

NOMINATION COVER SHEET
2009 Virginia Outstanding Faculty Awards

1. <u>NAME</u>	
Full (Legal): Lizabeth Ann Allison	Preferred First Name: Liz
2. <u>INSTITUTIONAL INFORMATION</u>	3. <u>PROFESSIONAL INFORMATION</u>
Institution: The College of William and Mary Rank/Position Title: Dorman Family Term Distinguished Professor of Biology Year Rank/Title Attained: 2007 Years at Institution: 11 Campus Email Address: laalli@wm.edu Campus Phone: (757) 221-2232 Campus Mailing Address: Department of Biology P.O. Box 8795, ISC 3045 Williamsburg, Virginia 23187 Campus Communications Contact: -Name: Shirley Aceto -E-mail: scacet@wm.edu	Academic Discipline: Biology Specialization/Field: Molecular and Cellular Biology Type of Terminal Degree: Ph.D. Year Awarded: 1989 Awarding Institution: University of Washington
	4. <u>PERSONAL INFORMATION</u>
	Home Phone: Cell Phone Number: Home Mailing Address:

Please check only one box:

- RESEARCH/DOCTORAL INSTITUTION NOMINEE: X**
MASTERS/COMPREHENSIVE/BACCALAUREATE INSTITUTION NOMINEE:
TWO-YEAR INSTITUTION NOMINEE:
RISING STAR NOMINEE:
TEACHING WITH TECHNOLOGY NOMINEE:

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President or Chief Academic Officer

Signature: _____

Printed Name: _____

COLLEGE OF WILLIAM & MARY MISSION STATEMENT (EXCERPTED)

William & Mary recognizes its special responsibility to the citizens of Virginia through public and community service to the Commonwealth as well as to national and international communities. Teaching, research, and public service are all integral parts of the mission of William & Mary. In fulfilling its mission, William & Mary adopts the following specific goals:

- to attract outstanding students from diverse backgrounds;
- to develop a diverse faculty which is nationally and internationally recognized for excellence in both teaching and research;
- to provide a challenging undergraduate program with a liberal arts and sciences curriculum that encourages creativity, independent thought, and intellectual depth, breadth, and curiosity;
- to offer high quality graduate and professional programs that prepare students for intellectual, professional, and public leadership;
- to instill in its students an appreciation for the human condition, a concern for the public well-being, and a life-long commitment to learning; and
- to use the scholarship and skills of its faculty and students to further human knowledge and understanding, and to address specific problems confronting the Commonwealth of Virginia, the nation, and the world.

SUMMARY OF ACCOMPLISHMENTS

The Selection Committee for the College of William & Mary is proud to nominate Dr. Lizabeth A. Allison, Dorman Family Term Distinguished Professor of Biology and Director of Graduate Studies, for the 2008-2009 SCHEV Outstanding Faculty Awards. Dr. Allison is a deeply committed teacher and a supportive and insightful faculty colleague, as well as an internationally-recognized leader and scholar in the field of traffic control in normal and cancer cells. From her years spent as a faculty member in New Zealand, Dr. Allison brings a unique international perspective to the College. Dr. Allison has received over \$1.8 million in research grants or contracts at a time when less than 10% of grants are funded by federal agencies. She has published her significant research findings in major scientific journals with undergraduates and graduate students as coauthors, and has made presentations on her research to audiences worldwide. *Fundamental Molecular Biology*, the college textbook she wrote, is widely used and has raised the profile of the College worldwide. Dr. Allison inspires and delights students in her large lecture courses, pushes our brightest students to sharpen their critical thinking skills in her seminar courses, and launches an impressive number of undergraduate and graduate researchers into successful scientific careers. Her influence has extended to local Historically Black Colleges and Universities where she promotes diversity in the scientific community. Recognizing her superb leadership skills, College administrators have asked her to serve on the Planning Steering Committee for William & Mary's new strategic plan. This planning effort will be one of the most important initiatives the campus community undertakes this academic year. Her exemplary dedication to all areas of scholarship has benefited the College, the Commonwealth, and the international community.

TEACHING

Classroom

A hallmark of Dr. Allison's distinguished career is her unwavering commitment to excellence in higher education at all levels. This year alone she is covering the full spectrum: Director of Graduate Studies, coordinator of the Introduction to Graduate Studies course, instructor of an upper division Molecular Genetics course and two sections of Molecular Genetics laboratory in the Fall; in the Spring she will lecture to 300+ freshman in the department's flagship introductory biology course. *"By any measure, Dr. Allison's teaching at the College of William and Mary has been truly spectacular"* (William & Mary Chancellor Professor Margaret Saha, Virginia Outstanding Faculty Award recipient in 2006). Dr. Allison's exceptional talents as an educator have been consistently recognized. As a new faculty member at the University of Canterbury in New Zealand she earned Best Science Faculty Lecturer of the Year (1995); soon after her arrival at William & Mary she received the Grace J. Blank Teaching Award in Biology (2000), followed by the Alumni Fellowship Award for Excellence in Teaching (2002), and the Dorman Family Term Distinguished Professorship of Biology (2006) for her excellence in teaching and research. These awards highlight the respect that she commands from her students and peers.

With energy and vision, Dr. Allison revitalized a stagnant Molecular Genetics course, raising the enrollment from ~25 students prior to 1998 to a record 103 students in Fall 2008. An important course for modern Biology majors, it is also considered essential by pre-medical students and has become a popular elective for Biochemistry minors and interdisciplinary Neuroscience majors. Her deep passion for the subject is evident; she conveys great enthusiasm and excitement during each lecture. The course is rigorous, the subject is complex, and the class has a reputation for being challenging, but the students respond very well to the challenge. *"Students emphasize her meticulous organization, clear and cogent style, easy approachability, and integration of current issues. In content, Dr. Allison blends central concepts to vital issues"*

for science in our society, with rave reviews of her work with students on analytical skills. Her students identify, for example, risks and pitfalls in attempts to find the molecular genetics of behavior, or flaws in the logic of popular press reports of 'genes for' such things as addiction and mental illness. Exams in Dr. Allison's courses cover content in depth, but also place great emphasis on synthesis, data analysis, and experimental design." (Dr. Paul Heideman, Professor and Chair of the Biology Department, William & Mary).

Dr. Allison's classes, whether Introductory Biology or specialized upper-level seminars, often begin with the history of a particular field and landmark discoveries, then build to an increased understanding and complexity. *"She is meticulous about incorporating recent discoveries in order to engage the students, but in a way that integrates the discoveries seamlessly into the course."* (Dr. Margaret Saha). Dr. Allison enlivens her lectures with poetry, video clips, animations, carefully crafted PowerPoint slides, and humorous anecdotes about the life of a scientist. Her tale of waltzing at a scientific meeting in France with Dr. Sanger, the founder of DNA sequencing technology, is a favorite with students. Even in a class of 300+ students, Dr. Allison engages students in lively discussion of questions she poses.

