

Application form for Academic Staff

CURRICULUM VITAE - 2015

1. QUALIFICATIONS

Year conferred (most recent first)	Academic qualifications	Institution
2012	Graduate Certificate in Professional Learning	University of the Sunshine Coast, Sippy Downs
2009	PhD in Health Communication	University of Iowa, Iowa City
2007	Master of Business Administration	University of Iowa, Iowa City
2004	Master of Public Health	University of Iowa, Iowa City
2001	Medical Doctor	University of Medicine and Pharmacy, Cluj Napoca
Expected completion	Current study	Institution

2. SUMMARY WORK ALLOCATION

Estimate the balance between Teaching, Research and Engagement in your 2015 work allocation. For example: (Teaching – 40%; Research – 40%; Engagement – 20%). (Refer to your PPR documentation).

Teaching	Research	Engagement	Total
40%	40%	20%	100%

3. TEACHING

Provide information about teaching allocations for the last 2 years, listing the current semester first.

Semester/ year	Course code & name	Total hours per semester (not including preparation time) and class sizes	Roles and activities
Semester 2 2015	PUB112 Public Health Foundations (large first year course)	Lectures – 13X2hrs/week 400 students Tutorials – 2X13X2hrs/week 44 students Consulting – 12X2 hrs/week	Course coordination; team teaching; recruitment, induction and management of six sessional staff; lecture development; tutorial learning activities development; assessment and marking rubrics development; marking and marking moderation; organising and running HEIDI (Health Drop-in sessions based on the collaborative model proposed by Einfalt and Turley, 2010);

	PUB707 Public Health Foundations (postgraduate oncampus and online course)	Workshops – 6X3 hours/sem 16 students on campus (12 international students) 2 students online Consulting – 12X2 hrs/week	Course coordination, online learning activities development, online assessment and marking rubrics development, marking and marking moderation, contact with oncampus and online students, development of interventions to support international and domestic students in the postgraduate program. Organised and implemented three new support initiatives for students in all postgraduate classes: (1) additional assessment feedback opportunities on formative and summative assessments, (2) two days academic skills workshop in collaboration with Student Life and Learning, (3) postgraduate peer-mentor program led by students.
Semester 1 2015	PUB104 Introduction to Behavioural Health (large first year course)	Lectures - 7X 2hrs/week 378 students Tutorials – 3X13X1hr/week 66 students Consulting – 12X2hrs/week	Course coordination, management of six sessional staff, learning activities development, assessment and marking rubrics development, marking and marking moderation, consulting sessions.
	PUB706 Introduction to Behavioural Health (postgraduate oncampus and online course)	Workshops – 6 X 3 hours/sem 30 students on campus 9 students online Consulting – 12X2 hrs/week	Course coordination, management of one sessional staff, learning activities development, assessment and marking rubrics development, marking and marking moderation, contact with oncampus and online students, development of interventions to support international and domestic students in the postgraduate program.
Semester 2 2014	PUB112 Public Health Foundations (large first year course)	Lectures – 13X2hrs/week 355 students Tutorials – 2X13X2hrs/week 44 students Consulting – 12X2 hrs/week	Course coordination; team teaching;recruitment, induction and management of five sessional staff; lecture development; tutorial learning activities development; assessment and marking rubrics development; marking and marking moderation; organising and running HEIDI (Health Drop-in sessions based on the collaborative model proposed by Einfalt and Turley, 2010)
	PUB707 Public Health Foundations (postgraduate oncampus and online course)	Workshops – 6X3 hours/sem 39 students on campus 1 student online Consulting – 12X2 hrs/week	Course coordination, online learning activities development, online assessment and marking rubrics development, marking and marking moderation, contact with oncampus and online students, development of interventions to support international and domestic students in the postgraduate program.
Semester1 2014	PUB104 Introduction to Behavioural Health (large first year course)	Lectures - 7X 2hrs/week 378 students Tutorials – 3X13X1hr/week 66 students Consulting – 12X2hrs/week	Course coordination, management of four sessional staff, learning activities development, assessment and marking rubrics development, marking and marking moderation, consulting sessions.
	PUB706 Introduction to Behavioural Health (postgraduate oncampus and online course)	Workshops – 6 X 3 hours/sem 24 students on campus 2 students online Consulting – 12X2 hrs/week	Course coordination, management of one sessional staff, learning activities development, assessment and marking rubrics development, marking and marking moderation, contact with oncampus and online students, development of interventions to support international and domestic students in the postgraduate program.

