# TEACHING STAFF AND PROFESSIONAL DEVELOPMENT REVISITED

November 2019

**Greg Whateley and Andrew West**

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# Theme 2 - Teaching Staff and Professional Development (institutional level)

**KPI#1: Teaching staff profile, qualifications and policies**

- **KPM 1.1:** *Institutional teaching staff profile*: permanent staff, sessional staff, teaching focused/scholarship; ratio of teaching staff/administrative staff; What is the percentage/weighting for teaching staff?
- **KPM 1.2:** How is equivalency determined for teaching staff? How is equivalency determined when teaching staff do not have a +1 qualification? How is 'industry expertise' relevance maintained? Are these effective? [e.g. AQF equivalence register, professional experience, policies/procedures]
- **KPM 1.3:** What induction/orientation activities are provided to new teaching staff, including sessional staff? Are these effective? [e.g. Orientation/induction attendance records, development of induction resources, website with induction resources]
- **KPM 1.4:** What processes are in place to ensure teaching staff, including sessional staff are updated on institutional policy and practice in teaching, learning and assessment? Are these effective? [e.g. workshops, contribution to policy development, emails, minutes, other feedback, compliance with policies]

**KPM 1.1**

The current UBSS teaching staff profile is –

Permanent Full time – 6

Permanent Part time – 23

Permanent Administration Only Staff – 5 (Ratio then is 29:5 or 5.8:1)

**KPM 1.2**

UBSS ensures all teaching staff are AQF+1 compliant.

In the MBA program – to ensure specialist expertise – UBSS has in place an Academic Staff Qualifications and Equivalence Policy (Attachment #1).

**KPM 1.3**

Each trimester a professional development day is conducted. A sample program is provided as Attachment #2.

Program Directors take responsibility for induction of new staff. A sample induction check list is provided as Attachment #3.

**KPM 1.4**

Updating on policy and procedure is managed by Program Directors in the form of email and F2F meetings.

**KPI#2: Institutional support for teaching/scholarship**

- **KPM 2.1:** What are the key strategic plans or frameworks for teaching/scholarship at the institution? Are these effective? [e.g. Strategic policies, plans, scholarship frameworks]
- **KPM 2.2:** What are the academic leadership structures, roles and accountabilities at the institution? Are these effective? [ e.g. Deputy Vice-Chancellor/Pro Vice-Chancellor/Dean/Academic Registrar, Associate Dean/Program Coordinator/Manager/Subject/Discipline Leads/Unit/Subject Coordinators]
- **KPM 2.3:** What expectations of teaching requirements at each level to assist with attraction, retention and promotion of teaching staff? [e.g. scholarship criteria at different levels, promotion criteria) Are these effective?

**KPM 2.1**

UBSS has in place a strategic plan for capturing scholarship – see Attachment #4.

UBSS has in place a Teaching and Learning Plan - see Attachment #5.

UBSS has in place a Workforce Plan – see Attachment #6.

UBSS staff report on annual scholarship activity at the end of each year. A sample 2018 scholarship profile is provided as Attachment #7.

UBSS has in place a leadership structure that was recently risk rated (by TEQSA) as low suggesting appropriateness –

| | | | | | |
|---|---|---|---|---|---|
| Indicator 6 - Graduate Destinations | High | Low | High | Low | Low |
| Indicator 7 - Senior Academic Leaders to Broad Field of Education | High | Low | Low | Low | Low |

UBSS has in place a quality leadership framework in place that is best captured in the most recent iteration of the organisational structure – see Attachment #8.

UBSS has a high level of retention of teaching staff and this has been the case for the last four years in particular.

UBSS formally reviews teaching staff performance, via Program Directors. This is conducted formally each year – usually throughout the year. Sample documentation is provided as Attachment #9.

UBSS does not have in place a formal promotions program or policy.

Staff Satisfaction levels are very high (T2, 2019 aggregate at 4.61 on a 5 point scale) and we have low staff attrition – this would suggest that current practices are appropriate and appreciated. –

| | Survey Questions | T2 2016 | T3 2016 | T1 2017 | T2 2017 | T3 2017 | T1 2018 | T2 2018 | T3 2018 | T1 2019 | T2 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Q1 | You are provided with the tools and resources to do your job well | 4.10 | 4.00 | 4.87 | 4.63 | 4.81 | 4.83 | 4.62 | 4.54 | 4.40 | 4.44 |
| Q2 | Your job requirements are clearly communicated and goals and strategies are clearly defined | 4.20 | 4.40 | 4.80 | 4.68 | 4.75 | 4.83 | 4.71 | 4.69 | 4.67 | 4.81 |
| Q3 | You feel encouraged to come up with new and better ways of doing things | 4.10 | 4.20 | 4.73 | 4.53 | 4.50 | 4.61 | 4.67 | 4.54 | 4.73 | 4.44 |
| Q4 | Your supervisor visibly demonstrates a commitment to quality | 4.10 | 4.20 | 4.87 | 4.79 | 4.69 | 4.72 | 4.71 | 4.77 | 4.87 | 4.75 |
| Q5 | You are satisfied with the level of involvement in decisions that directly affect your work? | 3.90 | 4.20 | 4.53 | 4.37 | 4.63 | 4.56 | 4.62 | 4.69 | 4.60 | 4.25 |
| Q6 | UBSS does a good job of keeping employees informed about matters affecting your work? | 4.00 | 4.30 | 4.93 | 4.79 | 4.81 | 4.89 | 4.62 | 4.77 | 4.80 | 4.81 |
| Q7 | Overall, you are satisfied with your job? | 4.20 | 4.50 | 4.87 | 4.79 | 4.88 | 4.94 | 4.76 | 4.85 | 4.87 | 4.75 |
| | Average | 4.09 | 4.26 | 4.80 | 4.65 | 4.72 | 4.77 | 4.67 | 4.69 | 4.70 | 4.61 |

**KPI#3: Institutional resources and professional development**

- **KPM 3.1:** What resources are available for teaching staff to improve their teaching/scholarship practice? [e.g. Identified budget item for annual budget, funded positions for teaching scholarship and teacher development, online resources] Are these effective?
- **KPM 3.2:** How are individuals/teaching teams recognised and rewarded? [e.g. teaching awards, fellowships/scholarships, staff exchange] Is this effective?
- **KPM 3.3:** What are the key strategic themes for professional development for teaching staff at your institution? How is your institution addressing these key themes? Is this effective?
- **KPM 3.4:** What professional development opportunities are provided to staff (permanent and sessional teaching staff)? [e.g. Academic supervision, mentoring, conferences, workshops] Are these effective?

**KPM 3.1**

UBSS has in place a strategy for encouraging and registering scholarship – intended to maximise capture – Attachment #10.

UBSS part-time staff teach at other institutions providing exceptional scholarship and benchmarking opportunities.

**KPM 3.2**

UBSS has in place the Executive Dean Awards each trimester – certificate and $1,000 bonus - to recognise individual achievement. There are usually 3-4 awards each trimester.

Additional achievement is acknowledged in the regular 'Message from the Executive Dean' publication.

**KPM 3.3**

UBSS has in place a Professional Development Policy (Attachment #11).

UBSS has in place an Academic Staff Development Policy (Attachment #12).

Supervision and monitoring is managed by Program Directors. The most recent Staff Survey rated supervising/mentoring as high satisfaction at 4.75 on a 5 point scale –

| | Survey Questions | T2 2016 | T3 2016 | T1 2017 | T2 2017 | T3 2017 | T1 2018 | T2 2018 | T3 2018 | T1 2019 | T2 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Q1 | You are provided with the tools and resources to do your job well | 4.10 | 4.00 | 4.87 | 4.63 | 4.81 | 4.83 | 4.62 | 4.54 | 4.40 | 4.44 |
| Q2 | Your job requirements are clearly communicated and goals and strategies are clearly defined | 4.20 | 4.40 | 4.80 | 4.68 | 4.75 | 4.83 | 4.71 | 4.69 | 4.67 | 4.81 |
| Q3 | You feel encouraged to come up with new and better ways of doing things | 4.10 | 4.20 | 4.73 | 4.53 | 4.50 | 4.61 | 4.67 | 4.54 | 4.73 | 4.44 |
| Q4 | Your supervisor visibly demonstrates a commitment to quality | 4.10 | 4.20 | 4.87 | 4.79 | 4.69 | 4.72 | 4.71 | 4.77 | 4.87 | 4.75 |
| Q5 | You are satisfied with the level of involvement in decisions that directly affect your work? | 3.90 | 4.20 | 4.53 | 4.37 | 4.63 | 4.56 | 4.62 | 4.69 | 4.60 | 4.25 |
| Q6 | UBSS does a good job of keeping employees informed about matters affecting your work? | 4.00 | 4.30 | 4.93 | 4.79 | 4.81 | 4.89 | 4.62 | 4.77 | 4.80 | 4.81 |
| Q7 | Overall, you are satisfied with your job? | 4.20 | 4.50 | 4.87 | 4.79 | 4.88 | 4.94 | 4.76 | 4.85 | 4.87 | 4.75 |
| | Average | 4.09 | 4.26 | 4.80 | 4.65 | 4.72 | 4.77 | 4.67 | 4.69 | 4.70 | 4.61 |

**KPM 3.4**

UBSS encourages and supports all academic staff in their professional development as per policy and procedure.

All staff report annually on their professional development activities. In 2018 UBSS captured a three year profile on all staff – a sample is provided as Attachment #13.

The UBSS professional development spend over the three years (2016-2018) was $491, 878 –

| | 2016 | 2017 | 2018 |
|---|---|---|---|
| SPEND IN $ | 221,059 | 128,479 | 142,340 |

# ATTACHMENT 1

## ACADEMIC STAFF QUALIFICATIONS AND EQUIVALENCE POLICY

| | |
|---|---|
| Document ID | 3.20 |
| Related Documents | UBSS Credit Transfer Policy<br>UBSS Grievance Policy (Academic)<br>GCA International Student Support Services Policy<br>GCA Student Welfare Policy<br>GCA Refunds Policy |
| Date | Refreshed June 2018 |
| Date of Next Review | June 2021 |
| Authorised by | UBSS Academic Senate |
| Approved by | UBSS Academic Board June 2017 |
| Version | V13 |
| Responsible Officer | Executive Dean |
| References and Legislation | National Codes of Practice for International Students (NCPIS) Standard(s): |

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# 1 Context

This policy outlines the appropriate qualifications and/or equivalent professional experience for academic teaching staff at the Universal Business School Sydney (UBSS).

# 2 Scope

## 2.1 Rationale

This policy applies to all staff with responsibilities for academic oversight or teaching and supervisory roles.

## 2.2 Legislative Context

The Australian Qualifications Framework, Second Edition, January 2013 (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

The organising framework for the AQF is a taxonomic structure of levels and qualification types each of which is defined by a taxonomy of learning outcomes. The taxonomic approach is designed to enable consistency in the way in which qualifications are described as well as clarity about the differences and relationships between qualification types.

The AQF Levels define the relative complexity and depth of achievement and the autonomy required of graduates to demonstrate that achievement. In the AQF there are 10 Levels with Level 1 having the lowest complexity and AQF Level 10 the highest complexity. The Levels are defined by criteria expressed as learning outcomes.

AQF qualification type is the nomenclature used in the AQF to describe each discipline-free category of AQF qualifications. Each qualification type is defined by a descriptor expressed as learning outcomes. There are 14 AQF qualification types from across all education and training sectors.

The Higher Education Standards Framework (Threshold Standards) 2015 Standard 3.2 requires that –

3. Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having –

   a. Knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice;
   b. Skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts; and
   c. c. A qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice based experience and expertise, except for staff supervising

- The Educational Services for Overseas Students Act (ESOS): 2000
- The National Code Tertiary Education Quality and Standards (TEQSA) Act 2011 (Cth);
- Higher Education Standards Framework (Threshold Standards) 2015;
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007;
- Higher Education Support Act 2003 (Cth);
- Australian Qualifications Framework, Second Edition, January 2013.

## 3 Definitions

| Item | Definition |
|---|---|
| *AQF* | *The Australian Qualifications Framework*, which describes the minimum standards and levels of Australian qualifications and award courses. |
| *Course* | A structured sequence of study leading to the award of a degree, diploma, certificate or other recognized qualification, which when successfully completed is conferred on the graduand by the GCA Board of Directors. |
| *Cognate discipline* | A closely allied discipline or area of study. Typically in the same broad Field of Education as classified by the Australian Bureau of Statistics in the Australian Standard Classification of Education (ASCED), 2001. |
| *Course Learning Outcome* | A statement of the knowledge, skills, and application of knowledge and skills that students are expected to have achieved upon completion of the course. |
| *Managerial work experience* | Work experience that includes responsibility for planning and organizing resources (including staff), leading or influencing individuals or groups and controlling processes, and that is characterised by the requirement to make decisions that can have a significant impact on the organisation. |
| *Professional work experience* | Work experience that includes some authority for decision making, individual accountability for results, and that is characterised by specified in-depth work requirements and the ability to use independent judgment and discretion in the performance of duties. |

| Item | Definition |
|---|---|
| *Related field* | Belonging to the Managers or Professional major groups as classified by the Australian and New Zealand Standard Classification of Occupations (ANZSCO). |
| *Qualification* | Refers to the broad discipline-free nomenclature used in the AQF to describe each category of AQF qualification |
| *Subject Learning Outcome* | A statement of what students are expected to learn and/or skills they are expected to acquire in the unit and be able to demonstrate upon completion of the unit. |

## 4 Qualifications and Equivalence Framework

Academic oversight, teaching, and supervisory roles involve the exercise of academic judgement and include conducting classes or seminars, online course delivery or facilitation, and setting and marking formative and summative assessment tasks.

Staff with responsibilities for academic oversight or teaching and supervisory roles in courses or units will have appropriate qualifications or equivalent experience as set out in Table 1 below (except as noted immediately below).

Staff without appropriate qualifications or experience may teach components of a course under the supervision of staff with appropriate qualifications or experience where they are employed:

- as professional specialists to meet specified educational needs;
- to teach as part of their career development; or
- to teach in emergent academic disciplines

where a plan to support their development, with appropriate timelines, is implemented and they are working under the supervision of an appropriately qualified staff member. The criteria set out in Table 1 below are applied in the context of the discipline and the relevant Course and Subject Learning Outcomes. The criteria may be varied or added to by the Academic Senate for specified award courses as appropriate for the discipline or for individual staff members provided staff can demonstrate equivalence of professional or practiced-based experience (with reference to AQF criteria) and are equipped to meet students' educational needs.

Decisions about the equivalence of experience of teaching staff are made by the Executive Dean on the advice of the Program Directors and/or other senior academic member(s) of the College with demonstrated expertise in the relevant discipline as appropriate.

Evidence to support decisions about equivalence of experience may include, but is not limited to -

- Experience in professional, business or creative or other practice-based roles requiring high order judgement and the provision of expert advice;
- Managerial experience in a related field;
- Testimonials, awards or other recognition that acknowledges leadership or expertise in the field;
- Professional qualifications, experience and standing, including participation in advisory
- boards and professional networks;
- Leadership in the development of professional standards;
- Peer reviewed publications and/or scholarship in a related field or other publications such as professional and/or industry reports;
- Leadership or management of research acknowledged by peers; or
- Current teaching experience in a related field with demonstrated success and evidence of scholarship in the field.

The assessment of equivalent experience will be made with reference to the relevant Course Learning Outcomes and AQF Level of award. The number of years of experience stipulated in Table 1 below is indicative and may be varied as appropriate for particular disciplines or professions. What is considered to be 'current' experience will depend on the pace of change in a particular discipline or profession.

## 5 Criteria for Assessing Appropriateness of Qualifications and/or Experience of Staff Overseeing or Teaching in a Course

| **Course Level** | **Minimum Qualification/Experience to Oversee or Teach at the Course Level** |
|---|---|
| Diploma (AQF 5) | • Bachelor degree (AQF 7) in a cognate discipline; or<br>• at least five-years full-time managerial and/or professional work experience in a related field; or<br>• at least five-year full-time current teaching experience at AQF 5 with demonstrated success and evidence of scholarship in the field. |
| Bachelor (AQF 7) | • Bachelor Honours degree, Graduate Certificate or Graduate Diploma (AQF 8) in a cognate discipline; or<br>• Bachelor Degree (AQF 7) in a cognate discipline and at least five-years fulltime managerial and/or professional work experience in a related field; or<br>• Bachelor Degree (AQF 7) in a cognate discipline and at least five-year fulltime current teaching experience at AQF 7 with demonstrated success and evidence of scholarship in the field. |

| | |
|---|---|
| Bachelor Honours; Graduate Certificate; Graduate Diploma (AQF 8) | • Masters degree (AQF 9) in a cognate discipline; or<br>• Bachelor Honours degree, Graduate Certificate or Graduate Diploma (AQF 8) in a cognate discipline and at least five-years full-time managerial and/or professional work experience in a related field; or<br>• Bachelor Honours degree, Graduate Certificate or Graduate Diploma (AQF 8) in a cognate discipline and at least five-year full-time current teaching experience at AQF 8 with demonstrated success and evidence of scholarship in the field. |
| Masters (coursework) (AQF 9) | • PhD (AQF 10) in a cognate discipline; or<br>• Masters degree (AQF 9) in a cognate discipline and at least five-years fulltime managerial and/or professional work experience in a role requiring specialised knowledge, expertise and independent high-level planning and management of people and/or complex processes/projects; or<br>• Masters degree (AQF 9) in a cognate discipline and at least five-year fulltime current teaching experience at AQF 9 with demonstrated success and evidence of scholarship in the field. |

## 6 Document Change Control

| Version | Change Description | Date | Author |
|---|---|---|---|
| V12 | Refreshed format | November 2017 | Professor Ian Bofinger |
| V12.1 | Change of review date | June 2018 | Jotsana Roopram |
| V13 | Refreshed and change to next review date | August 2019 | Professor Ian Bofinger |

UBSS wishes to acknowledge the benchmarking partners used to create this policy.

# ATTACHMENT 2

UNIVERSAL BUSINESS SCHOOL SYDNEY
Private MBA Business School

***Trimester 1, 2018 Staff Professional Development Seminar and Presentation of Teaching Awards***

**Level 11 (various), 233 Castlereagh Street Sydney**

**Monday, 15 January, 2018**

**AGENDA**

**10am**

1. **Overview of Trimester 3, 2017** (with Greg) in Room 1109

   1.1 Update on Trimester 3, 2017
   1.2 Summary of Student Feedback of Subjects (SFU) T3, 2017
   1.3 Summary of Staff Survey T3,2017
   1.4 UBSS KPIs Q4 Overview 2017
   1.5 Presentation of Teaching Awards T3, 2017

2. **Session on Turnitin** (with **Kim**) in Room 1113

**12pm**

Break for **lunch** (provided) in Room 1111

**1pm**

3. **General Session on MyGCA and Moodle** (with **Kim**) in Room 1113

4. **Smartboard Training Session** (with **Jason**) in Room 1113

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CRICOS Provider Number 02571D

# ATTACHMENT 3

Private MBA Business School

**This checklist is to be used for all new employees commencing at UBSS**

| TASK | EMPLOYEE | CHECKED |
|---|---|---|
| **Operational (all employees)** | | |
| Provided with contract | HR/Payroll | |
| Completed banking details and other payroll requirements | HR/Payroll | |
| Issued with credit card application and provided with business card (where applicable) | HR/Payroll/Supervisor | |
| Attends UBSS Induction program:<br>• Employee showed around building and location of amenities<br>• Employee introduced to key Employee (executive, colleagues) | Supervisor | |
| Issued with office key/s and access card/s | Supervisor/nominated Employee | |
| Provided with PC login | IT Services | |
| Given access to appropriate computer drives | IT Services | |
| Demonstrated procedure on how to swipe in and out of building with staff/access cards and attendance requirements | IT Services | |
| Trained on ISIS/MyGCA:<br>• To send broadcast/bulletins via MyGCA (where applicable)<br>• Create Redmine requests (where applicable)<br>• Create student journal entries (where applicable) | IT Services | |
| Given access to appropriate M drive folders | IT Services | |
| Provided with copy of Group directory | Student Services Manager | |
| Provided with information on location of policies and procedures on MyGCA/M Drive | Supervisor/nominated Employee | |
| Provided with IT training (Moodle and/or other e-databases) | Senior eLearning Developer | |
| Briefed on job duty statement | Supervisor | |
| Issued with tasks to commence job role | Supervisor/nominated Employee | |
| **Academic (teaching employees)** | | |
| Discussion on subject outline requirements – namely readings lists, assessment policy, examination policy, learning tasks and publication deadline | Program Director | |
| Overview and location of relevant academic polices & procedures such as Use of Moodle, plagiarism, conduct of examinations, marking and grading guidelines, and key deadlines (exam submission, results and marking) | Program Director | |
| Discussion on link between UBSS motto of “Launching Careers” and its identified graduate attributes (GAs) and their relationship to the learning outcomes and assessment items for each subjects; Capstone Project concept | Program Director | |
| Separate training for use of Moodle Learning System (including: posting materials, conducting quizzes, uploading marks) | Program Director | |
| Training on turn-it-in Software | Program Director | |
| Overview and access to e-resources (e-library databases); | Program Director | |
| Separate training session for use of Smartboards | Program Director | |
| Overview of the UBSS Centre for Entrepreneurship (CFE) | CFE Director | |

**Signed & Dated:**

**Executive Dean (or nominee):**

_____ **Date:** _____

**New Employee:**

_____ **Date:** _____

ATTACHMENT 4

# CAPTURING SCHOLARSHIP AT UBSS

**Greg Whateley, Jotsana Roopram and Andy West**

**v1 - June 2018**

**V2 – November 2018**

**V3 – January 2019**

## FOREWORD

*Scholarship* at UBSS is taken very seriously.

The attached commentary and profiles evidence that staff at UBSS are scholarship active and that the notion of scholarship within a teaching and learning focused organisation is understood and encouraged.

Part one of this book provides an historical context for the development of this understanding and the contextualising of scholarly activity appropriate for the Sector and of course the institution. The pioneering work of Boyer (1990) is used as the basis for development of a customised UBSS approach to scholarship harvesting.

Part two provides the evidence of individual efforts to stay current, contribute to industry and ensure personal and professional development takes place. This publication needs to be read in the context of the Professional Development Policy which is a benchmarked and appropriate approach to Professional Development and Scholarship.

I recommend this publication to you.

**Professor Greg Whateley**

Executive Dean, UBSS and Provost, Sydney CBD Campus

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## CAPTURING SCHOLARSHIP AT UBSS

### PART A

The primary 2011 Threshold Standard that was initially questioned was **PCS 1.4** –

> *PCS 1.4: The higher education provider's academic staff are active in scholarship that informs their teaching, and are active in research when engaged in research student supervision.*

Further, the 2015 Standards that are primarily concerned with scholarship and are most relevant to the next iteration of registration are, in *Part A* (Standards for Higher Education):

- 3.1.2 (scholarship informs course design; the content and learning activities of a course of study engage with advanced knowledge and inquiry)
- 3.2.3 (teaching staff maintain knowledge of their field of teaching through continuing scholarship; teaching and assessment principles are contemporary and relevant to the discipline)
- 4.2.2 (scholarship characterises the environment of research training)

and

*Part B* (Criteria for Higher Education Providers):

- Part B1 (scholarship that informs teaching is an essential characteristic of higher education providers, as is engagement with advanced knowledge and inquiry)

The Pratt Report (August 2017) commissioned by TEQSA identified a number of deficiencies which were basically significant allegations without proper factual foundation and these principally included allegations of –

- UBSS interpretation of model (Boyer) not general interpretation;
- Absence of scholarship in CVs;
- According to resumes substantial number of staff were not engaged in scholarship;
- Newly introduced scholarship profiles only one year coverage - more scholarship evidence is required;
- Professional Development Policy encourages a culture of scholarship – but only recently;
- Occasional Papers was discontinued.

Professor Pratt (August 2017) did conclude that the use of the BOYER model *is appropriate*.

In the spirit of co-operation, GCA offered to complete a triangulated review of the current Scholarship farming tools (data collection process) that would compare the tool with a number of NUHEPs (including TEQSA itself) and provide suggestions for improvement, if required. The key issues raised by Professor Pratt (without accepting the veracity of his assertions) could be addressed with the following steps and within the proposed timeline –

| Steps | Tasks | Responsibility | Timing |
|---|---|---|---|
| A | Seek support from a current benchmarking consortium to focus on scholarship data collection | Executive Dean | 1 Oct, 2017 |
| B | Consider findings of project | Executive Dean | 30 Nov , 2017 |
| C | Present findings to Academic Senate and seek direction | Chair of Academic Senate | 14 Dec, 2017 |

This proposal was put to TEQSA and the AAT in an open letter but was rejected by TEQSA and so a hearing took place, albeit part-heard. As the AAT proceedings were adjourned for the expert determination process, there was no cross-examination of Professor Pratt on this issue.

The current /UBSS stance is –

- The Boyer Model of Scholarship is a useful tool and guides UBSS on matters of scholarship. The model acknowledges *teaching and learning organisations* in particular;

- The absence of scholarship evidence in CVs was addressed by the Executive Dean in 2016 (circa April 2016) with the insistence on a Scholarship Profile (in addition to a current CV) for each staff member from that point forward. This was further refined for the 2017 data gathering which provided an even tighter and appropriate focus. The 2018 data collection (provided) satisfies Conditions 7a and 7b (for May 2019) of the current registration period.

- **Professor Whateley** (Executive Dean and Provost), too, has considerable expertise in this area and defends the right to be innovative around the Boyer model (therefore rejecting the Pratt contention). Given that Glassick, Huber and Maeroff (1997) adapted the model; Bron, Cohen, Kaeser, Leane, Littleton, Otto and Rickman (1999) adapted the model; Campbell (1991) adapted the model; Stull (1995) adapted the model; Francis and Taylor (2002) adapted the model; so it seems an inappropriate criticism from TEQSA (Pratt – August 2017) and again Pritchard and Gordon for TEQSA (November 2017) that Whateley (2016) is *not* permitted to do so.

- Scholarship (and Professional Development) were discussed in detail in GCA's July 2017 documentation – Package #13 'Scholarship at UBSS' (pp1-14), Package #12 ' Professional Development at UBSS' (pp1-26), and in Professor Whateley's August 2017 Statement at paragraphs 100-108. The matter, raised again by Pritchard and Gordon for TEQSA (November 2017), required a further response from Whateley (December 2017).

- The current UBSS *Professional Development Policy* –

  https://www.ubss.edu.au/media/1294/professional-development-policy.pdf

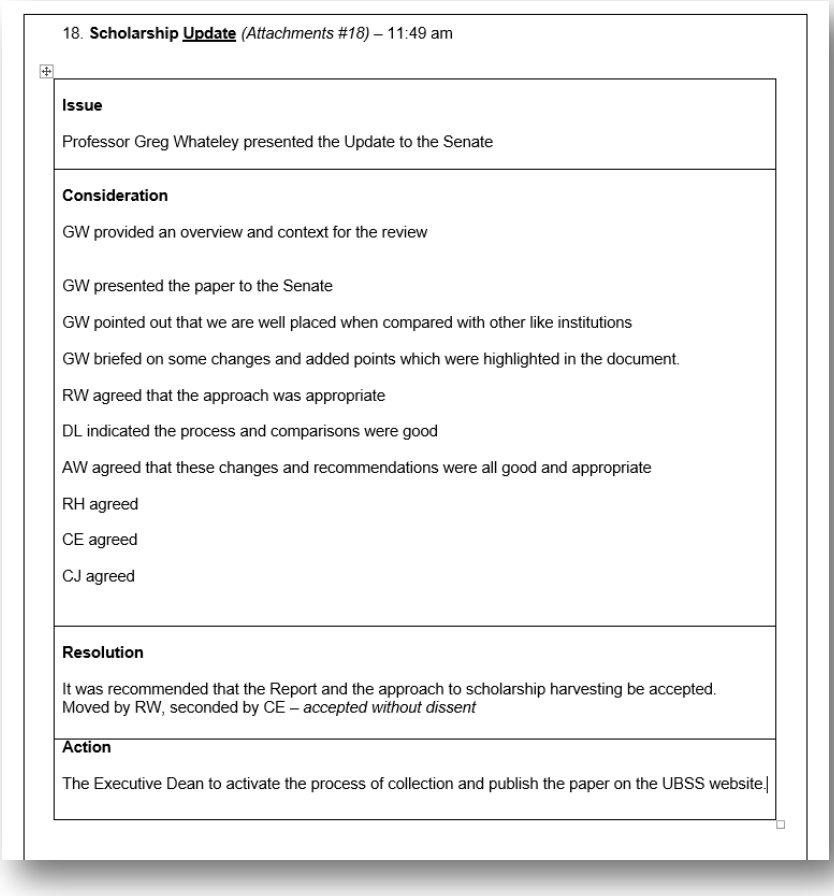
  is comprehensive and 'fit for purpose'. It was developed to ensure the necessary focus on professional development (and scholarship) is supported and that a culture of scholarship, as such, is encouraged.

To provide TEQSA with a level of comfort and further evidence of compliance it was proposed that an existing six way benchmarking project be redirected to explore how scholarship is best measured and encouraged. This exercise outcome was presented at the 8 December GCA 2017 *Board of Directors* meeting and the *UBSS Academic Senate* on 14 December 2017. The proposed data collection for UBSS was endorsed -

15. Refreshed Documents (Professor Greg Whateley) – Attachments #16.1, #16.2, #16.3a and 16.3b, #16.4, #16.5, #16.6
    - *15.1 Benchmarking*
    - *15.2 Moderation of Assessment*
    - *15.3 Collection of Data*
    - *15.4 Course Review*
    - *15.5 Human Resource Management*
    - *15.6 Scholarship*

| |
|---|
| **Issue** Agenda Item #16 - Refreshed Documents - 12:28pm |
| **Consideration**<br><br>GW spoke about the task of refreshing a range of documents including Benchmarking, Moderation of Assessment, Collection of Data, Course Review, Human Resource Management and Scholarship.<br><br>All papers have been satisfactorily completed and GW advised that these will be presented at the next Academic Senate meeting for consideration.<br><br>Board members commended the documents. |
| **Resolution**<br><br>The update was moved by PN and seconded by AM. The update was accepted without dissent |
| **Action**<br><br>Documents to be presented to the next Academic Senate meeting of December 14, 2017 |

*Extract from December 7, 2017 GCA Board of Directors' Meeting Minutes.*



18. **Scholarship Update** *(Attachments #18)* – 11:49 am

| |
|---|
| **Issue**<br>Professor Greg Whateley presented the Update to the Senate |
| **Consideration**<br>GW provided an overview and context for the review<br><br>GW presented the paper to the Senate<br>GW pointed out that we are well placed when compared with other like institutions<br>GW briefed on some changes and added points which were highlighted in the document.<br>RW agreed that the approach was appropriate<br>DL indicated the process and comparisons were good<br>AW agreed that these changes and recommendations were all good and appropriate<br>RH agreed<br>CE agreed<br>CJ agreed |
| **Resolution**<br>It was recommended that the Report and the approach to scholarship harvesting be accepted.<br>Moved by RW, seconded by CE – *accepted without dissent* |
| **Action**<br>The Executive Dean to activate the process of collection and publish the paper on the UBSS website. |

*Extract from the December 14, 2017 UBSS Academic Senate Meeting Minutes.*

Whateley (2016) explored the Boyer thinking around scholarship –

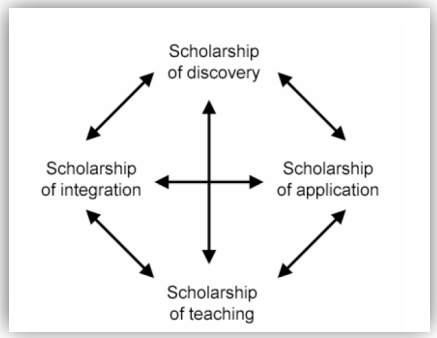
Scholarship is one of many TEQSA quality standards which higher education providers are required to demonstrate in order to maintain registration. Essentially, scholarship refers to knowledge acquired by study (and reflection). However, in the context of the TEQSA quality standards, scholarship refers to the application of knowledge acquired by study to all operations of a higher education institution in order to improve and sustain the quality provision of education.

Scholarship involves continuously improving the provision of education (and the operations under-pinning that provision) by applying knowledge *to bring about improvement/s*.

Scholarship at UBSS, then, requires the ongoing pursuit of knowledge acquired by study (and research) to sustain and improve the provision of education to local, national and international best practice. In short, scholarship refers to the advancement of knowledge in teaching, learning and academic disciplines.

Attempts to measure 'scholarship' are fraught with pitfalls. The ERA projects and recent events at some Australian Universities, for example, highlight the difficulties in trying to measure 'research' in research-intensive universities, let alone 'scholarship' in teaching-intensive higher education providers.

**Ernest Boyer** (1990) provided the proposition that "we must move beyond the tired old 'teaching versus research' debate and give the familiar and honorable term 'scholarship' a broader and more capacious meaning." Specifically, he (Boyer) proposed that scholarship should have four separate yet overlapping meanings: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching.




Boyer, E (1990). *Scholarship Reconsidered: Priorities of the Professoriate.* Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

This aspect of the Boyer model is recognized by TEQSA and used in the TEQSA Guidance Notes for scholarship.

