

<p align="center">FORM A</p> <p align="center">ACADEMIC PORTFOLIO OF ACHIEVEMENT</p> <p align="center">FOR ALL ACADEMIC STAFF</p>
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**THE UNIVERSITY
OF QUEENSLAND**

Year	2015
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The fields on Page 1 and Folio 9 are to be entered manually. The other pages of this document are editable and can be copied and pasted from your previous portfolio.

Purpose of Appraisal

<input checked="" type="checkbox"/>	Annual Review Only
<input type="checkbox"/>	Salary Increment
<input type="checkbox"/>	Special Studies Program (SSP) Application
<input type="checkbox"/>	Promotion Application
<input type="checkbox"/>	Probation – Mid-term Review
<input type="checkbox"/>	Probation – Final Review

FOLIO 1 – Curriculum Vitae

1.1 Personal Details

Last Name	Zimbardi
Given Name	Kirsten
Title (eg. Dr., Assoc. Prof, Prof., Ms., Mr.)	Dr
Employee Number	206880
Telephone Number	07 3365 2931
Email Address	k.zimbardi@uq.edu.au

1.2 Current Appointment(s)

Academic Category (tick only one)	<input checked="" type="checkbox"/> Teaching Focused	<input type="checkbox"/> Teaching and Research	<input type="checkbox"/> Research Only	<input type="checkbox"/> Clinical Academic
Current Level (A-E) and Point on salary scale	LEVEL B, STEP 3			
School/Centre	School Of Biomedical Science			
Faculty/Institute	Faculty Of Medicine And Biomedical Science			
Type of Current Appointment	<input type="checkbox"/> Fixed Term	Expiry date		
	<input checked="" type="checkbox"/> Continuing	Probation expiry date, if applicable		31 Dec 2015
Date of Initial Appointment to UQ (dd/mm/yy)	01/01/2007			
Date of Appointment/Promotion to Current Level (to substantive level, not point on salary scale) (dd/mm/yy)	01/01/2012			
Fraction (if on a fractional appointment)				
Periods of Interruption (eg Long Service Leave)				

1.3 Previous Appointments (most recent first)

Dates	Position	Institution/Employer
2006	Associate Lecturer	School of Molecular and Biomedical Science, University of Adelaide
2002 – 2008	PhD candidate	School of Molecular and Biomedical Science, University of Adelaide
2002 – 2005	Casual tutor	School of Molecular and Biomedical Science, University of Adelaide
2004 - 2006	Consultant	Adelaide Microscopy Centre, University of Adelaide
2004	Casual Lecturer	School of Biomedical Science, Charles Sturt University

1.4 Qualifications, Awards, Memberships (most recent first)

	Year	Qualification	Institution (if relevant)
Academic Qualifications	2008	PhD (Developmental Endocrinology)	University of Adelaide
	2006	Graduate Certificate in Education (Higher Education)	University of Adelaide
	2000	BSc Hons	University of Adelaide
	1999	BSc	University of Adelaide

	Year	Description
Awards, incl. Fellowships		
	2015	AuPS Educational Workshop invited speaker – registration waiver
	2015	Australasian Pharmaceutical Science Association (APSA) and Australian Society for Clinical and Experimental Pharmacology and Toxicology (ASCEPT) Joint Scientific Meeting invited speaker – registration waiver
	2014	AuPS Educational Workshop invited speaker – registration waiver
	2014	Invited Workshop Presentation – International Travel Support for Inaugural Americal Physiological Society Institute on Teaching and Learning, Bar Harbour, Maine, USA
	2012	UQ Teaching and Learning Fellowship
	2012	Invited Presentation Travel Support for ‘10th Asia-Pacific Microscopy Conference (APMC 10), the 2012 International Conference on Nanoscience and Nanotechnology (ICONN 2012) and the 22nd Australian Conference on Microscopy and Microanalysis (ACMM 22)’ Perth, Western Australia

	2012	UQ Office for Undergraduate Education Travel Support as Mentor for Undergraduate Research Students at 'Universitas 21 Undergraduate Research Conference' Tokyo, Japan
	2011	Inquiry-oriented learning in science: Transforming practice through forging new partnerships and perspectives Honorarium from ALTC Fellow Les Kirkup
	2011	Making Disciplinary Thinking Visible in University Classrooms Honorarium from ALTC Project Leader Mia O'Brien
	2010	UQ DVCA Support for Visiting T&L Guest Presenters Award Guest presenter: Professor Angela Brew Keynote: 'UQ Teaching and Learning Symposium on Undergraduate Research Experiences'
	2007	Australian Physiological Society Award for T&L Symposium Guest Presenters Travel Support Presenter: Dr Barb Goodman (USA) and Dr Simon Barrie (USydney)
	2007	Faculty of Biological and Chemical Sciences Award for T&L Guest Presenters Travel Support Presenter: Dr Barb Goodman (USA)
	2006	School of Molecular and Biomedical Science Publication Award, University of Adelaide
	2006	Network in Genes and Environment in Development Conference Participation Award, University of Adelaide
	2006	Faculty of Health Sciences Postgraduate Travelling Award, University of Adelaide
	2005 - 2006	Faculty of Sciences Postgraduate Coursework Scholarship to undertake a Graduate Certificate in Education (Higher Education), University of Adelaide
	2005	International Union of Physiological Sciences (IUPS) Travel Award, 2005 IUPS Congress
	2005	School of Molecular and Biomedical Science International Travel Support Award, University of Adelaide
	2005	Physiology Travel Support Award, University of Adelaide (provided in recognition of an outstanding contribution to teaching in the Discipline of Physiology)
	2002 - 2005	Faculty of Sciences Postgraduate Scholarship, University of Adelaide
	2000	Neuropharmacology Prize 2nd Place, Australasian Society of Clinical & Experimental Pharmacology and Toxicology 2000 Annual National Conference

	1999 - 2001	Vacation Scholarship, Department of Clinical and Experimental Pharmacology, University of Adelaide
	1997 - 1998	National Heart Foundation of Australia Vacation Scholarship, Department of Genetics, University of Adelaide

	Year	Description
Memberships		
	Present - 2010	International Society for the Scholarship of Teaching and Learning (ISSOTL)
	Present - 2008	Council on Undergraduate Research (USA)
	Present - 2008	UQ Higher Education Research Group
	Present - 2007	SBMS Education Research Unit
	Present - 2006-	Higher Education Research and Development Society of Australasia (HERDSA)
	Present - 2006	Australian Physiological Society
	2002 - 2011	Transcription Analysis Group UQ + QUT + Griffith
	2009 - 2006	American Physiological Society
	2006	The Endocrine Society
	2006	Network in Genes and Environment in Development (NGED)
	2006-2005	Education Research Group of Adelaide (ERGA)
	2006-2003	Fluorescence Imagers of South Australia (FISA)
	2005	Perinatal Society of Australia & New Zealand (PSANZ)

FOLIO 2 – Teaching

This Folio should be completed by Teaching Focussed, Teaching and Research Academics and Clinical Academics. Research Only academics should complete the sections that relate to postgraduate supervision (2.4 – 2.5) and where there is undergraduate teaching involvement, sections 2.1 – 2.3.

2.1 Formal Teaching Contact: Under- and Post-Graduate (*excluding contact in flexible delivery/distance/intensive/clinical mode*)

Fill in actual hours spent in scheduled award-related teaching (list most recent first). For each semester, include a 'Total' line, summing the total contact hours across all courses for that semester.

Year/ Semester	Course Code & Name	Credit Points/ Units	Your total formal classroom contact hours in this course per semester . Do not include preparation time.	Notes – <i>Indicate the class size. Show contact hours by teaching mode (lecture, seminar, tutorial, practical, laboratory, clinical, other). If you team teach, list role (eg coordinator, lecturer, tutor) and percentage contribution.</i>
2015 Sem 1				
	BIOM2009	2	5L	Enrolment ~250 5 lectures on gastrointestinal physiology & pharmacology (1L revised to integrate with BIOM2010)
	BIOM2015	2	4L	Enrolment ~60 (Ipswich) 4 lectures on gastrointestinal physiology and pharmacology
	BIOL1040	2	15C	Enrolment ~700 5 practicals train and moderate team of 20 tutors
<i>Total</i>			<i>24 hr</i>	
				<i>Continued next page...</i>

2014 Sem 2				
	PHYL1007	2	9L 24P	Coordinator Enrolment ~330 9 new lectures on gastrointestinal & respiratory physiology + revision lectures Led 1 prac group 3 new group quizzes New Practical Exam
	PHYL1007	2	12L 27P	Coordinator Enrolment ~220 12 new lectures on gastrointestinal physiology & general pharmacology Led ~1/2 practicals 3 new group quizzes
	BIOM3015	2	0.5L 45P	Practical coordinator Enrolment ~90 Head all practicals Tutor training + marking moderation
	BIOM3011	2	3L	Enrolment ~250. 3 Lectures on respiratory pharmacology and related in class quiz (5%), and case study assignment (1 page, 20%, entire cohort) marking + marking moderation
	BIOM2010	1	2L	Enrolment ~240 2 lectures on gastrointestinal pharmacology
	BIOM1052	2	3L	Enrolment ~240 3 lectures on gastrointestinal physiology
	BIOM3333	2	6P	Enrolment ~30 Led workshops on statistical analysis & interpretation of research data from self-directed projects, and preparation for presentation of preliminary findings
<i>Total</i>			<i>131.5 hr</i>	
				<i>Continued next page...</i>

2014 Sem 1				
	BIOM2009	2	5L	Enrolment ~250 5 lectures on gastrointestinal physiology & pharmacology (extensively revised to integrate with BIOM1052 and BIOM2010)
	BIOM2015	2	4L	Enrolment ~60 (Ipswich) 4 new lectures on gastrointestinal physiology and pharmacology
	BIOL1040	2	4C	Enrolment ~780 2 workshops (x2 repeats) on structural complexity of conceptual understanding based on findings of collaboration with Erik Meyer (ITEE)
<i>Total</i>			<i>9 hr</i>	
				<i>Continued next page...</i>

2013 Sem 2				Maternity leave – part time (2 days/week)
	BIOM3015	2	0.5L 8P	Practical coordinator Enrolment ~170 Introductory lecture (part) Development of video guides for practicals and associated assessment Supervision of open-lab sessions Tutor training + marking moderation
	BIOM3011	2	3L	Enrolment ~270. 3 Lectures on respiratory pharmacology and related in class quiz (5%), and case study assignment (1 page, 20%, entire cohort) marking + marking moderation
	BIOM2010	1	2L	Enrolment ~240 2 lectures on gastrointestinal pharmacology (revised from 4L in 2012 – 2L integrated into BIOM2009), contributed to refinement of novel assessment (meta-learning)
	BIOM1052	2	3L	Enrolment ~240 3 new lectures on gastrointestinal physiology
	BIOM3333	2	6P	Enrolment ~30 Led workshops on statistical analysis & interpretation of research data from self-directed projects, and preparation for presentation of preliminary findings
<i>Total</i>			<i>22.5 hr</i>	
2013 Sem 1				Maternity leave
				<i>Continued next page...</i>

2012 Sem 2				Reduced teaching load for UQ T&L Fellowship
	BIOM3015	2	1L 30P	Practical coordinator Enrolment ~120 Extensive redevelopment of practicals Introduced novel assessment (collaborative eLabBooks) Introductory lecture Lead 30hr prac + marking Tutor training + marking moderation
	BIOM3011	2	3L	Enrolment ~240. 3 Lectures on respiratory pharmacology and related in class quiz (5%), and case study assignment (1 page, 20%, entire cohort) marking + marking moderation
	BIOM2010	1	4L	Enrolment ~270 4 lectures on gastrointestinal pharmacology, contributed to design of novel assessment (meta-learning)
	BIOM3333	2	6P	Enrolment ~40 Led workshops on statistical analysis & interpretation of research data from self-directed projects, and preparation for presentation of preliminary findings
	BIOC6007	2	1L	Enrolment ~14 Led interactive lecture on approaching research scientists for interviews for students' major intra- semester assessment task
<i>Total</i>			<i>45 hr</i>	
				<i>Continued next page...</i>

2012 Sem 1				
	BIOM2011	2	4.6L 39P	Practical coordinator Enrolment ~290 Intro lecture (part) + 2 lectorials (x2 streams) on data analysis and report writing Lead 39hr practicals + marking Tutor training for 24 tutors + marking moderation
	PHYL2066	1	5L 6C	Enrolment ~100. 6 lectures on various topics in pharmacology with 2 new tutorials Mid semester exam invigilation
	DENT2502	1	4L 3P	Enrolment ~70. 3 lectures 1 lectorial on intro to pharmacology and pulmonary pharmacology Lead 1 prac w short quiz
	1st year MBBS		6P	4 Practicals on cardiovascular physiology
<i>Total</i>			<i>67.6 hr</i>	
				<i>Continued next page...</i>

2011 Sem 2	PHYL1007	2	4L 36P	Course coordinator Enrolment ~250 Intro lecture + 3 lectures on integrative physiology and pharmacology. Lead 18hr prac +18 hr supervising drug dosing + marking Tutor training + marking moderation
	BIOM3015	2	0.5L 36P	Practical coordinator Enrolment ~170. Introductory lecture (part) Lead 36hr prac + marking Tutor training + marking moderation
	BIOM3011	2	3L	Enrolment ~250 3 Lectures on respiratory pharmacology and related in class quiz (5%), novel case study assignment (1 page, 20%, entire cohort) marking + marking moderation
	BIOM2010	1	4L	Enrolment ~250 4 lectures on gastrointestinal pharmacology and related minor assignment (20%) for subset of cohort (~30)
	BIOM2011	2	1L	Lectorial on data analysis
	BIOM3333	2	6P	Enrolment ~40 Developed new workshops on statistical analysis & interpretation of research data from self-directed projects, and preparation for presentation of preliminary findings
	PHYL2064	2	18P	Enrolment ~110. Lead practicals in EMG, movement disorders and asthma; trained tutors in EMG
	PHYL2065	2	18P	Enrolment ~100 Lead practicals in EMG, movement disorders and asthma
				<i>Continued next page...</i>

	1st year MBBS		4P	Practicals for EMG
	SCIE3012		3C	Enrolment ~30 Co-lead workshop in scientific communication
<i>Total</i>			<i>93.5 hr</i>	
				<i>Continued next page...</i>

2011 Sem 1				
	BIOM2011	2	4.6L 39P	Practical coordinator Enrolment ~550 Intro lecture (part) + 2 lectorials (x2 streams) on data analysis and report writing Lead 39hr practicals + marking Tutor training for 24 tutors + marking moderation
	PHYL2066	1	5L	Enrolment ~100. 5 new lectures on various topics in pharmacology
	DENT2502	1	4L 3P	Enrolment ~70. 3 lectures 1 lectorial on intro to pharmacology and pulmonary pharmacology Lead 1 prac w short quiz
	1st year MBBS		8P	4 Practicals on cardiovascular physiology
<i>Total</i>			<i>63.6 hr</i>	
				<i>Continued next page...</i>

2010 Sem 2				
	PHYL1007	2	4L 36P	Course coordinator Enrolment ~220 Intro lecture + 3 lectures on integrative physiology and pharmacology. Lead 18hr prac +18 hr supervising drug dosing + marking Tutor training + marking moderation
	BIOM3015	2	0.3L 36P	Practical coordinator Enrolment ~220. Introductory lecture (part) Lead 36hr prac + marking Tutor training + marking moderation
	BIOM2010	1	4L	Enrolment ~260 4 lectures (revised from 7 in 2009) on gastrointestinal pharmacology and related minor assignment (20%) for subset of cohort (~30).
	BIOM3011	2	4L	Enrolment ~210. 4 Lectures on respiratory pharmacology and related major assignment (1200 words, 30%, entire cohort) marking + marking moderation
	PHYL2064	2	12P	Enrolment ~110. Lead practicals in EMG and movement disorders; trained tutors in EMG
	PHYL2065	2	12P	Enrolment ~180. Lead practicals in EMG and movement disorders
	1st year MBBS		4P	Practicals for EMG
	SCIE3012		3C	Co-lead workshop in scientific communication
<i>Total</i>			<i>115.3 hr</i>	
				<i>Continued next page...</i>

2010 Sem 1				
	BIOM2011	2	4.6L 40P	Practical coordinator Enrolment 510 Intro lecture (part) + 2 lectorials (x2 streams) on data analysis and report writing Lead 40hr practicals + marking Tutor training for 26 tutors + marking moderation
	DENT2502	1	3L 3P	Enrolment ~70. 3 lectures (new) on intro to pharmacology and pulmonary pharmacology Lead 1 prac w short quiz
	SCIE3012	2	6C	Co-lead workshop in scientific communication
	1st year MBBS		18P	Practicals for model circulation and ECG.
<i>Total</i>			<i>74.6 hr</i>	
				<i>Continued next page...</i>

2009 Sem 2				
	PHYL1007	2	4L 10P	Course coordinator Enrolment ~190 Intro lecture + 3 lectures on integrative physiology and pharmacology. Lead 10hr practicals + marking Tutor training + marking moderation
	BIOM2010	1	7L	Enrolment ~220. 7 lectures on gastrointestinal pharmacology and related minor assignment (20%) for subset of cohort (~30).
	BIOM3011	2	4L	Enrolment ~210. 3 lectures on respiratory pharmacology and 1 new lecture on related major assignment (1200 words, 30%, entire cohort) marking + marking moderation
	BIOM3001	2	6L	Enrolment ~160. 4 lectures (revised from 6) on hypothalamic-pituitary axis and circadian rhythm, plus 2 lectorials and major assignment (30%) for subset of cohort (~35).
	PHYL2065	2	15P	Enrolment ~160. Lead practicals in EMG and movement disorders
	1st year MBBS		12P	Practicals for EMG
<i>Total</i>			<i>56 hr</i>	
				<i>Continued next page...</i>

