**Academic Promotion – 2024 Application form**  
This form is to be used by academic staff to apply for an academic promotion in accordance with the [Academic Promotions Policy](https://policies.latrobe.edu.au/document/view.php?id=76).

Please refer to the following documents as you complete this application:

* [Instructions for applicants](https://intranet.latrobe.edu.au/=?a=176831)
* [Academic Performance Framework](https://intranet.latrobe.edu.au/=?a=307032).

You will need to provide the following completed documents to your Dean for assessment by the [due date](https://intranet.latrobe.edu.au/human-resources/my-academic-career/academic-promotions/submission-dates) for the promotion round:

* Academic Promotion Application form
* [Curriculum vitae (CV)](https://intranet.latrobe.edu.au/__data/assets/word_doc/0025/177145/CV_Academic-Promotions.docx)
* [Supporting Evidence](https://intranet.latrobe.edu.au/=?a=307107) document (if applicable)
* [Nomination of Referees form](https://intranet.latrobe.edu.au/__data/assets/word_doc/0010/200026/Nomination-of-Referees.docx).

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| **Section 1: Applicant details** | | | |
| **Last name** | PAKAY | | |
| **Given names** | JULIAN LASZLO | | |
| **Gender** | male | | |
| **Position title** | SENIOR LECTURER | | |
| **Discipline** | BIOCHEMISTRY | | |
| **Department/Centre** | BIOCHEMISTRY AND CHEMISTRY | | |
| **School/Division** | SCHOOL OF AGRICULTURE, BIOMEDICINE AND ENVIRONMENT | | |
| **Campus** | BUNDOORA | | |
| **Promotion level sought (select one)** | **Level B:**  Lecturer **|** Research Fellow  **Level C:**  Senior Lecturer **|** Senior Research Fellow  **Level D:**  Associate Professor **|** Principal Research Fellow  **Level E:**  Professor | | |
| **Type of Appointment (select one)** | Teaching and Research  Teaching Focused  Research Only | | |
| **Weight the teaching / research / service emphasis in your application (%) – this should broadly reflect your allocated workload** | **Teaching** | **Research** | **Service** |
| 70% | 0% | 30% |

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| **Initial appointment to La Trobe** | |
| **Date appointed** | 18th January, 2010 |
| **Department/Centre** | DEPARTMENT OF BIOCHEMISTRY |
| **School** | SCHOOL OF MOLECULAR SCIENCE |
| **Division** | COLLEGE OF SCIENCE HEALTH AND ENGINEERING |
| **Campus** | BUNDOORA |
| **Date of last promotion** | 2019 |
| **Current appointment** | |
| **Classification** | Level and increment: 05 (AUS/02/03/SNR LECT/05) |
| **Time fraction (FTE)** | 1 |
| **Mode of Employment** | Fixed term  Continuing |
| **On probation** | Yes  No |

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| **Section 2: Performance relative to opportunity case** | |
| **Do you wish to submit a statement of performance relative to opportunity?** | No  Yes Please submit a **separate statement of** **no more than 800 words** with your application – see intranet for [further information.](https://intranet.latrobe.edu.au/__data/assets/pdf_file/0029/176834/Performance-Relative-to-Opportunity.pdf) |

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| **Section 3: Statement of achievement** |

Your statement of achievement should be a summary of no more than **1,000 words**.