Her superb teaching skills are not limited to large lecture courses; in all classes, her teaching evaluations are filled with superlatives. Her molecular genetics laboratory course includes individually tailored labs that provide investigative exercises for students. With a dozen students clustered around gel electrophoresis apparatuses, the excitement is tangible. Dr. Allison's good humor and patience in teaching hands-on at the lab bench are legendary. In her acclaimed seminar course "Nuclear Structure and Gene Activity," students flourish in the interactive environment she cultivates. Students discuss the primary literature with passion, gain in-depth knowledge about current topics and, most importantly, through Dr. Allison's supportive but critical comments refine their skills in evaluation of scientific papers, oral presentation of data, writing of a review article, and peer review of classmates' papers. Dr. Paul Heideman notes *"In a recent seminar course, she achieved perfect '5's from every student on every question on every aspect of teaching quality, something I've never seen before."*

Dr. Allison voluntarily shares her gift as a scientific writer with students. Each upper division undergraduate course she teaches includes a written assignment. Under her guidance, 40-50 students per year revise multiple drafts of their research papers to fulfill their major writing requirement in Biology or Neuroscience. This effort is noteworthy especially because she takes on more students for this time-consuming mentorship in effective writing than most of her colleagues.

Not surprisingly, given her stellar teaching record and exceptional rapport with students, the Dean of Graduate Studies has asked Dr. Allison to teach a workshop on effective teaching four years in a row. Each year during new Graduate Student Orientation, over 50 new Teaching Assistants/Teaching Fellows in the sciences benefit from her experience as an educator.

Research Mentorship

In one of the most important tasks of a teacher/scholar, teaching research skills to students, Dr. Allison is, again, outstanding. She served as major advisor to 4 Ph.D., 2 Masters, and 9 Honors students while at the University of Canterbury. Since her arrival at William & Mary in 1997, she has supervised 4 Masters students and 1 Ph.D. student who, although officially enrolled at a university in France, completed all his dissertation research in Dr. Allison's lab. On top of this outstanding contribution to graduate education, she has served as an inspirational mentor for over 63 undergraduates, including 14 Honors students. Attesting to the dynamic and highly productive nature of her research group, she has also mentored two postdoctoral fellows, a

Research Scholar from China, two Assistant Professors from Hampton University, a Technician, and a Lab Manager.

As impressive as these numbers are, the outcomes have been even more remarkable. Of the 41 undergraduates who have completed their studies (including 1 African American, 2 Hispanic, and 27 female students), 32 have entered M.D., D.V.M., Ph.D., or M.D./Ph.D. programs, 7 have entered Dentistry programs, Masters programs, law schools, or business schools, 2 students went into secondary education, while the final student has deferred completing his M.Ed. after signing a contract as a free agent with the NFL. Undergraduates have gone on to such premier institutions as Harvard, Johns Hopkins University, Washington University, to name just a few. Dr. Allison's successes as a mentor and teacher are further evidenced in the successes of her William & Mary graduate students: Jim Nicoll (M.S. 2001) is now a Director at Zen-Bio, a small biotechnology company in North Carolina, Mandi Brock (M.S. 2003) is attending medical school at Eastern Virginia Medical School, Matthew Grespin (M.S. 2008) is completing a Master of Public Health (M.P.H.) at Harvard University, Vinny Roggero (M.S. 2008) is employed as Dr. Allison's Lab Manager, and Ghislain Bonamy (Ph.D., 2006, post-doctoral fellow through December 2006) is now a postdoctoral research associate at the Genomic Institute of the Novartis Research Foundation in San Diego, California.

DISCOVERY

Traffic Control in Cells – Challenging Current Understanding

Dr. Allison investigates challenging questions on a research problem of fundamental scientific significance – trafficking of proteins into and out of the cell nucleus. Cells are divided into two major compartments: the nucleus, where genetic information is stored and processed, and the cytoplasm, where proteins are synthesized to carry out essential functions. Traffic control in cells impacts upon virtually every aspect of modern biology and the field is one in which there is tremendous interest. Dr. Allison has made outstanding, groundbreaking contributions in the area of mechanisms regulating traffic control of the thyroid hormone receptor (TR). TR is a regulatory protein that turns target genes on or off in response to thyroid hormone. In the past five years, Dr. Allison's work has consistently challenged current understanding in her field, overturning old ideas about the role of receptors in the cell and the mechanisms of gene regulation by thyroid hormone. Importantly, she has shown that disrupted traffic control in cells may contribute to the development of cancer. Her most recent work provides important insight into the mechanism of receptor nuclear export and proposes a novel pathway involving multiple, cooperative factors.

External evaluators commonly remark on the important biological implications of her findings and the discussion they generate. As one evaluator stated, *“Dr. Allison's work was, as all dogma challenging papers are, fairly controversial...and the work could be counted on to start bar-side discussion at [scientific] meetings.”* In subsequent years, other research has confirmed Dr. Allison's findings, but it was her work that was *“seminal in shifting this model”* leading to *“new ways of thinking.”* Dr. Margaret Saha notes, *“While there is certainly the temptation for scientists who are not at large research institutions to find a small research “niche” that is relatively safe, Liz has chosen to continue to attack the important and fundamental problems in molecular cell biology in order to expose her students to cutting-edge research”.*

“Dr. Allison publishes major papers that...contain a tremendous amount of work that has a high impact, produced over long periods by tightly organized teams. [She] constructs publications with full, complex answers based on many experiments, and approaching a question using multiple independent lines of evidence.” (Dr. Paul Heideman). She is either first or last author on all but two of her papers, highlighting her role as the primary contributor (first author) or the

head of the lab directly supervising student research (last author). She has consistently published with students as coauthors, including all but one of her graduate students and numerous undergraduates who have worked in her laboratory. External evaluators have praised her research as *‘innovative, “creative”, and (a tribute to her research mentoring) “[it is] most unusual for an undergraduate researcher to attain... first authorship on a manuscript published in a highly respected journal such as The Journal of Biological Chemistry”*. The Institute for Scientific Information considers this the most cited biomedical research journal in the world. Also highly regarded, *Molecular Endocrinology*, ranks in the top 5% of all biomedical journals.

Funding accomplishments

Dr. Allison has been awarded a phenomenal 21 extramurally funded grants during her career for a total of over \$1.8 million. Over \$1.5 million of this was awarded during her 11 years at William & Mary. Impressively, she is the sole Principal Investigator (P.I.) on 20 of these grants and a Co-P.I. on one grant (\$172,444) for purchase of a confocal microscope. The majority of her funding is from the National Science Foundation and the National Institutes of Health, where fewer than 10% of grant applications are typically funded. Given that many PI's at major research institutions have been unsuccessful in renewing grants during the same time period, this funding track record of Dr. Allison's is truly outstanding. Her most recent NIH grant was ranked in the “zero percentile,” meaning that no grants were given higher priority for funding.

International presence

During her career, Dr. Allison has been an invited speaker around the world, in New Zealand, China, France, Russia, and the USA. Her recent invitation to speak at a commemorative symposium on nuclear receptors at the World Cancer Congress in Shanghai, China in June 2008 further attests to the view of her peers that she is an important voice in the field of nuclear receptor and cancer research. Due to her expertise, she is in high demand as a reviewer for many funding agencies including the National Science Foundation, the Italian Association for Cancer Research, and as reviewer of numerous scientific manuscripts per year.