2009 Sem 1				
	BIOM2011	2	6L 45P	Prac Coordinator and Acting Course Coordinator during course finalisation Enrolment ~430. New course Intro lecture + 2 lectorials (x2 streams) on data analysis and report writing Lead 45hr practicals + marking Tutor training for 20 tutors + marking moderation
	PHYL2062	2	12P	Enrolment ~100. Lead practicals in cardiovascular physiology
	PHYL2063	2	12P	Enrolment ~170. Lead practicals in cardiovascular physiology
	1st year MBBS		12P	Practicals for model circulation and ECG
<i>Total</i>			<i>87 hr</i>	
				<i>Continued next page...</i>

2008 Sem 2	PHYL1007	2	4L 25P	Course coordinator New course Enrolment ~180 Intro lecture + 3 lectures on integrative physiology and pharm. Lead 25hr practicals + marking. Tutor training + marking moderation
	BIOM2010	1	7L	Enrolment ~220. 7 new lectures on gastrointestinal pharmacology and related minor assignment (20%) for subset of cohort (~30).
	BIOM3001	2	8L	Enrolment ~180. 6 lectures on hypothalamic pituitary physiology and 2 lectorials on major assignment (30%) for subset of cohort (~35).
	BIOM3011	2	3L	Enrolment ~180. 3 lectures on respiratory pharmacology and related major assignment (3000 words, 30%, entire cohort) marking + marking moderation
	BIOM2008	2	60P	Enrolment ~450. Lead practicals introducing students to cell culture techniques including gene transfection and fluorescent microscopy.
	BIOM2041	2	18P	Enrolment ~300. Lead practicals on Parkinson's disease and research proposals on drugs of dependence.
	PHYL2064	2	12P	Enrolment ~100. Lead practicals in EMG and movement disorders
	PHYL2065	2	15P	Enrolment ~180. Lead practicals in EMG and movement disorders
<i>Total</i>			<i>152 hr</i>	
				<i>Continued next page...</i>

2008 Sem 1	PHYL2007	2	7L	Enrolment ~150. 7 lectures using pharmacology to review each of the physiological systems covered throughout the semester.
	DENT2012		1L	Enrolment ~50. 1 lecture on respiratory pharmacology.
	BIOM2007	2	153P	Practical coordinator Enrolment ~470. Lead 4 practicals/fortnight and taught into all practicals to mentor new Head Tutors; 2 major assessments (40%, entire cohort) marking + marking moderation Tutor training
	BIOM3010	2	6P	Enrolment ~170. Lead practicals in organ bath pharmacology
	PHYL2062	2	12P	Enrolment ~100. Lead practicals in cardiovascular physiology
	PHYL2063	2	15P	Enrolment ~180. Lead practicals in cardiovascular physiology
<i>Total</i>			<i>194 hr</i>	
				<i>Continued next page...</i>

2007 Sem 2	BIOM3001	2	8L	Enrolment ~180. 6 new lectures on hypothalamic pituitary physiology and 2 lectorials on major assignment (30%) for subset of cohort (~35).
	BIOM3011	2	3L	Enrolment ~180. 3 new lectures on respiratory pharmacology and related major assignment (3000 words, 30%, entire cohort) marking + marking moderation
	BIOM2008	2	63P	Enrolment ~450. Lead practicals introducing students to cell culture techniques including gene transfection and fluorescent microscopy.
	BIOM2041	2	18P	Enrolment ~300. Lead practicals on Parkinson's disease and research proposals on drugs of dependence.
	BIOM3009	2	6P	Practicals focussed on pharmacogenetics and toxicology.
	PHYL2064	2	6P	Practical sessions using concept maps to help students understand Parkinson's disease.
	PHYL2065	2	6P	Practical sessions using concept maps to help students understand Parkinson's disease.
<i>Total</i>			<i>110 hr</i>	
				<i>Continued next page...</i>

2007 Sem 1	PHYL2007	2	7L	Enrolment ~150. 7 lectures using pharmacology to review each of the physiological systems covered throughout the semester.
	BIOM2007	2	60P	Enrolment ~460. Lead 10 practicals and taught into 10 practicals + marking of 1 assignment (20%)
	BIOM2009	2	18P	6 practical classes in pharmacology (organ baths) + marking of assignments
	BIOM3008	2	9P	3 practical classes in pharmacology (organ baths)
	PHYL2062	2	12P	Lead practicals in cardiovascular physiology
	PHYL2063	2	18P	Lead practicals in cardiovascular physiology
	VETS2011		12P	Practicals in cardiovascular physiology
<i>Total</i>			<i>138hr</i>	

2.2 Formal Teaching Contact: Flexible Delivery/Distance/Intensive and Clinical

Year/ Semester	Course Code & Name	Credit Points/ Units	Explain your time commitment and provide your total hours per semester. Do not include preparation time.	Notes - <i>Include relevant data on class size and predominant mode of teaching. List your role (eg course developer, coordinator, lecturer, tutor) and percentage contribution.</i>
2015 Sem 1&2	METR4900 BEng Thesis Project	4	~200hr	Research supervision of Benjamin Wagner-Jordan
2014 Sem 2	SCIE3220	2	~40hr	Research supervision of Mai Truong
2014 Sem 1	SCIE3221	2	~40hr	Research supervision of Hyab Mehari Abraha
2014 Summer	Office for Undergraduate Education Summer Research Scholarship	2	~60hr	Research supervision of Hyab Mehari Abraha
2012 Sem 2	SCIE3220	2	~40hr	Research supervision of Shao Hong Liang
2012 Sem 1	SCIE3221	2	~40hr	Research supervision of Tharshi Thavapalan
2011 Summer	Office for Undergraduate Education Summer Research Scholarship	2	~60hr	Research supervision of Waleed Bukhari (International student)
2011 Summer	SCIE3221 & Office for Undergraduate Education Summer Research Scholarship	2	~60hr	Research supervision of Hei Shin 'Alice' Yong
2011 Summer	SCIE3221 & Office for Undergraduate Education Summer Research Scholarship	2	~60hr	Research supervision of Anthony Yuan
2011 Sem 2	SCIE3220	2	~40hr	Research supervision of Tharshi Thavapalan

2.3 Evaluation(s) of Teaching

Applicants for Mid-Term review, Final Review for Continuing Appointment and Promotion (not required, however, encouraged for Research Only where teaching is undertaken) must include their UQ approved independent summary sheets of teaching evaluations (TEVALs, BEL EVALs, SETC, SEE). This should include all courses to which a substantial teaching contribution was made over at least the three most recent semesters. Indicate reasons for the absence of the required number under the title of the course below. Section 2.8 may be used to explain aberrations and low results and any actions taken in response to evaluations. Course ratings are also encouraged, particularly where the staff member is course coordinator. List the overall rating (the last question result) in the relevant column below.

Summary table of appended teaching evaluations					
Course Code	Title of Course	Semester /Year	Number of Students	Course Rating	Teacher/ Tutor Rating (specify eg 3.5 Tutor)
PHYL 1007	Physiology for Human Movement Studies	Sem 2 2014	330 (52)	3.73 Coordinator	4.29 Lecturer
PHYL 2064 2065	Physiology II	Sem 2 2014	220 (52) (54)	3.56 2.90 Coordinator	3.69 3.44 Lecturer
BIOM 3015	Integrated Physiology & Pathophysiology	Sem 2 2014	89 (28)	3.54 Prac Coord	
BIOM 3011	Human Physiology & Pharmacology	Sem 2 2014	250 (48)		4.24 Lecturer
BIOM 2010	Human Physiology and Pharmacology A II	Sem 2 2014	239 (60)		4.16 Lecturer
BIOM 1052	Human Anatomy & Physiology	Sem 2 2014	242 (82)		4.31 Lecturer
BIOM 3015	Integrated Physiology & Pathophysiology	Sem 2 2013	267 (89)	2.79 Prac Coord	
BIOM 2010	Human Physiology and Pharmacology A II	Sem 2 2013	239 (77)		4.34 Lecturer
BIOM 1052	Human Anatomy & Physiology	Sem 2 2013	242 (81)		4.48 Lecturer
BIOM 3015	Integrated Physiology & Pathophysiology	Sem 2 2012		3.61 Prac Coord	
BIOM 3011	Human Physiology & Pharmacology	Sem 2 2012	241 (100)		4.01 Lecturer
BIOM 2010	Human Physiology and Pharmacology A II	Sem 2 2012	267 (57)		4.33 Lecturer
BIOM 2011	Integrative Cell and Tissue Biology	Sem 1 2012	291 (113)	4.01 Prac Coord	
DENT 2052	Dental Biosciences	Sem 1 2012	72 (56)		4.64 Lecturer

PHYL 1007	Physiology for Human Movement Studies	Sem 2 2011	253 (68)	3.81 Coordinator	4.22 Lecturer
BIOM 3015	Integrated Physiology & Pathophysiology	Sem 2 2011	169 (27)	3.88 Prac Coord	
BIOM 3011	Human Physiology & Pharmacology	Sem 2 2011	246 (68)		4.39 Lecturer
BIOM 2010	Human Physiology and Pharmacology A II	Sem 2 2011	255 (84)		4.33 Lecturer
SCIS 1002	Tutors @ UQ	Sem 2 2011	105 (104)		4.54 Lecturer
BIOM 2011	Integrative Cell and Tissue Biology	Sem 1 2011	549 (213)	3.85 Prac Coord	4.02 Lecturer
PHYL 2066	Human Functional Health and Disease A	Sem 1 2011	108 (48)		4.76 Lecturer
TEDI 1006	Tutors @ UQ	Sem 1 2011	149 (148)		4.61 Lecturer
BIOM 3015	Integrated Physiology & Pathophysiology	Sem 2 2010	222 (97)	3.54 Prac Coord	
BIOM 2010	Human Physiology and Pharmacology A II	Sem 2 2010	261 (68)		4.13 Lecturer
BIOM 3011	Human Physiology & Pharmacology	Sem 2 2010	209 (63)		4.40 Lecturer
BIOM 2011	Integrative Cell and Tissue Biology	Sem 1 2010	522 (146)	4.17 Prac Coord	
DENT 2052	Dental Biosciences	Sem 1 2010	69 (60)		4.30 Lecturer
PHYL 1007	Physiology for Human Movement Studies	Sem 2 2009	190 (166)	3.60 Coordinator	4.07 Lecturer
BIOM 2010	Human Physiology and Pharmacology A II	Sem 2 2009	220 (88)		4.26 Lecturer
BIOM 3011	Human Physiology & Pharmacology	Sem 2 2009	160 (78)		4.26 Lecturer
BIOM 2011	Integrative Cell and Tissue Biology	Sem 1 2009	430 (396)	3.84 Prac Coord	
BIOM 3001	Endocrinology	Sem 2 2007	180		4.29 Lecturer
BIOM 3011	Pharmacology for B Pharmacy	Sem 2 2007	180		4.60 Lecturer
PHYL 2007	Physiology for Human Movement Studies	Sem 1 2007	139		4.55 Lecturer

2.4 Supervision: Honours, Higher Degree Coursework and Research Supervision

Degree (State if Honours, Masters by Coursework, Masters by Research or PhD. Ongoing or completed)	P/T or F/T	Student's Name	Date of Enrolment mm/yy	Date Thesis Submitted mm/yy	Date Awarded mm/yy	Supervisor, Co-Supervisor or Associate Supervisor (percent contribution)
BSc Hons (ongoing)	FT	Mai Truong	Feb 2015			Primary supervisor
BSc Hons (ongoing)	FT	Tania Sharifi Rad	July 2014			Associate supervisor
BSc Hons	FT	Ellen Stewart	Feb 2014	Nov 2014	Nov 2014	Associate supervisor
BSc Hons	FT	Eleanor Turton	Feb 2014	Nov 2014	Nov 2014	Associate supervisor
BSc Hons	FT	Hing Wee 'Randall' Su	July 2013	May 2014	June 2014	Primary supervisor
BSc Hons	FT	Jennifer Ogiji	July 2013	May 2014	June 2014	Associate Supervisor
PhD (withdrawn)	PT	Wayne Marriag	Aug 2012			Secondary supervisor (20%)
PhD (ongoing)	PT	Judit Kibedi	2005	April 2013		Primary supervisor (90%)
PhD	FT	Bronwyn Bevan-Smith	July 2009	May 2012	May 2014	Secondary supervisor (25%)
BBIomedSc Hons	FT	Shao Hong Liang	Feb 2013	Oct 2013	Nov 2013	School supervisor
BSc Hons	FT	Kelly Jackson	July 2012	May 2013	June 2013	Primary supervisor
BSc Hons	FT	Eva Szarek	Feb 2005	Nov 2005	Nov 2005	Mentor (20%)

2.5 Clinical or Applied Supervision

List supervision of postgraduate or advanced undergraduate students in clinical, industry or other applied settings.

Semester/ Year	Degree or Award (eg M Psych Clin, FRACP, FRACS, FRANZCR, FRACOG, FRANZCP, B Envir Man (NR312). Ongoing or completed)	Number of Students you Supervised	Nature of Activity eg observation of clinical work; liaison with industry mentors; development of mentor assessment system; supervision of advanced training projects for clinical fellowships; clinical tutoring for fellowship exam preparation.

2.6 Activities and Outcomes

List any significant teaching activities and outcomes (indicate role and percentage contribution where relevant) in areas such as:

- development of teaching materials
- development of reliable and valid assessment tools
- development of curricula at course or program level
- development of innovative approaches to teaching
- development of learning communities amongst students
- curriculum review at program, school or faculty level
- tutor training
- teaching students with special needs
- mentoring colleagues in teaching and learning

Professional development activities related to teaching and learning should appear in Folio 7.

Year	Initiatives
Present - 2012	<p>UQMarkUp</p> <p>In 2012, as part of the collaborations I developed during my UQ Teaching and Learning Fellowship, I led a large, cross-faculty team in gaining over \$100,000 in Faculty of Science Teaching and Learning Strategic grant funding. This project built upon a fledgling tool developed by colleagues in Human Movement Studies and the Centre for Educational Innovation and Technology that allowed markers to provide students with audio, typed and handwritten feedback on a diverse range of electronic assessment submissions. My leadership led to the expansion of this tool to a workflow capable of processing thousands of student assessment submissions with minimal time, thus enabling the dissemination of the tool to assessment heavy courses for large cohort such as BIOL1040 (700-900 students per semester). In addition, I oversaw the addition of learning analytics capabilities which have now generated an unprecedented level of data that has enabled the investigation of the relationships between feedback provision, feedback use by students and improvements in student academic performance.</p> <p>In 2013 I took 6 months full time maternity leave, and a further 3 months of part time leave (working 2 days per week). During this time, the team applied for an additional \$100,000 Faculty of Science Teaching and Learning funding but only received \$10,000 with \$10,000 in kind contribution from SBMS. The team also submitted an expression of interest for funding by the Office for Teaching and Learning (OLT) but were unsuccessful.</p> <p>In November 2013, I returned to lead the team to the submission of a successful OLT expression of interest, now due as a full proposal on June 16, 2014.</p> <p>Not only has this tool transformed our understanding of the level of feedback our SBMS tutors are providing to our students, but also the severely underestimated attention students are paying to this feedback. In 2012-2013 UQMarkUp was used across 10 large undergraduate courses at 1st, 2nd and 3rd year levels in biomedical science involving 63 markers, marking over 8,000 written assignments (literature reviews, research proposals and laboratory reports) for 3,000 students and 21 oral</p>

