
PROFILES OF EXCELLENCE

Perspectives on an Academic Career at Midpoint

JoLaine Reiersen Draugalis

My father's name was Joe and my mother's name is Elaine. Take an *E* away from each one, capitalize the *L* and, presto: you get JoLaine. I am the eldest of four daughters. My sisters have told me that I have served as a mentor to them. Next to my husband, they are my most ardent supporters and best friends. We maintain close relationships although we are spread across the United States.

This series will provide the reader with personal information and a career road map of those individuals recognized for their skills as teachers. The intent is that this perspective will help us understand how others achieved their successes and allow us to expand our pool of role models.

Over the past dozen years, JoLaine Draugalis has earned a reputation for excellence in teaching and student mentorship. Within a decade of joining the faculty at the University of Arizona, the American Pharmaceutical Association presented her with the Gloria Niemeyer Francke Leadership Mentor Award. The following year she was the Distinguished Pharmacy Educator of the American Association of Colleges of Pharmacy. While these awards are clear manifestations of her success, they do not tell the whole story. Her effectiveness as a teacher is really demonstrated by the number of students who excelled and were recognized in programs such as the Searle Fellowship Awards.

With most who have mastered their craft, the true measure of excellence is shown in the quality of their product. JoLaine certainly has demonstrated her student focus and, in so doing, provides a model that is well emulated by all educators.

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In high school, extracurricular activities were high on my agenda. The most educational and rewarding aspect of one of these pursuits, journalism, was serving as editor of the yearbook. Creating a unique document, meeting time lines, adhering to a budget, and getting a group of individuals to work for the good of the order were most gratifying to me. We also had a wonderful journalism teacher and yearbook advisor, Mr. Lovell. Although he was fresh out of college, he was a wonderful educator. He was fun, yet we knew when he meant business. He also knew

when to let us have our heads as adults and when to treat us as adolescents. I believe his actions exemplified three important phases of teaching and mentoring:

1. Modeling—where one first provides the demonstration (planned or not)
2. Scaffolding—where the student attempts the behavior with support
3. Fading—where the teacher diminishes in importance.

I also served as manager of the wrestling team for three years—no kidding. The third year's award trophy is still in my mother's house.

My pharmacy career began when I was 16 years old at The Drug Shop, an independent pharmacy my family patronized in Battle Creek, Michigan. That summer I worked full-time at Bill Knapp's Restaurant commissary and an additional 20-30 hours per week at the pharmacy. Both positions were an improvement over the previous summer's employment as a hotel maid at the local Sheraton Motel on I-94. However, the pharmacy and motel venues alike provided some interesting life lessons for a naïve and sheltered teenager. Store owner Charles Baumann, R.Ph., allowed me to take on mini projects around the pharmacy, like rearranging the layout of the prescription department and organizing summer sales to try to move "dead" merchandise. I had thought I was going to be a premed major when I went off to college but changed my mind as a result of Mr. Baumann's influence. He pointed out that I could still go to medical school upon completion of pharmacy school. And

what if I changed my mind in the mean time? What would I be able to do with an undergraduate degree focused on premed requirements? Or, what if I met a man and wanted to settle down, have kids, etc.?

Well, I did change my mind and decided to major in pharmacy. I also met a man, Paul T. Draugalis, when I was 19 and in my second year and he was 21 and in his fourth year of the 5-year B.S. in Pharmacy degree program at Ferris State University in Big Rapids, Michigan. It provided great savings on textbooks. It was only too bad I didn't meet him before purchasing the likes of the Morrison and Boyd organic chemistry book, the calculations textbook, and, of course, the Remington's *Pharmaceutical Sciences* tome. He graduated in 1974 when I still had two more years in the program. We got married in 1975, and during my senior year, I saw him on the weekends. The weekends he worked provided me with lots of study time.

