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1 July 2017

Executive Vice President and Provost, Search Committee
Utah State University
c/o Dean Joe Ward, Chair

Dear Search Committee Members:

I was honored to be nominated by a colleague for Executive Vice President and Provost at Utah State University. The position and institution resonate with me, particularly the vision, goals and the integration of the Land Grant and Space Grant missions of learning, discovery and engagement. The University prioritizes student academics and demonstrates a clear sense of place. It is certainly poised to continue building on its partnerships and expanding its impact. I believe I would be a good partner for the university, its community and the region. My leadership is focused on partnership, collaboration and a commitment to the collegial process. As dean of a complex regional college in the west, we actively celebrate our partnerships and sense of place, and I look forward to the possibility of doing the same at Utah State University.

My career has been student-centered and dedicated to collaborative academic leadership at multiple levels. Concepts of academic leadership and a deeper understanding of the university missions were priorities as a Fellow with the American Council on Education (ACE). I have a transparent, engaged, collaborative leadership style, and I strongly support the role of the collegial process in decision-making within the college and at the university. My current position as dean of a regional college provides experience directly transferable to the role of Executive VP and Provost. We are supported by and serve four provinces. We operate with a separate funding model and manage facilities, personnel, budgets, revenue generating units, alumni engagement, development, communication, admissions and student services with significant independence from the university at large. Our college also engages in academic programs and integrated research across the campus community and beyond. We are a regional driver dedicated to forging engaged partnerships.

Utah State's ten goals articulate a comprehensive guide for decisions, resources and programs. I would like to share some thoughts on several key priorities, and point to our own outcomes in similar objectives which are relevant to the University.

Enhance the reputation of the University for learning, discovery and engagement.

Enhanced learning, and building that reputation, must include a focus on defining student learning objectives - and measuring the learning outcomes. These are critical for successful accreditation at today's universities, and, of course, key to student learning and success. Strategies can focus on developing pedagogy, improving assessment, curriculum reviews, sharing best practices and investing in pilot initiatives. Leadership at the campus level is important for creating and nurturing that environment, including recognizing the scholarship of education as important creative activity. These initiatives need to be supported by strengthened

and dedicated student services. Culturally informed advising and adequate, trained support for at-risk and non-traditional students is critical to their success.

In my current leadership as dean of the Western College of Veterinary Medicine (WCVM), through our planning and priorities, we have started or improved multiple programs that enhance the student experience, including a successful undergraduate summer scholars program (where 40% of participating students go on for post graduate training or studies), a service learning program focusing on engagement with local and rural First Nations communities, a wellness program responding to stakeholder and employer needs, more organized and strategic international partnerships and student experiential learning, and community engagement through a student-led, summer sci-fi camp for elementary and junior high students. Our studies have indicated that recent graduates cite lack of mentoring as a reason for moving from their initial jobs, and we identified a global gap in educating students about how to engage in productive mentor-mentee partnerships. Mentee training is now embedded in the curriculum, and we engage alumni associations in the process.

A commitment to general and liberal education must be an important priority, even for a health profession dean. The health professions are increasingly charged with improving education in the non-technical skills, knowledge and aptitudes. These include writing, communication and financial literacy. The core topics in general education have never been more important or relevant, regardless of career path, and we build upon these in the health professions. As an example in my college, we created a summer student writing internship where students learn a variety of interviewing and writing skills. We also provide writing workshops to summer research students, including how to present scientific information to a general audience. Our students' work has appeared in a variety of places, including the local city newspaper and college's news blog (*WCVM Today* <http://words.usask.ca/wcvm/>). We have worked to embrace technical advances in education. A recent gift established the BJ Hughes Center for Clinical Learning, and faculty are working to embed more simulation into the curriculum at multiple levels. A major emphasis of our current use of simulation is in core communication courses, where students are placed in scenarios emphasizing learning objectives through engagement with standardized patients (trained actors).

Utah State's goal to enhance the discovery mission aligns with our college's goal to grow the research enterprise and the resulting standings. We established a Research Task Force that provided a successful road map forward to enhance our research enterprise. Key strengths included the support of team science in multi-user labs and collaborative opportunities for translational research connecting basic to applied sciences. Our strategies have included a focus on academic researcher start-up and retention, faculty professional development, facilities improvements, and grant writing support. Interdisciplinary research and team science create significant, new opportunities for growing research as creative opportunities emerge.

University engagement embodies the essence of the Land Grant mission and is a clear priority for Utah State. It is a term, a philosophy and a practice that connects people locally, regionally and globally. Engagement with the university can create a very positive and beneficial sense of pride and ownership within the community, often helping to advance other important priorities and initiatives. Our college's strategic planning emphasizes stakeholder partnerships, service learning programs, co-curricular and extra-curricular activities to enhance engagement. It is also important to recognize engagement in hiring, professional development, promotion and tenure practices. Our institutional and college priorities emphasize student leadership development, as well as indigenous community engagement

In my own leadership experience as dean, I have established development, communication, partnership and engagement as key priorities. Our college manages a variety of centers and revenue generators, including the teaching hospital. In addition, we share a unique co-ownership of the provincial diagnostic lab with the government as a distinct, non-profit corporation. The partnership, revenue generation, stakeholder support, education and community engagement inherent in these two units provide additional complexity and opportunity in managing the college's programs, budgets and outreach.

Expand and diversify the revenues of the University. Adopt new business models that embrace accountability, responsiveness and efficiency, and a budget process that is responsive to University goals.

Overall, our approach to resource management supports our core values that people are our greatest asset, that everyone's role is important to the mission, that we cannot stand still or stop moving our academic programming forward, and students come first. We also support career growth and leadership development for our students, faculty and staff. We manage spending strategically and work to grow revenues in order to make ongoing investment in key program areas. In the current fiscal paradigm, we simply cannot afford to miss opportunities to leverage and enhance available resources. We see our budget as a numerical description of the strategic plan. Ultimately, planning is the process of putting your resources behind your priorities, and I believe we have been decisive and creative in doing just that.

I share the view that effectively managing services that support the mission and priorities of the university is important for success. As dean, I led the completion of an eight-year, \$78-million infrastructure project at the college, as well as significant expansion in college research, educational and international programs. Budget management, revenue generation and fiscal planning are prominent accountabilities in our job profile. Our university is moving to responsibility centered management and a transparent, activity-based budget system. (Of interest, the U of Minnesota was planning its own RCM implementation while I was there as an ACE Fellow.) The WCVF funding comes through an agreement between the partnering provinces, and we have significant autonomy in managing our resources. The college has had to use its planning process for long term resource management to address repeated deficit budgets, focusing on various revenue streams and cost drivers. We developed a rolling, five-year budget plan that facilitates strategic resource management, modeling and planning.