Summary of SETAC scores and peer review of teaching, action taken to improve teaching practice and outcomes of action *(with a focus on the last 3 years)*

(Limit of 300 words)

- I implemented a systematic and scholarly approach to teaching that allowed me to continually improve and consistently contribute to the 5 stars USC teaching rating and academic culture.
- My recent teaching scores have been consistently superior across courses. I achieved teaching satisfaction scores of 4.6/5 in PUB104, 4.7/5 in PUB112 and 4.9/5 in postgraduate offerings.
- Students consistently describe me in SETACs as “very approachable and extremely helpful” as well as “in touch with his students and good communicator”. Some provided in SETAC that “Florin was very organised on a week to week basis. There was always clear instructions and examples how to do each assessment task. The tutes were always fun and informative.” And “Florin’s whole attitude is wonderful from a student perspective”
- I consistently organise peer reviews of my teaching. Currently sessional staff who wish to attend my tutorials are welcome to do so, with one, two or three colleagues attending every week. Their peer review include comments such as “, engaged with students, supported students, provided good feedback, modelled class and assessment expectations, related class experience back to assessments, used textbook content and applied it to tutorial, used student presentation and built on it making it a teaching tool, provided timely feedback.”
- I continuously monitor course and teaching performance to identify opportunities for improvement. Following a 2012 PUB104 overall course satisfaction score of 3.9/5 I redesigned the course outline and the assessment schedule in partnership with colleagues and C-SALT staff. I reduced the number of learning objectives from 10 to 4 and I reorganised the assessment schedule with a view to improve student engagement and wellbeing. The result was a 4.5/5 course satisfaction overall score in 2015 with all SETAC items above 4 which is excellent for a class with 378 students from eight different disciplines (PUB104 was a required class for 85% of the students).

Recognition for teaching excellence and leadership e.g. Award, citation, commendation *(with a focus on the last 3 years)*

(Limit of 300 words)

- Contributed to a successful Exploratory Learning and Teaching Grant focused on reflective practice and blended learning and teaching: “Enhancing the reflective practice of first year law students using video recorded simulations in the USC moot court” led by Associate Professor Kelley Burton (Role: CIC)
- Had a successful Category 1 competitive OLT grant of \$180,000 awarded to USC as lead institution (Role: CIB). In partnership with Associate Professor Bill Lord, I co-led the successful 2013 submission of the grant “Expert in my pocket: a mobile-enabled repository of learning resources for the development of clinical skills in student health professionals”. This recognition is the result of consistent, valuable and innovative contributions to the project between 2011 and 2013. Other USC team members are Nigel Barr and Teresa Downer. I was responsible for the quality of the final grant submission and for assisting Dr Bill Lord in transitioning in the project lead position based on seniority and other strategic advantages.
- In the OLT grant support letter, Professor Birgit Lohman commended me for having “a strong interest in learning and teaching and capacity building through research and information technology”, having “co-led a number of internal learning and teaching grants” and being “a regular presenter at USC’s annual Learning and Teaching Week”. In 2015 I am contributing to two presentations for the Teaching and learning week

Summary of major achievements in learning and teaching *(with a focus on the last 3 years)*

(Limit of 300 words)

- Achieved high teaching satisfaction scores (4.6-4.9/5) across public health courses of varied sizes and technical complexity (PUB104, PUB112, PUB706, PUB707). Students describe me in SETACs as “very approachable and extremely helpful” as well as “flexible”, “engaging” and “respectful”.
- Led or contributed significantly to 11 peer-reviewed scholarly outputs focused on teaching and learning
- Led or contributed significantly to successful grants for teaching innovation and leadership
 - 2 successful competitive external grants for the development, implementation and research of teaching innovations (worth over \$200,000 in research income)
- Led or contributed with innovative solutions to curriculum design, development, delivery and evaluation processes for 4 public health courses (PUB104, PUB112, PUB706, PUB707)
- External and internal recognition
 - Nominated by Professor John Lowe, Head of School, to participate in the USC Emerging Academic Leaders Conversations Program.
 - Nominated to participate in the Expansive Learning Leadership Initiative led by Dr Kylie Redman

