

Executive Summary of Most Significant Contributions to Teaching and Education	
Name: William B. Davis	Affiliation: School of Molecular Biosciences, College of Veterinary Medicine
Overall faculty roles: In one sentence, list your faculty roles (teaching, research, patient care, administration) and approximate time allocation to each (%).	
Administration-60%; Teaching-30%; Research-10% (Research is in Discipline Based Educational Research-DBER)	
Changes in role(s) over time: In one sentence, describe any major changes in teaching roles over the past 2 or 3 years.	
I have seen no significant changes in teaching roles in this time period. The only one of note is that I no longer teach in the senior/graduate level Biochemistry 413/414 course sequence.	
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	
I teach Biology 107 to 500 students each semester. This is a critical gateway course to life science majors at WSU, and is taken by students in pre-health and allied health programs. My goal is to help create citizen-scientists in my course. To this end I have implemented the SEA-PHAGES research experience for every student each semester. I continue to improve on this model educational experience and I have been invited to speak at HHMI on how to offer CUREs (Course-Based Undergraduate Research Experience) at scale.	
Second important contribution to education	
Mentoring and Advising. I advise 40 plus students majoring in Biochemistry, Genetics & Cell Biology, or Microbiology every semester. I also supervise the academic training of all STARS (<i>Students Targeted toward Advanced Research Studies</i>) students in CVM (~6-8 per semester), our signature 7 year BS to PhD fast-track program. I regularly attend training sessions from WSU ACADA related to best practices in advising, and I served for 4 years on Catalog Subcommittee (part of Faculty Senate) so that I could learn more about the academic structure of WSU and how to best position my advisees for success.	
Third important contribution to education	
Learner Assessment and Educational Research. I am currently collaborating with other faculty at WSU and at external institutions to assess student learning outcomes in my course. Four major examples are as follows. 1) With Xyan Neider from education, I am studying Adverse Childhood Experiences and their impact on undergraduate educational outcomes. 2) With Sally Malloy (Maine) and Beth Moy (Cabrini College), we are developing course materials and assessment tools to measure student metacognition in SEA-PHAGES laboratories. 3) With Andy Cavagnetto (Biology/Education) I am implementing Prosocial laboratory experiences in SEA-PHAGES and studying the impact this has on student learning outcomes and motivation. 4) With a group of undergraduate researchers, I am developing a new concept inventory for SEA-PHAGES that can be used in a pre-post format to measure student learning gains in this CUREs (Course-Based Undergraduate Research Experience).	
Fourth important contribution to education	
Curriculum and Program Development. As the Associate Director for Undergraduate Studies in my unit (SMB), I manage the efforts of the SMB Undergraduate Studies Committee, the faculty group responsible for developing and implementing all curriculum development. Over the past 5 years, we have implemented programmatic assessment and use it annually to make informed decisions about student learning outcomes in our department. At the regional and national level, I am a PULSE fellow and I help run a regional workshop on curriculum and departmental transformation for teams of individuals from	

Community Colleges, Liberal Arts, Regional Comprehensive, and R1 institutions across the states of AK, ID, MT, OR, UT, WA, and WY. To date, we have helped over 60 Biology or STEM departments to use the tenets of Vision & Change to improve the functioning of their department and curricula. I will be presenting the outcomes of this work this Fall at the annual [AAC&U](#) / [PKAL](#) meeting in San Francisco.

Fifth important contribution to education

Educational Leadership and Administration. As the Associate Dean for Undergraduate Studies in the CVM, I represent the interests of our programs at the University level and to external constituencies. I review all curricular changes in the college, and provide guidance based on my experience on Catalog Subcommittee. I also help our programs review and renew their curricula based upon best principles outlined by national organizations including the National Academies of Sciences, NSF, HHMI, and professional societies.