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| I believe that my contributions to LTU in teaching, scholarship of learning and teaching and service have been consistently at a high level and merit promotion to level D.  As a teaching focused academic I strive to improve outcomes for my students and raise the profile of my discipline and LTU. I conduct myself professionally, I am collegiate with fellow academics and take an open and collaborative approach with my students. From 2020-23, I received Career Success Outcomes performance ratings of “exceeds expectations”.    **Teaching**  My main contribution has been in teaching and curriculum design and my major area of responsibility has been third-year biochemistry where I am responsible for coordinating the third-year subjects. I also coordinate the first-year biology subject, BIO1MGC (>750 enrolments) and the science philosophy subject, SCI1BAD. I teach second-year biochemistry, BCH2IBM, first year biomedical science, MED1BSF and SCI4001 (SABE Honours). I have also coordinated BIO5SIS, core for the Master of Biotechnology and Bioinformatics, been an instance coordinator for SCI1LUE, and lectured for MED3ATB.  Feedback for these subjects has been consistently positive (modal SFS scores of 4 or 5 and SFS averages at or above LTU averages), without compromising academic standards. I have received formal acknowledgment from SABE for this.  I have undertaken significant curriculum design, in some cases, *de novo,* with subjects I co-designed such as BIO5SIS, MED1BSF and BIO1MGC or in response to external challenges such as a move to flexible and online learning, teaching in partnership with PSB (Singapore), a need for increased efficiency, response to AI or to modernise as in the case for third-year biochemistry.    An important achievement has been constructively realigning third-year biochemistry. Significant changes have been made to content, mode of delivery and assessment, providing a model for other disciplines. The curriculum was updated in line with recommended concept inventories in the literature, moving from declarative to functioning knowledge. I adopted a student-centred approach, increasing support and engagement through the development of online resources, interactive lectures, authentic assessment, targeting employability skills, developing students’ professional identities and through initiatives such as the drop-in/support sessions. This work has been shared through community of practice events, national conferences, and higher education publications.  This work was acknowledged by a Pro Vice-Chancellor’s Teaching Award in 2018 “For redeveloping the biochemistry capstone curriculum to support students by focusing on current concepts, functioning knowledge and employability skills.” The biochemistry major at La Trobe has recently been (favourably) externally reviewed.    **Scholarship of Learning and Teaching**  When I began teaching 3rd-year biochemistry at LTU, I observed that many students struggle with basic quantitative literacy to the detriment of future employment/study. In response, I developed a detailed quantitative literacy diagnostic, designed to help classify errors and help students individually and improve future interventions. The diagnostic itself and data were presented at national conferences and used to design a 1st-year quantitative literacy subject in 2018, Foundations of Biomedical Science (MED1BSF). MED1BSF is core for the Bachelor of Biomedical Science. To promote student engagement, the subject addresses quantitative literacy through the prism of basic biology and biomedicine. MED1BSF improved quantitative literacy outcomes and this work earned the education award at the 44th FEBS congress in Krakow, 2019.  Although MED1BSF was successful, the subject is limited to students in our biomedical science degrees. To widen the scope, I authored an open education resource (OER), *Foundations of Biomedical Science*, published with assistance from the LTU Library eBureau. This eBook serves as the textbook for MED1BSF, provides extension (used by 3rd year and master’s students) contains additional material and problems for skills assumed in commencing students. The eBook also emphasizes the relevance of maths to a range of biomedical career pathways and, I have embedded video interviews I conducted with a range of relevant professionals.  *Foundations of Biomedical Science* is listed on the CAUL OER Collective and has the highest number of downloads from unique users on the platform. Content from this resource has been adopted internationally.  I have co-authored another OER, *Threshold Concepts in Biochemistry*. This work is based on research identifying key threshold concepts in biochemistry but includes Australian and New Zealand specific content. I led a collaboration from LTU, Swinburne, and Monash Universities to obtain a CAUL Open Educational Resources Collective Grant for this work. This eBook is being published iteratively and already serves to support BIO1MGC. The CAUL grant is being used to fund recording student oral presentations for inclusion in the eBook, showcasing students and creating a peer-learning resource. This eBook has been extensively downloaded domestically and received positive reviews from overseas academics.  My work developing OERs was the basis for receiving the 2024 SDR Scientific Education Award from the Australian Society of Biochemistry and Molecular Biology.  I am also the recipient of a second CAUL grant for a new OER proposal, *Digital Health for Nursing & Midwifery in Australia* (2024), a collaboration with four Australian Universities.  **University and Professional Service**  I proactively contribute to La Trobe University and the wider academic community. I am passionate about promoting my discipline, consistently running demonstrations for Open Day, delivering seminars and activities for orientation events, and outreach. I serve on LTU course advisory committees and have been involved in subject and course reviews.  I became Director of Learning and Teaching for the School of Molecular Science (SoMS) at the end of 2019. This involved working with SoMS Executive and College Learning and Teaching Committees to provide educational leadership for SoMS during implementation of the Clever Learning Scheme and in particular compliance with Course Architecture. I provided stewardship to staff through the Covid-19 crisis and subsequent pivot to online delivery and finally during the dissolution of SoMS at the end of 2021. As chair of the SoMS Learning and Teaching Committee I worked to improve student employability, improve student experience and satisfaction via the subject improvement process, increase teaching efficiencies and promote innovative teaching.  I am currently employed at 0.2 FTE by LIMS in my capacity as Education Representative to investigate the feasibility of developing short courses for the biotechnology sector. |