Given capitation funding was still in effect, we had very large classes. There were a number of effective lecturers and teachers. The most entertaining, yet effective, was Brandt Rowles, Ph.D. He brought the material to life; was a wealth of information; and administered tough, yet fair, exams. I remember going to his office to discuss items for learning purposes, rather than simply carping for points. He also supervised quite a progressive dispensing laboratory in which we had a model pharmacy and were able to rehearse communication skills using practice scenarios. Throughout pharmacy school, I was a laboratory assistant in a variety of classes. Many times I would take part in the lab in the early part of the week and then assist in the sections later in the week, such as physiology, zoology, and botany. I worked in an organic chemistry laboratory for quite a few semesters; I was a real hazard with pipettes and distillery apparatus. A number of my professors in a variety of disciplines tried to talk me into pursuing a Ph.D., to which I remember replying, "*I will never get a Ph.D.*"

In fact, I thought I wanted to be a "clinical pharmacist." So, after graduating with my B.S. in 1976, I enrolled in the Pharm.D./residency program the following fall semester at the University of Michigan. I was commuting 3 hours daily, taking 21 credits, and pulling resident shifts 16-20 hours a week. I completed half the program and decided it wasn't for me for a variety of reasons.

I secured a position as a hospital pharmacist in a 240-bed teaching hospital in Lansing, Michigan. The first four years I was a staff pharmacist, and my final two years there I had the title of Assistant Manager/Clinical Coordinator. The most rewarding activities in my hospital pharmacy practice were developing and delivering a series of educa-

tional programs such as interdisciplinary patient education programs including cardiac rehabilitation and diabetes self-care, nursing in-service provision, hospital publications, and pharmacy staff development. I found these teaching and educational aspects very rewarding.

One of the nurse educators on staff had a profound influence on me. Anne Cauley was ABD in English and was teaching in an honor's college at Michigan State University when she decided to pursue her Associate's Degree in Nursing at the local community college. Upon receiving her nursing credentials, she secured a job at Lansing General and worked her way into the nursing education office. Her combination of writing abilities, teaching expertise, and nursing skills were very dynamic. She introduced to me a number of educational practices, theories, and techniques, including how to write learning objectives and how to make sure your educational intent, methods, and evaluation procedures were in sync. Our most rewarding collaboration was an initiative we developed called the LPN Ladder Program, which had educational and certification components allowing licensed practical nurses increased responsibilities and rewards regarding medication administration.

At about five years into practice, I knew I wanted to get a Ph.D. I wasn't sure in what area or where my career path would take me upon completion. I guess because I grew up 20 miles away from Upjohn headquarters, the pharmaceutical industry held sort of a fascination. I also considered the possibility of returning to the health care environment. My husband gave me geographic limitations (i.e., let's move away from the winter), and I wrote to a number of programs and narrowed my choices down to the then-termed pharmacy administration programs at the University of Florida and the University of Arizona. Paul and I attended the 1982 Annual APhA meeting in Las Vegas and took an overnight side trip to Tucson. Upon our arrival, Dr. J. Lyle Bootman (then Associate Professor and Department Head of Pharmacy Practice) took us on a tour of the college, university, and city, and eight months later, we were living in Tucson.

We both gave up established positions, gave up a beautiful Tudor home and lifestyle we loved in East Lansing, and left family and friends behind so I could start graduate school in January of 1983. When we arrived, Paul did not have a job and I had a one-third time teaching assistantship, an academic appointment rather than a fiscal one at that!

Needless to say, a lot of people thought we were nuts. However, as Paul was quoted in a 1989 article in *Pharmacy Student*, "When Pharmacists Marry Pharmacists," regarding mastering the art of compromise,

“We just realize that if one of us isn’t happy, neither of us is happy. Everything we do is a team effort” (1). It was true then and it’s true now. That’s not to say it’s been easy. We have both had opportunities to interview for positions that would require a move. We continue to confront these decisions and sometimes wonder “what if” but have become even more proficient in the art of compromise. In August 2000, we celebrated our twenty-fifth wedding anniversary.