As one example, the college has strategically used opportunities to bridge positions and conduct cluster hires. The process required departmental strategic planning that was linked to the new hires, and it created a sense of transformative excitement within the departments that was infused throughout the hiring processes. Our new hires are exceptional and come from Harvard, the NIH, and a variety of other institutions. The bridging process allowed new and retiring faculty to overlap, thus allowing new faculty to initially focus on development of their research program. We have also emphasized graduate stipends, and increasing the number of post-doctoral research fellows.

Strengthen the recruitment, retention, graduation and placement of students, and as part of that goal reduce the student-faculty ratio.

I was very pleased to see an imperative for enrollment management, recruitment, expanding access to higher education and ensuring equal opportunity. Our strategies include growing financial aid, donor scholarships and managing program costs. Student support includes developing financial literacy programs, advising, mentoring and career counseling. Our college

engages closely with the professional community and the employers hiring our graduates, and we are working collaboratively to develop a novel mentor-mentee training program that facilitates the successful transition from the university to employment. The alumni and employers of our graduates are important partners in the entire process leading to positive student outcomes, productive careers, engaged alumni and successful lives.

My experience includes institutions across the US and internationally, primarily Land Grant universities. While my experience is mainly in the sciences and health professions, it also extends beyond those boundaries in areas that are relevant to programs at Utah State University. My previous experience at North Dakota State University (NDSU) and the University of Massachusetts (UMass) included undergraduate and technical programs. At UMass, I worked extensively with the Stockbridge School, which was embedded in the College of Food and Natural Resources and provided very successful two year applied degree programs. At NDSU, the state's 2 and 4 year institutions maintained a coordinated system of common core courses, which facilitated advancement from one institution to another. These experiences in undergraduate programming at UMass and NDSU are great examples of building connections that promote accessibility and student success. We also directed an interdisciplinary degree program in food safety that included eleven departments from five colleges, connecting social and natural sciences. These experiences with common courses, interdisciplinary degrees and general education all reinforce the importance of liberal education and building connections that promote student success, goals which I would continue to vigorously support at Utah State.

In my current role, we partner significantly across campus, including an array of health sciences, addressing the opportunities and educational imperatives around "One Health", the connection of human, animal and environmental health. We have launched a combined DVM/MBA program, in partnership with the University of Saskatchewan business school. We also reached out to the Faculty of Social Work at a neighboring university to create a program in Veterinary Social Work. The program addresses issues in student stress, mental and social health, learning issues, grief, interpersonal and inter-professional relationships. Our college has become a site for student practicums in social work, which again emphasizes the academic partnership between two diverse faculties from the life and social sciences.

Build a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff and students.

Engagement with underrepresented communities and promoting student accessibility are priorities for Utah State and have been prominent in my current and previous roles as well. Culturally informed and relevant advising are critical to the success of programs to enhance access for underrepresented students. Within our college, we fund seats in each class dedicated to equity for native students. We also recognize that to increase the number of underrepresented students in our program, we need to be reaching out to students at least in the junior high school level. Our service learning program is a true partnership with the remote native community, and as part of the service learning visit our students will go to community schools to engage students. The college also conducts a very popular, student-run, summer camp for elementary and junior high students. To reach further down the education pathway, we have funded two seats in each camp session for students from the native communities who would otherwise be unable to attend.

These have been positive steps as part of an overall college strategy, but this past academic year we have become dedicated to a much more robust and encompassing program in native engagement. A formal Dean's Advisory Committee on Indigenous Engagement is charged with

enhancing our programs in the following four areas: 1) student compliment, 2) faculty and staff compliment, 3) curriculum content, and 4) environment.

Recruitment and retention of faculty, staff and students from underrepresented and non-traditional groups must be embedded in any campus culture. How we approach our recruitment and enrollment management also informs our strategic budget planning, which has mapped out cost drivers and revenue streams over a five year period. Our recruitment is significantly tied to strategic objectives such as greater diversity, international engagement and academic program enhancements.

Foster new partnerships, both internally and externally.

The modern land grant university blends learning, discovery and engagement to benefit our stakeholders, including students, faculty and staff of the University, the local community, the state, region and beyond. This is such a compelling vision, whether it means vertical and horizontal integration of concepts within a particular curriculum, connecting disciplines across campus, or connecting academia with industry stakeholders. Interdisciplinary curricula and collegial processes can be complex, and interdisciplinary research may be comparatively easier to develop. Regardless, the recognition of interdisciplinary activity in promotion and tenure is a key component of the strategy.

With the growing emphasis on team science and multi-disciplinary collaborations across funding agencies, such partnerships are often key to competitive success. In addition to granting agencies, industry stakeholder and governmental priorities can also align with strong partnerships. We are currently developing a novel partnership between our college, the College of Agriculture and Bioresources, the Ministry of Agriculture, and multiple livestock and forage industry associations. The Livestock and Forage Center of Excellence (LFCE) will create marked opportunity to engage in research, teaching and extension activities through greater partnership, building on current strengths. To date, funding sources include the colleges, the university, provincial government, federal government, livestock association and food industry. Complex partnerships are difficult to manage, but can provide amazing new opportunities. I would certainly work to foster such partnerships and opportunities at Utah State.

Communicate the success of the University to the world. Launch and complete a successful comprehensive campaign in support of the other nine goals generally, and establish the central proposition that, at Utah State, academics come first.

Authentic and compelling communication is critically important, particularly at an institution like Utah State University, when engaging distributed campus sites and reaching out to regional, national and global stakeholders. We have emphasized a dedicated communication strategy in our college and invested in talented communication team members. As with most institutions, the web site has become a primary tool for student and faculty recruitment. Its value simply cannot be underestimated. Our news blog <https://words.usask.ca/wcvm/> and online monthly newsletter links have greatly facilitated our outreach and connection to alumni and other stakeholders. We have also made strategic use of social media venues such as Facebook and Twitter internal and external to the college. Admittedly, remaining relevant when communicating to the student body is a challenge.

We are currently in a college campaign entitled "*Change Their Tomorrow*". The pillars of the campaign reflect college priorities, including student scholarships. This past year we opened two new facilities supported by private gifts and dedicated to learning and service. Consistent

and authentic messaging in support of priorities is important whether engaging donors, students, parents or legislators. As an example of our college's emphasis on student learning, our College Review Committee recently affirmed that the scholarship of education is an important and acceptable form of scholarly activity in the promotion and tenure standards. These are examples of supporting mission and values, such as student learning, in very visible ways. I would strongly support and communicate the priority of academics first at Utah State.