INTEGRATION OF KNOWLEDGE

Community Outreach at Historically Black Colleges and Universities (HBCU's)

Dr. Allison is a proven leader in curricular development and in community and science education outreach. For example, she spearheads a truly innovative and successful program to collaborate in research and mentor faculty at Hampton University and Virginia State University, two nearby HBCU's. The program is supported, in part, through the College's Howard Hughes Medical Institute (HHMI) grant and through her personal National Science Foundation research grant. In developing this program, Dr. Allison has personally mentored and conducted research with two Assistant Professors and 5 summer research students from Hampton University.

“Her mentorship has greatly enhanced my professional development as a scientist. I am always struck by her passion and enthusiasm to share her expertise and knowledge with faculty and students alike. I will be remiss if I do not comment on Dr. Allison's contributions and efforts to address a nationwide concern of the paucity of African Americans and other underrepresented minorities in biomedical research. In this regard, Dr. Allison has been a mentor and a role model for minority students from Hampton University who have had summer research training opportunities in her laboratory. She demonstrated excellence in student mentorship by facilitating the learning relationship, engaging the students in the training process, offering expertise, scientific experience, problem-solving and feedback to the students. Most importantly, she created a training atmosphere conducive for the students to maximize their creativity and pique their interest in biomedical research. I am happy to say her efforts have been successful

as I observed first hand the growth and maturation of these students as future scientists.”
Cornelius Bondzi, Ph.D., Assistant Professor, Biological Sciences, Hampton University

“Dr. Allison and I started a wonderful collaboration Summer 2008 as part of an HHMI Faculty-Student exchange program between William & Mary and Hampton University. Fortunately I gained much more from the program than just a research collaboration with Dr. Allison. She served and continues to serve as an excellent research and academic mentor. Because of Dr. Allison’s openness, sharing, and commitment to service, I am able to begin to set up my own lab at Hampton University. Her dedication as my mentor is not just a critical point for my career, but serves as a catalyst for a primarily teaching institution to be defined and recognized for research. She has been exceptional in creating a bridge for me from a postdoctoral position to a faculty member. She represents the cadre of well-established scientists who will always serve as a phenomenal mentor and role-model.”
Dr. Shantá D. Hinton, Ph.D., Assistant Professor, Biological Sciences, Hampton University

From Historical Archaeology to Ancient DNA

Dr. Allison’s broad training in biology and the liberal arts makes her ideally suited for cross-disciplinary endeavors. Illustrating this is an interesting project that began when a Biology/Anthropology major approached her with an idea for a project that involved using DNA sequence analysis to piece together ancient trade routes of colonial cattle. Dr. Allison was intrigued by the project and impressed with the student’s intense excitement. Thus, the project began in consultation with Dr. Joanne Bowen of the archaeology department at Colonial Williamsburg. Dr. Allison has been successful in extracting DNA from 300+ year old bones and sequencing regions that will be used for analysis. This project exemplifies the great enthusiasm Dr. Allison has for interesting questions of all types, taking student’s interests very seriously, and willingness to work with local community interests. Currently, a team of 3 undergraduates are avidly pursuing this project under Dr. Allison’s guidance.

World-wide impact of textbook

In crafting a college textbook, Dr. Allison has used her superb organizational and teaching talents to reach beyond her own classroom, and beyond William & Mary, to the international community. After receiving highly favorable peer-reviews from a prospectus encouraged by Blackwell Publishing, a major publisher of scientific texts, she contracted with them to write *Fundamental Molecular Biology* (2007, 725 pp). Adopted by many universities worldwide, including major institutions such as the University of California-Los Angeles, the text is praised for its balanced and solid coverage of traditional topics, and for its broad coverage of RNA structure and function, epigenetics and medical molecular biology. Filled with beautiful illustrations and photographs, the book comes with access to web-based interactive exercises and animations, and a complete set of PowerPoint lectures, all of which Dr. Allison painstakingly directed. An Italian translation was published in 2008; Korean and Polish translations of the work are in progress. A second edition is underway, after the merger of Blackwell with Wiley.

“It is worth noting that very few of today’s junior/senior level science textbooks are still written by a single author since very few individuals have the required breadth and depth of knowledge of a subject along with the skill to present this material in an informative and readable textbook form.”
Diane Shakes, Associate Professor, Biology Dept., College of William & Mary

“Fundamental Molecular Biology by Lizabeth Allison is a clearly written, engaging text that provides an excellent introduction to the field of molecular biology. With numerous well-conceived diagrams and examples of real life applications, Allison’s text will be appreciated by students and instructors alike.”
Professor Daniel P. Herman, Univ. of Wisconsin-Eau Claire

“Lizabeth Allison’s examination of molecular biology flows like a novel, which should qualify her as a non-fiction story-teller. She has mastered the art of explaining difficult concepts in a simplified and understandable manner, making this knowledge more accessible and non-threatening to students of all levels. Gems like the historical perspectives, focus boxes, and disease boxes add even more interest to this already well-written textbook.” **Professor Hao Nguyen, California State University, Sacramento**

“What passed as molecular biology ten years ago now has a slightly dusty feel to it. So it takes an energetic author to write about molecular biology at this moment in science. Lizabeth Allison has produced a clearly written and well-organized tour of molecular biology. Fundamental Molecular Biology is pleasingly up to date in this rapidly advancing field, and its combination of history, relevance and technical detail make it an attractive book for lecturers and their students.” **The Times Higher Education Supplement (23 May 2007), Professor Mark Pagel, Ph.D., Reading University**

SERVICE

Dr. Allison has a long and impressive record of service to the College of William and Mary. An external evaluator for her promotion dossier sums up her service record aptly: *“Wow, it is difficult to believe that an individual maintaining the level of scholarly accomplishment that I just described above is also involved in the large array of teaching and service activities described here.”* Most recently, her insightful nature and vision is being tapped for the important strategic planning process on which the college has just embarked. Asked to serve on the Planning Steering Committee, Dr. Allison will be instrumental in facilitating a broad campus discussion with the end goal of presenting to the Board of Visitors for its approval a strategic plan for the College.

“[Dr. Allison] has been a frequent committee member to select (and mentor) undergraduate students for college, national, or international fellowships such as the Rhodes and Marshall, and is recognized within the Biology Department as among our best committee members for the most sensitive and challenging assignments, including repeatedly chairing our Personnel Committee and serving as Director of Graduate Studies. These qualities are not just those of a superb teacher/scholar, but reflect her unusually broad skill as a leader and mentor, skillfully blending science into education across the liberal arts.” **Paul Heideman, Professor and Chair, Biology Dept., William & Mary**

“It is frequently the case that when writing for someone with the caliber of Liz’s accomplishments in teaching and research, it is challenging to find something substantial to say in support of their service record. This is most certainly not the case with Liz. She has served on a least ten departmental search committees and chaired the search for the genetics position. In addition, she has served on virtually every major departmental committee since her arrival. However, her service record extends significantly beyond the department including such committees as the Faculty Research Committee, the Career Services Advisory Committee and the Committee on Nominations and Elections. She serves as an alternate RSO for the Biology Dept. and teaches one of the three Radiation Safety courses offered each year, and as such is on the Institutional Radiation Committee. Liz has also been actively involved in the HHMI grant, a grant that promotes undergraduate science and education. She has given willingly of her time to help with the administration of this grant and serve on several advisory committees.” **Margaret Saha, Chancellor Professor of Biology, Virginia Outstanding Faculty Award recipient in 2006**

PERSONAL STATEMENT

It is a rare privilege to be a faculty member at the College of William & Mary, surrounded by exceptional colleagues and students. Each day I am reminded repeatedly how fortunate I am to be in a profession that brings such great satisfaction. My daily activities are all motivated by a deep love of learning that began when I started kindergarten and asked my teacher for homework the first day of class, and has been the overriding theme of my life.

