

**Drake University Sabbatical Leave Requests
Submitted to Academic Affairs Committee of the Board of Trustees
2007-08**

The summary list of applicants is followed by summaries of the sabbatical applications.

College of Arts and Sciences

Daniel Alexander, Mathematics & Computer Science (2007-08 academic year)
Angela Battle, Art & Design (2007-08 academic year)
Maria Clapham, Psychology (2007-08 academic year)
David Courard-Hauri, Environmental Science & Policy (2007-08 academic year)
Maura Lyons, Art & Design (2007-08 academic year)
Vibeke Petersen, Culture & Society (2007-08 academic year)
Eleanor Zeff, Politics & International Relations (2007-08 academic year)

College of Business and Public Administration

Stuart Klugman, Actuarial Science (2007-08 academic year)
Chip Miller, Marketing (2007-08 academic year)
Jimmy Senteza, Finance (2007-08 academic year)

School of Law

Suzanne Levitt, Legal Clinic (2007-08 academic year)

College of Pharmacy and Health Sciences

Linda Krypel, Pharmacy Practice (2007-08 academic year)

Daniel Alexander
Sabbatical Leave Application

Background Information

1. Name: Daniel Alexander Date: 9/29/06
2. Department/college/school Mathematics and Computer Science
3. Period for which sabbatical is requested 07-08 Academic Year
4. Dates of previous sabbatical leaves 00-01 Academic Year
5. Attach a summary highlighting your record at Drake University
6. Attach a copy of the report submitted after your previous sabbatical leave (n/a)

Discussion of Proposed Project

1. Purpose of the proposed leave:

I hope to complete (or nearly complete) a collaborative research project that I am currently leading that I will describe below.

I also hope to re-vamp at least one among the following courses I teach: History of Mathematics (Math 157), Real Analysis (Math 184 and 185), or Complex Analysis (Math 187). Details are found below.

2. Plan of activities to be undertaken during the leave;

My goal will be to complete the narrative *Early Days in Complex Analysis* that I am currently working on with two colleagues from Italy, Felice Iavenaro, Professor of Mathematics at the University of Bari, and Alessandro Rosa, a programmer and mathematician from Brindisi, Italy. We anticipate that the book will run over 300 pages and are currently about 20% into a penultimate draft.

Early Days in Complex Analysis is a follow-up to my book *A History of Complex Dynamics from Schröder to Fatou and Julia* in the sense that where my earlier book was a micro-history of a specific event in complex dynamics, the independent and simultaneous appearance of two major papers by Pierre Fatou and Gaston Julia at the end of World War I, *Early Days in Complex Analysis* is a comprehensive macro-history of complex dynamics from 1869 to 1942. A unique feature of this book is an appendix of approximately 70 pages containing essays by current prominent researchers in complex dynamics and complex analysis which relate current research trends in the field to its history.

The American Mathematical Society is interested in (but has not committed to) publishing our narrative as a book as part of its History of Mathematics Series. This is a very prestigious academic press in the field of mathematics. We are in the process of readying a sample that we plan to submit by year's end. Another academic publisher, Birkäuser, has also expressed interest in the project. If we do not publish as a book we will publish as a series of papers in a history of mathematics journal such as *Historia Mathematica* (where I have previously published) or *Revue d'histoire des mathématiques*.

A History of Complex Dynamics is cited frequently and is mentioned favorably by Benoit Mandelbrot in his recent book *Chaos and Fractals: the Mandelbrot Set and Beyond*, and we expect that *Early Days in Complex Analysis* will make a similar contribution to the history of mathematics.

I will also devote part of my sabbatical to the renewal of at least one course I teach. I am not sure which one, and I would like to defer that decision for now, but I do commit myself to improving my teaching by revamping at least one course. Most likely this revamping would be accomplished through the use of historical sources. Here are examples of two possible ways I might accomplish this:

- One way would be to add a unit on modern mathematics to the History of Mathematics course, Math 157. Currently Alex Kleiner and I alternate teaching the History of Mathematics, but upon my return it will be my turn to teach it. The course focuses on developments up to 1700, but as many modern developments have their seeds in old ideas adding a unit on modern developments would not be out of line with the goals of the course. The planning would be considerable, not only in the choice of material but also because adding something to a course requires that something be removed, and the smartest (though most consuming) way to accomplish that is to put everything in the course on the table.
- Unfortunately, the history involved in my research project is too advanced for Math 157, but it could be incorporated into the teaching of both Real Analysis and Complex Analysis. My collaborators and I have begun to develop plans to incorporate material from our project into an analysis course.

Travel to support my projects:

- I hope to go to Italy for an extended time to work with my collaborators. I will be seeking a grant to support this trip.
- There is a trend in mathematics of using original historical sources in standard courses, and usually there is a mini-course or workshop at a national or regional mathematics conference devoted to the subject. I would like to attend one of these workshops or mini-courses during my sabbatical, with the goal of incorporating original sources from our project (in translation) into one of Drake's analysis courses or of incorporating modern history into the history of mathematics course.

3. Benefits to be derived by the University, particularly with respect to your academic program and your college, school, and department.

If the American Mathematical Society publishes our book the university would benefit as it does when the efforts of its professors are published in a high profile book series. If the AMS does not accept it then we will seek publication with other houses or as a series of journal articles and similar benefits would accrue. I gave several talks related to my earlier book at regional, national and international meetings, and I would expect similar opportunities with the publication of our current project.

I would also return from sabbatical refreshed and hopefully a better teacher. After my last sabbatical I was able to bring many new ideas to my teaching. I think this freshness was invaluable in my efforts to help create three new courses (see summary). This renewal of energy did not result from specific things I had undertaken, but rather was the benefit of having lots of time to think about what I do. But after this sabbatical I plan to bring back things more tangible than fresh ideas to my teaching, as described above.

4. Professional benefits to be derived by you.

The line between individual professional benefits and those derived by the University are obviously blurred, and a healthy research program benefits both the University and the individual, so the benefits described in 3 apply to me as well. But there is one additional potential benefit for me: Promotion. One of my goals upon my return would be to go up for promotion to full professor after the publication of the project.

5. Summary of my Record at Drake

Selected Publications:

Review of *Through a Reporter's Eyes, The Life of Stefan Banach and The Random Walks of George Pólya*, *Historia Mathematica*, 31, 2004.

``Gaston Darboux and Complex Dynamics," *Historia Mathematica*, 22, 1995.

A History of Complex Dynamics from Schröder to Fatou and Julia, Vieweg, 1994.

Selected Invited Presentations

``Stefan Banach and the Weigl Institute: Banach During World War II," Joint Meeting of the AMS and DMV (German Mathematical Society), University of Mainz, Mainz, Germany, June 2005; also at the Joint Meetings of the AMS and MAA, Atlanta, January 2005.

``Complex Dynamics from Schröder to Fatou and Julia," Sixth Annual Workshop in the History of Mathematics, Göttingen, Germany, July 1995; also at the Joint Meetings of the AMS and the MAA, Cincinnati, January 1994.

Courses Created:

The Science and Mathematics for Civic Engagement courses, Nutrition (SMCE 1) and The Iowa Environment (SMCE 2), with Charisse Busing David Courard-Hauri and LaRhee Henderson (01-02)

The Spirit of Mathematics (Math 17) with Bernadette Baker and David Oakland (01-02)

Course taught

FYS 26, The Spirit of Mathematics, SMCE 1 and 2, Business Calculus, Calculus I and II, Mathematics Reasoning, Discrete Mathematics, Abstract Algebra, Modern Geometry, The History of Mathematic, Real Analysis I and II and Complex Analysis (spring 07). I have supervised 20 independent student projects.

Service

Member: A&S Promotion and Tenure Committee, (05-06), Faculty Senate (03-present; Executive Committee, 05-06, 97-98), Arts and Sciences Council (05-present, 01-03, 98-00, 96-97)

Committee Chair: A&S Technology Committee (03-04), University Instructional Technology Task Force (co-chair, 01-03), A&S Ad-Hoc Committee on Peer Evaluation (99; we wrote current peer evaluation guidelines), Board of Student Communications (97-99), Chair A&S Curriculum Committee (96-97)

Search Committees: Provost (99-00), Arts and Sciences Dean (01-02), several department search committees, Music Department violin search (05-06)

Administrative Duties

Director, Center for Digital Technology and Learning (04-present)

Director, Web-Based Curriculum (01-03)

Member (and Drake director in 05), Drake-Drury Web Course Partnership Team (02-05)

Angela Battle
Sabbatical Leave Application

Background Information

1. Name: Angela Battle Date: 09/29/06
2. Department/college/school Art and Design
3. Period for which sabbatical is requested 2007-2008 academic year
4. Dates of previous sabbatical leaves This would be my first.
5. Attach a summary highlighting your record at Drake University
6. Attach a copy of the report submitted after your previous sabbatical leave n/a

Discussion of Proposed Project

1. Purpose of the proposed leave.

The primary purpose of my proposed leave is to devote un-mediated time to the production and promotion of scholarship in the form of artwork. That said one of the fundamental impetuses for my artistic methodology is what results from travel to landscapes that I am only familiar with in a literary way. I do a lot of research into landscapes and all that that concept implies as an armchair traveler certainly, but the actual experience of those landscapes has, over the course of my development as an artist become crucial to what happens in studio afterwards as all of these kinds of knowledge come together to form concept driven by technique to culminate in a new and unique body of work.

For example, I have carved out visits to places such as the Hoh Rainforest in the Pacific Northwest. This trip resulted in the 2004 body of work **Timbre**. This past summer when back in the Badlands of South Dakota (with students this time) and later on a short trip to Lake Superior in Minnesota I began a process of 'cloud sketching' that has become central to my new work and that will form part of my upcoming solo show in Virginia (October, 2006). In addition to studio time, then, I want to spend more time than a visit to a place in order to allow it to seep into my consciousness and into my work in a way that I have not had the opportunity for in a very long time.

I seek the time to do the research (even if it has already begun yet when teaching becomes a punctuated process) and I seek the time to travel as driven by my research and I seek the time to realize and promote new works as a result of the merging of these things. The opportunity to shift my center towards scholarship promises growth that I can greatly predict and will surely benefit from.

In summary, part of my sabbatical will be to spend a more extended period of time in a new place(s) under a new set of understandings and with new conceptual drive, however the larger part will be devoted to the production of studio work, the installation of some of that work in an already secured solo exhibition in 2008 and then the further promotion of this work.

2. Plan of activities to be undertaken during the leave.

My recent scholarship is focused around the meteorological complexity of clouds and the history of cloud nomenclature and this work is to enjoy its first public appearance in the above-mentioned solo exhibition in Virginia. Part of this show is made up of 50 in the field 'cloud sketches' in gouache on board from this past summer's visits to the Badlands, Lake Superior and from my own backyard. This visual travelogue has become something that I want to continue to explore in earnest. The coupling of my backyard clouds with those of distant places gives the work a conceptual nuance that is critical to my reasons for making them in the first place. I feel driven to record my 'presence in natural places' in this way and as a growing aspect of my new direction but these works also contain the potential for the development of larger, more time committed works when back on home ground.