## BOYER MODEL OF SCHOLARSHIP

The approach suggested by Boyer (1990) to scholarship has become a benchmark for those institutions which plan to be *teaching-intensive higher education providers* **in which scholarly activity informs teaching**. Boyer [see table below] proposed an expanded definition of 'scholarship' within teaching based on four functions that underlie the quality teaching – Discovery, Integration, Application and Teaching.

| Type of Scholarship | Purpose | Examples of Measures of Performance |
|---|---|---|
| Discovery | Build new knowledge through traditional research. | • Publishing in peer-reviewed forums<br>• Producing a creative work within established field<br>• Performing a creative work to a public audience<br>• Exhibiting at a Museum or Exposition<br>• Creating infrastructure for future studies |
| Integration | Interpret the use of knowledge across disciplines. | • Preparing a comprehensive literature review<br>• Writing a textbook or study guide<br>• Collaborating with colleagues to design and deliver a core course |
| Application | Aid society and professions in addressing problems. | • Serving industry or government as an external consultant<br>• Assuming leadership roles in professional organizations<br>• Advising student leaders, thereby fostering their professional growth<br>• Delivering a technical report, study, presentation, pamphlet, survey, building a prototype, developing a methodology or protocol, a significant speech |
| Teaching | Study teaching models and practices to achieve optimal learning. | • Advancing learning theory through classroom research<br>• Developing and testing instructional materials or new teaching methods<br>• Developing support materials, running a wiki or blog<br>• Mentoring postgraduate students<br>• Designing and implementing an assessment system<br>• A funded teaching or training initiative<br>• Contribution to accreditation or quality systems and documentation |

With these distinctions (or thinking) in mind, one can see a model for the appraisal of **the scholarship of teaching** which can be negotiated by a higher education teacher with his/her line manager and monitored by his/her mentor in the context of the meaning in practice of the mission of the institution in line with matters such as the *Strategic Plan-* *https://www.ubss.edu.au/media/1176/ubss-strategic-plan.pdf; Teaching and Learning Plan -* *https://www.ubss.edu.au/media/1183/teaching-and-learning-plan-2017-2020.pdf;* and *Workforce Plan* - https://www.ubss.edu.au/media/1182/work-force-plan-2017-2020.pdf

## UBSS ALIGNMENT WITH BOYER MODEL

For UBSS this formed the basis of a pro-forma that teaching staff are asked to complete annually. The format includes –

| Activity | Alignment with Boyer |
|---|---|
| Positions Held | Application |
| Memberships | Application |
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |
| Other | Integration |

The format selected (2016) utilised the headings and foci above. A sample scholarship profile is provided –

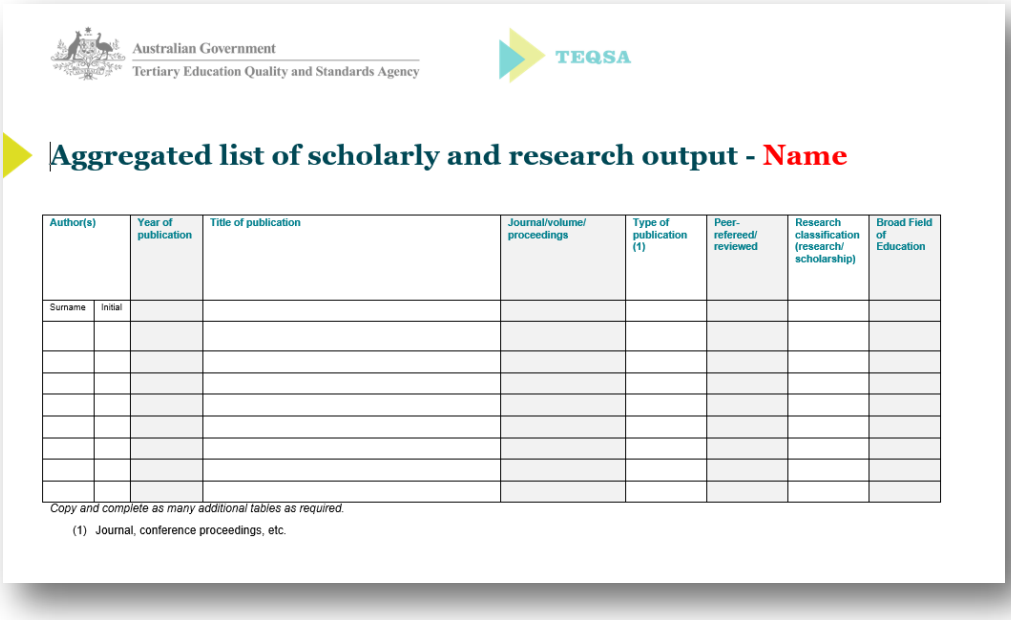
| SCHOLARSHIP PROFILE 2016 FOR DR GREG WHATELEY |
|---|
| **Positions held during 2016** |
| **Dean,** WSU College (end April)<br>**Provost**, Blacktown Campus, Western Sydney University (end April)<br>**Executive Dean**, UBSS<br>**Provost**, Castlereagh Campus, UBSS<br>**Executive Director**, GCA Board of Directors |
| **Memberships in 2016** |
| **Member**, Academic Senate – Western Sydney University (end April)<br>**Member**, APCAC – Western Sydney University (end April) |

| |
|---|
| **Chair**, Academic Board – Australian Institute of Music (end July) |
| **Chair**, Academic Senate – UBSS (end July) |
| **Acting Chair**, Academic Senate – UBSS |
| **Member**, Academic Board Asia Pacific International College |
| **Member**, Academic Board Australasian College of Health and Wellness |
| **Fellow**, Australian Institute of Management |
| **President,** Musicum20 International Music Consortium |
| **Director**, GCA Board of Directors |
| **Conferences and Symposia in 2016** |
| **Attended**, Western Sydney University Senior Forum, Sydney (2 days) |
| **Attended**, COPHE Benchmarking Symposium, Adelaide (2 days) |
| **Attended,** ACPET Conference, Hobart (2 days) |
| **Presented,** Musicum20 Symposium, Mannheim (5 days) |
| **Chaired,** Musicum20 Symposium, Mannheim (5 days) |
| **Articles and papers in 2016** |
| Whateley, G. (2016) **Benchmarking in an International Context**. Musicum20 Symposium, Mannheim (Germany) |
| **Self-Education in 2016** |
| Collaborative Learning Spaces |
| Academic Governance |
| Corporate Governance |
| **Teaching other than at UBSS** |
| **Research Project (Masters)** Sydney Opera House/Australian Institute of Music (June) |
| **Doctorate Supervision X 2 –** Western Sydney University |
| **Qualitative Research (Masters)-** LaTrobe University (April) |
| **Project and Thesis Marking** for RMIT University (Melbourne), The Australian Institute of Music (Sydney), University of Adelaide, and Central Queensland University (Melbourne and Sydney). |
| **Formal courses/study in 2016** |
| NA |

| **Other** |
| --- |
| Whateley, G. and Manly, J. (2016) **Concept Proposal – Blended Learning**, UBSS *January* |
| Whateley, G. and Hooke, A. (2016) **Concept Proposal – Collaborative Teaching Spaces**, UBSS *April* |
| Whateley, G. and Hooke, A. (2016) **Concept Proposal – Academic Gowns**, UBSS *February* |
| Whateley, G., Hooke, A. and Manly, J. (2016) **Concept Proposal – Domestic Market Focus**, UBSS *March* |
| Whateley, G. and Manly, J. (2016) **Concept Proposal - eConcierge**, UBSS *February* |
| Whateley, G. and Hooke, A. (2016) **Concept Proposal - Employment Seminars**, UBSS *April* |
| Whateley, G. and Manly, J. (2016) **Concept Proposal – Message from the Deans**, UBSS *February* |
| Whateley, G. and Manly, J. (2016) **Concept Proposal – Using a Champion**, UBSS *February* |
| Whateley, G. (2016) **Moving UBSS Forward – A Strategic Intent**. *Presented to the GCA Board of Directors (June).* |
| Whateley, G. (2016) **Executive Location Proposal.** *Presented to the GCA Board of Directors (August).* |
| 6 Editions of *Message from the Dean* |
| *Foundation Studies Submission* (with Thelma Raman and Jotsana Roopram) |
| *MBA Submission to CPA* (with Andy West and Lu Jiao) |

TEQSA *states* that it recognises diversity and the need to support innovation in the higher education sector. Consequently, TEQSA acknowledges that scholarship is **practiced differently** and is different in nature and form across different providers. The importance of scholarship to effective teaching and learning is widely agreed and a range of strategies have been identified in the literature and in evidence presented to TEQSA to develop, support and sustain scholarship both at an institutional level and at the individual staff level – both vital.

Ironically the TEQSA tool (below) for measuring scholarship currently only provides for a single element, which does not even follow TEQSA's own Scholarship Guidelines –



Australian Government
Tertiary Education Quality and Standards Agency

TEQSA

## Aggregated list of scholarly and research output - Name

| Author(s) | | Year of publication | Title of publication | Journal/volume/ proceedings | Type of publication (1) | Peer-refereed/ reviewed | Research classification (research/ scholarship) | Broad Field of Education |
|---|---|---|---|---|---|---|---|---|
| Surname | Initial | | | | | | | |
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*Copy and complete as many additional tables as required.*

(1) Journal, conference proceedings, etc.

*Clearly deficient* – a better means of gathering relevant data is required, hence the consideration of other capture designs.

## SCHOLARLY ACTIVITIES

There are various aspects to scholarship, but at its core is **the maintenance of knowledge of current developments** in the discipline, and **transmission of this knowledge** through effective, contemporary approaches to teaching and learning.

At an individual level, scholarly activities include –

- **professional practice** such as: membership of discipline journal editorial boards and/or professional societies/associations; consultancy work; involvement in academic societies, peer review processes and/or communities of practice; presentation of conference papers; chairing forums at relevant conferences.

| Activity | Alignment with Boyer |
|---|---|
| Positions Held | Application |
| Memberships | Application |
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |

- conducting **original research** in the relevant discipline/s or in teaching and learning practice.

| Activity | Alignment with Boyer |
|---|---|
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |

- involvement in **curriculum development and review** processes

| Activity | Alignment with Boyer |
|---|---|
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |

- conducting/presenting **staff professional development workshops** to support the advancement of knowledge and disseminate new practice-based and theoretical knowledge to colleagues and others

| Activity | Alignment with Boyer |
|---|---|
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |
| Other | Integration |

- engaging with **external communities** such as through the provision of academic services.

| Activity | Alignment with Boyer |
|---|---|
| Positions Held | Application |
| Memberships | Application |
| Teaching at other like institutions | Teaching |
| Other | Integration |

- undertaking **secondments that facilitate scholarship** such as academic management/ leadership positions

| Activity | Alignment with Boyer |
|---|---|
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |

- undertaking **higher level qualifications**.

| Activity | Alignment with Boyer |
|---|---|
| Formal Courses | Integration |

- Scholarship also manifests in **scholarly teaching**, which lies at the core of higher education, encompassing both aspects of scholarship - the maintenance of knowledge of current developments in the discipline, and transmission of this knowledge.

| Activity | Alignment with Boyer |
|---|---|
| Positions Held | Application |
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |
| Other | Integration |

At an individual level, demonstrating scholarly teaching includes -

- Being familiar with **the latest ideas, debates and issues** relating to the subject being taught, for example by reading relevant journals and publications on a regular basis, using this knowledge to shape teaching practice being informed by current ideas for teaching the subject/discipline, such as improved pedagogies, learning processes, curricula, academic policies and learning materials

| **Activity** | **Alignment with Boyer** |
|---|---|
| Memberships | Application |
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |
| Other | Integration |

- **evaluating and reflecting on teaching practice and student learning** (for example through peer assessment of teaching; reflecting on student feedback and actively engaging with students about learning outcomes) in order to challenge assumptions and consider alternative and/or different perspectives on teaching practices

| **Activity** | **Alignment with Boyer** |
|---|---|
| Positions Held | Application |
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Teaching at other like institutions | Teaching |
| Other | Integration |

- stimulating students and **fostering their learning in a variety of ways**, **to engage with current ideas** in the discipline area

| Activity | Alignment with Boyer |
|---|---|
| Positions Held | Application |
| Memberships | Application |
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |
| Other | Integration |

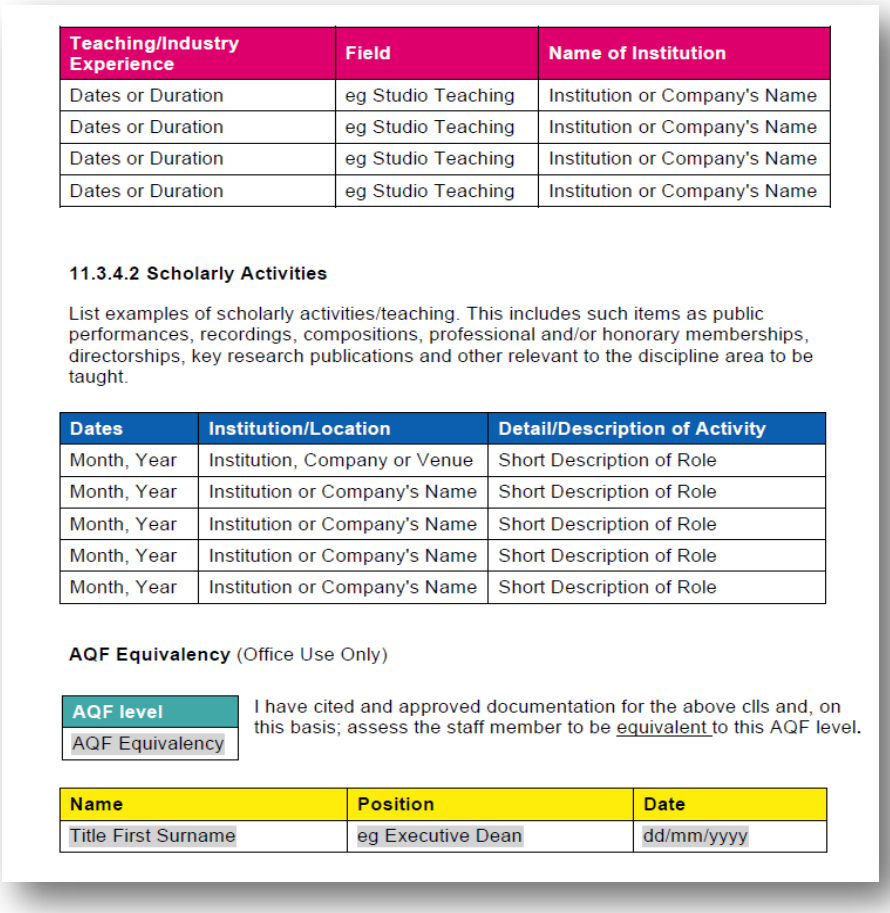
- exploring, testing, practising and communicating understanding of who the learners are, how they learn and what practices are most effective in the **context of the discipline** (pedagogical content knowledge).

| Activity | Alignment with Boyer |
|---|---|
| Positions Held | Application |
| Memberships | Application |
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |
| Other | Integration |

## BENCHMARKING SCHOLARSHIP COLLECTION

## *AMPA*

A benchmarking partner, AMPA (a NUHEP) www.ampa.edu.au has created a robust (and appropriate) approach for its community –



| Teaching/Industry Experience | Field | Name of Institution |
|---|---|---|
| Dates or Duration | eg Studio Teaching | Institution or Company's Name |
| Dates or Duration | eg Studio Teaching | Institution or Company's Name |
| Dates or Duration | eg Studio Teaching | Institution or Company's Name |
| Dates or Duration | eg Studio Teaching | Institution or Company's Name |

**11.3.4.2 Scholarly Activities**

List examples of scholarly activities/teaching. This includes such items as public performances, recordings, compositions, professional and/or honorary memberships, directorships, key research publications and other relevant to the discipline area to be taught.

| Dates | Institution/Location | Detail/Description of Activity |
|---|---|---|
| Month, Year | Institution, Company or Venue | Short Description of Role |
| Month, Year | Institution or Company's Name | Short Description of Role |
| Month, Year | Institution or Company's Name | Short Description of Role |
| Month, Year | Institution or Company's Name | Short Description of Role |
| Month, Year | Institution or Company's Name | Short Description of Role |

**AQF Equivalency** (Office Use Only)

| AQF level |
|---|
| AQF Equivalency |

I have cited and approved documentation for the above clls and, on this basis; assess the staff member to be equivalent to this AQF level.

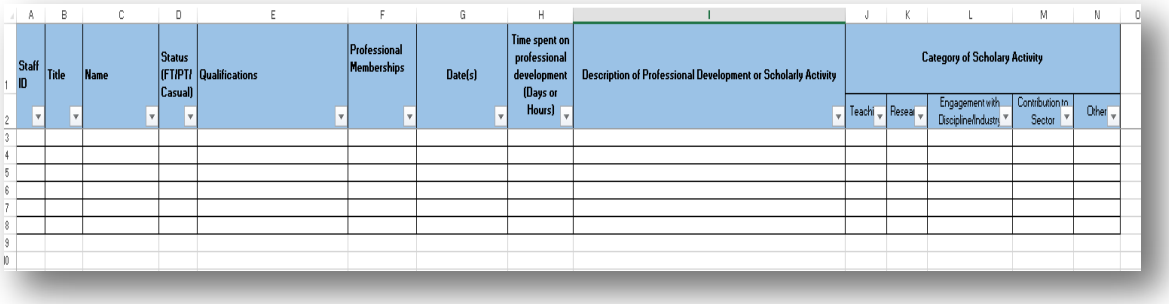
| Name | Position | Date |
|---|---|---|
| Title First Surname | eg Executive Dean | dd/mm/yyyy |

The key elements of the farming are –

- Teaching Experience
- Industry Experience
- Public Performances
- Recordings
- Compositions
- Professional/Honorary Memberships
- Directorships
- Research Publications
- Other

## *AIHE*

AIHE (a NUHEP) www.aihe.edu.au uses a useful tool that attempts to capture professional memberships, amount of time spent on professional development, and the categories of scholarship –



| Staff ID | Title | Name | Status (FT/PT/ Casual) | Qualifications | Professional Memberships | Date(s) | Time spent on professional development (Days or Hours) | Description of Professional Development or Scholarly Activity | Category of Scholary Activity | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Teachi | Reseai | Engagement with Discipline/Industry | Contribution to Sector | Other |
| | | | | | | | | | | | | | |
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The key elements of the farming are –

- Professional Memberships
- Time spent on Professional Development
- Description of Professional Development or Scholarly Activity
- Category of Scholarly Activity

# *MIT*

MIT (a NUHEP) affiliated with Federation University www.mit.edu.au utilizes a comprehensive collecting instrument -

**3. Scholarship of Teaching Folio**

*Please do not be intimidated by this heading. In fact we are all involved in the Scholarship of Teaching when we maintain currency with our units and involve ourselves in the business community.*

*We are asking you to state how you 'demonstrate' that your activity in this area has application to your teaching. For example , if you are an active member of a professional association, attend a professional development day with your discipline related association (eg CPA - update of taxation laws), then you bring back into the classroom such current information but with innovative teaching strategies to support student learning and engagement, then it would qualify as research informed teaching (Scholarship of Teaching).*

*This can be an ongoing activity, for example, successful collaborations evolve over a period of time.*

3.1 Summary Statement of Approach to Scholarship of Teaching

| |
|---|
| |

3.2 Evidence for Involvement in, and Application of, Scholarship of Teaching

| Year | Involvement and Application |
|---|---|
| | |

3.3 Collaborations *You may be working with a team from another organisation. For example, working with others from an industry association on a professional development program for members.*

| Year | Collaborations |
|---|---|
| | |

**4. Research and Creative Work Folio**

*Once again do not feel intimidated. MIT's understanding of research used was extracted from Boyer's 'Scholarship Reconsidered' (1990) as well as a more recent report by Jenkins and Healey (2005) 'Institutional strategies to link teaching and research'. Both these documents support MIT's Scholarship and Research Plan (2012-2016) which defines research as:*

- *"Basic research- which is of an experimental and theoretical nature undertaken to acquire new knowledge without a specific application in view*
- *Applied research – which is original in nature undertaken to primarily acquire new knowledge with a specific application in view*

*and /or*

- *Experimental development – systematic work, using existing knowledge gained from research or practical experience that is directed to producing, installing or improving new materials, products or devices"*

*For example, studying for a higher degree (Grad Cert., PhD); writing a textbook; journal articles…*

*This can be an ongoing activity, for example, the impact of your research may take time especially if it is a level A journal which could take 3 years to publish.*

4.1 Summary Statement of Research Area/s

| |
|---|
| |

4.2 Quality Measures *(This may be based on the quality of the journal [level], audience, acceptance rate of the publication …)*

| Year | Quality Measures |
|---|---|
| | |

4.3 Impact Measures *(This may refer to number of times it is cited, subsequent discussion/debate, invitation to keynote speaker …)*

| Year | Impact Measures |
|---|---|
| | |

4.4 Collaborations *You may be part of a research project/grant which has been funded to provide a public report or working on joint authored journal articles.*

| Year | Collaborations |
|---|---|
| | |

**5. Publications and Presentations Folio** *(Do not record beyond 5 years)*

5.1 Refereed Publications including Accepted and In-Press

| | | |
|---|---|---|
| | | |

5.2 Non-Refereed Publications including Accepted and In-Press

| Publications | Category<br>[A] International Conference<br>[B] National Conference<br>[C] Local Conference | Percentage and Type of Contribution |
|---|---|---|
| | | |

5.3 Presentations

| Title of Presentation | Title of Conference/Workshop/Seminar |
|---|---|
| | |

**6. Service and Engagement Folio** *(Do not record beyond 5 years)*

6.1 Service to the School/Institute *(For example, this can include assisting students and peers with advice, marketing, involvement and cooperation with development of processes …)*

| Dates | Description of Role |
|---|---|
| | |

6.2 Service to the Discipline/Profession *(For example, an ambassador for your professional association, contribute to debate of issues pertaining to your profession …)*

| Dates/Type of Service | Description of Role |
|---|---|
| | |

6.3 Service to the Community *(For example, pro bono work for various community groups, committees, SES, schools, charities …)*

| Dates/Type of Service | Description of Role |
|---|---|
| | |

6.4 Consultative and Related Outside Work *(If you are a consultant, private details are not required but an indication as to your external industry involvement would add to your professional profile)*

| Description of Project | Hours Committed and Outcome |
|---|---|
| | |

**7. Professional Development and Other Activities** *(Do not record beyond 5 years)*

*You should include all the professional development activities whether they have been provided by MIT or external providers.*

7.1 Professional Development Activities

| Year | Description of Activities |
|---|---|
| | |

7.2 Other Relevant Activities *(This is an opportunity for you to add any data that you think relevant but you have not had the opportunity to report)*

| Year | Description of Activities |
|---|---|
| | |

The key elements of the farming are –

- Approach to Scholarship
- Evidence of Involvement in, Application of, Scholarship of Teaching
- Collaborations
- Research and Creative works
- Publications and Presentations
- Service and Engagement
- Professional Development Activities

## *Kaplan*

Kaplan (NUHEP) www.kaplan.edu.au utilizes –

**Scholarship Survey**

All Faculty members are required to maintain an active scholarship agenda. This scholarship agenda should be developed in coordination with the Academic Dean or Academic Head and reflected in the annual Individual Development Plan.

| Appropriate scholarly activities for Faculty include, but are not limited to (See Faculty Handbook): | Description of activity and date activity was completed. |
|---|---|
| **Research** activities<br>• Employing methodologies appropriate to their subject matter.<br>• Publishing articles related to research within the discipline or profession,<br>• Implementing solutions or approaches to work/academic-related issues,<br>• Serving on thesis/dissertation advisory or examining committees<br>• Scholarship activities involving the critical examination of concepts and theories within academic disciplines. | |
| **Scholarship** activities involving **service to the profession**.<br><br>These may take the form of engagement in and/or leadership roles in professional organizations. | |

| | |
|---|---|
| **Scholarship** activities involving **service to the institution**.<br>These may take the form of engagement in and/or leadership roles in Faculty development programs. | |
| **Scholarship** related to **teaching/learning**.<br>This area of scholarship is concerned with posing problems or issues related to teaching or learning, studying the problem or issue, employing appropriate methodologies, applying the results to the improvement of practice, communicating the results, and engaging in peer reviews.<br><br>Includes:<br>• PATS mentorship scheme<br>• Achievement Matters Standards project<br>• Embedded skills project<br>• Professional development activities that inform teaching and learning<br>• Seminars with staff | |

The key elements of the farming are –

- Research
- Service to the profession
- Service to the Institution
- Scholarship Related to Teaching and Learning

# AIB

AIB (NUHEP) www.aib.edu.au utilizes –

Dear Academic Staff

The Higher Education Standards require all academic staff to be scholarly active in the discipline area and in Teaching and Learning relevant to the cohorts taught. Please take a few minutes of your time to answer the following questions as this will enable us to collect and update the academic records and will assist us in developing effective training and professional development resources.

**1) First and Last Name**

**2) Current role and Company Name**

**3) Employment Period (current role)**

**4) What academic role do you have at AIB? Please choose all that apply**

[ ] Online Facilitator (facilitates online classes (MBA))
[ ] Writer (develops/writes learning materials and exams)
[ ] Marker (marks assessments)
[ ] Moderator (moderates marked assessments)
[ ] TC facilitator (delivers face to face classes)
If TC facilitator, please enter the name of your Teaching Centre(s)

**5) Where do you carry out your academic role?**

( ) AIB (online/external)
( ) Teaching Centre/campus outside Australia

**6) Are you currently studying towards a relevant higher education award? A relevant higher education award could range from a PhD in Leadership to a Certificate in training and Assessment**

( ) Yes

If answered yes above, please provide the name of the award and the institution that you are studying with. For example: PhD in Leadership, Australian Institute of Business

( ) No

**7) Do you hold a current permanent academic position at a higher education institution (university or college)?**

( ) Yes
If yes, please provide the name of the institution

( ) No

8) Since 1 January 2017, have you taught at other higher education institutions (universities or colleges) in addition to your work for AIB?*

( ) Yes

If yes, how many other institutions?*

( ) 1
( ) 2
( ) 3 or more

( ) No

9) Since 1 January 2017, were you involved in any of the following scholarly activities? Please choose all that apply. Leave it blank or unticked if not applicable

Published a paper in an academic journal

[ ] Yes

If yes, please provide the reference and publication details:

Presented a research paper at an academic conference

[ ] Yes

If yes, please provide the reference and publication details*:

Supervised a doctoral student

[ ] Yes

Please provide details

Examined a doctoral thesis

[ ] Yes

Please provide details

Participated in a seminar/workshop/conference about education (or Teaching and Learning)

[ ] Yes

Please provide details

Scholarship at UBSS Captured

**Participated in a seminar/workshop/conference related to your discipline**

[ ] Yes

Please provide details

**Studied towards a qualification in Assessment, Online Education, Educational Design or similar**

[ ] Yes

Please provide details

**Participated in curriculum review activities at a higher education provider**

[ ] Yes

Please provide details

**Other educational or Teaching and Learning activity**

[ ] Yes

Please provide details

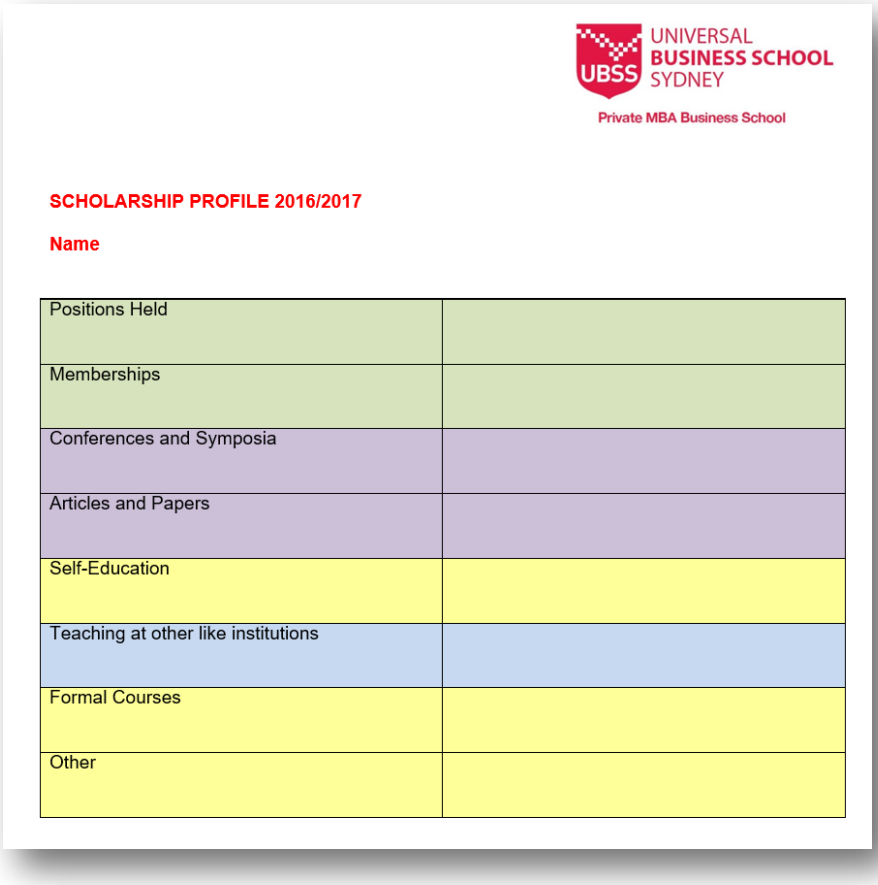
**10) AIB will be providing resources and ongoing training (related to your role at AIB). Please provide details of the types of resources and ongoing training would you like to have access to***

**Thank You!**

The key elements of the farming are –

- Academic Roles
- Participation in Seminars, Workshops and Conferences
- Study Towards a Related Qualification
- Curriculum Review Activities
- Doctoral Supervision or Marking
- Papers in Academic Journals
- Other

**UBSS** (as a consequence of the benchmarking project) has adopted a useful harvesting tool that is Boyer embracing (friendly) and comprehensive at the same time. When compared to the TEQSA tool (the least attractive and comprehensive) and the additional scholarship data collection approaches, the UBSS approach is both appropriate and informative -



UNIVERSAL BUSINESS SCHOOL SYDNEY

Private MBA Business School

**SCHOLARSHIP PROFILE 2016/2017**

**Name**

| | |
|---|---|
| Positions Held | |
| Memberships | |
| Conferences and Symposia | |
| Articles and Papers | |
| Self-Education | |
| Teaching at other like institutions | |
| Formal Courses | |
| Other | |

The design is colour coded to provide a clear matching with the Boyer fundamentals. All staff at UBSS are scholarship active. Most NUHEPs appear to harvest annually. UBSS follows the practice of annual collection of scholarship information from its staff, through the distribution of the above template, with a sample completed. UBSS staff are encouraged and reminded to gather their scholarship summary on a regular basis and as completed throughout the year to ensure accuracy.

2016 and 2017 has already been harvested. The 2018 data will be harvested in December 2018 and will satisfy condition 7b.

***The relevant Scholarship Profiles from UBSS (2018) are provided in Part B of this publication.***

**PART B**

# SCHOLARSHIP PROFILES 2018

## Mohammad Akbar

| | |
|---|---|
| **Positions Held** | Assistant Professor, UBSS<br>Lecturer, PIA (Polytechnic Institute Australia)<br>Lecturer, APIC (Asia Pacific International College)<br>Tutor, Victoria University<br>Trainer & Assessor, EGI (ECA Graduate Institute)<br>Accountant and company secretary, One Tax Accounting Solutions Pty Ltd. |
| **Memberships** | Associate Member, CPA Australia.<br>Member, Teaching & Learning Committee, PIA |
| **Conferences and Symposia** | Webinar with ACPET (Australian Council for Private Education and Training) *"Competency mapping your qualifications"*<br>Professional Development Workshop at CTIC (Cass Training International College) "Single Touch Payroll"<br>Webinar with ACPET (Australian Council for Private Education and Training) *"How Quality Indicator (QI) Surveys can be used to inform RTO practices"*<br>Webinar with ACPET (Australian Council for Private Education and Training) *"Language, literacy and numeracy support - embedding LLN support into the VET classroom"* |
| **Articles and Papers** | No articles or papers published in 2018 |
| **Self-Education** | Gained admission for Graduate Certificate in Research Studies in Business in Griffith University. |
| **Teaching at other like institutions** | ACC100 Principles of Accounting, ACC201 Financial Accounting, **PIA.**<br>SBM3105 Foundations of Accounting, SBM3106 Fundamentals of Management. Lecturer & Tutor, **APIC.**<br>BAO1101 Accounting for Decision Making, BAO2000 Accounting Information Systems, BAO2204 Management Accounting, BAO2202 Financial Accounting, BAO2203 Corporate Accounting, BEO1106 Business Statistics, **Victoria University.**<br>Various Accounting & Business Units, **EGI.** |
| **Formal Courses** | Nil |
| **Other** | Nil |

## Frank Alafaci

| | |
|---|---|
| **Positions Held** | Assistant Professor, UBSS<br>President, Asian Australian Business Council Inc.<br>President, Rotary Club of Five Dock Inc.<br>National Deputy Chairman, Australian Fabians Inc.<br>District Treasurer, Rotary International District 9675<br>Program Director, United Nations Association of Australia (NSW Division).<br>Board Member, ACFEA |
| **Memberships** | Executive committee member, NSW Fabians Inc.<br>Executive committee member, UNAA (NSW Division)<br>Associate Member, Korean War Veterans Association |
| **Conferences and Symposia** | Speaker and Awards presenter - 2018 NSW Asian Business Excellence Awards Dinner<br>Speaker and Awards presenter, ACETCA Youth Achievement Forum<br>Speaker, Korean War Veterans Association Luncheon<br>VIP, Indonesian Diaspora Seminar<br>VIP, Chinese Hebei Tourism Office Promotion Forum<br>VIP, Australian Lebanese Chamber of Commerce Annual Awards Dinner<br>VIP, World Federation of Overseas Korean Traders Associations (OKTA)<br>VIP, Australian Philippines Business Council Annual Dinner |
| **Articles and Papers** | "Inflation and the Unemployment Conundrum", Fortune Weekly", 24 February 2018, pp. 40-44.<br>"Cover Story – Dr Frank Alafaci", Monthly Business, December 2018, pp. 22-25. |
| **Self-Education** | NIL |
| **Teaching at other like institutions** | NIL |
| **Formal Courses** | NIL |
| **Other** | NIL |

## Eias Alhumdan

| | |
|---|---|
| **Positions Held** | Assistant Professor<br>Senior Lecturer<br>Lecturer<br>Trainer |
| **Memberships** | NA |
| **Conferences and Symposia** | AZNAM Operations and Supply Chain Services |
| **Articles and Papers** | Najmaei, A., **Alhumdan, E**., & Behnia, M. (2018, Jan.). Bridging the Gap Between Agility and Performance: The Role of Business Model Innovation. In Academy of Management Proceedings (Vol. 2017, No. 1, p. 12752).<br>**Alhumdan E.,** Najmaei A., Behnia M. (2018, December). Revisiting the Performance Implications Of Supply Chain Agility, 16th ANZAM Operations, Supply Chain and Services Management, Melbourne, Australia<br>**Alhumdan E**., (2018) Understanding Scientific Communities: A Co-Word Analysis In Supply Chain Agility Research. 16th ANZAM Operations, Supply Chain and Services Management, Brisbane, Australia |
| **Self-Education** | Reading in supply chain management and logistics |
| **Teaching at other like institutions** | International College of Management Sydney (ICMS)<br>Australian Institute of Higher Education (AIH)<br>TAFE, NSW |
| **Formal Courses** | PhD at Macquarie University (Year 2) |
| **Other** | Master program subject development consulting work<br>Industry training assessor |

## John Angeles

| | |
|---|---|
| **Positions Held** | Lecturer |
| **Memberships** | Migration Institute of Australia (MIA)<br>Migration Agent Registration Authority (MARA) |
| **Conferences and Symposia** | National Conference on Migration 2018 |
| **Articles and Papers** | Nil |
| **Self-Education** | Various On-line at LaTrobe University<br>Blended Workshop Learning |
| **Teaching at other like institutions** | La Trobe University<br>University of New South Wales |
| **Formal Courses** | 10 point CPD courses for immigration law practice (various topics in immigration) |
| **Other** | Nil |

## Syed Mahmood Ahmed

| | |
|---|---|
| **Positions Held** | Assistant Professor at UBSS - Postgraduate Students |
| **Memberships** | Member for CAUTHE<br>Member for AMI<br>Subscriber for UNWTO<br>Subscriber for ASQA and TESQA<br>Subscriber for IBSA<br>Member for Velg. Group<br>Member for IML |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | 'Marketing Tourism in Regional Australia – Challenges' |
| **Self-Education** | Studying Marketing, Entrepreneurship, Brand Management, Tourism Management |
| **Teaching at other like institutions** | Lecturer at Hotel School Sydney<br>Lecturer at ACU |
| Formal Courses | Currently enrolled in Diploma of TAE<br>Working on the proposal for PHD in Entrepreneurial Tourism |
| Other | Nil |

## Danny Bigatton

| | |
|---|---|
| **Positions Held** | Rabobank – Group Executive Chief Operating Officer<br>MLC – Head of Operational Risk<br>Ernst & Young – Senior Manager |
| **Memberships** | Chartered Accountants Australia and New Zealand<br>ISACA – CRISC & CGEIT |
| **Conferences and Symposia** | Creating Engagement in the Classroom June 2018<br>Academic Integrity Feb 2018<br>Innovation Conference New York March 2017 – Start up Bootcamp New York<br>Telstra Innovation Conference Melbourne – September 2016 |
| **Articles and Papers** | Nil |
| **Self-Education** | Forensic Examination and Advanced Assurance Services<br>Machine Learning Basics<br>Blockchain and Cryptocurrency Technologies<br>Reading Banking / Accounting / Information Technology journals / publications<br>Banking Compliance Training<br>AML Training |
| **Teaching at other like institutions** | University of Wollongong<br>Kings Own Institute |
| **Formal Courses** | University of Wollongong – PhD Candidate<br>UoW – Literature Review<br>UoW – Applied Data Analysis<br>Inspire Education – Certificate IV TAE 40110 – Training and Assessment<br>Turnitin Instruction Course |
| **Other** | Outstanding commitment to teaching and learning (OCTAL) awards / nominations -<br>• University of Wollongong 2018<br>• Universal Business School Sydney 2018<br>• Universal Business School Sydney 2017 |

## John Bigatton

| | |
|---|---|
| **Positions Held** | UBSS – Lecturer |
| **Memberships** | ISACA – CRISC & CGEIT<br>AIS – educator association<br>MIS Quarterly |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | Nil |
| **Self-Education** | Blockchain and Cryptocurrency Technologies<br>Reading Banking / Accounting / Business and Management/ Information<br>Technology journals / publications<br>Human Behaviour/Psychology articles |
| **Teaching at other like institutions** | Nil |
| **Formal Courses** | Inspire Education – Certificate IV TAE 40110 – Training and Assessment |
| **Other** | Nil |

## Igor Bosma

| | |
|---|---|
| **Positions Held** | Assistant Professor - UBSS<br>Lecturer and Tutor – Melbourne Institute of Technology (MIT)<br>Lecturer and Tutor – Federation University<br>Teacher – TAFE Digital<br>Teacher – TAFE Meadowbank |
| **Memberships** | VELG Training<br>Community of Practice – TAFE Network<br>ASQA – Membership |
| **Conferences and Symposia** | Industry Networking – Blacktown TAFE – Mar 2018<br>Professional Development and Innovation Conference – Ultimo TAFE - Jun 2018<br>Small Business Expo – Jun 2017<br>TAFE Business and Finance<br>Industry Consultation – NSW Department of Industries – State Wide Small Business initiative – ongoing from April 2018<br>IAccelerate - Innovation and Entrepreneurial Expo – Innovation Hub Wollongong – Nov 2018<br>NSW Government Digital Marketplace Conference – Sep 2018<br>Fishburners – 'The Pitch' entrepreneurial startups - Occasional ongoing attendee<br>Australian Property Expo – Nov 2018 |
| **Articles and Papers** | No papers or articles published in 2018 |
| **Self-Education** | PD - MIT & Fed Uni – Student Engagement, Plagiarism, Assessment mapping - 25 Hours<br>PD TAFE – Course Validation, Assessment Moderation and Judgement - 30 Hours<br>PD- UBSS – 8 hours – Jan 2018<br>PD TAFE – Compliance Essentials – Dec 2017<br>PD TAFE – Student Metal Heath First Aid – Apr 2018 |
| **Teaching at other like institutions** | MIT - Marketing, Management and HR Subjects<br>FED Uni – Marketing and Management Subjects<br>TAFE Digital – Business, Management and Marketing |

| | TAFE Meadowbank – Marketing |
|---|---|
| **Formal Courses** | Training and Assessment Upgrade – December 2018 |
| **Other** | National and International Property Portfolio Investment and Management – Ongoing<br>Consultancy work in Business and Marketing for a small professional services family business (Accounting and Taxation services) – approx 5 hours per week.<br>Management and Marketing consultant for a franchisee – Anytime Fitness – approx 10 hours per month |