I was born in Bellingham, Washington in 1958. My father was a high school chemistry teacher and my mother devoted her life to raising me and my one sister to be independent, creative, and intensely curious about the world around us. Interested in everything from theater, poetry, classical piano, special education to astrophysics, I finally settled on a biology major and received a bachelor's degree in 1982 and a master's degree in 1984 from the University of Alaska-Fairbanks. My experience as an undergraduate and graduate student in Alaska instilled in me an even greater devotion to learning and discovery, and I thus decided to pursue a doctoral degree. I earned my Ph.D. in molecular and cellular biology at the University of Washington in 1989 where I studied intracellular trafficking of a small, but crucial, RNA molecule. Following the direction of my pioneer ancestors, I moved even further west and joined the faculty of the University of Canterbury in Christchurch, New Zealand as a Lecturer in 1989, was awarded tenure in 1991, and promoted to Senior Lecturer in 1996. In 1997 I decided to return to my roots in the U.S.A. and joined the faculty of the College of William & Mary.

From the first day I set foot on this beautiful, historic campus for my interview, I felt that this was the place for me and, fortunately, the College agreed. The balance of teaching, research, and service suits me perfectly. Teaching is a highly rewarding component of my life. A multifaceted pleasure, it satisfies my closet desire to be involved in the performing arts, keeps me intellectually challenged, and personally enriches me by providing daily interaction with bright, inquisitive students from a diversity of backgrounds. I still approach each lecture with nervous anticipation, wanting more than anything to be able to reach every student in the room, to inspire, to be eloquent, to be clear in my explanations.

The molecular biology textbook I wrote rose from this desire for clarity and relevance in education. The process of writing was rewarding and exhilarating as I re-learned again, as if for the first time, the field in which I teach and study. At the same time, it was stressful and frustrating as I dealt with seemingly impossible deadlines and the minutiae of the production process. In the middle of the night I typed, revised, read volumes of primary research papers, and drafted illustrations. The evening hours before the middle of the night were devoted to my son, now 5 years old, but a toddler at the time, and my husband. My goal was, as always, to maintain balance in my life. To be an effective mentor for students I feel it is essential to be a role model showing that one can be highly successful without compromising one's personal life or connection with the greater community.

In addition to classroom teaching, I direct a research laboratory year-round in which undergraduates, graduate students, postdoctoral fellows, and visiting faculty participate in research and much more. We are an interdisciplinary group, with neuroscience majors, biology majors, and, in the past, a French major and the captain of the William & Mary baseball team. We are a community of not just scientists, but diverse people, proud to design and wear an Allison lab t-shirt – hailing from Ghana, Zimbabwe, South India, Northern Virginia, Maine, Ohio, Canada, the south, the north, the west, the east. There is talk of nuclear receptors and ancient DNA, but also of poetry, politics, service trips, favorite novels, and favorite recipes.

The lab is a marvelous place, filled with shiny equipment, bottles of solutions, miniature test tubes, and the potential for turning out paradigm-shifting data. It has been particularly rewarding to discover how talented students can rise to the challenge of carrying out independent research. Observing students develop confidence and competence, watching hidden talents emerge, and eventually proudly shaking their hands as they depart for graduate and medical school programs, or to jobs in biotechnology, are rewards of my career beyond compare. Year-round, the lab is a lively, dynamic place. In the summer, with students full-time in the lab, the energy is tangible; the level of team-work and productivity is remarkable and rejuvenating.

An important component of the research experience for students in my lab is our weekly lab meetings. These meetings provide the opportunity for students to develop their oral presentation skills in an informal, friendly environment. While eating pizza and homemade cake or another dessert of choice made-to-order by “Chef Liz” to celebrate the birthdays of the month (this summer, requests ranged from Southern-style Banana Pudding, Tiramisu, Triple Chocolate Raspberry Cake, to Snickerdoodles), students take turns reporting on their latest results, and we also discuss data interpretation, appropriate controls, writing and presentation skills, and how to critically read primary research papers.

Contributing to the college community as a teacher/scholar is an integral part of my daily life. My professional contribution to the wider community has involved such activities as a presentation for the Christopher Wren Society Town & Gown Lecture Series on “The Age of Cloning: Will There Ever Be Another You” and playing a DNA expert witness in the videotaping of “State v. Kevin Jones,” a trial vignette to be used for a National Institute of Justice-funded series of mock jury trials. My contributions to humanity come in the form of financial support of numerous charities and organizations promoting education, health, and preservation of the environment.

Reflecting on how to explain a typical day in my life, I think of the many aspects of my profession that do not fit neatly into categories in a curriculum vitae. When not engaged in activities directly related to teaching or research, service activities easily fill the remaining hours in a day. Many of my activities are undocumented forms of service, including: writing 60-70 carefully-crafted letters of recommendation each year for job applicants, graduate or medical school candidates, or for tenure evaluations; taking half an hour to convey an impression of student life at William & Mary to eager high school seniors and their anxious parents who just happened to drop by on a Saturday; frequent sessions with freshmen and major advisees for schedule-planning, life-planning, and sometimes simply a listening ear and a box of tissues; answering emails from former students who continue to seek my advice about their career plans; reviewing manuscript drafts and grant proposals for colleagues; baking a cake for a colleague to celebrate a grant renewal; and hosting departmental parties to promote collegiality. I relish these moments, the people side of my profession, as much as the time at the lab bench or in front of a classroom.

My choice to embark on a career in academia was influenced greatly by my undergraduate advisor and my graduate advisor in Alaska who, sensing my lack of direction at the time, told me that scholarship was what I should do with my life. They were right and, in retrospect, I honestly cannot imagine doing anything else. In the end, each day is a delight and celebration, as I spend time in my lab and in the classroom doing the things that I love.