	<p>presentations for 76 students. The system revealed that on average, markers provide 7 ± 1 (mean \pm SEM) audio comments of 30 ± 2 seconds, and 6 ± 3 typed annotations of 9 ± 1 words each per assignment.</p> <p>Preliminary data analysis has also revealed that, on average, students access their digital feedback for ~ 3 hr and are playing the majority of the audio completely, often multiple times. Against this backdrop, students who made large improvements in assessment performance between successive assessment tasks ($>10\%$ mark improvement), appear to access their marked assignments for significantly longer (4 hours 27 minutes \pm 28 minutes), and played audio comments more times than students who either made small gains or performed more poorly ($p < 0.05$).</p> <p>Furthermore, the use of audio feedback has dramatically improved feedback efficiency whilst providing students with a far greater level of feedback detail and richness. Specifically markers who use audio for $>75\%$ of their comments mark 20% faster than tutors who use less audio and more typed comments. Not only has this system improved the richness and efficiency of feedback, it has been able to do so in our largest courses where marking costs are highest, and provided SBMS with a wealth of evidence for the extent and impact of the feedback our teaching team provides to our students. The system has also revealed the large extent to which our students are using this feedback, providing the teaching team with an unbeatable source of motivation to guide students even more effectively thorough well thought through, explicit and specific feedback.</p> <p>Not surprisingly, national and international presentations on the capabilities of his system and the insights it provides, have attracted several interstate and international partners, who are collaborating with us to put forward a large ($\sim \\$400,000$) OLT grant proposal under my leadership.</p>
	<p>The following initiatives are organised into three sections:</p> <p>Section 1 details the tutor training initiatives I have been involved in or led at University, Faculty and School levels.</p> <p>Section 2 details the major initiatives I have brought into the courses I coordinate.</p> <p>Section 3 details the smaller initiatives I have brought into specific classes for courses for which I provide lectures, practicals and intra-semester assessment items.</p>
	<p>Section 1 Tutor training (chronological order - oldest initiatives first to highlight evolution)</p>
2007	I organised workshop for experienced tutors from SBMS led by visiting scholar, Barb Goodman (University of South Dakota, USA) who is a leader in physiology education and an editor for the journal American Physiological Society's journal Advances in Physiology Education.
2008	I led an advanced tutors workshop in academic career paths and teaching portfolios, which built on the workshop provided by Barb Goodman the previous year
2009	I led the development of an extensive new set of generic tutor training

	workshops provided for all SBMS tutors: major revisions to Induction, plus developed, implemented and evaluated 3 new workshops in Dealing with Difficult Classroom Situations, Teaching Portfolios and Evaluations, Marking and Feedback.
2010	Faculty of Science Tutor Training Induction (assisted in development and delivery).
2011 - 2012	Tutors @ UQ - I assisted in the development, delivery and evaluation of the institution-wide roll out of the generic tutor training system developed by a team led by Assoc Prof Julie Duck (SBS). I continue to MC for the SBMS Tutor Induction each semester, and provide extensive ongoing course-specific training and mentoring to senior, junior and new tutors as part of my course and practical coordination roles.
	Section 2 Initiatives in courses I have coordinated (chronological order - oldest initiatives first to highlight evolution)
	BIOM2011: Integrative cell and tissue biology Practical Coordinator
2008 Sem 1	BIOM2007 Enrolment ~470 As this course was to be superseded by BIOM2011 the following year as part of the BSc curriculum renewal, I took the opportunity to become Practical Coordinator to evaluate through direct experience the current practical curriculum and associated assessment. This allowed me to understand where students were struggling, where curricula was effective and where it needed to be changed, where guides and resources would be most effective in helping students, and how the assessment could best support and reward student engagement and learning. Although circumstances meant that I took the coordination role for this course just as semester started and after all of the assessment had been locked in, I did attempt to improve aspects as the semester progressed including developing explicit guides to support students in the continuing assessment and adding sections to the practicals to explicitly teach students some of the skills needed for writing in the scientific genre. I also developed and implemented a model for providing feedback on students' drafts using a series of drop-in consultations outside of class that were led by myself and tutors. I also redeveloped tutor professional development in BIOM2007 and introduced the senior tutor role, and actively provided academic mentoring to both senior and junior tutors. I introduced and implemented peer observation and student evaluations for senior tutors in BIOM2007.
2009 Sem 1	BIOM2011 Enrolment ~430 For the first iteration of BIOM2011, we developed a practical curriculum which was vertically integrated with the preceding 1st year course (BIOL1040) to provide students with the necessary scaffolded extension to promote learning (based on the theoretical framework of proximal

	<p>development). This practical curricular was based on an inquiry design using extended experimental investigations (students undertook two modules each of 5 weeks). Each module was scaffolded with three new assessment items (experimental plan, proposal and reports). I led an extensive set of tutor training workshops (~27 contact hr) and marking moderation for large team of tutors (~20). At the end of this semester during course finalisation, I was also the Acting Course Coordinator (overseeing the end of semester exam and representing the course in the examiners meeting). Although the exam and examiners' meeting went well and supported the standards set by the course, the emails I received from students and the course evaluation responses indicated that many students were clearly dissatisfied with the matrix system of grading that had been adopted from the first year course BIOL1040. To reassure students of the fairness of the grading system, I wrote an extensive feedback document (3 pages) on assessment quality and standards in this new course and released it to the students via Blackboard. In the subsequent year we replaced the matrix grading system with an additive percentage system.</p> <p>In July 2009, I worked with the coordinators of the preceding course (BIOL1040) and succeeding course (BIOM2012) to disseminate this model of vertically integrated inquiry curricula using extended experimental investigations through Graduate Attributes Symposium (Griffith), and in October 2010 we disseminated the impacts of the first iteration of this model on student experience and scientific reasoning and communication skills internationally at ISSOTL, UK. Further details are provided in Sections 2.7 and 3.2 under the heading "Inquiry-based practical curricula."</p>
2010 Sem 1	<p>Enrolment ~510</p> <p>Major change to grading system (from matrix to percentage calculation) including major changes to criteria rubrics for intra-semester assessment items and reduction of the number of assessment items per module (experimental plan and proposal combined into one assessment piece completed by students during the first class of each practical module). This reduced the marking load and improved student performance (particularly in construction of argument in introduction section). I also implemented a process for online marking (using GradeMark) to reduce the workload associated with each submission. This greatly improved turnaround time so that students received feedback earlier and had a greater capacity to talk with tutors in earlier classes about specific ways to improve their scientific communication, and improve marks from Module 1 to Module 2.</p> <p>I re-wrote my lectorial on scientific writing to engage students in critical review of writing patterns and conventions of scientific article genre, and to develop greater awareness of the writing capabilities of their cohort. Gained permission from students to use de-identified parts of their assignments in the lectorial.</p> <p>Optimised course-specific tutor training workshop for marking moderation to develop tutors' tacit understanding of marking standards and use of criteria rubrics.</p> <p>Mentored ResTeach, Dr Andrea Bugarcic (Research Fellow, IMB) in developing and implementing a specialised practical module for BBiomed</p>

	Sci students using the C elegans as an experimental paradigm.
2011 Sem 1	<p>Enrolment ~550</p> <p>Rewrote criteria rubrics and undertook substantial marking moderation for 4 intra-semester assessment items to increase the standards and ensure students were being suitably challenged and adequately prepared for senior courses (based on consultations with Assoc Dean Academic for the Faculty of Science).</p> <p>Swapped the order of the two practical modules based on student evaluations from 2010 and 2009 that indicated that the practical content needed to be better aligned with the timing of certain lectures series. This required revision of some of the guidelines associated with the practicals and intra-semester assessment, and rewriting of the lectorials on data analysis and report writing. Again, consent to use student work from the current cohort in the report writing lectorials was gained.</p> <p>Developed new informed consent form for EMG + Exercise inquiry-based practicals to ensure student safety and introduce students to the ethical requirements of clinical investigations</p> <p>Continued to mentor Dr Andrea Bugarcic (Research Fellow, IMB) through her ResTeach position in the development of a new practical module on cell culture and associated assessment for BBiomed Sci students. Also began mentoring Dr Bugarcic in implementing and evaluating projects associated with her Graduate Certificate in Higher Education.</p>
2012 Sem 1	<p>Enrolment ~290</p> <p>After mentoring Dr Bugarcic from 2010 onward, and publishing the innovative curricula we developed BAMBED in 2011, BIOM2013, I supported Dr Bugarcic in the successful in separation of BIOM2013 from BIOM2011 – the courses shared the same lecture series but BIOM2013 now had its own practical curriculum and associated intra-semester assessment. From 2012 onward, Dr Burgarcic and I have continue to collaborate on the development of the BIOM2013 practical curricula, collecting video evidence to investigate the scientific arguments students use in their oral assessment items. Dr Bugarcic and I have co-supervised two Honours students in 2012-2014, and have presented the findings of this research at national and international conferences.</p>
2012 Sem 2	<p>Enrolment ~190</p> <p>After mentoring Judit Kibedi as a Head Tutor from 2009 onward, Judit gained a Level A academic position in SBMS in 2011, and became practical coordinator of the 2nd Semester offering of BIOM2011 from its inception in 2011. In 2012 I was successful in being awarded an UQ Teaching and Learning Fellowship to document, research and disseminate the inquiry curricula I had led the development of since the BSc Review Implementation began in 2008. During Semester 2, 2012 I video recorded two groups of BIOM2011 and two groups of BIOM2012 students, as well as in depth interviews with these students about the learning gains they made in inquiry-based curricula. This work was subsequently cited in the Australian Learning and Teaching standards, Threshold Learning Outcomes 3 (Inquiry and Problems Solving) Good Practice Guide in 2013.</p>

2013	Maternity leave
2014 Sem 1	A new SBMS T&L Chair was appointed and the vertically-integrated inquiry-based curricula in BIOM2011 was discontinued.
	BIOM3015: Integrative physiology and pathophysiology Practical Coordinator
2010 Sem 2	Enrolment ~220 New course. This course is the final semester course of the physiology specialisation within the biomedical science major, which provides the final link in the series of vertically integrated courses: BIOL1040, BIOM2011, BIOM2012, BIOM3014, BIOM3015, on which I have been collaborating with Ass Prof Lesley Lluca and Dr Kay Colthorpe since the BSc implementation plans began in 2007. Throughout these courses we have developed a series of practical and tutorial modules which progressively scaffold students through the progression from novice students to expert scientists ready for graduation from the BSc. Specifically, within BIOM3015, I collaborated with, and mentored, ResTeach Dr Tamara Paravincini (Research Fellow, SBMS) and senior PhD student Jane Mooney (AIBN) in the development, implementation and assessment of an extended practical module in cell culture and microscopy.
2011 Sem 2	Enrolment ~170 Major revisions to the entire practical curricula in collaboration with new Course Coordinator, Ass Prof Karen Moritz with the support of post-doctoral researcher Dr Georgia Kafer. I also collaborated on a successful Faculty of Science Teaching and Learning Grant led by SCMB teaching focussed academic, Dr Gwen Lawrie, which supported the implementation of a wiki-based lab book in BIOM3015. The implementation of a fluorescent microscopy module in the curricula renewal in BIOM3015 impressed the Director of the Centre of Microscopy and Microanalysis who introduced me to Dr Bronwen Cribb who was leading a ALTC Project to develop a series of online, virtual microscopy training modules across a range of instrumentation from confocal to electron microscopy. This led to Dr Cribb inviting me to present the practical curricula design and evidence of student learning outcomes at an international microscopy conference in Perth in February 2012. Three members of the audience were so impressed by the curricula and student learning I presented that they offered to contribute to the course.
2012 Sem 2	Enrolment ~120 Following the interest in this course generated at the international microscopy conference in Perth in February 2012, the Centre for Microscopy and Microanalysis (CMM) has been providing BIOM3015 with the use, training and technical support for a bench scanning electron microscope and platinum sputter coater, at no cost. CMM have enthusiastically continued, and increased this involvement in Sem 2, 2013 and look forward to continuing the collaboration well into the future.

2013 Sem 2	<p>Enrolment ~170</p> <p>Practical curricula continued as per 2012, with small changes to the weighting of intra-semester assessment items associated with the practicals in light of feedback from 2012 – where the high level of group work marks was seen as problematic by students.</p> <p>Unfortunately this year was a low point for the course with a SECaT score of 2.79 (down from 3.61 in 2012, 3.88 in 2011 and 3.54 in 2010). A combination of poor time allocation on my part (extending my maternity leave to October) and a new course coordinator who did not engage with the course left the students feeling lost as to the aims of the course, the expectations for the assessment and the organisation of the practicals. Even though there were no changes to the practical curricula and minimal changes to the assessment (a shift in assessment weighting in response to complaints in 2012 that the eLabBooks were too heavily weighted), the 2013 students were extremely critical of the low weighting of the eLabBook assessment item. Devastated, I have discussed this dramatic change in the course evaluations with several mentors including Dr Susan Rowland who is leading a current OLT National Leadership project focussed on supporting the academics to develop and implement Authentic Large-scale Undergraduate Research Experiences, for which I am a project co-leader. It has become clear in the past two years that we have been identifying and troubleshooting challenges associated with designing, implementing and evaluating large-scale research-based practical curricula across several institutions, that the engagement of individual academics who champion these initiatives is essential to the success of the initiative. Being minimally present in class while I was part time (only working 2 days/week) was insufficient to successfully mentor the tutors and guide and reassure the students. After the 6 years I have now spent at UQ leading and mentoring teams of academics and tutors in the development of inquiry- or research-based, this particular experience has been a painful reminder that such curricula are not easy, they do not run themselves with minimal attention, and they are certainly not for the disengaged or inexperienced academic or tutor. This will serve as a powerful lesson for me for many years to come.</p>
2014 Sem 2	<p>Enrolment ~90</p> <p>The 2013 course coordinator was again replaced and two new course coordinators joined me, still as practical coordinator, for the 2014 iteration. Lectures, practicals and assessment were redesigned.</p>
	<p>PHYL1007</p> <p>Course Coordinator and Practical Coordinator</p>
2008 Sem 2	<p>Enrolment ~180</p> <p>New course. This course was a major redevelopment of PHYL2007, guided by discussions with colleagues from SCMB and Human Movement Studies. The course was redesigned to scaffold students through physiology in 1st year and provide basic science foundations for later specialisation, and included the incorporation of a module on biochemistry to compensate for the loss of an entire course in molecular biology and biochemistry. This involved major changes to the lecture content, sequencing of lecture modules and lecturing staff. The series of pharmacology lectures I had</p>

	<p>provided at the end of PHYL2007 in Semester 1 of 2007 and 2008 was reduced and spliced into the semester to provide points of integration and extension of several concepts from physiology and biochemistry.</p> <p>In discussion with the program coordinator for the relevant Human Movement Studies degrees, Dr David Jenkins, I also completely rewrote the practical component to a student inquiry based curriculum, which focussed students on key elements of experimental design and interpretation of primary literature required for successful transition to their senior courses. This included the development of a novel tutorial class introducing students to the analysis of scientific literature. I incorporated several practices learnt during my June 2008 travels to conferences and universities in the USA, including the provision of small assessment tasks before and after each of the 5 practical classes each student attended. This involved the development of short quizzes, as well as guides and criteria rubrics for an experimental plan, a research proposal, a critical review of primary literature and a research report. This also necessitated the development of new tutor training workshops to prepare tutors to guide students through these tasks, to mark these tasks consistently across the cohort, and to provide students with useful feedback to use in each subsequent assessment task. Within this new series of course-specific tutor training workshops, I introduced a new system of marking calibration processes. This involved providing markers with an exemplar and time to come to an independent judgement of the exemplar against standards-based criteria, with a followed up workshop which engaged tutors in round table discussions of these judgements and culminated with agreement on evidence required to fulfil each criteria at each standard. These processes were then also extended into requiring tutors to spend class time talking with students about their marking judgements and providing personalised feedback for students on how to improve in subsequent related assessment tasks.</p>
2009 Sem 2	<p>Enrolment ~190</p> <p>Minor revisions to my integrated physiology/pharmacology lectures to more explicitly link my lectures with those of the other lecturers in course as part of students' revision, and to help students apply their developing physiology knowledge in a range of pharmacological issues relevant to human movement studies.</p> <p>After realising the unsustainable assessment, marking and feedback load associated with the first iteration in 2008, I also reduced the number of assessment items used to scaffold students through the inquiry-based practicals. This involved major revisions of the assessment schedule, guidance resources for students, criteria rubrics and tutor training workshops.</p> <p>As I required an extended period of leave during this semester for my wedding, I also mentored a new junior academic as co-coordinator during the first half of semester to successfully take over my role during the second half of the semester when several of the major intra-semester assessment items were due, and associated tutor training workshops and marking moderation were needed.</p>
2010 Sem 2	<p>Enrolment ~220</p> <p>The sequence of lecture modules were rearranged to provide a greater level</p>

	<p>of integration between physiological systems, particularly for the module integrating gastrointestinal physiology, biochemistry and endocrinology around the theme of energy intake, regulation and expenditure.</p> <p>In terms of the practical curricula and associated intra-semester assessment, the major changes of the second iteration had resulted in a far more sustainable course, therefore this third iteration required far fewer changes. However, the most concerning part of the practical curricula was associated with allowing students to design their own clinical investigations, which in several cases involved the consumption of caffeine by students who were relatively caffeine naïve. In addition to safety measures taken in 2008 and 2009 (substantial tutor guidance provided in the design of these experiments, doses of caffeine restricted to the minimal dose required to cause small changes in heart rates, and all students participating as subjects being required to provide informed consent which included divulging all medical conditions, previous illnesses and injuries, exercise, hydration and caffeine consumption histories), in 2010 I also personally supervised the dosing of all subjects (glucose drinks, caffeine tablets or energy drinks), and made improvements to the transparency of these processes through the development of more detailed informed consent forms and dosing record sheets.</p> <p>It has become clear over these three iterations that these students adapt well to the requirements of the inquiry based practicals and easily gain and demonstrate the skills in experimental design, execution of the experiments, interpretation of results from primary literature and scientific communication required. However, the depth of understanding of physiological mechanisms demonstrated by students in the intra-semester assessment items and end of semester exam indicate that the majority of students do not develop the depth of physiology knowledge required as a foundation for later courses. Therefore in 2011, the major revisions to this course will be focussed on the lecture component and creating suitable small assessment tasks that help students to develop a deeper understanding of concepts in physiology, biochemistry and pharmacology as the semester progresses. More details on this particular planned innovation are provided at the end of section 2.8.</p>
2014 Sem 2	<p>Enrolment ~330</p> <p>Several changes to lecturing staff, redesign of practicals and assessment.</p>
2014 Sem 2	<p>PHYL2064/5</p> <p>Enrolment ~220</p> <p>12 new lectures in gastrointestinal physiology and general pharmacology, redesign of some assessment tasks (implemented quizzes and meta-learning)</p>
	<p>Section 3</p> <p>Miscellaneous lecturing, assessment and practical initiatives</p> <p>(reverse chronological order - most recent initiatives first)</p>
2011 Sem 1	<p>PHYL2066</p> <p>New series of lectures in pharmacology - from basics of pharmacokinetics</p>

	and pharmacodynamics to the pathology and pharmacology of cardiovascular and pulmonary systems, to in depth look at pain and inflammation. Working closely with new Course Coordinator, Louise Ainscough, to integrate the physiology, pathology and pharmacology sections of course and to use my final block of lectures for the semester as a way for students to revise the physiology n pathology presented during the semester.
2009 Sem 2 2007 Sem 2	BIOM3011 Introduced to GradeMark system by coordinator Matt Cheesman collaborating with Jacqui Bond (Sch Pharm). 3 new lectures on respiratory pharmacology for 3rd year BPharm students. Included consultations with previous lecturer (Lesley Lluka) and faculty of BPharm providing respiratory therapeutics lectures
2009 Sem 2	BIOM2010 Innovative use of research papers in 2nd year pharmacy lectures to engage students in the application of high level knowledge of gastrointestinal physiology in understanding gastrointestinal. Received standing ovation from class at end of final lecture, in front of course coordinator.
2008 Sem 2	PHYL2007 7 new lectures using pharmacology to review each of the physiological systems covered throughout the semester. I designed and implemented this lecture series as a highly interactive set of lectorials, and used a constructivist approach to build the pharmacological layer on student's current understanding of systems physiology.
2008 Sem 1	BIOM3010 Lead practicals (organ baths) with some redevelopment: students performed their own dissections and prepared their own organ bath (this received positive feedback from students, tutors and coordinators).
2008	BIOL1040 Preparatory materials project I led the development of resources to help BIOL1040 students all become equally prepared for classes. Includes multimedia triggers, formative tests and extensive resources linked to threshold jargon and key concepts of each lecture module. Annual evaluations indicate that these resources are being used by many students (beyond the original target students who did not complete senior biology at high school) both throughout semester and during exam preparation.
2007 Sem 2	BIOM2008 Lead practicals introducing students to cell culture techniques including gene transfection and fluorescent microscopy. Revised approach, by end of practical series to allow students more autonomy – meet with extremely positive results in student attitude and compliance.
2007	BSc Review Implementation - I was invited to play an advisory role for 1st year development working parties as part of the BSc Review Implementation, providing short seminars and working with curriculum design teams to incorporate key recommendations from the BSc Review into sustainable curricula.
2007	First Year Experience Starting Science@UQ induction day - I played an active role in developing, delivering and evaluating the activities for an induction day provided as a compulsory event for all BSc students.