## Labibah Burki

| | |
|---|---|
| **Positions Held** | Lecturer |
| **Memberships** | IPA<br>AHRI |
| **Conferences and Symposia** | Learning & Teaching Show case Symposium Torrens University Australia March 2019<br>HR Innovation & Tech September 2019<br>CPA Wollongong Convention 2019 March |
| **Articles and Papers** | Nil |
| **Self-Education** | Coursera courses<br>• Introduction to Data Science in Python University of Michigan<br>• Statistics with R Duke University<br>• Science of Well-being Yale University |
| **Teaching at other like institutions** | Lecturer: UBSS<br>Lecturer: Blue Mountains Sydney Hotel School<br>Lecturer: Torrens University Australia<br>Lecturer &Tutor: Sydney Hotel Management School (SCU) |
| **Formal Courses** | Nil |
| **Other** | Subscription to Australian Financial Review |

## Sue Cameron

| | |
|---|---|
| **Positions Held** | Assistant Professor - UBSS<br>Senior Tour Guide - Sydney Opera House |
| **Memberships** | Associate Fellow - Australian Institute of Management |
| **Conferences and Symposia** | X4 Experience Management (1 day Friday 18 May 2018), hosted by Qualtrics (online survey and analytics software)<br>*The theme of the conference was 'how to close the experience gap' Over 1k in attendance at the ICC*<br>How to shape student experience using technology – a break out session at the X4 conference with Dr Mark King (UNSW) and Professor Sherman Young (Pro VC of Learning and Teaching at Macquarie)<br>https://www.qualtrics.com/au/x4sydney/\<br>TEDx One day talk fest / seminar on ideas at ICC. Theme: Humankind (15 June 2018)<br>https://tedxsydney.com/<br>52 Ways: Strategies to improve. your business by Business Blueprint<br>One day workshop<br>21 November 2018<br>(Useful in the use of current digital business apps for IT, Marketing etc.)<br>https://businessblueprint.com.au/ |
| **Articles and Papers** | No articles or papers published in 2018 |
| **Self-Education** | Attended the half day Digital Employee Experience seminar on Tuesday 13 March 2018. Hosted by Squiz (a CMS software company)<br>https://www.squiz.net/technology<br>Edutech Australia 2018 at ICC<br>Thursday 7 June 2018<br>2 hour Session on new technology for Higher Education<br>http://www.edutech.net.au/<br>Turnitin 1 hour Webinar on 8 Key Findings from Contract Cheating and Assessment Design Research (Wednesday 27 June 2018)<br>customercare@gotowebinar.com |

| | |
|---|---|
| **Teaching at other like institutions** | NA |
| **Formal Courses** | NA |
| **Other** | NA |

## Fadi Darazi

| | |
|---|---|
| **Positions Held** | Lecturer in the undergraduate program: I am currently teaching-<br>Principles of Accounting (BAP11)<br>IT for accountants (BAC11)<br>Accounting for Business (BAP12)<br>Stakeholder Values and Ethics (BAP61) |
| **Memberships** | Australian Institute of Management (Now IML) |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | Nil |
| **Self-Education** | NetSuite & Salesforce (Accounting and Sales software) |
| **Teaching at other like institutions** | Federation University<br>Southern Cross University |
| **Formal Courses** | Master of Economics at the University of Sydney - current |
| **Other** | Worked as an accountant at 3P Learning Ltd |

## Nisha Dookie

| | |
|---|---|
| **Positions Held** | Teaching |
| **Memberships** | Chartered Accountants (ANZ) |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | Nil |
| **Self-Education** | Updates on Excel<br>Updates on Word<br>Updates on MS Project |
| **Teaching at other like institutions** | Federation University |
| **Formal Courses** | Nil |
| **Other** | Nil |

## Jacky Fang

| | |
|---|---|
| **Positions Held** | Director of EksitoSelect Consulting<br>Lecturer of UBSS/Latrobe University |
| **Memberships** | CPA Australia<br>Financial Services Institute of Australasia (FINSIA) |
| **Conferences and Symposia** | Attended Macquarie University Actuarial and Applied Finance Department Research Seminar (3 days)<br>Attended Australia & China Energy (1 day)<br>Attended APPEA 2019 Oil and Gas Conference (1 day) |
| **Articles and Papers** | Why we don't have high inflation – myth of CPI, *Australian Financial News* |
| **Self-Education** | Business and Financial Modeling<br>Digital Marketing /Branding |
| **Teaching at other like institutions** | Banking – La Trobe University |
| **Formal Courses** | Blockchain Strategy Program (online) - Oxford University<br>Digital Marketing (via Coursera) - University of Illinois |
| **Other** | Nil |

## Joy Fettahlioglu

| | |
|---|---|
| **Positions Held** | Owner of Blue Consulting Group - HR Consulting<br>Owner of a city café/bar/function center<br>Owner of Coco Plum Fair Trade Organisation<br>Consultant for UWS 21st century Master Degree Learning Pods development project<br>UWS Executive Advisory Committee Member<br>Curriculum Developer at Kaplan Business School for their new MBA program<br>Curriculum Developer at UNSW<br>Lecturer in Charge at UNSW<br>Lecturer and Subject Coordinator of 4 campuses for Master degree courses at Kaplan Business School<br>Lecturer at UBSS |
| **Memberships** | Harvard Business Publishing for Educators Premium Membership,<br>UNSW Community of Practice,<br>UNSW Researcher Development,<br>Kaplan Community of Practice |
| **Conferences and Symposia** | EduTech<br>Guest speaker at Kaplan podcasts on Education Technologies and developing 21st century curriculum |
| **Articles and Papers** | No articles or papers published in 2018 |
| **Self-Education** | Interpreting a similarity report (Turnitin) - Feb 2018<br>Gamification (Coursera) – March 2018<br>Designing feedback for improved learning (Turnitin) – November 2018 |
| **Teaching at other like institutions** | UNSW<br>UWS<br>Kaplan Business School |
| **Formal Courses** | Contemporary Approaches to University Teaching (Swinburne Uni) – Feb 2018 |

| | |
|---|---|
| **Other** | PD sessions on -<br>Active Teaching Ideas<br>12 ways to provide better feedback<br>How to help your students understand academic integrity<br>Think Pair Share and other teaching tools VIDEOS only<br>Student Mental Health with Educator reflection points<br>Teaching effectively with slides<br>Teaching international students and the challenges of ESL learners<br>Active teaching and learning advice how to modify slide activities<br>Classroom Behaviour Management PD Worksheet<br>Empathy toward greater inclusion |

## Yan Gao (Heidi)

| | |
|---|---|
| **Positions Held** | Lecturer<br>Assistant Professor |
| **Memberships** | CPA Australia |
| **Conferences and Symposia** | No conferences attended in 2018 |
| **Articles and Papers** | No papers or articles or papers published in 2018 |
| **Self-Education** | Subscriber and reader of –<br>In The Black, Magazine of CPA Australia<br>Financial Review (Newspaper)<br>Journal of Accounting Review<br>Journal of Australian Taxation |
| **Teaching at other like institutions** | Victoria University<br>Australian Institute of Higher Education (AIH) |
| **Formal Courses** | Graduate Certificate in Tertiary Education |
| **Other** | Professional development activities at UBSS<br>Professional development workshops at AIH<br>Professional development workshops at Victoria University<br>Course design in Taxation Law, Financial Accounting for Business Combination, Management Accounting and Auditing at AIH |

## Divya Judge

| | |
|---|---|
| **Positions Held** | Associate Professor – UBSS<br>Senior Learning Facilitator– Torrens University, Brisbane Campus |
| **Memberships** | American Marketing Association<br>Australian Institute of Marketing<br>Roy Morgan Marketing Research |
| **Conferences and Symposia** | Seminar on Academic Integrity at Torrens University<br>Seminar on Integration strategies for student success<br>Webinar on Marketing and the Digital Media<br>Scholarship of teaching |
| **Articles and Papers** | Submitted for approval - Paper on Contract cheating and how to mitigate Contract cheating |
| **Self-Education** | Webinars on Current marketing Trends through the American Marketing Association and Australian /institute of Marketing<br>Subscriptions to Harvard Business Review and Marketing and Management journals |
| **Teaching at other like institutions** | Senior Learning Facilitator at Torrens University – teaching courses in Organisational Creativity and Innovation, Management, Marketing Fundamentals and Business Communication |
| **Formal Courses** | Certificate in Digital resources for online teaching – Through Torrens University |
| **Other** | Conducting research to investigate the intrinsic and extrinsic factors that influence students' engagement with online resources<br>Developed Course Materials and Assessments for International Business Management, Marketing Fundamentals and Team Leadership and Change Management<br>Active contribution to LinkedIn Groups related to Education and Marketing |

## Ajay Kumar

| | |
|---|---|
| **Positions Held** | Lecturer & Tutor |
| **Memberships** | Fellow Member of Australian Marketing Institute (FAMI);<br>Certified Practicing Marketer of Australian Marketing Institute (CPM);<br>Member Australian Institute of Management (AIMM) |
| **Conferences and Symposia** | Australian Marketing Institute, Sydney. |
| **Articles and Papers** | No articles or papers were published in 2018 |
| **Self-Education** | Attended & presented at various PD sessions |
| **Teaching at other like institutions** | Central Queensland University<br>LaTrobe University |
| **Formal Courses** | FDLT, Cert IV (TAAE) |
| **Other** | Nil |

## Lu Jiao

| | |
|---|---|
| **Positions Held** | Assistant Professor<br>Lecturer |
| **Memberships** | Member - CAANZ<br>Fellow – IML<br>Member – UBSS Academic Senate |
| **Conferences and Symposia** | Attended and Presented at IBSS International Conference at Waseda University in Japan |
| **Articles and Papers** | Managerial perceptions of stakeholder salience<br>The moderating effects of market environmental turbulence on search effectiveness |
| **Self-Education** | NA |
| **Teaching at other like institutions** | Macquarie University |
| **Formal Courses** | Completed PhD in 2018 |
| **Other** | NA |

## Michael McCormick

| | |
|---|---|
| **Positions Held** | Assistant Professor |
| **Memberships** | Cricketers Club of NSW since 2002 (Legal Counsel) |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | Nil |
| **Self-Education** | ASX Corporate Governance proposed changes.<br>Recent Tort cases<br>Recent ACL cases and legislation interpretation<br>Appearance at NCAT. Preparing submissions for hearing. |
| **Teaching at other like institutions** | Nil |
| **Formal Courses** | Nil |
| **Other** | NSW Cricket Over 50's Board (Secretary and Legal Counsel) |

## Leanne McCoy

| | |
|---|---|
| **Positions Held** | Lecturer |
| **Memberships** | Australian and New Zealand Academy of Management (ANZAM)<br>International Education Association of Australia (IEAA) |
| **Conferences and Symposia** | Australian and New Zealand Academy of Management Annual Conference – Auckland December 2018<br>Australian and New Zealand Academy of Management Doctoral Workshop – Auckland December 2018<br>University of Wollongong – Faculty of Business Higher Degree Conference – September 2018 |
| **Articles and Papers** | Nil |
| **Self-Education** | Nil |
| **Teaching at other like institutions** | La Trobe Sydney (undergraduate and postgraduate) |
| **Formal Courses** | PhD Candidate, Faculty of Business, University of Wollongong |
| **Other** | Director – McCoy Education Consulting |

## Bernadette Or

| | |
|---|---|
| **Positions Held** | General Manager, Finance and Corporate Services, Energy and Water Ombudsman NSW<br>Board member - Family Planning NSW<br>Board member - Streetwize Communications<br>Immediate Former Chair - Crohns and Colitis Australia |
| **Memberships** | Fellow Member - CPA Australia<br>Founding Member - SIMNA<br>Member – UBSS Course Advisory Committee |
| **Conferences and Symposia** | Strategic Negotiations Skills<br>Executive CPA Program<br>CFO Forums |
| **Articles and Papers** | No articles or papers published in 2018 |
| **Self-Education** | Negotiation skills<br>Accounting Standards<br>Taxation Laws |
| **Teaching at other like institutions** | No teaching at other Institutions in 2018 |
| **Formal Courses** | Strategic Negotiation Skills |
| **Other** | NA |

## Stephen JK Parker

| | |
|---|---|
| **Positions Held** | Assistant Professor, UBSS<br>Innovation Fellow, UBSS<br>Founder, 1visionOT Pty<br>Advisory Board Member, Niska Robotics<br>Founder, SmarterVineyards<br>Founder, Smart Questions |
| **Memberships** | Australian Institute of Company Directors (GAICD)<br>Advisory Board Centre (Certified Advisor) |
| **Conferences and Symposia** | Chairman/MC, Industrial IoT Summit (Feb 18)<br>Keynote, Webroot Roadshows (May 18)<br>Keynote, rhipe roadshows (Aug-Sep 18)<br>Keynote, SolarWinds roadshows (Oct 18)<br>Keynote at SMBiTPro conference (Oct 18 |
| **Articles and Papers** | Digital Transformation – the state of Australian MSPs |
| **Self-Education** | Amazon Summit<br>Microsoft Summit |
| **Teaching at other like institutions** | Member of CompTIA Training Faculty |
| **Formal Courses** | Nil |
| **Other** | Nil |

## Nilima Paul

| | |
|---|---|
| **Positions Held** | Assistant Professor<br>Lecturer<br>Tutor |
| **Memberships** | National Tax & Accountants Association<br>Australian Institute of Training and Development<br>Institute of Certified Bookkeepers<br>Association of Accounting Technicians |
| **Conferences and Symposia** | Use of Block Model Pedagogies<br>Active learning via computer-mediated social networking environments<br>Academic Staffing orientation – VU<br>Exploring key strategies and student engagement<br>Succession Planning Management<br>FDL Grades Training<br>Ramsar International Convention (Dubai) |
| **Articles and Papers** | Nil |
| **Self-Education** | Subscribe to Australian Institute of Training and Development.<br>Subscribe to Institute of Certified Bookkeepers<br>Subscribe to National Tax & Accountants' Association<br>Subscribe to Associations of Accounting Technicians |
| **Teaching at other like institutions** | Charles Darwin University<br>Victoria University<br>University of New England<br>Open Colleges |
| **Formal Courses** | Nil |
| **Other** | Voluntary work with PA Tax and Accounting Pty Ltd – maintain industry currency |

## Brenton Price

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|---|---|
| **Positions Held** | MD – Enviro Services Pty Ltd<br>Advisory Board Member – Travel Giver Pty Ltd<br>Business Advisor – Textbook Solutions |
| **Memberships** | Learning, Education and training professional Group<br>Corporate Planning, Strategy Group |
| **Conferences and Symposia** | Annual Learning & Teaching Symposiums;<br>Macquarie University (Faculty of Business & Economics)<br>Charles Sturt University (Faculty of Business Justice and Behavioural Sciences)<br>Sydney University (Business School) |
| **Articles and Papers** | Author of Peer Reviewed Teaching Case – Kaplan<br>Olin Business School - USA<br>Author – Course Guide, Lecture Material, Assessments, International Marketing |
| **Self-Education** | Kaplan – Scaffolding for Learning |
| **Teaching at other like institutions** | Sessional – Macquarie University<br>Adjunct – Charles Sturt University<br>Sessional – Sydney University Business School<br>Adjunct – Olin Business School, Washington University Sydney Campus |
| **Formal Courses** | Grad Cert Learning & Teaching Higher Ed. - Charles Sturt University |
| **Other** | North Sydney Leagues Golf Club (NFP) - Committee Member/Treasurer |

## Patrick John Riakos

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|---|---|
| **Positions Held** | Lecturer |
| **Memberships** | CPA<br>Admitted to the Roll of Solicitors of the NSW Supreme Court in 2018 |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | Nil |
| **Self-Education** | Webinar - Tax (for example: FBT tips and what attracts our attention, Concessions for Small Business) and Accounting (World Congress of Accountants 2018)<br>In the Black - CPA Journal (12 issues)<br>Seminar - IBISWORLD Electronic Data Bases<br>Moodle - Video Tutorials |
| **Teaching at other like institutions** | UTS – commenced 1991<br>KOI - started 2013 - coordinator Tax Law PG / UG, Acting Head of Programs (Law)<br>Kent Institute Australia - commenced 2017<br>Wentworth Institute - commenced 2018 |
| **Formal Courses** | Nil |
| **Other** | Nil |

## Jotsana Roopram

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|---|---|
| **Positions Held** | Academic Operations Coordinator<br>Executive Officer – Academic Governance and Operations<br>Chair – Threshold Standards Audit Committee<br>Chair – Program Directors, Executive Dean and Student Services Team<br>Secretary – Academic Senate<br>Secretary – Academic Integrity Committee<br>Secretary – Executive Dean's Team<br>Secretary – Audit and Risk Committee |
| **Memberships** | Member – Institute of Managers and Leaders |
| **Conferences and Symposia** | Leadership Outlook Series-Creating a mentally healthy workplace – March 2018<br>TEQSA HE Provider roundtable – July 2018<br>Campus Review (APN Educational Media) – Cash Cows or human capital? Perspectives on international students in Australia – August 2018<br>IML conference – Leading Well: People and Performance – October 2018<br>IML Masterclass – Leading from the Middle – November 2018 |
| **Articles and Papers** | No external articles or papers published in 2018 |
| **Self-Education** | Ongoing reading in the areas of online learning, compliance, governance and quality assurance in higher education |
| **Teaching at other like institutions** | No teaching at other Institutions in 2018 |
| **Formal Courses** | Graduate Certificate in Higher Education Academic Practice – Higher Education Leadership Institute |
| **Other** | Nil |

## Zahra Sadeghinejad

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|---|---|
| **Positions Held** | Lecturer<br>Assistant Professor |
| **Memberships** | Professional Member - Australia and New Zealand Academy of Management |
| **Conferences and Symposia** | ANZAM Conference, Auckland 2018 |
| **Articles and Papers** | Najmaei, A , **Sadeghinejad ,Z** & Petrov. L (2018), "A Systematic Review of the Literature on the Growth of Small Firms in BRIC Economies", Proceedings of 32th ANZAM Conference, Auckland, New Zealand Rhodes,<br>J., Cheng,V., **Sadeghinejad**, **Z**., and Lok, P.(2018)."The relationship between management team (TMT), metacognition, entrepreneurial orientations and small and medium enterprises (SMEs) firm performance", International Journal of Management Practice<https://www.inderscienceonline.com/loi/ijmp>, Vol. 11, No. 2, pp.111-140.<br>Najmaei, A & **Sadeghinejad ,Z** (2019), " Metacognition, Entrepreneurial Orientation, And Firm Performance: An Upper Echelons View " in Caputo, A & Pellegrini, M. (EDs.)The Anatomy of Entrepreneurial Decisions: Springer's research series on advances in Entrepreneurship: Springerlink<br>Najmaei, A & **Sadeghinejad ,Z** (2019), "Inclusive Leadership: A Scientometric Assessment of an Emerging Field" in Andri Georgiadou, A., Gonzalez-Perez M.A., & Olivas-Lujan, M. R., (EDs.) Diversity within Diversity Management. Emerald |
| **Self-Education** | NA |
| **Teaching at other like institutions** | Central Queensland University (CQU)<br>International College of Management Sydney (ICMS) |
| **Formal Courses** | NA |
| **Other** | Supervising Masters' students 'research theses at the International College of Management Sydney (May 2016-present) |

## Kaneez Selim

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|---|---|
| **Positions Held** | Lecturer |
| **Memberships** | Associate Member, CPA Australia<br>Member, ICB |
| **Conferences and Symposia** | Accounting Business Expo - ICC Sydney Exhibition Centre<br>Live Grade-scope Webinar |
| **Articles and Papers** | Teaching Adult Learners ¬ Open Universities Australia<br>In the Black ¬ CPA Australia |
| **Self-Education** | In house Webinar PD on Moodle & Adobe Connect - TAFE, Western Institute<br>CPA documents and publications |
| **Teaching at other like institutions** | Federation University |
| **Formal Courses** | TAE40116 Certificate IV in Training and Assessment ¬ Inspire Education<br>TAELLN411 Address adult language, literacy and numeracy skills ¬ UOW College<br>DIPTAA: Diploma of Training and Assessment – TAFE NSW, Western Sydney Institute |
| **Other** | Payroll Webinars - Revenue Office AU<br>Tax Webinars - ATO<br>Financial Planning Webinars - Open Universities Australia |

## Kim Sharma

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|---|---|
| **Positions Held** | Lecturer, Bachelor of Business Program - UBSS<br>eLearning Project Consultant - RANZCO<br>Lead Learning Developer – UBSS |
| **Memberships** | AeLA Australian eLearning Association |
| **Conferences and Symposia** | COPHE Library Seminar<br>Social Media for Higher Education |
| **Articles and Papers** | No articles or papers were published in 2018 |
| **Self-Education** | 3D Authoring – ITY Studio<br>Online Storyboarding – Lynda<br>Visual Basic Functions, Moodle, ASP.NET, Programming<br>Launch Your Side Hustle - Zambesi |
| **Teaching at other like institutions** | Nil |
| **Formal Courses** | Nil |
| **Other** | Orientation and Professional Development sessions - UBSS<br>UMBRACO Content Management System Training - UBSS |

## Wayne Smithson

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|---|---|
| **Positions Held** | Program Director Bachelor of Business to 31 Dec 2017<br>Program Director Bachelor of Accounting from 1 January 2018<br>Member of Academic Senate UBSS<br>Chair of Academic Integrity Committee UBSS<br>Member of the Grade Review Committee UBSS<br>Member Corporate Advisory committee UBSS<br>Member Course advisory Committee Polytechnic Institute of Australia<br>Member of the Academic Integrity Committee Polytechnic institute of Australia |
| **Memberships** | Fellow Australian Institute of Management<br>Member CPA |
| **Conferences and Symposia** | Asia Pacific Legal Frontiers seminar March 2018<br>Advice on Admissions Transparency TEQSA April 18th 2018<br>2018 Federal Budget seminar<br>Campus Review seminar |
| **Articles and Papers** | No external articles or papers published in 2018 |
| **Self-Education** | Corporate Entrepreneurship |
| **Teaching at other like institutions** | Polytechnic Institute |
| **Formal Courses** | Commenced Leadership Strategy and Innovation CPA subject<br>Commenced Chartered Manager course with Institute of Managers and Leaders |
| **Other** | Associate Director - Endeavour Capital Ltd<br>Mentor for AIML Mentor program<br>Author and Preparation of case studies –<br>Intrapreneurship unallocated funds a costly exercise<br>Innovation and Leadership |

## Felix Stravens

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|---|---|
| Positions Held | Program Director – Bachelor of Business |
| Memberships | Fellow, Chartered Institute of Marketing (FCIM)<br>Fellow, Australian Marketing Institute (FAMI)<br>Member, Marketing Institute of Singapore (MMIS) |
| Conferences and Symposia | Communication in Business – January 2018 |
| Articles and Papers | Nil |
| Self-Education | Moodle Workshop – January 2018<br>Advanced Grading Methods for Moodle/Turnitin – March 2018<br>IBIS World seminar – April 2018<br>Webinar on “Development of National Guidelines on improving student outcomes” – October 2018<br>Webinar on “Foundations of International Leadership” – December 2018 |
| Teaching at other like institutions | Strategic Marketing Management (MPA) – King’s Own Institute<br>Communication in Business (MPA) – King’s Own Institute |
| Formal Courses | Nil |
| Other | Staff Development Day Workshop – January 2018<br>Staff development Day Workshop – May 2018<br>Creating Engagement in the Classroom seminar – June 2018<br>Staff Development Day Workshop – August 2018 |

## Syed Uddin

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|---|---|
| **Positions Held** | Assistant Professor-UBSS<br>Senior Lecturer-IIBIT (a partner institution of Federation University)<br>Lecturer-CQ University |
| **Memberships** | Associate Fellow of the Institute of Managers and Leaders<br>Glasgow University General Council<br>Community Education and Services Centre in the Eastern suburbs of Sydney<br>Dhaka University alumni association Sydney |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | 'Disengaged international students'- a case study prepared for submission to Online Learning and Teaching journals. |
| **Self-Education** | Future trends in teaching and learning in higher education- Institute for Teaching and Learning Innovation (ITaLI) www.itali.uq.edu.au<br>Why Do Students Plagiarize? The Cultural Contexts of Cheating- Turnitin Webcast |
| **Teaching at other like institutions** | CQU Sydney campus<br>Federation University Sydney campus |
| **Formal Courses** | Nil |

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|---|---|
| **Other** | Student retention – Teaching strategies to keep students on track- online<br>Student retention – Support strategies to maximise student learning- online<br>Future trends in teaching and learning in higher education- Institute for Teaching and Learning Innovation (ITaLI) www.itali.uq.edu.au<br>Why Do Students Plagiarize? The Cultural Contexts of Cheating- Turnitin Webcast<br>Learning and Teaching sessions online at CQU on 16 February 2018<br>https://cqu.zoom.us/j/5920245315<br>Zoom session on Teaching Collaboration online at CQU on 19 February<br>https://cqu.zoom.us/j/644996362<br>Interactive session on the Role of a Lecturer/Tutor on 27 February 2018<br>https://cqu.zoom.us/j/5920245315<br>Online training (Moodle Surgery Hour)<br>18 April, 2018 11-12 noon.<br>http://cqu.zoom.us/j/7818609<br>Orientation and PD session at UBSS- at the beginning of each trimester (3 times during 2018).<br>PD sessions at Fed Uni and CQU- at the beginning of each semester (4 times during 2018). |

## Andrew West

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|---|---|
| **Positions Held** | **Director, Centre for Entrepreneurship,** UBSS: in 2017 established and ran the Centre for Entrepreneurship at UBSS, meeting all KPIs for 2017. The objectives of the Centre are to provide opportunities for UBSS students to develop their Australian business acumen, through guest speakers, networking opportunities and industry partnership projects.<br>**Lecturer,** New York University – Stern Business School, Sydney Campus, Marketing and Internship Seminar. Designed and delivered lectures to American students at the NYU Sydney Campus.<br>**Director, Institute for Sport Management,** CAPA International, Sydney office. Designed, developed and delivered the Centre for Sport Management for CAPA International, a US based internship provider, with a global office in Sydney. The Institute for Sport Management provides course and internships in Australia for USA college students. |
| **Memberships** | **Fellow:** Institute of Management and Leadership<br>**Member**, Australian Collaborative Education Network<br>**Member:** Australasian Simulation Congress<br>**Academic Senate:** UBSS<br>**Steering Committee:** HEPP – QN |
| **Conferences and Symposia** | **Attended:** Higher Education Private Provider – Quality Network 2 day symposium on HESF 2015, Melbourne in November 2018. Chaired forum on Scholarship.<br>**Attended**, Higher Education Private Provider – Quality Network 2 day symposium, Sydney. March 2018<br>**Attended**, ACEN Conference Brisbane, 3-5 October, 2018. |
| **Articles and Papers** | Presented Conference Paper: "Application of Mental Toughness to WIL and Early Career Success" at ACEN conference Brisbane, 3-5 October, 2018.<br>Presented Conference Paper TEQSA Higher Education Forum, "Improving International Student Academic Data Capture and Analysis"**,** 30 November, 2018. |
| **Self-Education** | Studied Online Micromasters Marketing Analytics Completed through Edx, online learning, March to October 2018.<br>Mental Toughness Quotient training, One Day, 16 March 2018, Administered by Positivity Institute. |

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| **Teaching at other like institutions** | **Lecturer:** New York University – Sydney, Marketing, Internship Seminar<br>**Adjunct Lecturer:** University of Technology Sydney, Business Statistics<br>**Adjunct Lecturer:** CAPA International, Sports Marketing, Sports Management |
| **Formal Courses** | Nil |
| **Other** | **Academic Management**<br>**UBSS, TEQSA Bachelor of Business Re-registration**, February 2018. MBA Re-registration, April 2018.<br>**UBSS, Provider Information Report for TEQSA**: Staff information and staffing analysis August 2018.<br>**Award**<br>**UTS Services to Sport Administration 2018.**<br>For president of UTS Norths Athletic Club and Chair UTS Norths Foundation. Successful NSW government, Federal government and RSL Clubgrant grant applications for coach development, training equipment, infrastructure, events. Strategic Planning to 2017-2020 Tokyo Olympics.<br>**Consultancy Work**<br>Athletics NSW Marketing Advisory Board<br>Provide concept papers to Athletics NSW and Athletics Australia on Track and Field facilities development<br>Concept paper to NSW state government and Athletics Australia on first Indoor Athletics Field in southern hemisphere.<br>GWS Giants AFL club: Develop, deliver and monitor internship programs for events and membership departments at GWS Giants.<br>**Peer Review Process and Benchmarking**<br>COPHE External Assessment Benchmarking project co-ordinator for UBSS and external reviewer.<br>COPHE International Student benchmarking, with 18 other institutions. UBSS co-ordinator and lead contributor.<br>HEPP-QN Benchmarking, UBSS co-ordinator and lead contributor for 2018<br>1. Grade distribution<br>2. Academic Leadership<br>3. Retention/Completion |

## Greg Whateley

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|---|---|
| **Positions Held** | Executive Dean, UBSS<br>Provost of UBSS Sydney CBD Campus<br>Executive Director – GCA Board of Directors<br>Chair – UBSS Academic Senate<br>Chair – Executive Dean's Team<br>Chair – Program Directors' Team<br>Chair – Audit and Risk Committee<br>Chair – AMPA Board of Directors<br>Chair – AIBIS Board of Directors<br>Chair – Waterline Challenge (NFP) Board of Directors<br>Principal – GJW Consulting |
| **Memberships** | Fellow – Institute of Managers and Leaders<br>Member – UBSS Grade Review Committee<br>Member – UBSS Course Advisory Committee<br>Member – UBSS Executive Management Team<br>Member – APIC Academic Board<br>Member – ACHW Academic Board |
| **Conferences and Symposia** | No conferences or symposiums attended in 2018 |
| **Articles and Papers** | No external articles or papers published in 2018 |
| **Self-Education** | Ongoing reading and writing in the areas of Blended Learning, eLearning, mLearning and Transnational Pedagogy |
| **Teaching at other like institutions** | No teaching at other Institutions in 2018 |
| **Formal Courses** | No formal study in 2018 |
| **Other** | 24 volumes of **'Message from the Executive Dean'** published in 2018<br>Whateley, G. (2018) **A Matter of Commitment**. Group Colleges Australia<br>Whateley, G. (2018) **A Matter of Moving Forward.** Universal Business School Sydney, October.<br>Whateley, G. (2018) **About Group Colleges Australia.** Group Colleges Australia. |

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|---|---|
| | Whateley, G. (2018) **GCA 2018 Directions**. Group Colleges Australia.<br><br>Whateley, G. (2018) **GCA Corporate**. Group Colleges Australia.<br><br>Whateley, G. (2018) **GCA Dreaming**. Group Colleges Australia.<br><br>Whateley, G. (2018) **GCA Media Centre**. Group Colleges Australia.<br><br>Whateley, G. (2018) **Increasing the CRICOS Allocation at UBSS**. Universal Business School Sydney.<br><br>Whateley, G. (2018) **Directions in Quality Assurance and Risk Management at UBSS.** Universal Business School Sydney.<br><br>Whateley, G. and West, A. (2018) **Work Force Plan 2018.** Universal Business School Sydney.<br><br>Whateley, G. (2018) **UBSS QILT Outcomes 2017**. Universal Business School Sydney.<br><br>Whateley, G. and West, A. (2018) **Teaching and Learning Plan**. Universal Business School Sydney.<br><br>Whateley, G., West, A. and Roopram, J. (2018) **Scholarship at UBSS**. Universal Business School Sydney.<br><br>Whateley, G. and Hayek, R. (2018) **Benchmarking at UBSS**. Universal Business School.<br><br>Whateley, G (et al) (2018) **Historical Data Analysis 2012-2016**. Universal Business School Sydney. |

## Richard Xi

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|---|---|
| **Positions Held** | Postgraduate Coordinator<br>Assistant Professor |
| **Memberships** | Member – UBSS EDT<br>Member – UBSS PDT<br>Member – UBSS Academic Senate<br>Member – UBSS Course Advisory Committee<br>Member – UBSS Threshold Standards Audit Committee |
| **Conferences and Symposia** | Cash cows or human capital? Perspectives on international students in Australia |
| **Articles and Papers** | Edited book - 'The Unlikely Entrepreneur' Chinese version. |
| **Self-Education** | Knowledge Management |
| **Teaching at other like institutions** | N/A |
| **Formal Courses** | N/A |
| **Other** | N/A |

# ATTACHMENT 5

# Teaching and Learning Plan 2017 to 2020

(Refreshed September 2017 in line with UBSS Strategic Plan)

Professor Greg Whateley

Associate Professor Andy West

September 2017

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## Purpose

UBSS has had in place a Teaching and Learning Plan since 2012 in line with previous UBSS Strategic Plans. The continuous improvement in Teaching and Learning at UBSS has seen the development and implementation of several successful initiatives and the discontinuation of projects/initiatives that were less successful. This dynamic change is essential.

This current Teaching and Learning Plan (2017-2020) builds on the success of previous plans and brings it into alignment with the refreshed **UBSS Strategic Plan 2017-2020**.

There are *external factors* impacting on teaching and learning that present uncertainty, and that require monitoring and updating on a regular basis -

- The changing regulatory and quality framework with the refocussing of the Tertiary Education Quality and Standards Agency (TEQSA) from 2017;
- The Higher Education Standards Framework (2015) to take affect from 1 January 2017. Section 3.2 Staffing, Section 3.3 Learning Resources and Educational Support;
- TEQSA Guidance Note: Staffing, Learning Resources and Educational Support (Beta v1.2 updated 8 March 2017);
- The demands of the Australian Qualifications Framework (AQF);
- The Federal Government's Higher Education Reform Package;
- The new Education and Training Minister, Senator Birmingham, taking a more consultative approach, amendments may possibly be put forward and gain traction.
- Recent media coverage of ATAR placements being given to students well below the set ATAR entry level, pressure may mount to re-introduce caps on university degree entry; Market and economic factors such as exchange rate.

There are also *internal factors* to be considered include –

- Change in location of the UBSS campus to Sydney CBD;
- Strategic focus in providing entrepreneurial content and support to students;
- Increase in senior management to improve governance and management capability;
- Projected increase in student numbers from existing and new international markets;
- Re-introduction of domestic students by way of more attractive premises and postgraduate course offerings;
- Introduction of Executive Education programs;
- The establishment of the Centre for Entrepreneurship.

The UBSS Teaching and Learning Plan 2017-2020 is intended to provide certainty and clarity during this time of external uncertainty, while taking advantage of internal opportunities for improvement and growth. The purposes of this Teaching and Learning Plan are to –

- Communicate the Strategic Vision of UBSS in an effort to encourage staff and students to embrace the entrepreneurial focus in particular;
- Ensure that UBSS Teaching and Learning has a strong focus on entrepreneurship and innovation, and that UBSS becomes a national leader in teaching and scholarship;
- Place the student experience as the focus of the quality initiatives underlying the UBSS Teaching and Learning strategy and delivery;
- Provide a framework to allow community, industry and government engagement with UBSS staff and students through teaching and learning practices, as well as for outreach programs to bring a practical, real-world element to that student experience.

## Vision

UBSS is a Private MBA School (NUHEP).

During 2015 the term “Entrepreneurs” was included in the mission statement and thinking to ensure that the teaching and learning of entrepreneurship is embedded in the subjects and courses offered by UBSS. The establishment of the Centre for Entrepreneurship (circa January 2017) further cemented the focus.

This change in strategic focus requires additional measures in the Teaching and Learning Plan 2017-2020 to ensure the quality assurance and delivery of these new focus courses.

## UBSS Teaching and Learning Plan Review

The last review against outcomes of the previous Teaching and Learning Plan 2013 – 2015 was completed in December 2015.

This most recent review (September 2017) aligns with the refreshed UBSS Strategic Plan 2017-2020.

The *objectives* that complement the current UBSS Strategic Plan 2016-2018 are set out below.