ABBREVIATED CURRICULUM VITAE

Lizabeth Ann Allison

EDUCATION

Ph.D. 1989 Zoology/Molecular and Cellular Biology, University of Washington

M.S. 1984 Biology/Cytogenetics, University of Alaska, Fairbanks

B.S. 1982 Biological Sciences, University of Alaska, Fairbanks

ACADEMIC POSITIONS

2007-2009 Dorman Family Term Distinguished Professor of Biology, College of William & Mary

2006-2007 Dorman Family Term Distinguished Associate Professor of Biology, College of William & Mary

2002-2006 Associate Professor (tenured), Department of Biology, College of William & Mary

1997-2002 Associate Professor (tenure-track), Department of Biology, College of William & Mary

1996-1997 Senior Lecturer (tenured), Department of Zoology, University of Canterbury, New Zealand

1996-1997 Visiting Associate Professor, University of Massachusetts Medical Center (12 months sabbatical leave)

1989-1996 Lecturer (tenured in 1991), Department of Zoology, University of Canterbury

SELECTED HONORS

2002 Alumni Fellowship Award for Excellence in Teaching, College of William & Mary

2000 Grace J. Blank Teaching Award, College of William & Mary

1995 Best Science Faculty Lecturer of the Year, University of Canterbury

COURSES TAUGHT AT WILLIAM & MARY

Principles of Biology: Molecules, Cells, and Development (intro bio for majors), BIO 203

Molecular Genetics, BIO 442; with graduate section, BIO 542

Molecular Genetics Laboratory, BIO 443; with graduate section, BIO 543

Writing in the Biological Sciences, BIO 300; Writing in Neuroscience, NSCI 300

Nuclear Structure & Gene Activity, BIO 446; with graduate section, BIO 646

Introduction to Graduate Studies, BIO 580; Graduate Colloquium, BIO 682

Graduate Seminar: Nuclear Transport: the Last 200 nm, BIO 680

Guest lectures in Stress & Immunity, BIO 404; Molecular Cell Biology, BIO 406

SELECTED PEER-REVIEWED PUBLICATIONS (total of 17, *undergraduate, **graduate)

**Grespin, M.E., **Bonamy, G.M.C., **Roggero, V.R., *Cameron, N.G., *Adam, L.E., *Atchison, A.P., *Fratto, V.M., Allison, L.A. (2008) Thyroid hormone receptor α 1 follows a cooperative CRM1/calreticulin-mediated nuclear export pathway. *The Journal of Biological Chemistry* 283, 25576-25588

Shank, L.C., Kelley, J.B., Gioeli, D., Yang, C.S., Spencer, A., Allison, L.A., Paschal, B.M. (2008) Activation of the DNA-dependent protein kinase stimulates nuclear export of the androgen receptor *in vitro*. *The Journal of Biological Chemistry* 283, 10568-10580.

**Bonamy, G.M., Allison, L.A. (2006) Oncogenic conversion of the thyroid hormone receptor. *Nuclear Receptor Signalling* 4, e0008 (invited review).

**Bonamy, G.M., Guiochon-Mantel, A., Allison, L.A. (2005) Cancer promoted by the oncoprotein v-ErbA may be due to subcellular mislocalization of nuclear receptors. *Molecular Endocrinology* 19, 1213-1230.

- *DeLong, L.J., **Bonamy, G.M.C., *Fink, E.N., Allison, L.A. (2004) Nuclear export of the oncoprotein v-ErbA is mediated by acquisition of a viral nuclear export sequence. *The Journal of Biological Chemistry*, 279, 15356-15367.
- **Nicoll, J.B., *Gwinn, B.L., *Iwig, J.S., Garcia, P.P., Bunn, C.F., Allison, L.A. (2003) Compartment-specific phosphorylation of rat thyroid hormone receptor α 1 regulates nuclear localization and retention. *Molecular and Cellular Endocrinology* 205, 65-77.
- Bunn, C.F., *Neidig, J.A., *Freidinger, K.E., *Stankiewicz, T.A., *Weaver, B.S., McGrew, J., Allison, L.A. (2001) Nucleocytoplasmic shuttling of the thyroid hormone receptor α . *Molecular Endocrinology* 15, 512-333.

TEXTBOOKS

- Allison, Lizabeth A. (2007) *Fundamental Molecular Biology*. Blackwell Publishing, 725 pp.
- Allison, Lizabeth A. (2008) *Fondamenti di biologia molecolare*. Zanichelli editore. 690 pp (Italian translation of *Fundamental Molecular Biology*).

SELECTED EXTERNAL FUNDING (from 20 as PI, 1 as Co-PI, career total of \$1.8 million)

- National Science Foundation (NSF) Research Experience for Undergraduates (REU) Supplement (2008-2009) \$12,100, PI
- NSF, "Mechanisms Regulating Subcellular Distribution of the Thyroid Hormone Receptor" (2007-2011) \$600,000, PI
- National Institutes of Health (NIH), "Nuclear Export of Nuclear Hormone Receptors" (2005-2008) \$207,920, PI
- NSF, "Mechanisms Regulating Subcellular Distribution of the Thyroid Hormone Receptor" (2001-2006) \$346,261, PI
- NIH, "Nucleocytoplasmic Shuttling of Nuclear Hormone Receptors (2001-2005), \$145,000, PI
- Jeffress Memorial Trust, "Nucleocytoplasmic Transport of the Thyroid Hormone Receptor" (1999-2002) \$44,530, PI
- NSF, "A Confocal Microscope for Molecular, Cellular, and Integrative Biology" (2000) \$172,444, Co-PI

SELECTED SERVICE TO COLLEGE AND OTHER PROFESSIONAL SERVICE

- Strategic Planning Steering Committee (2008-2009), Committee on Diversity (2008-2009), Faculty Research Committee (2006-2009), Committee on Graduate Studies (2008-2009), Career Services Advisory Committee (2005-2008), Campus Radioisotopes Committee (2001-present), HHMI Undergraduate Research Committee (2003-present), Rhodes/Marshall/Fulbright Scholar Nominations Committee (1999-present), Class of 1940 Scholarship Interviews (2001, 2006, 2008), New Science Faculty Mentor (2001-2003), GER2 Assessment (2001-2003), Committee on Nominations and Elections (elected, 2001-2004), TA/TF Training Workshop for Science Graduate Students (2005-2008).
- Department: Director of Graduate Studies (2008-2009), Chair's Advisory Committee (2007-2009), Technical Staff Supervisory Committee (Chair, 2008-2009), Personnel Committee (elected; 2002-2004, 2005-2009, Chair 2007-2008), Radiation Safety Committee (2001-present), Curriculum Committee (2001-2004). Genetics Search Committee Chair (2005-2006)
- Professional Service: Ad hoc reviewer: Italian Association for Cancer Research (2006), NSF (2003-present), *Gene*, *BMC Genomics*, *Molecular Endocrinology*, *Endocrinology*

SELECTED OUTREACH

- Instrumental in organizing and administering the Hampton University/Virginia State University/William & Mary Faculty-Student Exchange Program for Summer 2007, Summer 2008.

LETTERS OF SUPPORT (EXCERPTED)

Faculty

“Liz Allison just may be the best all around faculty member I have ever known – from Princeton to William and Mary and now to Colorado State University. In more than three decades at William and Mary I have never known a faculty member who inspires such respect across the board for everything that faculty should be doing. She does it all without the slightest hint of arrogance. She does it all with an attitude that demonstrates that she is part of the team, part of the whole, and not apart from it. She does it all with the utmost integrity and sense of proportion. She does it all with a keen intelligence, a sharp sense of humor, and an energetic creativity that inspires confidence and pride. And she does it all with a true, real understanding that the student is the heart of the university and that faculty members do their best work when they interact fully and deeply with students to help them achieve their ambitious life goals. In short, Liz Allison is not only one of the best faculty members I know or have ever known, she is one of the best people. Of the nine or ten faculty I know who have earned the distinction of Virginia Outstanding Faculty Award recipient, Liz Allison ranks at the very top. I have not known anyone more deserving of this high honor.”