4. RESEARCH

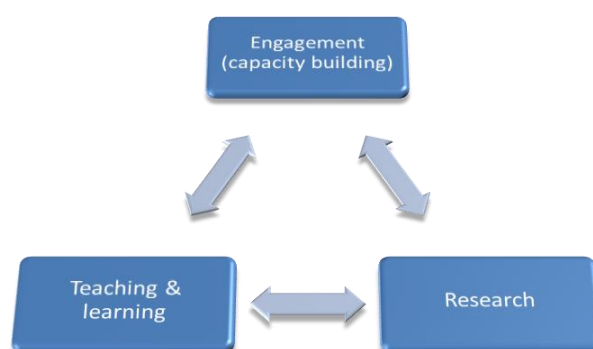
a. Area/s of research activity

Briefly describe your current research agenda/project/activity/creative works and its/their purpose/s, and the results achieved to date (compulsory for research-only/intensive staff).

(Limit of 300 words)

My two main areas of research are health and education (with a specific focus on health professions). My research seeks to create new knowledge around effective, innovative and sustainable solutions, strategies and tools designed to enhance health and education. My research agenda is focused on (1) health promotion, (2) educational research and (3) cross-disciplinary capacity building.

I focus on the nexus between engagement (capacity building), research and teaching to produce results (please see figure below). I used research to develop and maintain partnerships. I used partnerships to develop and maintain research productivity. I used research outputs to inform teaching. I used teaching to generate educational research outputs. I used teaching as a partnership development tool. I used partnerships to enhance teaching & learning.



Results achieved to date:

- Developed and maintained strong, sustainable and productive partnerships that built capacity for superior research and teaching performance
- Conducted research of local, regional, national and international relevance covering multiple countries and regions including Australia, USA, Latin America, China, India, Vietnam and Romania.
- 30 peer reviewed scholarly outputs over 5 years including two journal articles published in top health journals (A*; Impact Factors of 4.7 and 4.8)
- Over \$300,000 in research income from various sources, including competitive national grants.
- Used research and partnership to achieve a very high level of teaching satisfaction among students.

b. Publications

Details of refereed publications over the last 3 years and other acknowledged research outputs that are discipline specific. For multiple author publications, clearly identify your role and contribution as distinct from other contributors. Where possible, provide indicators of the quality of the output such as citations and impact.

Include Accepted/In Press, noting the date of notification from the publisher and reference number. (A copy of the notification should be included as an attachment). List most recent publications first.

Total number of peer-reviewed research outputs in the last five years	30
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While at USC, with a focus on the last 3 years

Publications	Role, contribution %, and quality of output
Johnston C, Oprescu F, Gray M. Building the evidence for CRPS research from a lived experience perspective. <i>Scandinavian Journal of Pain</i> (accepted for publication)	30% Design of the study, data analysis and write up of results
McKean MR, Slater G, Oprescu F, Burkett BJ. Do the Nutrition Qualifications and Professional Practices of Registered Exercise Professionals Align? <i>International journal of sport nutrition and exercise metabolism</i> . 2015;25(2):154-162.	20% Design of the study, data analysis and write up of results.
Nash G, Crimmins G, Oprescu F. If first-year students are afraid of public speaking assessments what can teachers do to alleviate such anxiety? <i>Assessment & Evaluation in Higher Education</i> . 2015(ahead-of-print):1-15.	30% Design of the study, data analysis and write up of results. Corresponding author.
Crimmins G, Nash G, Oprescu F, et al. Can a systematic assessment moderation process assure the quality and integrity of assessment practice while supporting the professional development of casual academics? <i>Assessment & Evaluation in Higher Education</i> . 2015(ahead-of-print):1-15.	20% Design of the study, data analysis and write up of results. Corresponding author.
McAllister M, Downer T, Hanson J, Oprescu F. Transformers: changing the face of nursing and midwifery in the media. <i>Nurse education in practice</i> . 2014;14(2):148-153.	20% Design of the study, data analysis and write up of results
McAllister M, Oprescu F, Jones C. N(2)E: Envisioning a process to support transition from nurse to educator. <i>Contemporary nurse</i> . 2014;46(2):242-250.	30% Design of the research study, funding request, data analysis, write up of results
McAllister M, Statham D, Oprescu F, et al. Mental health interprofessional education for health professions students: bridging the gaps. <i>The Journal of Mental Health Training, Education and Practice</i> . 2014;9(1):35-45.	20% Design of the study, data analysis and write up of results
Crimmins G, Nash G, Oprescu F, et al. A written, reflective and dialogic strategy for assessment feedback that can enhance student/teacher relationships. <i>Assessment & Evaluation in Higher Education</i> . 2014(ahead-of-print):1-13.	30% Development of theoretical model and practical implications. Corresponding author.
Rus D, Chereches RM, Peek-Asa C, et al. Paediatric head injuries treated in a children's emergency department from Cluj-Napoca, Romania. <i>International journal of injury control and safety promotion</i> . 2014(ahead-of-print):1-8.	20% Contributions to design of the study and write up of results
Saxon RL, Gray MA, Oprescu F. Extended roles for allied health professionals: an updated systematic review of the evidence. <i>Journal of multidisciplinary healthcare</i> . 2014;7:479-488.	30% Contributions to design, planning, writing.
Oprescu F, Jones C, Katsikitis M. I PLAY AT WORK-ten principles for transforming work processes through gamification. <i>Frontiers in psychology</i> . 2014;5:14.	60% Design, literature review, manuscript lead.
Oprescu F, Campo S, Lowe J, Andsager J, Morcuende JA. Managing uncertainty in the context of clubfoot care: exploring the value of uncertainty management theory and the sense of virtual community. <i>The Iowa orthopaedic journal</i> . 2013;33:142-148.	50% Study design and implementation, data collection, data analysis, manuscript lead, research funding
Oprescu F, Campo S, Lowe J, Andsager J, Morcuende JA. Online information exchanges for parents of children with a rare health condition: key findings from an online support community. <i>Journal of medical Internet research</i> . 2013;15(1):e16.	50% Study design and implementation, data collection, data analysis,