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| **Section 4: Case for promotion** |

Your case for promotion must be written in the first person and be **no more than** **3,000 words** in length.

**Please refer to the** [**instructions for applicants**](https://intranet.latrobe.edu.au/=?a=176831) **to determine the domains you need to address**, depending on your appointment type (teaching and research, teaching focused or research only). Note that some activity may reach across domains; please cross-reference rather than duplicate evidence. If you are not addressing a domain please enter ‘not applicable’.

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| **Teaching** |
| **Adopting a Reflective Approach to Teaching**  My primary goal is to encourage my students to view themselves as professionals. I do this by providing personalised and appropriate feedback, maintaining an up-to-date curriculum, and providing students with authentic experiences and assessment, allowing them the best opportunity for employment or further studies. I adopt a reflective approach to my teaching and solicit feedback from both students and colleagues and take a scholarly approach to curriculum design.  I completed the Graduate Certificate in Higher Education in 2018 and transitioned to teaching-focused in 2019. In 2020, I became a fellow of the HE Academy. I have been accepted into the LTU Academy Accelerate Scheme (2024) to complete a SHEA Fellowship application.  **Constructive Alignment of 3rd Year Biochemistry**  My main role at LTU is teaching third year biochemistry. When I began, the LTU biochemistry subjects were content heavy and covered by didactic teaching. I reinvigorated the curriculum and introduced more relevant topics on cell signalling, RNA biology and experimental design.  In 2013, I began the reorganisation and constructive realignment of third year biochemistry subjects, as part of the then, Faculty of Science, Technology and Engineering capstone program. I redesigned the 30 credit point subjects, BCH3BMA and BCH3BMB into two new 15 credit point theory subjects and three alternative 15 credit point practical subjects. This dissection of the subjects provided a compelling opportunity to introduce much-needed changes into the curriculum, and I based these changes on needs identified in the literature. With the redesign of the practicals, students are still presented with a significant amount of “wet” bench work while also participating in a series of small group tutorials.  Students now learn about current and emerging techniques, relevant to industry and research. The practical subject, BCH3AAB comprises of two integrated practicals; using enzymatic analysis to quantify organelle purification and gene expression analysis, providing students with strong quantitative and analytical skills. The integrative nature of the practicals heightens engagement. This approach is mirrored in MED3LAB, which consists of an integrated practical, based on cloning and purification of a fluorescent protein, as well as cutting-edge techniques including fluorescent microscopy and flow-cytometry.  Student Feedback (SFS) has been consistently high for all the third-year biochemistry subjects following the curriculum realignment (see Appendix 1).  **Focus on Authentic Assessment and Employability Skills**  In assisting my students’ transition into the workplace or further study it is important for them to provide demonstrable evidence of skills. To support this, I have designed authentic assessments in both the theory and practical subjects. For example, in 2023, I introduced a “science fiction prototyping” assessment into BCH3BSB where students use science fiction as inspiration to investigate emerging technologies in biotechnology. Students engage with current research and by abandoning the traditional “class seminar” for a digital format ensure that the presentation can be part of an e-portfolio. Similarly, in BCH3ATB students present a “News and Views” style seminar in symposia. Both tasks not only make students aware of innovation in the discipline but also have the advantage of being authentic assessments showcasing demonstrable skills for future employment. Feedback for these assessments has been positive (see Appendix 2).  My work, redesigning the third-year Biochemistry curriculum, was acknowledged by a Pro Vice-Chancellor’s Teaching Award in 2018 “*For redeveloping the biochemistry capstone curriculum to support students by focusing on current concepts, functioning knowledge and employability skills.”