## Student Progression

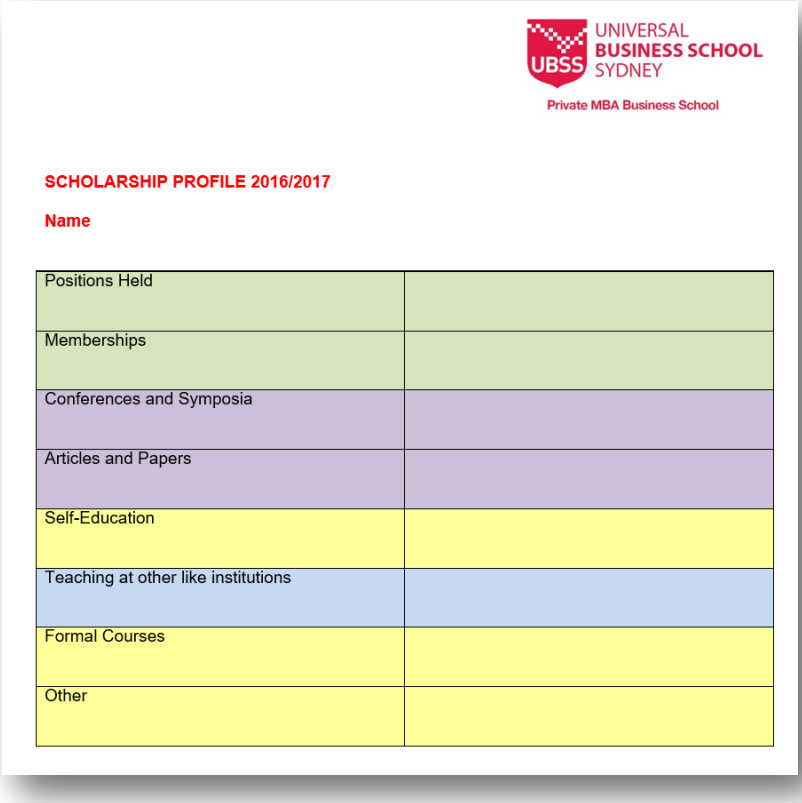
**Focus on Student Experience**

a) A more 'user friendly' timetable is in place with MBA subjects offered on Tuesdays and Wednesdays and undergraduate offerings available on Monday, Thursday and Friday;
b) Monitoring of teaching has been enhanced so as to identify both high-performing and low-performing staff (evidenced in SFUs and annual reviews);
c) High-performing staff are being rewarded (Executive Dean Awards) and the offer of more teaching opportunities while low-performing staff are being encouraged to enhance their teaching performance;
d) Staff Professional Development focus on the needs of international students and the use of eResources. This is supported by the Staff Professional Development Policy (UBSS Academic Policies v 11.1, page 63, http://www.ubss.edu.au/Uploads/Resources/Policies%20and%20Procedures%20Master%20V11.1%20updated%20by%20JW.pdf )

## Staff Scholarship and Research

**Developing and broadening participation of Staff Scholarship**

All staff are encouraged to be actively involved in scholarship. Annual harvesting of scholarship is undertaken using the Boyer foundations –



UNIVERSAL BUSINESS SCHOOL SYDNEY

Private MBA Business School

**SCHOLARSHIP PROFILE 2016/2017**

**Name**

| | |
|---|---|
| Positions Held | |
| Memberships | |
| Conferences and Symposia | |
| Articles and Papers | |
| Self-Education | |
| Teaching at other like institutions | |
| Formal Courses | |
| Other | |

## Workplace Integrated Learning (WIL)

UBSS will continue previous successful WIL initiatives in all programs. From 2017 there will also be the development of case studies drawn from Fellows of the Centre for Entrepreneurship and UBSS Industry Partners. The WIL definition used by TEQSA is:

"In the context of the Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework), work-integrated learning (WIL) encompasses any arrangement where students undertake learning in a workplace outside of their higher education provider as a part of their course of study. Such arrangements may include -

- clinical or other professional placements,
- internships,
- workplace projects."

Source: http://www.teqsa.gov.au/sites/default/files/GuidanceNote_WorkIntegratedLearning%201.0.pdf

UBSS uses a broader interpretation of WIL as defined by the Office of Teaching and Learning. UBSS will not be following this narrow definition of WIL used by TEQSA, that *only* includes workplace learning, but rather the broader accepted definition of -

*"WIL is delineated as the intentional integration of theory and practice knowledge, and a WIL program provides the means to enable this integration and* ***may, or may not****, include a placement in a workplace, or a community or civic arena."*

Source: http://www.olt.gov.au/resource-work-integrated-learning-2011

The WIL typology as developed by Lawson, Fallshaw, Papodopoulos, Taylor and Zanko (2011, p64) has been used to ensure the depth of learning in UBSS subjects. All of the classifications have been implemented in the past by UBSS, except for Internships with no plans to introduce internships in the current Teaching Learning Plan period –

| Classification of WIL | Description |
|---|---|
| **1.Industry case study** | An actual business scenario or challenge faced by business, requiring students to apply analytical and problem-solving skills to explore solutions and/or critically evaluate those made by business executives. |
| **2.Industry simulation** | Reality-based, experiential learning-centred approaches engaging students in real-time analysis and decision making in real-world situations within the safety of an educational environment. |
| **3.Industry practitioner delivery** | Industry practitioners engage in the teaching program to deliver specialized lectures, present in seminar series, conduct professional development workshops or participate in assessment of student projects and presentations. |
| **4.Industry study tour** | Includes field trips, site visits and more lengthy tours. Industry study tours aim to create opportunities by travelling to industry-related places and situations, allowing students to apply theory, see theory in practice, ask questions of professionals in situ, compare and contrast different sites of work, and connect curriculum and learning to professional practice. |
| **5. Industry competition** | Industry competitions involve individual businesses organizing, judging, sponsoring or in some other way encouraging students (often in teams) to compete against each other to achieve a business-oriented goal in a short timeframe. Industry competitions include marketing strategies, management plans, business start-up ideas and online business games. Recognition and rewards are an important incentive in this category. |
| **6.Industry mentoring** | Matching students with a professional role model to enhance skills (instrumental) and attributes (developmental); investigating career options (transition and pathways); increasing understanding of the benefits of coursework (knowing and doing); and exposure to different thinking and learning methods. |
| **7.Industry project** | Industry projects include a broad range of activities and typically involve the sort of work undertaken in the workplace. Industry projects include the production of a workplace artefact (for example management plan, business report, market research) and management activities. As well as providing a forum to apply theory to a real-world work issue, projects develop students' project management skills, team skills, communication skills and problem-solving skills. |
| **8.Industry placement (internship)** | Immerses students in a workplace related to their discipline or career goals. Ideally, industry placement combines both class-based learning and structured and supported workplace activity with opportunities to reflect on learning and seek timely feedback on performance. |

Source: Lawson R, Fallshaw E, Papodopoulos T, Taylor T and Zanko M(2011) Professional Learning in the Business Curriculum: Engaging Industry, Academics and Students, Asian Social Science, Vol. 7, Iss. 4, pp 61-68.

For the current Teaching and Learning Plan 2017-2020, the following WIL programs will be implemented –

| Classification of WIL | Description |
|---|---|
| **1.Industry case study** | Drawing on the expertise of the Centre for Entrepreneurship (CFE) Fellows, the academic leadership of UBSS staff and representative bodies, UBSS will develop and publish Entrepreneur Case Studies to be used within class in all UBSS programs. This will be in the form of short written case studies, video interviews, questions and answers. Cases will remain the intellectual property of UBSS with ISBN and ISSN registration. |
| **2.Industry simulation** | Continued use of Business Simulation Game (BSG) in the Capstone subject for Bachelor of Business and Masters of Business Administration, entrepreneur stream. Wider use of appropriate simulation games in entrepreneur games to build a dynamic experiential learning environment for entrepreneurship. |
| **3.Industry practitioner delivery** | Continued delivery of presentations from Fellows of the CFE. Widening of presentations to include from UBSS Industry Partners. Industry Practitioner Delivery by identifying a series of successful and articulate business persons and arranging for them to give lectures in one of the key entrepreneurship subjects |
| **4.Industry study tour** | Current field trips to Reserve Bank of Australia, The Mint, Australian Stock Exchange and Australian Institute of Management. Broader use of field trips and industry study tours throughout all programs. Integration of learning from industry study tours by addressing learning outcomes, content, assessment and graduate attribute development. |
| **5. Industry competition** | Current industry competition using BSG. A widening of range of partners using BSG both nationally and internationally. |
| **6.Industry mentoring** | Future use of CFE Fellows and Industry Partners to mentor business projects. |
| **7.Industry project** | Future use of industry project provided by Industry Partners within entrepreneurship subjects at Bachelor Business and MBA level. |

## Teacher and Learning Resourcing

UBSS provides learning resources and educational support to ensure quality, sufficiency and access for all students to enable their learning.

The details of the Teacher and Learning Resources are provided in the 15 page support document “Domain 3.2: Teaching Individual Student Assistance” authored by Executive Dean Professor Greg Whateley. The major points covered in this document include:

- Program Director role and involvement in overseeing quality of the program
- student orientation overview
- MyGCA student management system
- Moodle Learning Management System
- Core subject Advanced Business Communications in the first trimester of each program.
- Web based study skills and career development skills resources on UBSS website and Moodle administered by the E Learning co-ordinator
- Support workshops provided by the Learning Support co-ordinator

Access to educational resources is ensured through the subscription to the following major international journal and text book databases for free through the MyGCA student management system.

UBSS provides free access to wifi on campus to all students and guests. The student lounge has 30 computers with desks and sofas. There are 3 breakout rooms for group work. The computer lab is fitted with 40 computers. All class rooms are fitted with internet, video and audio enables computers, with overheard projectors and smartboards.

Online access is ensured through all Moodle LMS and MyGCA SMS programs being Mobile Enabled, allowing all students who have a smart phone to access this information anywhere and anytime. UBSS endeavours to simulate, where possible, access to information in a seamless digital environment fostering quality cognitive learning. All learning material for each subject is provided on the Moodle LMS to allow access to lecture slides, readings, outlines, assessment outlines and assessment submission on campus and remotely.

## Responsibilities and KPIs

The primary responsibility for the Teaching and Learning Plan 2017-2020 lies with the **Executive Dean**.

A range of KPIs have been built into the **UBSS Strategic Plan 2017-2020** that specifically focus on the quality of teaching and learning –

**QUALITY**

| | 2015 | 2016 | 2017 | Q1 | Q2 | Q3 | Q4 | 2018 | 2019 | 2020 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Full time staff (%)** | 10 | 25 | 25 | 31.3 | 28 | 25 | 25+ | 25 | 27 | 29 | ✓ |
| **AQF+1% or equivalent** | 40 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | ✓ |
| **Progression Rate (%)** | 57.9 | 56.3 | 75 | 80.1 | 84.1 | 79 | 78 | 75 | 75 | 75 | ✓ |
| **Attrition Rate (%)** | 24.4 | 19.5 | 25 | 19.9 | 25.3 | 21 | 22^ | 25 | 25 | 25 | ✓ |
| **Total Completions** | 160 | 91 | 70 | 135 | 135 | 135 | 135 | 140 | 150 | 160 | ✓ |
| **Student Satisfaction** | 4.2 | 4.3 | 4.2 | 4.2 | 4.3 | 4.3 | | 4.2 | 4.2 | 4.2 | ✓ |
| **Staff Satisfaction** | 3.5 | 4.3 | 4.4 | NA | 4.8 | 4.7 | | 4.2 | 4.2 | 4.2 | ✓ |
| **Student Staff Ratio** | 32.4 | 34 | 30** | 32.9 | 36.2 | 38.6 | 36.1 | 30 | 30 | 30 | ✗ |
| **SES (QILT) Aggregate** | NA | NA | 76.9 | 79.3 | 79.3 | 79.3 | 79.3^^ | 77.0 | 78.0 | 80 | ✓ |

## Teaching and Learning in the 2017-2020 Strategic Plan

UBSS places considerable emphasis on improving and maintaining the quality of teaching. It aims to do this by adopting a more systematic approach to teacher selection; enhanced professional development; systematic monitoring of teaching; and rewarding outstanding teaching performance.

UBSS recruitment is managed by the **Executive Dean** with the assistance of **Program Directors.**

Each trimester (during orientation week) a staff development day is held with an emphasis on various elements of good teaching and learning. The UBSS Professional Development Policy at UBSS spells out the measures and activities that are used and/or encouraged for staff to maintain a high level of teaching and analysis.

**Program Directors** conduct ongoing one-on-one, face-to-face meetings with teaching staff (including sitting in on classes). These interactions focus on the quality and relevance of the subject, the quality of the teacher's performance based on student and supervisor evaluation and compliance with administrative requirements, and ways in which the subject and the teacher's performance can be improved.

Teachers with poor performance may have their teaching allocations reduced or removed. Teachers with superior performance will be eligible for the Executive Dean Awards (Certificate and cash bonus).

ATTACHMENT 6

WORKFORCE PLAN 2017-

# Workforce Plan 2017-2020

(Refreshed September 2017 in line with UBSS Strategic Plan)

Professor Greg Whateley

Associate Professor Andrew West

September 2017

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## Purpose

The purpose of this Workforce Plan 2017 - 2020 is to provide, for UBSS as a private higher education provider, a *strategic approach* to human resources planning, implementation and evaluation that is aligned to its overarching strategy as outlined in the **UBSS Strategic Plan 2017-2020**.

There are *external factors* impacting on teaching and learning that present uncertainty, and that require monitoring and updating on a regular basis -

- The changing regulatory and quality framework with the refocussing of the Tertiary Education Quality and Standards Agency (TEQSA) from 2017;
- The Higher Education Standards Framework (2015) to take affect from 1 January 2017. Section 3.2 Staffing, Section 3.3 Learning Resources and Educational Support;
- TEQSA Guidance Note: Staffing, Learning Resources and Educational Support (Beta v1.2 updated 8 March 2017);
- The demands of the Australian Qualifications Framework (AQF);
- The Federal Government's Higher Education Reform Package;
- The new Education and Training Minister, Senator Birmingham, taking a more consultative approach, amendments may possibly be put forward and gain traction.
- Recent media coverage of ATAR placements being given to students well below the set ATAR entry level, pressure may mount to re-introduce caps on university degree entry; Market and economic factors such as exchange rate.

There are also *internal factors* to be considered include –

- Change in location of the UBSS campus to Sydney CBD;
- Strategic focus in providing entrepreneurial content and support to students;
- Increase in senior management to improve governance and management capability;
- Projected increase in student numbers from existing and new international markets;
- Re-introduction of domestic students by way of more attractive premises and postgraduate course offerings;
- Introduction of Executive Education programs;
- The establishment of the Centre for Entrepreneurship.

# Vision

UBSS is a private higher education provider (NUHEP). During 2015 the term "Entrepreneurs" was included in the mission statement as a strategic focus of UBSS and to ensure that teaching and learning of entrepreneurship are embedded in the subjects and courses offered by UBSS. In more recent times – 2016/2017 – Entrepreneurship has become a central focus for UBSS as part of the narrative. The Strategic Plan 2017-2020 has developed a set of KPIs specifically centred on this domain –

**Measures**

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|
| **Fellows** | 0 | 0 | 15 | 15 | 15 | 15 |
| **Industry Presentations** | 0 | 0 | 5 | 6 | 7 | 8 |
| **Industry Partnerships** | 4 | 7 | 12 | 15 | 17 | 19 |
| **Focus Subjects** | 3 | 5 | 10 | 10 | 10 | 10 |

Ensuring the successful transition to an entrepreneurial focus within UBSS required strategic intent, planning, implementation and monitoring across all aspects of the organisation. One key aspect of the success of the UBSS Entrepreneurial focus, to date, is having staff with the knowledge, teaching skills and management skills to deliver high-quality academic, management and support services.

This **Workforce Plan** sets out how UBSS will maintain its commitment to quality delivery of its courses while successfully implementing the focus on Entrepreneurial courses and subjects during 2017-2020.

# Strategic Context

This Workforce Plan 2017-2020 supports the objectives of the UBSS Strategic Plan 2017 – 2020. Five strategic objectives have been set for the period 2017-2020 -

## Entrepreneurship Education

**Remaining a leading provider of education programs in entrepreneurship**

Throughout 2015 the GCA Board and UBSS Management first recognised and then proceeded to harness the entrepreneurial leadership and energy of its founder and CEO **Alan Manly**. His experience encourages UBSS staff to operate in an environment that appreciates and rewards innovation that understands the nature and magnitude of the challenges facing those who seek to be innovative, and that supports new and better ways of providing education and training support to prospective entrepreneurs.

This focus on entrepreneurship in all education programs was formalised as a directive from the GCA Board in July 2015. Following this directive, all programs were evaluated to include entrepreneurship with Program Director reports submitted to the Academic Board in July 2015 and reviewed by the Course Advisory Committee in August 2015. These actions led to the inclusion of subjects with a strong entrepreneurial focus being offered to MBA students in the Summer Semester 2015. In more recent times (2016-2017) a full stream has been provided to postgraduate students –

**Entrepreneur Stream Subjects (8)**

| Subject Code | Subject Name | Credit Points |
|---|---|---|
| MCR005 | Clients and Markets | 5 |
| MCR010 | Innovation and Commercialisation | 5 |
| MCR011 | Strategic Business Simulation | 5 |
| MCR012 | Entrepreneurship Research Report | 5 |
| MHR001 | Managing Workplace Relations | 5 |
| MHR002 | Leading Innovation and Change | 5 |
| MKT001 | Brand Development | 5 |
| MKT002 | Marketing New Products | 5 |

The second phase was to review subjects in other programs and identify those where an entrepreneurial component could be properly incorporated. This has also been achieved in the Bachelor of Business Program –

## Year 3

| Subject Code | Subject Name | Credit Points |
|---|---|---|
| BHR103 | Strategic Management | 3 |
| BHR331 | Team Leadership & Change Management | 3 |
| BBM361 | International Business Management | 3 |
| BBM331 | e-Business Management | 3 |
| BBE351 | Ethics & Social Responsibility | 3 |
| BAC61 | Capstone Project | 3 |
| BBM310 | Innovation and Entrepreneurship | 3 |
| BBM311 | Corporate Entrepreneurship, Leadership and Sustainability | 3 |

The UBSS Strategic Plan 2017-2020 builds on these foundation initiatives from 2015.

The responsibility of ensuring the selection, hiring and development of the UBSS Professional Staff as well as the Academic Staff lies with the **Executive Dean**. The Executive Dean involves the Program Directors in the process of academic staff employment.

## Quality of Programs

**Continuously improving the quality of its programs**

Academic Quality Assurance underpins the Threshold Standards and the Provider Registration Standards.

Achieving its second strategic objective of continuously improving the quality of its three academic programs will require the employment, monitoring and development of all staff – academic and professional. The staff will work in tandem. UBSS has set two KPIs in relation to the quality of staff that will, in turn, impact on the quality of programs.

The first is the number of **full time staff**.

An extract from the UBSS Strategic Plan 2017-2020 provides the necessary targets –

**Measures**

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|
| **Full time staff (%)** | 10 | 25 | 25 | 25 | 27 | 29 |
| **AQF+1% or equivalent** | 40 | 100 | 100 | 100 | 100 | 100 |
| **Progression Rate (%)** | 57.9 | 86.9 | 75 | 75 | 75 | 75 |
| **Attrition Rate (%)** | 41.5 | 13.1 | 25 | 25 | 25 | 25 |
| **Completion Rate (%)** | 50 | 69 | 70 | 73 | 76 | 79 |
| **Student Satisfaction** | 4.2 | 4.3 | 4.2 | 4.2 | 4.2 | 4.2 |
| **Staff Satisfaction** | 3.5 | 4.3 | 4.4 | 4.2 | 4.2 | 4.2 |
| **Student Staff Ratio** | 32.4 | 34 | 30 | 30 | 30 | 30 |
| **SES (QILT) Aggregate** | NA | NA | 76.9 | 77.0 | 78.0 | 80 |

The second is improving the **level of qualification**.

The AQF standards set the guideline for level of qualification for the teaching delivery of the program to be at the AQF Level +1 or have the same AQF level with relevant or highly specialised subject matter and teaching experience (AQF+1 equivalence) –

In June 2017, the 'Academic Staff Qualifications and Equivalence Policy V1.0' was written and introduced by UBSS (UBSS Academic Policy V11.1, Section 3.25, Page 69-75, http://www.ubss.edu.au/Uploads/Resources/Policies%20and%20Procedures%20Master%20V11.1%20updated%20by%20JW.pdf) . This was in recognition that many Entrepreneurs have cognate experience that is highly valuable to students. The policy clearly sets out the definitions and procedure for recognising relevant cognate experience for lecturers to deliver within the UBSS programs.

**Measures**

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|
| **Full time staff (%)** | 10 | 25 | 25 | 25 | 27 | 29 |
| **AQF+1% or equivalent** | 40 | 100 | 100 | 100 | 100 | 100 |
| **Progression Rate (%)** | 57.9 | 86.9 | 75 | 75 | 75 | 75 |
| **Attrition Rate (%)** | 41.5 | 13.1 | 25 | 25 | 25 | 25 |
| **Completion Rate (%)** | 50 | 69 | 70 | 73 | 76 | 79 |
| **Student Satisfaction** | 4.2 | 4.3 | 4.2 | 4.2 | 4.2 | 4.2 |
| **Staff Satisfaction** | 3.5 | 4.3 | 4.4 | 4.2 | 4.2 | 4.2 |
| **Student Staff Ratio** | 32.4 | 34 | 30 | 30 | 30 | 30 |
| **SES (QILT) Aggregate** | NA | NA | 76.9 | 77.0 | 78.0 | 80 |

## Range of Academic Programs

### Widening the range of academic programs

In response to the opportunities in the education market as identified by the GCA Board, GCA executives, the GCA Marketing Department and Agent network, UBSS is exploring the adoption of two new programs over the period of the current Strategic Plan (2017-2020) –

**Measures**

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|
| **Programs** | 3 | 3 | 4 | 4 | 4 | 5 |
| **Locations** | 1 | 1 | 2 | 2 | 3 | 4 |
| **Students** | 488 | 1075 | 1197 | 1300 | 1400 | 1500 |
| **Income ($m)** | 5.6 | 9.9 | 11.1 | 11.7 | 12.5 | 14 |
| **Profit ($m)** | 0.76 | 3.75 | 3.3 | 3.5 | 3.7 | 4.2 |

Currently (2017) UBSS offers four programs a Bachelor of Accounting, A Bachelor of Business, a Master of Business Administration and a Graduate Certificate in Business Administration (Blended).

The intention is to offer a Foundation Studies Program that requires TEQSA approval.

## Workplace Integrated Learning

UBSS will continue previous successful WIL initiatives in all programs. Details of the WIL definitions and implementation are set out in the Teaching and Learning Plan 2017-2020. Workforce planning and resource allocation for WIL is the responsibility of the Executive Dean supported by the Director of the CFE. Following are the continuing and new WIL programs, focusing on entrepreneurship and ensuring career transition and pathways.

| Classification of WIL | Description |
|---|---|
| **1.Industry case study** | Drawing on the expertise of the Centre for Entrepreneurship (CFE) Fellows, the academic leadership of UBSS staff and representative bodies, UBSS will develop and publish Entrepreneur Case Studies to be used within class in all UBSS programs. This will be in the form of short written case studies, video interviews, questions and answers. Cases will remain the intellectual property of UBSS with ISBN and ISSN registration. |
| **2.Industry simulation** | Continued use of Business Simulation Game (BSG) in the Capstone subject for Bachelor of Business and Masters of Business Administration, entrepreneur stream. Wider use of appropriate simulation games in entrepreneur games to build a dynamic experiential learning environment for entrepreneurship. |
| **3.Industry practitioner delivery** | Continued delivery of presentations from Fellows of the CFE. Widening of presentations to include from UBSS Industry Partners. Industry Practitioner Delivery by identifying a series of successful and articulate business persons and arranging for them to give lectures in one of the key entrepreneurship subjects |
| **4.Industry study tour** | Current field trips to Reserve Bank of Australia, The Mint, Australian Stock Exchange and Australian Institute of Management. Broader use of field trips and industry study tours throughout all programs. Integration of learning from industry study tours by addressing learning outcomes, content, assessment and graduate attribute development. |
| **5. Industry competition** | Current industry competition using BSG. A widening of range of partners using BSG both nationally and internationally. |
| **6.Industry mentoring** | Future use of CFE Fellows and Industry Partners to mentor business projects. |
| **7.Industry project** | Future use of industry project provided by Industry Partners within entrepreneurship subjects at Bachelor Business and MBA level. |

## Geographical coverage

### Widening geographical coverage

The two strategic objectives that need to be addressed in the Workforce Plan in relation to geographic coverage are:

From 2017+ a diversification of international students by source country will become evident and will be encouraged –

Measures

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|
| **Domestic** | 0 | 12 | 12 | 25 | 50 | 75 |
| **International** | 488 | 1063 | 1185 | 1275 | 1350 | 1425 |
| **Nationalities** | 10 | 33 | 34 | 35 | 36 | 37 |
| **Countries with 10 +** | 5 | 8 | 9 | 10 | 11 | 12 |
| **Undergraduate** | 488 | 763 | 790 | 830 | 910 | 1000 |
| **Postgraduate** | 0 | 300 | 407 | 470 | 490 | 500 |

This first strategic objective requires the selection and development of staff with experience and skills in managing international students in particular. This requires a range of skills and experience that has impact on student performance, student satisfaction and the quality in the delivery of subjects and the student services experience. These elements will be measured on an ongoing basis. As part of the staff selection process, then, UBSS has included as one of the criteria experience with international students and a displayed capability of dealing with and managing international students.

From 2017+ the establishment of satellite campuses –

**Measures**

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|
| **Programs** | 3 | 3 | 4 | 4 | 4 | 5 |
| **Locations** | 1 | 1 | 2 | 2 | 3 | 4 |
| **Students** | 488 | 1075 | 1197 | 1300 | 1400 | 1500 |
| **Income ($m)** | 5.6 | 9.9 | 11.1 | 11.7 | 12.5 | 14 |
| **Profit ($m)** | 0.76 | 3.75 | 3.3 | 3.5 | 3.7 | 4.2 |

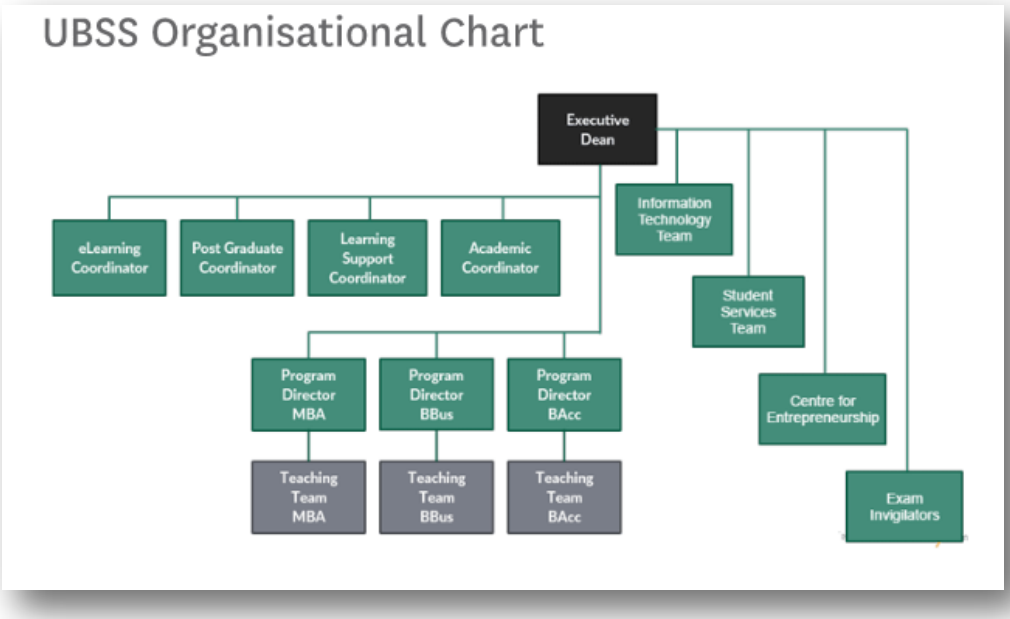
This second strategic objective requires an increase in the administrative and academic staff available for the satellite campuses. The staffing resources, availability and capabilities required will be completed as part of the feasibility studies as the projects occur.

## Organisational Structure

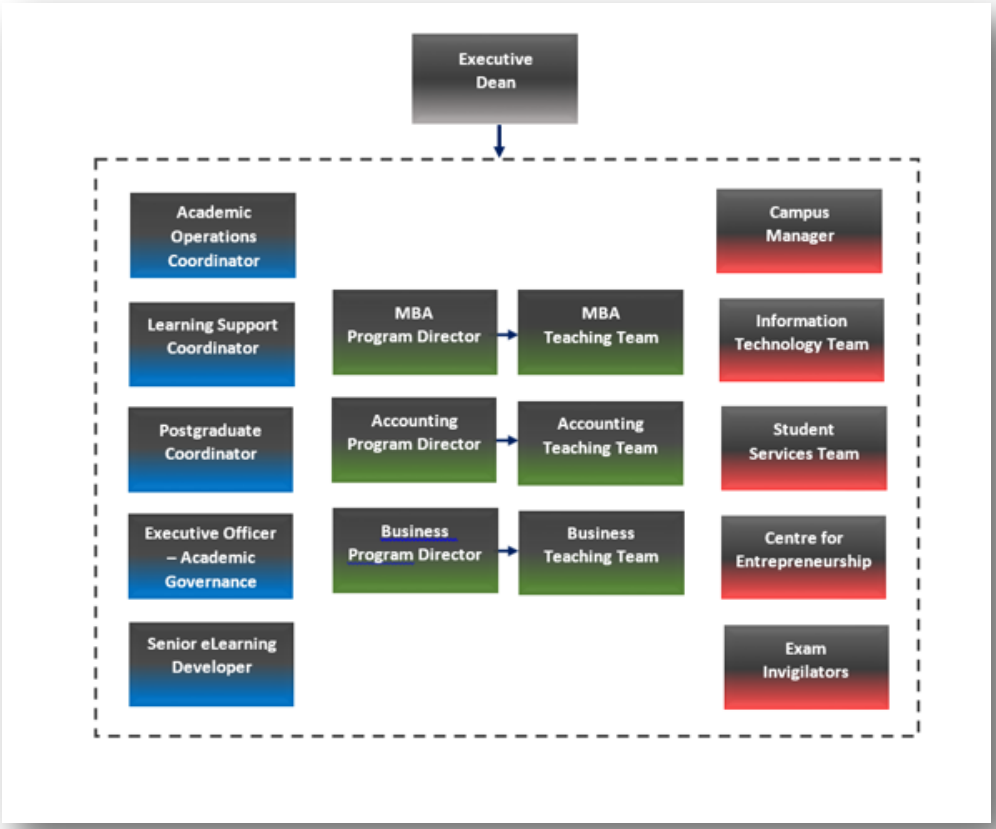
UBSS recognises that the delivery of quality teaching and learning requires a well-designed organisational structure, with clearly defined roles and responsibilities. In late 2015 changes were made to the organisational structure so as to increase capability at senior management levels. In 2016+ further structural changes were made to ensure sustainability.

To oversee good governance, implementation and review of quality teaching and learning the position of **Executive Dean** was established (from 2016) and the associated responsibilities were spelt out in a Position Description.

At the commencement of 2016 (April) **Professor Greg Whateley** assumed the role of Executive Dean. The organisational structure then became –




A more recent refinement of the Organisational Chart was established in November 2017 –




Position descriptions for all staff have been refreshed (2016 and most recently September, 2017) to ensure that they match incumbent activities.

The position of *Director, Centre for Entrepreneurship* (January 2017) operates through a set of agreed upon KPIs in place of a position description. The incumbent reports against the KPIs on a monthly basis.

## Staff recruitment

The quality and number of staff available to teach specialised subjects was identified as a quality-of-teaching issue in early 2015 and remains a key element in our decision making. To broaden the pool of available teaching staff, UBSS utilises 'Expression of Interest' opportunities provided by Seek.com

This continues to result in a number of high calibre teachers being identified. The turnover of UBSS staff is low – but the growth element experienced in 2016 and 2017 has resulted in the need to employ new staff.

Program Directors are charged with sourcing and employing suitably qualified and experienced teaching staff.

## Staff motivation

The payment structure used by UBSS has reflected mainly the bargaining power, not the contribution, of the teaching staff. The December 2015 meeting of the **Academic Senate** (then Academic Board) requested the **Dean** develop a proposal for a remuneration structure that would take into account academic qualifications, relevant experience and formal assessments of teaching performance. The proposed structure was approved by the February 2016 meetings of the Academic Senate and the GCA Board, and has been used when preparing teaching arrangements post S1, 2016. The role of individual bargaining power was reduced and parity has been ensured. UBSS payments are generous.

# Performance monitoring

The major contributor to student satisfaction is the quality of teaching. UBSS has procedures in place for assessing teaching performance through the end-of-semester student satisfaction surveys –

**Trimester 2, 2017**

| Marking Criteria | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| strongly disagree | disagree | neutral | agree | strongly agree |

| | Survey Questions | B Bus | B Acc | MBA |
|---|---|---|---|---|
| Q1 | The subject provided useful knowledge and skills | 4.4 | 4.3 | 4.2 |
| Q2 | The learning outcomes were achievable | 4.3 | 4.3 | 4.2 |
| Q3 | The subject workload was manageable | 4.2 | 4.2 | 4.1 |
| Q4 | The subject helped to develop relevant professional skills such as problem solving and critical thinking | 4.3 | 4.2 | 4.1 |
| Q5 | The lecturer was well prepared for each class | 4.4 | 4.3 | 4.3 |
| Q6 | The lecturer provided useful feedback | 4.3 | 4.3 | 4.2 |
| Q7 | The lecturer had a good knowledge of the subject matter | 4.4 | 4.4 | 4.4 |
| Q8 | The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject | 4.3 | 4.3 | 4.3 |
| Q9 | The lecturer was available to discuss learning problems outside of class time | 4.3 | 4.2 | 4.1 |
| Q10 | The assessment requirements were clearly explained | 4.3 | 4.3 | 4.2 |
| Q11 | Overall the teaching in the subject was of a high quality | 4.3 | 4.3 | 4.2 |
| | Average | 4.3 | 4.3 | 4.2 |

**Trimester 1, 2017**

| Marking Criteria | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| strongly disagree | disagree | neutral | agree | strongly agree |

| | Survey Questions | B Bus | B Acc | MBA |
|---|---|---|---|---|
| Q1 | The subject provided useful knowledge and skills | 4.3 | 4.2 | 4.3 |
| Q2 | The learning outcomes were achievable | 4.3 | 4.1 | 4.2 |
| Q3 | The subject workload was manageable | 4.1 | 4.1 | 4.1 |
| Q4 | The subject helped to develop relevant professional skills such as problem solving and critical thinking | 4.3 | 4.1 | 4.1 |
| Q5 | The lecturer was well prepared for each class | 4.4 | 4.3 | 4.2 |
| Q6 | The lecturer provided useful feedback | 4.3 | 4.2 | 4.2 |
| Q7 | The lecturer had a good knowledge of the subject matter | 4.5 | 4.3 | 4.3 |
| Q8 | The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject | 4.3 | 4.2 | 4.3 |
| Q9 | The lecturer was available to discuss learning problems outside of class time | 4.2 | 4.0 | 4.1 |
| Q10 | The assessment requirements were clearly explained | 4.3 | 4.2 | 4.2 |
| Q11 | Overall the teaching in the subject was of a high quality | 4.3 | 4.2 | 4.1 |
| | Average | 4.3 | 4.2 | 4.2 |

**Trimester 3, 2016**

| Marking Criteria | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| strongly disagree | disagree | neutral | agree | strongly agree |

| | Survey Questions | B Bus | B Acc | MBA |
|---|---|---|---|---|
| Q1 | The subject provided useful knowledge and skills | 4.4 | 4.4 | 4.4 |
| Q2 | The learning outcomes were achievable | 4.3 | 4.4 | 4.4 |
| Q3 | The subject workload was manageable | 4.0 | 4.1 | 4.2 |
| Q4 | The subject helped to develop relevant professional skills such as problem solving and critical thinking | 4.2 | 4.3 | 4.4 |
| Q5 | The lecturer was well prepared for each class | 4.5 | 4.5 | 4.6 |
| Q6 | The lecturer provided useful feedback | 4.4 | 4.4 | 4.4 |
| Q7 | The lecturer had a good knowledge of the subject matter | 4.5 | 4.4 | 4.6 |
| Q8 | The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject | 4.5 | 4.5 | 4.5 |
| Q9 | The lecturer was available to discuss learning problems outside of class time | 4.3 | 4.3 | 4.3 |
| Q10 | The assessment requirements were clearly explained | 4.3 | 4.3 | 4.5 |
| Q11 | Overall the teaching in the subject was of a high quality | 4.4 | 4.4 | 4.4 |
| | Average | 4.3 | 4.4 | 4.4 |

**Trimester 2, 2016**

| Marking Criteria | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| strongly disagree | disagree | neutral | agree | strongly agree |

| | Survey Questions | B Bus | B Acc | MBA |
|---|---|---|---|---|
| Q1 | The subject provided useful knowledge and skills | 4.2 | 4.2 | 4.2 |
| Q2 | The learning outcomes were achievable | 4.1 | 4.0 | 4.0 |
| Q3 | The subject workload was manageable | 4.1 | 3.9 | 3.9 |
| Q4 | The subject helped to develop relevant professional skills such as problem solving and critical thinking | 4.2 | 4.1 | 3.9 |
| Q5 | The lecturer was well prepared for each class | 4.4 | 4.3 | 4.2 |
| Q6 | The lecturer provided useful feedback | 4.3 | 4.2 | 4.1 |
| Q7 | The lecturer had a good knowledge of the subject matter | 4.3 | 4.3 | 4.3 |
| Q8 | The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject | 4.3 | 4.2 | 4.1 |
| Q9 | The lecturer was available to discuss learning problems outside of class time | 4.1 | 4.0 | 4.0 |
| Q10 | The assessment requirements were clearly explained | 4.3 | 4.2 | 4.0 |
| Q11 | Overall the teaching in the subject was of a high quality | 4.3 | 4.1 | 4.1 |
| | Average | 4.2 | 4.1 | 4.1 |

Effort has been put into using the SFU tool for individual staff feedback and performance monitoring –

