment.

Author  
Signed: \_\_\_\_\_

Print Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_