In summary, I would bring to this position a breadth of academic and operational experience, a dedication to leadership, a spirit of optimism and resilience, and a commitment to the mission and Land Grant values of Utah State University, its community and the region. The University's compelling commitment to students, the sense of place, and the connection to the community and the region certainly resonates with me. It is my sincere desire to participate with the faculty, staff, students, alumni, stakeholders and leaders of the university as they create a new future.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "D. A. Freeman", followed by a horizontal line extending to the right.

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Statement regarding vision of the role and responsibilities for an executive vice president and provost.

My letter of application provides significant detail regarding the role and expectations I would articulate for this position. As a brief vision statement, I would submit the following:

The Executive Vice President and Provost encompasses many roles. This position serves as a contributing member of the President's leadership team. The leader must embrace and embody the collegial process while supporting the missions, values and operations of the University. The Executive Vice President and Provost creates and supports an environment of visionary academic programming, robust scholarly activity and discovery, and collaborative engagement. The leader's competencies should support the scholarly activities of the university, while at the same time ensure that operations are managed effectively and efficiently. The leader must engage the entire campus community, support the leadership and development of deans and unit leaders, promote student achievement and faculty scholarship, and recognize the commitment and contribution of all support. The Executive Vice President and Provost brings people together and unites the campus community and stakeholders in support of the University. This leader promotes the University and its community to all stakeholders through effective communication and personal engagement. Finally, academic leadership must reflect integrity, professionalism, transparency and a sincere commitment to the wellbeing of the university and its entire community.

Douglas A. Freeman

CURRICULUM VITAE

DOUGLAS A. FREEMAN DVM, MS, PhD
Diplomate, American College of Theriogenologists
Dean and Professor
Western College of Veterinary Medicine
University of Saskatchewan

CONTACT:

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EDUCATION:

BS (1981), DVM (1983); University of Minnesota, St. Paul, MN.
MS (1987), Residency in Theriogenology; University of Minnesota, St. Paul, MN.
PhD (1991); University of Idaho, Moscow, Idaho.
Fellow (2006-2007); American Council on Education

LEADERSHIP PHILOSOPHY:

My leadership emphasizes innovation, team building, collaboration, developing consensus, and aligning funding with strategy. My leadership culture is authentic, strongly aligned with core values, emphasizes empowerment of members of the team at multiple levels, and supports a broad process for leadership development. I am strongly dedicated to students and student success. Academic institutions require both innovative and creative leadership, as well as effective management of facilities, operations and revenue generating units. It includes accepting appropriate risks guided by informed risk mitigation. Budgets and revenue generation are managed with transparency and in alignment with strategic planning. Communication and community engagement are essential strengths in academic leadership.

ESSENTIAL COMPETENCIES

Collaborative leader dedicated to transparent and consultative processes, building effective teams and empowerment of team members.

Student-oriented educator driven to support students in their academic success, personal discovery and life-long learning.

Visionary and creative thinker with a focus on academic program growth, a robust research enterprise and creation of new opportunities.

Inclusive leader dedicated to creating and maintaining an environment that supports diversity in all ways.

Effective manager capable of running facilities and operating revenue generating units to support people and programs.

Strategic thinker with a history of working in a multi-year budget framework and aligning budgets to strategic planning.

Clear communicator and authentic leader able to plan effective communication strategies and engage diverse audiences and stakeholders as a strong program advocate.

PROFESSIONAL ACCOMPLISHMENTS

Strengthened and expanded college educational programs. We have developed joint degree programs serving students in multiple colleges; interdisciplinary certificates; service learning opportunities taking education and services to remote, Indigenous communities and programs partnering natural and social sciences.

Strengthened and expanded college research programs. Following recommendations from two Research Task Force reports, we strengthened the culture of discovery and supported faculty research. We added focus to increasing support for post-doctoral fellows, growing international partnerships and improving interdisciplinary research across campus. We established new centers in areas of preeminence. Working across campus, we attracted national funding and established a core facility in microscopy and imaging.

Enhanced the Veterinary Medical Centre facilities and clinical services. We rebranded our teaching hospital as the Veterinary Medical Centre to strengthen its role and recognition as a major source of community engagement and outreach. We have expanded services available to the public and renewed focus on student learning and discovery. In particular, we have worked to create an environment of excellence and align culture with core values.

Strengthened college external engagement. Multiple tracks have improved our external engagement. These include development of service learning initiatives, supporting community-engaged research, enhancing clinical service to the public, and strengthening our programs in communication and development.

Focused on student needs. Major student issues include debt and financial literacy, and wellness. We have maintained scholarships and student awards as a major priority in fundraising. Within the college, we give over \$300,000 to students annually in scholarships and awards, and over \$200,000 in summer scholar stipends. Our business curriculum has expanded and includes financial literacy topics. We established Canada's first Veterinary Social Work program, in partnership with the Faculty of Social Work at a neighboring university. A social worker is now embedded full time in the college and supports the needs of students, staff, faculty and clients..

Promoted diversity and inclusion. In our region, engagement of native, indigenous students and communities is a priority. As a professional school, we fund two seats annually in a separate pool for indigenous students. We have developed proposals for expansion of that equity program. We have established a Dean's Advisory Committee on Indigenous Engagement specifically charged with addressing student complement, faculty and staff complement, curriculum content, and creating a welcoming environment. More broadly, we have promoted all forms of diversity and inclusion.

Expanded and enhanced facilities, including all student-centered areas. We have completed over \$80 million in expansion and renovation projects. In alignment with our core value of "students first", all areas where students spend their time have been renovated. These include a library study commons, lecture theaters, cafeteria, simulation center and locker rooms.

Created a focus on college culture and articulated core values. During a period of program prioritization on campus, we established core values to guide college decisions. These core values are: people are our most valuable resource, everyone's job is important to the mission, we can not move the programs forward by cutting budgets alone, we must move our programs forward, and students first. We have held a series of listening sessions addressed at our college culture, and we are working to empower all members of the college to align culture and environment with core values.

Strengthened and expanded partnerships regionally, nationally and internationally. As a regional college serving multiple provinces and stakeholders, we have actively promoted partnership in every format. These include connecting the needs of four provincial governments, sharing diagnostic services with the Ministry of Agriculture, developing international partnerships in graduate and professional education, creation of a center of excellence connecting producers, colleges and the government in support of research and extension education.