*  C**urriculum Design – 1st Year Biology**  In 2014, I was a key member of the working group responsible for re-developing 1st year biology, where four subjects were consolidated to three. I was one of the developers of BIO1MGC (Molecules, Genes and Cells) created from BIO1OF and BIO1GEN. For BIO1MGC, I developed the practicals, two workshops and two online modules with accompanying online assessment. I also developed a short lecture course including topics on gene regulation, cell signalling and systems biology. BIO1MGC has returned favourable feedback (see Appendix 3). In 2023, I returned as coordinator and redeveloped curriculum and assessment in response to AI and budgetary constraints but secured funding for Pearson’s e-text and *Mastering Biology* resources (now also used in BIO1AP/BIO1EEB).    **Formative Assessment and Increased Student Support**  Formative assessment allows students to mark progress and improvement. BCH3AAB and MED3LAB follow this design principle, where students complete formative scientific writing exercises on short sections of a final report. I provide immediate, detailed feedback which they incorporate into the final assessment.  A particularly effective formative assessment I have introduced are student-led tutorials. In BCH3AAB and MED3LAB, the classes begin with student-led tutorials based on a set of questions related to the upcoming practical or discussion of the previous practical. Key concepts covered in the student-led tutorials form the basis of the final exam. Presentations are shared on an LMS repository, generating a student-created study resource. In the theory subjects, BCH3BSB and BCH3ATB, my approach of providing formative questions discussed in workshops has been adopted by all our biochemistry lecturers.  **Adoption of Curriculum by PSB Academy, Singapore.**  Third-year biochemistry subjects have been successfully taught at PSB, Singapore via a teaching partnership. I developed the material and liaised with PSB staff to assist in their delivery. Despite an accelerated delivery model, academic outcomes in terms of grade distribution, retention and progression have been maintained at a similarly high level to Bundoora. Working with PSB colleagues, we have seen recent improvements in SFS scores (see Appendix 4).  **Focusing on Current Trends in Biochemistry - Bioinformatics and Experimental Design**  I developed the bioinformatics component of BCH3BSB to modernise the curriculum and provide students with basic literacy in bioinformatics, an increasingly important area to biology. It comprises learning activities delivered both face-to-face (lectures and expository workshops) and online (self-paced modules, discussion forum and *in silico* research). Students complete an analysis of metagenomic research data I developed with a Digital Learning Strategy Innovation Grant “*Establishing an environmental metagenomic database for multi-disciplinary undergraduate research*” in 2015.  To improve general scientific literacy, enabling students to interrogate authentic data, I developed an experimental design lecture/workshop course for BCH3ATB component. This component was adapted for SCI14001 and BIO5SIS and informed the development of SCI1BAD. |
| **Scholarship of Learning and Teaching** |
| **Improving Quantitative Literacy Skills: Diagnostic Testing and Development of MED1BSF**  Studies by the American Society for Biochemistry and Molecular Biology recommended teaching should focus on skills and concepts rather than solely on declarative knowledge and graduates should be proficient in foundational concepts and skills required in a professional capacity. A key recommendation, quantitative literacy, has assumed greater importance as biology becomes more predictive.  I developed a quantitative literacy diagnostic to classify errors, helping students individually and improving future interventions. The diagnostic data were presented at national conferences and used to design an intervention in 2018 - the 1st-year quantitative literacy subject, MED1BSF (Foundations of Biomedical Science). MED1BSF is core for the Bachelor of Biomedical Science. To promote student engagement, the subject addresses quantitative literacy through the prism of biomedicine (maths by ‘stealth’), emphasizing practical applications. MED1BSF is blended and alleviates maths anxiety by a self-paced approach, however students consolidate learning in workshops and reflectively through an e-portfolio.  