2007	Promotion and evaluation of “Keepad” use in BSc courses. With the introduction of Keepads as essential learning tools with the new BSc, I have been primarily responsible for the development and analysis of evaluation tools to measure the impact of this initiative on student experience and learning in large lectures.
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2.7 Evidence of Teaching Quality and Impact

For example:

- *quality of outcomes for Honours and RHD students (class of honours, student publications and conference presentations, employment outcomes)*
- *benchmarking of a course or program against similar courses or programs to improve content and delivery*
- *demonstrated use of such evaluation data to inform teaching*
- *awards and prizes*
- *invitations to speak at other institutions*

Research higher degree student supervision:

Randall Su (Honours)

Primary supervisor

Achieved 2nd Class Honours, work has been published in peer reviewed article

Kelly Jackson (Honours)

Primary supervisor

Achieved 1st Class Honours, presented her work at an international education conference in Singapore in 2013 and invited to chair her session. Following Kelly's presentation of her project at the SCIECOM symposium in 2013, we received a request from an internationally renowned, ALTC funded academic at University of Western Sydney for a copy of the rubric Kelly developed during her Honours for use in their courses, and in a current proposal for an OLT project focussed on developing national benchmarks for complex assessment items in science.

Judit Kibedi (PhD)

Primary supervisor (90%)

All milestones completed, thesis submitted in 2013, passed with minor revisions by one examiner but second examiner requested a resubmission for re-examination, thesis revisions currently underway and on track for 2015 resubmission.

Bronwyn Bevan-Smith (PhD)

Secondary supervisor (25%)

Graduated 2014

Eva Szarek (PhD)

Mentor (20% contribution)

Eva has completed her PhD and is undertaking an NIH fellowship for post-doctoral studies in the USA.

Quality and Impacts of Major Initiatives:

UQMarkUp – Feedback Analytics:

The feedback analytics capture system described in section 2.6 has provided a wealth of evidence of the feedback being provided by SBMS markers, and of the extensive use of this feedback by students, to achieve dramatic improvements in assessment performance in a large number of cases.

After several presentations of the system at the 2012 T&L Week showcases, I was invited to provide a Transforming Assessment international webinar on the system

capabilities and feedback analytics findings. This, and other national presentations of the system (detailed in section 3.2) has attracted collaborators from the University of Sydney, Curtin University, University of South Australia, University of Auckland and University of Edinburgh to be part of an OLT proposal under my leadership (successful EOI in the November 2013 round, full proposal due June 2014).

This collaboration will be instrumental in the international benchmarking of feedback provision, feedback use by students and the impact on academic performance on a quantitative level that is unprecedented.

Already, we have preliminary evidence that providing grouped data to markers on the student use of their feedback has a significant impact of the feedback provision practices of markers. Specifically, several markers whose students were spending less time interacting with the feedback than the class average, increased their use of audio feedback up to the average use by markers in the same course. Given that our analysis of audio feedback indicates that on average, audio annotations contain 4-5 times as many words as typed annotations, this change in feedback provision practices is likely to translate into students receiving richer, more detailed feedback, as well as a reduction in marking time.

Inquiry-based practical curricula:

Present - 2008

I have focussed much of my work in curriculum renewal and redesign on developing, implementing and evaluating models of inquiry-based practical curricula which can be delivered primarily by tutors. This has been achieved as a pilot trial in PHYL1007 in Semester 2, 2008 and as a refined and expanded model in BIOM2011 in Semester 1, 2009. Specifically I undertook extensive curricula development for the new Human Movement Studies Physiology course PHYL1007 in 2008. I have incorporated several aspects of international best practice for the development of students' research and cognitive skills in the design of the new course. This includes developing new practicals based on student inquiry, a novel literature analysis tutorial and extensive, progressive assessment schedule. The revision and implementation of this practical curricula and associated intra-semester assessment (including developing guides for students, criteria rubrics, training and marking moderation processes for tutors) for BIOM2011 in 2009 was extensively evaluated using an online survey that was completed by 93% of the 430 student cohort (owing to provision of small percentage of course marks for completing evaluation). This provided the information required for revisions to PHYL1007 in Sem 2, 2009 and BIOM2011 in Sem 1, 2010, namely the reduction and consolidation of assessment items (including rewriting of guides, criteria rubrics and refining tutor training and marking moderation). During 2009, I was also heavily involved in consulting with the BIOM2012 course development team to extend the inquiry-based curricula into this course. In 2010, I led the development of a cohesive set of practicals and associated assessment in BIOM3015 as the Practical Coordinator. This has allowed me to play an informed central role in the development of an extensive set of vertically integrated inquiry style practical curricula across the biomedical science major of the BSc.

In 2009, I was one of three speakers selected to provide a presentation detailing this model of vertical integration of practical curricula and assessment at the ALTC Graduate Attributes Project Symposium (Queensland), receiving overwhelmingly positive feedback from the workshop attendees.

In October 2010, the innovative assessment, student evaluations and evidence of development of student scientific communication and reasoning skills across the first

three semesters of these vertically integrated practical curricula were presented to an international audience at ISSOTL, UK. Again, the design and evidence of student skill development elicited a positive commentary from the audience, in this case with suggestions from leaders in assessment to incorporate the research level analysis presented into the assessment tasks for students.

Following on from this conference, in 2011 I began a collaboration with ALTC funded team (Charlotte Taylor, University of Sydney and Erik Meyer Durham University, UK) to develop and validate a psychometric instrument for identifying student misconceptions in scientific reasoning around hypothesis development. Two re-iterative cycles in BIOL1040 (in collaboration with Lesley Lluka and Prasad Chunduri) have refined this instrument. In 2012 I presented a conference paper on the findings of this project at the international threshold concepts conference in Dublin, Ireland, and in 2013 we submitted an EOI to the OLT which went through to the June 2013 round of full proposals. Although this proposal was unsuccessful, we were invited to re-submit a revised version in January 2014 which is currently under consideration.

I was awarded a 2012 UQ Teaching Fellowship based on my long-standing excellence in leading academic teams in developing, implementing and evaluating inquiry-based curricula, to further document the impact of these curricula on student learning impacts. In Semester 2, 2012 I developed an extensive video repository of students engaging in inquiry activities in class and developing their scientific thinking skills, several videos are publically available online. Based on this work, I was selected to provide a presentation to the International Union of Physiological Societies Education Satellite in July 2013. Following this presentation, I was invited (travel paid) to lead a workshop for the first American Physiological Society Teaching and Learning Institute in Maine, USA in June 2014.

The 2013 presentation of the findings and videos from my UQ Teaching Fellowship also led to a new collaboration with Murray Jensen, and his graduate student, Anne Loyle-Langholz, which has continued with weekly Skype meetings from Sep 2013 to present (April 2014) to analyse the data collected during my Fellowship to investigate the ways in which students develop along the novice-expert continuum in their use of primary literature in our inquiry-based classes.

In 2013, I was also invited by Australian OLT Fellows, Les Kirkup (UTS) and Elizabeth Johnson (La Trobe) to provide a description of the full series of vertically-integrated inquiry-based practical curricula across BIOL1040, BIOM2011, BIOM2012, BIO3014 and BIOM3015 for the national Learning and Teaching Academic Standards (LTAS) Threshold Learning Outcomes 3 (Inquiry and Problem Solving) Good Practice Guide.

Further details on these initiatives are available in 3.2 (SoTL Quality and Impacts).

Undergraduate Students' Experience in Research:

2012 - Present

From my leadership in the undergraduate research experiences (URE) working party in developing a cohesive set of URE programs for science students as part of the BSc curriculum renewal, I was asked to led the development, implementation and evaluation of a new introductory program across BACS, EPSA, SBS and QBI to increase first year BSc students' understanding and interest in the research conducted at UQ. This program was named the Undergraduate Science Students' Experience in Research (USSER) Network and was supported by seeding funding from the BSc Review Implementation Committee.

In 2009, the impact of this program on the student experience was published as a peer reviewed conference paper (Farrand and Myatt 2009), which not only opened up the innovation to peer critique, but also promote the innovation to academics across Australia, and has provided the empirical evidence required to ensure the expansion and sustainability of the innovation at UQ.

In Semester 2, 2010, I was able to extend this program across UQ in conjunction with the UQ Summer Scholarships program, gaining the financial support needed to ensure the sustainability of this program through collaboration with Sushila Chang, Director of the UQ Office for Undergraduate Education. This dissemination of the program to all disciplines across UQ elicited the renaming of the program to Undergraduate Students' Experience in Research (USER) Network.

In 2011, I was able to gain ongoing financial support from the Faculty of Science to ensure the sustainability of the 1st Semester element of the program, which welcomes first year science students and provides them with a unique opportunity to engage with the research culture of UQ.

In 2012, I was invited to be part of the Office for Undergraduate Education Undergraduate Research Conference judging panel. As an extension of this role, I was invited to be part of the selection committee for scholarships for the Universitas 21 Undergraduate Research Conference, and supported in traveling to Tokyo, Japan to mentor the successful students.

In 2012, I was invited to provide a 'best practice' presentation for a visiting delegate of Thai academics on large-scale undergraduate research experiences.

In 2013, I was invited to be part of the Australasian Steering Committee for Undergraduate Research Experiences, and international committee charged with the strategic development of opportunities for undergraduate students to gain research experiences and supported by an OLT grant.

Further details on this role are available in 3.2 (SoTL Quality and Impacts) and in 6.1 (Service and Engagement Activities).

Tutor Training:

2012 - 2007

My work on the development of generic and course-specific tutor training in SBMS has changed the practices and career opportunities for many SBMS tutors with positive evaluations and increasing participation. Resources for new tutor training modules were developed, implemented and evaluated in 2009, including the provision of an online repository to begin dissemination of these resources throughout the Faculty of Science. In 2010, I helped to develop and present at the first Faculty of Science Tutor Induction. In 2011, I helped to deliver and evaluate these workshops for the Faculty of Science as part of the new institutional tutor training program "Tutors @ UQ" delivered across UQ.

Within SBMS, I am now leading the development of a model of tutor training and mentoring which provides tutors with support and opportunities to make substantial progress on their academic career path. In addition, my PhD student (B Bevan-Smith) and I have developed extensive databases of videos and interviews to benchmark tutor proficiencies and training needs in the role of tutors in helping students to develop skills in critical thinking and scientific reasoning. Through my work with the cross-institutional Transcription Analysis Group, I am now developing the detailed analytical methods to determine the level and changes in tutor interactions with students that promote reasoning development, and will use this evidence base to establish a set of best practices in the teaching and learning of scientific reasoning.

Further details on this role are available in 3.2 (SoTL Quality and Impacts) and in 6.1 (Service and Engagement Activities).

Miscellaneous Impacts:

2014:

Invited by previous ALTC Fellow and current Director of the Teaching and Learning Centre for the Australian Council of Deans of Science, Elizabeth Johnson, to supervise the development of an online annotated bibliography which forms a library of resources for an extensive array of SoTL issues.

2011:

Selected to lead the Practical Class Environment working group as part of the national consortium CUBEnet.

2009:

Invited by Nick Baker (TEDI) to provide seminar for Lecturing Effectively workshop provided to lecturers across UQ as part of their professional development in teaching.

2008:

University of Minnesota, Centre for Cognitive Sciences, I was invited to lead a workshop with summer research students in psychology, providing advice for students on accessing the educational benefits of undergraduate research experiences.

2007:

Evaluations of the use of KEEpads (clickers) initially at the University of Adelaide, and now across the BSc at UQ. I was invited to participate in a reference group committee providing information on the faculty-wide implementation of this educational tool to inform institutionalization.

2006:

Active learning in the classroom and the research lab - how does a scientist learn to think? Visiting Scholar Seminar University of South Dakota, Vermillion USA

Pedagogy and Evaluation of KEEpad/Turning Point Technology in Undergraduate Lectures. School of Physiology and Pharmacology Education Unit Seminar, University of Queensland.

How to make students active participants in your lectures School of Molecular and Biomedical Science Learning and Teaching Seminar Series, University of Adelaide, Australia.

2005 - 2006:

Faculty of Sciences Postgraduate Coursework Scholarship - Competitive application for a small quota of scholarships to complete a Graduate Certificate in Education (Higher Education) at the University of Adelaide.

2005:

Facilitator, Discussion Track IV: Issues in classroom teaching, 2005 IUPS Teaching Workshop, Pali Mountain, Ca, USA. As published in *Advances in Physiology Education* 29: 216-226 (2005).

Physiology Travel Support Award - Provided in recognition of an outstanding contribution to teaching in the Discipline of Physiology

2.8 Comments/Reflections on Teaching from the Staff Member on their Teaching Role and Practice

Complete in no more than 1000 words.

I have been teaching for 13 years now, and I love all aspects of it. In addition to inspiring students with my undergraduate lecturing, prac coordination, tutor mentoring and promotion of undergraduate research experiences, I am also a very enthusiastic contributor to the scholarship of teaching and learning. I always focus my efforts on helping students to become more pro-active and independent, to take ownership of their learning, and to think critically about the evidence and claims they encounter. I use a range of inquiry-based approaches to help students move from being novices to expert scientists, capable of demonstrating critical insights and making reasoned, evidence-based judgements, and love watching this transformative learning taking place. I enjoy this so much, that I regularly find myself sharing my experiences in facilitating student learning with my colleagues, who usually seem to be excited by my enthusiasm, and frequently report that I have inspired them to try similar initiatives that have improved both their experience of teaching, and their students' experience of learning. I feel privileged to have found my calling as a teacher in higher education, and my ideal career is to be able to help students learn, through my own interactions with them and providing them with well designed curricula, by influencing my colleagues, and contributing actively to the scholarship of T&L for a broader impact.

Increasingly over the past four years, I have found my teaching and SoTL moving toward the increased use of more objective measures of and the impact of teaching and curricula interventions and innovations on student learning. This has led to the development of extensive video repositories of students undertaking inquiry-based curricula during my UQ Teaching and Learning Fellowship to better understand how the curricula we have developed was actually being implemented by tutors and junior academics, and how students were experiencing this curricula and developing their scientific reasoning skills. Currently, I am working with a PhD student at the University of Minnesota to relate the improvements in students' critical use of primary literature in class, in their assessment items (both reports in the genre of formal scientific articles and in reflective exercises designed to promote student self-regulation of learning) and in conversation during interviews. This triangulation of data sources allows for the internal validation of findings about the nature of student transition from novice to expert scientists, and preliminary results indicate that this investigation may help to unpack how students come to understand the contestable nature of scientific knowledge derived from experimental methodologies.

Concurrently, I have been working with an cross-institutional team on the development of concept inventories that determine student conceptions of, and capabilities for, hypothesis formulation and experimental design. In June 2014, when I lead a workshop at the American Physiological Society Learning and Teaching Institute in Maine, USA, I will be able to network a NSF funded group developing concept inventories for core concepts in physiology (eg homeostasis, endocrinology etc) and am looking forward to developing collaborations which develop tools for the validated, reliable assessment of both reasoning skills and scientific content, and begin internationally benchmarking the impact of our curricula on student learning gains in both of these key areas.

Lastly, through my work with the UQMarkUp project, I have led the development of a new area of educational research that documents the impact of feedback on student

engagement and learning – feedback analytics. Like its parent field, learning analytics, and business analytics before that, this field works with ‘big data’ that provides unprecedented insights into student learning behaviours, what impacts on these behaviours and how these behaviours relate to differences in academic performance. Alongside the investigations I have been conducting with UQMarkUp, I am currently enrolled in a MOOC through MITx in Data Analytics which is building my understanding and skills in a diverse range of analytical and modelling techniques, using the R platform. Not only has this experience reminded me what it is to be a student, with homework, due dates, ‘competitions’ and exams, but it has also awoken a part of my analytical mind that had been hibernating since high school. I am amazed at the innate capacity I have for this work, and the potential answers it will bring in understanding student learning on an extremely large scale.