Contributed to the success of major campus initiatives and priorities. These include the Global Institute for

Food Security, the Sylvia Fedoruk Center for Nuclear innovation, and the Livestock and Forage Center of Excellence. These are examples of broad collaboration across campus contributing to significant public-private partnerships. Campus signature areas include the One Health, Initiative, Food Systems, Indigenous Engagement, Medical Imaging.

LEADERSHIP AND MANAGEMENT EXPERIENCE:

As **Dean, Western College of Veterinary Medicine (WCVM)**, my accountabilities include strategic planning, teaching and research, people and the environment, financial and resource management, and risk management. As a regional program in veterinary medicine funded by the four western provinces, our engagement with stakeholders include government agencies, professional organizations and producer groups across western and northern Canada. I established a robust office within the college for communication, alumni engagement and development. We are currently in a fundraising campaign associated with our college's 50th anniversary. Major areas of focus for me have been to support our people and environment, grow our development program, strengthen our education and recruitment efforts, drive new academic initiatives, and grow the research enterprise. Negotiating the interprovincial funding agreement and developing a multi-year budget plan have been crucial activities. We have completed over \$80 million in facility enhancement and new construction. A current priority is addressing Indigenous Engagement in student complement, faculty and staff complement, curriculum and environment. In addition, we contribute to national and global issues related to animal, human and environmental health. Contributions to campus leadership include participation on the Council of Health Science Deans (Chair 2012-2013), and as a member of the board of directors for the U of S-based Vaccine and Infectious Disease Organization-International Vaccine Centre (VIDO-InterVac). I serve as the university representative in a unique partnership with the Ministry of Agriculture supporting Prairie Diagnostic Services, a jointly owned and operated diagnostic laboratory. I have contributed to the establishment of several key partnerships at the U of S including the One Health Initiative, the Global Institute for Food Security, the Sylvia Fedoruk Canadian Centre for Nuclear Innovation and an emerging Livestock and Forage Centre of Excellence (LFCE). The LFCE is a unique partnership between the WCVM, the College of Agriculture and Bioresources, the Ministry of Agriculture and multiple livestock producer organizations. It will grow our engagement and partnership in research, education and extension.

As an **American Council on Education (ACE) Fellow**, I participated in the activities of the Academic Health Center leadership, at the University of Minnesota. My work also included participation with the Provost's Interdisciplinary Committee established for planning and implementation of interdisciplinary recommendations across programs at the U of M. These experiences provided significant insights on academic leadership in general, planning and implementation of university-wide interdisciplinary initiatives, and leadership related to administration of a comprehensive Academic Health Center.

As **Department Head, Veterinary and Microbiological Sciences (VMS)**, I provided leadership for missions in teaching, research, graduate education, and outreach. My emphasis was to increase departmental resources, expand opportunities for faculty and students, improve facilities, grow enrollment and student support. My priorities included creating and sustaining an environment that promoted diversity and equity, and supported the needs of faculty, staff and students. In addition, we strongly supported interdisciplinary research and education initiatives. We collaborated regionally, across campus, and with the ND Agricultural Experiment Station centers. The department and university focused extensively on assessment of learning outcomes.

As **Department Head, Veterinary Diagnostic Services**, I provided leadership in the primary service mission, as well as the teaching and collaborative research missions. My emphasis was to enhance diagnostic facilities, expand available resources, and support the service role while guiding participation in the full, land grant mission. In addition, we expanded the unit's role in state, regional and national disease surveillance programs, and we increased interactions with public health agencies to implement the concepts of One Health.

Current organizational leadership:

- President and member of the Board of Directors, Association of American Veterinary Medical Colleges (AAVMC) Washington, DC.

- Member, U of S Council of Health Science Deans (now Health Science Deans' Committee), Chair 2012-2013.
- Member, Board of Directors, Vaccine and Infectious Disease Organization – International Vaccine Center, U of S.
- University of Saskatchewan Member Representative for Prairie Diagnostic Services.
- Executive Committee (Chair), Canadian Wildlife Health Cooperative.

Selected previous organizational leadership:

- Director, Great Plains Institute of Food Safety (2004-2006)
- President, American College of Theriogenologists (2003-2004)
- Animal Health Advisory Committee (NCAC-2), North Central Region, Agricultural Experiment Stations, past Chair
- Consultant to Wyeth Pharmaceuticals (now Pfizer Animal Health) and member, Equine Ranching Advisory Board (1995 – present).
- North Dakota State University Research Foundation Board of Directors, (2003-2005)
- North Dakota State University Accreditation Self Study Steering Committee
- North Dakota Biomedical Research Infrastructure Network Steering Committee, (2002-2004)

PROFESSIONAL EXPERIENCE:

3/10 – Present University of Saskatchewan, Saskatoon, SK, Canada; Dean and Professor, Western College of Veterinary Medicine.

Previous

7/01 – 1/10 North Dakota State University, Fargo, North Dakota; Professor and Head, Department of Veterinary and Microbiological Sciences and Department of Veterinary Diagnostic Services.

6/06 – 6/07 American Council on Education (ACE); Fellow, Higher Education Leadership Development Program

9/04 - 8/06 Director, Great Plains Institute of Food Safety, NDSU.

9/95 - 7/01 University of Massachusetts, Amherst, Massachusetts; Associate Professor, Director of Equine Studies Program, Department of Veterinary and Animal Science.

2/94 - 8/95 Fort Dodge Laboratories, Fort Dodge, Iowa; Manager, Professional Services.

8/91 - 2/94 Massey University, Palmerston North, New Zealand; Senior Lecturer in Theriogenology, Department of Veterinary Clinical Sciences.

7/90 - 6/91 University of Idaho, Moscow, Idaho; Attending Campus Veterinarian, Department of Veterinary Science and University Research Office.

5/88 - 6/90 Washington-Oregon-Idaho Regional Program in Veterinary Medicine; Washington State University, Pullman, Washington; and the University of Idaho, Moscow, Idaho; Post DVM Teaching Associate in the Department of Veterinary Clinical Medicine and Surgery.

1/88 - 3/88	University of Minnesota, St. Paul, Minnesota; Department of Large Animal Clinical Sciences and consultant to the Institute Agronomique et Veterinaire Hassan II, Rabat, Morocco, Africa.
1/85 - 12/87	University of Minnesota, St. Paul, Minnesota; Veterinary Medical Associate/Teaching Assistant and Clinical Resident in the Department of Large Animal Clinical Sciences.
7/84 - 10/84	Minnesota Equine Associates, Ltd., Maple Plain, Minnesota; Practitioner in equine practice.
7/83 - 7/84	Chosen Valley Vet Clinic, Chatfield, Minnesota; Practitioner in five-person, mixed animal practice.