**Bachelor of Accounting**

| SUBJECT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | OVERALL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4.32 | 4.26 | 4.05 | 4.32 | 4.47 | 4.32 | 4.37 | 4.32 | 4.16 | 4.21 | 4.26 | 4.28 |
| | 4.18 | 4.18 | 4.27 | 4.09 | 3.82 | 3.64 | 3.73 | 3.82 | 3.73 | 3.91 | 3.73 | 3.92 |
| | 4.75 | 4.69 | 4.81 | 4.63 | 5.00 | 5.00 | 5.00 | 4.94 | 4.94 | 4.94 | 4.88 | 4.87 |
| | 4.39 | 4.22 | 4.30 | 4.30 | 4.43 | 4.35 | 4.35 | 4.39 | 4.35 | 4.30 | 4.30 | 4.34 |
| | 4.35 | 4.24 | 4.06 | 4.18 | 4.41 | 4.18 | 4.41 | 4.41 | 4.24 | 4.24 | 4.35 | 4.28 |
| | 4.28 | 4.17 | 3.94 | 4.06 | 4.17 | 4.22 | 4.11 | 4.17 | 4.11 | 4.17 | 4.22 | 4.15 |
| | 4.25 | 4.25 | 3.75 | 4.19 | 4.06 | 4.00 | 4.25 | 3.94 | 4.00 | 4.19 | 4.19 | 4.10 |
| | 4.00 | 3.63 | 3.63 | 3.75 | 3.88 | 4.00 | 4.38 | 4.25 | 3.63 | 3.88 | 3.75 | 3.89 |
| | 4.44 | 4.38 | 4.19 | 4.31 | 4.44 | 4.31 | 4.38 | 4.31 | 4.50 | 4.44 | 4.50 | 4.38 |
| | 4.30 | 4.40 | 4.40 | 4.50 | 4.65 | 4.80 | 4.65 | 4.70 | 4.50 | 4.60 | 4.65 | 4.56 |
| | 4.59 | 4.47 | 4.53 | 4.53 | 4.65 | 4.59 | 4.53 | 4.53 | 4.53 | 4.47 | 4.47 | 4.53 |
| | 4.14 | 4.05 | 4.27 | 4.09 | 4.32 | 4.14 | 4.18 | 4.27 | 3.82 | 4.14 | 4.05 | 4.13 |
| | 4.75 | 4.75 | 4.63 | 4.75 | 4.75 | 4.75 | 4.75 | 4.75 | 4.75 | 4.75 | 4.63 | 4.73 |
| | 4.80 | 4.67 | 4.67 | 4.60 | 4.87 | 4.60 | 4.93 | 4.80 | 4.80 | 4.93 | 4.80 | 4.77 |
| | 4.67 | 4.67 | 4.47 | 4.53 | 4.60 | 4.60 | 4.67 | 4.80 | 4.47 | 4.80 | 4.53 | 4.62 |
| | 4.11 | 4.11 | 4.17 | 3.94 | 4.00 | 4.39 | 4.39 | 4.39 | 4.28 | 4.28 | 4.17 | 4.20 |
| | 3.75 | 4.06 | 4.25 | 4.31 | 4.19 | 4.25 | 4.25 | 4.25 | 4.38 | 4.19 | 4.25 | 4.19 |
| | 4.46 | 4.46 | 4.46 | 4.47 | 4.48 | 4.49 | 4.51 | 4.51 | 4.54 | 4.54 | 4.53 | 4.49 |
| | 4.30 | 4.30 | 4.30 | 4.20 | 4.30 | 4.00 | 4.30 | 3.80 | 4.05 | 4.20 | 4.35 | 4.19 |
| | 4.26 | 4.16 | 4.05 | 3.95 | 4.16 | 4.16 | 4.26 | 4.32 | 4.11 | 4.05 | 4.05 | 4.14 |
| | 4.43 | 4.21 | 4.36 | 4.36 | 4.07 | 4.07 | 4.50 | 4.29 | 4.07 | 4.36 | 4.07 | 4.25 |
| | 3.67 | 3.83 | 3.83 | 3.67 | 3.92 | 3.92 | 3.96 | 3.75 | 3.62 | 3.67 | 3.88 | 3.79 |
| | 3.83 | 3.83 | 4.00 | 4.00 | 3.67 | 3.83 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.92 |
| Average | 4.30 | 4.26 | 4.23 | 4.25 | 4.32 | 4.29 | 4.38 | 4.33 | 4.24 | 4.31 | 4.29 | 4.29 |

**Bachelor of Business**

| SUBJECT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | OVERALL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4.50 | 3.88 | 3.75 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.38 | 4.63 | 4.50 | 4.15 |
| | 4.56 | 4.22 | 4.00 | 4.33 | 4.56 | 4.11 | 4.33 | 4.33 | 4.33 | 4.11 | 4.33 | 4.29 |
| | 4.19 | 4.15 | 4.15 | 4.23 | 4.19 | 4.15 | 4.23 | 4.19 | 4.04 | 4.15 | 4.08 | 4.16 |
| | 4.50 | 4.46 | 4.46 | 4.37 | 4.63 | 4.58 | 4.42 | 4.29 | 4.17 | 4.33 | 4.25 | 4.41 |
| | 4.00 | 4.17 | 4.17 | 4.42 | 4.25 | 4.17 | 4.17 | 4.17 | 4.08 | 4.25 | 4.17 | 4.18 |
| | 4.00 | 4.11 | 3.86 | 4.00 | 4.31 | 4.17 | 4.34 | 4.26 | 4.26 | 4.17 | 4.17 | 4.15 |
| | 4.26 | 3.97 | 4.09 | 4.29 | 4.41 | 4.32 | 4.44 | 4.26 | 4.12 | 4.18 | 4.21 | 4.23 |
| | 4.50 | 5.00 | 4.50 | 4.50 | 4.50 | 3.50 | 4.50 | 4.50 | 4.00 | 4.00 | 4.00 | 4.32 |
| | 4.36 | 4.29 | 4.29 | 4.07 | 4.43 | 4.36 | 4.57 | 4.43 | 4.07 | 4.21 | 4.31 | 4.31 |
| | 4.00 | 3.67 | 3.83 | 3.67 | 4.00 | 3.83 | 3.67 | 3.67 | 3.67 | 3.67 | 3.67 | 3.76 |
| | 4.50 | 4.00 | 4.00 | 4.50 | 4.00 | 4.50 | 4.50 | 4.50 | 4.50 | 4.50 | 4.00 | 4.32 |
| | 4.77 | 4.62 | 4.77 | 4.77 | 4.69 | 4.77 | 4.77 | 4.69 | 4.85 | 4.69 | 4.69 | 4.73 |
| | 4.52 | 4.56 | 4.41 | 4.44 | 4.59 | 4.67 | 4.63 | 4.63 | 4.59 | 4.59 | 4.48 | 4.56 |
| | 4.33 | 4.33 | 4.11 | 4.28 | 4.28 | 4.17 | 4.39 | 4.44 | 4.11 | 4.06 | 4.22 | 4.25 |
| | 4.25 | 4.25 | 3.92 | 4.17 | 4.08 | 4.08 | 4.17 | 4.08 | 4.08 | 4.00 | 4.08 | 4.11 |
| | 4.00 | 4.00 | 3.89 | 4.00 | 4.22 | 4.11 | 4.22 | 4.22 | 4.00 | 4.22 | 4.00 | 4.08 |
| | 4.50 | 4.50 | 4.29 | 4.29 | 4.57 | 4.64 | 4.64 | 4.43 | 4.50 | 4.57 | 4.57 | 4.50 |
| | 4.65 | 4.45 | 4.35 | 4.60 | 4.80 | 4.65 | 4.70 | 4.55 | 4.35 | 4.60 | 4.75 | 4.59 |
| | 4.28 | 4.80 | 4.80 | 4.80 | 4.80 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 4.80 | 4.84 |
| | 4.50 | 4.50 | 4.40 | 4.50 | 4.50 | 4.30 | 4.60 | 4.20 | 4.30 | 4.40 | 4.40 | 4.42 |
| Average | 4.36 | 4.30 | 4.20 | 4.31 | 4.39 | 4.30 | 4.41 | 4.34 | 4.27 | 4.32 | 4.28 | 4.32 |

| MBA Program | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SUBJECT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | OVERALL |
| | 3.59 | 3.50 | 3.59 | 3.41 | 3.68 | 3.59 | 4.00 | 3.68 | 3.50 | 3.45 | 3.59 | 3.60 |
| | 3.90 | 3.60 | 3.35 | 3.60 | 3.70 | 3.40 | 4.00 | 3.75 | 3.60 | 3.70 | 3.60 | 3.65 |
| | 4.66 | 4.69 | 4.55 | 4.69 | 4.72 | 4.83 | 4.72 | 4.69 | 4.55 | 4.72 | 4.76 | 4.69 |
| | 4.54 | 4.58 | 4.50 | 4.42 | 4.83 | 4.71 | 4.79 | 4.54 | 4.54 | 4.67 | 4.63 | 4.61 |
| | 4.53 | 4.40 | 4.37 | 4.40 | 4.40 | 4.40 | 4.43 | 4.50 | 4.57 | 4.50 | 4.50 | 4.45 |
| | 4.71 | 4.64 | 4.50 | 4.57 | 4.64 | 4.50 | 4.50 | 4.64 | 4.50 | 4.57 | 4.57 | 4.58 |
| | 4.17 | 4.21 | 4.21 | 4.21 | 4.34 | 4.17 | 4.31 | 4.21 | 4.10 | 4.10 | 4.21 | 4.20 |
| | 4.25 | 4.06 | 3.81 | 3.94 | 4.44 | 4.00 | 4.44 | 4.31 | 4.38 | 4.50 | 4.13 | 4.20 |
| | 4.11 | 3.96 | 3.89 | 4.07 | 4.15 | 3.93 | 4.33 | 4.15 | 4.00 | 4.30 | 4.07 | 4.09 |
| | 4.22 | 4.11 | 3.78 | 3.89 | 4.44 | 3.89 | 4.33 | 4.44 | 3.22 | 3.78 | 3.89 | 4.00 |
| | 4.50 | 4.47 | 4.50 | 4.47 | 4.56 | 4.41 | 4.47 | 4.35 | 4.15 | 4.50 | 4.44 | 4.44 |
| | 4.31 | 4.23 | 4.27 | 4.27 | 4.54 | 4.54 | 4.65 | 4.46 | 4.35 | 4.50 | 4.42 | 4.41 |
| | 4.52 | 4.43 | 4.13 | 4.26 | 4.48 | 4.48 | 4.65 | 4.35 | 4.39 | 4.35 | 4.39 | 4.40 |
| | 4.59 | 4.59 | 4.59 | 4.53 | 4.65 | 4.65 | 4.76 | 4.65 | 4.65 | 4.59 | 4.65 | 4.63 |
| | 3.17 | 3.17 | 2.83 | 3.17 | 3.17 | 3.00 | 3.33 | 3.67 | 3.17 | 3.50 | 3.17 | 3.21 |
| | 4.45 | 4.41 | 4.36 | 4.41 | 4.50 | 4.59 | 4.55 | 4.41 | 4.36 | 4.59 | 4.55 | 4.47 |
| | 4.17 | 3.67 | 3.67 | 4.00 | 4.00 | 4.00 | 4.33 | 4.00 | 4.00 | 3.83 | 3.67 | 3.94 |
| | 3.36 | 3.82 | 4.00 | 3.55 | 3.55 | 3.55 | 3.73 | 3.91 | 3.73 | 3.55 | 3.64 | 3.67 |
| | 4.86 | 4.71 | 4.57 | 4.43 | 4.71 | 4.57 | 4.86 | 4.86 | 4.57 | 4.57 | 4.57 | 4.65 |
| Average | 4.24 | 4.17 | 4.08 | 4.12 | 4.29 | 4.17 | 4.38 | 4.29 | 4.12 | 4.22 | 4.18 | 4.21 |

Since 2016 detailed records have been kept around SFUs with the ability to see behind the overviews down to the level of individual subjects. This data is used for feedback and discussion at staff and Program Director level.

Program Directors review all teaching staff on an annual basis *either* through classroom observation or a F2F 1:1 conference using either of the review formats available –

Private MBA Business School

| | |
|---|---|
| **Name of Subject** | **Managerial Finance** |
| **Subject Code** | **MCR006** |
| **Lecturer Name** | **Dr Nilima PAUL** |
| **Year/ Semester** | **Summer-school 2016** |
| **Review Date** | **November 23** |
| **Supervisor Name** | **Professor Greg Whateley** |

**1. Review of Teaching quality and delivery**

Provide comments for the following criteria

1. Quality of Instructions (e.g., the ability to explain difficult concepts, session outlines, whether teaching is line with learning objectives)

   Excellent teaching manner and style – energetic, informed, enthusiastic and expertly controlled – I have witnessed a Master teacher at work! Really competent and *great* teaching of a very technical and detailed subject.

2. Student engagement during class

   Excellent engagement with students throughout the session – very effective techniques in place – in the short period of observation every student had contributed – brilliant! Lots of affirmation from students on content and understanding – especially the more difficult concepts.

3. The use of technology and teaching aids in class

   Technology nicely incorporated into teaching – mix of spreadsheets and power-points worked well.

4. Class control

   Excellent

   My observation – I would love to be a student in Professor Paul's class

| | |
|---|---|
| **Date of the Review** | |
| **Lecturer Name** | |
| **Subjects taught** | |
| **Reviewer** | |

| **Areas** | **Expected Outcomes** |
|---|---|
| 1. Assessments and Administration | 1. Assessments and associated model solutions designed and sent to PD<br>2. Marking for all assessments completed before deadline<br>3. Self-moderation of borderline results for all assessments performed and anomalies explained<br>4. Final exam marks hidden in Moodle<br>5. All marks transferred to MyGCA Markbook before deadline<br>6. Available during the assessment, and final and supplementary exam period<br>7. Mark disputes for all assessments resolved and/or escalated to PD<br>8. Documentation of discussion with students about critical issues (e.g., mark disputes) kept if necessary<br>9. Moderation of assessments participated when requested by providing necessary information, and any resulting issues are proactively resolved. |
| 2. Teaching and student performance management | 1. All necessary teaching materials (including slides, take home questions, solutions and subject outlines) uploaded onto Moodle in a timely manner.<br>2. Appropriate communications and announcements made on Moodle, e.g. changes to subject outline, in a timely manner<br>3. Student performance monitored and students at risk identified and reported as early as possible<br>4. Intervention strategies considered for and communicated to non-performing students |

The **Executive Dean** acknowledges outstanding teaching performance by a teacher by means of the Executive Dean Award – presented for excellence at the end of each trimester (a certificate and $1,000). At the end of T2, 2017 four awards were presented – given the high standard of teaching.

## Staff Retention

Retaining **academic staff** has been quite successful and it is likely to continue accordingly. As part of that strategy a trimester based staff survey is provided to assist with understanding staff satisfaction levels. The last four surveys indicate high levels of staff satisfaction -

| | Survey Questions | T2 2016 | T3 2016 | T1 2017 | T2 2017 |
|---|---|---|---|---|---|
| Q1 | You are provided with the tools and resources to do your job well | 4.1 | 4.0 | 4.9 | 4.6 |
| Q2 | Your job requirements are clearly communicated and goals and strategies are clearly defined | 4.2 | 4.4 | 4.8 | 4.7 |
| Q3 | You feel encouraged to come up with new and better ways of doing things | 4.1 | 4.2 | 4.7 | 4.5 |
| Q4 | Your supervisor visibly demonstrates a commitment to quality | 4.1 | 4.2 | 4.9 | 4.8 |
| Q5 | You are satisfied with the level of involvement in decisions that directly affect your work? | 3.9 | 4.2 | 4.5 | 4.4 |
| Q6 | UBSS does a good job of keeping employees informed about matters affecting your work? | 4.0 | 4.3 | 4.9 | 4.8 |
| Q7 | Overall, you are satisfied with your job? | 4.2 | 4.5 | 4.9 | 4.8 |
| | **Average** | **4.1** | **4.3** | **4.8** | **4.7** |

A problem experienced in recent years (2014-2015) has been very high turnover of **professional staff**. The rate of turnover in the full time staff (support and academic) for the period 2014 to 2015 was 110% over this 2 year period. This has resulted in loss of institutional knowledge, failure to develop and sustain an organisational culture of continuous improvement, and administrative mistakes as new and untrained staff try to implement under varying degrees of pressure policies and procedures of which they have limited knowledge and experience.

The new **Executive Dean** (circa April 2016) has addressed the issue with a high level of stability in this domain. This has resulted in 0% turnover for the period May 2016 to September 2017. This is supported by workplace practices implemented which include, but are not limited to:

- Annual review of all staff (completed September 2016)
- 360 degree feedback review for all staff
- Input from staff in the adjusted position descriptions
- Clear promotional pathways designed and communicated to staff

This has been achieved by *a careful selection process*, *experienced leadership and supervision*, *ongoing encouragement* to create innovative solutions, clear and adjustable position descriptions and a strong *sense of being part of* a successful plan.

## Workforce Key Performance Indicators

Workforce indicators are embedded in the UBSS Strategic Plan 2017-2020 and are expressed in the form of KPIs that are measured on a daily, weekly, monthly, quarterly and annual basis –

**Measures**

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|
| **Full time staff (%)** | 10 | 25 | 25 | 25 | 27 | 29 |
| **AQF+1% or equivalent** | 40 | 100 | 100 | 100 | 100 | 100 |
| **Progression Rate (%)** | 57.9 | 86.9 | 75 | 75 | 75 | 75 |
| **Attrition Rate (%)** | 41.5 | 13.1 | 25 | 25 | 25 | 25 |
| **Completion Rate (%)** | 50 | 69 | 70 | 73 | 76 | 79 |
| **Student Satisfaction** | 4.2 | 4.3 | 4.2 | 4.2 | 4.2 | 4.2 |
| **Staff Satisfaction** | 3.5 | 4.3 | 4.4 | 4.2 | 4.2 | 4.2 |
| **Student Staff Ratio** | 32.4 | 34 | 30 | 30 | 30 | 30 |
| **SES (QILT) Aggregate** | NA | NA | 76.9 | 77.0 | 78.0 | 80 |

One of the indicators is the staff to student ratio (SSR). This has varied over a number of years at UBSS (2010+) –

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Staff Ratio** | NA | NA | 47.97 | 41.46 | 30.24 | 32.4 | 33 | 30 | 32.85 | 36.15 | 38.62 | 30 | 30 | 30 | |

The target for 2017+ is 30:1. The instrument used is 'blunt' in that it does not acknowledge the role of professional staff yet acknowledges research staff in the equation. UBSS will work with the issue by encouraging professional staff to teach and cap classes as required.

To monitor the performance of the Workforce Plan, these KPIs are calculated on an ongoing basis and reported to all stakeholders. The key group associated with workforce management is the *Program Directors' Team (PDT)* that is chaired by the **Executive Dean** and meets weekly.

# Staff Growth and Succession Planning

Staff growth:

Any growth in academic staff FTE or professional staff will be based on enrolment and load targets being met in the above sections, with being consideration given to the program in growth. Additional staff will be recruited as needed. This is overseen by the **Executive Dean**.

Staff succession planning

The **Executive Dean** is responsible for both academic and professional appointments. Program Directors take the lead on academic appointments. All appointments are based on merit and undertaken with consideration to both operational needs and budget capability.

# ATTACHMENT 7

Private MBA Business School

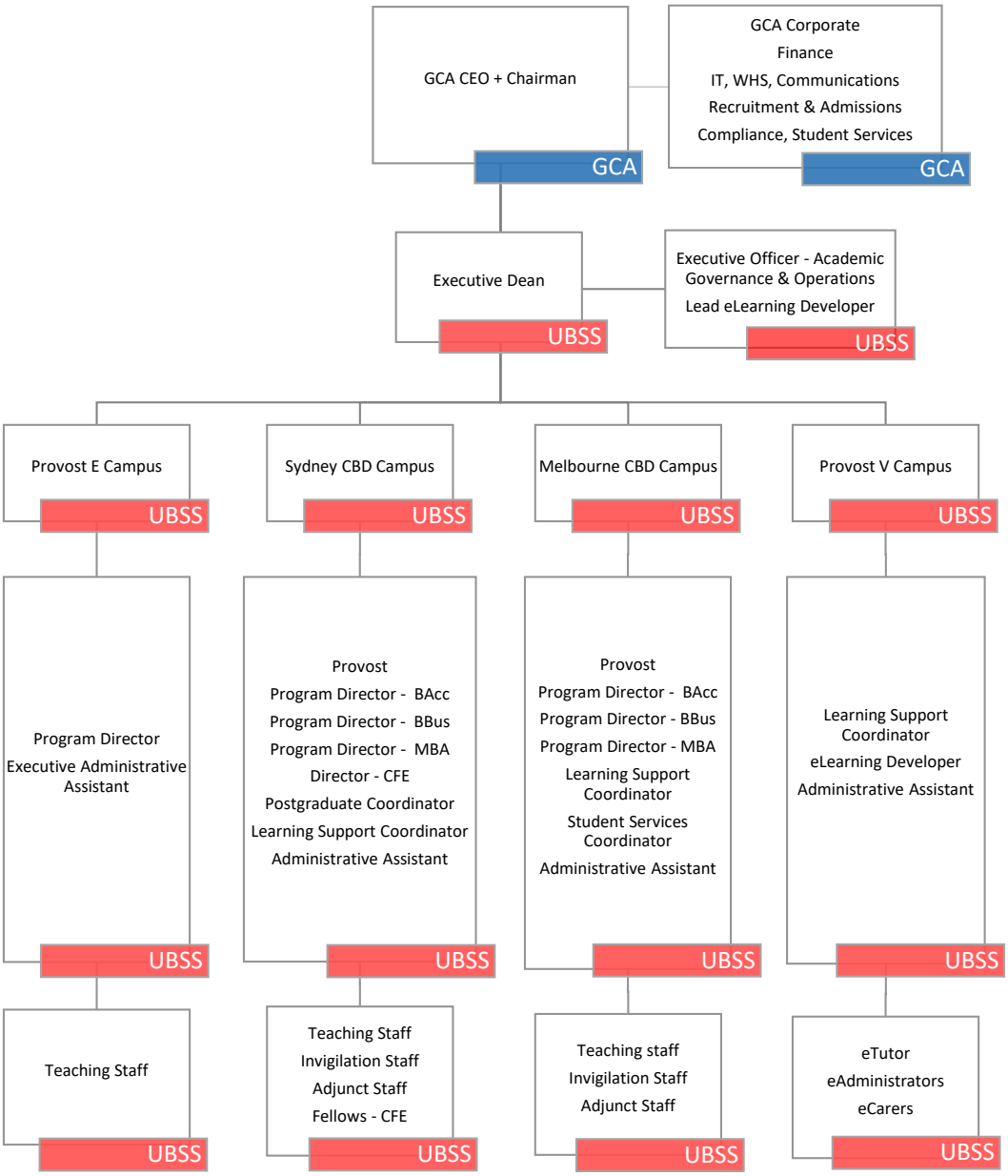
**SCHOLARSHIP PROFILE 2018**

**Dr Syed Uddin**

| | |
|---|---|
| **Positions Held** | Assistant Professor-UBSS<br><br>Senior Lecturer-IIBIT (a partner institution of Federation University)<br><br>Lecturer-CQ University |
| **Memberships** | Associate Fellow of the Institute of Managers and Leaders<br><br>Glasgow University General Council<br><br>Community Education and Services Centre in the Eastern suburbs of Sydney<br><br>Dhaka University alumni association Sydney |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | 'Disengaged international students'- a case study prepared for submission to Online Learning and Teaching journals. |
| **Self-Education** | Future trends in teaching and learning in higher education- Institute for Teaching and Learning Innovation (ITaLI) www.itali.uq.edu.au<br><br>Why Do Students Plagiarize? The Cultural Contexts of Cheating- Turnitin Webcast |
| **Teaching at other like institutions** | CQU Sydney campus<br><br>Federation University Sydney campus |
| **Formal Courses** | Nil |
| **Other** | Student retention – Teaching strategies to keep students on track- online<br>Student retention – Support strategies to maximise student learning- online<br>Future trends in teaching and learning in higher education- Institute for Teaching and Learning Innovation (ITaLI) www.itali.uq.edu.au<br><br>Why Do Students Plagiarize? The Cultural Contexts of Cheating- Turnitin Webcast |

| | |
|---|---|
| | Learning and Teaching sessions online at CQU on 16 February 2018<br>https://cqu.zoom.us/j/5920245315<br><br>Zoom session on Teaching Collaboration online at CQU on 19 February<br>https://cqu.zoom.us/j/644996362<br><br>Interactive session on the Role of a Lecturer/Tutor on 27 February 2018<br>https://cqu.zoom.us/j/5920245315<br><br>Online training (Moodle Surgery Hour)<br>18 April, 2018 11-12 noon.<br>http://cqu.zoom.us/j/7818609<br><br>Orientation and PD session at UBSS- at the beginning of each trimester (3 times during 2018).<br><br>PD sessions at Fed Uni and CQU- at the beginning of each semester (4 times during 2018). |

# ATTACHMENT 8



# ATTACHMENT 9

## STAFF TEACHING REVIEW

Private MBA Business School

| | |
|---|---|
| **Name of Subject** | |
| **Subject Code** | |
| **Lecturer Name** | |
| **Year/ Semester** | |
| **Review Date** | |
| **Supervisor Name** | |

**1. Review of Teaching quality and delivery**

Provide comments for the following criteria

1. **Quality of Instructions (e.g., the ability to explain difficult concepts, session outlines, whether teaching is line with learning objectives)**

2. **Student engagement during class**

3. **The use of technology and teaching aids in class**

4. **Class control**

ATTACHMENT 10

# CAPTURING SCHOLARSHIP AT UBSS

**Greg Whateley, Jotsana Roopram and Andy West**

**v1 - June 2018**

**V2 – November 2018**

**V3 – January 2019**

## FOREWORD

*Scholarship* at UBSS is taken very seriously.

The attached commentary and profiles evidence that staff at UBSS are scholarship active and that the notion of scholarship within a teaching and learning focused organisation is understood and encouraged.

Part one of this book provides an historical context for the development of this understanding and the contextualising of scholarly activity appropriate for the Sector and of course the institution. The pioneering work of Boyer (1990) is used as the basis for development of a customised UBSS approach to scholarship harvesting.

Part two provides the evidence of individual efforts to stay current, contribute to industry and ensure personal and professional development takes place. This publication needs to be read in the context of the Professional Development Policy which is a benchmarked and appropriate approach to Professional Development and Scholarship.

I recommend this publication to you.

**Professor Greg Whateley**

Executive Dean, UBSS and Provost, Sydney CBD Campus

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## CAPTURING SCHOLARSHIP AT UBSS

### PART A

The primary 2011 Threshold Standard that was initially questioned was **PCS 1.4** –

> *PCS 1.4: The higher education provider's academic staff are active in scholarship that informs their teaching, and are active in research when engaged in research student supervision.*

Further, the 2015 Standards that are primarily concerned with scholarship and are most relevant to the next iteration of registration are, in *Part A* (Standards for Higher Education):

- 3.1.2 (scholarship informs course design; the content and learning activities of a course of study engage with advanced knowledge and inquiry)
- 3.2.3 (teaching staff maintain knowledge of their field of teaching through continuing scholarship; teaching and assessment principles are contemporary and relevant to the discipline)
- 4.2.2 (scholarship characterises the environment of research training)

and

*Part B* (Criteria for Higher Education Providers):

- Part B1 (scholarship that informs teaching is an essential characteristic of higher education providers, as is engagement with advanced knowledge and inquiry)

The Pratt Report (August 2017) commissioned by TEQSA identified a number of deficiencies which were basically significant allegations without proper factual foundation and these principally included allegations of –

- UBSS interpretation of model (Boyer) not general interpretation;
- Absence of scholarship in CVs;
- According to resumes substantial number of staff were not engaged in scholarship;
- Newly introduced scholarship profiles only one year coverage - more scholarship evidence is required;
- Professional Development Policy encourages a culture of scholarship – but only recently;
- Occasional Papers was discontinued.

Professor Pratt (August 2017) did conclude that the use of the BOYER model *is appropriate*.

In the spirit of co-operation, GCA offered to complete a triangulated review of the current Scholarship farming tools (data collection process) that would compare the tool with a number of NUHEPs (including TEQSA itself) and provide suggestions for improvement, if required. The key issues raised by Professor Pratt (without accepting the veracity of his assertions) could be addressed with the following steps and within the proposed timeline –

| Steps | Tasks | Responsibility | Timing |
|---|---|---|---|
| A | Seek support from a current benchmarking consortium to focus on scholarship data collection | Executive Dean | 1 Oct, 2017 |
| B | Consider findings of project | Executive Dean | 30 Nov , 2017 |
| C | Present findings to Academic Senate and seek direction | Chair of Academic Senate | 14 Dec, 2017 |

This proposal was put to TEQSA and the AAT in an open letter but was rejected by TEQSA and so a hearing took place, albeit part-heard. As the AAT proceedings were adjourned for the expert determination process, there was no cross-examination of Professor Pratt on this issue.

The current /UBSS stance is –

- The Boyer Model of Scholarship is a useful tool and guides UBSS on matters of scholarship. The model acknowledges *teaching and learning organisations* in particular;

- The absence of scholarship evidence in CVs was addressed by the Executive Dean in 2016 (circa April 2016) with the insistence on a Scholarship Profile (in addition to a current CV) for each staff member from that point forward. This was further refined for the 2017 data gathering which provided an even tighter and appropriate focus. The 2018 data collection (provided) satisfies Conditions 7a and 7b (for May 2019) of the current registration period.

- **Professor Whateley** (Executive Dean and Provost), too, has considerable expertise in this area and defends the right to be innovative around the Boyer model (therefore rejecting the Pratt contention). Given that Glassick, Huber and Maeroff (1997) adapted the model; Bron, Cohen, Kaeser, Leane, Littleton, Otto and Rickman (1999) adapted the model; Campbell (1991) adapted the model; Stull (1995) adapted the model; Francis and Taylor (2002) adapted the model; so it seems an inappropriate criticism from TEQSA (Pratt – August 2017) and again Pritchard and Gordon for TEQSA (November 2017) that Whateley (2016) is *not* permitted to do so.

- Scholarship (and Professional Development) were discussed in detail in GCA's July 2017 documentation – Package #13 'Scholarship at UBSS' (pp1-14), Package #12 ' Professional Development at UBSS' (pp1-26), and in Professor Whateley's August 2017 Statement at paragraphs 100-108. The matter, raised again by Pritchard and Gordon for TEQSA (November 2017), required a further response from Whateley (December 2017).

- The current UBSS *Professional Development Policy* –

  https://www.ubss.edu.au/media/1294/professional-development-policy.pdf

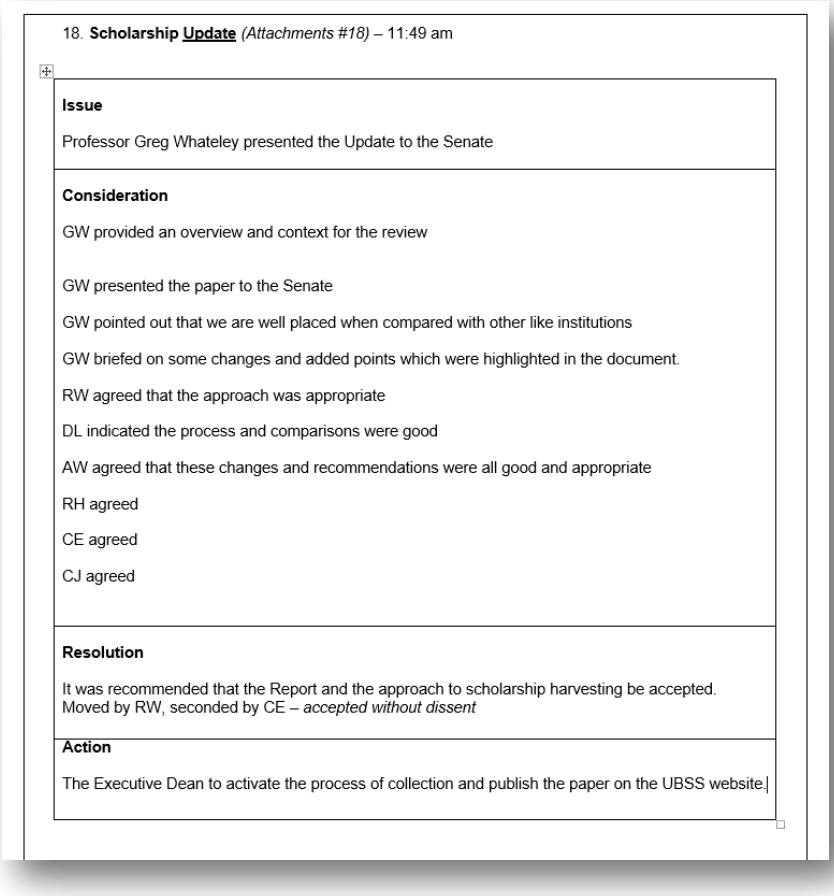
  is comprehensive and 'fit for purpose'. It was developed to ensure the necessary focus on professional development (and scholarship) is supported and that a culture of scholarship, as such, is encouraged.

To provide TEQSA with a level of comfort and further evidence of compliance it was proposed that an existing six way benchmarking project be redirected to explore how scholarship is best measured and encouraged. This exercise outcome was presented at the 8 December GCA 2017 *Board of Directors* meeting and the *UBSS Academic Senate* on 14 December 2017. The proposed data collection for UBSS was endorsed -

15. Refreshed Documents (Professor Greg Whateley) – Attachments #16.1, #16.2, #16.3a and 16.3b, #16.4, #16.5, #16.6
    - *15.1 Benchmarking*
    - *15.2 Moderation of Assessment*
    - *15.3 Collection of Data*
    - *15.4 Course Review*
    - *15.5 Human Resource Management*
    - *15.6 Scholarship*

| |
|---|
| **Issue** Agenda Item #16 - Refreshed Documents - 12:28pm |
| **Consideration**<br><br>GW spoke about the task of refreshing a range of documents including Benchmarking, Moderation of Assessment, Collection of Data, Course Review, Human Resource Management and Scholarship.<br><br>All papers have been satisfactorily completed and GW advised that these will be presented at the next Academic Senate meeting for consideration.<br><br>Board members commended the documents. |
| **Resolution**<br><br>The update was moved by PN and seconded by AM. The update was accepted without dissent |
| **Action**<br><br>Documents to be presented to the next Academic Senate meeting of December 14, 2017 |

*Extract from December 7, 2017 GCA Board of Directors' Meeting Minutes.*



18. **Scholarship Update** *(Attachments #18)* – 11:49 am

| |
|---|
| **Issue**<br>Professor Greg Whateley presented the Update to the Senate |
| **Consideration**<br>GW provided an overview and context for the review<br><br>GW presented the paper to the Senate<br>GW pointed out that we are well placed when compared with other like institutions<br>GW briefed on some changes and added points which were highlighted in the document.<br>RW agreed that the approach was appropriate<br>DL indicated the process and comparisons were good<br>AW agreed that these changes and recommendations were all good and appropriate<br>RH agreed<br>CE agreed<br>CJ agreed |
| **Resolution**<br>It was recommended that the Report and the approach to scholarship harvesting be accepted.<br>Moved by RW, seconded by CE – *accepted without dissent* |
| **Action**<br>The Executive Dean to activate the process of collection and publish the paper on the UBSS website. |

*Extract from the December 14, 2017 UBSS Academic Senate Meeting Minutes.*

Whateley (2016) explored the Boyer thinking around scholarship –

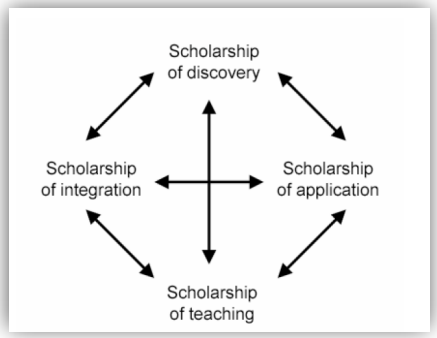
Scholarship is one of many TEQSA quality standards which higher education providers are required to demonstrate in order to maintain registration. Essentially, scholarship refers to knowledge acquired by study (and reflection). However, in the context of the TEQSA quality standards, scholarship refers to the application of knowledge acquired by study to all operations of a higher education institution in order to improve and sustain the quality provision of education.

Scholarship involves continuously improving the provision of education (and the operations under-pinning that provision) by applying knowledge *to bring about improvement/s*.

Scholarship at UBSS, then, requires the ongoing pursuit of knowledge acquired by study (and research) to sustain and improve the provision of education to local, national and international best practice. In short, scholarship refers to the advancement of knowledge in teaching, learning and academic disciplines.

Attempts to measure 'scholarship' are fraught with pitfalls. The ERA projects and recent events at some Australian Universities, for example, highlight the difficulties in trying to measure 'research' in research-intensive universities, let alone 'scholarship' in teaching-intensive higher education providers.

**Ernest Boyer** (1990) provided the proposition that "we must move beyond the tired old 'teaching versus research' debate and give the familiar and honorable term 'scholarship' a broader and more capacious meaning." Specifically, he (Boyer) proposed that scholarship should have four separate yet overlapping meanings: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching.




Boyer, E (1990). *Scholarship Reconsidered: Priorities of the Professoriate.* Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

This aspect of the Boyer model is recognized by TEQSA and used in the TEQSA Guidance Notes for scholarship.