Refereed journal articles

		manuscript lead, research funding
	Walton SF, Oprescu F. Immunology of scabies and translational outcomes: identifying the missing links. <i>Current opinion in infectious diseases</i> . Apr 2013;26(2):116-122.	30% Development of theoretical model, public health perspective, manuscript revision
	Gadhok K, Belthur MV, Aroojis AJ, et al. Qualitative assessment of the challenges to the treatment of idiopathic clubfoot by the Ponseti method in urban India. <i>The Iowa orthopaedic journal</i> . 2012;32:135-140.	20% Research methodology, results interpretation, manuscript revisions
	Wallis AB, Fernandez R, Oprescu F, Chereches R, Zlati A, Dungy CI. Validation of a Romanian scale to detect antenatal depression. <i>Cent Eur J Med</i> . Apr 2012;7(2):216-223.	15% Partnership creation, data analysis, manuscript revisions
	Wu V, Nguyen M, Nhi HM, et al. Evaluation of the progress and challenges facing the Ponseti method program in Vietnam. <i>The Iowa orthopaedic journal</i> . 2012;32:125-134.	20% Research methodology, results interpretation, manuscript revisions
	Oprescu F, Peek-Asa C, Wallis A, Young T, Nour D, Chereches RM. Pediatric poisonings and risk markers for hospital admission in a major emergency department in Romania. <i>Maternal and child health journal</i> . Feb 2012;16(2):495-500.	50% Study design and implementation, data collection, data analysis, manuscript lead, research funding
Refereed conference publications	Nash, G. & Oprescu, F.I. (2013).From drowning to bouncing: the SKIM model for informing academic processes that are energy-builders rather than energy-suckers. <i>Proceedingsofthe16thInternationalFirst Year in Higher Education Conference</i> .	30% Manuscript development and revisions
	Foster, Jane., Allen, B., McAllister, M. & Oprescu, F. I.(2013). An SMS a day keeps attrition at bay. Preliminary findings from an intervention using SMS with first year students from a regional Australian university. <i>Proceedings of the 16th International First Year in Higher Education Conference</i> .	30% Study design contributions, results interpretation and discussion, manuscript development and revisions
	Nash, G., Liebergreen, M., Turley, J., Crimmins, G., Bond, R., Oprescu, F. I., & Dunn, P. K. (2013).The impact of First Feedback Face-to face (FFF) on first year students' meanings, perceptions and attitudes towards assessment feedback. <i>Proceedings of the 16th International First Year in Higher Education Conference</i> .	15% Study design contributions, manuscript development and revisions
	Lynch, K., Barr, N. & Oprescu, F.I. (2012).Learning Paramedic Science Skills From a First Person Point of View: An Initial Investigation. <i>Proceedings of the 7thInternationalConferenceoneLearning</i> .	30% Study design contributions, results interpretation and discussion, manuscript development and revisions, research funding

c. Research income

Details of total research income awarded to you in the last 3 years. Where there is more than one Chief Investigator only include the amount attributable to your portion of the grant.