My next comprehensive exhibition is scheduled for January through March of 2008 at the McNider Museum in Mason City (this show would fall in the center of my sabbatical year). For it, I want to expand upon my cloud travelogue and form new and related beeswax works. The cloud travelogue as I envision it would require several short travels in the summer and fall of 2007 to points west and coastal in order to capture new clouds of place. The show also gives me the opportunity to develop and exhibit much additional new work as the space is quite large.

Leading up to and following the installation of new work at the McNider I plan to expand upon the 'meteorological' by deeper research into both western and non-western cloud symbolism and it is after the installation of the show that I would like to make an extended time trip (three weeks) to a place yet to be settled upon. I am considering spots as diverse as the Pacific coast of Mexico to the barrier islands of Georgia to Nova Scotia. Pressed in between all of these goals is a strong desire to take a week and travel to the English home of 19th century pharmacist and amateur cloud watcher Luke Howard who pioneered the Latin classification system for cloud nomenclature still in use today. I discovered that Howard visually recorded clouds in watercolor on board and these and his notebooks are things that I would like to travel to England to see and study first hand. They seem to sit in obscurity or at least that is what I have been told by my to date contacts there. Yet, to take this research a step further I want to walk the landscape that Howard did and to make 'cloud sketches' as he did and to bring them back to Iowa to further develop into larger works and to add to my growing travelogue.

The interim periods of studio time will be devoted to beeswax paintings based upon the travel experiences, the literary research and the cloud travelogue. A colleague who has

seen the travelogue to date suggested developing them into a book and I am thinking about the potential for that though its specific angle will likely be determined only upon further research and travel experience. Though I do not envision its publication while on sabbatical I certainly see the inception of its making as part of my sabbatical.

3. Benefits to be derived by the University, particularly with respect to your academic program and your college, school, and department.

I can answer this question by example. My scholarship feeds my teaching in ways that become evident in the course outlines for classes such as **Microcosm/Macrocosm** and the travel seminar **‘Walking’**. Yet as strongly related as my research and scholarship interests are to what I teach, the courses’ contents are not cemented to the degree that I do not still seek fresh perspectives and ideas for them. A recent example would be the impact that my study of cloud nomenclature had on my development of the **‘Walking’** painting course, its objectives and structure. When I unearthed the creator of cloud naming in the personage of Luke Howard and in so doing stumbled upon his own field practice of ‘cloud sketching’ this led me to other 18th and 19th century artists who used that ‘open air’ practice in the development of the studio works we more familiar with. Another words, these individuals gathered visual information in the form of field painting sketches from which to create more elaborate works back in their studios. This fascinating methodology changed my thinking and ultimately the framework for the **‘Walking’** course in a very successful way. I see the potential for taking a **‘Walking’** group to England to trace the steps of these earlier landscape artists as contemporary ones, but could only do this after I had first hand experience of that place. Consequently, such close collaboration between what drives my scholarship and what drives my teaching benefits students greatly because I transmit with passion what I myself am passionate about.

Just as importantly, an active record of strong studio practice and exhibition such as would be developed in a concentrated way over sabbatical strengthens my ability to teach with authority as a professional artist and this is crucial to developing painters. I am able to relate through unique experience the life of a committed artist to students who seek the same, to show them that I too am an experiential learner (still). Additionally, these things enable me to show my students, by example, that artists do not work in a vacuum but are actively engaged in the world around them culturally, socially, politically and personally in the search for meaningful visual discourse and that one must do what is necessary to feed the process.

I have seen, in my colleagues who have returned from a productive sabbatical the ways in which a sabbatical can regenerate an already committed teacher. How it refreshes and renews. This seems a side benefit and a bit obvious, however I feel it is important to note.

4. Professional benefits to be derived by you,

Professional benefits include having a new and fresh body of work with which to compete in the procurement of exhibitions in galleries, art centers and museums around

the country. Identifying appropriate venues and putting together the promotional materials necessary for such competition can be as time consuming as the making of the work. These opportunities are often booked years in advance as was the case with the two up and coming exhibitions noted above. Time will be devoted to concentrated self promotion such that when my sabbatical comes to a close I will have procured solo exhibitions for the future. The exhibition in Virginia is the first venue for much of the work to be presented there and most of it is so new that I am excited about its prospects for future exhibition (not to mention the further evolution of the work itself) and the show serves as the first stage in the promotion of this new work. The second stage will occur in the presentation of even newer works at the McNider during my sabbatical all of which will coincide with the active pursuit of future exhibition opportunities to carry me into the year or two following leave. Such external review heightens the visibility of Drake University as its teachers become recognized for their quality of scholarship.

Summary of Record Fall, 2000 – Fall, 2006

Scholarship: Over the past six years I have produced 6 distinctive bodies of artwork that consist largely of beeswax paintings and works in gouache. All of this work has been externally reviewed in exhibitions and are numbered and highlighted as follows:

2 city public arts council commissions: one this past August for Cedar Falls and one for the Des Moines Public Arts Council and Metro Arts Alliance in 2004.
6 local exhibitions to include the Westbrook Artist Site and faculty biennials.
9 regional juried exhibitions to include a two-person show at the Quad City Center for the Arts and **Iowa 2002 – New Art** at Cedar Rapids Museum of Art .
10 national juried exhibitions to include shows in Tennessee, Vermont and Georgia.
A four-person exhibition in Tennessee, a two-person exhibition in the Quad Cities and 4 solo exhibitions, such as **Timbre** at the Hearst Center for the Arts in 2004. My most recent body of work **Drift (or Howard's Clouds)** is to be exhibited in Richmond, Virginia, opens on October 6, 2006 and runs through the 31st.
Several collaborative projects include 2 with students such as **The Ice Cream Social** at the Des Moines Art Center and a presentation with fellow faculty and invited students at the **Collaboration Conference – Learning Through Discovery** in St. Paul, MN.

Numerous professional activities such as artist talks to the docents of the Des Moines Art Center, an interview for NPR WVIK Art Talks with Bruce Carter and acting in the capacity of juror for exhibitions in Mason City and Fort Dodge.

Teaching: In my capacity as major professor of painting in the Department of Art and Design I am solely responsible for a painting program that spans the stages from Painting 1 through the Advanced 2 level. In my time here, I have restructured the program to include new directions, approach and pedagogy. I have also taught Drawing 1 and 2 as departmental need arises (as in Spring, 2007). Since 2002 I have also taught a five-week summer session course composed of combined painting and drawing levels. I have

developed three new courses to include **Microcosm/Macrocosm** taught since 2002, **To Take a Position**, a political art-making course taught for the first time Spring, 2006 and **Walking–Making Art Out There** first taught as a summer interim travel seminar in May, 2006 (to be offered again in May, 2007). I am currently designing a Paths to Knowledge course to be offered in Spring, 2007.

Other teaching related initiatives of note include **Carbon**, a university wide interdisciplinary project for art students and students from all other disciplines across Drake and **The Professor Project** - an project that invites Drake scholars from disciplines outside of the arts to present aspects of research to which the painting students then respond. These projects take the next step with regards to art making by creating venues for external review in the form of formal exhibitions around the Drake campus.

Service to the department, college and university includes but is not limited to sitting on numerous committees such as Arts and Sciences Cabinet, Council and Curriculum Committee (currently on Curriculum as chair); search committees for the Department of Art and Design, Chemistry and English; research grant committees, chair of the Levitt Teacher of the Year selection committee and participation in several National Alumni Scholarship Days events.

Maria Clapham
Sabbatical Leave Application

Background Information

1. Name: Maria M. Clapham Date: 9-28-06
2. Department/college/school: Psychology/Arts and Sciences
3. Period for which sabbatical is requested: 2007-2008 academic year
4. Dates of previous sabbatical leaves: 1998-1999 academic year
5. Attach a summary highlighting your record at Drake University
6. Attach a copy of the report submitted after your previous sabbatical leave

Purpose of the proposed leave:

The primary goals for my sabbatical are as follows:

1- I plan to devote extensive effort to advancing my research in the area of creativity assessment. I will complete ongoing research projects in this area, which are at the stage of analysis and write up. In addition, I have two new scholarly projects that I will pursue:

a- I will conduct research to validate the CREA, a divergent thinking test recently developed and published in Spanish, in an English speaking population.

b- I will develop a proposal for an edited book on creativity assessment.

2- I plan to develop the “Psychological Assessment” course, into a 4-credit laboratory course. It is currently a 3-credit upper division course, Psy 133.

Plan of activities to be undertaken during the leave:

1- Two ongoing research projects will be completed: The first involves finalizing a manuscript on the factorial structure of the Torrance Test of Creative Thinking, and submitting it for publication. The second involves reanalysis of data obtained to examine whether two kinds of creativity tests predict creative ratings provided by experts. Both of these projects will be completed in the fall semester of my sabbatical.

In addition, I will pursue two new projects. The first involves validating a Spanish divergent thinking test, the CREA, with a U.S. population. I developed a collaborative relationship with Dr. Javier Corbalan from the University of Murcia, the author of the CREA, while in Spain presenting two papers related to creativity assessment at the International Congress of Applied Psychology during the summer of 2005. As a result of discussions about our work, Dr. Corbalan sent a copy of the CREA

and its test manual to me for review. Since then, an agreement has been reached with the publisher, TEA, for me to translate the test into English, and examine its psychometric properties in the U.S. I am currently collecting data on stage one of the project, examining reliability of the test. During my sabbatical year, I plan to proceed with stage two, examining the validity of the test. I will then submit my results for examination to Dr. Corbalan and the publisher of the test. Results are expected to be published in the test manual.

Finally, I plan to develop a book proposal. I have conducted preliminary work, and found no current books that examine the topic of creativity assessment. I plan an edited book covering various approaches to creativity assessment at the individual, group, organizational, and international levels. During my sabbatical year, I will contact experts of creativity assessment in each of these areas, request their participation in the book, and solicit book chapter summaries from them. Possible book publishers include Lawrence Erlbaum and Jossey Bass.

2- In recent years, I have developed a few computerized activities for the Psychological Assessment course that allow students to calculate some of the concepts discussed in class, such as various types of reliability estimates, with real data. Student evaluations indicate that they enjoy these activities and would like more of them incorporated into the course. In addition, they would like more time to work on these activities. Student reactions to these activities parallel my observations: student learning improves with the activities, and students could benefit even more by having extended time to work on the activities. During my sabbatical, I plan to improve on what I have started and develop a complete set of laboratory activities for the course.

All sabbatical activities will take place at Drake University.

Benefits to be derived by the University, particularly with respect to your academic program and your college, school, and department:

1- My research activities will require that I update my expertise in creativity assessment, both in terms of content and methods. This will have a positive impact on students, as it will affect my teaching in courses where creativity and assessment issues are examined such as Psychological Assessment and Organizational Psychology, and in my Research Seminars, where students engage in current research. In addition, the University will benefit from greater recognition as a result of the publications produced from my work.

2- The Psychology department requires all majors to take at least one upper division laboratory course, and recommends that students interested in a Psychology career take more than one. Currently we offer four laboratory courses. Offering a broader variety of laboratory courses would provide more options for students with varying interests, and would allow more programming flexibility in the department and ensure that enough laboratory courses are offered when faculty who currently teach then change schedules or course offerings. Thus, a laboratory course in Psychological Assessment will fill a Department and program need. In addition, students will benefit greatly by engaging in more experiential learning of psychological assessment concepts and procedures.