## BOYER MODEL OF SCHOLARSHIP

The approach suggested by Boyer (1990) to scholarship has become a benchmark for those institutions which plan to be *teaching-intensive higher education providers* **in which scholarly activity informs teaching**. Boyer [see table below] proposed an expanded definition of 'scholarship' within teaching based on four functions that underlie the quality teaching – Discovery, Integration, Application and Teaching.

| Type of Scholarship | Purpose | Examples of Measures of Performance |
|---|---|---|
| Discovery | Build new knowledge through traditional research. | • Publishing in peer-reviewed forums<br>• Producing a creative work within established field<br>• Performing a creative work to a public audience<br>• Exhibiting at a Museum or Exposition<br>• Creating infrastructure for future studies |
| Integration | Interpret the use of knowledge across disciplines. | • Preparing a comprehensive literature review<br>• Writing a textbook or study guide<br>• Collaborating with colleagues to design and deliver a core course |
| Application | Aid society and professions in addressing problems. | • Serving industry or government as an external consultant<br>• Assuming leadership roles in professional organizations<br>• Advising student leaders, thereby fostering their professional growth<br>• Delivering a technical report, study, presentation, pamphlet, survey, building a prototype, developing a methodology or protocol, a significant speech |
| Teaching | Study teaching models and practices to achieve optimal learning. | • Advancing learning theory through classroom research<br>• Developing and testing instructional materials or new teaching methods<br>• Developing support materials, running a wiki or blog<br>• Mentoring postgraduate students<br>• Designing and implementing an assessment system<br>• A funded teaching or training initiative<br>• Contribution to accreditation or quality systems and documentation |

With these distinctions (or thinking) in mind, one can see a model for the appraisal of **the scholarship of teaching** which can be negotiated by a higher education teacher with his/her line manager and monitored by his/her mentor in the context of the meaning in practice of the mission of the institution in line with matters such as the *Strategic Plan-* *https://www.ubss.edu.au/media/1176/ubss-strategic-plan.pdf; Teaching and Learning Plan - https://www.ubss.edu.au/media/1183/teaching-and-learning-plan-2017-2020.pdf;* and *Workforce Plan* - https://www.ubss.edu.au/media/1182/work-force-plan-2017-2020.pdf

## UBSS ALIGNMENT WITH BOYER MODEL

For UBSS this formed the basis of a pro-forma that teaching staff are asked to complete annually. The format includes –

| Activity | Alignment with Boyer |
|---|---|
| Positions Held | Application |
| Memberships | Application |
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |
| Other | Integration |

The format selected (2016) utilised the headings and foci above. A sample scholarship profile is provided –

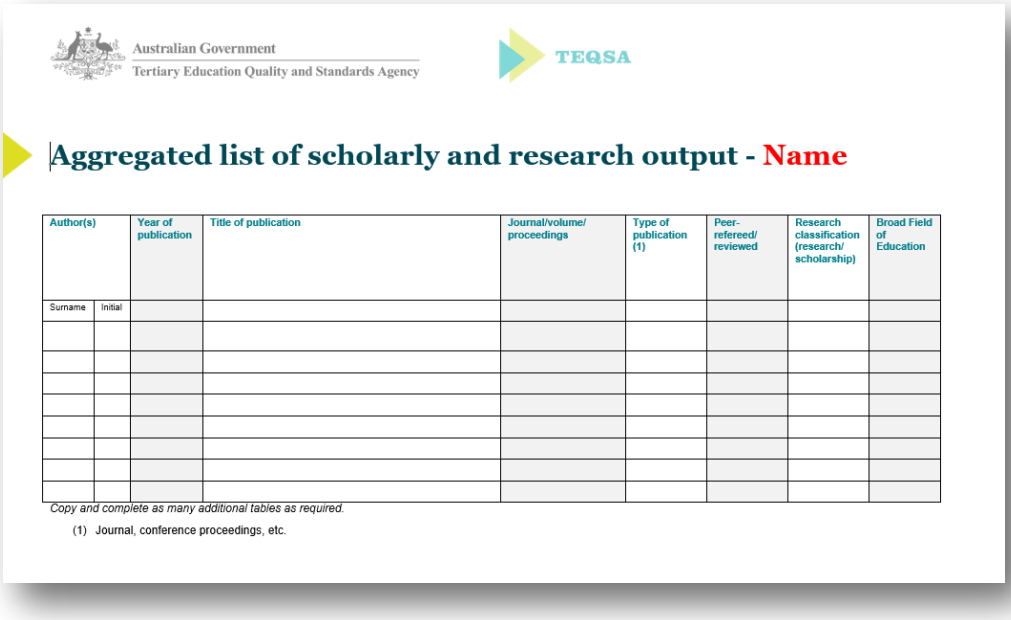
| SCHOLARSHIP PROFILE 2016 FOR DR GREG WHATELEY |
|---|
| **Positions held during 2016** |
| **Dean,** WSU College (end April)<br>**Provost**, Blacktown Campus, Western Sydney University (end April)<br>**Executive Dean**, UBSS<br>**Provost**, Castlereagh Campus, UBSS<br>**Executive Director**, GCA Board of Directors |
| **Memberships in 2016** |
| **Member**, Academic Senate – Western Sydney University (end April)<br>**Member**, APCAC – Western Sydney University (end April) |

| |
|---|
| **Chair**, Academic Board – Australian Institute of Music (end July) |
| **Chair**, Academic Senate – UBSS (end July) |
| **Acting Chair**, Academic Senate – UBSS |
| **Member**, Academic Board Asia Pacific International College |
| **Member**, Academic Board Australasian College of Health and Wellness |
| **Fellow**, Australian Institute of Management |
| **President,** Musicum20 International Music Consortium |
| **Director**, GCA Board of Directors |
| **Conferences and Symposia in 2016** |
| **Attended**, Western Sydney University Senior Forum, Sydney (2 days) |
| **Attended**, COPHE Benchmarking Symposium, Adelaide (2 days) |
| **Attended,** ACPET Conference, Hobart (2 days) |
| **Presented,** Musicum20 Symposium, Mannheim (5 days) |
| **Chaired,** Musicum20 Symposium, Mannheim (5 days) |
| **Articles and papers in 2016** |
| Whateley, G. (2016) **Benchmarking in an International Context**. Musicum20 Symposium, Mannheim (Germany) |
| **Self-Education in 2016** |
| Collaborative Learning Spaces |
| Academic Governance |
| Corporate Governance |
| **Teaching other than at UBSS** |
| **Research Project (Masters)** Sydney Opera House/Australian Institute of Music (June) |
| **Doctorate Supervision X 2 –** Western Sydney University |
| **Qualitative Research (Masters)-** LaTrobe University (April) |
| **Project and Thesis Marking** for RMIT University (Melbourne), The Australian Institute of Music (Sydney), University of Adelaide, and Central Queensland University (Melbourne and Sydney). |
| **Formal courses/study in 2016** |
| NA |

| Other |
| --- |
| Whateley, G. and Manly, J. (2016) **Concept Proposal – Blended Learning**, UBSS *January* |
| Whateley, G. and Hooke, A. (2016) **Concept Proposal – Collaborative Teaching Spaces**, UBSS *April* |
| Whateley, G. and Hooke, A. (2016) **Concept Proposal – Academic Gowns**, UBSS *February* |
| Whateley, G., Hooke, A. and Manly, J. (2016) **Concept Proposal – Domestic Market Focus**, UBSS *March* |
| Whateley, G. and Manly, J. (2016) **Concept Proposal - eConcierge**, UBSS *February* |
| Whateley, G. and Hooke, A. (2016) **Concept Proposal - Employment Seminars**, UBSS *April* |
| Whateley, G. and Manly, J. (2016) **Concept Proposal – Message from the Deans**, UBSS *February* |
| Whateley, G. and Manly, J. (2016) **Concept Proposal – Using a Champion**, UBSS *February* |
| Whateley, G. (2016) **Moving UBSS Forward – A Strategic Intent**. *Presented to the GCA Board of Directors (June).* |
| Whateley, G. (2016) **Executive Location Proposal.** *Presented to the GCA Board of Directors (August).* |
| 6 Editions of *Message from the Dean* |
| *Foundation Studies Submission* (with Thelma Raman and Jotsana Roopram) |
| *MBA Submission to CPA* (with Andy West and Lu Jiao) |

TEQSA *states* that it recognises diversity and the need to support innovation in the higher education sector. Consequently, TEQSA acknowledges that scholarship is **practiced differently** and is different in nature and form across different providers. The importance of scholarship to effective teaching and learning is widely agreed and a range of strategies have been identified in the literature and in evidence presented to TEQSA to develop, support and sustain scholarship both at an institutional level and at the individual staff level – both vital.

Ironically the TEQSA tool (below) for measuring scholarship currently only provides for a single element, which does not even follow TEQSA's own Scholarship Guidelines –



Australian Government
Tertiary Education Quality and Standards Agency

TEQSA

## Aggregated list of scholarly and research output - Name

| Author(s) | | Year of publication | Title of publication | Journal/volume/ proceedings | Type of publication (1) | Peer-refereed/ reviewed | Research classification (research/ scholarship) | Broad Field of Education |
|---|---|---|---|---|---|---|---|---|
| Surname | Initial | | | | | | | |
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*Copy and complete as many additional tables as required.*

(1) Journal, conference proceedings, etc.

*Clearly deficient* – a better means of gathering relevant data is required, hence the consideration of other capture designs.

## SCHOLARLY ACTIVITIES

There are various aspects to scholarship, but at its core is **the maintenance of knowledge of current developments** in the discipline, and **transmission of this knowledge** through effective, contemporary approaches to teaching and learning.

At an individual level, scholarly activities include –

- **professional practice** such as: membership of discipline journal editorial boards and/or professional societies/associations; consultancy work; involvement in academic societies, peer review processes and/or communities of practice; presentation of conference papers; chairing forums at relevant conferences.

| Activity | Alignment with Boyer |
|---|---|
| Positions Held | Application |
| Memberships | Application |
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |

- conducting **original research** in the relevant discipline/s or in teaching and learning practice.

| Activity | Alignment with Boyer |
|---|---|
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |

- involvement in **curriculum development and review** processes

| Activity | Alignment with Boyer |
|---|---|
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |

- conducting/presenting **staff professional development workshops** to support the advancement of knowledge and disseminate new practice-based and theoretical knowledge to colleagues and others

| Activity | Alignment with Boyer |
|---|---|
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |
| Other | Integration |

- engaging with **external communities** such as through the provision of academic services.

| Activity | Alignment with Boyer |
|---|---|
| Positions Held | Application |
| Memberships | Application |
| Teaching at other like institutions | Teaching |
| Other | Integration |

- undertaking **secondments that facilitate scholarship** such as academic management/ leadership positions

| Activity | Alignment with Boyer |
|---|---|
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |

- undertaking **higher level qualifications**.

| Activity | Alignment with Boyer |
|---|---|
| Formal Courses | Integration |

- Scholarship also manifests in **scholarly teaching**, which lies at the core of higher education, encompassing both aspects of scholarship - the maintenance of knowledge of current developments in the discipline, and transmission of this knowledge.

| Activity | Alignment with Boyer |
|---|---|
| Positions Held | Application |
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |
| Other | Integration |

At an individual level, demonstrating scholarly teaching includes -

- Being familiar with **the latest ideas, debates and issues** relating to the subject being taught, for example by reading relevant journals and publications on a regular basis, using this knowledge to shape teaching practice being informed by current ideas for teaching the subject/discipline, such as improved pedagogies, learning processes, curricula, academic policies and learning materials

| **Activity** | **Alignment with Boyer** |
|---|---|
| Memberships | Application |
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |
| Other | Integration |

- **evaluating and reflecting on teaching practice and student learning** (for example through peer assessment of teaching; reflecting on student feedback and actively engaging with students about learning outcomes) in order to challenge assumptions and consider alternative and/or different perspectives on teaching practices

| **Activity** | **Alignment with Boyer** |
|---|---|
| Positions Held | Application |
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Teaching at other like institutions | Teaching |
| Other | Integration |

- stimulating students and **fostering their learning in a variety of ways**, **to engage with current ideas** in the discipline area

| Activity | Alignment with Boyer |
|---|---|
| Positions Held | Application |
| Memberships | Application |
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |
| Other | Integration |

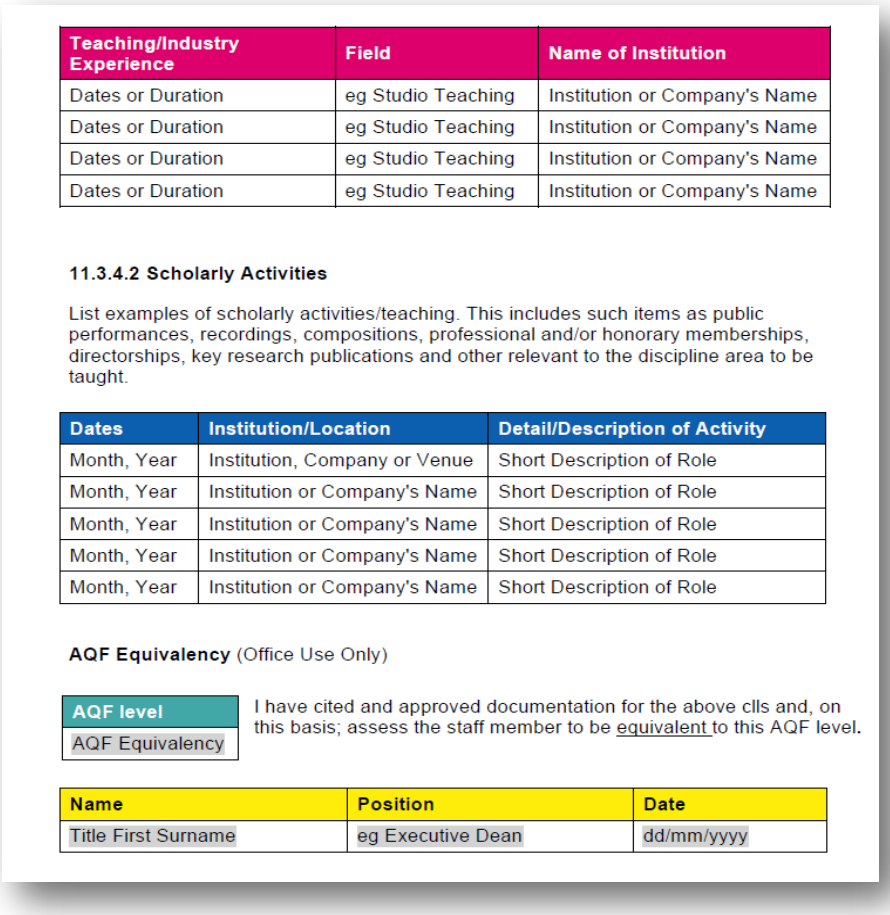
- exploring, testing, practising and communicating understanding of who the learners are, how they learn and what practices are most effective in the **context of the discipline** (pedagogical content knowledge).

| Activity | Alignment with Boyer |
|---|---|
| Positions Held | Application |
| Memberships | Application |
| Conferences and Symposia | Discovery |
| Articles and Papers | Discovery |
| Self-Education | Integration |
| Teaching at other like institutions | Teaching |
| Formal Courses | Integration |
| Other | Integration |

## BENCHMARKING SCHOLARSHIP COLLECTION

## *AMPA*

A benchmarking partner, AMPA (a NUHEP) www.ampa.edu.au has created a robust (and appropriate) approach for its community –



| Teaching/Industry Experience | Field | Name of Institution |
|---|---|---|
| Dates or Duration | eg Studio Teaching | Institution or Company's Name |
| Dates or Duration | eg Studio Teaching | Institution or Company's Name |
| Dates or Duration | eg Studio Teaching | Institution or Company's Name |
| Dates or Duration | eg Studio Teaching | Institution or Company's Name |

**11.3.4.2 Scholarly Activities**

List examples of scholarly activities/teaching. This includes such items as public performances, recordings, compositions, professional and/or honorary memberships, directorships, key research publications and other relevant to the discipline area to be taught.

| Dates | Institution/Location | Detail/Description of Activity |
|---|---|---|
| Month, Year | Institution, Company or Venue | Short Description of Role |
| Month, Year | Institution or Company's Name | Short Description of Role |
| Month, Year | Institution or Company's Name | Short Description of Role |
| Month, Year | Institution or Company's Name | Short Description of Role |
| Month, Year | Institution or Company's Name | Short Description of Role |

**AQF Equivalency** (Office Use Only)

| AQF level |
|---|
| AQF Equivalency |

I have cited and approved documentation for the above clls and, on this basis; assess the staff member to be equivalent to this AQF level.

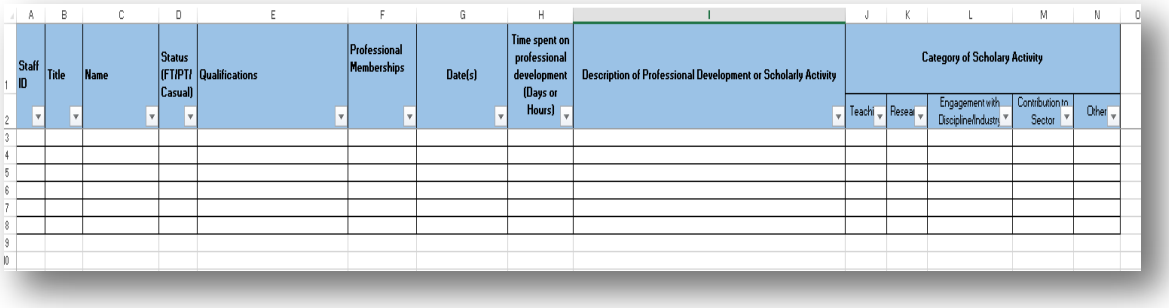
| Name | Position | Date |
|---|---|---|
| Title First Surname | eg Executive Dean | dd/mm/yyyy |

The key elements of the farming are –

- Teaching Experience
- Industry Experience
- Public Performances
- Recordings
- Compositions
- Professional/Honorary Memberships
- Directorships
- Research Publications
- Other

## *AIHE*

AIHE (a NUHEP) www.aihe.edu.au uses a useful tool that attempts to capture professional memberships, amount of time spent on professional development, and the categories of scholarship –



| Staff ID | Title | Name | Status (FT/PT/ Casual) | Qualifications | Professional Memberships | Date(s) | Time spent on professional development (Days or Hours) | Description of Professional Development or Scholarly Activity | Category of Scholary Activity | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Teachi | Resear | Engagement with Discipline/Industry | Contribution to Sector | Other |
| | | | | | | | | | | | | | |
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The key elements of the farming are –

- Professional Memberships
- Time spent on Professional Development
- Description of Professional Development or Scholarly Activity
- Category of Scholarly Activity

# *MIT*

MIT (a NUHEP) affiliated with Federation University www.mit.edu.au utilizes a comprehensive collecting instrument -

**3. Scholarship of Teaching Folio**

*Please do not be intimidated by this heading. In fact we are all involved in the Scholarship of Teaching when we maintain currency with our units and involve ourselves in the business community.*

*We are asking you to state how you 'demonstrate' that your activity in this area has application to your teaching. For example , if you are an active member of a professional association, attend a professional development day with your discipline related association (eg CPA - update of taxation laws), then you bring back into the classroom such current information but with innovative teaching strategies to support student learning and engagement, then it would qualify as research informed teaching (Scholarship of Teaching).*

*This can be an ongoing activity, for example, successful collaborations evolve over a period of time.*

3.1 Summary Statement of Approach to Scholarship of Teaching

| |
|---|
| |

3.2 Evidence for Involvement in, and Application of, Scholarship of Teaching

| Year | Involvement and Application |
|---|---|
| | |

3.3 Collaborations *You may be working with a team from another organisation. For example, working with others from an industry association on a professional development program for members.*

| Year | Collaborations |
|---|---|
| | |

**4. Research and Creative Work Folio**

*Once again do not feel intimidated. MIT's understanding of research used was extracted from Boyer's 'Scholarship Reconsidered' (1990) as well as a more recent report by Jenkins and Healey (2005) 'Institutional strategies to link teaching and research'. Both these documents support MIT's Scholarship and Research Plan (2012-2016) which defines research as:*

- *"Basic research- which is of an experimental and theoretical nature undertaken to acquire new knowledge without a specific application in view*
- *Applied research – which is original in nature undertaken to primarily acquire new knowledge with a specific application in view*

*and /or*

- *Experimental development – systematic work, using existing knowledge gained from research or practical experience that is directed to producing, installing or improving new materials, products or devices"*

*For example, studying for a higher degree (Grad Cert., PhD); writing a textbook; journal articles…*

*This can be an ongoing activity, for example, the impact of your research may take time especially if it is a level A journal which could take 3 years to publish.*

4.1 Summary Statement of Research Area/s

| |
|---|
| |

4.2 Quality Measures *(This may be based on the quality of the journal [level], audience, acceptance rate of the publication …)*

| Year | Quality Measures |
|---|---|
| | |

4.3 Impact Measures *(This may refer to number of times it is cited, subsequent discussion/debate, invitation to keynote speaker …)*

| Year | Impact Measures |
|---|---|
| | |

4.4 Collaborations *You may be part of a research project/grant which has been funded to provide a public report or working on joint authored journal articles.*

| Year | Collaborations |
|---|---|
| | |

**5. Publications and Presentations Folio** *(Do not record beyond 5 years)*

5.1 Refereed Publications including Accepted and In-Press

| | | |
|---|---|---|
| | | |

5.2 Non-Refereed Publications including Accepted and In-Press

| Publications | Category<br>[A] International Conference<br>[B] National Conference<br>[C] Local Conference | Percentage and Type of Contribution |
|---|---|---|
| | | |

5.3 Presentations

| Title of Presentation | Title of Conference/Workshop/Seminar |
|---|---|
| | |

**6. Service and Engagement Folio** *(Do not record beyond 5 years)*

6.1 Service to the School/Institute *(For example, this can include assisting students and peers with advice, marketing, involvement and cooperation with development of processes …)*

| Dates | Description of Role |
|---|---|
| | |

6.2 Service to the Discipline/Profession *(For example, an ambassador for your professional association, contribute to debate of issues pertaining to your profession …)*

| Dates/Type of Service | Description of Role |
|---|---|
| | |

6.3 Service to the Community *(For example, pro bono work for various community groups, committees, SES, schools, charities …)*

| Dates/Type of Service | Description of Role |
|---|---|
| | |

6.4 Consultative and Related Outside Work *(If you are a consultant, private details are not required but an indication as to your external industry involvement would add to your professional profile)*

| Description of Project | Hours Committed and Outcome |
|---|---|
| | |

**7. Professional Development and Other Activities** *(Do not record beyond 5 years)*

*You should include all the professional development activities whether they have been provided by MIT or external providers.*

7.1 Professional Development Activities

| Year | Description of Activities |
|---|---|
| | |

7.2 Other Relevant Activities *(This is an opportunity for you to add any data that you think relevant but you have not had the opportunity to report)*

| Year | Description of Activities |
|---|---|
| | |

The key elements of the farming are –

- Approach to Scholarship
- Evidence of Involvement in, Application of, Scholarship of Teaching
- Collaborations
- Research and Creative works
- Publications and Presentations
- Service and Engagement
- Professional Development Activities

## *Kaplan*

Kaplan (NUHEP) www.kaplan.edu.au utilizes –

**Scholarship Survey**

All Faculty members are required to maintain an active scholarship agenda. This scholarship agenda should be developed in coordination with the Academic Dean or Academic Head and reflected in the annual Individual Development Plan.

| Appropriate scholarly activities for Faculty include, but are not limited to (See Faculty Handbook): | Description of activity and date activity was completed. |
|---|---|
| **Research** activities<br>• Employing methodologies appropriate to their subject matter.<br>• Publishing articles related to research within the discipline or profession,<br>• Implementing solutions or approaches to work/academic-related issues,<br>• Serving on thesis/dissertation advisory or examining committees<br>• Scholarship activities involving the critical examination of concepts and theories within academic disciplines. | |
| **Scholarship** activities involving **service to the profession**.<br><br>These may take the form of engagement in and/or leadership roles in professional organizations. | |

| | |
|---|---|
| **Scholarship** activities involving **service to the institution**.<br>These may take the form of engagement in and/or leadership roles in Faculty development programs. | |
| **Scholarship** related to **teaching/learning**.<br>This area of scholarship is concerned with posing problems or issues related to teaching or learning, studying the problem or issue, employing appropriate methodologies, applying the results to the improvement of practice, communicating the results, and engaging in peer reviews.<br><br>Includes:<br>• PATS mentorship scheme<br>• Achievement Matters Standards project<br>• Embedded skills project<br>• Professional development activities that inform teaching and learning<br>• Seminars with staff | |

The key elements of the farming are –

- Research
- Service to the profession
- Service to the Institution
- Scholarship Related to Teaching and Learning

# AIB

AIB (NUHEP) www.aib.edu.au utilizes –

Dear Academic Staff

The Higher Education Standards require all academic staff to be scholarly active in the discipline area and in Teaching and Learning relevant to the cohorts taught. Please take a few minutes of your time to answer the following questions as this will enable us to collect and update the academic records and will assist us in developing effective training and professional development resources.

**1) First and Last Name**

**2) Current role and Company Name**

**3) Employment Period (current role)**

**4) What academic role do you have at AIB? Please choose all that apply**

[ ] Online Facilitator (facilitates online classes (MBA))
[ ] Writer (develops/writes learning materials and exams)
[ ] Marker (marks assessments)
[ ] Moderator (moderates marked assessments)
[ ] TC facilitator (delivers face to face classes)
If TC facilitator, please enter the name of your Teaching Centre(s)

**5) Where do you carry out your academic role?**

( ) AIB (online/external)
( ) Teaching Centre/campus outside Australia

**6) Are you currently studying towards a relevant higher education award? A relevant higher education award could range from a PhD in Leadership to a Certificate in training and Assessment**

( ) Yes

If answered yes above, please provide the name of the award and the institution that you are studying with. For example: PhD in Leadership, Australian Institute of Business

( ) No

**7) Do you hold a current permanent academic position at a higher education institution (university or college)?**

( ) Yes
If yes, please provide the name of the institution

( ) No

8) Since 1 January 2017, have you taught at other higher education institutions (universities or colleges) in addition to your work for AIB?*

( ) Yes

If yes, how many other institutions?*

( ) 1
( ) 2
( ) 3 or more

( ) No

9) Since 1 January 2017, were you involved in any of the following scholarly activities? Please choose all that apply. Leave it blank or unticked if not applicable

Published a paper in an academic journal

[ ] Yes

If yes, please provide the reference and publication details:

Presented a research paper at an academic conference

[ ] Yes

If yes, please provide the reference and publication details*:

Supervised a doctoral student

[ ] Yes

Please provide details

Examined a doctoral thesis

[ ] Yes

Please provide details

Participated in a seminar/workshop/conference about education (or Teaching and Learning)

[ ] Yes

Please provide details

**Participated in a seminar/workshop/conference related to your discipline**

[ ] Yes

Please provide details

**Studied towards a qualification in Assessment, Online Education, Educational Design or similar**

[ ] Yes

Please provide details

**Participated in curriculum review activities at a higher education provider**

[ ] Yes

Please provide details

**Other educational or Teaching and Learning activity**

[ ] Yes

Please provide details

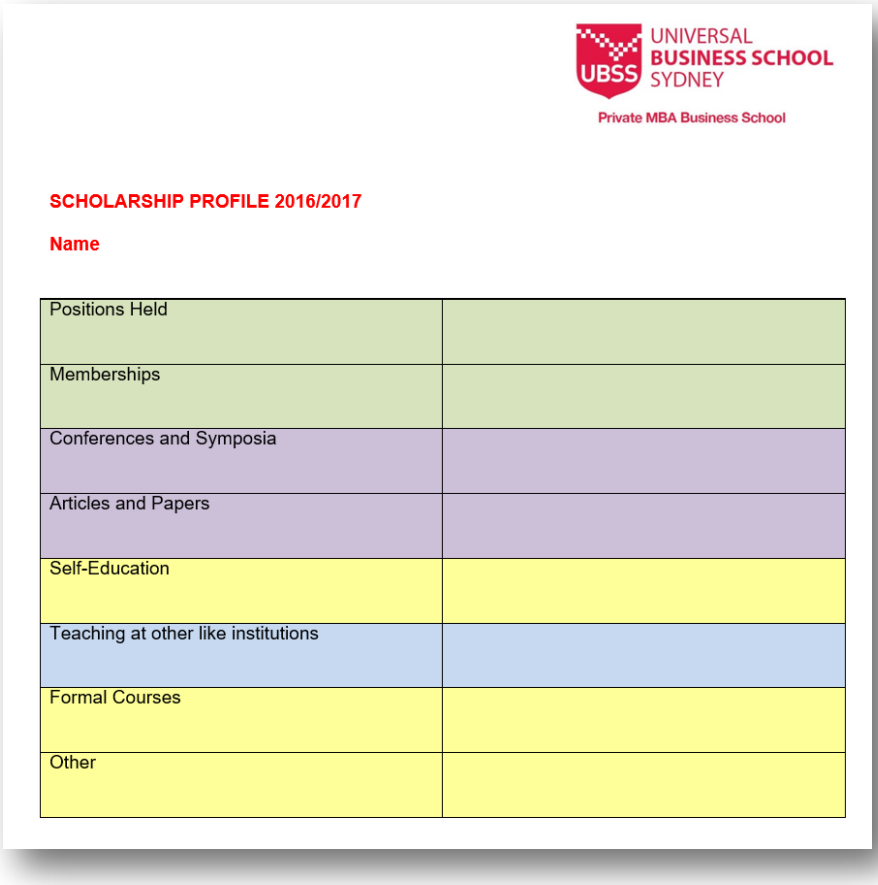
**10) AIB will be providing resources and ongoing training (related to your role at AIB). Please provide details of the types of resources and ongoing training would you like to have access to***

**Thank You!**

The key elements of the farming are –

- Academic Roles
- Participation in Seminars, Workshops and Conferences
- Study Towards a Related Qualification
- Curriculum Review Activities
- Doctoral Supervision or Marking
- Papers in Academic Journals
- Other

**UBSS** (as a consequence of the benchmarking project) has adopted a useful harvesting tool that is Boyer embracing (friendly) and comprehensive at the same time. When compared to the TEQSA tool (the least attractive and comprehensive) and the additional scholarship data collection approaches, the UBSS approach is both appropriate and informative -



UNIVERSAL BUSINESS SCHOOL SYDNEY

Private MBA Business School

**SCHOLARSHIP PROFILE 2016/2017**

**Name**

| | |
|---|---|
| Positions Held | |
| Memberships | |
| Conferences and Symposia | |
| Articles and Papers | |
| Self-Education | |
| Teaching at other like institutions | |
| Formal Courses | |
| Other | |

The design is colour coded to provide a clear matching with the Boyer fundamentals. All staff at UBSS are scholarship active. Most NUHEPs appear to harvest annually. UBSS follows the practice of annual collection of scholarship information from its staff, through the distribution of the above template, with a sample completed. UBSS staff are encouraged and reminded to gather their scholarship summary on a regular basis and as completed throughout the year to ensure accuracy.

2016 and 2017 has already been harvested. The 2018 data will be harvested in December 2018 and will satisfy condition 7b.

***The relevant Scholarship Profiles from UBSS (2018) are provided in Part B of this publication.***

**PART B**

# SCHOLARSHIP PROFILES 2018

## Mohammad Akbar

| | |
|---|---|
| **Positions Held** | Assistant Professor, UBSS<br>Lecturer, PIA (Polytechnic Institute Australia)<br>Lecturer, APIC (Asia Pacific International College)<br>Tutor, Victoria University<br>Trainer & Assessor, EGI (ECA Graduate Institute)<br>Accountant and company secretary, One Tax Accounting Solutions Pty Ltd. |
| **Memberships** | Associate Member, CPA Australia.<br>Member, Teaching & Learning Committee, PIA |
| **Conferences and Symposia** | Webinar with ACPET (Australian Council for Private Education and Training) *"Competency mapping your qualifications"*<br>Professional Development Workshop at CTIC (Cass Training International College) "Single Touch Payroll"<br>Webinar with ACPET (Australian Council for Private Education and Training) *"How Quality Indicator (QI) Surveys can be used to inform RTO practices"*<br>Webinar with ACPET (Australian Council for Private Education and Training) *"Language, literacy and numeracy support - embedding LLN support into the VET classroom"* |
| **Articles and Papers** | No articles or papers published in 2018 |
| **Self-Education** | Gained admission for Graduate Certificate in Research Studies in Business in Griffith University. |
| **Teaching at other like institutions** | ACC100 Principles of Accounting, ACC201 Financial Accounting, **PIA.**<br>SBM3105 Foundations of Accounting, SBM3106 Fundamentals of Management. Lecturer & Tutor, **APIC.**<br>BAO1101 Accounting for Decision Making, BAO2000 Accounting Information Systems, BAO2204 Management Accounting, BAO2202 Financial Accounting, BAO2203 Corporate Accounting, BEO1106 Business Statistics, **Victoria University.**<br>Various Accounting & Business Units, **EGI.** |
| **Formal Courses** | Nil |
| **Other** | Nil |

## Frank Alafaci

| | |
|---|---|
| **Positions Held** | Assistant Professor, UBSS<br>President, Asian Australian Business Council Inc.<br>President, Rotary Club of Five Dock Inc.<br>National Deputy Chairman, Australian Fabians Inc.<br>District Treasurer, Rotary International District 9675<br>Program Director, United Nations Association of Australia (NSW Division).<br>Board Member, ACFEA |
| **Memberships** | Executive committee member, NSW Fabians Inc.<br>Executive committee member, UNAA (NSW Division)<br>Associate Member, Korean War Veterans Association |
| **Conferences and Symposia** | Speaker and Awards presenter - 2018 NSW Asian Business Excellence Awards Dinner<br>Speaker and Awards presenter, ACETCA Youth Achievement Forum<br>Speaker, Korean War Veterans Association Luncheon<br>VIP, Indonesian Diaspora Seminar<br>VIP, Chinese Hebei Tourism Office Promotion Forum<br>VIP, Australian Lebanese Chamber of Commerce Annual Awards Dinner<br>VIP, World Federation of Overseas Korean Traders Associations (OKTA)<br>VIP, Australian Philippines Business Council Annual Dinner |
| **Articles and Papers** | "Inflation and the Unemployment Conundrum", Fortune Weekly", 24 February 2018, pp. 40-44.<br>"Cover Story – Dr Frank Alafaci", Monthly Business, December 2018, pp. 22-25. |
| **Self-Education** | NIL |
| **Teaching at other like institutions** | NIL |
| **Formal Courses** | NIL |
| **Other** | NIL |

## Eias Alhumdan

| | |
|---|---|
| **Positions Held** | Assistant Professor<br>Senior Lecturer<br>Lecturer<br>Trainer |
| **Memberships** | NA |
| **Conferences and Symposia** | AZNAM Operations and Supply Chain Services |
| **Articles and Papers** | Najmaei, A., **Alhumdan, E**., & Behnia, M. (2018, Jan.). Bridging the Gap Between Agility and Performance: The Role of Business Model Innovation. In Academy of Management Proceedings (Vol. 2017, No. 1, p. 12752).<br>**Alhumdan E.,** Najmaei A., Behnia M. (2018, December). Revisiting the Performance Implications Of Supply Chain Agility, 16th ANZAM Operations, Supply Chain and Services Management, Melbourne, Australia<br>**Alhumdan E**., (2018) Understanding Scientific Communities: A Co-Word Analysis In Supply Chain Agility Research. 16th ANZAM Operations, Supply Chain and Services Management, Brisbane, Australia |
| **Self-Education** | Reading in supply chain management and logistics |
| **Teaching at other like institutions** | International College of Management Sydney (ICMS)<br>Australian Institute of Higher Education (AIH)<br>TAFE, NSW |
| **Formal Courses** | PhD at Macquarie University (Year 2) |
| **Other** | Master program subject development consulting work<br>Industry training assessor |

## John Angeles

| | |
|---|---|
| **Positions Held** | Lecturer |
| **Memberships** | Migration Institute of Australia (MIA)<br>Migration Agent Registration Authority (MARA) |
| **Conferences and Symposia** | National Conference on Migration 2018 |
| **Articles and Papers** | Nil |
| **Self-Education** | Various On-line at LaTrobe University<br>Blended Workshop Learning |
| **Teaching at other like institutions** | La Trobe University<br>University of New South Wales |
| **Formal Courses** | 10 point CPD courses for immigration law practice (various topics in immigration) |
| **Other** | Nil |

## Syed Mahmood Ahmed

| | |
|---|---|
| **Positions Held** | Assistant Professor at UBSS - Postgraduate Students |
| **Memberships** | Member for CAUTHE<br>Member for AMI<br>Subscriber for UNWTO<br>Subscriber for ASQA and TESQA<br>Subscriber for IBSA<br>Member for Velg. Group<br>Member for IML |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | 'Marketing Tourism in Regional Australia – Challenges' |
| **Self-Education** | Studying Marketing, Entrepreneurship, Brand Management, Tourism Management |
| **Teaching at other like institutions** | Lecturer at Hotel School Sydney<br>Lecturer at ACU |
| Formal Courses | Currently enrolled in Diploma of TAE<br>Working on the proposal for PHD in Entrepreneurial Tourism |
| Other | Nil |

## Danny Bigatton

| | |
|---|---|
| **Positions Held** | Rabobank – Group Executive Chief Operating Officer<br>MLC – Head of Operational Risk<br>Ernst & Young – Senior Manager |
| **Memberships** | Chartered Accountants Australia and New Zealand<br>ISACA – CRISC & CGEIT |
| **Conferences and Symposia** | Creating Engagement in the Classroom June 2018<br>Academic Integrity Feb 2018<br>Innovation Conference New York March 2017 – Start up Bootcamp New York<br>Telstra Innovation Conference Melbourne – September 2016 |
| **Articles and Papers** | Nil |
| **Self-Education** | Forensic Examination and Advanced Assurance Services<br>Machine Learning Basics<br>Blockchain and Cryptocurrency Technologies<br>Reading Banking / Accounting / Information Technology journals / publications<br>Banking Compliance Training<br>AML Training |
| **Teaching at other like institutions** | University of Wollongong<br>Kings Own Institute |
| **Formal Courses** | University of Wollongong – PhD Candidate<br>UoW – Literature Review<br>UoW – Applied Data Analysis<br>Inspire Education – Certificate IV TAE 40110 – Training and Assessment<br>Turnitin Instruction Course |
| **Other** | Outstanding commitment to teaching and learning (OCTAL) awards / nominations -<br>• University of Wollongong 2018<br>• Universal Business School Sydney 2018<br>• Universal Business School Sydney 2017 |

