

DOMAIN 6: Educational Leadership	
Name: Margaret C. Barr, DVM, PhD	Affiliation: Western Univ of Health Sciences CVM
1. Name the educational leadership role(s) you have chosen to highlight:	
Director of Year 3 - College of Veterinary Medicine, 50% Administrative Position (July 2014-present)	
2. Your role(s): Describe your role(s) and specifically what you contribute.	
<ul style="list-style-type: none"> • Manage curriculum of 3rd year veterinary program; address academic concerns and issues of Year 3 • Work with Clinical Liaisons/clinical preceptors to ensure delivery of curriculum in off campus sites • Supervise course leaders for the 18 courses taught in Year 3 (See Appendix 6.1 for list of courses) • Work with Office of Clinical Relations and course leaders to identify appropriate sites/preceptors • Supervise Year 3 Administrative Associate • Work with Director of Clinical Relations to address concerns of clinical preceptors • Participate in other administrative activities as a member of the Dean's Cabinet 	
3. Groups served and amount of contact: Describe types, levels and numbers of stakeholders (faculty, students, residents); amount of contact you have with them.	
3 rd year vet students (105) – frequent email/phone contact (available 24/7 for emergencies); 3 rd year course leaders/instructors (25) – frequent email, meetings, bi-annual course leader meetings; Director of Clinical Relations & Clinical Liaisons (2) – frequent email, phone, meetings; 3 rd year preceptors (60) – email contact, site visits, Clinical Advisory Board meetings	
4. Vision and goals: Describe vision, goals and/or congruence with national, institutional, curriculum, and/or program goals. If these are extensive, provide just a few illustrative examples.	
<p>When I accepted this position, I had only a basic understanding of the challenges of managing the Year 3 curriculum. I spent the first few months learning more about the program. Although I had not been involved previously in this curriculum, I had advised students who had struggled during this very stressful year; therefore, I had one <u>goal</u>, with the following specific aims, in mind from the very start:</p> <p>GOAL 1 - Improve student well-being in Year 3</p> <ul style="list-style-type: none"> • Provide lodging with kitchen facilities whenever possible for travel sites. • Provide immediate support to students on travel days to help with travel issues as they arise. • Work with students to address special needs, and present students with scheduling options when facing health and family issues that interfere with travel or affect their ability to study. • Work with course leaders to standardize syllabi, expectations and assessments, and to improve communication between course leaders and students who are off campus. • Provide more resources for students for stress management. <p>As a long-time course leader for the Veterinary Basic Sciences course in Years 1 & 2, I was familiar with concerns of our clinical faculty about having our students “clinic ready” as they began interactions with preceptors during their 3rd year. Preceptors have reported varying levels of preparedness in clinical settings among students. My previous experience with the 1st and 2nd year curricula helped me look at this problem from a broad perspective and develop the following goal and specific aims:</p> <p>GOAL 2 - Improve student preparation and confidence for clinical years</p> <ul style="list-style-type: none"> • Determine student attitudes toward their level of competence in clinical and related activities. • Identify areas for increased preparation in Years 1 & 2 to enhance transition to Year 3. • Design strategies to improve student preparedness for clinical courses. 	
5. Methods: Describe the methods used to achieve goals, and how these align with institutional priorities and resources, and innovative solutions.	
<p>GOAL 1 - Several steps have been implemented to address the specific aims of Goal 1:</p> <ul style="list-style-type: none"> • Secured apartments, Airbnb homes, or hotels with kitchenette facilities for students in most sites. Student concerns about safety and well-being issues at sites/in housing are addressed promptly. Many students have expressed gratitude for housing arrangements and travel support. 	

Commented [SAH1]: Clear, ambitious, and relatively specific goals. Good.

<ul style="list-style-type: none"> Worked with course leaders to encourage standardization of syllabi and to discuss assessment methods. We began holding course leader retreats on these topics in May 2016. The CVM Curriculum Committee has started a full curriculum review for the college, beginning with Year 3. I will work with them to design a process for evidence-based curricular change. Implemented meetings between course leaders and students before each block to help students understand expectations for courses. Feedback from students/course leaders has been positive. Worked with Director of Student Affairs to design a wallet card our contact information and resources important to student health/well-being. <p>GOAL 2 - The following actions have been taken toward achieving the specific aims of Goal 2:</p> <ul style="list-style-type: none"> Designed a student survey to determine entry and exit levels of self-assessed competencies (See Appendix 6.2, Year 3 Readiness Survey), and administered it to DVM 2017 students in August 2015 and May 2016. Analysis of data from the initial survey (See Appendix 6.3) helped us identify areas where students perceive their knowledge and skills to be significantly less than in other areas. I am part of a team involved in a research study looking at the way that our clinical preceptors assess student competency in pharmacology in the 3rd year. This project is designed to help us understand and address one area in which students perceive their knowledge to be deficient. Worked with several PBL facilitators to pilot a program for “Primary Clinician” role in Year 2, Block 8 PBL during Spring 2015 (See Appendix 6.4 for description of this program).
<p>6. Builds on best practice/evidence: Describe your preparation, including the use of best practice and evidence where available, and your professional development.</p> <p>I talked to 4th year students and recent grads about their experiences in 3rd year, asked course leaders what the greatest challenges were, and talked to the outgoing Director of Year 3 & Director of Student Affairs. I attended the Health and Wellness Summit 2.0 at Ohio State University to learn more about mental health/well-being issues in veterinary students. I requested feedback from the students throughout the year. I also attended several training programs through WesternU, including:</p> <ul style="list-style-type: none"> Educating Medical Students in a Clinical Environment Throughout the Entire Curriculum Understanding the Essentials of Direct Assessment Curricular Mapping Competence by Design or Design Competently? The quagmire of competency based curricula Applying Learning Theories to Health Science Education: Gagne’s 9 Events of Instruction
<p>7. Results and impact: What changed or improved as a result of this work? Describe evidence of stakeholder satisfaction, learning or other outcomes, impact on educational programs, and recognition/honors for leadership at your institution.</p> <p>Outcomes assessments for most of these actions are still in progress or are yet to be done due to the recent implementation of programs. My longer term goal is revision of the Year 3 curriculum.</p> <p>Year 3 Readiness Survey Results – see Appendix 6.3 for the Executive Summary of the survey results.</p>
<p>8. Reflective critique: Describe your reflections, what went well and plans for improvement.</p> <p>I am constantly learning more about leadership of a group of faculty in this position, and adjusting my approaches to try to achieve the best possible results. I made quite a few mistakes in the first three years in the position, and I am sure to make more, but I hope that my leadership abilities will mature quickly. I find that I am better at responding to the needs of the students than to those of the faculty, so I am working on ways to support my course leaders while still achieving goals I have set for the program.</p>
<p>9. Dissemination: If applicable, describe how your activities have been recognized by others externally through peer review, dissemination (e.g publication or presentation), use by others, or leadership awards nationally.</p> <p>No dissemination at this time, other than use of this example for Domain 6 by the Teaching Academy of the West Region Consortium in its documents for the Teaching Portfolio.</p>

Commented [SAH2]: Good: Actively and broadly seeks feedback and advice.

Commented [SAH3]: Good. Shows active engagement in professional development with the clear goal of improving practices and outcomes.