My Ph.D. is in Pharmacy—the social and administrative sciences with a minor in educational psychology. I received a Master of Education degree on the way to the Ph.D. I developed my research/scholarly focus during my graduate program, as all my research projects and dissertation research were concerned with pharmacy education topics. This was somewhat unusual because my graduate advisor/dissertation director, J. Lyle Bootman, Ph.D., and committee members, William F. McGhan, Ph.D., and Lon N. Larson, Ph.D., did not have this specific concentration. However, I was able to secure funding and find publication and presentation venues, so I was allowed to pursue my specific interests.

Upon graduation, we decided to stay in Tucson, so I secured soft money funding for several years, taught several courses, and worked on my dissertation manuscript. I received a tenure-track appointment as Assistant Professor in July 1989. The paper based on my dissertation research was published in the *American Journal of Pharmaceutical Education* and received the 1990 Lyman Award for the outstanding article published in the 1989 volume. It was extremely gratifying and exciting to accept the award and thank my coauthors for their contributions to my graduate education and training. In fact, 1990 was a very good year, as I received my first Searle Fellowship Mentor and College Educator of the Year awards as well—what my father would have metaphorically referred to as a hat trick.

I did pharmacy relief work in a variety of practice settings throughout graduate school and several years into my faculty appointment. I remember my last shift in a hospital pharmacy was on Father’s Day in 1990, as I decided that working relief jobs trolling for practice anecdotes wasn’t worth the increasing possibility that an example could well have ended up being commission of a medication error on my part.

My research program is concerned with determining how resources, curricula, and academic programs are administered in pharmacy education, including the scholarship of teaching and learning. Given the focus of pharmacoeconomics and outcomes research at our institution, I have pursued educational applications in this field. This has always been a prudent choice for me: to take advantage of opportunities as they pres-

ent themselves—perhaps not exactly what you’re looking or hoping for, but making the best of an available situation. I would encourage junior faculty members to examine their research, teaching, and service/out-reach goals and objectives carefully to determine appropriate intersections, coherent themes, and desired outcomes. Stay focused!

I have evaluated my teaching and the students’ learning since my first semester in a classroom. These self-critiques and reflective sessions have not all been rosy. For instance, I remember barely making it back to my office to “fall apart” behind closed doors after particularly trying encounters regarding exam results in the classroom. This drove me to find ways to learn how to properly construct examinations and then dedicate enormous amounts of time to doing so.

Or, long walks around the mall on main campus can be therapeutic, for instance after a colleague who is to teach the next period comments to you (in front of a class), “You’ll never be teacher of the year if you keep that up.” My sins that day included going several minutes beyond class time due to my debriefing activities subsequent to showing a controversial video on drug addiction. The faculty member’s comments were bad enough. The clincher, however, was hearing students in the front row asserting that the chances of my ever receiving a teaching award were akin to the proverbial snowball in hell. Several years later, I won my first Educator of the Year Award at the college and have received that honor three additional times—always an absolute thrill. The moral of this paragraph is never let the bastards get you down or see you cry.

Throughout my academic career, I have availed myself of programs to improve my teaching. On our campus, we have several offices staffed by individuals whose mission is to improve teaching and learning effectiveness at the university. Attending and participating in the American Association of Colleges of Pharmacy (AACP) programming has also been most influential in my career growth and development, not to mention the enjoyment of interacting with colleagues from all the member institutions. Serving on teams for the American Council on Pharmaceutical Education on-site evaluation visits has also enabled me to learn from other programs and educators.

My approach in dealing with students is to expect their best; be demanding, yet fair; praise their achievements; and model behaviors such as taking pride in every endeavor, possessing a positive attitude, and realizing everyone has something to contribute. In the Pharm.D. curriculum, I teach a research methods/statistical analysis overview course and have done so since I was a graduate teaching assistant. Our approach in

this course is to have students learn concepts rather than simply churn calculations. We assess application and other higher levels of learning rather than rote memorization. Previously, I taught a psychosocial issues of drug use course as well. In the graduate program, I teach in pharmaceutical education research/teaching methods and research methods in health services research courses. I also offer an elective advanced practice experience in pharmaceutical education topics in the professional program. Previously, I offered an elective clerkship in pharmacoeconomics.