Professional benefits to be derived by you:

A sabbatical will provide the time needed to devote myself completely to the proposed projects. Having uninterrupted time to reflect and work on my research activities will enhance my productivity, as projects will progress more quickly and more effectively. In addition, I will develop professional relationships both nationally and internationally that will enhance future research activities and opportunities. The time will also allow me to reflect on my teaching activities, and develop a thoughtfully designed laboratory course in Psychological Assessment.

Summary of Record at Drake

Professor, 2005-Present
Associate Professor, 1997 - 2005
Assistant Professor, 1991 - 1997
Instructor, 1990 - 1991

TEACHING

Courses Taught: Introductory Psychology, Organizational Psychology, Industrial Psychology, Psychological Assessment, Perspectives on Intelligence, and Psychology of Creativity

Program/Course Development Activities:

- Instrumental in developing Human Resources Concentration
- First Year Seminar Course
- Summer Web Course: Organizational Psychology
- Introductory Psychology Laboratory Manual

A&S Teacher of the Year: 2002

RESEARCH

Publications: 14 referred journal publications, 2 book chapters, and 1 article critique.
Recent publications (from 2005):

- Wood, W. S. & Clapham, M. (2006). Rules gamblers play by – and shouldn't. P. M. Ghezzi, C. A. Lyons, M. R. Dixon, & G. R. Wilson (Eds.) Gambling: Behavior theory, research, and application (pp. 191-205). Reno, NV: Context Press.
- Clapham, M. M., Cowdery, E. M., King, K. E., & Montang, M. A. (2005). Predicting work activities with divergent thinking tests: A longitudinal study. Journal of Creative Behavior, 39, 149-167.
- Wood, W. S. & Clapham, M. (2005). The development of the Drake Beliefs about Chance inventory. Journal of Gambling Studies, 21, 411-430.

Conference Presentations: 25 conference presentations

Recent conference presentations (from 2005):

- Wood, W. S., Clapham, M. M., and Carpentieri, M. (2006, May). Illusion of control and Exposure to Multiple Gambling Simulation Trials. Paper presented at the Association for Behavior Analysis Meeting, Atlanta.

- Clapham, M. (2005, July). The effect of creative strength ratings on the structure of the figural Torrance Test of Creative Thinking. Poster presented at the European Congress of Psychology, Granada, Spain.
- Clapham, M., Muchlinski, L., Sedlacek, H., & Starbuck, M. (2005, July). Predicting creative performance with a divergent thinking test and a creativity interest inventory: Is there incremental validity? Poster presented at the European Congress of Psychology, Granada, Spain.
- Wood, W. S., & Clapham, M. M. (2005, May). Verbal repertoires that predict gambling behavior: The illusion of control. Paper presented at the Association for Behavior Analysis Meeting, Chicago.
- Wood, W. S., Clapham, M. M., Eigenberg, S. M., Kolker, J. R., & Murphy, K. (2005, May). Beliefs about Chance and simulated gambling behavior in university students. Poster presented at the Midwestern Psychological Association Meeting, Chicago.
- Clapham, M. M., Muchlinski, L., & Sedlacek, H. (2005, May). External validation of the Runco Ideational Behavior Scale. Poster presented at the Midwestern Psychological Association Meeting, Chicago.
- Clapham, M. M., Sedlacek, H. M., & Muchlinski, L. B. (2005, April). A survey of creativity training practices. Work in progress presented at the Midwest Academy of Management Meeting, Chicago.

UNIVERSITY SERVICE ACTIVITIES (Highlights)

Coordinator of Human Resources Concentration
Institutional Review Board (formerly Human Subjects Review): Chair and member
University Assessment Task Force: Chair and member
Arts and Sciences Promotion and Tenure Committee
Psychology Department Assessment Coordinator

David Courard-Hauri
Sabbatical Leave Application

Background Information

1. Name: David Courard-Hauri Date: 9-27-06
2. Department/college/school Environmental Science and Policy/A&S
3. Period for which sabbatical is requested Academic year, 2007-2008
4. Dates of previous sabbatical leaves none
5. Attach a summary highlighting your record at Drake University
6. Attach a copy of the report submitted after your previous sabbatical leave

1. Purpose of proposed leave

Although I am working hard to address my deficiency and have recently had another paper accepted for publication in the Journal of Ecological Economics, research productivity is without question the weakest piece of my Drake portfolio. Therefore, I hope to address this weakness by focusing my sabbatical on 1) producing significant research output, and 2) developing collaborations in this area.

2. Plan of activities to be undertaken during leave

My plan of activities is somewhat dependent upon two factors that are yet to be finalized: research funding and acceptance of an outstanding book proposal. Depending upon outcomes of outstanding applications in these areas, I will do one of three things during my sabbatical (each discussed in more detail below):

- 1) Work at another university or research center on collaborations with interdisciplinary scholars. Major output: research papers and improved contacts with researchers in the field.
- 2) Work on an Environmental Science text with a colleague at Dartmouth College. Major output: new environmental science textbook, potentially new research papers and collaborations with researchers in the area.
- 3) Develop a book proposal and work towards completion of manuscript on the environmental implications of new research on the causes and correlates of human well being.

Option #1: Collaborations. This is perhaps the least likely of the three options, although I am working towards its realization. I have been working with Jayne Smith to identify grant opportunities that would improve my viability as a visiting scholar, and have applied for the Burkhardt Fellowship, and in June sent letters of inquiry to the Ford Foundation and the Andrew A. Mellon Foundation regarding possible funding. I was

contacted by the Ford Foundation for further information, but have not been asked to send a full proposal, so I am continuing to look into other sources. I am also contacting colleagues to determine whether they would be interested in working with me as a visiting scholar.

This path would involve working with one or more colleagues on modeling applications of ecological economics or positive psychology (my work falls between the two). The main goal of this path would be to improve my ability to apply some of the mathematical and statistical tools that are used in these fields, but in which I am not currently expert. Moreover, I would hope to parlay this opportunity into collaborations that extend well beyond the termination of my sabbatical leave, and which allow me to increase my productivity and insight through co-authorships, rather than the sole authorships that have been the focus of the main line of my research up until now.

Option #2: Environmental Science Textbook. Last December I submitted a chapter for an Environmental Science textbook project. Essentially, Andrew Friedland (at Dartmouth College) had written some draft chapters for WH Freeman, and the publisher felt that the textbook idea would be a good one, but they wanted him to have a co-author. They solicited a chapter from me and from some other people who had been identified as potential co-authors, and I put a fair amount of effort into the chapter last fall. I have been in contact with the project editor throughout the summer, and was asked to provide additional information. Thus, I believe that I continue to be a viable candidate on the project. If I am chosen as the co-author, I would like to use my sabbatical year to relocate to the Hanover, NH area, where I have family, and work with Andy towards the completion of this text.

This would have the additional benefit of locating me in a region where I would be able to interact with researchers at the University of Vermont and Dartmouth on new research, but would not need to obtain a housing subsidy from them. Hence, it might be a wonderful opportunity to develop relationships and perhaps projects which could turn into strong collaborations. This is probably the most likely of the three options, currently.

Option #3: New Book Proposal. This will be my project if neither of the other opportunities pans out. I have been collecting ideas and information over the past couple of years for a book on the ways in which recent research in the field of positive psychology affects how we think about addressing our current environmental crisis. I believe that, with the sabbatical year, I can put together a solid book proposal and have most of the writing work done by the time I return to Drake. This field is currently bursting with new energy and research, as can be found easily by visiting Amazon and searching under “Happiness” or “Happiness Economics,” and looking at how many books have been published by scholars in the last few years. However, there is only one book that I am aware of on the topic of how all of this affects environmental ideas (Partha Dasgupta’s “Human Well-Being and the Natural Environment”, from 2004), so I believe that such a book could make a significant contribution towards introducing a new audience to this highly relevant topic, and thinking in new ways about how to meaningfully convey the results. My book would be designed to be accessible to a wider

audience than Dr. Dasgupta's, and address a different topic area, although there would be some similar themes. If I do this, I expect to spend roughly 75% of my time on the book project, and 25% of my time on new research.

3. Benefits to the University

The University will benefit most directly from options #2 and #3, in terms of raising the visibility of our program for prospective students. For example, if I pursued option #2, then I would strongly lobby professors at DMACC to use this textbook in their courses. I believe that potential transfer students would be very positively influenced by the idea that a professor at Drake "wrote the book" on environmental science, and it would help us to get that very important first look. Currently, DMACC teaches a large number of prospective ENSP students, but the vast majority of these attend Iowa State. Similarly, inasmuch as this text would be used in high school AP courses (more likely as time progresses), it would potentially raise the profile of Drake's ENSP Program for a national audience, almost certainly increasing the number of students who consider Drake ENSP as an option. Also, while option #3 would not be so ideally targeted towards college-bound environmental students, it would involve marketing and so on, at least locally. If I were able to set up talks on the subject to non-academic audiences, or if local newspapers ran stories on the subject (the Register just recently did a piece on Jonathan Haidt's book "The Happiness Hypothesis"), this would again would raise ENSP's visibility in the area, and potentially bring new recruits to our Program. Option #1 would have more indirect benefits to the University, by improving the quality of my scholarship, allowing me to get more work published in a wider variety of journals, and potentially leading to more opportunities for undergraduate research and research funding.

4. Personal Benefits

Option #1 would allow me to be a more successful scholar, which is where I need to demonstrate the most progress professionally. It would set up collaborations and might make research funding and summer salary funding more accessible. Option #2 would have some of the same benefits, but to a lesser extent, because I could engage in some of these same activities. At the same time, the textbook would also raise my profile among environmental scientists, potentially bring in some additional income to replace pay lost during the sabbatical, and provide me with a long-term professional project as future editions are (hopefully) published. Option #3 would allow me to lay out the case that I have been building in my research, and would, I believe, open up opportunities for future collaborations

Drake Career Highlights

Peer-reviewed papers:

Courard-Hauri, D., Wick, A.A., Kneubuhler, L.K., Summerville, K.S. *Patch-scale movement dynamics and intra-seasonal redistribution in two species of Iowa grassland butterflies*, Submitted to Journal of the Great Lakes Entomologist.

Courard-Hauri, D., *Using Monte Carlo analysis to investigate the relationship between overconsumption and uncertain access to one's personal utility function*. Accepted, Ecological Economics.

Courard-Hauri, D. *Renegotiating Kyoto: A Computer-Aided Role Play*, Academic Exchange Quarterly, 2004, **8**, 2841-4z.

Courard-Hauri, D. *The effect of income choice on bias in policy decisions made using cost-benefit analysis*, Ecological Economics, 2004, **51**, 191-199.

Shulman, S.W., Schlosberg, D., Zavestoski, S., and **Courard-Hauri, D.** *Electronic Rulemaking: New Frontiers in Public Participation*, Social Science Computer Review, 2003, **21**, 162-178.