Lawrence Wiseman, Professor and Chair, Emeritus, College of William and Mary; Visiting Professor of Biology, Colorado State University

“[Dr. Allison] is one of the strongest independent nuclear transport researchers now working at smaller institutions.”

David S. Goldfarb, Ph.D., Professor of Biology, University of Rochester

“With regard to her publications, Dr. Allison has published consistently in topic-appropriate journals that are very highly respected. Given her major time-commitment to teaching and other pursuits, this is an impressive record. Dr. Allison’s strong publication record is only eclipsed by her own funding record. Dr. Allison’s record of scholarly achievement is easily comparable to her colleagues at non-teaching institutes including Medical Schools.”

Anita H. Corbett, Ph.D., Associate Professor of Biochemistry, Emory University School of Medicine

“Each of [her] beautifully written papers follows the previous one in a logical pattern, and each includes numerous careful controls, impressive micrographs, and the development of numerous complex recombinant DNA constructs. Not surprisingly, Dr. Allison’s invited review article for the open access journal *Nuclear Receptor Signaling* demonstrates not only her knowledge of the field but also her talent for explaining this complex field to a wider audience. Given that much of the work in this area of biology is carried out in large medical school research laboratories, Dr. Allison’s track record of producing a series of high quality research publications using sophisticated scientific techniques is impressive. Her ability to publish a major paper in a top-notch journal every year is a record that would be notable at even a big primary research university.”

Diane Shakes, Associate Professor of Biology, College of William & Mary

“It would be fair to say that a majority of the hormone receptor transport papers published in the field have appeared in *Molecular Endocrinology* and the *Journal of Biological Chemistry*, the very journals where Liz has published her results. This provides clear external validation that Liz is doing first-rate science on a topic that is of interest to the field, and that her results are withstanding the scrutiny of peer review. Liz has done a remarkable job of integrating

undergraduates into her research program, and in doing so she is helping train the next generation of physicians and scientists.”

Bryce Paschal, Ph.D., Professor of Biochemistry and Molecular Genetics, University of Virginia

Administration

“Since her arrival at the College of William and Mary in 1997, Prof. Allison has been one of our most valuable faculty members. She is an outstanding classroom lecturer, an excellent mentor, and the leader in her very important area of research on the thyroid hormone receptor for which she has gathered large levels of outside financial support from the National Science Foundation and from the National Institutes of Health allowing her to sustain a vibrant and highly productive laboratory effort in molecular biology. Professor Allison's contributions to the sciences at William and Mary, and to its overall success, have been legion. Professor Allison is one of our perennial “go-to people” when it comes to getting things done. When I look at various items that are critical to the success of our College, somehow Professor Allison is always on the list.”

Dennis M. Manos, Ph.D., Vice Provost for Research, College of William & Mary

“Struck not only by her keen intelligence and obvious passion for her work but also by her clear interest in our students, I invited Liz to take part in the Charles Center Salon, an interdisciplinary current events discussion group composed of students, faculty, and staff from across the College. Every other week 12-15 people with diverse interests and backgrounds spent a couple of hours debating politics, the state of the world, or Salman Rushdie's Satanic Verses. Liz was such an asset to the group. She not only brought a scientific perspective to our discussions, but invariably enhanced the conversations by drawing on her wide-ranging interests in culture, travel, and literature.

Since 1999, Liz has been a regular member of the faculty committee that nominates students for the Marshall / Mitchell / Rhodes scholarship competitions. She has also served on the selection committee for three of the College's Class of 1940 Scholars. Both of these processes involve reviewing extensive applications and conducting lengthy interviews with some of the very best students at the College. As a committee member, Liz is supremely professional and good at putting these often very highly strung students at ease. But she is also a shrewd and insightful reader who can be counted on to ask the unexpected questions. While these are often the questions that force the student beyond his or her comfort zone, they also tend to be the ones which, in answering, the applicants actually learn a little more about themselves. Most importantly, Liz is someone who sees the “big picture” and recognizes that her contributions really do make a difference in the grand scheme of things, so she is one of the members of the faculty I know I can count on to come through for me.”

Lisa M. Grimes, Director of Fellowships, Associate Director, Roy R. Charles Center, College of William & Mary

Former graduate students

“Conducting research in Dr. Allison's lab was, unquestionably, the single most important experience I have had in preparing me for a career in science. It is, perhaps, impossible to overstate the importance to a scientist of developing the necessary “scientific” skill set required to successfully pursue any number of career paths. Indeed, I certainly do not believe that I would have nearly the opportunities which I am now afforded had I not acquired those skills in Dr. Allison's lab. In addition to her talent as a teacher in the laboratory, Dr. Allison is one of the most effective and profound communicators and problem-solvers with whom I have had the

privilege of working. Her professional colleagues and students alike respect and admire the ease with which she handles the difficult situations which inevitably arise for one put in a position of responsibility. I am confident that, regardless of what specific career path I choose, I will certainly encounter scenarios in which it will be essential to work as part of a greater community to solve problems - be it a lab, university, corporation or federal agency. In such times I will surely think back to the many conversations that we shared during which I expressed some frustration towards an especially difficult experiment or, perhaps as often, towards an especially difficult person or situation. Dr. Allison has an uncanny ability to tease out the positive aspects of any difficult circumstance, while all the time reassuring her students or colleagues that "we'll get through this." I greatly admire this quality and consider it essential for one to be considered a truly great teacher. The communication and problem-solving skills which I have learned by observing and working with Dr. Allison will undoubtedly be among the most important ones for my future success.

Matthew E. Grespin, M.S. 2008; currently M.P.H. candidate at Harvard University

"I have had the privilege of attending both undergraduate and graduate school in the Virginia public school system; however, my two years under the guidance of Dr. Allison at The College of William and Mary have been the most rewarding, as they are genuinely the foundation of my scientific career. In both her laboratory and her classroom, I remember that the importance of integrity was taught alongside the basic principles of science. As her graduate student, I strongly feel I learned my craft under Dr. Allison's guidance and mentorship. I was taught not only how to design my own experiments and to read and think critically, but most importantly, I remember that she stressed I should pass on what I learned to others. My experience as her student was always one of encouragement; throughout my studies, I was absolutely certain that I had a mentor in Dr. Allison who would provide help when needed. She instituted a wide-open door policy for her students to ask questions and get advice, which also extended to students in the other labs. As a result, Dr. Allison's laboratory was always full and known to be a great place to work. Her legacy to public education is demonstrated not only by her high regard in the scientific community, consistent grant support and numerous authorships, but most importantly by the large number of students she has trained. It is this service she provides to the students of Virginia that makes Dr. Allison the true embodiment of "outstanding faculty". Seven years later, I can definitely say that without Liz's constant encouragement and mentorship, I would not have been as successful as I have been so far.

Jim Nicoll, M.S. 2001, currently Director of Contract Research and Development, Zen-Bio, Inc, Research Triangle Park, North Carolina

Community

"Our daughter, Meredith Prysak, Class of 2000, completed her Ph.D. at the University of Medicine and Dentistry of New Jersey in August of [2007]. Her field is Molecular Genetics. We want to thank you so much for believing in Meredith. It was your letter to her school that was instrumental in her being accepted into this program, and your inspiration that ignited a desire in her to continue her studies beyond the undergraduate level."