National Competitive Grants	Public grants and other government grants	Industry grants	International grants
255000		86000	

Details of grants that you have been awarded in the last 3 years. List most recent first. (Repeat table for each grant).

While at USC, with a focus on the last 5 years

Project title	A framework for implementing Adaptive Athletics Academic (AAA) programs in Australian universities
Grant scheme/year	Queensland Academy of Sport / 2015
Grant amount	\$86064
Role and contribution to the project	Principal supervisor for Ms Bridie Kean Contributions to the project proposal
Brief summary of outcomes	Full PhD scholarship for three years for Ms Bridie Kean

Project title	Discipline Specific Engagement and Evaluation for Dissemination Support (D-SEEDS)
Grant scheme/year	Center for Support and Advancement of Learning and Teaching / 2014
Grant amount	\$25700
Role and contribution to the project	Project co-leader Project involved three phases, including a participatory needs assessment exploring current USC staff's needs and adoption of blended learning and teaching (BLT), engagement of USC staff through a series of BLT workshops, resource development for enhanced BLT. As co-leader, I was involved in all stages of this project, including management, budgeting, workshop presentation, preparation of final reporting documentation, and delivery of BLT courses (PUB707, PUB706) throughout the project.
Brief summary of outcomes	<ol style="list-style-type: none"> 1. A needs assessment, based on findings from the Blended Learning environment scan conducted by C~SALT in 2013, which further investigated the needs of USC educators for their enhancement of BLT and informed the progression of the project. 2. Three professional development workshops that engaged educators in discussion of BLT within the USC setting. These workshops transferred the knowledge gained from the project to participants, providing ongoing support tailored to suit their needs. 3. Four BLT course exemplars (OCC212, OCC101, PUB707, PUB706) developed by the project leaders.

Project title	Expert in my pocket: a mobile-enabled repository of learning resources for the development of clinical skills in student health professionals
Grant scheme/year	Office for Learning and Teaching / 2013
Grant amount	\$180000
Role and contribution to the project	Co-lead – grant development over two years, coordinated the final revisions of the grant and facilitated the transition of Associate Professor Bill Lord in the project lead position
Brief summary of outcomes	<ol style="list-style-type: none"> 1. Partnership with Deakin University 2. Recognition for USC as leader in educational research (teaching and learning) 3. Thirty web-based video vignettes illustrating the performance of key clinical skills required by student health professionals, which are suitable for viewing on mobile devices and desktop computers 4. Development of a suite of freely available, pedagogically sound, online teaching guides that illustrate the use of clinical skills in a variety of practice settings such as classroom, laboratory, clinical practice or home

Project title	The Memory Keeper - A digital therapeutic approach to the treatment of Alzheimer's Disease
Grant scheme/year	JO & JR Wicking Trust / 2013
Grant amount	\$49768
Role and contribution to the project	Literature review, grant development, budget development, meetings with partners, grant implementation and evaluation
Brief summary of outcomes	1. Partnership with Churches of Christ Bribe Island Aged care facilities 2. Recognition for USC as leader in health research

Project title	N2E: Creating and examining an internet-based Community of Practice to educate, support and inspire professional nurse educators
Grant scheme/year	AuDA Foundation / 2012
Grant amount	\$24434
Role and contribution to the project	Grant development, implementation and evaluation, theoretical model development, manuscript development, seminar development, reporting
Brief summary of outcomes	1. Partnership with CQU 2. One published manuscript, a second manuscript under review 3. Recognition for USC as leader in educational research and capacity building

d. Supervision of Honours and Higher Degree by Research Candidates

Provide information about supervision of honours and higher degree by research candidates over the last 3 years, indicating in each case the degree, the student's name, the date of the student's enrolment in the degree and expected completion date, and indicate whether you are principal or co-supervisor.