I Developed the SMCE Curriculum with C. Buising, L. Henderson, and D. Alexander. This was selected as a national model for the NSF's SENCER program, and I have presented on the topic at SENCER conferences in San Jose and Chicago.

I have presented research at one international (Montreal), one national (Seattle), and one local conference (Mt. Vernon), and have had students give presentations at a professional conference and at the DUSCI conference (both oral presentations). I also gave a very well-attended DUSCI presentation in the fall of 2005. In 2007 I am planning to present at two conferences: AAAS in Denver, and US Soc. for Ecological Econ. in San Francisco.

I am working with Andrew Friedland of Dartmouth College on an Environmental Science textbook. The publisher (Freeman) has just asked me to make developmental edits on the chapter that I wrote, and I expect to be offered a contract in December.

I have developed a wide array of courses to meet Drake's needs for both the Environmental Program and numerous service requirements. These include courses on environmental science (life science AOI), weather (physical science), climate change (physical science; honors), an international study seminar (multicultural/engaged citizen; honors), an FYS, a course on quantitative environmental analysis, a course on suburban sprawl, and the senior capstone.

I have engaged in university and community service, serving on Senate, Environmental Oversight Committee, Buildings and Grounds, A&S Council, Neighborhood Improvement Task Force, Tenure Clock Special Committee, and as the President of the Drake Neighborhood Association. I am on the Board of Directors of the Dancing Rabbit Ecovillage (featured on Morgan Spurlach's 30-Days television show, and will be joining the 1000-Friends of Iowa Board of Directors in January.

Maura Lyons
Sabbatical Leave Application

Background Information

1. Name: Maura Lyons Date: 9/25/06
2. Department/college/school Art & Design/Arts and Sciences
3. Period for which sabbatical is requested 2007-08
4. Dates of previous sabbatical leaves none
5. Attach a summary highlighting your record at Drake University
6. Attach a copy of the report submitted after your previous sabbatical leave

Purpose of Proposed Leave:

As described in further detail below, a sabbatical leave would allow me to develop two projects: an exhibition on the legacy of Eliel and Eero Saarinen on Drake University's campus and a study of the impact of German "New Objectivity" art on American artists during the period from the 1920s to the early 1940s.

Plan of Sabbatical Activities:

There are two projects that I propose to undertake during my sabbatical leave. The first is the research and planning of an exhibition, to be held at the Anderson Gallery during 2008-09, documenting the architectural legacy of Eliel and Eero Saarinen at Drake. This exhibition would involve Drake students through a curatorship seminar and an assignment for a graphic design course. The second project is a continuation of my research on the twentieth-century U.S. artist Rockwell Kent. I will address the stylistic influence of contemporary German art on Kent's art, with the additional goal of broadening my focus to investigate similar influences on other American artists of the period.

a. Saarinen exhibition

Drake University has a distinguished architectural history and my exhibition will highlight the impact that the Saarinens (father and son) had on the mid-century campus through several versions of a master plan, nine completed buildings (Harvey Ingham, Fitch Hall, Hubbell Dining Hall, the Quad Dorms, Medbury Hall, Scott Chapel) and one building renovation (Jewett). The Iowa chapter of the American Institute of Architects recently selected three of these buildings for their list of the state's top fifty buildings, yet none of the Saarinen designs have been the subject of focused research. I have already made two trips to Yale University, where Eero Saarinen's papers are held, and obtained considerable documentation on his and his father's designs for Drake. My sabbatical will allow me to broaden my research, develop a checklist for the exhibition, and prepare grant applications to help fund the show. Potential sponsors of the exhibition include Humanities Iowa, the Iowa Arts Council, the Graham Foundation, and the American

Institute of Architects. One way in which students would be involved in the project is through a curatorship seminar, which I will also design next year. The class will write labels for the exhibition, help design its layout, and give tours of the show and the campus. The head of the graphic design program has also agreed that students in Graphic Design III could be given an assignment to design the printed materials for the show—invitation, text labels, and publication. The curatorship class would therefore act as clients for the graphic design students.

b. *Kent research*

During the next month I will be submitting a 6,000-word manuscript for review to the journal *American Art* that investigates a 1940 painting by Rockwell Kent in the context of the politics of homeland both during the WWII era and today. My research suggests that one visual influence on Kent during the 1930s and 1940s was a type of contemporary German art that has been grouped under the label *Die Neue Sachlichkeit* (or the “New Objectivity”). I suspect that Kent might have been encouraged to think about German art through his friendship with a dealer and later curator named Carl Zigrosser. I propose to investigate this connection further by examining Zigrosser’s papers and those of the gallery he directed, both of which have been microfilmed by the Archives of American Art (a branch of the Smithsonian Institution). I will also study the degree to which New Objectivity art was familiar to artists in the United States through press coverage and exhibitions. Preliminary research indicates that New Objectivity was an influence on other artists, including Grant Wood and Charles Sheeler. I am particularly interested in the political implications for U.S. artists of looking at German art during the inter-war period. In order to support and enhance this research, I plan to apply for a short-term fellowship at the Smithsonian American Art Museum (applications are due in January 2007). If I were to obtain a fellowship, it would allow me access to a full range of research materials, including the Archives of American Art, as well as place me in a community of scholars specializing in the art of the United States.

Benefits to the University:

The benefits to the University of the exhibition project are numerous. Research on the campus design would continue to raise the local and national profile of Drake. The University has already benefited from being included in the Iowa Public Television series *A Century of Iowa Architecture*, for which I was interviewed in 2004. The publication accompanying the Saarinen exhibition would become part of the institutional history of Drake and could serve as a recruitment tool. Furthermore, the curatorship course and the involvement of graphic design students satisfies the College of Arts and Sciences’ and the University’s mission to involve students in experiential learning. Not only would they be studying the history of modern architecture, they would be actively shaping the exhibition.

The benefits of my research on Rockwell Kent are also tangible. If I were to be awarded a Smithsonian Fellowship, a nationally competitive program, it would bring recognition to the University. Furthermore, my research will inform my teaching, keeping me up-to-date on scholarship in my field and refining my ideas about the relationships between art and politics that will reappear in my classroom.

Professional Benefits to Applicant:

Sabbatical leave offers faculty the precious opportunity to stop and reflect on their roles as teachers and scholars, with the eye to improving their performance in each endeavor. The chance to immerse myself in research helps me to bring new ideas to my students; the opportunity to write hones my ability to communicate clearly with them. In addition, the prospect of making connections with colleagues in my field opens up the possibility of collaborations that would be of long-term benefit to me and to my institution. Simply put, time to research, write, and plan for the subsequent year will help replenish the ideas and energy that fuel my work as a professor.

Highlights of Record at Drake University:

- joined the faculty during fall 2000
- have been active in supporting my department's multiple programs (studio art, graphic design, art history) as well as the University's curriculum, including contributions to the FYS and Honors programs
- published a book (*William Dunlap and the Construction of an American Art History*, University of Massachusetts Press, 2005)
- 6,000-word manuscript will be submitted shortly to the journal *American Art* for consideration as a feature article
- have presented 3 papers at national conferences and 2 at regional conferences
- recipient of a research grant for tenure-track faculty from the Drake University Center for the Humanities
- served as chair of the Art History search committee during 2004-05 as well as on two search committees for other departments (Theatre, History)
- have contributed significant service to Drake at all levels, from departmental to college to university committee work (including two terms on each of the following bodies: the Arts and Sciences Council, Arts and Sciences Cabinet, and Faculty Senate)
- Active in the local community, including teaching courses and participating in educational programming at the Des Moines Art Center as well as presenting lectures to the Des Moines Women's Club and at Terrace Hill

Vibeke Peterson
Sabbatical Leave Application

Background Information

1. Name: Vibeke Rützou Petersen Date: September 27, 2006
2. Department/college/school: _____ Study of Culture and Society, A&S
3. Period for which sabbatical is requested: _____ 2007-08
4. Dates of previous sabbatical leaves: 2001-02 (By arrangement with the Provost, I delayed my first sabbatical one year in exchange for one year off the interval before my next sabbatical)
5. Attach a summary highlighting your record at Drake University
6. Attach a copy of the report submitted after your previous sabbatical leave

Purpose of Proposed Leave

I propose to undertake three curricular projects and commence a major research project, a facet of which also has links to a course. All of these projects are described in detail below.

Plan of Sabbatical Activities

a. Curricular Projects

I am applying for a full one-year sabbatical in order to pursue three curricular projects, namely to update and do more research for three of my courses. One of them is **Gender and Culture in Islam**. So much has happened in the last year that necessitates serious revisions of course direction and materials. Another is the Honors course **Paths to Knowledge** that I recently team-taught with Professor Maura Lyons. The student evaluations indicated that a clearer focus was necessary for them to get the most out of the class, so that course needs some work. Of what kind, I am not yet quite certain; it will take some pondering. Finally, I want to work on the memory aspect of my course **War and Memory**, which I have only taught once. There is so much more work done on memory and critical media theory than can possibly be glanced at during a summer break. I intend to make a small dent, at the very least, in those bodies of work.

b. Research Projects

In a recent article, Science Fiction scholar, Joan Gordon, is baffled by what she calls a “curious omission,” namely: Why does post-holocaust science fiction not invoke

reference to the historical Holocaust.”¹ I beg to differ with Gordon, but understand that her examples are taken from the realm of English-language Science Fiction. My research focuses on German Science Fiction, and I am repeatedly struck by the many overt and covert references to the Holocaust and Third Reich policies in German contemporary works in this genre.

The German philosopher, T. W. Adorno pronounced Auschwitz the unbridgeable and categorical rupture in the history and culture of Western civilization, one that can never be ‘bewältigt’ [worked through, ‘managed’]. Indeed, the latest scandals in the Germany press demonstrate how the Nazi past isn’t dead but lives on in the collective memory of the nation. Most recently, at the Third Annual Buchenwald Memorial Concert, a ministerial spokesman, Hermann Schäfer, dedicated his speech to the suffering of Germans during and after WWII to a shocked audience. The Ministry of Culture issued an apology the following day but the incident points to the mixed emotions and definitions of ‘victim’ circulating in contemporary German Culture.

The second recent reminder of the Nazi years concerns Germany’s premier literary statesman and Nobel prize winner, Günter Grass. In his latest, somewhat autobiographical, work (*Beim Häuten der Zwiebel*, September 2006) he revealed to a stunned nation, that he became a member of the Waffen-SS in 1944. Once again, presences of the past prevail in the public consciousness.

The task I have set myself is thus (still) very au courant: How is the legacy of National Socialism and the Holocaust reconfigured in German SF? How and to what purpose is the Nazi past remembered? For example, what does it ‘mean’ when Andreas Eschbach in his prize winning novel *The Carpet Makers* (1995), feature a community that knots carpets from human hair? No one who has seen Alain Renée’s documentary about Auschwitz, *Night and Fog*, can forget the room filled with human hair, the items knitted (knotted!) from it – a sweater and a rug - and the price a pound of hair cost on the open market.

SF narratives by their very definition constitute historical discontinuity. Still, the traumas of Germany’s past persist in informing its imagined futures. By insisting, as did many younger generation Germans, that Nazi times had nothing to do with them because they were born after 1945 is, of course, to believe in a discontinuity of history. At the same time, the support of such a discontinuity harbors in itself the memory of the wartime trauma as the very reason for the insistence upon ‘Stunde Null’ – Zero Hour.