I have always had a lot of individual contact with the professional students. For example, I have served as project advisor (formal advisor to 30 students and informal consultant to hundreds in the past 11 years) for senior investigative projects and as advisor/mentor for initiatives such as the NACDS community pharmacy essay contest, Health and Human Services-Innovations in Health competition, and the former Searle Fellowship program.

During 1990-1997, I received nine (two first, six second, and one third place) Searle Fellowship mentor awards. I worked with 12 students in 13 rounds of competition. I was unfamiliar with the program until a student approached me to show me the announcement and ask me to serve as her mentor in spring 1989. I can safely say we muddled through. Upon being notified that she was not selected as a fellow, she wrote me a formal thank-you letter for helping her to prepare her application and said she “hoped that another participant from our college would receive the award in the future.” This is the kind of class I see in students submitting to competitions such as the Searle initiative. The most amazing thing in working with students in these competitions is encouraging them to reach beyond what they think is possible. They are always as amazed with their creative capabilities as I am, and they uniformly agree that the development of their submission is worth the effort even if they don’t win an award.

I have served as faculty advisor to the Alpha Psi Chapter of Rho Chi honorary for ten years. I help where I can with the APhA-ASP chapter and Phi Lambda Sigma activities. For example, I have advised three chapter ASP presidents on their successful proposals to receive funding for Merck pharmacy student demonstration project grants. There are many teaching and learning opportunities in the extracurricular aspects of the curriculum.

Since 1990, I have served on 31 (12 Ph.D. and 19 M.S.) graduate committees, 12 of which I chaired. Interacting and collaborating with these students is particularly gratifying. It is especially rewarding when

individuals choose to continue on in our graduate programs upon completion of the Pharm.D. degree. Being able to watch students whom I have advised and mentored land positions and progress in their careers in academe, the pharmaceutical industry, or a host of other settings is one of the most pleasurable aspects of my job. Receiving a call, letter, or e-mail message from these individuals always puts a smile on my face.

Given my background and teaching assignment in the professional curriculum, I field numerous questions from students, residents, and practitioners around the state regarding research design and statistics. I really love working one-on-one with students, seeing them take an idea and run with it to do the best they can.

I was promoted to Associate Professor with tenure in 1994. On July 1, 1997, I received an administrative appointment, Assistant Dean for Assessment and Evaluation, to concentrate primarily on accreditation activities, outcomes assessment, and programmatic evaluation. My administrative responsibilities and service activities account for 50% of my time; 30% is devoted to teaching and 20% to research endeavors. I was promoted to Professor in 1999.

In 1998, I received the Distinguished Pharmacy Educator Award from the AACP, an award I never thought I could possibly receive, let alone as early in my career as I did. Receiving the Steuben crystal owl was the greatest moment of my academic career. The award check was nice as well. Besides being the only Associate Professor ever to receive the award, I was also the first (and thus far, the only) woman to receive this honor. The 1997 recipient of the award, Dr. Nicholas G. Popovich, Professor at Purdue University, has been a terrific long-distance mentor, counselor, and friend during my academic career due to our mutual scholarly interests and his good-hearted ways.

Especially gratifying was my receipt of a university-wide teaching honor in 1998, the University of Arizona Foundation Creative Teaching Award. Given the small enrollment numbers in our college compared to divisions, departments, and other colleges within the university, it felt like we had broken a barrier. The criteria were based on teaching methodologies, quality of students' learning experiences, and standards in both rigor and currency of course content, all of which were to be demonstrated in a portfolio submission. The award consisted of a check, a plaque, and a permanent plaque (complete with bronzed photo) displayed in the student union. Several pharmacy students have reported doing a double take upon seeing my picture over on main campus.