Current students

Degree (Honours/Masters/Doctoral) and topic/title of thesis	Part/full-time	Student's name	Date of enrolment mm/yy	Expected date of completion mm/yy	Principal/co-supervisor
Masters "Psychological interventions during injury rehabilitation"	Full time	Christina Driver	12/14	06/16	Principal Oprescu, Lovell
PhD "A framework for implementing Adaptive Athletics Academic (AAA) programs in Australian universities"	Full time	Bridie Kean	10/13	06/17	Principal Oprescu, Gray, Burkett
Masters Exploring resilience as a moderating variable between adverse childhood experience and alcohol use severity in students	Full Time	Darren Murdoch	06/15	12/16	Principal Oprescu, Gray
Masters Exploration of factors leading to successful accreditation in the Australian primary health care sector	Part Time	Katherine Thompson-Grindall	09/14	09/17	Principal Oprescu, Gray
PhD Preparedness of Community Health Worker graduates for	Full Time	Cathy Lepi Pilang	06/14	06/17	Co-supervisor Gray, Oprescu

health practice in rural and remote PNG					
PhD "The lived experience of disability in Timor Leste"	Full Time	Ms Jane Shamrock	02/12	12/15 Successful confirmation 08/13	Co-supervisor Gray, Cameron, Oprescu
PhD "Aged Care Services – Model of Care Redesign"	Full Time	Ms Robyn Saxon	10/12	03/16 Successful confirmation 08/13	Co-supervisor Gray, Oprescu
PhD "Use of indigenous psychology to inform existing and new models of health planning and service provision."	Full Time	Mr Yulius Ranimpi	07/13	07/16	Co-supervisor Hyde, Oprescu
PhD "Lived experiences of individuals with Complex Regional Pain Syndrome"	Part Time	Ms Colleen Johnston	08/13	08/18 Upgraded to PhD 08/16	Co-supervisor Gray, Oprescu, Allen

Completions in last 5 years

Degree (Honours/Masters/ Doctoral) and topic/title of thesis	Part/ full-time	Student's name	Date of enrolment mm/yy	Expected date of completion mm/yy	Principal/co-supervisor
Honours "Exploration of stressors and coping mechanisms of University Students"	Full Time	Ms Adele Pitt	08/13	05/14	Co-supervisor Gray, Oprescu
PhD "The impact of a resilience-building intervention on the wellbeing, resilience and distress levels of first year university students."	Full Time	Ms Jane Foster	01/12	12/14	Principal Oprescu, Allen, McAllister
Masters "Smoking prevalence, attitudes, and beliefs of nursing students at the University of the Sunshine Coast."	Full Time	Mr David Duncan	03/12	01/14	Principal Oprescu, Lowe, McAllister
PhD "Weaving the quilt: a qualitative study of mature age people's perceptions and experiences of employment-related age discrimination"	Part Time	Ms June Redman	01/07	01/15	Co-Supervisor Allen, Oprescu

Recognition for research excellence and leadership e.g. award, commendation, review or editorship

(Limit of 300 words)

- 2012 and 2013 reviewer and associate editor for the International Journal of Interdisciplinary Social Science - ERA B Journal; 2012 Impact Factor: 1.069. Reviewer for five additional international journals (ERA B & A Journals; Impact factors range: 1.2 - 4.7). Reviewed over 20 scholarly articles over the last three years.

Summary of major achievements in research *(with a focus on the last 5 years)*

(Limit of 300 words)

- Consistently increased quantity and quality of research outputs
- Led or contributed to 30 peer-reviewed scholarly outputs over the last 5 years
- Led or contributed to over \$300,000 in research funding over the last five years
- 4 HDR completions
- Supervision of 9 USC HDR students (all with good progress toward completion)
 - 1 HDR student recipient of Indonesian government scholarship
 - 1 HDR student recipient of AusAid scholarship
 - 1 HDR student recipient of industry scholarship

5. ENGAGEMENT

Provide information about engagement projects/activities over the last 3 years, including information about the partners/participants, your role and contributions, the outcomes and the impact/relevance of the project/activity to the partner/client and the University. For example: with schools, communities, industry, professions and professional bodies, government; regional/national/international.

a. External engagement projects/activities

Year	Title of project and outcomes	Partners/participants	Percentage and nature of your contribution and outcomes
2012-	Hello Sunday Morning Identifying the factors that facilitate engagement of users in an online health promotion program	Hello Sunday Morning (Chris Raine) USC - Engage Research Lab	80% 2 guest lectures by Chris Raine in public health classes 1 Seed Grant 1 paper in preparation
2013	Medicare Locals	Medicare Locals Sunshine Coast (MLSC) RUN Network USC	50% Outcomes: Tutorial participation by MLSC staff 1 student placement RUN Network Seed Grant
2013	Churches of Christ – Bribie Island Aged Care Centre	Churches of Christ USC CQU	15% Outcomes: 1 successful external grant
2013	Nambour Hospital	Nambour Hospital CQU USC	20% Outcomes: 1 externally funded grant 1 student placement
2013	N2E Seminar	CQU USC Engage Research Cluster	25% Funding Organiser and presenter 1 professional development workshop