My research, then, is to investigate the un/subtle traces of that specific portion of German history as it appears in Science Fiction. The thoughts of T.W. Adorno, Walter Benjamin, Jean Améry, and Saul Friedländer will inform much of the ‘tone’ of my discussion of the aesthetics of writing about the Holocaust. The work I must do on ‘memory’ for my **War and Memory** course will constitute an important part of my theoretical framework. A rather larger number of SF ‘contemporary’ works will provide the raw material for my examination and by contemporary I mean mostly what has been

¹Joan Gordon “Utopia, Genocide and The Other” in *Edging into the Future: Science Fiction and Contemporary Cultural Transformation*, eds. Veronica Hollinger and Joan Gordon. (Philadelphia: U of Pennsylvania P, 2002): 207.

written from 1980s until today (only few SF works were written in German before this time).

I'll have also have to read up on German general contemporary culture. I am thoroughly familiar with it until 1993 but have not followed cultural developments in depth since then. There is much to read and work to be done.

Benefits to the University

It is obvious from the curricular projects I intend to undertake that Drake students will be on the receiving end of up-to-date information and common reflection upon various directions the courses could take, The Islam course is already a popular class with Muslim, Christian, and Jewish Students and has for some time been the only one of its kind taught in the curriculum at Drake University. The Honors course presents a challenge as it is a core course, but ultimately it is again the students and thus Drake University (which also holds true in the case of **War and Memory**) that stand to benefit from a reconfiguration and better understanding of the scholarship vis-à-vis my courses.

Professional Benefits to Applicant

I am reaching that delightful (but perhaps also a little frightening) stage in my career where my scholarly and pedagogical activities fully interlink and inform each other. A sabbatical would afford me the time to do intellectual work, e.g. reflect upon those activities and be an active participant in the larger research community in my field through reading and writing. Each of the projects described above will aid my understanding of the world I live in and my position therein. That seems a benefit worth striving for.

Highlights of Record at Drake University

- ✚ Came to Drake in 1993 as Director of Women's Studies
- ✚ Have sat on and chaired more College and University committees than I can count, also Senate, Senate Exec and A&S Council
- ✚ Have taught in Honors, Women's Studies, Cultural Studies (now defunct)
- ✚ Received tenure in 1996
- ✚ Served as outside reader of scholarship in colleagues' tenure and promotion processes at least six times
- ✚ After stepping down as Director of WS (2001) joined the Department for the study of Culture and Society.
- ✚ Mentored four junior faculty
- ✚ Published four articles and presented at ten national conferences
- ✚ Published my third book (*Women and Modernity in Weimar*)
- ✚ Received three grants from the Center for the Humanities and two Faculty Research Grants
- ✚ Chaired the A&S Council 2005-06 during which we were responsible for the evaluation of the Dean of A&S
- ✚ Was promoted to Professor of Women's Studies 2006

Report submitted after previous sabbatical leave

I do not recall submitting a report after my last sabbatical. A&S had hired a new Dean during my absence and it is more than likely that such a report fell between the cracks. Nonetheless, I can tell you exactly what I did during that time. I hired a small cottage for the fall 2001 10 000 feet up in the New Mexico Rockies. I worried about bears while out running up and down wicked hills, but it didn't keep me from thinking about what was lying ahead of me: the necessity to refashion myself as a teacher and perhaps even a scholar. The Modern Language Department was closing and I would no longer be able to teach in my so-called expertise, namely German. I needed a whole new menu of courses, all in English, and they had to have weight and importance. Consequently, I sat about researching areas in which I had had previous interest. The outcome was a set of, I think, extraordinary interdisciplinary courses, which have proved popular with and exacting for students:

Speaking With Many Voices: a Sampling of Native American Cultures
Nazi and Resistance Cultures
Culture, knowledge, power.
War and Memory
Gender and Culture in Islam

All of those courses are part of the SCS major and most of them are also taught cross-listed with Honors. The Islam and Native American courses are also cross-listed with Women's Studies.

I had to present a paper at the GSA in Washington DC in early October 2001 and I was also doing research on that. It was my first presentation of a science fiction paper which was later reworked as "Freud in the Future: Work in German Science Fiction." That article was recently published in *Extrapolations* (the oldest North American peer-reviewed journal devoted to SF).

September 11, 2001 put a stop to work for several weeks and I didn't really resume serious work on anything until my return to (safe) Des Moines in early November. My writing about work in German imaginary futures linked me to past uses of work, namely the Third Reich and concentration camps, whose portals flaunted the phrase "Arbeit macht frei" ["work liberates"]. I started making notations and gathering titles of works for future examinations already back in early 2002. These thoughts and ruminations also, by the way, informed the Nazi and Resistance course. I had embarked on a long road mulling over an often extremely painful topic. I wish to set out on this road again in 2007.

Eleanor Zeff
Sabbatical Leave Application

Background Information

1. Name: Eleanor E. Zeff _____ Date: _____
2. Department/college/school Department of Politics and International Relations
3. Period for which sabbatical is requested 2007-2008 school year _____
4. Dates of previous sabbatical leaves none _____

5. Attach a summary highlighting your record at Drake University

I have taught at Drake as an Adjunct since 1990. In 2000, I had a full time visiting position and in 2001, I became a full time tenure track Assistant Professor. In May 2006, I received tenure and was promoted to Associate Professor. I have served on the Curriculum Committee of the College of Arts and Sciences and currently am serving on the University Curriculum Committee. I also serve on the University board of the Center for Global Citizenship and on the Bucksbaum Lectureship Committee and am the Faculty Advisor for the student Fulbright Scholarship program. Currently we have three students studying abroad on Fulbright scholarships. I recently published a co-edited version (second completely revised version) of *The European Union and the Member States*, and have several other recent publications including a journal article, two lengthy book reviews, two book chapters and the first edition of *The European Union and the Member States*. In May 2006, I received the Levitt Mentor of the Year award.

6. Attach a copy of the report submitted after your previous sabbatical leave.
I have never applied for a sabbatical before this year.

Discussion of Proposed Project

1. Purpose of the proposed leave:
I am hoping to teach and do research in Central Europe and Turkey and then to return to Des Moines to assess my findings and write some conference papers for possible publication. As a comparative politics specialist, I need to travel and conduct more field research in my primary areas of expertise. I have not been able to do as much traveling and primary research as I would like with the heavy teaching commitment that I have at Drake. So, I am very excited about the opportunity to be able to travel more during the 2007-2008 sabbatical year and perhaps teach and conduct interviews with policy makers in Central and Eastern Europe and Turkey, if possible, as well. I plan to travel in order to conduct some field research, as well as expand my knowledge about East/Central Europe and the problems facing newly democratizing states. I have already started teaching these subjects at Drake as an extension of my former courses on Western Europe, but I really want to update and solidify my understanding of this area.

If I receive a Fulbright Teaching Fellowship, I plan to write one paper about teaching in Romania and explore the differences in students' outlooks and approaches to Comparative Politics and to politics in general. I also hope to help with curriculum development at the University where I will be teaching. However, I plan to study transportation issues in Romania as well as look at the different approaches to curriculum development in East/Central Europe to see how democracy studies and theories are integrated into the curriculum whether I receive the Fulbright or not. I especially hope to do some research on transportation issues in Romania and neighboring states (Bulgaria for example). I am already working on transportation as an important policy issue to see how extensively the European Union is influencing its newest member states. I presented one paper at the Midwest Political Science Association meeting in Chicago in April 2006 and will be presenting two more papers on this issue in Omaha in October 2006 at the European Studies Conference and another at the European Union Studies Conference in Montreal in May 2007. I look forward now to traveling more extensively in these areas to continue to expand my expertise, both on this important public policy issue as well as on East/Central Europe.

2. Plan of activities to be undertaken during the leave.

I have applied for a Fulbright Teaching Grant to go to Romania for the fall semester and then to take a group of Drake students and Romanian students (if I receive the grant) to a European Simulation in Turkey, The SUNYMEU in January 2008 will hold a European Union simulation in Istanbul. Although this is a new program, I have worked with many of these same EU specialists on other EU simulations (to Prague and to the Netherlands), and so I know that this program will meet rigorous academic standards and be a very good learning experience for students who decide to participate. I am now beginning to work with Drake University to prepare a short course for students to attend this simulation and then to continue for another week, with the Drake participants, to learn more about politics and life in Turkey.

During the second semester of my sabbatical, I plan to travel in Turkey more extensively in order to gather more information, and then I plan to write up my findings in an article or two. I would try to present this work at the International Studies Conference in Spring 2008 (usually February or March) and/or at the Midwest or APSA conferences.

If I do not receive the Fulbright grant to Romania, I plan to travel to East/Central Europe and also to Turkey and do independent research on policy making on transportation issues. As mentioned, I have already presented one paper on the effects of Europeanization on policy making in the area of transportation in the Czech Republic and will present another two papers in October, which expands the issue to Slovakia and Romania. Thus, I have some basic expertise on this issue and now need to conduct more in depth studies to confirm or refute my present findings. I will present another paper on policy making on transportation in the expanded EU in May at the European Union Studies Conference in Montreal.

EU studies have expanded from just studying the EU institutions to now considering the effects of the EU on policy making in the member states. What is of great interest is how

the EU is affecting the new member states and those considering membership. While the EU controls their entry, the acceding states try to be very compliant in following EU regulations and the Treaties in order to gain admittance to the EU. So, a lot of Europeanization, or adaptation to EU rules, should take place at this time. Romania and Bulgaria should be admitted in January 2007, and so I will be in that area at a very opportune time, when they first enter the EU. I hope then to be able to assess the extent of their Europeanization by looking at their transport sectors. Transportation policy is central to full integration of the EU member states into the EU, but it remains heavily government controlled. Transportation policy is also important because it is seen as necessary to attaining the EU goals of free movement of goods, persons and services, so it is a key area to study in order to be able to assess the success of the process of Europeanization in particular countries.

3. Benefits to be derived by the University, particularly with respect to your academic program and your college, school, and department.
I teach European politics and the politics of developing areas, but my special areas have been Western Europe and Africa, and I would like to expand my expertise eastward to include more of Central and Eastern Europe. I also teach a course on Democratization and these areas of East/Central Europe and Turkey are very interesting as laboratories to investigate how countries go from being Communist and authoritarian to becoming capitalist and democratic, and what problems they face. My ability to cover these areas better would benefit the both IR curriculum and Drake students.

I am also working on setting up a mini course in Turkey for the Drake students so that they will have some extra time and study opportunities besides the EU simulation, for which the planning is already occurring. I have talked with the International Center and Sandra Smeltzer about this plan, and they are both aware of it and like the in-between semester time I have proposed for conducting this course. Currently nothing else is planned for this time.