## John Bigatton

| | |
|---|---|
| **Positions Held** | UBSS – Lecturer |
| **Memberships** | ISACA – CRISC & CGEIT<br>AIS – educator association<br>MIS Quarterly |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | Nil |
| **Self-Education** | Blockchain and Cryptocurrency Technologies<br>Reading Banking / Accounting / Business and Management/ Information<br>Technology journals / publications<br>Human Behaviour/Psychology articles |
| **Teaching at other like institutions** | Nil |
| **Formal Courses** | Inspire Education – Certificate IV TAE 40110 – Training and Assessment |
| **Other** | Nil |

## Igor Bosma

| | |
|---|---|
| **Positions Held** | Assistant Professor - UBSS<br>Lecturer and Tutor – Melbourne Institute of Technology (MIT)<br>Lecturer and Tutor – Federation University<br>Teacher – TAFE Digital<br>Teacher – TAFE Meadowbank |
| **Memberships** | VELG Training<br>Community of Practice – TAFE Network<br>ASQA – Membership |
| **Conferences and Symposia** | Industry Networking – Blacktown TAFE – Mar 2018<br>Professional Development and Innovation Conference – Ultimo TAFE - Jun 2018<br>Small Business Expo – Jun 2017<br>TAFE Business and Finance<br>Industry Consultation – NSW Department of Industries – State Wide Small Business initiative – ongoing from April 2018<br>IAccelerate - Innovation and Entrepreneurial Expo – Innovation Hub Wollongong – Nov 2018<br>NSW Government Digital Marketplace Conference – Sep 2018<br>Fishburners – 'The Pitch' entrepreneurial startups - Occasional ongoing attendee<br>Australian Property Expo – Nov 2018 |
| **Articles and Papers** | No papers or articles published in 2018 |
| **Self-Education** | PD - MIT & Fed Uni – Student Engagement, Plagiarism, Assessment mapping - 25 Hours<br>PD TAFE – Course Validation, Assessment Moderation and Judgement - 30 Hours<br>PD- UBSS – 8 hours – Jan 2018<br>PD TAFE – Compliance Essentials – Dec 2017<br>PD TAFE – Student Metal Heath First Aid – Apr 2018 |
| **Teaching at other like institutions** | MIT - Marketing, Management and HR Subjects<br>FED Uni – Marketing and Management Subjects<br>TAFE Digital – Business, Management and Marketing |

| | TAFE Meadowbank – Marketing |
|---|---|
| **Formal Courses** | Training and Assessment Upgrade – December 2018 |
| **Other** | National and International Property Portfolio Investment and Management – Ongoing<br>Consultancy work in Business and Marketing for a small professional services family business (Accounting and Taxation services) – approx 5 hours per week.<br>Management and Marketing consultant for a franchisee – Anytime Fitness – approx 10 hours per month |

## Labibah Burki

| | |
|---|---|
| **Positions Held** | Lecturer |
| **Memberships** | IPA<br>AHRI |
| **Conferences and Symposia** | Learning & Teaching Show case Symposium Torrens University Australia March 2019<br>HR Innovation & Tech September 2019<br>CPA Wollongong Convention 2019 March |
| **Articles and Papers** | Nil |
| **Self-Education** | Coursera courses<br>• Introduction to Data Science in Python University of Michigan<br>• Statistics with R Duke University<br>• Science of Well-being Yale University |
| **Teaching at other like institutions** | Lecturer: UBSS<br>Lecturer: Blue Mountains Sydney Hotel School<br>Lecturer: Torrens University Australia<br>Lecturer &Tutor: Sydney Hotel Management School (SCU) |
| **Formal Courses** | Nil |
| **Other** | Subscription to Australian Financial Review |

## Sue Cameron

| | |
|---|---|
| **Positions Held** | Assistant Professor - UBSS<br>Senior Tour Guide - Sydney Opera House |
| **Memberships** | Associate Fellow - Australian Institute of Management |
| **Conferences and Symposia** | X4 Experience Management (1 day Friday 18 May 2018), hosted by Qualtrics (online survey and analytics software)<br>*The theme of the conference was 'how to close the experience gap' Over 1k in attendance at the ICC*<br>How to shape student experience using technology – a break out session at the X4 conference with Dr Mark King (UNSW) and Professor Sherman Young (Pro VC of Learning and Teaching at Macquarie)<br>https://www.qualtrics.com/au/x4sydney/\<br>TEDx One day talk fest / seminar on ideas at ICC. Theme: Humankind (15 June 2018)<br>https://tedxsydney.com/<br>52 Ways: Strategies to improve. your business by Business Blueprint<br>One day workshop<br>21 November 2018<br>(Useful in the use of current digital business apps for IT, Marketing etc.)<br>https://businessblueprint.com.au/ |
| **Articles and Papers** | No articles or papers published in 2018 |
| **Self-Education** | Attended the half day Digital Employee Experience seminar on Tuesday 13 March 2018. Hosted by Squiz (a CMS software company)<br>https://www.squiz.net/technology<br>Edutech Australia 2018 at ICC<br>Thursday 7 June 2018<br>2 hour Session on new technology for Higher Education<br>http://www.edutech.net.au/<br>Turnitin 1 hour Webinar on 8 Key Findings from Contract Cheating and Assessment Design Research (Wednesday 27 June 2018)<br>customercare@gotowebinar.com |

| | |
|---|---|
| **Teaching at other like institutions** | NA |
| **Formal Courses** | NA |
| **Other** | NA |

## Fadi Darazi

| | |
|---|---|
| **Positions Held** | Lecturer in the undergraduate program: I am currently teaching-<br>Principles of Accounting (BAP11)<br>IT for accountants (BAC11)<br>Accounting for Business (BAP12)<br>Stakeholder Values and Ethics (BAP61) |
| **Memberships** | Australian Institute of Management (Now IML) |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | Nil |
| **Self-Education** | NetSuite & Salesforce (Accounting and Sales software) |
| **Teaching at other like institutions** | Federation University<br>Southern Cross University |
| **Formal Courses** | Master of Economics at the University of Sydney - current |
| **Other** | Worked as an accountant at 3P Learning Ltd |

## Nisha Dookie

| | |
|---|---|
| **Positions Held** | Teaching |
| **Memberships** | Chartered Accountants (ANZ) |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | Nil |
| **Self-Education** | Updates on Excel<br>Updates on Word<br>Updates on MS Project |
| **Teaching at other like institutions** | Federation University |
| **Formal Courses** | Nil |
| **Other** | Nil |

## Jacky Fang

| | |
|---|---|
| **Positions Held** | Director of EksitoSelect Consulting<br>Lecturer of UBSS/Latrobe University |
| **Memberships** | CPA Australia<br>Financial Services Institute of Australasia (FINSIA) |
| **Conferences and Symposia** | Attended Macquarie University Actuarial and Applied Finance Department Research Seminar (3 days)<br>Attended Australia & China Energy (1 day)<br>Attended APPEA 2019 Oil and Gas Conference (1 day) |
| **Articles and Papers** | Why we don't have high inflation – myth of CPI, *Australian Financial News* |
| **Self-Education** | Business and Financial Modeling<br>Digital Marketing /Branding |
| **Teaching at other like institutions** | Banking – La Trobe University |
| **Formal Courses** | Blockchain Strategy Program (online) - Oxford University<br>Digital Marketing (via Coursera) - University of Illinois |
| **Other** | Nil |

## Joy Fettahlioglu

| | |
|---|---|
| **Positions Held** | Owner of Blue Consulting Group - HR Consulting<br>Owner of a city café/bar/function center<br>Owner of Coco Plum Fair Trade Organisation<br>Consultant for UWS 21st century Master Degree Learning Pods development project<br>UWS Executive Advisory Committee Member<br>Curriculum Developer at Kaplan Business School for their new MBA program<br>Curriculum Developer at UNSW<br>Lecturer in Charge at UNSW<br>Lecturer and Subject Coordinator of 4 campuses for Master degree courses at Kaplan Business School<br>Lecturer at UBSS |
| **Memberships** | Harvard Business Publishing for Educators Premium Membership,<br>UNSW Community of Practice,<br>UNSW Researcher Development,<br>Kaplan Community of Practice |
| **Conferences and Symposia** | EduTech<br>Guest speaker at Kaplan podcasts on Education Technologies and developing 21st century curriculum |
| **Articles and Papers** | No articles or papers published in 2018 |
| **Self-Education** | Interpreting a similarity report (Turnitin) - Feb 2018<br>Gamification (Coursera) – March 2018<br>Designing feedback for improved learning (Turnitin) – November 2018 |
| **Teaching at other like institutions** | UNSW<br>UWS<br>Kaplan Business School |
| **Formal Courses** | Contemporary Approaches to University Teaching (Swinburne Uni) – Feb 2018 |

| | |
|---|---|
| **Other** | PD sessions on -<br>Active Teaching Ideas<br>12 ways to provide better feedback<br>How to help your students understand academic integrity<br>Think Pair Share and other teaching tools VIDEOS only<br>Student Mental Health with Educator reflection points<br>Teaching effectively with slides<br>Teaching international students and the challenges of ESL learners<br>Active teaching and learning advice how to modify slide activities<br>Classroom Behaviour Management PD Worksheet<br>Empathy toward greater inclusion |

# Yan Gao (Heidi)

| | |
|---|---|
| **Positions Held** | Lecturer<br>Assistant Professor |
| **Memberships** | CPA Australia |
| **Conferences and Symposia** | No conferences attended in 2018 |
| **Articles and Papers** | No papers or articles or papers published in 2018 |
| **Self-Education** | Subscriber and reader of –<br>In The Black, Magazine of CPA Australia<br>Financial Review (Newspaper)<br>Journal of Accounting Review<br>Journal of Australian Taxation |
| **Teaching at other like institutions** | Victoria University<br>Australian Institute of Higher Education (AIH) |
| **Formal Courses** | Graduate Certificate in Tertiary Education |
| **Other** | Professional development activities at UBSS<br>Professional development workshops at AIH<br>Professional development workshops at Victoria University<br>Course design in Taxation Law, Financial Accounting for Business Combination, Management Accounting and Auditing at AIH |

## Divya Judge

| | |
|---|---|
| **Positions Held** | Associate Professor – UBSS<br>Senior Learning Facilitator– Torrens University, Brisbane Campus |
| **Memberships** | American Marketing Association<br>Australian Institute of Marketing<br>Roy Morgan Marketing Research |
| **Conferences and Symposia** | Seminar on Academic Integrity at Torrens University<br>Seminar on Integration strategies for student success<br>Webinar on Marketing and the Digital Media<br>Scholarship of teaching |
| **Articles and Papers** | Submitted for approval - Paper on Contract cheating and how to mitigate Contract cheating |
| **Self-Education** | Webinars on Current marketing Trends through the American Marketing Association and Australian /institute of Marketing<br>Subscriptions to Harvard Business Review and Marketing and Management journals |
| **Teaching at other like institutions** | Senior Learning Facilitator at Torrens University – teaching courses in Organisational Creativity and Innovation, Management, Marketing Fundamentals and Business Communication |
| **Formal Courses** | Certificate in Digital resources for online teaching – Through Torrens University |
| **Other** | Conducting research to investigate the intrinsic and extrinsic factors that influence students' engagement with online resources<br>Developed Course Materials and Assessments for International Business Management, Marketing Fundamentals and Team Leadership and Change Management<br>Active contribution to LinkedIn Groups related to Education and Marketing |

## Ajay Kumar

| | |
|---|---|
| **Positions Held** | Lecturer & Tutor |
| **Memberships** | Fellow Member of Australian Marketing Institute (FAMI);<br>Certified Practicing Marketer of Australian Marketing Institute (CPM);<br>Member Australian Institute of Management (AIMM) |
| **Conferences and Symposia** | Australian Marketing Institute, Sydney. |
| **Articles and Papers** | No articles or papers were published in 2018 |
| **Self-Education** | Attended & presented at various PD sessions |
| **Teaching at other like institutions** | Central Queensland University<br>LaTrobe University |
| **Formal Courses** | FDLT, Cert IV (TAAE) |
| **Other** | Nil |

## Lu Jiao

| | |
|---|---|
| **Positions Held** | Assistant Professor<br>Lecturer |
| **Memberships** | Member - CAANZ<br>Fellow – IML<br>Member – UBSS Academic Senate |
| **Conferences and Symposia** | Attended and Presented at IBSS International Conference at Waseda University in Japan |
| **Articles and Papers** | Managerial perceptions of stakeholder salience<br>The moderating effects of market environmental turbulence on search effectiveness |
| **Self-Education** | NA |
| **Teaching at other like institutions** | Macquarie University |
| **Formal Courses** | Completed PhD in 2018 |
| **Other** | NA |

## Michael McCormick

| | |
|---|---|
| **Positions Held** | Assistant Professor |
| **Memberships** | Cricketers Club of NSW since 2002 (Legal Counsel) |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | Nil |
| **Self-Education** | ASX Corporate Governance proposed changes.<br>Recent Tort cases<br>Recent ACL cases and legislation interpretation<br>Appearance at NCAT. Preparing submissions for hearing. |
| **Teaching at other like institutions** | Nil |
| **Formal Courses** | Nil |
| **Other** | NSW Cricket Over 50's Board (Secretary and Legal Counsel) |

## Leanne McCoy

| | |
|---|---|
| **Positions Held** | Lecturer |
| **Memberships** | Australian and New Zealand Academy of Management (ANZAM)<br>International Education Association of Australia (IEAA) |
| **Conferences and Symposia** | Australian and New Zealand Academy of Management Annual Conference – Auckland December 2018<br>Australian and New Zealand Academy of Management Doctoral Workshop – Auckland December 2018<br>University of Wollongong – Faculty of Business Higher Degree Conference – September 2018 |
| **Articles and Papers** | Nil |
| **Self-Education** | Nil |
| **Teaching at other like institutions** | La Trobe Sydney (undergraduate and postgraduate) |
| **Formal Courses** | PhD Candidate, Faculty of Business, University of Wollongong |
| **Other** | Director – McCoy Education Consulting |

## Bernadette Or

| | |
|---|---|
| **Positions Held** | General Manager, Finance and Corporate Services, Energy and Water Ombudsman NSW<br>Board member - Family Planning NSW<br>Board member - Streetwize Communications<br>Immediate Former Chair - Crohns and Colitis Australia |
| **Memberships** | Fellow Member - CPA Australia<br>Founding Member - SIMNA<br>Member – UBSS Course Advisory Committee |
| **Conferences and Symposia** | Strategic Negotiations Skills<br>Executive CPA Program<br>CFO Forums |
| **Articles and Papers** | No articles or papers published in 2018 |
| **Self-Education** | Negotiation skills<br>Accounting Standards<br>Taxation Laws |
| **Teaching at other like institutions** | No teaching at other Institutions in 2018 |
| **Formal Courses** | Strategic Negotiation Skills |
| **Other** | NA |

## Stephen JK Parker

| | |
|---|---|
| **Positions Held** | Assistant Professor, UBSS<br>Innovation Fellow, UBSS<br>Founder, 1visionOT Pty<br>Advisory Board Member, Niska Robotics<br>Founder, SmarterVineyards<br>Founder, Smart Questions |
| **Memberships** | Australian Institute of Company Directors (GAICD)<br>Advisory Board Centre (Certified Advisor) |
| **Conferences and Symposia** | Chairman/MC, Industrial IoT Summit (Feb 18)<br>Keynote, Webroot Roadshows (May 18)<br>Keynote, rhipe roadshows (Aug-Sep 18)<br>Keynote, SolarWinds roadshows (Oct 18)<br>Keynote at SMBiTPro conference (Oct 18 |
| **Articles and Papers** | Digital Transformation – the state of Australian MSPs |
| **Self-Education** | Amazon Summit<br>Microsoft Summit |
| **Teaching at other like institutions** | Member of CompTIA Training Faculty |
| **Formal Courses** | Nil |
| **Other** | Nil |

## Nilima Paul

| | |
|---|---|
| **Positions Held** | Assistant Professor<br>Lecturer<br>Tutor |
| **Memberships** | National Tax & Accountants Association<br>Australian Institute of Training and Development<br>Institute of Certified Bookkeepers<br>Association of Accounting Technicians |
| **Conferences and Symposia** | Use of Block Model Pedagogies<br>Active learning via computer-mediated social networking environments<br>Academic Staffing orientation – VU<br>Exploring key strategies and student engagement<br>Succession Planning Management<br>FDL Grades Training<br>Ramsar International Convention (Dubai) |
| **Articles and Papers** | Nil |
| **Self-Education** | Subscribe to Australian Institute of Training and Development.<br>Subscribe to Institute of Certified Bookkeepers<br>Subscribe to National Tax & Accountants' Association<br>Subscribe to Associations of Accounting Technicians |
| **Teaching at other like institutions** | Charles Darwin University<br>Victoria University<br>University of New England<br>Open Colleges |
| **Formal Courses** | Nil |
| **Other** | Voluntary work with PA Tax and Accounting Pty Ltd – maintain industry currency |

## Brenton Price

| | |
|---|---|
| **Positions Held** | MD – Enviro Services Pty Ltd<br>Advisory Board Member – Travel Giver Pty Ltd<br>Business Advisor – Textbook Solutions |
| **Memberships** | Learning, Education and training professional Group<br>Corporate Planning, Strategy Group |
| **Conferences and Symposia** | Annual Learning & Teaching Symposiums;<br>Macquarie University (Faculty of Business & Economics)<br>Charles Sturt University (Faculty of Business Justice and Behavioural Sciences)<br>Sydney University (Business School) |
| **Articles and Papers** | Author of Peer Reviewed Teaching Case – Kaplan<br>Olin Business School - USA<br>Author – Course Guide, Lecture Material, Assessments, International Marketing |
| **Self-Education** | Kaplan – Scaffolding for Learning |
| **Teaching at other like institutions** | Sessional – Macquarie University<br>Adjunct – Charles Sturt University<br>Sessional – Sydney University Business School<br>Adjunct – Olin Business School, Washington University Sydney Campus |
| **Formal Courses** | Grad Cert Learning & Teaching Higher Ed. - Charles Sturt University |
| **Other** | North Sydney Leagues Golf Club (NFP) - Committee Member/Treasurer |

## Patrick John Riakos

| | |
|---|---|
| **Positions Held** | Lecturer |
| **Memberships** | CPA<br>Admitted to the Roll of Solicitors of the NSW Supreme Court in 2018 |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | Nil |
| **Self-Education** | Webinar - Tax (for example: FBT tips and what attracts our attention, Concessions for Small Business) and Accounting (World Congress of Accountants 2018)<br>In the Black - CPA Journal (12 issues)<br>Seminar - IBISWORLD Electronic Data Bases<br>Moodle - Video Tutorials |
| **Teaching at other like institutions** | UTS – commenced 1991<br>KOI - started 2013 - coordinator Tax Law PG / UG, Acting Head of Programs (Law)<br>Kent Institute Australia - commenced 2017<br>Wentworth Institute - commenced 2018 |
| **Formal Courses** | Nil |
| **Other** | Nil |

## Jotsana Roopram

| | |
|---|---|
| **Positions Held** | Academic Operations Coordinator<br>Executive Officer – Academic Governance and Operations<br>Chair – Threshold Standards Audit Committee<br>Chair – Program Directors, Executive Dean and Student Services Team<br>Secretary – Academic Senate<br>Secretary – Academic Integrity Committee<br>Secretary – Executive Dean's Team<br>Secretary – Audit and Risk Committee |
| **Memberships** | Member – Institute of Managers and Leaders |
| **Conferences and Symposia** | Leadership Outlook Series-Creating a mentally healthy workplace – March 2018<br>TEQSA HE Provider roundtable – July 2018<br>Campus Review (APN Educational Media) – Cash Cows or human capital? Perspectives on international students in Australia – August 2018<br>IML conference – Leading Well: People and Performance – October 2018<br>IML Masterclass – Leading from the Middle – November 2018 |
| **Articles and Papers** | No external articles or papers published in 2018 |
| **Self-Education** | Ongoing reading in the areas of online learning, compliance, governance and quality assurance in higher education |
| **Teaching at other like institutions** | No teaching at other Institutions in 2018 |
| **Formal Courses** | Graduate Certificate in Higher Education Academic Practice – Higher Education Leadership Institute |
| **Other** | Nil |

## Zahra Sadeghinejad

| | |
|---|---|
| **Positions Held** | Lecturer<br>Assistant Professor |
| **Memberships** | Professional Member - Australia and New Zealand Academy of Management |
| **Conferences and Symposia** | ANZAM Conference, Auckland 2018 |
| **Articles and Papers** | Najmaei, A , **Sadeghinejad ,Z** & Petrov. L (2018), "A Systematic Review of the Literature on the Growth of Small Firms in BRIC Economies", Proceedings of 32th ANZAM Conference, Auckland, New Zealand Rhodes,<br>J., Cheng,V., **Sadeghinejad**, **Z**., and Lok, P.(2018)."The relationship between management team (TMT), metacognition, entrepreneurial orientations and small and medium enterprises (SMEs) firm performance", International Journal of Management Practice<https://www.inderscienceonline.com/loi/ijmp>, Vol. 11, No. 2, pp.111-140.<br>Najmaei, A & **Sadeghinejad ,Z** (2019), " Metacognition, Entrepreneurial Orientation, And Firm Performance: An Upper Echelons View " in Caputo, A & Pellegrini, M. (EDs.)The Anatomy of Entrepreneurial Decisions: Springer's research series on advances in Entrepreneurship: Springerlink<br>Najmaei, A & **Sadeghinejad ,Z** (2019), "Inclusive Leadership: A Scientometric Assessment of an Emerging Field" in Andri Georgiadou, A., Gonzalez-Perez M.A., & Olivas-Lujan, M. R., (EDs.) Diversity within Diversity Management. Emerald |
| **Self-Education** | NA |
| **Teaching at other like institutions** | Central Queensland University (CQU)<br>International College of Management Sydney (ICMS) |
| **Formal Courses** | NA |
| **Other** | Supervising Masters' students 'research theses at the International College of Management Sydney (May 2016-present) |

## Kaneez Selim

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|---|---|
| **Positions Held** | Lecturer |
| **Memberships** | Associate Member, CPA Australia<br>Member, ICB |
| **Conferences and Symposia** | Accounting Business Expo - ICC Sydney Exhibition Centre<br>Live Grade-scope Webinar |
| **Articles and Papers** | Teaching Adult Learners ¬ Open Universities Australia<br>In the Black ¬ CPA Australia |
| **Self-Education** | In house Webinar PD on Moodle & Adobe Connect - TAFE, Western Institute<br>CPA documents and publications |
| **Teaching at other like institutions** | Federation University |
| **Formal Courses** | TAE40116 Certificate IV in Training and Assessment ¬ Inspire Education<br>TAELLN411 Address adult language, literacy and numeracy skills ¬ UOW College<br>DIPTAA: Diploma of Training and Assessment – TAFE NSW, Western Sydney Institute |
| **Other** | Payroll Webinars - Revenue Office AU<br>Tax Webinars - ATO<br>Financial Planning Webinars - Open Universities Australia |

## Kim Sharma

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|---|---|
| **Positions Held** | Lecturer, Bachelor of Business Program - UBSS<br>eLearning Project Consultant - RANZCO<br>Lead Learning Developer – UBSS |
| **Memberships** | AeLA Australian eLearning Association |
| **Conferences and Symposia** | COPHE Library Seminar<br>Social Media for Higher Education |
| **Articles and Papers** | No articles or papers were published in 2018 |
| **Self-Education** | 3D Authoring – ITY Studio<br>Online Storyboarding – Lynda<br>Visual Basic Functions, Moodle, ASP.NET, Programming<br>Launch Your Side Hustle - Zambesi |
| **Teaching at other like institutions** | Nil |
| **Formal Courses** | Nil |
| **Other** | Orientation and Professional Development sessions - UBSS<br>UMBRACO Content Management System Training - UBSS |

## Wayne Smithson

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|---|---|
| **Positions Held** | Program Director Bachelor of Business to 31 Dec 2017<br>Program Director Bachelor of Accounting from 1 January 2018<br>Member of Academic Senate UBSS<br>Chair of Academic Integrity Committee UBSS<br>Member of the Grade Review Committee UBSS<br>Member Corporate Advisory committee UBSS<br>Member Course advisory Committee Polytechnic Institute of Australia<br>Member of the Academic Integrity Committee Polytechnic institute of Australia |
| **Memberships** | Fellow Australian Institute of Management<br>Member CPA |
| **Conferences and Symposia** | Asia Pacific Legal Frontiers seminar March 2018<br>Advice on Admissions Transparency TEQSA April 18th 2018<br>2018 Federal Budget seminar<br>Campus Review seminar |
| **Articles and Papers** | No external articles or papers published in 2018 |
| **Self-Education** | Corporate Entrepreneurship |
| **Teaching at other like institutions** | Polytechnic Institute |
| **Formal Courses** | Commenced Leadership Strategy and Innovation CPA subject<br>Commenced Chartered Manager course with Institute of Managers and Leaders |
| **Other** | Associate Director - Endeavour Capital Ltd<br>Mentor for AIML Mentor program<br>Author and Preparation of case studies –<br>Intrapreneurship unallocated funds a costly exercise<br>Innovation and Leadership |

## Felix Stravens

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|---|---|
| Positions Held | Program Director – Bachelor of Business |
| Memberships | Fellow, Chartered Institute of Marketing (FCIM)<br>Fellow, Australian Marketing Institute (FAMI)<br>Member, Marketing Institute of Singapore (MMIS) |
| Conferences and Symposia | Communication in Business – January 2018 |
| Articles and Papers | Nil |
| Self-Education | Moodle Workshop – January 2018<br>Advanced Grading Methods for Moodle/Turnitin – March 2018<br>IBIS World seminar – April 2018<br>Webinar on “Development of National Guidelines on improving student outcomes” – October 2018<br>Webinar on “Foundations of International Leadership” – December 2018 |
| Teaching at other like institutions | Strategic Marketing Management (MPA) – King’s Own Institute<br>Communication in Business (MPA) – King’s Own Institute |
| Formal Courses | Nil |
| Other | Staff Development Day Workshop – January 2018<br>Staff development Day Workshop – May 2018<br>Creating Engagement in the Classroom seminar – June 2018<br>Staff Development Day Workshop – August 2018 |

## Syed Uddin

| | |
|---|---|
| **Positions Held** | Assistant Professor-UBSS<br>Senior Lecturer-IIBIT (a partner institution of Federation University)<br>Lecturer-CQ University |
| **Memberships** | Associate Fellow of the Institute of Managers and Leaders<br>Glasgow University General Council<br>Community Education and Services Centre in the Eastern suburbs of Sydney<br>Dhaka University alumni association Sydney |
| **Conferences and Symposia** | Nil |
| **Articles and Papers** | 'Disengaged international students'- a case study prepared for submission to Online Learning and Teaching journals. |
| **Self-Education** | Future trends in teaching and learning in higher education- Institute for Teaching and Learning Innovation (ITaLI) www.itali.uq.edu.au<br>Why Do Students Plagiarize? The Cultural Contexts of Cheating- Turnitin Webcast |
| **Teaching at other like institutions** | CQU Sydney campus<br>Federation University Sydney campus |
| **Formal Courses** | Nil |

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|---|---|
| **Other** | Student retention – Teaching strategies to keep students on track- online<br>Student retention – Support strategies to maximise student learning- online<br>Future trends in teaching and learning in higher education- Institute for Teaching and Learning Innovation (ITaLI) www.itali.uq.edu.au<br>Why Do Students Plagiarize? The Cultural Contexts of Cheating- Turnitin Webcast<br>Learning and Teaching sessions online at CQU on 16 February 2018<br>https://cqu.zoom.us/j/5920245315<br>Zoom session on Teaching Collaboration online at CQU on 19 February<br>https://cqu.zoom.us/j/644996362<br>Interactive session on the Role of a Lecturer/Tutor on 27 February 2018<br>https://cqu.zoom.us/j/5920245315<br>Online training (Moodle Surgery Hour)<br>18 April, 2018 11-12 noon.<br>http://cqu.zoom.us/j/7818609<br>Orientation and PD session at UBSS- at the beginning of each trimester (3 times during 2018).<br>PD sessions at Fed Uni and CQU- at the beginning of each semester (4 times during 2018). |

## Andrew West

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|---|---|
| **Positions Held** | **Director, Centre for Entrepreneurship,** UBSS: in 2017 established and ran the Centre for Entrepreneurship at UBSS, meeting all KPIs for 2017. The objectives of the Centre are to provide opportunities for UBSS students to develop their Australian business acumen, through guest speakers, networking opportunities and industry partnership projects.<br>**Lecturer,** New York University – Stern Business School, Sydney Campus, Marketing and Internship Seminar. Designed and delivered lectures to American students at the NYU Sydney Campus.<br>**Director, Institute for Sport Management,** CAPA International, Sydney office. Designed, developed and delivered the Centre for Sport Management for CAPA International, a US based internship provider, with a global office in Sydney. The Institute for Sport Management provides course and internships in Australia for USA college students. |
| **Memberships** | **Fellow:** Institute of Management and Leadership<br>**Member**, Australian Collaborative Education Network<br>**Member:** Australasian Simulation Congress<br>**Academic Senate:** UBSS<br>**Steering Committee:** HEPP – QN |
| **Conferences and Symposia** | **Attended:** Higher Education Private Provider – Quality Network 2 day symposium on HESF 2015, Melbourne in November 2018. Chaired forum on Scholarship.<br>**Attended**, Higher Education Private Provider – Quality Network 2 day symposium, Sydney. March 2018<br>**Attended**, ACEN Conference Brisbane, 3-5 October, 2018. |
| **Articles and Papers** | Presented Conference Paper: "Application of Mental Toughness to WIL and Early Career Success" at ACEN conference Brisbane, 3-5 October, 2018.<br>Presented Conference Paper TEQSA Higher Education Forum, "Improving International Student Academic Data Capture and Analysis"**,** 30 November, 2018. |
| **Self-Education** | Studied Online Micromasters Marketing Analytics Completed through Edx, online learning, March to October 2018.<br>Mental Toughness Quotient training, One Day, 16 March 2018, Administered by Positivity Institute. |

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|---|---|
| **Teaching at other like institutions** | **Lecturer:** New York University – Sydney, Marketing, Internship Seminar<br>**Adjunct Lecturer:** University of Technology Sydney, Business Statistics<br>**Adjunct Lecturer:** CAPA International, Sports Marketing, Sports Management |
| **Formal Courses** | Nil |
| **Other** | **Academic Management**<br>**UBSS, TEQSA Bachelor of Business Re-registration**, February 2018. MBA Re-registration, April 2018.<br>**UBSS, Provider Information Report for TEQSA**: Staff information and staffing analysis August 2018.<br>**Award**<br>**UTS Services to Sport Administration 2018.**<br>For president of UTS Norths Athletic Club and Chair UTS Norths Foundation. Successful NSW government, Federal government and RSL Clubgrant grant applications for coach development, training equipment, infrastructure, events. Strategic Planning to 2017-2020 Tokyo Olympics.<br>**Consultancy Work**<br>Athletics NSW Marketing Advisory Board<br>Provide concept papers to Athletics NSW and Athletics Australia on Track and Field facilities development<br>Concept paper to NSW state government and Athletics Australia on first Indoor Athletics Field in southern hemisphere.<br>GWS Giants AFL club: Develop, deliver and monitor internship programs for events and membership departments at GWS Giants.<br>**Peer Review Process and Benchmarking**<br>COPHE External Assessment Benchmarking project co-ordinator for UBSS and external reviewer.<br>COPHE International Student benchmarking, with 18 other institutions. UBSS co-ordinator and lead contributor.<br>HEPP-QN Benchmarking, UBSS co-ordinator and lead contributor for 2018<br>1. Grade distribution<br>2. Academic Leadership<br>3. Retention/Completion |

## Greg Whateley

| | |
|---|---|
| **Positions Held** | Executive Dean, UBSS<br>Provost of UBSS Sydney CBD Campus<br>Executive Director – GCA Board of Directors<br>Chair – UBSS Academic Senate<br>Chair – Executive Dean's Team<br>Chair – Program Directors' Team<br>Chair – Audit and Risk Committee<br>Chair – AMPA Board of Directors<br>Chair – AIBIS Board of Directors<br>Chair – Waterline Challenge (NFP) Board of Directors<br>Principal – GJW Consulting |
| **Memberships** | Fellow – Institute of Managers and Leaders<br>Member – UBSS Grade Review Committee<br>Member – UBSS Course Advisory Committee<br>Member – UBSS Executive Management Team<br>Member – APIC Academic Board<br>Member – ACHW Academic Board |
| **Conferences and Symposia** | No conferences or symposiums attended in 2018 |
| **Articles and Papers** | No external articles or papers published in 2018 |
| **Self-Education** | Ongoing reading and writing in the areas of Blended Learning, eLearning, mLearning and Transnational Pedagogy |
| **Teaching at other like institutions** | No teaching at other Institutions in 2018 |
| **Formal Courses** | No formal study in 2018 |
| **Other** | 24 volumes of **'Message from the Executive Dean'** published in 2018<br>Whateley, G. (2018) **A Matter of Commitment**. Group Colleges Australia<br>Whateley, G. (2018) **A Matter of Moving Forward.** Universal Business School Sydney, October.<br>Whateley, G. (2018) **About Group Colleges Australia.** Group Colleges Australia. |

| | |
|---|---|
| | Whateley, G. (2018) **GCA 2018 Directions**. Group Colleges Australia.<br><br>Whateley, G. (2018) **GCA Corporate**. Group Colleges Australia.<br><br>Whateley, G. (2018) **GCA Dreaming**. Group Colleges Australia.<br><br>Whateley, G. (2018) **GCA Media Centre**. Group Colleges Australia.<br><br>Whateley, G. (2018) **Increasing the CRICOS Allocation at UBSS**. Universal Business School Sydney.<br><br>Whateley, G. (2018) **Directions in Quality Assurance and Risk Management at UBSS.** Universal Business School Sydney.<br><br>Whateley, G. and West, A. (2018) **Work Force Plan 2018.** Universal Business School Sydney.<br><br>Whateley, G. (2018) **UBSS QILT Outcomes 2017**. Universal Business School Sydney.<br><br>Whateley, G. and West, A. (2018) **Teaching and Learning Plan**. Universal Business School Sydney.<br><br>Whateley, G., West, A. and Roopram, J. (2018) **Scholarship at UBSS**. Universal Business School Sydney.<br><br>Whateley, G. and Hayek, R. (2018) **Benchmarking at UBSS**. Universal Business School.<br><br>Whateley, G (et al) (2018) **Historical Data Analysis 2012-2016**. Universal Business School Sydney. |

## Richard Xi

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|---|---|
| **Positions Held** | Postgraduate Coordinator<br>Assistant Professor |
| **Memberships** | Member – UBSS EDT<br>Member – UBSS PDT<br>Member – UBSS Academic Senate<br>Member – UBSS Course Advisory Committee<br>Member – UBSS Threshold Standards Audit Committee |
| **Conferences and Symposia** | Cash cows or human capital? Perspectives on international students in Australia |
| **Articles and Papers** | Edited book - 'The Unlikely Entrepreneur' Chinese version. |
| **Self-Education** | Knowledge Management |
| **Teaching at other like institutions** | N/A |
| **Formal Courses** | N/A |
| **Other** | N/A |

# ATTACHMENT 11

## PROFESSIONAL DEVELOPMENT POLICY

| | |
|---|---|
| Document ID | 3.18 |
| Related Documents | NA |
| Date | Refreshed June 2018 |
| Date of Next Review | June 2021 |
| Authorised by | UBSS Academic Senate |
| Approved by | UBSS Academic Board July 2016 |
| Version | v13 |
| Responsible Officer | Executive Dean |
| References and Legislation | National Codes of Practice for International Students (NCPIS) Standard(s): NA |

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4.2 Equal Opportunity ..... 4
4.3 Approval ..... 4
**5 Document Change Control ..... 5**

# 1 Context

UBSS recognises that professional development is necessary for the continued development of staff skills and delivery of best practice services and teaching at UBSS.

This policy applies to all staff at UBSS.

UBSS also acknowledges that professional development has a mutual gain for both the staff member and UBSS and that professional development is integral to personal job satisfaction, workplace productivity, reward and recognition, and is critical to the achievement of UBSS strategy.

# 2 Scope

## 2.1 Rationale

UBSS aims to build capability, enhance our competitive advantage and create an engaging, challenging and rewarding workplace for all staff.

Professional development is recorded in a Professional Development Register and is reflected in the annual Scholarship Profiles of all staff.