Thank you note to Dr. Allison from Helene and Joseph Prysak, parents of a former undergraduate research student

ADDITIONAL DOCUMENTATION

LETTERS FROM FORMER UNDERGRADUATE RESEARCH STUDENTS (EXCERPTED)

“Professor Allison is one of the finest professors I have ever known, and I can attribute a tremendous portion of my intellectual and career development to her teaching and support. My first experience with Dr. Allison was taking her upper-level molecular genetics course my sophomore year. Immediately, I was drawn to Dr. Allison’s remarkably clear explanations of complex parts of molecular biology. Regardless of the number of components or interactions in a given mechanism, Dr. Allison was always able to diagrammatically demonstrate the workings of the system and ultimate relevance of a given processes. It was this course that initially attracted me to the field of molecular genetics. While I worked in another faculty member’s laboratory for my undergraduate research and thesis, Dr. Allison served as an informal mentor to me throughout that time. Dr. Allison exhibited remarkable balance in her life and served as an outstanding role model for any aspiring researcher and teacher. I also know that I am only one of many people Dr. Allison’s passions for biology have touched. She exemplifies how a researcher should think about problems, how a teacher should explain things to students, and how a mentor should support those trusting in her guidance” **Daniel C. Teasley, Class of 2008, Ph.D. Candidate, Molecular Genetics and Genomics Program, Washington University in St. Louis, School of Medicine**

“It is her unending patience, guidance, and support that make her stand out among all the other professors I had at William and Mary. I can honestly say that thanks to the care, support, and guidance of Dr. Allison both inside and outside the laboratory, I have all the capabilities I need to pursue my dream of becoming a physician. When I think of all the qualities I would want in a professor; intelligent, kind, understanding, supportive, I think of Dr. Allison and the amazing job she did during the four years I spent at William and Mary.” **Gustavo Elias, Class of 2008, first year medical student, University of Virginia School of Medicine**

My work in Dr. Allison’s laboratory was a crucial factor in my decision to pursue a scientific career. From Dr. Allison I learned the power of science to answer well-framed research questions, and this power drew me into the field. Throughout our time together, she was always eager to share both her intellectual and experimental skills, and many of the skills I developed in her laboratory have remained useful throughout my further research training. Most importantly, her enthusiasm for her field is truly infectious, and her excitement in discovering previously unknown truths motivated me to do the same. As my advisor she truly changed the direction of my career – I would likely not have pursued a scientific career without these crucial formative experiences with Dr. Allison at W&M. Dr. Allison continues to be one of the most skilled, enthusiastic, and supportive faculty members I have encountered in my career. **Laura DeLong Wood, Class of 2004, M.D./Ph.D. Student, Ludwig Center for Cancer Genetics and Therapeutics, Johns Hopkins University School of Medicine**

“Not only did she instruct me personally in molecular biology techniques, but she also made research exciting. When my research went well she congratulated my efforts, and when I encountered obstacles she worked with me to overcome them. The time spent in her lab was the highlight of my undergraduate career. Even after graduation she continued to mentor me, telling me that I could do anything I put my mind to and ensuring that I maximized my potential. I ultimately decided to emulate her and pursue a doctorate degree, and she assisted me throughout the application process. Now that I am in the midst of my graduate studies at UNC-Chapel Hill, I continue to realize her influence on a daily basis. She taught me to think about the primary literature critically, to explore questions vigorously, and to perform experiments

meticulously. Because of her guidance, I came into graduate school with a solid foundation.”
Nicole Gabrielle Cameron, Class of 2006, Ph.D. Candidate in Genetics and Molecular Biology, University of North Carolina-Chapel Hill

“Dr. Allison's accessibility, despite her busy schedule and numerous responsibilities, has always been one of her most distinguishing features. Whenever I had a question about a lab procedure, concept, school, or something unrelated to science, she was always willing to take the time to provide thoughtful answers and advice. For example, I specifically remember her volunteering to provide feedback on personal statements I wrote for a graduate school application on very short notice, despite the fact she had 100 other things to do. In addition to her accessibility, her teaching abilities set her apart from other professors. She can make the most challenging concepts seem simple. In my opinion, she is the most articulate professor at William and Mary. My experience in her lab is undoubtedly one of the reasons I decided to continue biomedical research at the graduate level and plan to pursue a teaching career in the future. I certainly view her as a role model, and I hope to influence students in the future as significantly as she has influenced me.” **Abigail M. Brunner, Class of 2008, First year Ph.D. Student in Pharmacology at Duke University.**

“As an undergraduate at the College of William and Mary, I spent two years working in Liz's lab, culminating in the completion of an undergraduate honors thesis. Liz's lab gave me my first opportunity to pursue a laboratory research project, and the excitement of scientific discovery that I experienced for the first time there is a key reason why I decided to pursue a career in biomedical research. I remember the first time that I got a real result in the lab hurrying down the hallway and finding Liz in her office and talking excitedly about the result. I think that it is quite rare for undergraduates to receive this kind of close, hands-on training from their faculty mentor, and I found that having this background really was helpful both in making the decision to pursue a PhD as well as being prepared for the experience once I began graduate school. I have now worked in labs in two major research universities, that are powered by full time graduate students and postdocs, and I am even more impressed at what Liz is able to accomplish: working primarily with undergraduates, she is able to pursue and publish quality research that contributes meaningfully to her field, provide quality training experiences for the undergraduates who work with her, and at the same time teach a full course load.” **Kathryn E. (Friedinger) Wellen, Class of 2000, Ph.D., Harvard University, Postdoctoral Fellow, University of Pennsylvania**

“The time I spent in Dr. Allison's lab had a profound impact on me, both professionally and privately. After being in Dr. Allison's lab, I chose to attend graduate school and major in chemistry, specifically biochemistry. Dr. Allison taught me the basic skills I needed to succeed in any science lab, whether it is a molecular biology lab or a biochemistry lab or even a virology lab, where I currently am. On a personal level, she took me into a lab knowing I had no experience but wanting to give me a chance. I owe her a tremendous amount of thanks because I also met my future husband in her lab.” **Jessica Rascher Weaver, Class of 2000, Ph.D., University of Colorado, Postdoctoral Fellow at the University of Pennsylvania**

“Some of my favorite times in college were spent with Dr. Allison and her lab. I met many new friends and even my future wife. Lab dinners together or collaborating on projects, Dr. Allison taught me how to work with others as a team. These are many aspects that I still use today. As an anesthesiologist in Philadelphia, I rely on many of the characteristics that Dr. Allison taught me years ago. For every patient, I must formulate a plan, work with other team members in the operating room, and help the surgeons in any way that I can. Also, thanks to Dr. Allison, I have continued to be very involved in new and innovative research. I am currently involved as a

clinical investigator for a pain medication intended for patients with cancer. I still look back to what Dr. Allison taught me and reflect about the wonderful times I had in her lab. From my first day walking into the biology building, to receiving my degree from Dr. Allison on graduation, I enjoyed every moment. I am very thankful for everything that my professor, advisor, and friend has done for me. **Brian S. Weaver, Class of 2000, M.D., Eastern Virginia Medical School, Anesthesiology and Pain Residencies at the University of Pennsylvania**

“I have learned a lot this summer beyond academics and lab procedures. You are one of the most impressive people I’ve met. You probably don’t realize the good qualities I notice in you from a distance, but trust me I’m taking notes. Occasionally, I meet a person who I can point to and say ‘That’s the type of woman I want to be.’ I have a short mental list of these people and you are definitely one of them.” **Thank you letter to Dr. Allison from summer research student Crystal D. Connor, a Biology major at Hampton University.**

COURSE EVALUATIONS

The numbers below represent the average score on all student evaluations for every class taught since arrival at William & Mary. The number in the left hand column is the average score for the three questions used within the Biology Dept as the primary means of evaluation (highest possible score = 5): “Did you learn anything in this course?” “How would you rate this instructor’s overall teaching performance?” and “Your overall evaluation of the course?” The numbers in the right hand column are the means for similar-sized courses during the same semester in the Biology Dept., which has a high average relative to other departments.