4. Professional benefits to be derived by you,
I have not had the opportunity to do as much meaningful and in-depth comparative politics field research, as I would have liked to do while I have been teaching. I would really like the opportunity and time to conduct more in-depth research in a relatively new area for me (although still considered Europe). I would also like the opportunity to teach in a European University system and to include the US as one of the countries to compare in my course in Comparative Politics. I look forward to learning new teaching techniques as well as gathering research material and becoming more of an expert over a wider area. I also want to include Turkey as I think that Drake needs some more expertise on countries in the Middle East and Turkey fill two categories; one it trying to get into the European Union, so it fits with my field of research, but it also is located in the Middle East and partly in Asia. I plan to take students to Turkey in January whether or not I receive the Fulbright, and I will stay there longer as well, in order to interview some colleagues at Metu University in Ankara and some in Istanbul in order to assess their opinions about EU membership and the development and democratization of their country.

Stuart Klugman
Sabbatical Leave Application

Background Information

1. Name: Stuart Klugman Date: 10-10-06
2. Department/college/school Actuarial Science, CBPA
3. Period for which sabbatical is requested 2007-2008
4. Dates of previous sabbatical leaves Fall 1994
5. Attach a summary highlighting your record at Drake University

It is not brief, but it is hard to condense 18 years much further.

6. Attach a copy of the report submitted after your previous sabbatical leave

Note: The book that was referenced was published in 1998 and a second edition was published in 2004. Since 2000 this book has been required reading for the examinations of the Society of Actuaries and Casualty Actuarial Society. While great credit for our influx of Malaysian students goes to our International Admissions staff, my visit in 1994 directly led to several students attending Drake.

Discussion of Proposed Project

1. Purpose of the proposed leave

To spend that time at the Society of Actuaries (SOA) office in Schaumburg, IL and work on various projects relating to their education and qualification system.

2. Plan of activities to be undertaken during the leave

I would be employed on the Society of Actuaries actuarial staff with responsibilities for parts of their basic and continuing education programs. One area of particular interest to me is discussed below. My goals during this period are:

- Become much more familiar with the content of the revised Fellowship exams and modules.
- Contribute to the design of the new Strategic Business Management Module and the expanded Fellowship Admissions Course that form the capstone for actuarial education.

3. Benefits to be derived by the University, particularly with respect to your academic program and your college, school, and department.
 - The requirements for qualification as an actuary consist of two parts. Preliminary education covers the mathematical modeling needed to solve actuarial problems. This is what we teach at Drake. The second part is the practical application of these models. This is learned on the job and through self-study. Much has changed since I last studied this material. Working on the revisions to this part of the process will bring me up-to-date and thus improve my ability to relate the theoretical material in my classes to their practical applications.
 - In addition, actuaries who work for the SOA have a high profile in the profession. I will also be giving presentations and likely to conducting some of the seminars associated with the new Fellowship Admissions Course. This will bring Drake's name forward to parts of the actuarial profession.
 - These activities will serve my profession through enhancing the education and training of actuaries.

4. Professional benefits to be derived by you
 - This will continue a chain of activities I have had with the SOA. The capstone experience is the final element of the revisions that have taken place in our qualification system (I co-chaired the committee that created these revisions) and is based on the educational concepts of the Course 7 Seminar in Applied Modeling (which I helped developed and have taught 18 times over the past 7 years). I will be developing educational materials and probably teaching some of the seminars that will be conducted at the end of the module.
 - I have served the actuarial profession in a variety of ways during my nearly 30 years of membership and this project is a way I can provide expertise to current activities.

Drake University record

1988- Principal Financial Group Professor of Actuarial Science

Department chair 1989-97, 2001-2003, 2004-present

Courses Taught: ACTS 90, 140, 150, 151, 152, 160, 162, 170; QUAN 124, 135; STAT 71, 72, 111, 112, 113, 131, 132, 141, 142, 270; FIN 198

Drake University and CBPA Committees (selection):

Undergraduate Curriculum Committee (1988-90, 1992-96, 98-00, Chair 92-96)

Tenure Committee (1989-92)

Dean Search Committee, Chair (1989-90)

Academic Accountability for Intercollegiate Athletics (1993-95, Chair, 1993-94)

University General Education (1995-96, co-Chair)

Dean Search Committee (1995-96)
General Education Committee (1999-2002)
Outcomes Committee (1999-2002, Chair)
Academic Program Review Steering Committee (2000)
Faculty Senate (2001-2003 , Executive Committee 2001-2002)
CBPA Dean Search Committee (2002-2003, Chair)
Criterion 4 accreditation committee (2004-)

Society of Actuaries (1970- , Fellow, 1978) (selected service)
Committee on Research (1977-91, Vice-Chair 1984-86, Chair 1986-88)
Future Education Methods Implementation Task Force (1986-87)
Exam 162 Consultant (1989-93), Exam 161 Consultant (1990-94)
Intensive Seminar 152, Vice-Chair (1992-99)
Education and Research Section Council, Vice-Chair (1991-94)
Editorial Board, *Transactions* (1991-96)
Editorial Board, *The Future Actuary* (1992-97, Chair 1995-97)
Committee on Actuarial Principles (1993- , Chair 1997-)
Society of Actuaries' representative to the Board of Directors of the Actuarial
Education and Research Fund (1996-), Secretary, (1998-2001), Treasurer (2001-
2003)
Elected member of the Board of Governors (1997-2000)
Course 7 Common Core Sub-Committee, Chair (1999-)
Task Force on Education and Qualification 2005 (2000-2001)
Joint International Syllabus Committee (2001-2003)
Elected Vice-President (2001-2003)
Preliminary Education Working Group, Chair (2001-)
Education Re-Design Oversight Group (2003-)

Other Instructional Activities (selected)

Three week course on Loss Distributions for the M.S. program at Nankai University,
Tianjin, People's Republic of China, July 1990
Two-day seminar on statistical applications in DNA forensics, Midwest Association of
Forensic Scientists, Des Moines, April 1994.
Two-day seminar on loss distributions for the Casualty Actuarial Society, 15 times from
July 1997 through July 2006.
Society of Actuaries Course 7 Instructor/grader, 18 times from March 2000 through
August 2006.

Honors and Awards (selected)

Drake University College of Business and Public Administration Undergraduate Teacher
of the Year (1996-97, 2005-2006)
Drake University International Students Teacher of the Year (1998-99 and 2004-2005)

Publications (selected, and since starting at Drake)

Klugman, S. (1989), "Bayesian Modelling of Mortality Catastrophes," *Insurance:
Mathematics and Economics*, **8**, 159-164.

- Murray, M. and S. Klugman (1990), "Impaired Health Life Annuities," *Journal of the American Society of CLU and ChFC*, **44**, 50-58.
- Klugman, S. (1990), "Credibility for Increased Limits," *Insurance: Mathematics and Economics*, **9**, 77-80.
- Ledolter, J., S. Klugman and C-S. Lee (1991), "Credibility Models with Time-Varying Trend Components," *ASTIN Bulletin*, **21**, 73-91.
- Klugman, S. (1992), *Bayesian Statistics with Emphasis on Credibility*, Boston: Kluwer Academic Publishers.
- Klugman, S. and R. Parsa (1993), "Minimum Distance Estimation of Loss Distributions," *Proceedings of the Casualty Actuarial Society*, **80**, 250-270.
- Carlin, B. and S. Klugman (1993), "Hierarchical Bayesian Whittaker Graduation," *Scandinavian Actuarial Journal*, 183-196.
- Cumming, R. and S. Klugman (1996), "Applied Statistics," in *Group Insurance*, 2nd. ed., W. Bluhm, Editor, Winsted, CT: ACTEX, 573-598.
- Klugman, S., H. Panjer, and G. Willmot (1998), *Loss Models: From Data to Decisions*, New York: John Wiley and Sons
- Klugman, S. and R. Parsa (1999), "Fitting bivariate loss distributions with copulas," *Insurance: Mathematics and Economics*, **24**, 139-148.
- Klugman, S., H. Panjer, and G. Willmot (2004), *Loss Models: From Data to Decisions*, 2nd. ed., New York: John Wiley and Sons
- Klugman, S. and J. Rioux (2006), "Toward a Unified Approach to Fitting Loss Models," *North American Actuarial Journal*, Vol. 10, No. 1, 63-83.

Report submitted after previous sabbatical

DATE: May 19, 1995

TO: Hugh Winebrenner, Dean , CBPA

FROM: Stuart Klugman

SUBJECT: Sabbatical Report

I was on sabbatical leave from Drake University for the Fall, 1994, semester. The following is a report on my activities.

The major goal of my sabbatical was to begin work on a new textbook for actuarial students. It is designed to cover the topics of loss distributions, credibility, applied risk theory, and applications of stochastic processes. These subjects are a large part of the courses Actuarial Science 151 and 162 at Drake. I am working with three other authors, two at the University of Waterloo and one a consulting actuary with Sedgewick Payne. The book is envisioned to contain 7 chapters and a lengthy appendix. I am the primary author of chapters 1 and 2 as well as the appendix. With the exception of additional exercises, my portions are finished. I have also turned out to be the coordinating author and so have done considerable editing on chapters 3, 6, and 7. A copy of our work to date is attached. We have been working with the Casualty Actuarial Society's Risk

Theory Committee who will assist us in promoting the book as new source material for their Exams 4B and 5A. They seem to be very pleased with what we have done so far.

I also used my leave as an opportunity to put together some presentations. These were:

“Applied Risk Theory,” one half of a day-and-a half seminar on risk based capital presented prior to a Society of Actuaries Meeting in Orlando, FL, September, 1994

“Applied Risk Theory,” one half of a limited attendance three day workshop sponsored by the Casualty Actuaries in Reinsurance in Chicago, IL, October, 1994.

“New Developments in Actuarial Theory,” one half of a panel discussion at the Society of Actuaries Annual Meeting in Chicago, IL, October 1994.

“Actuaries Make a Difference,” Seminar presented to the Malaysian Insurance Institute, Kuala Lumpur, December 1994.

Chip Miller
Sabbatical Leave Application

Background Information

1. Name: Chip Miller Date: 9-22-06
2. Department/college/school Marketing, CBPA
3. Period for which sabbatical is requested 2007-2008
4. Dates of previous sabbatical leaves None
5. Attach a summary highlighting your record at Drake University
6. Attach a copy of the report submitted after your previous sabbatical leave

Discussion of Proposed Project

1. Purpose of the proposed leave

My intention is to work on the following projects during the sabbatical.

- 1) I have applied for a Fulbright Scholarship to teach at either the University of San Carlos (Cebu, Philippines) or the University of St. La Salle (Bacolod, Philippines) for the year. I have passed the first round and am under consideration by the Philippines at this time. This endeavor coincides with Drake's Strategic Plan to have faculty participate in overseas study opportunities and helps to create international opportunities for faculty.
- 2) I expect to collect data on marketing education and local business practices while in the Philippines to use for articles on differing approaches internationally in marketing practice and pedagogy.
- 3) A significant project I wish to undertake during my sabbatical is the writing of, hopefully, two martial arts texts on two Shaolin gung fu styles, profusely illustrated and heavily researched. Nothing on either of these styles has been published before.

2. Plan of activities to be undertaken during the leave

I expect to collect data on marketing education and local business practices while in the Philippines to use for articles on differing approaches internationally in marketing practice and pedagogy.

