

Executive Summary of Most Significant Contributions to Teaching and Education	
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Overall faculty roles: In one sentence, list your faculty roles (teaching, research, patient care, administration) and approximate time allocation to each (%).	
Teaching – 20%; Research – 25%; Service – 5%; Administration – 50%	
Changes in role(s) over time: In one sentence, describe any major changes in teaching roles over the past 2 or 3 years.	
Moved from Course Leader for Veterinary Basic Sciences to Director of Year 3 (50% FTE) in July 2014	
Important contributions to education: Identify educator role (domain) in parentheses and list contribution in a phrase. Describe what was done, how well it was done, and its impact in 3-7 sentences. Use only as many as are appropriate to your teaching (n = 2-5).	
<ul style="list-style-type: none"> • To the degree possible, highlight activities that occurred during the time period under review. • You will expand on each of these using the domain specific templates (Detailed Role Description). • Especially early in their careers, few faculty will be active in more than 2 domains. However, you may have multiple examples in a domain. • Note that (1a) Teaching and at least one additional Detailed Role Description (e.g. 2 Mentoring/Advising) are required. • Your Executive Summary should NOT exceed 2 pages total. 	
First important contribution to education: Teaching	
(Teaching – Domain 1a) Veterinary Basic Sciences (VBS) Course Leader (2008-2014) Coordinated delivery of 4-semester problem-based learning (PBL) course, 64 credits over Year 1 & 2 of curriculum, along with 3 other co-leaders. Included case editing and delivery, exam question writing & editing, development and delivery of assessments, and managing all other course-related activities. These 4 courses are the foundation of basic science education in our college, in which all disciplines are integrated and taught in the context of clinical cases.	
Second important contribution to education	
(Teaching – Domain 1a) VBS PBL Facilitator (2003-2012; 2014-present) Provided support and facilitated learning for 7 students/PBL group for 8-week blocks, one or two blocks per year. Average score on student evaluations = 4.34/5. Designed “Primary Clinician” role for 2 nd year students to develop clinical reasoning and communication skills necessary in Year 3 clinical experiences.	
Third important contribution to education	
(Teaching – Domain 1b) VBS PBL case author (2003-2014) Primary author (2 cases) or co-author (7 cases) of PBL cases used in the VBS course for 1 st and 2 nd year students at WesternU. All cases were subjected to internal peer review (minitutor). Case titles and general topics (species) are:	
<ul style="list-style-type: none"> • Mello Yello, co-author – immune-mediated hemolytic anemia (canine) • Jackpot, co-author – BVDV outbreak (bovine) • Mariah, co-author – FeLV infection, lymphoma (feline) • Focus, author – pelvic limb fracture, CCL rupture (canine) • Butterscotch, author – FIV infection, cutaneous mastocytoma, lymphoma (feline) • Sue Bee Doo, co-author – juvenile orthopedic disease (canine) • Po & Kahn, co-author – leptospirosis, renal failure (red panda) • Breezin' Easy, co-author – laryngeal hemiplegia (equine) • Brandywine Farm, co-author – grayanotoxin toxicosis (caprine) • Foxy Loxy, co-author – dental disease (canine) 	

Fourth important contribution to education

(Curriculum and Program Development – Domain 5) Veterinary Basic Sciences (2009-2012)

Collaborated with other VBS course leaders to design and lead a transition to the use of the same PBL case concurrently for 1st and 2nd year students, and analyzed the impact of this change on curricular outcomes and faculty/staff attitudes. We found that the same case could be used effectively and efficiently for both levels of learners within the VBS course, with different expectations for learning between the two classes. This change led to increased efficiency of time and resources for faculty and staff when preparing cases and assessments and developing and presenting ancillary laboratories and activities. It also decreased “trickle down” effect of Year 2 students coaching Year 1 students on what to expect from their cases, and it allowed for more interactive discussions between Year 1 & 2 students.

Fifth important contribution to education

(Educational Leadership and Administration – Domain 6) Director of Year 3 (2014-present)

50% FTE administrative position managing the 3rd year distributive clinical curriculum. Duties include working with the Office of Clinical Relations, clinical sites and preceptors, supervising course leaders for the 18 courses in Year 3, developing and coordinating the schedule of 105 students rotating among 60 sites in those 2-week courses, supervising the Year 3 Administrative Associate, advising students on academic and other matters, troubleshooting problems and handling any other issues that may arise concerning the Year 3 curriculum.