	<u>This Class</u>	<u>All Biology</u>
Molecular Genetics, BIO 442 (Spring 1998, 50 students)	4.5	4.3
Molecular Genetics, BIO 542 (Spring 1998, 5 students)	4.9	4.3
Nuclear Structure & Gene Activity, BIO 446 (Fall 1998, 7 students)	4.6	4.4
Nuclear Structure & Gene Activity, BIO 646 (Fall 1998, 3 students)	4.2	4.4
Molecular Genetics, BIO 442 (Spring 1999, 92 students)	4.7	4.3
Molecular Genetics, BIO 542 (Spring 1999, 3 students)	4.9	4.3
Molecular Genetics Lab, BIO 443-01/02 (Spring 1999, 23 students)	4.7	4.4
Nuclear Structure & Gene Activity, BIO 446 (Fall 1999, 9 students)	5.0	4.4
Nuclear Structure & Gene Activity, BIO 646 (Fall 1999, 3 students)	4.6	4.4
Molecular Genetics, BIO 442 (Spring 2000, 68 students)	4.9	4.3
Molecular Genetics, BIO 542 (Spring 2000, 5 students)	5.0	4.3
Molecular Genetics Lab, BIO 443-01/02 (Spring 2000, 24 students)	4.9	4.4
Molecular Genetics, BIO 442 (Spring 2001, 87 students)	4.8	4.2
Molecular Genetics, BIO 542 (Spring 2001, 5 students)	4.9	4.2
Molecular Genetics Lab, BIO 443-01/02 (Spring 2001, 23 students)	4.8	4.5
Graduate Colloquium, BIO 682 (Spring 2001, 20 students)	4.8	4.5
Nuclear Structure & Gene Activity, BIO 446 (Fall 2001, 10 students)	4.7	4.5
Nuclear Structure & Gene Activity, BIO 646 (Fall 2001, 3 students)	4.5	4.5
Molecular Genetics, BIO 442 (Spring 2002, 62 students)	4.6	4.3
Molecular Genetics Lab, BIO 443-01/02 (Spring 2002, 19 students)	4.8	4.6
Nuclear Structure & Gene Activity, BIO 446 (Fall 2002, 13 students)	4.9	4.5
Nuclear Transport: The Last 200 nm, BIO 680 (Fall 2002, 2 students)	5.0	4.5
Molecular Genetics, BIO 442 (Spring 2003, 64 students)	4.6	4.4
Molecular Genetics Lab, BIO 443-01/02 (Spring 2003, 21 students)	4.6	4.5
Molecular Genetics, BIO 442 (Spring 2004, 95 students)	4.7	4.7
Molecular Genetics Lab, BIO 443-01/02 (Spring 2004, 21 students)	4.7	4.6

	<u>This Class</u>	<u>All Biology</u>
Nuclear Structure & Gene Activity, BIO 446/646 (Fall 2005,10 students)	5.0	4.8
Molecular Genetics, BIO 442 (Spring 2006, 60 students)	4.5	4.4
Molecular Genetics Lab, BIO 443-01/02 (Spring 2006, 16 students)	4.8	4.4
Molecular Genetics, BIO 442 (Fall 2006, 71 students)	4.5	4.2
Molecular Genetics Lab, BIO 443-01/02 (Fall 2006, 19 students)	4.8	4.7
Principles of Biology: MCD, BIO 203 (Spring 2007, 260 students)	4.3	4.1
Molecular Genetics, BIO 442 (Fall 2007, 78 students)	4.6	4.3
Molecular Genetics, BIO 542 (Fall 2007, 3 students)	4.2	4.3
Molecular Genetics Lab, BIO 443-01/02 (Fall 2007, 19 students)	4.7	4.3
Graduate Colloquium, BIO 682 (Fall 2007, 20 students)	4.9	4.7
Nuclear Structure & Gene Activity, BIO 446/646(Spring 2008,11 students)	4.9	4.7

VERBATIM ANONYMOUS STUDENT EVALUATIONS (EXCERPTED)

BIO 442: Molecular Genetics was an awesome course! It is one of the few courses that I would definitely and already have recommended to people. She really sparked my interest in Molecular Genetics and actually made me want to do research in genetics. Made me realize how much I enjoy being a biology major. Is passionate for her field. Thank you for being down to Earth and forming a genuine connection with your students. Excellent course, excellent professor. Dr. Allison's enthusiasm for the subject matter is contagious. Professor Allison is one of the best teachers I have had in the biology department (which is saying something). Definitely one of the hardest biology classes I have taken, but the class is the best I have ever been in. Very interesting and challenging material present in a well thought out, clear way. She took a subject that overwhelmed me and broke it down into understandable pieces.

BIO 443: I thought this was a great course, and by far the best lab I've taken. I learned so much in this lab. Dr. Allison was one of the most helpful & kind professors I've ever had. She is fair, caring, & also has a sense of humor. She was easy to talk to & answered all of my questions. Best course I've ever taken at William & Mary! This took me, a totally inexperienced student and made me comfortable.

BIO 446: Best biology class ever! I've been waiting to take it since freshman year, and it was awesome. Dr. Allison is such a wonderful, talented professor & mentor, and I learned so much from this class and her dedication to the field. I felt like it was all of us learning together. It was able to tie in every biology class I have taken and allowed me to explore subjects I was the most interested in. Far better than most professors I have taken before. This is because she showed an active interest in the subject. [She] didn't view the class as a job, instead as a fun way to engage in a difficult subject. Taking your classes is always such a joy. You are always so organized and it makes it so easy to follow your teachings and expectations. Looked forward to coming every day. Allowed me to grow as a presenter/speaker. Too bad it had to end.

BIO 203: She clearly makes the effort for us to learn. This course was fantastic. Prof. Allison is amazing. She makes the material interesting because she is so enthusiastic. Last semester made me never want to take a bio course at W&M again but Prof. Allison re-inspired me. I will say that I thought it to be tough, but sometimes things are. A wonderful professor who knows her material front and back. It is always a privilege to sit in her class and learn from someone who not only knows the material but who is excited about what she does and who cares about her students. Dr. Allison is a great, coherent speaker who is very approachable. She shows concern that the students actually understand the material. She is very engaging and presented the material in an organized fashion: open to help, personable, understanding, really wants to help, concerned, cares about our success and grasp of material, made material very interesting, relevant examples. LOVED this class!"