Should I not get the Fulbright, I intend to work on research projects within the U.S. A colleague and I have a current project that has targeted a top marketing journal and will require my time in 2007-08 to complete. This involves study of advertising effects and how to create ads that convey the most persuasive message in different circumstances. It is a complex topic involving creation of various ad scenarios to test which is most effective and under what circumstances. The work has begun under a research grant from the business school, and should be completed by the end of my sabbatical.

3. *Benefits to be derived by the University, particularly with respect to your academic program and your college, school, and department.*

Value to the University

The richness of an extended study period in Asia will bring more color to my classes and enhance the reputation of Drake as having experienced professors with real world exposure. As our mission states, our goal is to bring the world into the classroom—this experience will certainly do that.

Improving my pedagogical skills will come about by revising my materials and working with other faculty and foreign business. I will have numerous fresh examples for international marketing, as well as experience with Third World business that can be used for marketing management and entrepreneurship. The university will also benefit in that I will come back from my leave with a renewed interest in my work.

There is potential for future exchanges between Drake and the Filipino universities and government entities I come into contact with. Also, being granted a Fulbright gives CBPA and Drake a public relations opportunity that can attract students to our programs.

The goal of writing two martial arts texts will expose me to marketing in a new field. I will be able to learn about dealing with publishers, distribution channels and other issues that I have not studied before. All of this would pertain directly to a live case study for marketing management as well as entrepreneurship classes.

My research projects will strengthen the business school in retaining accreditation. Moreover, I will have time to assess how I have been delivering my classes these past six years. I have ideas on how to improve my pedagogy, and the sabbatical will enable me to reorganize and improve the presentation of my current course load.

4. *Professional benefits to be derived by you.*

This sabbatical provides great value to myself and will enhance the mission of CBPA and Drake.

Value to the Faculty Member

Working with faculty abroad will give me the chance to see how others present their classes and give me the opportunity to consider new teaching techniques. I can also test new methods and materials for future use in my classes at Drake.

While there, I expect to mentor foreign faculty as well as work with local businesses to improve their marketing skills. This should result in economic growth for the community in both the short and long terms, and engender future relationships between Drake and my host institution.

Dealing with foreign students and immersing myself in another culture will enable me to be more effective in my teaching of international marketing, Mktg 170. News sources, challenges of local business and developments in Asia will be different than here, and can give a unique perspective to my presentations in class upon my return.

Publishing the results of my studies will continue to improve my skills as a researcher.

Writing two books on martial arts is a unique chance for personal growth. Sabbatical would be the ideal time to allow me to focus on writing. As a master of both styles, I have the technical expertise to write these books. The completion of this task would be a great personal triumph.

An understated benefit of the sabbatical will be the opportunity to contemplate ideas in an environment with fewer demands on my time. This chance to think deep thoughts is essential to the growth and prosperity of everyone, especially in academe.

Excluding the copy of report submitted after your previous sabbatical, the application should not exceed four pages.

Jimmy Senteza
Sabbatical Leave Application

Background Information

1. Name: Jimmy Senteza Date: 10-15-2006
2. Department/college/school Finance Dept., CBPA
3. Period for which sabbatical is requested 2007-2008
4. Dates of previous sabbatical leaves None
5. Attach a summary highlighting your record at Drake University
6. Attach a copy of the report submitted after your previous sabbatical leave
Refer to (4) above.

Discussion of Proposed Project

1. Purpose of the proposed leave

I would like spend the year at Makerere University Business School (MUBS) a Drake partner institution. MUBS which has an acute shortage of qualified faculty with advanced degrees in varied areas of business, has expressed interest in having our faculty periodically visit to help in areas of scholarship development and curriculum design. They would also like editorial help with their journal (The African Journal of Business and law).

2. Plan of activities to be undertaken during the leave

If an arrangement for my one-year visit with MUBS is finalized, I will be enrolled on their faculty with scholarship and curriculum design responsibilities. I have been informed that these duties will include dissertation/thesis development and advisory responsibilities for faculty on the doctoral track, scholarship review and collaboration, and curriculum development as per their needs. As stated above, there have a dire need for qualified faculty who posses advanced degrees and see collaboration with Drake University to include such endeavors. Since this has to be fully funded (travel, room and board) by MUBS, they have requested for the funding and I wait to hear. I will not know until sometime during the spring semester if I will be able to go. Thus, my request for the sabbatical is tentative upon my acceptance at MUBS during the academic year 2007-2008.

3. Benefits to be derived by the University, particularly with respect to your academic program and your college, school, and department.

I see this as a means to strengthen our collaboration with Makerere University Business School (MUBS) in Kampala. During the last two years, Drake University has forged collaboration with MUBS, Uganda. As part of the collaboration, the College of Business and Public Administration (CBPA) and the College of Arts and Sciences are going to be able to offer a sustainable development course (BUS/HIST 067) that will be logistically supported by MUBS. The maiden offering is in summer 2007.

4. Professional benefits to be derived by you,

I see this as a way of developing my scholarship profile (papers and contacts). As stated above I will be working jointly with faculty of various research projects but also review articles for publication in their journal. Besides providing me the opportunity to seriously get back into research on a more regular basis, this should help me interact with varied scholars who may hold out opportunity for future collaborative research.

Drake University Record.

- Associate Professor of Finance, Since Fall 2006.
- Assistant Professor of Finance, Fall 2000 – Spring 2006.

Classes taught

FIN 95, 101, 170, 193, 197, 200, 280, and plan to teach new course BUS/HIST 67.

Service to the College

- Undergraduate Curriculum Committee – Current
- Diversity Committee – Current
- Finance Faculty Search Committee
- Graduate Curriculum Committee (Fall 2002-Spring 2004).
- Library Liaison for the CBPA - current
- Online Evaluation Assessment Committee CBPA, Drake University
- CBPA Honors Coordinator – current
- Student Advisor

Service to the University

- National Alumni Scholar Interviews
- University Budget Committee
- Received new incoming Drake students at the Des Moines airport.
- Held one-on-one meetings with prospective students and their parents

Publications (since joining Drake University)

“Teaching Evaluation: Does the Switch to an Online Process Make a Difference in how Dick and Jane Rate Their Professor,” with Delaney Kirk, Thomas Root, Bradley Meyer and Chip Miller of Drake University. Forthcoming in the *Journal of the Academy of Business Education*.

“Learning Styles and Attitude towards Technology: Focus on Business Students,” with Joyce Njoroge and Inchul Suh of Drake University. Forthcoming in the *Journal of College Teaching and Learning*.

“Earnings management: Do large investors care?” with Joyce Njoroge of Drake University and Susan Gill of Washington State University. *Financial Decisions* Volume 17 - Number 3 (Fall 2005).

“Institutional Price Pressure: Evidence from NASDAQ-NYSE listings.” *The Journal of Applied Business Research*, Vol. 20 Number 2, Spring 2004.

“Hedonic Estimates of Regional Constant Quality House Prices.” with Marvin Wolverton, in the *Journal of Real Estate Research*, Vol. 19 Number 3 2000.

Abstract

"Stock Exchange Listing, Investor Recognition, and Institutional Ownership." Fall 2000, The Academy of Financial Services meetings, Toronto Canada.

Works in progress

“The Finance Curriculum in the New Millennium: A Comprehensive Survey,” with Thomas Root, John Rozycki and Inchul Suh of Drake University. Currently under review at the *Journal of Financial Education*.

“How Related are Earnings Management Efforts and Stock Repurchase Activity?” with Joyce Njoroge and Inchul Suh of Drake University.

“Incorporating Research Insight Data into the Finance Curriculum: Basic valuation,” with Thomas Root and Inchul Suh of Drake University.

“Is Default Risk a function of Earnings Management,” with Tom Root of Drake University.

Professional Affiliations

Financial Management Association (FMA).

Midwest Finance Association (MFA).

The Chartered Financial Analysts Institute (CFA Institute)

The Iowa Society of Financial Analysts (ISFA)

Suzanne Levitt
Sabbatical Leave Application

Background Information

1. Name: Suzanne J. Levitt Date: 30 October 2006
2. Department/college/school: Law School
3. Period for which sabbatical is requested: Fall/Spring 07-08
4. Dates of previous sabbatical leaves: none
5. Attach a summary highlighting your record at Drake: attached
6. Attach a copy of the report submitted after your previous sabbatical leave: n/a

1. Purpose of Proposed Leave

I am requesting a sabbatical for the purpose of pursuing three specific opportunities; 1. To accept an invitation from the Dean of the University of Capetown School of Law and the Director of their Children's Rights Institute to teach and collaborate with the Children's Rights Institute in South Africa; 2. to produce and publish scholarship on interdisciplinary program models, and their application in a comparative context -- with specific emphasis on non-litigation/transactional comparative programs; 3. Produce a noteworthy article that was solicited from me and which has been pre-accepted by the New York University (NYU)/Clinical Legal Education Journal subject to my completion of it by June 2007.

2. Plan of Activities to be undertaken during the leave

In the Fall of 2005, I was invited by the Dean of the University of Capetown School of Law (UCT) and the Executive Director of the UCT Children's Institute (both in Capetown, South Africa) to teach and work collaboratively with them in South Africa. The University of Capetown School of Law is the premier law school in South Africa. Like Drake, UCT offers law students a clinical experience through which these students represent clients in real world cases. Interestingly, UCT is also the home of the UCT Children's Institute which, like Drake's Middleton Center for Children's Rights (CRC) is an interdisciplinary children's rights program designed to represent children, advance the cause of juvenile justice and support children's rights advocates in the field. While UCT's Children's Rights Institute and Drake's CRC are both interdisciplinary law school clinical programs, the CRC's interdisciplinary partners have been educators and legislators, while UCT's partners have been primarily health care providers instead.

In the Fall of 2005, I was also invited to speak at the plenary session of the 2006 American Association of Law School's Annual Clinical (AALS) Conference about my goals and experience in creating interdisciplinary clinical programs. The focus of

my presentation at the AALS Conference was the Middleton Center for Children's Rights (CRC). In preparing that presentation, I also began to critically assess the challenges and benefits of interdisciplinary programs in general. Of particular interest to me as a clinician, Clinical Director and program developer was the question of how (and why) we determine if and when interdisciplinary partnerships are appropriate for particular contexts, and how (and why) we determine which disciplines are appropriate partners within them. Initially, my goal for the CRC was primarily to create a standard live-client litigation based program, with only the interdisciplinary component distinguishing it from other similar models. As I developed my presentation in the context of the invitation I received from South Africa, I also became extremely interested in more fully exploring these issues from an international comparative perspective, particular with respect to children and juvenile justice in South Africa – where children are afforded Constitutional protections unheard of in most western countries, including the U.S.