FOLIO 3 – Scholarship of Teaching

This Folio should be completed by staff on Teaching Focussed appointments. Teaching and Research Academics or Clinical Academics who have pursued Scholarship of Teaching (SoT) may also wish to record their achievements here.

3.1 Summary Statement of Themes

Provide a brief summary (in no more than a few paragraphs) of the major past, present and future themes of your work.

Use Folio 5 for recording publication achievements, oral presentations and project funding.

My research interests are primarily focused on the ways in which students are engaged in undergraduate research experiences, and the impact that research and inquiry experiences have on undergraduate student outcomes. Specifically, I am investigating the roles that ownership, authenticity, assessment and feedback play in the development of students' reasoning and argument skills, and personal epistemologies. I am addressing these research objectives through several major projects, for which I have secured over \$350,000 in internal funding during the period 2007-20012, with an additional \$220,000 in external funding through an OLT Leadership Grant on which I am a project co-leader.

My international profile as a leader in the design, implementation and evaluation of large-scale undergraduate research experience programs is now evident in invitations to play an active role in an international steering group, and to lead international workshop in the area of undergraduate research experiences.

Although relatively recent, my leadership in the new area of feedback analytics is already being recognised with invitations to present to international audiences and academics from several institutions across Australia and around the world eager to collaborate on projects I am leading.

3.2 Quality and Impact Measures

Give evidence of the impact and quality of your work in the Scholarship of Teaching (SoT) eg:

- *impact of contributions and innovations on the practice of others within the institution, nationally or internationally*
- *development of high impact policy*
- *awards and prizes*
- *invited addresses*
- *significance of SoT collaborations: interdisciplinary initiatives; major international collaborations and other partnerships*
- *development and dissemination of new and rigorous models for curricula and teaching practice, in classroom, practical or clinical settings*
- *participation in practitioner research and case studies of teaching practice*
- *mentoring of others in their teaching and SoT initiatives*
- *leadership of major teaching developments and SoT projects*
- *use of teaching products by other institutions*

Use Folio 6 for recording journal editing and reviewing, participation in SoT-related organisations

Year	Quality and impact measures
Present - 2012	UQMarkUp and feedback analytics 2015 UQ ITS eLearning group (invited presentation) 2013 Transforming Assessment international webinar (invited presentation) 2012 UQ Teaching and Learning Week showcase presentations Several conference presentations, see Folio 5.
Present - 2007	Undergraduate Research Experiences: 2014 American Physiological Society Institute on Teaching and Learning (invited workshop leader) 2013 part of organising committee for national COMSCiE meeting 2013 Australian Conference for Science and Mathematics Education (best practice workshop) 2012 presentation to delegate of visiting scholars from Khon Kaen University (Thailand) undertaking a short course on 'best practice' in research-led teaching developing, implementing and evaluating large-scale undergraduate research experiences for early stage undergraduate bioscience students 2010 disseminated summaries of ~70 URE models via report for DVCA 2009 hosted UQ-wide symposium with interstate keynote speaker (awarded additional funding through DVCA T&L Speakers program) Several conference presentations and papers, see Folio 5.
Present - 2008	Inquiry-based practical curricula: 2013 Invited to contribute description as an example of best practice for Learning and Teaching Academic Standards (LTAS) Threshold Learning Outcomes 3 (Inquiry and Problem Solving) Good Practice Guide 2012 UQ Teaching and Learning Fellowship 2011 (ongoing) Lead of a national special interest group on the Practical Class Environment for CUBEnet 2011 ALTC Fellowship in Inquiry-Oriented Learning (honorarium for contribution) 2011 ALTC Developing Disciplinary Expertise (honorarium for contribution, invited to present at Qld-wide workshop) 2010 invited to contribute description as an example of best good practice for international website curated by Mick Healey and Alan Jenkins (UK) 2009 contribution to Higher Education Academy, UK report on best practices in bioscience laboratory teaching Several conference presentations and papers, see Folio 5.
2012 - 2007	Tutor Training: Tutor training workshops for SBMS in 2009-2012, Faculty of Science Tutor Induction in 2010, institutional model of Tutor Training (Tutors @ UQ) Semester 2, 2010 - 2012. Several conference presentations see Folio 5.
2010 - 2007	Implementation of new SBMS policies and processes for dealing with issues of plagiarism as SBMS Academic Integrity Officer. Provided details during SBMS review. Consulted on Faculty of Science development of online Induction package. Maintained currency by attending annual UQ workshops on Academic Integrity for Decision Makers.

2009 - 2008	Invited by the DVC T&L to participate in the AUQA audit late in 2008. I contributed by participating in an interview during the mock-audit stage in 2008, and an interview with the AUQA Review Panel in 2009. I also provided a short case study on the USSER Network for the AUQA documentation. I was subsequently requested by the DVCA to be interviewed by Campus Review regarding TF positions at UQ.
2009-2007	My expertise and enthusiasm for using Keepads (clickers) in large lectures has caused several academics to seek my advice in the most appropriate ways to implement this technology. In 2007, I was invited to join the Invitation to join UQ Keepad Working Party to advise on the institutionalisation of this educational tool. Throughout 2007 and 2008, I regularly provided workshops for new and advanced clicker users. In 2009, I provided a presentation on the pedagogical uses of clickers for Teacher Professional Development – Brisbane Grammar, led by Professor Debbie Terry (DVCA), invite from Dr Trish Andrews (TEDI) for expertise in clicker pedagogy.
2009	Contributed sections on Tutor Training and Academic Integrity to the SBMS Review documentation in June 2009. Also provided input to the Professional Teaching and Educational Research Unit sections of the SBMS Review documentation.
2007	Nominated by BACS Executive Dean to provide evaluation of International Baccalaureate biology curriculum for credit/exemption for 1st year BIOL courses. My recommendations were recently tabled by the DVC T&L at a meeting of the Queensland Academies Steering Committee.

3.3 Collaborations

List any significant collaborations at local, national or international level and indicate the contributions they have made to the development of pedagogy, curricula, learning materials, etc.

Year	Collaborations
Present - 2012	<p>UQMarkUp – a Feedback Analytics Capture System</p> <p>2013 – present Collaborators: Phil Long (CEIT), Craig Engstrom (HMS), Andrea Bugarcic (IMB), Kay Colthorpe (SBMS), Lesley Lluka (SBMS), Prasad Chunduri (SBMS), Andrew Dekker (ITEE), Peter Worthy (SCMB), Phil Poronnik (USyd), Abelardo Pardo (USyd), Jim Cook (USyd), Charlotte Taylor (USyd), Meloni Muir (USyd), Danny Lui (USyd), Tina Hinton (USyd), Daniel Southam (Curtin), Bronwen Pearson (UAuckland), Anne-Marie Scott (UEdinburgh) <i>OLT EOI for wide-scale dissemination (adaption and adoption) of the Feedback Analytics Capture System successful, now developing proposal due June 2014.</i></p> <p>2012 - present Collaborators: Phil Long (CEIT), Craig Engstrom (HMS), Andrea Bugarcic (IMB), Kay Colthorpe (SBMS), Lesley Lluka (SBMS), Prasad Chunduri (SBMS), Andrew Dekker (ITEE), Peter Worthy (SCMB) <i>Developed a innovative online system that requires minimal time and effort to distribute thousands of student assessment submissions to the appropriate markers, allows markers to insert audio, typed and handwritten annotations into the submission and mark the submission according to a</i></p>

	<p><i>range of scales (including criterion-referenced rubrics), provides coordinators with extensive mentoring and moderation capabilities, distributes the commented assessment items back to students, and tracks an extensive array of variables on feedback provision, feedback use and academic performance.</i></p> <p>Dissemination: Several conference presentations (2013 September Transforming Assessment, 2013 HERDSA, 2013, IUPS, 2012 CUBEnet Forum, 2012 SoLAR Flare) presentations at other institutions (2013 February seminar for School of Medical Sciences, USyd), local presentations and workshops (2012 and 2013 UQ T&L Week Showcases, 2012 November UQ Learning Design Committee meeting), 1 manuscript in preparation.</p>
Present - 2009	<p>Undergraduate Research Experiences</p> <p>2012 – present Collaborators: Susan Rowland (SCMB), Gwen Lawrie (SCMB), Jack Wang (SCMB), Paula Myatt (TEDI) <i>Secured 2012 OLT Leadership Grant \$220,000 to build academic capacity for developing, implementing and evaluating authentic, large-scale undergraduate research experiences (ALUREs) in bioscience, across Australia.</i></p> <p>Dissemination: Several conference workshops and presentations for capacity building (ComSciE 2013, ACSME 2013, CUBEnet 2013, HERDSA 2013, VIBEnet 2013, IUPS 2013) as well as workshops and individualised mentoring at participating institutions (Deakin, UNSW, Curtin, RMIT, ANU), 1 manuscript in preparation.</p> <p>2009 – 2011 Collaborators: Paula Myatt (TEDI), Margaret Wegener (SPS/EAIT), Joanne Blanchfield (SCMB), Lesley Lluka (SBMS), Peter Adams (Associate Dean, Science), Caroline Crosthwaite (Associate Dean, EAIT) Julie Duck (Associate Dean, SBS), Sue Jones (UTas), Professor David Lopatto (USA) and Professor Anne-Barrie Hunter (USA) <i>Developed scalable model for engaging entry-level science students in networking events that build their understanding of the current research being conducted at UQ. Model was broadened to cross-disciplinary application through collaboration with the Office for Undergraduate Education in 2010-2011.</i> <i>Adapted validated instruments for investigating the impacts of different URE models on student outcomes for Australian context, and for cross-disciplinary use</i> <i>Conducted UQ-wide audit of diverse ways in which UREs are embedded in the curriculum.</i></p> <p>Dissemination: UQ symposium, final report, conference presentations (UniServe 2009, ISL 2010, HERDSA 2010, ISSOTL 2010, HERDSA 2011), 2 peer-reviewed papers published.</p>

Present - 2008	<p>Using inquiry curricula to develop scientific reasoning skills</p> <p>Collaborators: Kay Colthorpe (SBMS, UQ), Judit Kibedi (SBMS, UQ), Lesley Lluca (SBMS, UQ), Prasad Chunduri (SBMS, UQ), Jon Good (Buffalo State University USA), Charlotte Taylor (University of Sydney), Erik Meyer (University of Durham, UK), Les Kirkup (UTS, ALTC Teaching Fellow), Murray Jensen (University of Minnesota), Anne Loyle-Langholz (University of Minnesota)</p> <p><i>2008-2010: Developed a vertically-integrated series of inquiry-based practical curricula with progression of learning objectives and pedagogies between BIOL1040 and PHYL1007, and between BIOL1040, BIOM2011, BIOM2012, BIOM3014 and BIOM3015. In all four courses, this has allowed me to led revolutions in the design of the practical curricula, resources, assessment and SBMS tutor roles and training.</i></p> <p><i>In 2009, gained funding from Taylors University, Malaysia for collaboration with Dr Prasad Chunduri.</i></p> <p><i>During ISSOTL 2010 I was able to engage Erik Meyer (University of Durham, UK) and Charlotte Taylor (University of Sydney) in developing a collaboration investigating students' understanding of hypothesis following on from a current ALTC grant led by Charlotte Taylor.</i></p> <p><i>In 2012, I was able to engage Les Kirkup (UTS,) in documenting and evaluating our curricula as part of his ALTC Teaching Fellowship promoting inquiry-oriented learning</i></p> <p><i>In 2012 I was awarded a UQ Teaching and Learning Fellowship, an after presenting videos and research on student learning gains in the inquiry curricula, was able to develop collaborations with Murray Jensen and his PhD student Anne Loyle-Langholz (University of Minnesota) on researching the development of students from novice to expert in the critical evaluation of scientific literature and the contestable nature of scientific knowledge.</i></p> <p>Dissemination:</p>
Present - 2012	<p>Collaborators: Ian Tibbits (SBiol), Dana Burfield (SBiol), Bronwen Cribb (SBiol), Kay Colthorpe (SBMS), Judit Kibedi (SBMS), Phil Long (CEIT)</p> <p><i>Developed online resources to scaffold the introduction of undergraduate students undertaking research experiences to the primary literature, designing and conducting research projects, analysing results and drawing reasoned conclusions.</i></p> <p>Dissemination: 1 manuscript in preparation</p>
Present - 2011	<p>Investigation of the impact of the Thanksgiving Service on anatomy students' affective and ethical responses to suing human donor bodies in practical classes.</p> <p>Collaborators: Kirsty Weir, Mark Brown and Leo Brown (SBMS)</p> <p><i>I am providing advice on study design, specific methodological approaches and assisted in writing the ethics application.</i></p>
2011 - 2009	<p>Collaboration with Ian Hughes (Oxford Brooks University, UK)</p> <p><i>Developed a guide for best practice in 1st year bioscience laboratory teaching based on extensive survey across Australia, UK and France.</i></p> <p>Dissemination: Higher Education Academy UK report published</p>

2011 - 2007	<p>Developing a program for the professional development of tutors within the research-focussed Bachelor of Science Degree Program.</p> <p>Collaborators: Chief Investigators: Assoc Prof Lesley Lluka, Dr Karen Moni, Assoc Prof Robyn Gillies, Associate Investigators: Dr Kay Colthorpe, Dr Gwendolyn Lawrie, Dr Louise Kuchel, Dr Kristy Weir, Ms Kelly Matthews. I am the Program Manager for this project, the CI to changed from Roger Moni to Lesley Lluka in July 2008.</p> <p>In Semester 1, 2010, I collaborated with a cross-Faculty team led by Louise Kuchel to develop and deliver Faculty of Science Tutor Induction.</p> <p>In Semester 2, 2010 my collaboration with Institutionalisation of Tutor Training project team led by Julie Duck (Associate Dean, SBS), resulted in me assisting in the implementation and evaluation of the pilot trial of the Tutors @ UQ program.</p> <p>In Semester 1, 2011, I assisted with the implementation and evaluation of the final version of the Tutors @ UQ program.</p>
2010-2008	<p>I worked with Lesley Lluka, Kay Colthorpe, Simone Fox and three Heads of School (currently Wally Thomas), to develop a Handbook of the academic integrity processes, policies and resources.</p>
2010-2008	<p>Preparatory materials project with Paul Ebert and Sassan Asgari (SIB), Wallis Edwards (SIB) and Nick Baker (TEDI).</p> <p><i>Developed, implemented, evaluated, refined over 2 years. Final evaluation of student use of resources completed in 2010 showing successful integration of the innovation into course resources and sustained use by a significant proportion of the students in BIOL1040 each year.</i></p>
2009-2007	<p>I attempted to develop a team to assist me in bringing the clickers project to publication. I collaborated extensively with Lesley Lluka (SBMS) and Desleigh de Jonge (School of Occupational Therapy), and employed an RA using my URG funding across 2007-2009. However, I finally let this project go in 2009 as it was clear that this research direction no longer aligned with my major research themes in SoTL.</p>

FOLIO 4 – Research and Creative Work

This Folio should be completed by Teaching and Research Academics, Clinical Academics and Research Only Academics. Teaching Focussed Academics who have contributed to research and creative work may also wish to record their achievements here.

4.1 Summary Statement of Themes

Provide a brief summary (in no more than a few paragraphs) of the major past, present and future themes of your work.

Use Folio 5 for recording publication achievements, oral presentations and project funding.

Developmental Origins of Adult Disease: My basis in physiology research was developed during my PhD in fetal endocrinology, specifically the development of the hypothalamo-pituitary adrenal axis and the fetal adaptations to a poor intra-uterine environment. I am currently co-supervising an Honours student in the Moritz research group investigating adrenal development in an animal model of peri-conceptional perturbation.

Microscopy: During my PhD time, I also developed extensive technical expertise in immunofluorescent histochemistry and cytochemistry, and automated image analysis including some software programming. This led to collaborations with Adelaide microscopy, and more recently this background has provided a solid foundation for collaborations with the UQ Centre for Microscopy and Microanalysis in the area of training undergraduate research students in the use of advanced microscopy equipment and techniques.

Broadly: Through my current research focus on the learning outcomes derived from undergraduate research experiences I have also developed extensive knowledge of the current research directions at UQ, particularly within biomedical science. I continue to keep updated and develop networks with UQ researchers to facilitate the transition of our undergraduate students into research-based course and Honours projects. This is complemented through my regular attendance at the SBMS seminar series, which keeps me abreast of recent advances in biomedical science made by national and international researchers. I also use primary research findings in all of my lectures, to ensure that my students gain an understanding of the ways in which scientific knowledge is developed and skills in interpreting research findings.

4.2 Quality Measures

List any significant evidence for the quality of your work. Quality refers to the intrinsic merit and academic impact of your research. Quality includes the recognition of the originality of your research by academic peers and the contribution of your research to the discipline. Quality measures include:

- *prestigious awards*
- *invited keynote addresses*
- *prestigious exhibitions or reviews of creative work*
- *“Q”index*
- *other esteem measures*

Year	Quality measures
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4.3 Impact measures

If applicable, list any significant evidence for the impact of your work. Impact refers to the uptake of your research beyond the academic discipline, and the broader social, economic, environmental and/or cultural benefits resulting from your research, eg:

- *patents, royalty licences, involvement in spin-off companies*
- *provision of expert advice and consultancy services to community, industry, government and other groups*
- *influence on policy development and public practice*
- *media comment*

Year	Impact measures
Present - 2012	Evaluation of the MyScope online virtual microscopy suite, and initiative of the Australian Microscopy and Microanalysis Research Facility
2004 - 2006	Consultant on issues of automating in image analysis for Adelaide Microscopy Centre, University of Adelaide.