TEACHING EXPERIENCE:

My teaching experiences have included undergraduate (and pre-professional), graduate, veterinary professional, and outreach education. Multiple institutions have provided exposure to varied systems, both in the US and internationally. These experiences have provided insights into education and advising issues affecting a public university along the entire educational pipeline, and including interdisciplinary, campus-wide programs.

North Dakota State University (2001-present)

Microbiology	Fundamentals of Animal Disease; Capstone Experience in Microbiology (team instructor); Professional Development Graduate Seminar Course
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University of Massachusetts (1995-2001)

Animal Sciences	Undergraduate courses covering: animal management, animal diseases and health management, farm animal care and welfare, breeding and stud farm management, honors thesis research. Graduate courses covering: journal club / seminar, reproductive physiology, research and animal welfare
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Massey University (1991-1994)

Instructor in Clinics, Clinical Studies and Animal Sciences	Theriogenology Obstetrics Reproductive Pharmacology Applied Reproductive Physiology Behavior
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Washington State University (1988-1991)

Instructor in Clinics Clinical Studies and Animal Sciences	Theriogenology Obstetrics Varied lectures
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University of Idaho (1989-1991)

Veterinary Science	
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Institute Agronomique et Veterinaire, Hassan II, Rabat, Morocco (1988)

Instructor in Clinics
Selected seminars

University of Minnesota (1985-1987)

Clinical In-Hospital and Field Instruction	Theriogenology
Clinical Studies	Selected lectures and labs in Reproductive Diseases of Domestic Animals, Theriogenology Diagnostic Laboratory, Equine Neonatology

GRADUATE STUDENT TRAINING (Major Professor):

Sandra L. Bachmuts, MS 1999, Veterinary and Animal Science (collaboration with Dr. Rafael Fissore), Topic: Stallion Cytosolic Sperm Factor Triggers Calcium Oscillations and Activates Development in Mouse and Mare Oocytes.

Shi-Jun Zheng, PhD 2001, Veterinary and Animal Science, Topic: The Effect of Vaccination Against Melatonin on Seasonal Reproductive Cycles in the Mare.

Sarah C. Strand, MS 2001, Veterinary and Animal Science, Topic: Welfare of Horses in Group Versus Isolated Housing.

SUMMARY OF RESEARCH FUNDING AND GRANTS:

At the University of Saskatchewan, I have participated in the planning and/or development of major trans-disciplinary programs and centers at the campus level. In 2013, I contributed to a writing team that resulted in a successful federal grant of \$10 million for a Canada Excellence Research Chair focusing on one health and integrated disease mitigation. I participated in a presidential initiative that resulted in a \$50 million fund to establish our Global Institute for Food Security, a public – private partnership funded by Potash Corp and the province. I also contributed to an initiative by the Vice President Research that resulted in a \$35 million fund from the province to establish the Sylvia Fedoruk Canadian Center for Nuclear Innovation. The Center includes the establishment of a cyclotron on campus for nuclear pharmaceuticals and a diagnostic PET-CT in the university hospital. The above are all examples of multi-unit projects led at the level of the president and vice president that involved broad consultation and collaboration across campus.

At North Dakota State University, my research and creative activity were primarily at the program level. For example, I was Project Director for a multi-disciplinary USDA Special Grant program “Agrosecurity: Disease Surveillance and Public Health”. This program addressed a national need, helped advance the research career of several pre-tenure faculty, leveraged additional funding, supported graduate education, enhanced our diagnostic lab capabilities and created partnerships with a research and extension center. Additional awards include EPSCOR funds (both NSF and NIH based) for faculty start up packages. These awards significantly enhanced our ability to attract first-choice, nationally competitive, new faculty. Finally, I was co-PI on USDA and USAID grants supporting international program development.

Sponsor: Fedrerel Relations / USDA Special Grant, 2003-2009, \$7,092,509 total awarded. PI and Project Director: Agrosecurity: Disease Surveillance and Public Health.

Sponsor: USAID / Higher Education for Development, 2009, \$50,000 awarded. Co-PI. Africa-US Higher Education Initiative Planning Grant: Capacity Building in Integrated Management of Zoonoses and Vectorborne Diseases in Eastern and Central Africa.

Sponsor: USAID, 2009 Planning Grant, \$50,000 awarded; 2011 Phase 1, \$1,100,000 awarded; 2014 Phase 2, \$905,804 awarded. Co-PI. Capacity building in Integrated Management of Transboundary Animal Diseases and Zoonoses in East and Central Africa.

Sponsor: USDA, Higher Education Challenge Grant, 2008, \$142,767 awarded, Co-PI, Promoting Global Expertise in Emerging Infectious Diseases of Animals.

Sponsor: Federal Relations / USDA Special Grant, 2005-2006, \$2,592,099 awarded. Project Director: Food Safety and Security.

Sponsor: NDSU Graduate School, 2004, \$45,600 awarded. PI on project: Graduate Student Recruitment Award.

Sponsor: North Dakota EPSCoR and BRIN (NIH), New Faculty Start-Up Program. 2003, \$205,000 awarded. PI on start-up fund proposals for new faculty positions in Veterinary and Microbiological Sciences.

Sponsor: North Dakota EPSCoR, and BRIN (NIH), New Faculty Start-Up Program. 2002, \$190,000 awarded. Co-PI with Dr. Lisa Nolan on start-up funds for new faculty positions in Veterinary and Microbiological Sciences.

Sponsor: NDSU Technology Fee Advisory Committee, 2002-2004, \$22,000 awarded in two grants. Co-Project Director with Janice Haggart: Technology upgrade for microbiology teaching laboratory, phase 1 and 2.

Research Sponsor: Wyeth-Ayerst Laboratories, Linwood Equine Ranch, 1995-2007. Annual operating budget approximately \$1,400,000. Co-investigator for applied research: Effects of housing and management practices on equine health and welfare.

Research Sponsor: Private Donation, 1999-2000, \$50,000 awarded. UMass Equine Research Program: Equine welfare and management.

Grant Agency: University of Massachusetts, varied funds. 1996-2001, \$17,752. Projects included "The effect of vaccination against melatonin on the seasonal estrous cycle of the mare"; "In vitro test to identify barren mares with immune-mediated pregnancy loss" (with Dr. Jim Weber, University of Maine); "Development of an on-farm, videomicroscopy teaching laboratory".