I propose therefore to engage in the following three projects:

- (1) Accept an invitation I received to engage in an extended visit to the Children's Rights Institute at the University of Capetown, South Africa (UCT). Since the UCT Children's Rights Institute is an interdisciplinary law school clinical program designed much along the model of the CRC, with, however, a medical interdisciplinary focus instead of the CRC's educational one – I am interested in exploring those differences and the manner and purposes of our partnership choices. In addition, it is my goal to engage in the following activities: (a) introduce the CRC's public policy/legislative mode at UCT and determine whether the CRC's state-based program is transferable in an international context; (b) explore the potential for creating and sustaining an international children's rights exchange fellowship between Drake and the University of Capetown, South Africa and/or other international law schools; and (c) produce and publish scholarship on the application of interdisciplinary program models in a comparative context. If funds allow, I would also travel to the International Global Justice Conference – an annual international event for clinicians – with the goal of presenting a work in progress on these issues there, as well as to further explore and discuss the comparative focus in particular;

Since most attorneys in fact engage primarily in transactional practice, the development of non-litigation based clinical programs is of particular interest to me at this time. I therefore also plan to use my sabbatical time as follows:

- (2) Develop and secure funding for an interdisciplinary business/entrepreneurship (transactional) clinical program that would be available for the Drake Law faculty to consider for inclusion in the Drake Legal Clinic curricula offerings by the Fall 2008 semester. This program would be an interdisciplinary transactional clinic that would initially

include law, graduate business and joint MBA-JD students. Clients would be small businesses and not for profits – including agricultural/farming start-ups from the Law School’s Agricultural Law Center. Students in law and business would provide advice and expertise on business planning, marketing, as well as legal and financing goals and options. As I reflect upon the experience of creating and developing the Middleton Center for Children’s Rights, and take lessons from it, it is apparent that opportunities for the Center – an enormous project unto itself – as well as opportunities to produce significant scholarship, were markedly delayed or lost entirely because the development and funding of the Center was not and could not be my primary focus. Sabbatical time would allow me to focus on program and funding development within this (currently still unique) arena (interdisciplinary transactional clinics), while providing me with the opportunity to develop scholarship in this emerging area.

(3) I plan to use the sabbatical time to complete an article that explores technology, law office management and its place in experiential or clinical learning. This article has been pre-accepted by the NYU/CLEA Clinical Law Journal if completed by June 2007.

Benefits to University, particularly with respect to your academic program

Development of an interdisciplinary international and interdisciplinary transactional clinical program at Drake and scholarship from a faculty member examining the comparative contexts described would establish Drakes as a leader in the clinical and comparative model field.

Professional benefits to be derived by you

The unique positions I hold as both a full time clinical faculty member as well as the Director of Clinical Programs severely limits the opportunity and the amount of time I would otherwise have as a more traditional faculty member to create scholarship or develop in my field. For example, University ‘breaks’ are unavailable since I must provide legal services to clinic clients while they wait to be reassigned when cases have not been completed by students at the end of the semester. Summers are not available since the clinic remains open all year long. In addition, when time is available, I have administrative responsibilities to which I must attend. Indeed, a sabbatical provides the only opportunity for me to grow as a colleague or to add to the scholarship in my field. I respectfully request that these unique factors be considered upon review of my application. I am anxious to develop scholarship and to expand my abilities as a clinician, clinical director, colleague, teacher, scholar, and to produce work that is of value in my field.

Summary of my record at Drake

Developed and funded the Middleton Center for Children's Rights (CRC) which includes 4 interdisciplinary programs: 1. Direct client representation; 2. Resource center; 3. Teaching center; 4. Legislative and public policy center. The CRC is one of the first inter-college programs at Drake as well as the first intra-law school Center programs;

Raised and/or secured over \$2 million in funds for the Drake Legal Clinic;

Created 7 distinct clinical programs, including policies, guidelines and course curriculum for Drake Legal Clinic where students now provide legal services free of charge to over 900 members of the community each year;

Speaker and Presenter at numerous conferences and events including the 2006 AALS Annual Clinical Conference as a plenary speaker;

Developed course curriculum, teach numerous courses and supervise student attorneys, including in the legislative clinic, elder law clinic and Access to Justice course (summer program, Nantes)

Linda Krypel
Sabbatical Leave Application

Background Information

1. Name: Linda Krypel_____ Date: 9-28-06_____
2. Department/college/school_____ Pharmacy Practice_____
3. Period for which sabbatical is requested 2007-2008_____
4. Dates of previous sabbatical leaves_____ None_____
5. Attach a summary highlighting your record at Drake University
6. Attach a copy of the report submitted after your previous sabbatical leave

Discussion of Proposed Project

I would like to accomplish two separate but integrated projects during my sabbatical. The first is to complete a book chapter that I have been asked to write on cultural competency for pharmacists in the Chinese population. The second project is to research cooperative learning in order to apply what I learn about the culture to both my nonprescription medicines and the patient education courses.

In order to do this, I need time to travel and study Traditional Chinese Medicine and the culture of China. I need to determine how Chinese patients living in the United States view our allopathic medical system and use a mixture of Chinese and allopathic medicines. Then I will need to refine this information so that pharmacy students can gain an understanding of the culture and develop specific knowledge and skills that facilitate better communication regarding medication use in this population. I am currently looking into funding possibilities for traveling to China or areas of the United States that have large Chinese populations.

I believe that my request directly ties into the Drake mission of "...preparing students for responsible global citizenship..." which is distinguished by "collaborative learning." It also ties into the College of Pharmacy's Mission of "collaborative learning" in order to develop "...liberally educated professionals who are dedicated to serving their patients..." How can pharmacists serve their patients if they do not understand the frame of reference different cultures use when engaging in our allopathic medical system? Patients are using an ever-expanding array of dietary supplements and herbal products and pharmacists must become educated on their use. Therefore, I believe both the University and College will benefit directly by my ability to educate pharmacy students in this area.

My plans also include doing a literature review of cooperative learning and developing my ability to use this teaching method in the classroom. I would like to interview faculty here at Drake and other schools who are using cooperative learning to find out what has worked for them and what are the potential pitfalls.

The information that I will bring back from my studies will directly apply to three of my current courses. In addition, two of these courses will be undergoing a major curricular change as we seek to better integrate communication skills throughout the curriculum and teach nonprescription medicines earlier to students (prior to the foundation courses it currently has.) Thus, my time spent learning more about cooperative learning will be used to rebuild these courses. I will professionally benefit through continued national recognition in this field (book chapter), and knowing that I have a sound foundation for what I teach and how I teach these subjects.

Drake Record

Title and Present Position

Associate Professor of Pharmacy Practice
College of Pharmacy and Health Sciences
E-mail: linda.krypel@drake.edu
Licensure: Iowa 14593

Drake Employment

6/01- present	Associate Professor of Pharmacy Practice,
6/94-6/01	Assistant Professor of Pharmacy Practice,
1991-8/94	Coordinator for Externships,
1988-6/94	Instructor of Pharmacy

Education

1990-1994	Doctor of Pharmacy, Drake University College of Pharmacy and Health Sciences
1970-1975	Bachelor of Science in Pharmacy Drake University College of Pharmacy Iowa License #14593

Teaching Responsibilities

Current Courses

Patient Education and Communications - Practicum 5 (2001-current) 2 cr.

This course is 2 credit hours and 5th in our series of Pharmaceutical Care Practicums. This Practicum deals with applications of patient education, proper medication counseling, conflict management, transtheoretical model of change for patient behavior, communication between professionals and error prevention theory/systems among other topics. It uses ability-based outcomes. Class averages 125 students taught in 4 sections (M-W) with a 1-hour lecture/discussion for the entire class on Friday.

Nonprescription Medicines – Pharmacy 169 (2001-current) (3 credits)

This course has been increased to 3 credits and moved to the last didactic year of the new, all Pharm.D. program. This course now includes more information on regulatory issues and herbal/dietary aids, and dermatology. This course will continue to be developed using ability-based outcomes as modeled by the previous course and employs active learning techniques. Class averages 125 students.

Therapeutics – Pharmacy 192 (2001-current) (6 credits)

I have participated with other clinical faculty in the total redesign of this course for our new all Pharm.D. curriculum (content, structure and assessment forms). The course now includes content-expert lecture/discussion classes followed by weekly recitation sections of 10-15 students where students are graded based upon their ability to work through and discuss assigned cases. My portion of the class involves rheumatology and dermatology topics. Class averages 125 students.

Therapeutics – Pharmacy 192 Recitation Leader (2002, 2004)

Complementary and Alternative Medicine (CAM) - Pharmacy 113

(2000 – current) (2 credits)

Course master, co-taught with June Johnson, PharmD. An elective course that explores CAM practices using an evidence based model. I covered the general overview of CAM, chiropractic, Chinese, Ayurvedic, homeopathy, and advertising issues among other topics. The course is discussion based and improves student's critical thinking skills regarding evidence-based medicine versus quackery and increases student's understanding of the risks/benefits of CAM practices and how they mesh with allopathic medicine. Enrollment is open to first or second year professional students. Enrollment averages 30 students.

Teaching Clerkship (5 credits) 2006-07 (Previously 1994-98)

5-week clerkship designed to familiarize students who are interested in seeking faculty positions after graduation with techniques and underlying theories of various teaching and evaluation methods, issues related to teaching at the university level, and provide an opportunity to apply general teaching techniques and evaluation in lecture, small group and one-on-one opportunities.

Previously Taught Courses

Non-Prescription Products - Pharmacy 157 (1996-99) (2 credits)

Professional Practice - Pharmacy 132 (1988-98) (1 credit)

PharmD Pharmacotherapy - Pharmacy 222 (1998-00) (5 credits)

PharmD Seminar - Pharmacy 202 (1998-00) (1 credit)

Pharmaceutical Care in the Community-Pharmacy 191 (1994-97) (2 credits)

Pharmacotherapy - Pharmacy 149 (summer 1995) (4 credits)

Drugs in Society - Pharmacy 2 (1993-96) (3 credits)

Pharmaceutics Laboratory - Pharmacy 120,140 (1988-92) (1 credit)

Areas of Interest/Scholarship Focus

My main scholarship and interest areas currently are focused on the scholarship of teaching and nonprescription medicines. I am especially interested in Complementary and Alternative Medicine (CAM), including dietary supplements and herbal usage in patients. More specifically, my interest is what pharmacists need to know in order to provide evidence-based information to patients regarding CAM. Currently, a major objective in pharmacy education is cultural competency. Thus my interest in CAM merges with three of my courses: Patient Education (using cultural competency), Nonprescription Medicines (using dietary supplements and herbals), and the CAM class itself. My goal is discovering and designing methods in which to effectively teach cultural competency and CAM to pharmacy students along with refining my knowledge base of Traditional Chinese herbal medicines.

In addition to publishing in the above areas, I have also given multiple local, state, and national presentations on these topics. I have also developed a web site for other faculty who teach in the area of nonprescription medicines as explained below.

Editor, Nonprescription Medicines Academy Web page 2000-06.

This web site is designed to foster communication, information exchange, and curriculum development for faculty serving as teachers and coordinators of nonprescription medicine courses.

The NMA web site is an online resource for information and research for teachers and coordinators of nonprescription medicine courses. The goals of the web site are:

1. To allow faculty who instruct on nonprescription medicines the opportunity to interact and share ideas.
2. To stimulate innovation in new teaching methodologies and promote research concepts surrounding nonprescription medicines.
3. To provide insight into the pharmaceutical industry's role in development of innovative nonprescription medicines and medical devices.
4. To demonstrate the support of Procter & Gamble for college of pharmacy faculty in the advancement of education and research on nonprescription medicines.