Comparing cohorts before and after the introduction of MED1BSF and 2nd year students with or without MED1BSF, demonstrated MED1BSF improved quantitative literacy outcomes and reduced maths anxiety.  This work has been presented at education conferences and notably earned the education award at the 44th FEBS congress in Krakow, 2019.  **Development of an Open Education Textbook addressing Quantitative Literacy**  I authored an eBook, [*Foundations of Biomedical Science*](https://oercollective.caul.edu.au/foundations-of-biomedical-science/), to serve as the textbook for MED1BSF. This was published with assistance from the LTU Library eBureau and the Open Educational Resources Collective (Council of Australian University Librarians). eBooks are reviewed by an IPED qualified editor as well as two rounds of external peer-review prior to publication.  *Foundations of Biomedical Science* is not only designed to help struggling students with extra problems and more context but provides extension and problems for the more adept. The eBook contains additional reference material and practice problems for skills assumed in commencing students. Even though MED1BSF is taught through a prism of biomedicine and authentic examples are used throughout, students struggle with engagement and realising applicability. Considering this, the eBook emphasizes the relevance to a range of biomedical career pathways, and I have embedded video interviews I conducted with health professionals, researchers, students, laboratory technicians and educators who use maths routinely in their work and who provide practical advice for students. The eBook medium also allowed me to screen-cast video solutions to select problems to further aid students and provide asynchronous “teacher presence”.  Although the eBook uses the prism of biomedicine, the concepts are applicable to all areas of biology. I have linked it to 1st-year biology, 3rd year practical and Master’s subjects directing students to select chapters and problems. The eBook was deliberately written under a permissive copyright to encourage other educators to adopt content. An additional benefit is OERs provide educational equity as costs are felt disproportionally by marginalized students.  *Foundations of Biomedical Science* has been a high performing publication on the CAUL OER Collective and material from it has been adopted internationally (see Appendix 5).  **Development of an Open Education Textbook on Threshold Concepts in Biochemistry**  I have adapted the approach above (diagnostic testing to inform curriculum) to author a second OER, *Threshold Concepts in Biochemistry*. This work is based on research identifying key threshold concepts in biochemistry but includes Australian and New Zealand specific content. I led a four-author collaboration from La Trobe, Swinburne, and Monash University to win a CAUL OER Collective Grant for this work. This eBook is being published iteratively (and already supports BIO1MGC), with the final chapters available at the end of 2024. The grant for this eBook is being used to record BIO1MGC student presentations for inclusion in the eBook to showcase and role model students as well as create a peer-learning resource.  **National and International Impact of Open Education Resources**  The eBureau provides analytics on OERs based on data provided by the PressBooks publishing platform, the CAUL OER Collective and scans conducted to identify post-publication peer reviews. In 2023, *Threshold Concepts in Biochemistry* obtained the highest number of downloads of all books on the CAUL OER Collective catalogue (see Appendix 6).  This work was awarded the 2024 Australian Society for Biochemistry and Molecular Biology SDR Scientific Education Award.  (The SDR Scientific Education Award is the society’s individual national award for outstanding achievement in education in biochemistry or molecular biology, especially innovation and creativity in education, with a view to fostering leadership.)  As evidence of impact outside my discipline, I received a grant in 2024 as part of a collaborative project to develop another OER, *Digital Health for Nursing & Midwifery in Australia.* |
| **Service** |