Grant Agency: New Zealand Department of Conservation. 1993, \$160,000 awarded in two grants. Population dynamics and immunocontraception in the Kaimanawa feral horses.

Grant Agency: New Zealand Crown Research Institute, AgResearch. 1993, \$25,000 awarded (collaboration with Dr. Warren Hunt). Pasture quality effects on growth and development of the young horse.

Grant Agency: Massey University Research Foundation. 1993, \$3,500 awarded, 1992 \$5,000 awarded (collaborations with Dr. Ted Whittam), The effects of ceftiofur on the pharmacokinetics of acetyl salicylate in the cow; and The effect of probenecid on the pharmacokinetics of ceftiofur in cattle.

Grant Agency: Massey University Research Projects and Funding Committee, 1992, \$10,000 awarded and Lottery Grants Board, Science, \$5,000 awarded (collaborations with Dr. Jeff Wichtel). Biochemical aspects of selenium deficiency in grazing dairy cattle.

Grant Agency: Massey University Veterinary Research Fund, 1992, \$1,000 awarded, and Massey University Research Foundation, \$3,000 awarded (collaboration with Dr. Colin Wilks). Evaluation of an equine herpes virus serologic assay.

Grant Agency: New Zealand Veterinary Association, Equine Branch. 1991, \$ 1,000 awarded, and Massey University, Assistant Vice Chancellor, Research, \$ 3,000 awarded. Fertility of mares after intrauterine treatment with chlorhexidine.

PROFESSIONAL ORGANIZATIONS:

Diplomate, American College Of Theriogenologists
 American Veterinary Medical Association
 Canadian Veterinary Medical Association
 Society for Theriogenology
 Saskatchewan Veterinary Medical Association

SELECTED COMMITTEES AND PROFESSIONAL ACTIVITIES:

Association of American Veterinary Medical Colleges, President (2016-2017), President-Elect (2015 – 2016), Board of Directors 2008-2010, Public Health Task Force 2004 – 2009, Department Chairs, Heads and Directors Committee 2005 – 2008 (Chair 2006-2008), North American Veterinary Medical Education Consortium (NAVMEC), Steering/Planning Committee, 2009.

American College of Theriogenologists, Executive Board, 2002-2005; President, 2003-2004.

USDA, North Central Advisory Committee NCAC-2, Animal Health Advisory Committee, 2002 – 2009 (Secretary 2005-2007, Chair 2007-2009)

North Dakota State University Research Foundation, Board of Directors, 2003-2005.

North Dakota-Biomedical Research Infrastructure Network Steering Committee 2002-2004.

NDSU Accreditation Self Study Steering Committee, 2003-2006.

USDA-CSREES and NDSU Program Assessment Review Panel for NDSU Department of Agricultural and Biosystems Engineering, March 2003.

USDA-CSREES Program Assessment Review Panel for South Dakota State University, Department of Veterinary Sciences, December 2008.

WICHE Regional Advisory Council on Veterinary Medicine, member, 2002-2007.

Wyeth Pharmaceuticals. Co-Chair Equine Ranching Advisory Board and Veterinary Consultant, 1995- 2012

Linwood Equine Ranch, Animal Care Committee, 1999- 2010

Society For Theriogenology / American College of Theriogenologists, Corporate Sponsorship Committee, 1996

American Association of Equine Practitioners, Research Committee, 1997- 99

Massachusetts Veterinary Medical Association, Welfare Committee, 1999- 2001 (Chair 2000-01)

Massachusetts Veterinary Medical Association, Steering Committee, 2000- 2001

University of Massachusetts, Institutional Animal Care and Use Committee, 1996- 2001

University of Massachusetts, Departmental Planning Committee, 1999- 2000

University of Massachusetts, Stockbridge Equine Studies Evaluation Committee (Chair), Dairy Planning Committee, 1995

Fort Dodge Laboratories Product Review Action Committee, 1994- 95

New Zealand AgResearch Equine Research Management Committee, 1993

Equine Branch of the New Zealand Veterinary Association, Newsletter Subcommittee, 1992- 93

Massey University, Dept. of Veterinary Clinical Sciences, Computer Committee, 1991- 93

University of Idaho, Animal Care and Use Committee, 1990- 91

Medical Institute of Minnesota, Veterinary Advisory Board, 1987

Minnesota Veterinary Medical Association, Committee on Impaired Veterinarians, 1987

University of Minnesota, College of Veterinary Medicine, Hospital Policy Committee, 1986

AD HOC REVIEW:

Biology of Reproduction, International Equine Reproduction Symposium
USDA, SBIR program ad hoc proposal reviewer
North American Equine Ranching Information Council, ad hoc research proposal review
Maine Technology Institute, ad hoc proposal review
Theriogenology, manuscript review

MEMBERSHIP IN OTHER ORGANIZATIONS:

Pioneer Valley Therapeutic Riding Association, Member Board of Directors 1997- 2001
Amherst Youth Hockey Association, Member Board of Directors 1998-99
University of Idaho Alumni Association
Night-time Emergency Outreach Network, Crisis Intervention Counselor, Mpls, MN 1986- 87

AWARDS AND HONOR SOCIETIES:

1993 Massey University, Faculty of Veterinary Science, Teacher of the Year
Phi Kappa Phi Honor Society (President, NDSU Chapter, 2007-2008)
Gamma Sigma Delta Honor Society
American Society of Animal Science Scholarship Award
Phi Zeta Honor Society

LICENSURE:

Minnesota State Veterinary License
Saskatchewan, General Veterinary License

SELECTED PRESENTATIONS:

The following selected presentations represent a range of topics delivered to varied constituents, including veterinary scientists, practitioners, clients and agencies.

Veterinary Education Today Conference – Keynote address on One Health. Toronto, ON, Canada, October 2016.

American Veterinary Medical Association Annual Convention – Animal ID and Biosurveillance: The North Dakota Project. Minneapolis, MN, July 2005.

American Veterinary Medical Association Annual Convention – Panel Discussion: Animal ID in the US. Minneapolis, MN, July 2005.

Western Veterinary Conference, (invited), Pregnant Mares' Urine (PMU) Research, Management and Welfare, Las Vegas, NV, February 2001.

Society For Theriogenology Annual Meeting, Research Abstracts, Freeman, D.A. and Frazer, G.S. A Comparison of Dystocia and Postpartum Complications in Draft Versus Light Horse Mares. San Antonio, TX, November 2000.

New England Morgan Horse Association, Annual Meeting, Seminars on Equine Reproductive Technology and Welfare, Worcester, MA, February 2000.