4.4 Collaborations

List significant international, national and local collaborations and their outcomes eg:

- *successful mentoring (provide examples of early career researcher, individual and team outcomes)*
- *major international collaborations*
- *major industry partnerships*

Year	Collaboration
2014	Karen Moritz, James Cuffe and Eleanor Turton (SBMS) The impact of late gestation maternal corticosterone exposure on the morphology and steroidogenic capacity of offspring adrenal gland throughout life
Present - 2009	Gimme Walter (Sch Biological Sciences) and Judit Kibedi (SBMS) The interactions between bat predators and cricket prey in natural environments

FOLIO 5 – Grants, Contracts and Bibliography

This Folio should be completed by any academic staff member, of any appointment type, who has received a grant or contract and who has published material in the pursuit of research, creative work and/or the scholarship of teaching. List your most recent information first with a line or some other delineator provided to separate current appointment/last promotion information from the remaining history.

5.1 Current Grants and Contracts.

*In each case indicate the project title, the granting agency, the amount received (if any), the Chief Investigators (listed in the order they appear on the application) and the percentage and nature of your contribution in relation to others (**not** the percentage of your time spent on the grant).*

Year	Title of Current Grant, Contract or Project	Granting Agency	Amount (if any) \$	Chief Investigators & Staff Member in order	Percent and Nature of your Contribution
2015 - 2014	Feedback Analytics – developing methodologies to understand the relationships between feedback provision, student feedback use and academic performance	UQ Early Career Researcher (SoTL)	\$15,000	CI: Kirsten Zimbardi Project Team: Andrew Dekker (UQx), Andrea Bugarcic (IMB)	CI, 70% contribution
2015	Resource library directory and scoping study for practice/ideas exchange – Phase 2: Dissemination	Australian Council of Deans of Science	\$5,000	CI: Elizabeth Johnson (La Trobe), Project Team: Kirsten Zimbardi (SBMS), Kay Colthorpe (SMBS), Malcolm Campbell (Deakin)	Project team (direct supervision of RA), 40% contribution
2012	Developing and resourcing academics to help students conduct and communicate undergraduate research on a large scale	OLT	\$219,000	CI: Susan Rowland (SCMB), Project Co-Leaders: Gwen Lawrie (SCMB), Kirsten Zimbardi (SBMS), Project Team: Jack Wang (SCMB), Paula Myatt (TEDI)	Project co-leader, 25% contribution

5.2 Completed Grants and Contracts

In each case indicate the project title, the granting agency, the amount received (if any), the Chief Investigators (listed in the order they appeared on the application) and the percentage and nature of your contribution in relation to others.

Year	Title of Completed Grant or Contract	Granting Agency	Amount (if any) \$	Chief Investigators & Staff Member in order	Percent and Nature of your Contribution
2014	Resource library directory and scoping study for practice/ideas exchange – Phase 1: Development	Australian Council of Deans of Science	\$5,000	CI: Elizabeth Johnson (La Trobe), Project Team: Kirsten Zimbardi (SBMS), Kay Colthorpe (SMBS), Malcolm Campbell (Deakin)	Project team (direct supervision of RA), 40% contribution
2013	Scaffolding online research and writing support into undergraduate inquiry-based subjects	UQ Faculty of Science T&L grant + SBiol & SBMS leverage	\$40,000	CI: Ian Tibbetts, Dana Burfeind, Project Team: Zimbardi (SBMS), Cribb (SBiol), Long (CEIT), Colthorpe (SBMS), Kibedi (SBMS)	Project team: 5%
2013	UQMarkUP: Effective feedback and consistent assessment for large cohorts with e-learning enabled 'in situ' commenting.	UQ Faculty of Science T&L grant + SBMS leverage	\$20,000	CI: Kirsten Zimbardi Project Team: Phil Long (UQ), Peter Hay (HMS), Kay Colthorpe (SBMS), Andrea Bugarcic (SBMS), Craig Engstrom (HMS), Lesley Lluka, (SBMS), Prasad Chunduri (SBMS)	CI, 15% contribution (maternity leave Sem 1, 2013)
2012	UQMarkUP: Effective feedback and consistent assessment for large cohorts with e-learning enabled 'in situ' commenting.	UQ Faculty of Science T&L grant + SBMS leverage	\$100,000	CI: Kirsten Zimbardi PIs: Phil Long (UQ), Peter Hay (HMS), Craig Engstrom (HMS), Project Team: Kay Colthorpe (SBMS), Andrea Bugarcic (SBMS), Lesley Lluka, (SBMS), Prasad Chunduri (SBMS),	CI, 30% contribution
2011	Demonstrating the applicability of elab	UQ Faculty of	\$7,500	CI: Gwen Lawrie (SCMB), Project	Project team (implementor

	assessment Wiki environments in wider laboratory assessment contexts	Science T&L grant		Team: Grondahl, Gentle, Zimbardi) 15%
2009 - 2011	The impact of collaborative scientific reasoning amongst students during inquiry-based practicals on student learning gains.	UQ Teaching Focussed New Staff Grant	\$12,000	Kirsten Zimbardi (SBMS, FoS),	Sole investigator 100% contribution.
2008-2011	Undergraduate Research Experiences: bridging the gap between teaching and research in a research intensive university.	UQ Strategic Learning and Teaching Grant	\$70,000	Kirsten Farrand (SBMS/BACS) Paula Myatt (TEDI) Margaret Wegener (SPS/EPSA) Joanne Blanchfield (SMMS/BACS) Peter Adams (SPS/EPSA) Lesley Lluka (BACS Director of Studies) Caroline Crosthwaite (EPSA Director of Studies) Julie Duck (SBS Director of Studies)	Chief Investigator and project leader. 60% contribution
2008-2011	Undergraduate Science Students' Experience in Research (USSER) Network – bridging the gap between teaching and research at a research-intensive university.	DVCA BSc Review Implementation Strategic Funds and BACS ESC Funds	\$37,000	Kirsten Farrand (BACS), Paula Myatt (TEDI), Margaret Wegener (EPSA), Joanne Blanchfield (BACS).	Chief Investigator and project leader. 70% contribution
2009-2010	Use of the Advanced Concepts Teaching Space for embedding peer-review into tutor training	UQ and SBMS and	\$15,000	Kirsten Zimbardi (SBMS, FoS), Bron Bevan (SBMA. FoS)	Chief Investigator 40% contribution
2008-2010	Measuring up to university learning: using online and collaborative preparatory resources to facilitate the transition from high school to	DVCA BSc Review Implementation Strategic Funds and	\$30,000	Paul Ebert (SIB), Sassan Asgari (SIB), Kirsten Farrand (SBMS), Wallis Edwards (SIB) and Nick Baker (TEDI)	Led the BIOL1040 section of the project. 30% contribution

	university	BACS ESC Funds			
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5.3 Submitted Grants and Projects

List those grant applications or projects submitted where the outcome is pending.

Submitted Grants and Projects	Granting Agency	Amount \$	Chief Investigators & Staff Member in order	Percent and Nature of your Contribution

5.4 Other Attempts to Gain Funding.

*Completion of this section is **optional**. This section acknowledges the work done in the preparation of grant applications, even if they have not been successful.*

Year	Grants Requested	Granting Agency	Amount \$	Chief Investigators & Staff Member in order	Percent and Nature of your Contribution
2013 - 2014	Harnessing feedback analytics to improve feedback provision, student engagement with feedback and academic performance	OLT	\$450,000	CI: Kirsten Zimbardi Project Team: Phil Long (UQ), Kay Colthorpe (SBMS), Andrea Bugarcic (SBMS), Craig Engstrom (HMS), Lesley Lluka, (SBMS), Prasad Chunduri (SBMS), Phil Poronnik (USyd), Charlotte Taylor (USyd), Meloni Muir (USyd), Danny Lui (USyd), Tina Hinton (USyd), Abelardo Pardo (USyd), Jim Cook (USyd), Daniel Southam (Curtin), Bronwen Pearson (UAuckland), Anne-Marie Scott (UEdinburgh)	CI, ~60% contribution
2014	Inquiry in Action: developing and measuring inquiry skills in undergraduate biology students	OLT	\$204,000	CI: Charlotte Taylor (USyd) UQ Lead: Kirsten Zimbardi Project Team: Jan Erik Meyer (UQ), Lesley Lluka (SBMS), Prasad Chunduri (SBMS),	Lead at partner institution, 25% contribution

				Meloni Muir (USyd)	
2010	Engaging students in scientific thinking, with novel assessment, in a vertically integrated model of inquiry curricula.	UQ Strategic Learning and Teaching Grants	\$32,000	CIs: Kirsten Zimbardi and Kay Colthorpe, AI: Judit Kibedi	CI with ~40% contribution

Bibliography

Mark your four most significant publications with an asterisk. Refereed publications are defined by DEEWR funded categories and non-refereed and original contributions comprise the rest of the University categories. A list of categories may be found on the web site (<http://www.uq.edu.au/research/rrtd/info-biblio-cat-defns>). The web site (<http://espace.library.uq.edu.au/>) may be used to search for publication details.

5.5 Refereed Publications including Accepted/In Press

List *all* refereed publications - most recent first.

Publications	DEEWR Category, eg: (A1) refereed book (B1) refereed book chapter (C1) refereed article (E1) refereed conference paper etc	Percentage and type of contribution
Kay Colthorpe, Kirsten Zimbardi , Louise Ainscough & Stephen Anderson (2015) Know thy student! Combining learning analytics and critical reflections to increase understanding of students' self-regulated learning in an authentic setting. <i>Journal of Learning Analytics</i> (in press, accepted April 2015)	C1 Peer reviewed journal article	30% contributions to data analysis, interpretation and editing
Good, J. P., Colthorpe, K., Zimbardi, K. , Kafer, G. R., "The roles of mentoring and motivation in student-teaching assistant interactions, and in improving experience in first year biology laboratory classes." <i>Journal of College Science Teaching</i> . 44(4), 88-98.	C1 Peer reviewed journal article	30% contributions to data analysis, interpretation and editing
Bugaric A., Colthorpe K., Zimbardi K. , Su H. W. & Jackson K. (2014) The development of undergraduate science students' scientific argument skills in oral presentations. <i>International Journal of Innovation in Science and Mathematics Education</i> , 22 (5), 43-60.	C1 Peer reviewed journal article	40% Lead project design, data analysis & interpretation & contributed to writing
Colthorpe, K., Chen, X. & Zimbardi, K. (2014) Peer feedback enhances a 'journal club' for undergraduate science students that develops oral communication and critical evaluation skills. <i>Journal of Learning Design</i> , 7 (2), 105-119.	C1 Peer reviewed journal article	20% contributions to data interpretation and editing
Chunduri, P., Lluca, L., Kinna, G., Good, J.P., Zimbardi, K. and Colthorpe, K. (2014) A simple way to cultivate referencing habits in first year biology students. <i>International Journal of Innovation in Science and Mathematics Education</i> , 22 (2): 75-84.	C1 Peer reviewed journal article	20% contributions to data analysis, interpretation and editing
* Zimbardi, K. & Myatt, P., (2014) Embedding undergraduate research experiences within the curriculum: A cross-disciplinary study of the key characteristics guiding implementation. <i>Studies in Higher Education</i> 39 (2): 233-250	C1 Peer reviewed journal article ERA 2010 ranking: A*	80% performed analysis, main author from first draft to final review
Zimbardi, K. , Meyer, J. H. F., Chunduri, P., Taylor, C. E., Ross, P. M., Tzioumis, V. and	E1 Peer reviewed	70% performed analysis, main author from first

Lluka, L. J. (2014). Student understanding of the critical features of an hypothesis: variation across epistemic and heuristic dimensions. In: Catherine O'Mahony, Avril Buchanan, Mary O'Rourke and Bettie Higgs, Threshold Concepts: from personal practice to communities of practice. Proceedings of the National Academy's Sixth Annual Conference and the Fourth Biennial Threshold Concepts Conference. Dublin, Ireland, 27-29 June 2012. (123-127) ISBN: 978-1-906642-58-7.	conference paper	draft to final review
* Zimbardi, Kirsten , Bugarcic, Andrea, Colthorpe, Kay, Good, Jonathon P and Lluka, Lesley (2013) A set of vertically integrated inquiry-based practical curricula that develop scientific thinking skills for large cohorts of undergraduate students. Advances In Physiology Education, 37 4: 303-315.	C1 Peer reviewed journal article	70% performed analysis, main author from first draft to final review
Colthorpe, Kay, Liang, Shaohong and Zimbardi, Kirsten (2013) Facilitating timely feedback in the biomedical sciences. International Journal of Innovation in Science and Mathematics Education, 21 3: 60-74.	C1 Peer reviewed journal article	30% mentored innovation and research methodology, minor re-drafting
Zimbardi, K. Colthorpe, K., Lluka, L., Chunduri, P., Smith A., (2013) Inquiry curriculum for undergraduate research In: Good Practice Guide (Science) Threshold Learning Outcome 3: Inquiry and problem-solving Ed Les Kirkup & Liz Johnson. Office for Learning and Teaching, Sydney	A2 Government Report, 37 pages	5% contributed an invited case study of good practice
Bugarcic A., Zimbardi K. , Macaranas J., and Thorn P. (2012) An inquiry-based practical in an undergraduate laboratory that illustrates a basic cellular uptake mechanisms and develops scientific reasoning skills. Biochemistry and Molecular Biology Education (BAMBED) 40 (3):174-80	C1 Peer reviewed journal article ERA 2010 ranking: B	40% mentored innovation and research methodology, major re-drafting
*Myatt, P., & Zimbardi, K. (2011). Opportunity, Diversity, and Integration in Undergraduate Research at the University of Queensland. Council for Undergraduate Research Quarterly, 31(3): 42-47.	C1 Peer reviewed journal article Invited by international leaders in the SoTL of undergraduate research experiences Mick Healey and Alan Jenkins, UK	40% wrote several sections from first draft and provided substantial editing before and after review
Hughes I, Anderson-Beck R, Atkinson J, Awabdy D, Bowmer C, Colson N, Cousins X, Farrand-Zimbardi K , Good J, Goodhead L, Kahler C, Lluka L, Moni R, Nagley P, Naug H, Overfield J, Pountney D, Sheehan J, Wood D (2010) Improving first-year laboratory classes in bioscience – students' views. Report for the UK Higher Education Academy.	A2 Government Report, 44 pages	10% Small contributions to data analysis, interpretation and report editing

Available from: www.bioscience.heacademy.ac.uk/ftp/reports/studentviews.pdf		
Myatt P and Farrand K (2010) The impact of the undergraduate research experience: a pilot study investigating student's perceptions and listening to their stories. C. Rust, Improving Student Learning for the 21st Century Learner. 17th Improving Student Learning Symposium, Imperial College, London, UK. September 7-9, 2009. - 2010	E2 Peer reviewed abstract with edited paper	30% provided editing on late drafts
Farrand K and Myatt P (2009) Creation of a collegial network between researchers and undergraduate students at The University of Queensland. UniServe Science Conference, Sydney, Australia, (44-50). 30 September - 2 October, 2009. - 2009	E1 Peer reviewed conference paper	70% performed all analysis, main author from first draft to final review
Szarek E, Farrand K , McMillen IC, Young IR, Houghton D, Schwartz J. (2008) Hypothalamic input is required for development of normal numbers of thyrotrophs and gonadotrophs, but not other anterior pituitary cells in late gestation sheep. Journal of Physiology 586 (4): 1185-1194.	C1 Peer reviewed journal article ERA 2010 ranking: A	20% developed methods, editing late drafts
* Farrand K , McMillen IC, Tanaka S, Schwartz J. (2006) Subpopulations of corticotrophs in the sheep pituitary during late gestation: effects of development and placental restriction. Endocrinology. 147(10): 4762-71.	C1 Peer reviewed journal article ERA 2010 ranking: A*	85% performed all experiments, main author from first draft to final review
Schwartz, J., Farrand, K. , McMillen, I. C., Young, I. R., Houghton, D. and Szarek, E. (2006) Effect of hypothalamo-pituitary disconnection on the development of anterior pituitary cells in late gestation ovine fetuses. Faseb Journal, 20 5: A1283-A1284. 0892-6638 2006	E2 Peer reviewed abstract ERA 2010 ranking: A	50% developed method. performed all experiments and assisted in writing
Callaghan PD, Farrand K , Salem A, Hughes P, Daws LC, Irvine RJ. (2006) Repeated administration of the substituted amphetamine p-methoxyamphetamine produces reductions in cortical 5-HT transporter binding but not 5-HT content, unlike 3,4-methylenedioxymethamphetamine. European Journal of Pharmacology 546(1-3): 74-81.	C1 Peer reviewed journal article ERA 2010 ranking: B	15% I conducted one component of the experimental work as part of my Honours degree.
Jensen M, Farrand K , Redman L, Varcoe T, Coleman L (2005) A Few Simple Teaching Strategies to Help Graduate Teaching Assistants Lead Discussions with Undergraduate Students Journal for College Science Teaching, 34(7): 20-24	C1 Peer reviewed journal article ERA 2010 ranking: C	15% Wrote several sections and editing.

5.6 Non-Refereed Publications and Original Contributions including Accepted/In Press

List **all** non-refereed publications and original contributions - most recent first.