| **Director of Learning and Teaching, School of Molecular Science (SoMS)**  I assumed the role of Director of Learning and Teaching for SoMS at the end of 2019. The functions of this role included, but were not limited to, course and continuous subject reviews and approvals within SoMS, organising and chairing the SoMS Learning and Teaching Committee, attending meetings and reporting to the SoMS Executive Committee, meetings with the HoS, writing the weekly SoMS Learning and Teaching Newsletter, approval of alternate study plans, meeting with the Education Services Partner, meeting with the SHE College Education Team and representing SoMS at College and University level learning and teaching meetings.  In this role, I adopted a collegiate style of governance. At the start of my tenure, I presented at the SoMS annual retreat to make the case for a formal School education plan and to survey academic staff on their duties, current plans and known roadblocks. Following this I reorganized membership of the SoMS Learning and Teaching Committee to ensure representation from our three departments (Biochemistry and Genetics, Chemistry and Physics and Pharmacy and Biomedical Science), as well as including a first-year teaching, teaching partnerships, and post graduate representatives. To foster more cooperation between Bundoora and regional academic staff, I chaired some meetings from Bendigo and delegated responsibility to regional representatives.  I rewrote the committee’s terms of reference to better align and prioritize our goals with the SoMS/LIMS strategic plan. These initiatives were impacted by the Covid-19 crisis; however, we were able to address the following school-specific initiatives (developed from the external review of SoMS and the DVC Education):   1. Explore and develop plans to enhance student employability.     I worked with Student Partnerships, expanding the criteria for the Emerging Leaders Program to include service to the School such as working as near-peer advisors in SoMS subjects such as MED1BSF, involvement in SoMS/LIMS events such as the LIMS Day of Immunology, membership of student advisory groups and work undertaken within student societies such as hosting and providing testimonials at subject fairs.   1. Identify and implement ways to improve student experience and satisfaction levels.   In conjunction with Student Success, I set up and then chaired a SoMS Student Advisory Group reporting to the SoMS Executive Committee, the Office of the DVC Education, and importantly back to the SoMS Learning and Teaching Committee. This was the first time we had direct student representation and feedback from PSB which helped address issues found in continuous subject review. I worked with the La Trobe Data Analytics to further isolate the influence of PSB in SFS data, identifying the part-time/night instances where students found the tight timeframe of delivery and workload difficult to manage.  We then actively liaised with the instance coordinators to help resolve these issues and made instance-specific changes to assessments to help manage both staff and student workload and to allow timely delivery of feedback.  Also, with Student Success we were able to connect support provided through drop-in sessions to outreach provided by Succeed@LTU as referral point for at-risk students.  The Learning and Teaching Committee also worked with the STAR team to improve the “Gold Ticket” pre-orientation event, encouraging retention of incoming Biomedicine students.   1. Increase teaching efficiency and student engagement.   The SoMS Learning and Teaching Committee used the subject improvement process as a primary vehicle to increase teaching efficiencies and student engagement. By having oversight of the SFS data for the school we were able to identify trends and provide advice for subject coordinators in creating subject improvement action plans. By working with Data Analytics, we gained access to qualitative data revealing problems not being addressed due to low response rates.  In 2021, I (with the SoMS Associate Head of School) managed the closure of 17 subjects within SoMS in response to the course rationalization/architecture plan   1. Explore the use of innovative and disruptive technologies in teaching.   As a SoMS Learning and Teaching Committee member I was able to assist manage the internal grant program for innovative SOLT projects and conference travel supporting projects within SoMS (such as the award-winning 1st Year Chemistry Audio-Visual Resource and FarLabs). This meant that SoMS was well placed to shift to an online mode of curriculum delivery during the Covid-19 crisis (see below).  **The Challenges of Covid-19 and SoMS Dissolution.