AVMA /AAEP Welfare Forum, The PMU Industry, Management and Research. Albuquerque, New Mexico, December, 1999.

American Association of Equine Practitioners Annual Meeting, Health and Welfare of Stabled PMU Mares Under Varied Water and Turnout Schedules: 1. Physiology. Baltimore, MD, December, 1998.

Visiting Professors Program, Wyeth-Ayerst Laboratories, Equine Management and Welfare Topics for Physicians, Cambridge, MA, April 1998.

All Parliamentary Group for Animal Welfare, Presentation of Data Regarding Equine Management and Welfare, House of Commons, London, UK, June 1998.

Umass Equine Conference, Managing the Problem Brood Mare, Amherst, MA, March 1998.

University of Minnesota and Minnesota Veterinary Medical Association, Veterinary Continuing Education Meeting, Pregnancy Loss in the Mare, and Current Topics in Equine Welfare, St. Paul, MN, October 1997.

Northeast Horseman's Conference, Current Equine Welfare Issues, Boxborough, MA, February 1997.

Wild Rose Equine Ranching Association Meeting, Alberta Agriculture, Equine Pregnancy Loss, Red Deer, Alberta, Canada, April 1997.

Nebraska Veterinary Medical Association State Meeting, Seminars on Pain Management, Vaccination Efficacy and Adverse Events, and Feline Dermatophytosis, January, 1995.

New Zealand Foundation for Veterinary Continuing Education Post Graduate Module on Dairy Cattle Reproduction, Palmerston North, New Zealand, November, 1993.

New Zealand Foundation for Veterinary Continuing Education Seminar-Workshop on Bull Breeding Soundness Evaluation, Taranaki, New Zealand, September, 1993.

New Zealand Foundation for Veterinary Continuing Education Course on Emergency Services for General Practitioners, The Obstetrical Emergency, Auckland, New Zealand, May, 1993,

Annual Meeting of the Society for Theriogenology - Poster Session - Fertility Of Mares After Intrauterine Treatment With Chlorhexidine. San Antonio, Texas, August, 1992.

American Veterinary Medical Association Annual Convention - Oviduct Transport in the Mare. Seattle, WA, July 1991.

Continuing Education Program for Llama Producers - Llama Infertility. Pullman, WA, March, 1990.

Annual Conference of the International Embryo Transfer Society - Poster session - Culture of Equine Embryos in Complete Media with Oviductal Tissue. San Diego, CA, January, 1989.

Annual Meeting of the Society for Theriogenology - Poster Session - Effectiveness and Inflammatory Response of Antiseptics in the Mare's Uterus. Austin, Texas, September, 1987.

Continuing Education Program for Equine Producers and Practitioners - The Foaling Process (and) Infertility: Therapy and Mare Defense Mechanisms, (and) Breeding Soundness Evaluation. St. Paul, MN, March, 1987.

SELECTED PUBLICATIONS:

The following selected publications and abstracts represent a range of primary and collaborative projects. They demonstrate an ability to direct research, work productively with colleagues, and contribute to a range of basic and applied disciplines.

- Uehlinger, F.D., Freeman, D.A., Tang, R., Waldner, C.L. The One Health Leadership Experience at the University of Saskatchewan, Canada. Submitted, *Journal of Veterinary Medical Education*, 2017.
- Khaitisa, M.L., Kabasa, J.D., Kaneene, J.B., Ekiri, A., Wakoko, F., Sischo, W., Majalija, S., Tumwine, G., Freeman, D.A., Card, C., Mulei, C., Gitahi, K., Mdegela, R., Gebrekidan, B., Byuka, M., Kalema-Zikusoka, G. CIMTRADZ: A US-Africa Higher Education Collaborative Model for Sustainable Capacity Development in Trans-Boundary Diseases and Zoonoses Management in Eastern and Central Africa. Accepted, *Pan African Medical Journal*, 2017.
- Majalija, S., Okello, D.O., Khaitisa, M.L., Freeman, D.A., Ssemadaali, M., Kabasa, J.D. Africa-United States Joint Curriculum Development of a Master of Science degree in International Infectious Disease Management at Makerere University. Accepted, *Pan African Medical Journal*, 2017.
- Okech, S.G., Majalija, S., Owiny, D.O., Ejobi, F., Tumwine, G., Ssajjakambwe, P., Kisaka, S., Khaitisa, M.L., Kaneene, J., Wakoko, F., Sischo, W., Freeman, D.A., Singh, B., Card, C., Mulei, C., Gitahi, K., Mdegela, R., Gebrekidan, B., Byuka, M., Kalema-Zikusoka, G., Epperson, B., Wills, R., Bailey, H., Kabasa, J.D. International Cultural Boma: A training and mentorship model for capacity development in One Health. Accepted, *Pan African Medical Journal*, 2017.
- Zheng, S., Bachmuts S.R. and Freeman, D.A. The Effect of Vaccination Against Melatonin on Seasonal Reproductive Cycles in the Mare. Accepted, *Theriogenology*, 2001.
- Strand, S.C., Tiefenbacher, S., Haskell, M., Hosmer, T., McDonnell, S.M. and Freeman, D.A. Behavior and Physiologic Responses of Mares to Short Term Isolation. *Applied Animal Behavior Science*, 78:145-157, 2002.
- Freeman, D.A. The Pregnant Mare's Urine Industry – Management and Research, *JAVMA*, 216(8):1239-1242, April 15, 2000.
- Freeman, D.A., Cymbaluk, N.F., Schott, H.C., Hinchcliff, K.H., McDonnell, S.M., Kyle, B. Clinical, Biochemical and Hygiene Assessment of Stabled Horses Provided Continuous or Intermittent Access to Drinking Water. *AJVR*, 60(11):1445-1450, November 1999.
- McDonnell, S.M., Freeman, D.A., Cymbaluk, N.F., Schott, H.C., Hinchcliff, K.H. and Kyle, B. Behavior of Stabled Horses Provided Continuous or Intermittent Access to Drinking Water. *AJVR*, 60(11):1451-1456, November 1999.
- Hinrichs, K., Mathews, G.L., Freeman, D.F.A. and Torello, E.M. Oocyte Transfer In The Mares. *JAVMA*, 212(7): 982-986, 1998.
- Whittem, T., Freeman, D.A., Parton, K. and Hanlon, D.W. The Pharmacokinetics of Salicylate in Dairy Cattle Are Not Altered by Simultaneous Intravenous Ceftiofur Sodium and DL-Lysine-Acetyl Salicylate (Aspirin), *J. Vet . Pharmacol. Therap.* 19:104-109, 1996.
- Wichtel, J.J., Freeman, D.A., Williamson, N.B., et. al. Effect of Selenium and Iodine Supplementation on Growth Rate, Thyroid and Somatotrophic Function in Dairy Calves at Pasture, *Journal of Dairy Science*, October, 1996, 79(10):1865-1872.
- Mickelsen, W.D., Memon, M.A., Anderson, P.B., Freeman, D.A. The Relationship Of Semen Quality to Pregnancy Rate and Litter Size Following Artificial Insemination in the Bitch, *Theriogenology* 39:553-560, 1993.