Publications	DEEWR Category <i>Indicate University bibliographic record category (see web site listed above).</i>	Percentage and type of contribution
Farrand-Zimbardi, K., van der Burg, N., & Myatt, P. (2010). Undergraduate Students' Research Experiences: Bridging the Gap Between Teaching and Research in a Research-Intensive University, Report for the University of Queensland Strategic Teaching and Learning Grants Scheme Available from www.uq.edu.au/sbms/staff/docs/ZimbardiReport.pdf	Y2 University Report, 118 pages	60% Main author of executive summary, extensive validation of entire report against raw data, extensive editing and proofing of final version.
Report on Round-Table Discussions at the ISSOTL 2010 pre-conference workshop "International perspectives on Undergraduate Research and Inquiry." Available from: www.cur.org/ISSOTL/2010/Table4.pdf		100% sole author, nominated by workshop convenors
Myatt (2011) Undergraduate research across multiple disciplines. Undergraduate Research News Australia. Issue 2		5%, provided photos of USSER Network and Inquiry prac class
Hare (2009) A Class Act. Campus Review. Available at: www.campusreview.com.au/pages/section/article.php?s=News&idArticle=8862		20%, nominated by DVCA (Terry) to be interviewed by Campus News
Farrand (2007) The Next Generation. Australian Physiological Society News.		100% Sole author

5.7 Submitted for Publication

Provide information about submitted publications.

Jennifer Ogiji, Kay Colthorpe, Louise Ainscough, **Kirsten Zimbardi** and Stephen Anderson. Meta-learning assessment tasks provide insight into undergraduate students' self-regulatory learning behaviour. *Advances in Health Sciences Education* (submitted Mar 2015)

Ainscough L, Foulis E, Colthorpe K, **Zimbardi K**, Chunduri P and Lluca L. Factors influencing the development of biology self-efficacy in the first year at university. *CBE-Life Sciences Education* (submitted Mar 2015)

Kirsten Zimbardi, Anne Loyle-Langholz, Judit Kibedi and Kay Colthorpe. Using inquiry-based practicals to promote students' critical evaluation of the scientific literature and maturation of their understanding of the nature of scientific knowledge. *International Journal of Innovation in Science and Mathematics Education*, (abstract accepted Dec 2014, manuscript submitted Feb 2015)

Colthorpe, K., **Zimbardi, K.**, Bugarcic, A. and Smith, A. Progressive development of scientific literacy through assessment in inquiry-based biomedical science curricula. *International Journal of Innovation in Science and Mathematics Education*, (abstract accepted Dec 2014, manuscript submitted Feb 2015)

Rowland, S. **Zimbardi, K.**, Lawrie, G., Worthy, P., Wang, J. T. H., Myatt, P., The ALURE of Authentic Large-Scale Undergraduate Research Experiences. *HERD* (submitted Feb 2015)

In preparation:

Zimbardi, K. Dekker, A., Bugarcic, A., Colthorpe, K., Engstrom, C., Worthy, P., Chunduri, P., Lluca, L., Long, P., Are students reading my feedback? Using a feedback analytics capture system to understand how large cohorts of biomedical science students use feedback

5.8 Further Information on Publications

Provide further information on publications, for example, as appropriate: standing of publisher, discipline ranking, ERA ranking, rejection rates, [citation counts](#), factors particular to the discipline in publishing (eg authorship order).

The five most significant publications are:

Zimbardi and Myatt 2014

First independent paper after PhD, accepted by A* journal, top in Higher Education speciality within Educational Research category

Zimbardi et al 2013

Published by the leading journal in my area of physiology education, attracted the attention and praise of key members in the American Physiological Society who have seen me rise from a PhD student in endocrinology to a substantive player in physiology SoTL, and instrumental in the invitation to lead a workshop in the 2014 American Physiology Society Teaching and Learning Institute in Maine, USA.

Myatt and Zimbardi 2011

My co-author and I were invited by international leaders in research into Undergraduate Research Experiences to write this paper. During peer-review, one of the reviewers commented that this paper was one of the "best articles I have reviewed

for the Quarterly."

Farrand et al 2006

This paper includes a substantial portion of the work completed for my PhD and was published in a journal with an A* on the ERA ranking system.

Szarek et al 2008

During my PhD, I developed a novel methodological approach to analysing fetal pituitary function. This paper demonstrated that these methods could be successfully utilised for a range research questions, and sustained by my PhD research group after I had moved on to a new institution. This paper was also published in a journal with an A* on the ERA ranking system.

5.9 Presentations

List invited symposia and invited keynote addresses, and oral or online presentations or posters presented at conferences (list most recent first and draw a line between oral presentations prior to and since your current appointment/promotion).

Arising during current appointment:

Zimbardi, K., Rowland, S., Lawrie, G., Wang, J.T.H., Myatt, P., Worthy, P. (2014) Workshop: Best Practices for Undergraduate Research Experiences - Developing Authentic Large-Scale Undergraduate Research Experiences (ALUREs) in your Physiology Course. *American Physiological Society Institute on Teaching and Learning* June 2014 Maine, USA
Invited Speaker.

Zimbardi, K., Rowland, S., Lawrie, G., Wang, J.T.H., Myatt, P., Worthy, P. (2014) Authentic Large-Scale Undergraduate Research Experiences (ALUREs): Engaged Adoption Through an Australian National Leadership Project. *Council for Undergraduate Research Conference.* Washington D.C., USA

Dekker, Andrew, Worthy, Peter, Viller, Stephen, **Zimbardi, Kirsten** and Robinson, Ricky (2014). Designer client communication in web design: a case study on the use of communication in practice. In: Toni Robertson, Kenton O'Hara, Lian Loke and Greg Wadley, *Proceedings of the 26th Australian Computer-Human Interaction Conference on Designing Futures: the Future of Design. Australian Computer-Human Interaction Conference (OzCHI 2014),* Sydney, NSW, Australia, (440-443). 2-5 December 2014.
doi:10.1145/2686612.2686681

Bugaric, A. & **Zimbardi, K.** (2014) Measuring and developing scientific argument in undergraduate student's oral presentations. *ComScIE Symposium* St Lucia, QLD Workshop

Zimbardi, Kirsten; Dekker, Andrew; Bugaric, Andrea; Colthorpe, Kay; Chunduri, Prasad; Kibedi, Judit; Lluka, Lesley; Engstrom, Craig; Worthy, Peter; Long, Phil (2014) Are students reading my feedback? Using a feedback analytics capture system to understand how large cohorts of biomedical science students use feedback. In: *Proceedings of the 20th Australian Conference on Science and Mathematics Education.*

Jackson, K., K. Colthorpe, **K. Zimbardi** & A. Bugaric (2013) Development and analysis of scientific argument in oral presentations of undergraduate science students. *Students in transition – a learners journey. Proceedings of the 19th Australian Conference on Science & Mathematics Education.* 19, 36.

Rowland, S., Lawrie, G., **Zimbardi, K.,** Wang, J.T.H., Myatt, P., Worthy, P., (2013) A large

scale undergraduate research project: You can do it and we can help. *Proceedings of the Australian Conference on Science and Mathematics Education/19th UniServe Science Conference*, Canberra, ACT (p81) 19-21 September 2013.

Zimbardi, K. Colthorpe, K., Bugarcic, A., Dekker, A., Worthy, P., Engstrom, C., Long, P., Lluca, L., Chunduri, P., (2013) Analytics of student interactions with electronic feedback using UQmarkup. *Transforming Assessment, International Webinar* hosted in Melbourne and Brisbane, 4 September 2013.

Zimbardi, K., Colthorpe, K., Kibedi, J. and Long, P. (2013). Developing students' advanced scientific thinking skills through effective inquiry-based physiology practical classes. In: , *Proceedings of the International Union of Physiological Societies 37th Congress. IUPS 2013: International Union of Physiological Societies XXXVII Congress*, Birmingham, UK, (313P-314P). 21-26 July, 2013.

Colthorpe, K. L., **Zimbardi, K.,** Dekker, A., Hay, P., Engstrom, C., Bugarcic, A., Long, P., Lluca, L. J., Chunduri, P., Worthy, P. and Marrington, J. (2013). Enhancing feedback provision and use through in situ audio commenting. In: , *Proceedings of the International Union of Physiological Societies 37th Congress. IUPS 2013: International Union of Physiological Societies XXXVII Congress*, Birmingham, UK, (310P). 21-26 July, 2013.

Zimbardi, Kirsten, Colthorpe, Kay, Kibedi, Judit and Long, Phil (2013). Student self-assessment of the development of advanced scientific thinking skills during inquiry-based physiology practical classes using an innovative e-learning tool for annotating videos. In: *The IUPS and ADInstruments Teaching Workshop Programme Handbook 2013. IUPS 2013: IUPS & ADInstruments Teaching Workshop*, Bristol, UK, (16-17). July 18-21, 2013.

Zimbardi, Kirsten, Bugarcic, Andrea, Kibedi, Judit, Rowland, Susan, Lawrie, Gwen, Wang, Jack, Myatt, Paula and Worthy, Peter (2013). The impact of authenticity and student ownership on learning gains derived from undergraduate research experiences in physiology. In: *The IUPS and ADInstruments Teaching Workshop Programme Handbook 2013. IUPS 2013: IUPS & ADInstruments Teaching Workshop*, Bristol, UK., (31-31). July 18-21, 2013.

Colthorpe, Kay, **Zimbardi, Kirsten,** Dekker, Andrew, Hay, Peter, Engstrom, Craig, Bugarcic, Andrea, Long, Phil, Lluca, Lesley, Chunduri, Prasad and Worthy, Pete (2013). Enhancing feedback provision and use to promote learning through assessment. In: *36th HERDSA Annual Conference*, Auckland, New Zealand. 1-4 July, 2013.

Colthorpe, K., Dekker, A., **Zimbardi, K.,** Long, P., Lluca, L. J., Chuduri, P., Bugarcic, A., Hay, P., Engstrom, C., Worthy, P. and Marrington, J. (2012). UQMarkUP: effective feedback and consistent assessment for large cohorts with e-learning enabled 'in situ' commenting. In: , *Game On: Preparing our Biology and Biomedical Graduates for the Future. 2nd Annual CUBenet Forum*, Sydney, NSW, Australia. 10-11 December 2012

Zimbardi, K. (2012). Student understanding of fluorescent microscopy as a re-search tool in biomedical science. *Proceedings of the APMC-10/ACMM-22/ICONN 2012 Conference*, Perth, WA, Australia, 6-9 February 2012 (invited presentation)

Zimbardi, K & Myatt, P (2011) A multi-disciplinary study of the benefits students gain from engaging in research experiences. *HERDSA 2011, Gold Coast. Showcase*

Arising during current appointment but prior to most recent promotion:

Farrand-Zimbardi K, Colthorpe K, Good J, Lluka L (2010) Becoming a scientist: the development of students' skills in scientific investigation and communication through a vertically integrated model of inquiry-based practical curricula. International Society for the Scholarship of Teaching and Learning (ISSOTL) conference. Liverpool, UK. Long Paper

Lluka L, Colthorpe K, Good J, Chunduri P, Farrand-Zimbardi K (2010) The development of a vertically integrated model of inquiry-based practical curricula to help students to learn to 'think like a scientist.' ISSOTL Conference. Liverpool, UK. Short Paper

Colthorpe K, Farrand-Zimbardi K, Kibedi J (2010) Using oral assessment tasks to guide the development of scientific reasoning skills in undergraduate science students. ISSOTL Conference. Liverpool, UK. Short Paper

Myatt P, van der Burg N, Farrand-Zimbardi K (2010) Undergraduate research experiences: are there discipline-driven differences in pedagogies and student outcomes? ISSOTL Conference. Liverpool, UK. Short Paper

Myatt P, Zimbardi K (2010) Undergraduate research experiences within an Australian research-intensive university. ISSOTL pre-conference workshop "International perspectives on Undergraduate Research and Inquiry." Liverpool, UK. Poster

Myatt P, van der Burg N, Farrand-Zimbardi K (2010) Student outcomes from diverse undergraduate research experiences: findings from a multi-disciplinary study. HERDSA 2010, Melbourne. Showcase

Bevan B, Farrand-Zimbardi K, Colthorpe K, Weir K, Good J, Roy Manchadi M-L, Lluka L. (2009) Handing over the reins: Preparing tutors for inquiry based laboratory practicals. HERDSA 2009, Darwin.

Weir K, Bevan B, Byrne M, Farrand-Zimbardi K. (2009) An Evaluation of training procedures for casual demonstrators in anatomy laboratory classes. ANZACA 2009, Melbourne. Poster

Bevan B, D'Arcy B, Farrand-Zimbardi K. (2009) A 360o view of the role of the casual academic in laboratory based practical classes: A case study from Chemistry Sessional Staff Colloquium 2009, Melbourne. Poster

Farrand, K., Kibedi, J., Colthorpe, K., Good, J., and Lluka, L. (2009) Creating physiology graduates who "think and sound like scientists." Third National Attributes Graduate Project Symposia, 2 July 2009 Griffith University QLD. Selected seminar

Myatt, P, Farrand, K, Wegener, M and Blanchfield, J (2008). Undergraduate research experiences: Bridging the gap between teaching and research in a research intensive university. In: Enhancing Higher Education Theory and Scholarship. HERDSA Conference 2008, Rotorua, New Zealand. Seminar

Good, J. P., Ernst, H., Farrand, K. and Colthorpe, K. (2008). Do students with a strong preference toward the reading/writing learning style underperform in student-centred, inquiry-based laboratory classes? HERDSA Conference 2008, Rotorua, New Zealand. Seminar

Farrand K., Kuchel L, Lawrie G. (2008) An emerging model for professional development of large teams of Teaching Assistants at an Australian research-intensive university. CIRTL Forum 2008, Madison, Wisconsin USA. Poster

Ernst H, Good J, Farrand K, Colthorpe K. (2007) Do individual or group-based formative assessment styles enhance student-centred, inquiry-based laboratory classes? Proceedings of HERDSA 2007, Adelaide. Seminar

Arising before current appointment:

Farrand K. (2006) Electronic voting system improves student experience in lectures. Proceedings of COMBIO 2006, Brisbane, SYM-25-02.

Farrand K, Maclaughlin S, Tanaka S, Schwartz J, McMillen IC. (2006) Periconceptual undernutrition alters subpopulations of corticotrophs in the fetal sheep pituitary. Proceedings of COMBIO 2006, Brisbane, POS-THU-063.

Farrand K. (2006) Using an electronic voting system in large class lectures enhances the learning experience for undergraduate students. Proceedings of ERGA 2006: Building Higher Education that Works, Adelaide, Australia, A5 p21

Farrand K, McMillen IC, Schwartz J. (2006) Subpopulations of Corticotrophs in the Fetal Sheep Anterior Pituitary: Changes with Gestational Age. Proceedings of ENDO 2006 - The Endocrine Society 88th Annual Meeting, Boston USA, P1-51.

Farrand K, McMillen IC, Schwartz J. (2005) Gestational age and placental restriction alter the proportions of corticotroph subpopulations in fetal sheep. 35th International Congress of Physiological Sciences Satellite: The Prenatal Environment, Programming and Postnatal Consequences Poster Session Abstracts, San Diego, USA, A14.

Farrand K, McMillen IC, Schwartz J. (2005) Ontogeny of Corticotroph Subpopulations in the Fetal Sheep Pituitary. 35th International Congress of Physiological Sciences, San Diego, USA, 397.11 available at: http://select.biosis.org/faseb/eb2005_data/FASEB009088.html

Farrand K, McMillen IC, Schwartz J. (2005) Differential effects of gestational age and placental restriction on the proportions of specific corticotroph subpopulations in the fetal sheep pituitary during late gestation. Nineteenth National Workshop in Fetal and Neonatal Physiology, Adelaide, A25.

Farrand K, McMillen IC, Schwartz J. (2005) Placental restriction alters the proportions of specific corticotroph subpopulations in the fetal sheep pituitary during late gestation. 9th Annual Congress of the Perinatal Society of Australia and New Zealand, Adelaide, A15.

Farrand K, McMillen IC, Schwartz J. (2003) Developmental changes in the subpopulations of corticotrophs in the fetal sheep pituitary. Proceedings of the Australian Society for Medical Research 42nd National Scientific Conference, Glenelg, A60 p 54.

Farrand K, McMillen IC, Schwartz J. (2003) Differential localisation of the receptors for corticotropin releasing hormone (CRH) and vasopressin (AVP) in fetal sheep corticotrophs. Proceedings of the 2003 Annual Scientific Meeting of the Australian Society for Medical Research South Australian Division, Adelaide, O9 p 42.

Farrand K, McMillen IC, Schwartz J. (2002) The role of the functional heterogeneity of fetal sheep corticotrophs in the fetal origins of adult disease. Proceedings of the Physiology Postgraduate Seminar Series, Adelaide, p 12-13.

Irvine RJ, Farrand K, Salem A. (2001) Loss of Brain [3H]Paroxetine Binding Sites after Para-Methoxyamphetamine (PMA) Treatment: Effect of Ambient Temperature. Proceedings of the

44th Annual Meeting of the Western Pharmacology Society, Vancouver, Canada, p 256.

Farrand K, Salem A, Irvine RJ. (2000) The loss of brain [3H]paroxetine binding after treatment with 3,4-methylenedioxymethamphetamine and para-methoxyamphetamine at different ambient temperatures. Proceedings of the Australasian Society of Clinical and Experimental Pharmacology and Toxicology. 8: 85.

Folio 6 – Service and Engagement

This folio should be completed by all types of academic appointment.

6.1 Service to the School/Centre, Faculty/Institute and University

Include committee memberships, other service positions and projects, and serving as a representative of the University on external bodies etc. Indicate the duration and nature of role undertaken. List most recent first.