b. Internal Engagement Projects/Activities

Year	Title of project and outcomes	Partners/participants	Percentage and nature of your contribution and outcomes
2011 - 2015	HEIDI – Drop-in sessions	USC Library Student Life & Learning Course coordinators	40% Coordination, participation and evaluation Over 200 students benefited from the support provided in the HEIDI sessions
2012	ACT Learn	Dr Margaret McAllister and colleagues	20% 3 peer-reviewed papers
2012 -	Face to Face Feedback Initiative	Dr Gregory Nash and colleagues	15% 1 conference paper 1 internal L&T grant
2013	Inflame Research Cluster	Dr Shelley Walton and colleagues	15% Research Cluster Leadership Team, 1HDR student, 1 funded grant, 1 publication, 1 NHMRC grant submission, 1 external partnership in the area of Indigenous Health – Lowitja Institute
2013	Engage Research Cluster	Dr Christian Jones and colleagues	15%

			2 publications, 2 funded grants, 1 article submission under review
2013	CHI Research Cluster	Prof Marion Gray and colleagues	4 HDR students, 1 publication, 1 grant
2013	Low income students support	USC Student Guild – Welfare office	50% 4 low income students benefited from free textbooks

Recognition for engagement excellence and leadership

- Frequent students commendations (through SETACs) for good teaching qualities related to class engagement and student support. Examples include: “caring and helpful”, “very accommodating and understanding of different learning abilities”, “organised and passionate”, “ability to make the learning environment a fun and enjoyable place”. Some of the most frequent qualities expressed in SETACs were “engaging”, “collaborative” and “supportive”. Consistent engagement with students created a “positive learning environment” and “an atmosphere where we want to do well in the class”.
- Commendations from peers
 - Dr Bill Allen, Senior Lecturer in Education: “He is a delightful, willing and supportive colleague, a caring teacher and he is committed to ongoing self-improvement:
- Commendations from leaders of local, regional and international institutions
 - Ms Lydia Najlepszy, CEO Sunshine Coast Youth Partnership: “Your willingness to attend and contribute to the discussions was very valuable. You provided us with a succinct summary of the discussions, making sense of the many ideas and concepts that were raised and creating a mind map of possibilities that clarified what the various members of the Alliance could contribute. That made my job as the Chair of the committee much easier!!”
 - Professor Jose Morcuende, CEO and Medical Director, Ponseti International Association: “Florin is a hard working academic, a productive researcher and a great value to the people and organizations he works with.”

Summary of major achievements in engagement *(with a focus on the last 5 years)*

(Limit of 300 words)

- At University level I consistently focused on partnership development, capacity building and cross disciplinary collaborations for teaching and learning and research purposes. This has resulted in strong strategic partnerships with collaborators from local, regional, national and international institutions/organisations.
 1. Australian Health Promotion Association
 - Director, Board of Directors
 - Committee Member: Professionalising Health Promotion
 - Committee Member: Research Evidence Evaluation and Translation
 2. Sunshine Coast Hospital Service
 - Clinical Fellow in Allied Health
 - Successful external grant; work integrated learning placements
 3. Hello Sunday Morning, Chris Raine
 - Innovative teaching programs via partnerships; faculty seed grant; USC & national presentations
 4. Medicare Locals Sunshine Coast
 - Innovative teaching programs via partnerships; RUN Network seed grant
 5. Central Queensland University
 - Successful external grants; published peer reviewed journal articles; professional development workshop
 6. Lowitja Institute
 - support for NHMRC external grant submission
 7. University of Iowa, USA
 - peer reviewed journal articles
 8. Centre for Public Health and Health Policy Cluj Napoca, Romania
 - international grant application; peer reviewed journal articles

- At Faculty level I coordinated and organised the Heidi drop-in sessions based on the collaborative model proposed by Turley & Einfalt (2010, 2013) from 2011 onwards. This initiative is an example of a successful partnership between colleagues across varied health disciplines, school, faculty, library and student services. Over 200 students benefited from the support provided in the HEIDI sessions. Since 2012 I am the chief investigator for a USC wide evaluation into the impact of program based drop-in student support services.