I was named a Carnegie Scholar for 2000-2001 in the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL)

within the Carnegie Foundation for the Advancement of Teaching. In fact, I am working on this manuscript while attending the first round of my CASTL sessions. This is the third class of scholars who will work together to invent and share new conceptual models for teaching. During the one-year term, we will each investigate and document work on issues in the teaching and learning of our fields. While president of the Carnegie Foundation for the Advancement of Teaching, Ernest Boyer defined the “scholarship of teaching” in his 1990 book, *Scholarship Reconsidered—Priorities of the Professoriate*, a book I would recommend to all budding and current faculty members (2). The current president of the foundation, Lee Shulman, has said that there are three hallmark elements of scholarly work: “It should be public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one’s scholarly community.”

Pharmacy educators are lucky in this regard. We have the American Association of Colleges of Pharmacy with its annual and interim meetings. I became a lifetime member five years ago. There are also two journals specifically dedicated to topics in teaching and learning in pharmacy education. Our professional practice associations have presentation and publication outlets for our work and provide venues for discussion and sharing among teachers. I have been a member of APhA and ASHP since my pharmacy school days and figure I have paid a lot of dues, both literally and figuratively. Another very proud moment in my career was receiving the Gloria Niemeyer Francke Leadership Mentor Award at the 1997 APhA meeting. Meeting Dr. Francke and having a number of my pharmacy and graduate students in the audience were very special. At this juncture, I must recognize the support and nomination letter writing ability of Dr. John Murphy, Department Head of our Pharmacy Practice and Science Department. His persistence and enthusiasm have been fantastic over the years.

The scholarship of teaching and learning is more than simply engaging in the dissemination of information. What a teacher does over time to improve instruction and increase learning contributes to his or her scholarship of teaching. Not all of these activities are going to have publication and presentation venues in the traditional sense. During an invited presentation at the 1999 AACP Interim Meeting and in a subsequent publication, I have suggested ways to demonstrate a scholarship of teaching by providing evidence of student learning (3). The framework I used was based on a follow-up work of Boyer’s, *Scholarship Assessed—Evaluation of the Professoriate* (4).

My formal approach to ongoing instructional improvement efforts is detailed in an article coauthored with my frequent collaborator, Dr. Marion K. Slack, in which we describe how a continuous quality improvement (CQI) framework can be used to introduce innovations and implement changes in a course (5). I challenge all teachers, new and seasoned, to engage in a form of CQI and think about ongoing inquiry of their teaching practices and resultant student learning. Even seasoned educators can have periodic debacles.

For example, in the fall 1999 semester, my course and instructor evaluations plummeted. Why? Primarily because I had instituted open-book exams in hope of encouraging studying for understanding versus memorization for naught. I administered the same type of exams I had for a number of years—multiple-choice, written, for the most part, to assess higher levels of learning. The students thought they would be able to look up the answers. But guess what? The majority of items were not written at the testing for rote memory level. The amount of furious page flipping and fumbling through notes echoed throughout the lecture hall. And, knowing this, many students continued the same behavior on subsequent exams. I had also changed the homework assignments from previous renditions of the course, that is, assignments were not graded, but rather provided for students' rehearsal and study for exams. Again, many students did not feel doing the assignments was a good use of time, given they didn't receive credit for doing so. Upon reflection, I will never give open-book exams in this course again, and I will reinstitute graded assignments to encourage students' studying and, hopefully, learning.

Carnegie Scholar Randy Bass, who teaches American Studies at Georgetown University, suggests transforming a teaching "problem" into a "problem" for investigation, meaning the inquiry is supported by a body of thought and literature (6). He began this journey because he was wrestling with sacrificing content to encourage deeper understanding using a web-based environment for many learning activities.

Every pharmacy educator must make major and minor career decisions based on his or her educational preparation, environment, work assignment, and disciplinary focus, in addition to many other considerations. Each faculty member has a responsibility to contribute to all aspects of the tripartite mission, but to varying degrees as we each have unique strengths. My advice to beginning faculty: don't sacrifice one for another. Stay balanced!

Of course, as Emerson said, "The years teach much which the days never know," and this is especially true when one looks back on how experiences, mentors, and protégés have shaped a career.

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