**  2020/21 created two challenges, the shift to online curriculum delivery due to Covid-19 and the announcement of the dissolution of SoMS. These occurred concomitantly with the roll-out of the Clever Learning Strategy and with the implementation of Course Architecture. One of my key roles was to keep abreast of policy and procedural changes and ensure both the SoMS executive and faculty were kept informed.  The immediate response to Covid-19 was to pivot from face-to-face to online teaching. This was a particular challenge for practical subjects and the SoMS Learning and Teaching Committee assisted staff with the creation of videos and procurement of a videographer. We also identified and facilitated the sharing of expertise for delivering both synchronous (Zoom and Teams) and asynchronous content (Camtasia, Lightboard Studios). These were showcased in meetings, and strategies for online assessment were shared more widely through the SHE Learning and Teaching Blog.    These many, rapid changes were challenging for staff during this period. The Learning and Teaching Committee encouraged staff to focus on student outcomes/experience and innovation. I assisted staff to apply for awards, funding, present digital innovations on discipline specific and education focused platforms (e.g. Australian Council of Deans of Science and ASCILITE)  **LIMS - Education Representative**  I am currently seconded to LIMS (0.2 FTE) as the education representative. I am part of the management committee, present on education matters at LIMS retreats/symposia and promote LIMS research to our undergraduate cohort.  In investigating potential education-based income streams for LIMS I am simultaneously developing a business case and relevant short course curriculum, working with key players in the pharmaceutical/biotechnology industry (including precinct partners).  **Further Educational Leadership and Service**  I have led the Biochemistry and Genetics Teaching Advancement Group (TAG) and I organised a full-day Teaching Advancement Symposia in 2018 which included invited speakers and participants from across Victoria.  In 2019, I secured funding from SoMS to organise a special seminar from Eric Mazur (Harvard physicist and education leader) to present at LTU on peer assisted teaching and narrative assessment.  From 2022-2023, I served on the Teaching Focused Champions committee at LTU, to advocate for teaching-focused staff and organise community of practice events.  **Service to La Trobe University**  I have presented seminars to secondary schools in LTU’s Outreach and UniBridges programs.  I contribute annually to the LTU’s Open Day providing course advice and organising a “hands-on” practical demonstration in the teaching laboratories.  I have developed activities and presented at successful Gold-Ticket Pre-orientation events in 2017 and 2018 as well as delivering orientation seminars. Survey data indicated that this event increased student confidence in their choice to study at LTU.  I serve on the Bachelor of Biomedical Science Course Advisory Committee. I have previously served on the Bachelor of Science Course Advisory Committee.  **Professional Service**  I am a member of the Australian Society of Biochemistry and Molecular Biology (ASBMB). I have served on the organising committee for ASBMB Education for the 2015 Combio Conference and contribute education-focused articles for the ASBMB journal, *Australian Biochemist*.  I have acted as a reviewer for the *Journal of Biochemistry Education*. |
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| **Application submission to Dean** |

Submit your application to your Dean by the [due date](https://intranet.latrobe.edu.au/human-resources/career-and-development/my-academic-career/academic-promotions/submission-dates), including:

1. Application form;
2. CV;
3. Nomination of Referees form;
4. (If applicable) Supporting Evidence document;
5. (If applicable) Performance relative to opportunity statement.

Please refer to the [instructions for applicants](https://intranet.latrobe.edu.au/=?a=176831) for further information, including an application checklist.

**Application Update**

You may submit an (optional) **one-page** application update no later than **three weeks prior** to the Academic Promotions Committee [meeting](https://intranet.latrobe.edu.au/human-resources/career-and-development/my-academic-career/academic-promotions/submission-dates) to provide information on your achievements since your application was submitted. Please see [instructions for applicants](https://intranet.latrobe.edu.au/=?a=176831) for further information**.**