Date(s)	Description of Role
Present - 2014	SBMS representative on the M+BS Technology-enhanced Learning subcommittee (Herston)
Present - 2014	Grants Awareness Officer for the SBMS research cluster Innovations in Biomedical Teaching and Learning. I have compiled an annotated calendar of the major funding sources for SoTL, disseminated this to the IBTL group and am providing support in accessing information for members who want to apply for particular funding schemes. This has included hosting presentations and open-question sessions for the IBTL group with key people who have detailed insider knowledge in funding schemes of interest to the IBTL group.
Present 2007 –	SBMS Educational Research Unit. I have been participating in, and leading, monthly meetings of this group since I started at UQ in 2007. These meetings provide members with opportunities to seek advice and critical review of ongoing projects, as well as disseminate information and project findings. Overall, attending these meetings has allowed me to develop strong collaborations with other SoTL researchers in SBMS and related organisational units, and keep my focus on tangible and defensible outcomes whilst working simultaneously on numerous projects.
2014 - 2009	Higher Education Research Group. A multidisciplinary team led by Catherine Manathunga (up to 2010), Gordon Joughin (2011-2012) and Paula Myatt from TEDI, which holds monthly meetings to disseminate information relating to SoTL and educational research amongst the members for critical review. In addition to providing regular updates of my work, I have presented some of my work on scientific reasoning the learning outcomes of undergraduate research experience to this group in 2009 and 2011.
2012	Part of the selection panel for travel awards for students to participate in the Universitas 21 Undergraduate Research Conference in Tokyo, Japan in 2012. Also attended the conference as a mentor for successful UQ students, providing additional critique and guidance for all delegates as part of the judging of conference presentations. Discovered an exceptional electrical engineering student at the poster session, and have subsequently facilitated a study abroad year for her to conduct her major 4 th year research thesis at UQ in collaboration with CEIT and ITEE in 2013-2014.
2012	Judged the UQ Undergraduate Research Conference presentations at the invitation of the UQ Advantage Office
2012 - 2007	Tutoring @ UQ. I have been actively involved in collaborating with the team led by Assoc Prof Julie Duck (SBS) to expand the generic tutor

	training programs provided by SBMS and SBS (identified as best practice in tutor training) to a UQ wide system of tutor training. This includes developing, evaluating, delivering and maintaining the program at School, Faculty and Institutional levels.
2012 - 2008	Undergraduate Science Students' Experience in Research (USSER) Network coordinator. I led the development, procurement of start-up financial support, and implementation of an innovative informal program to increase first year BSc students' understanding and interest in the research conducted at UQ as part of the BSc Review implementation. In Semester 2, 2010, I was able to extend this program across UQ in conjunction with the UQ Summer Scholarships program, gaining the financial support needed to ensure the sustainability of this program through collaboration with Sushila Chang, Director of the UQ Office for Undergraduate Education. In 2011, I was able to gain ongoing financial support from the Faculty of Science to ensure the sustainability of the 1st Semester element of the program, which welcomes first year science students and provides them with a unique opportunity to engage with the research culture of UQ.
2012 - 2009	I have been the Master of Ceremonies (MC) for the Plenary Seminar which opens the BioHorizons eConference (part of the assessment in BIOL1040) every semester since Semester 2, 2009. In this role I help students to understand the important role that conferences play in the development of new scientific knowledge, and to appreciate the opportunities they have through their participation in the plenary seminar and eConference in developing their skills in scientific reasoning. For the Semester 1, 2011 eConference Plenary, which was held March 26 - Purple Day (epilepsy awareness day) I facilitated the inclusion of members of the public, Epilepsy Queensland and Wally Lewis into the event, thereby helping to broaden the impact of this event to the wider community, helping students to be part of this impact as well as see the wider importance of scientific and clinical research.
2010 - 2007	SBMS Academic Integrity Officer. I was responsible for investigating incidents of suspected plagiarism arising from TurnItIn reports on written assignments submitted for all courses administered by the SBMS. I have worked with various Heads of School and administration officers to develop a cohesive and consistent process that emphasises positive learning outcomes for students who are suspected of plagiarism in their written assessments. The process is now extensively embedded in SBMS practice. In 2009, I became part of the SBMS Assessment Sub-Committee as part of this role, advising on the development and implementation of assessment items relating to academic integrity and plagiarism, as well as the tools and processes available to investigate these issues.
2009	Chairing monthly meetings with the Tutor Training project team and key stakeholders. In 2009, I formed this group to address my aims to take greater leadership of the Tutor Training project and improve the rigor of the evaluations of the project. Although this helped to implement and evaluate a series of new generic tutor training workshops in SBMS, the looming work of Julie Duck's team on

	institutionalising generic tutor training meant that the stakeholder group I had formed was pushing us to replicate another group's work and swayed us from the purpose of our grant application. By the end of 2009, under the advice of the Associate Dean of the Faculty of Science I began to slow down the frequency of these meetings and did not reinstitute the group in 2010. Instead we have been collaborating with Julie Duck's team and will begin the meetings again once the institutional model of tutor training has been implemented.
2009 - 2007	Deputy chair of the Undergraduate Research Experience working party. Leadership in the coordination of undergraduate research experience programs available to BSc students to achieve a cohesive set of complementary programs that increase the meaningful interactions between research and undergraduate science students.
2007	Active participation and substantial contributions to committee (and delivery of) the First Year Experience Starting Science@UQ induction day, which was a compulsory event for all BSc students.
2007	Participation in the BSc attrition committee investigating the motivations students provided for ceasing to study science at UQ within their first year.
2007	Participation in the Science Space working party during the early design phase of the Science Learning Centre (level 2, building 69).
2007	Invited advisor for BSc 1st year course development teams as part of the BSc Review Implementation I provided short seminars and worked with curriculum design teams to incorporate key recommendations from the BSc Review into sustainable curricula.

6.2 External Service to Profession/Discipline

Professional Service (including clinical activities and leadership, editorial duties etc)	Date(s)	Description of Role
Australian Council for Deans of Science T&L – SMART Directory	2014 (ongoing)	Leading the development, dissemination and evolution of the Science and Maths Annotated Resources for Teaching Directory.
International Steering Group for the Australasian Conference of Undergraduate Research (ACUR)	2014 (ongoing)	Charged with decision-making to shape future of UREs and URE conferences, roles include establishing criteria and guidelines for conferences, calling for expressions of interest and making decisions about hosting, providing guidance to conference hosts, ensuring the quality of conferences, assisting conference hosts in gaining sponsorship and in publicising ACUR.
ComSCiE Symposium Organiser	2013 (ongoing)	As part of the dissemination activities for the OLT Leadership

		Grant promoting ALUREs, I supported the project leader in developing, publicising and hosting the inaugural symposium in 2013, and will continue in this role annually.
Leader of the Practical Class Environment special interest group of CUBEnet	2011 (ongoing)	I lead a national group of bioscience educators in the sharing and dissemination of resources to support innovation and improvement in student experience and learning in practical curricula. This includes publishing monthly online posts on resources developed, implemented and/or evaluated by group members and by the wider bioscience education sector.
Reviewer	2006 (ongoing)	Reviewer for Advances in Physiology Education
Exercise & Sports Science Australia (ESSA) Exercise Science Advisory Group – development of national curriculum standards.	2012	Provided expert input and critique during the national review of exercise science curriculum standards, which built a framework for university courses in exercise, sport and movement sciences that underpins Exercise Physiology and Sports Science accreditation with ESSA
Transcriptional Analysis Group. A cross-institutional (UQ, QUT and Griffith) multidisciplinary team organised by Edward Reynolds (School of Journalism and Communication, SBS, UQ) which holds fortnightly meetings including seminars from international leaders in conversation analysis and workshops in the collaboratively analysis of transcripts.	2012 - 2011	Participation in this group allows me to contribute to the ongoing research of colleagues, whilst learning the detailed methods used in this form of microanalysis.
Reviewer	2009	Reviewer for UniServe conference papers
AuPS Education Symposium Organiser and Chair (AuPS/ABS Conference in Newcastle, December 2007.)	2007	Successfully supported and coordinated the travel of Barb Goodman (University of South Dakota, USA) to Australia as keynote speaker for this

		symposium, and to visit UQ to provide a workshop for advanced tutors, a seminar to the Undergraduate Research Experience working party.
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6.3 External Service to the Community

Community Service	Date(s)	Description of Role
'Experience Science' lecture	2014	Provide inspirational and informative presentation on my field of research for Year 10-11 students selected to attend UQ for 2 days of workshops in science
Queensland Academy of Science Maths and Technology - Extended Essay seminars	2007 - 2011	I provided motivational information seminars to Year 11 and 12 students on research principles and processes to aid the students in their International Baccalaureate (IB) Extended Essay (which is similar to a miniature Honours project and thesis). In 2010, my seminar was broadcast to several secondary schools across Queensland.
Purple Day	2011	I was the Master of Ceremonies for the 2011 BIOL1040 Biohorizons eConference which hosted Purple Day (promoting epilepsy awareness), welcoming Wally Lewis and members of the public to the plenary seminar.
Queensland Academy of Science Maths and Technology Year 10 Practical Experience.	2007 - 2008	Program coordinator of Year 10 Practical Experience Induction, including development and evaluation of program and publication of results and responses online. Co-coordinated SBMS practical with Craig Slattery. Nominated by BACS Executive Dean to provide evaluation of IB curriculum for credit/exemption for 1st year BIOL courses. Published short overview of program in AuPS Newsletter..
Japanese High School visit to UQ	2008 - 2009	I developed and coordinated SBMS practical activities provided to visiting delegations

		of students from Japanese High School.
TSEXPO	2007	I assisted in providing secondary students and their families with information about UQ programs.
BioFutures	2007	I coordinated SBMS practical activities provided to visiting delegations of students from a range of New Zealand secondary schools.
‘Experience Science’ practicals	2007	I coordinated SBMS practical activities provided to visiting delegations of students from a range of Queensland secondary schools.

6.4 Consultative and Related Outside Work

(This is work for which you were **not** personally paid)

Project Description <i>(Provide date, details of the client, the nature of the service function, any partners, and outcomes)</i>	Hours committed	Funding source (if relevant)

FOLIO 7 –Professional Development and Other Activities

Academic staff of any type of appointment complete section 7.1. Section 7.2 should be completed as applicable.

7.1 Professional Development Activities

List staff development activities, including any mandatory programs for probationary staff, completion of workshops, short courses and teaching qualification programs.

Year	Professional Development Activities
2015	Undertaking ID verified certificate in 'Introduction to Computer Science (CS50)' a MOOC provided by Harvardx
2015	OLT workshop on teaching award applications, UQ St Lucia
2014	ID verified certificate in 'The Analytic Edge' a MOOC provided by MITx using the R platform to perform a diverse range of key analytical modelling computations relevant to the field of data analytics (including several medical and educational applications).
2011 - 2012	Transcription Analysis Group 11 March - 20 May UQ, QUT and Griffith (Gold Coast)
2011	Applying for Academic Promotion 25 March 2011, Senate Room, BWC, UQ St Lucia
2010	PRHE Conference 25-26 October 2010, Liverpool
2010	ISSOTL Conference 19-22 October 2010, Liverpool
2010	CUR-ISSOTL pre-conference satellite on undergraduate research experiences 19 October 2010, Liverpool
2010	Developing your Role as Teaching Focussed UQ Academic 20 Jul '10, 2:00pm, International Hse, Rock St, St Lucia Campus
2010	HERDSA Conference 6-9 July 2010, Melbourne
2010	SBMS Electronic Course Profile training for course coordinators 16 June 2010, iLC2
2010	SBMS iQ training for course coordinators 14 April 2010, 305 Skerman
2010	UQ T&L Strategic Grant Applications workshop 9 March 2010, Brian Wilson Chancellery
2010	Decision Makers on Academic Integrity workshop. 8 June 2010, Brian Wilson Chancellery, St Lucia Campus
2010	ALTC workshop on benchmarking graduate attributes Beverley Oliver, Director of Teaching and Learning at Curtin University of Technology and an ALTC Fellow 22 February 2010, JD Story Building
2009	Undergraduate Research Experiences Seminar Elaine Seymour (USA) 12 November 2009, Skerman 305 Including invite to lunch with guest speaker, Dean and Assoc Dean

	(Academic) of Faculty of Science.
2009	T&L Week 2009 Presented as part of Faculty Showcase on USSER Network. Attended seminars on Course Evaluations (Debbie Terry), UREs (Mick Healey), High Impact Activities (George Kuh), ALTC Authentic Assessment (Gwen Lawrie) and Threshold Concepts in Biology (organised by Louise Kuchel).
2009	ALTC workshop for course coordinators Julie Duck and Susan Hamilton
2009	ALTC workshop on the Research – Teaching Nexus: QLD roundtable Prof Angela Brew (ALTC Fellow) Griffith University, South Bank
2009	Decision Makers on Academic Integrity workshop. 20 May 2009, Brian Wilson Chancellery, St Lucia Campus
2008	Council for Undergraduate Research 2008 Conference (USA)
2008	Discipline-based challenges when teaching statistics (QUT)
2008	UQ Strategic Grant Program Managers' Workshop (TEDI)
2008	Tutor Coordinator Workshop (TEDI)
2007	International Society for Scholarship of Teaching and Learning 2007 Conference (Sydney)
2007	Deans of Science Forum on Skills in STEM (Sydney)
2007	BACS early career researcher development program
2007	UQ Acad Portfolio: Developing Evidence-Based Teach 08-MAY-2007
2007	Minimising Plagiarism: Assessment Design 18-APR-2007
2007	Essential Knowledge for Research Management 04-APR-2007
2007	UQ Academic Portfolio: Preparing the Teaching Folio 12-MAR-2007
2007	Minimising Plagiarism: Developing Student Skills 07-MAR-2007
2007	Lecturing Effectively 06-MAR-2007
2007	Assessment Essentials for Teaching Staff 05-MAR-2007
2007	Developing your role as an academic at UQ 26-FEB-2007
2007	Induction for Academics New to UQ 19-FEB-2007
2007	University Staff Induction Seminar 06-FEB-2007
2007	SBMS OH&S induction
2007	EO Online - Modules 1 and 2

7.2 Any Other Relevant Activities

List other relevant activities including personally paid consultative work.

Year	Other Relevant Activities
2004 - 2006	Consultant for Adelaide Microscopy Services, University of Adelaide.

FOLIO 8 –Special Studies Program

This folio is to be used when a staff member wishes to apply for a Special Studies Program or has completed a program in the year under review.

Proposal for Special Studies Program

To be completed if staff member wishes to apply for Special Studies Program within the next 18 months.

8.1 Personal Details

Title	Dr	Current Level	LEVEL B, STEP 3
Name	Kirsten Zimbardi	Org Unit	School Of Biomedical Science
Employee Number	206880	Contact Number	07 3365 2931

8.2 Program Details - Itinerary

Date		Institution	Country (if not Australia)	Number of weeks away from base workplace (< 400km radius)
From	To			

8.3 Provide details of recreation leave if taken during SSP

Provision for recreation leave must be made for programs lasting a semester or more.

Approval of programs may be withheld if no provision for recreation leave has been made during the period of the program.

Date From:	Date To:
Date From:	Date To:

8.4 Proposed Activities and Benefits to the School

8.5 Teaching Duties

Provide details of your teaching duties covered during SSP.

Subject	Replacement

8.6 Postgraduate Duties

Provide details of your postgraduate supervision covered during SSP.

Postgraduate Student	Course of Study	Supervisor During Absence

8.7 Clinical Cover

If applicable, provide details, including approval of the relevant hospital authorities.

8.8 Comments

SSP Report on Completed Program

To be completed at the end of a Special Studies Program (SSP).

8.9 Personal Details

Title	Dr	Current Level	LEVEL B, STEP 3
Name	Kirsten Zimbardi	Org Unit	School Of Biomedical Science
Employee Number	206880	Contact Number	07 3365 2931

8.10 Duration of most recent program

Commencement Date	
Date of departure from Australia (if applicable)	
Date of return to Australia (if applicable)	
Completion Date	

8.11 Provide details of recreation leave if taken during SSP

Date From:	Date To:
Date From:	Date To:

8.12 Summary of Program

Dates	Main Institutions visited or other activities

8.13 Requirement to complete a report on Overseas University Travel

Have you completed the Report on Overseas University Travel?

A report on overseas travel is to be submitted in accordance with the Reports on Overseas University Travel policy, Section 1.50.9 of the Handbook of University Policies and Procedures.

(<http://www.uq.edu.au/shared/resources/personnel/OverseasTravel.doc>)

Yes ☐ No ☐

8.14 Report on most recent SSP Program

Report on the achievements of this program (between 750 to 1500 words).

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FOLIO 9 – Nomination of Referees (Not used for promotion to Level E)

To be completed by candidates for **Final Review for Continuing Appointment and Promotion**. Please note all referee reports will be requested by *email (see the guidelines for [continuing appointment](#) or [promotion](#) for further information).

Teaching Focussed Staff:

1 Teaching
1 SoT (Levels A and B) or
2 SoT (Levels C and D)**

Teaching and Research Staff:

1 Teaching
1 Research (Levels A and B) or
2 Research (Levels C and D)**

Research Only Staff:

1 Research (Levels A and B) or
2 Research (Levels C and D)**

Clinical Academic:

1 Teaching
1 Research (Levels A and B) or
2 Research (Levels C and D)**
1 Engagement

***The second nominated referee is a reserve*

Employee No: 206880	Title	Initials	Surname	Email *Required	Department/ School	University	Street & Suburb	For Australia: State, PCode For O/Seas: Country, PCode	Telephone
Example	Associate Professor	M J	Gilbert-Wolfe	m.GilbertWolfe@monash.edu.au	Art History	Monash University		VIC 3010	03-207 1150
Teaching Referee									
Scholarship of Teaching Referee1									
Scholarship of Teaching Referee2									
Research and Creative Work Referee1									
Research and Creative Work Referee2									
Engagement (CA only)									
I have ascertained the willingness of my nominated referees to provide a report:							<input type="checkbox"/>		