- Vanderwall, D.K., Woods, G.L., Freeman, D.A., Weber, J.A., Rock, R.W. and Tester, D.F. Ovarian Follicles, Ovulations and Progesterone Concentrations in Aged Versus Young Mares. *Theriogenology* 40:21-32, 1993.
- Weber, J.A., Woods, G.L, Freeman, D.A., Vanderwall, D.K. Oviductal And Uterine Influence On Development Of Day-2 Equine Embryos In Vivo And In Vitro, *Theriogenology* 40:689-698, 1993.
- Freeman, D.A., Woods, G.L., Vanderwall, D.K., Weber, J.A. Embryo-Initiated Oviductal Transport in Mares, *J. Reprod. Fertil.*, 95:535-538, 1992.
- Weber, J.A., Freeman, D.A., Vanderwall, D.K., Woods, G.L. Prostaglandin E2-Specific Binding to the Equine Oviduct, *Prostaglandins* 43:55-59, 1992.
- Crabbe, B.G., Freeman, D.A., Grant, B.D., Whitlatch, L., MacRae, K., and Kennedy, P. Testicular Feminization Syndrome in a 64,XY Mare, *JAVMA*, 200(11):1689-1691, 1992.
- Freeman, D.A., Butler, J.E., Weber, J.A., Geary, R.T., Woods, G.L. Co-Culture of Day 5 to 7 Equine Embryos in Defined Medium With Oviductal Tissue, *Theriogenology* 36(5):815-822, 1991.
- Weber, J.A., Freeman, D.A., Vanderwall, D.K., Woods, G.L. Prostaglandin E2 Secretion by Oviductal Transport-Stage Equine Embryos, *Biol Reprod* 45:540-543, 1991.

SELECTED ABSTRACTS:

- McNamara, T., Zheng, S. and Freeman, D.A. The Fertility of Mares Following Vaccination Against Melatonin. Proceedings of the Annual Conference of the Society For Theriogenology, San Antonio, TX, Pg 269, November 2000.
- Freeman, D.A. and Frazer, G.S. A Comparison of Dystocia and Postpartum Complications in Draft Versus Light Horse Mares. Proceedings of the Annual Conference of the Society For Theriogenology, San Antonio, TX, Pg 141, November 2000.
- Bachmuts, S.R., Freeman, D.A., Carnevale, E.M. and Fissore, R.A. Stallion Cytosolic Sperm Factor Triggers Calcium Oscillations and Activates Development in Mouse and Mare Oocytes. Proceedings of the Annual Conference of the Society For Theriogenology, Nashville, TN, Pg 42, September 1999.
- Zheng, S. and Freeman, D.A. Effect of Vaccinating Mares Against Melatonin on Seasonal Reproductive Cycles. Proceedings of the Annual Conference of the Society For Theriogenology, Nashville, TN, Pg 38, September, 1999.
- Freeman, D.A., Cymbaluk, N.F., Kyle, B., Schott, H.C., Hinchcliff, K.H., and McDonnell, S.M. Health and Welfare of Stabled PMU Mares Under Varied Water and Turnout Schedules: 1. Physiology. American Association of Equine Practitioners Annual Meeting, Baltimore, MD, December, 1998.
- McDonnell, S.M., Freeman, D.A., Cymbaluk, N.F., Kyle, B., Schott, H.C., and Hinchcliff, K.H. Health and Welfare of Stabled PMU Mares Under Varied Water and Turnout Schedules: 2. Behavior. American Association of Equine Practitioners Annual Meeting, Baltimore, MD, December, 1998.
- Hinrichs, K., Mathews, G.L. Freeman, D.A. and Torello, B.S. Oocyte Transfer as a Clinical Procedure in the Mare. American Association of Equine Practitioners Annual Meeting, Phoenix, AZ, December, 1997.
- Cymbaluk, N.F., Freeman, D.A., Schott II, H.C., Hinchcliff, K.H., McDonnell, S.M. Intermittent Versus Continuous Watering: Effects on Water Balance and Hydration Status, Proceedings of the American Association of Equine Practitioners Annual Meeting, Denver, CO, 1996.

Whittem, T., Freeman, D.A., Hanlon, D., Parton, K. The Effects of Ceftiofur on the Pharmacokinetics of Intravenous DL-Lysine-Acetyl Salicylate (Aspirin) in Cattle. Proceedings of the ACVIM Annual Meeting, May, 1995.

Weber, J.A., Freeman, D.A., Vanderwall, D.K., Woods, G.L., Prostaglandin E2 Hastens Oviductal Transport of Equine Embryos, Biol Reprod 44: Suppl 1, 264, 1991.

Freeman, D.A., Butler, J.E., Weber, J.A., Geary, R.T., Woods, G.L., Culture of Equine Embryos in Complete Media with Oviductal Tissue, Theriogenology 31(1):194, 1989.

Freeman, D.A., Momont, H.W., Fahning, M.L., Effectiveness and Inflammatory Response of Antiseptics in the Mare's Uterus, Proceedings of the Annual Meeting of the Society for Theriogenology, Austin, Texas, 365, 1987.

SELECTED PROCEEDINGS AND BOOK CHAPTERS:

Freeman, D.A., The Equine Obstetrical Emergency, Proceedings of a Course on Equine Emergencies in General Practice, Foundation for Veterinary Continuing Education, Massey University, Palmerston North, New Zealand, Publication Number 148, Pages 101-112, May, 1993.

Freeman, D.A. Clinical Fertility Evaluation of the Mare, and Oviductal Transport in the Mare, Proceedings of the Annual Seminar of the Equine Branch of the New Zealand Veterinary Association, Massey University, Veterinary Continuing Education Publication No. 143, May 1992.

Freeman, D.A. Horses: Infertility; The Foaling Mare; Strangles; Tetanus. in The Farmers' Veterinary Guide, Eds. Williamson, N.B. and Manktelow, B.W., New Zealand Dairy Exporter Ltd. and Massey University, Palmerston North, New Zealand, 1992.