## 2.2 Legislative Context

- The Higher Education Support Act (HESA)
- The Educational Services for Overseas Students Act (ESOS): 2000 The National Code

# 3 Definitions

| Item | Definition |
|---|---|
| **Professional Development** | Professional Development - includes the provision of development opportunities and activities to extend and broaden the scope of professional capabilities of employees in relation to their role and responsibilities. Professional development processes build on the collective knowledge and experience of employees, and provide staff members with opportunities to acquire, practise and adopt new knowledge, thereby enhancing individual, group and organisational learning and capabilities. |

## 4 POLICY STATEMENTS

UBSS is committed to providing employees with -

- The opportunity to plan and develop skills, knowledge and attributes that complement the attainment of UBSS goals;
- The opportunity to participate in career development activities that extend and enhance their capabilities and capacity for advancement within UBSS; and
- Equity of access to professional development opportunities.

UBSS offers a range of staff training and professional development opportunities and activities for all staff on an equitable basis. Some will be informal; others will be formal and structured.

Training and professional development programs will be based on balancing the requirements of both UBSS and the staff member through:

- annual performance discussions;
- attendance at: conferences, seminars, short course (internal or external) or workshops;
- participation in: staff development days, involving internal and external presenters, committees, industry placement/visits, staff meetings to share ideas on particular professional issues or proposed changes;
- involvement in work integrated learning: secondments, job rotation, job exchange, shadowing, on the job training, critical reflection on practice, professional reading, obtaining and acting on feedback from managers/supervisors, clients and /or colleagues, networking, temporary performance of duties in another position;
- formal studies: studies for formal TAFE or higher education programs at undergraduate or postgraduate level; and
- external engagement: Service on external committees or working parties to an industry or professional
- association or involvement in community groups and activities.

Staff development activities can be categorised according to the needs they meet:

- organisational needs such as: inducting new staff, promoting links between staff in different areas, preparing staff for change, training staff for new duties and positions, learning from external experts, legislative requirements, and preparing staff to carry out more complex levels of responsibility;
- occupational needs: skills and knowledge connected with performing the duties of a specific position, maintaining professional expertise in the relevant occupation or discipline, extending professional expertise to encompass new developments in the area, and maintaining current professional registration; and
- individual needs for job satisfaction, skill development and professional career paths.

All UBSS staff are encouraged to participate in professional development activities. Some of these activities may be mandatory in order to meet UBSS, industry, legislative, accreditation, quality assurance and professional codes of practice requirements or to where performance improvement has been identified through a performance management discussion.

The Performance Review Program serves the following purposes in the context of the staff development cycle:

- it provides clear expectations regarding duties and the identification of individual objectives with appropriate feedback to staff on the their performance; and
- it informs decisions on requirements for career advancement and performance enhancement training, or
- it encourages participation in other developmental activities on the job.

Professional development/training may be provided during and/or outside work hours.

UBSS shall meet the cost of all approved professional development activities.

### 4.1 Responsibility

The development of staff is a responsibility shared by individual staff, supervisors, and managers.

Individual - Professional development is a shared responsibility between the supervisor, HR and the individual staff member. Ultimately each individual is responsible for their own professional development and is expected to manage their own personal and professional development, as well as contribute to the development of their colleagues by sharing their expertise. In recognition of the benefits of staff development to themselves, staff members are encouraged to:

- seek opportunities to upgrade the skills and knowledge required in their current position;
- use constructively the performance review process to represent staff development needs and opportunities to the supervisor;
- advise supervisors where specific needs are not being met as well as well as give feedback on usefulness of staff development programs;

Supervisors/Managers - supervisors and managers are responsible for encouraging, counselling and helping the staff they supervise to identify their learning and career development needs and to help them find and pursue activities to meet those needs.

### 4.2 Equal Opportunity

All staff are eligible for professional development in some form, and equitable opportunity applies to access and participation by all staff.

### 4.3 Approval

Upon the submission of an approved request Programs Directors/Managers will enrol the staff member in the appropriate training course and confirm enrolment details with the department manager and staff member.

The staff member's business unit is responsible for any associated travel costs. Where flight/s, travel costs (including Meals) and/or accommodation.

Program Directors/Managers are responsible for:

- managing the annual professional development budget;
- developing the annual professional development calendar; and

- ensuring that all training details are recorded on the individual's professional development record.

## 5 Document Change Control

| Version | Change Description | Date | Author |
|---|---|---|---|
| v12 | Refreshed format | November 2017 | Professor Ian Bofinger |
| v12 | Expanded Context (Section 1) | November 2017 | Professor Greg Whateley |
| v12 | Expanded rationale (Section 2.1) | November 2017 | Professor Greg Whateley |
| V12.1 | Change of review date | June 2018 | Jotsana Roopram |
| V13 | Refreshed with change of review date embedded | August 2021 | Professor Ian Bofinger |

# ATTACHMENT 12

# ACADEMIC STAFF DEVELOPMENT POLICY

| | |
|---|---|
| Document ID | 4.2 |
| Related Documents | GCA International Student Support Services Policy<br>GCA Student Welfare Policy<br>GCA Transfer between Registered Providers Policy<br>UBSS Academic Staff Qualifications and Equivalence Policy<br>UBSS Assessment Moderation Policy<br>UBSS Assessment Policy – Foundation Studies<br>UBSS Course Review Policy<br>UBSS Examination Policy & Guidelines<br>UBSS Professional Development Policy |
| Date | May 2018 |
| Date of Next Review | June 2021 |
| Authorised by | UBSS Academic Senate |
| Approved by | UBSS Academic Board May 2018 |
| Version | V2 |
| Responsible Officer | Executive Dean |
| References and Legislation | National Codes of Practice for International Students (NCPIS) Standard(s): All |

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**8 Academic Staff Engagement ..... 5**
**9 Professional Development Plan ..... 5**
**10 Document Change Control ..... 5**

# 1 Context

This policy describes UBSS's commitment to supporting continuous learning and development of its academic staff. The policy also outlines typical activities that are considered beneficial to contributing to the professional development of academic staff.

# 2 Scope

## 2.1 Rationale

This policy applies to all continuing, fixed-term, fractional, and sessional academic staff at UBSS. This document should be read in conjunction with other related policies (see Related Documents).

## 2.2 Legislative Context

- The Higher Education Support Act 2003 (Cth) (HESA)
- Tertiary Education Quality and Standards (TEQSA) Act 2011 (Cth);
- Higher Education Standards Framework (Threshold Standards) 2015;
- The Educational Services for Overseas Students Act (ESOS): 2000 The National Code
- Education Services for Overseas Students Regulations 2001;
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007;

# 3 Definitions

| Item | Definition |
|---|---|
| *Continuing staff* | A staff member who is employed on an ongoing basis with no ascertainable employment end-date. |
| *Fixed-term staff* | A staff member who is employed for an ascertainable period (normally 48 months or more) whose employment contract specifies the starting and finishing dates of employment. |
| *Fractional staff* | A staff member who is employed for an ascertainable period (normally 12-18 months) whose employment contract specifies the starting and finishing dates of employment and fraction of full-time employment (0.1 to 1.0). |
| *Professional development* | Activities including formal learning, training and practise that are designed to enhance the staff member's professional knowledge, competence, skill, and effectiveness in performing their job. |

| Item | Definition |
|---|---|
| *Sessional staff* | A staff member who is employed for a specified period during the year (normally less than 52 weeks). And whose employment period is aligned to a teaching session as published in UBSS academic calendar. |

## 4 Mission and Values

UBSS's mission is to develop and deliver action learning and action research that transforms individuals, business and society by enabling the collaborative development of solutions to real world challenges.

UBSS encourages the acquisition of general and specialist knowledge as well as the development of professional skills and perspectives, based on our values of:

- student-centred
- real-world engaged
- best-practice governance
- academic primacy
- academic freedom with responsibility
- collegial professionalism
- quality and excellence
- rigour and integrity
- responsible marketing
- communicate clearly, early and often
- listening
- wellbeing, respect, compassion, forgiveness and gratitude

## 5 Policy Framework

Academic staff's depth and breadth of knowledge and their commitment to learning are fundamental to the achievement of UBSS's mission. This policy is designed to:

- outline the requirements for academic staff induction, continuous upgrading of knowledge and attainment of scholarship for enhanced performance in current and future roles;
- provide support for staff development, including future career development and promotion both inside and outside UBSS;
- ensure that UBSS and all of its academic staff are able to demonstrate commitment to continuous learning and scholarship;
- enhance the capacity of UBSS to develop further, particularly in the areas of research and the promotion of new concepts; and
- achieve greater student satisfaction and expand the intellectual capacity of both staff and students.

All academic staff of UBSS are expected to actively engage in scholarly activities that will enhance their capabilities not only for performance in their current role but also to prepare them for future advancement.

All academic staff are required to develop a personalised professional development plan and discuss their personal goals and aspirations with the Deputy Dean, Academic or his nominee. The plan needs to highlight your aspirations, including attainment of higher academic grades and or appointment to executive positions. UBSS will endeavour to support all staff members in their learning and development aspirations.

# 6 Professional Development Activities

Professional development takes many forms. Academic enrichment can be characterised as a personal endeavour and a journey (love of learning, spirit of enquiry and greater understanding of contemporary issues and trends). Typically, a range of activities may be considered as contributing to the staff member's learning and enrichment, such as:

- undertaking formal award courses at other institutions, e.g. studying for a Graduate Certificate or Diploma in teaching and learning;
- participation in short courses, conferences and seminars, related to the individual's field of expertise or related to enhancement of teaching and learning skills;
- mentoring staff and/or mentoring staff in reciprocal arrangements with peers directly, or through their supervisors and others;
- engagement in research and scholarly publications, including editorial roles;
- engagement in learned activities of relevant professional bodies, including acting as assessors/examiners of members or editors of best practice guides, etc;
- own self-directed efforts to engage with peers nationally and internationally, and authorship articles for general media;
- teaching/research activities at other higher education institutions; and
- community services (e.g. acting as an expert witness, advising industry on contemporary problems applying cutting edge knowledge, etc).

# 7 Responsibilities

## 7.1 Management Responsibility

The Executive Dean, with the support of the Program Directors, has the responsibility for implementation of this policy and for the monitoring and coordination of all academic staff development programs. The Program Directors shall hold annual review sessions with each academic staff member to review their goals, progress made based on the individual plans, effectiveness of professional and academic development activities undertaken and the like.

The Program Directors shall offer feedback to individual academic staff members, discussing their strengths and development needs, highlighting opportunities and constraints to achievement of goals, reflection on achievements and how the freshly gained expertise can be shared with colleagues or applied to enhance the individual academic's performance.

## 7.2 Individual Responsibility

Individual staff members are primarily responsible for developing and following their own professional development plans. Each academic staff member is to ensure that the portfolio of activities they have selected can respond to their learning and development needs effectively and efficiently.

Academic staff members shall reflect on their own progress regularly and revise their plans to ensure their development needs will be met. In particular, all staff members are to continuously monitor and adapt to fresh developments in their field, seek feedback, and develop their perspectives. In addition, staff need to keep up-to-date with good practices in teaching and learning, use of educational technologies and sharing of insights with colleagues.

## 8 Academic Staff Engagement

UBSS sees professional development as the enhancement of teaching and assessment skills as well as updating of specialist knowledge in the respective field.

All new academic staff shall be inducted properly in terms of UBSS teaching and learning philosophies and practices, as well as effective use of respective tools and systems. Training and induction will be held prior to the commencement of each semester.

The Program Directors shall require all sessional faculty to provide evidence of continuing professional development activities, whether through association with UBSS or other institutions or appropriate professional bodies.

UBSS aims to encourage all sessional faculty to remain abreast of their fields and engage in continuous development of their skills in effective teaching and learning techniques.

## 9 Professional Development Plan

The attached template should be used by all faculty to prepare individual professional development plans which can be used as the basis for individual academic staff review and discussion as well as academic advancement.

## 10 Document Change Control

| Version | Change Description | Date | Author |
|---|---|---|---|
| v1 | New Policy | 10.04.18 | Prof Ian Bofinger |
| V2 | Refresh and change to next review date | August 2019 | Professor Ian Bofinger |

ATTACHMENT 13

# CAPTURING PROFESSIONAL DEVELOPMENT AT UBSS

## FOREWORD

*Professional Development* at UBSS is taken very seriously.

UBSS has in place a robust and benchmarked Professional Development Policy that is comprehensive and transparent. It provides staff with an exceptional range of support mechanisms that assist in developing individuals and groups within the School.

The range of activities are identified as a means of achieving professional enhancement and UBSS supports the individual in this pursuit.

Professional Development is seen as a partnership with a staff member – encouraging a personal commitment to enhancement which requires the individual taking initiative and accessing a range of activities outside UBSS. Given our teaching staff collectively teach at 34 other like institutions, the opportunity for development is significant – considerably richer than individuals working full time at Universities for example.

All staff at UBSS have been asked to complete a three year log (2016-2018) to satisfy Condition #6 placed on UBSS in relation to its current registration. This has been managed expertly and I am appreciative of the combined effort to complete the task.

I recommend this publication to you.

**Professor Greg Whateley**

Executive Dean, UBSS and Provost, Sydney CBD Campus

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TOTAL UBSS SPEND (RESOURCING) FOR 2016-2018 ..... 145

A

**Staff Professional Development** is an important aspect of the work of the **Executive Dean** as expressed in the ED PD.

- Ensuring a positive academic and non-academic experience for UBSS students;
- Appointing qualified academic staff to teach across UBSS courses;
- Regularly reviewing the qualifications and performance of academic staff;
- Providing resources, programs and individual support where appropriate to enhance the quality of the teaching and support activities of academic staff;

The role of the Academic Senate (as per the TOR) is to *monitor* this domain – certainly not manage it.

- Monitor academic staff development and scholarship.

UBSS has in place a robust and benchmarked policy on Professional Development (3.18). This policy is readily available on the UBSS website - https://www.ubss.edu.au/media/1294/professional-development-policy.pdf

It is worth noting that the policy was benchmarked and found to be robust and appropriate by way of commissioned investigation by the UBSS Academic Senate in 2018.

It is also important to note (and appreciate) that Professional Development is a *shared responsibility* –

4.1 Responsibility

The development of staff is a responsibility shared by individual staff, supervisors, and managers.

Individual - Professional development is a shared responsibility between the supervisor, HR and the individual staff member. Ultimately each individual is responsible for their own professional development and is expected to manage their own personal and professional development, as well as contribute to the development of their colleagues by sharing their expertise. In recognition of the benefits of staff development to themselves, staff members are encouraged to:

- seek opportunities to upgrade the skills and knowledge required in their current position;
- use constructively the performance review process to represent staff development needs and opportunities to the supervisor;
- advise supervisors where specific needs are not being met as well as well as give feedback on usefulness of staff development programs;

Supervisors/Managers - supervisors and managers are responsible for encouraging, counselling and helping the staff they supervise to identify their learning and career development needs and to help them find and pursue activities to meet those needs.

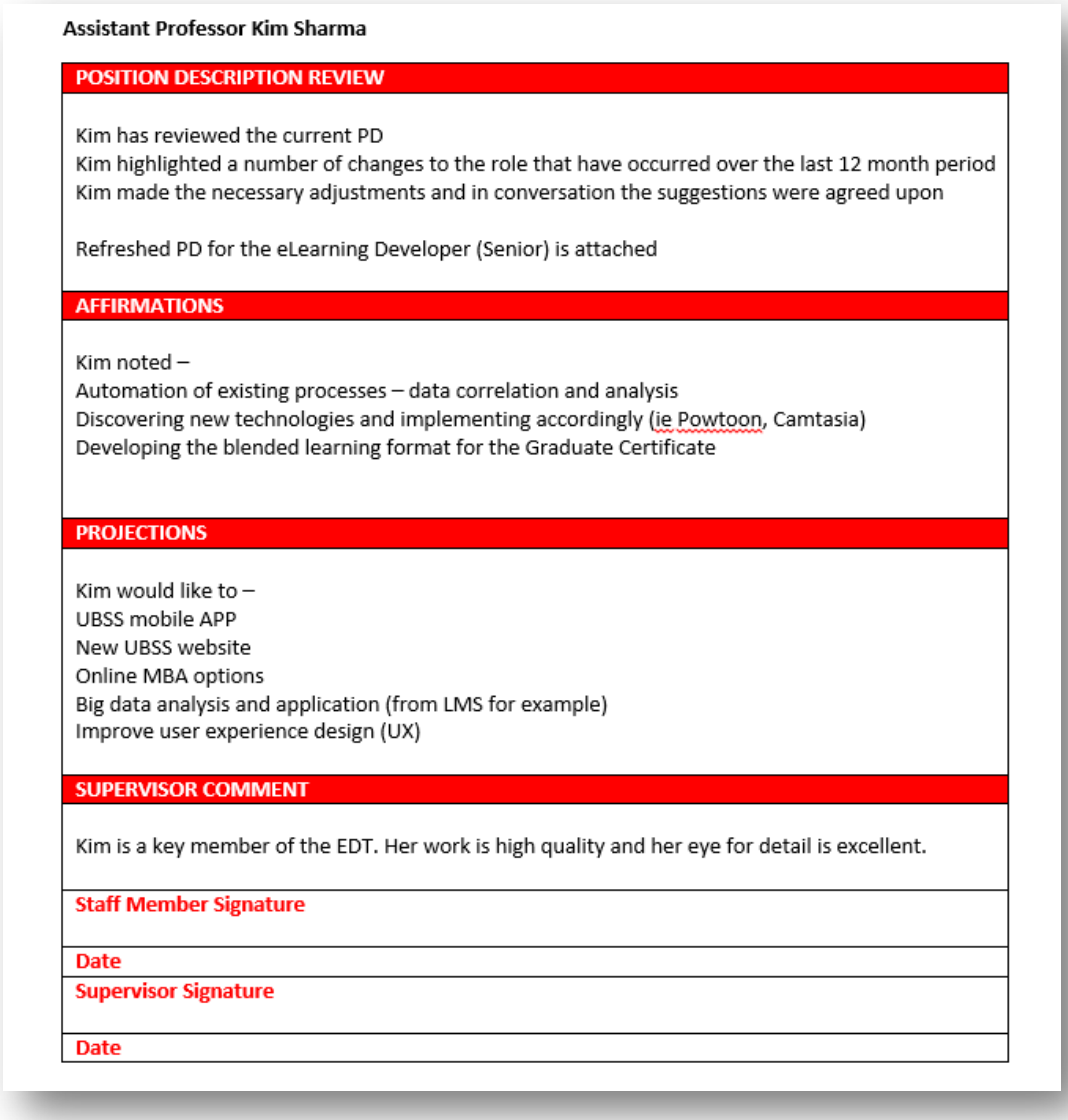
With these parameters established I consider the **six (6) elements** of Professional Development (PD) at UBSS in turn –

# Element #1

- annual performance discussions;

All staff members, at UBSS, are reviewed annually.

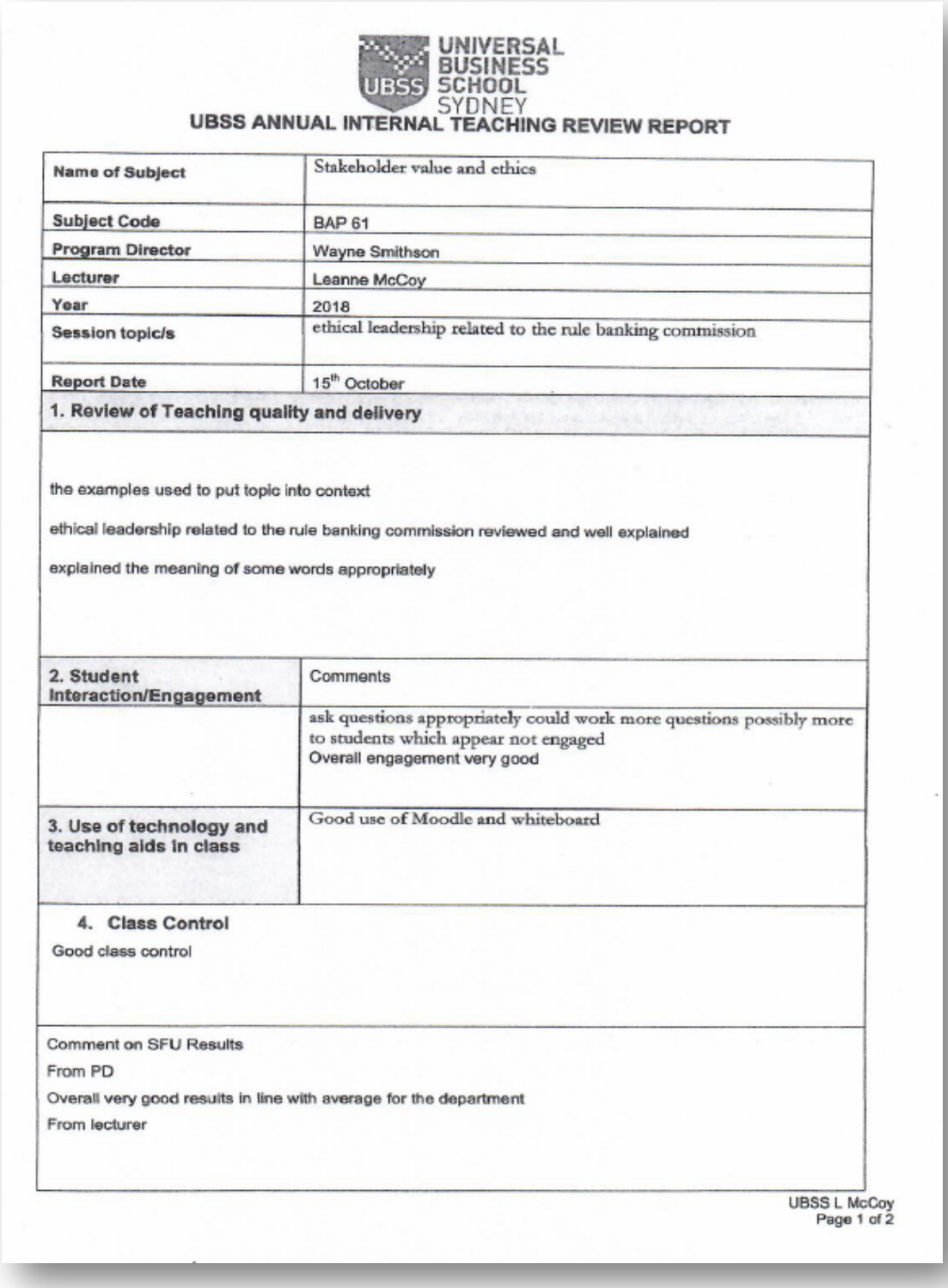
**Professional Staff and Senior Academic Staff** at UBSS have a F2F meeting with the *Executive Dean* in October/November each year and plot their performance and aspirations against their current position description. PDs are tweaked accordingly by either need or aspiration. *In the case of new staff to UBSS on completion of their first year (first anniversary) they are given a pay incentive increase of $5,000.*



**Assistant Professor Kim Sharma**

| POSITION DESCRIPTION REVIEW |
|---|
| Kim has reviewed the current PD<br>Kim highlighted a number of changes to the role that have occurred over the last 12 month period<br>Kim made the necessary adjustments and in conversation the suggestions were agreed upon<br><br>Refreshed PD for the eLearning Developer (Senior) is attached |
| **AFFIRMATIONS** |
| Kim noted –<br>Automation of existing processes – data correlation and analysis<br>Discovering new technologies and implementing accordingly (ie Powtoon, Camtasia)<br>Developing the blended learning format for the Graduate Certificate |
| **PROJECTIONS** |
| Kim would like to –<br>UBSS mobile APP<br>New UBSS website<br>Online MBA options<br>Big data analysis and application (from LMS for example)<br>Improve user experience design (UX) |
| **SUPERVISOR COMMENT** |
| Kim is a key member of the EDT. Her work is high quality and her eye for detail is excellent. |
| **Staff Member Signature** |
| **Date** |
| **Supervisor Signature** |
| **Date** |

**Academic Staff** at UBSS are performance reviewed each year by the Program Director of the program in which they *mostly* teach (*this is in the case/s* of multi-program teaching). Academic Staff are informed a month prior to the review – which requires either an observation of teaching in the classroom OR an exercise around achievement of Key Results Areas (KRAs). Along with a copy of the templated report that is completed by the Program Director and a copy is sent to the individual staffer (and a copy filed with *the Office of the Executive Dean*). Strengths are *highlighted* and *deficiencies* are discussed –



UBSS ANNUAL INTERNAL TEACHING REVIEW REPORT

| | |
|---|---|
| **Name of Subject** | Stakeholder value and ethics |
| **Subject Code** | BAP 61 |
| **Program Director** | Wayne Smithson |
| **Lecturer** | Leanne McCoy |
| **Year** | 2018 |
| **Session topic/s** | ethical leadership related to the rule banking commission |
| **Report Date** | 15th October |

**1. Review of Teaching quality and delivery**

the examples used to put topic into context

ethical leadership related to the rule banking commission reviewed and well explained

explained the meaning of some words appropriately

| **2. Student Interaction/Engagement** | Comments |
|---|---|
| | ask questions appropriately could work more questions possibly more to students which appear not engaged<br>Overall engagement very good |
| **3. Use of technology and teaching aids in class** | Good use of Moodle and whiteboard |

**4. Class Control**

Good class control

Comment on SFU Results

From PD

Overall very good results in line with average for the department

From lecturer

UBSS L McCoy
Page 1 of 2

UNIVERSAL BUSINESS SCHOOL SYDNEY

# UBSS ANNUAL INTERNAL TEACHING REVIEW REPORT

T3 SFU results

| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| BAP613 | 4.40 | 4.27 | 4.13 | 4.13 | 4.33 | 4.27 | 4.47 | 4.53 | 4.13 | 4.20 | 4.27 | 4.28 |
| Q1 | The subject provided useful knowledge and skills | | | | | | | | | | | |
| Q2 | The learning outcomes were achievable | | | | | | | | | | | |
| Q3 | The subject workload was manageable | | | | | | | | | | | |
| Q4 | The subject helped to develop relevant professional skills such as problem solving and critical thinking | | | | | | | | | | | |
| Q5 | The lecturer was well prepared for each class | | | | | | | | | | | |
| Q6 | The lecturer provided useful feedback | | | | | | | | | | | |
| Q7 | The lecturer had a good knowledge of the subject matter | | | | | | | | | | | |
| Q8 | The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject | | | | | | | | | | | |
| Q9 | The lecturer was available to discuss learning problems outside of class time | | | | | | | | | | | |
| Q10 | The assessment requirements were clearly explained | | | | | | | | | | | |
| Q11 | Overall the teaching in the subject was of a high quality | | | | | | | | | | | |

**Signed:**

**Program Director** _____

**Lecturer** AMcCoy

**Date** 12/12/18

UNIVERSAL BUSINESS SCHOOL SYDNEY

Name Mick McCormack

Subject Business Law BBC 131

Key Result Areas

The Key Result areas will also be used to assist with Lecturers evaluation at the end of each trimester. It is intended to apply these standard requirements together with the Student feedback Surveys to provide useful feedback to each lecturer and ultimately provide a guide to maintaining high quality delivery and student engagement for all subjects delivered at UBSS .

| Processes | Item/procedure | When reviewed |
|---|---|---|
| 1. Assessments | 1. Designed with model solutions and guides | Yes |
| | 2. Marking and self-moderation of marks before review borderline and explain anomalies | Yes T3 2018 |
| | 3. Ensure marks are hidden in Moodle | Yes |
| | 4. Transfer marks to GCA | Yes all done for year |
| | 5. Lecturer must be available during the exam period | Yes |
| | 6. Mark disputes – lecturers required to keep a diary record | Kept notes on spreadsheet |
| 2. Teaching | 1. Teaching materials and subject should include weekly revision questions to be uploaded Solution s weekly questions | Yes topic revision tutorial questions Review solutions to |
| | 2. Communications – making appropriate announcement on Moodle E.g. changes to subject outline | Uses Moodle announcements |
| | 3. Monitor student performance to identification of students at risk | Yes for week 5 test |
| | 4. Intervention strategy – communication in terms of lack of attendance not passing during the term assessments | Done in class records manual attendance |
| | 5. One on one discussion with students - escalation to PD's – must be evidenced | |
| Other Comments 3. | Excellent results for SFU<br>Good lecturer keeps records well<br>Engages with student with feedback<br>Monitors students' progress | T3, 2018 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BBC131A | 4.32 | 4.18 | 4.14 | 4.23 | 4.41 | 4.41 | 4.45 | 4.41 | 4.41 | 4.45 | 4.27 | 4.33 |
| BBC131B | 4.44 | 4.44 | 4.17 | 4.39 | 4.39 | 4.39 | 4.56 | 4.56 | 4.33 | 4.28 | 4.56 | 4.41 |

| | |
|---|---|
| Q1 | The subject provided useful knowledge and skills |
| Q2 | The learning outcomes were achievable |
| Q3 | The subject workload was manageable |
| Q4 | The subject helped to develop relevant professional skills such as problem solving and critical thinking |
| Q5 | The lecturer was well prepared for each class |
| Q6 | The lecturer provided useful feedback |
| Q7 | The lecturer had a good knowledge of the subject matter |
| Q8 | The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject |
| Q9 | The lecturer was available to discuss learning problems outside of class time |
| Q10 | The assessment requirements were clearly explained |
| Q11 | Overall the teaching in the subject was of a high quality |
| | |

Signed

Lecturer

Michael McCormick.

Program Director

Date; 29/11/2018

Program Directors usually conduct the reviews across the calendar year – that is they are spread across the three trimesters with approximately 4-5 staff reviewed in each teaching session.

*The process was completed in November for the 2018 Calendar.*

The review process is useful on a number of levels – it satisfies Element #1 of the policy; it demonstrates the calibre of teachers at UBSS in 2018 – this is further evidenced in the excellent SFUs (2016-2018) and QILT outcomes of 2016-2017) serving as a triangulation exercise; it provides the opportunity for self-reflection and collegial feedback which is vital to growth and development and largely ignored in larger organisations such and Universities; and the process serves as a useful piece of professional development for both the *staff member and the reviewer.*

It is worth noting that staff members have actually *asked to be reviewed* on a number of occasions, not surprising given their calibre.

*Program Directors remain committed to the process and the process has been maintained throughout 2016, 2017 and 2018 – certainly during the current registration period.*

UBSS staff members are also given the chance, every trimester, **to performance review UBSS** via an anonymous, electronic staff survey – the results are tabulated (*using the traffic light report mechanism*) and the outcomes are shared at the next professional development day in the calendar (usually about 2-3 weeks post completion).

The outcomes of the staff survey are provided for comparison over eight trimesters and are captured in a comparative table –

| | Survey Questions | T2 2016 | T3 2016 | T1 2017 | T2 2017 | T3 2017 | T1 2018 | T2 2018 | T3 2018 |
|---|---|---|---|---|---|---|---|---|---|
| Q1 | You are provided with the tools and resources to do your job well | 4.10 | 4.00 | 4.87 | 4.63 | 4.81 | 4.83 | 4.62 | 4.54 |
| Q2 | Your job requirements are clearly communicated and goals and strategies are clearly defined | 4.20 | 4.40 | 4.80 | 4.68 | 4.75 | 4.83 | 4.71 | 4.69 |
| Q3 | You feel encouraged to come up with new and better ways of doing things | 4.10 | 4.20 | 4.73 | 4.53 | 4.50 | 4.61 | 4.67 | 4.54 |
| Q4 | Your supervisor visibly demonstrates a commitment to quality | 4.10 | 4.20 | 4.87 | 4.79 | 4.69 | 4.72 | 4.71 | 4.77 |
| Q5 | You are satisfied with the level of involvement in decisions that directly affect your work? | 3.90 | 4.20 | 4.53 | 4.37 | 4.63 | 4.56 | 4.62 | 4.69 |
| Q6 | UBSS does a good job of keeping employees informed about matters affecting your work? | 4.00 | 4.30 | 4.93 | 4.79 | 4.81 | 4.89 | 4.62 | 4.77 |
| Q7 | Overall, you are satisfied with your job? | 4.20 | 4.50 | 4.87 | 4.79 | 4.88 | 4.94 | 4.76 | 4.85 |
| | **Average** | **4.09** | **4.26** | **4.80** | **4.65** | **4.72** | **4.77** | **4.67** | **4.69** |

It is evident staff at UBSS are overall, satisfied with their jobs (4.9) and equally important feel UBSS provides them with the tools and resources they need to do their jobs properly (4.5). The evidence is consistent over an 8 trimester period (longitudinal).

# Element #2

- attendance at: conferences, seminars, short course (internal or external) or workshops;

Staff are encouraged (and in a number of cases funded) to attend conferences, seminars, short courses and/or workshops.

Each year staff members are asked to complete a *professional development training log* at the end of November each year. In 2018, at the behest of TEQSA, staff were asked to complete a three year (2016-2018) as Registration Conditions 6a and 6b. A sample log is provided –

**Associate Professor Wayne Smithson**

**Program Director, Bachelor of Accounting**

**Personal Statement:**

I undertake professional development to use the experience gained to broaden my own knowledge and skills in order to enhance and continually develop my teaching and management skills. The professional development events and activities provide an outward facing public relations and networking perspective for UBSS from my vantage point as a senior member of the Executive Academic Team.

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| 2016 | | | | | |
| Associate Professor Wayne Smithson | January 2016 | Sydney | Program Director Bachelor of Business | UBSS | |
| Associate Professor Wayne Smithson | January 2016 | Sydney | Prepared and conducted staff Professional development day first trimester | Universal Business School Sydney | |

| | | | | | |
|---|---|---|---|---|---|
| Associate Professor Wayne Smithson | Feb 2016 | IML Sydney | Mentor for Executive Mentor program Institute of Managers and Leaders – 2 mentees during the year | Institute of Managers and Leaders (IML) | $5,000 |
| Associate Professor Wayne Smithson | May 2016 | Sydney | Prepared and conducted Staff Professional Development Day first trimester | Universal Business School Sydney | |
| Associate Professor Wayne Smithson | September 2016 | IML Sydney | Chair of Judging panel for Annual Management Excellent awards for Leadership for the Australian Institute of Manager and Leaders (formerly Australian Institute of Management) | Institute of Managers and Leaders (IML) (formerly Australian Institute of Management) | $1000 |
| Associate Professor Wayne Smithson | September 2016 | IML Sydney | Mentor for Executive mentor program Institute of managers and leaders – 1 mentee during the quarter | Institute of Managers and Leaders (IML) | $2,500 |
| Associate Professor Wayne Smithson | September 2016 | Sydney | Prepared and conducted Staff Professional Development day first trimester | Universal Business School Sydney | |
| Associate Professor Wayne Smithson | October 2016 | Brisbane | AIM (IML) Annual Conference on management and leadership and management- seven effective habits of leadership | Institute of Managers and Leaders (IML) | $2,400 |
| 2017 | | | | | |
| Associate Professor Wayne Smithson | January 2017 to Dec 2017 | Sydney | Program Director Bachelor of Business | UBSS | |
| Associate Professor Wayne Smithson | January 2017 | Sydney | Prepared and conducted staff Professional development day | Universal Business School Sydney | |

| | | | | | |
|---|---|---|---|---|---|
| Associate Professor Wayne Smithson | Feb 2017 to April 2017 | Sydney | Mentor for Executive mentor program Institute of managers and leaders – 1 mentee during the quarter | Institute of Managers and Leaders (IML) | $2,500 |
| Associate Professor Wayne Smithson | July 2017 | Sydney | Senior Lecturer<br>Introduction to Accounting<br>Accounting information systems | Polytechnic Institute of Australia | |
| Associate Professor Wayne Smithson | September 2017 | Sydney | Prepared and conducted staff Professional development day | Universal Business School Sydney | |
| Associate Professor Wayne Smithson | September 2017 | IML Sydney | Chair of Judging panel for Annual Management Excellent awards for student members for the Australian Institute of Manager and Leaders | Institute of Managers and Leaders (IML) | $1000 |
| Associate Professor Wayne Smithson | Sept 2017 2017 | Sydney | Prepared and conducted staff Professional development day | Universal Business School Sydney | |
| Associate Professor Wayne Smithson | September 2017 | Sydney | Mentor for Executive mentor program Institute of managers and leaders – 1 mentee during the quarter | Institute of Managers and Leaders (IML) | $2,500 |
| Associate Professor Wayne Smithson | Sept 2017 to Dec 2017 | | Member of Course Advisory Committee | Australian Pacific International College | $500 |
| Associate Professor Wayne Smithson | Oct 27th, 2017 | Sydney | Academic and Contract Cheating symposium | UNSW Sydney | $500 |
| Associate Professor Wayne Smithson | December 2017 | | Annual Performance Review | Universal Business School Sydney | |

| 2018 | | | | | |
|---|---|---|---|---|---|
| Associate Professor Wayne Smithson | Feb 2018 to Mar 2018 | Sydney | Mentor for Executive mentor program Institute of managers and leaders – 1 mentee during the quarter | Institute of Managers and Leaders (IML) | $2,500 |
| Associate Professor Wayne Smithson | Feb 2018 | Sydney | Review of possible articulation and pathways agreement with Open Colleges | Open Colleges Australia | |
| Associate Professor Wayne Smithson | January 2018 to Dec 2018 | Sydney | Program Director Bachelor of Accounting | UBSS | |
| Associate Professor Wayne Smithson | February 2018 | Sydney | Participation in staff development day | Polytechnic Institute of Australia | $500 |
| Associate Professor Wayne Smithson | February to May 2018 | Sydney | Senior Lecturer for<br>-Business Ethics and CSR<br>-Accounting Information systems<br>Unit Coordinator for<br>- Introduction to Marketing | Polytechnic Institute of Australia | |
| Associate Professor Wayne Smithson | April 18th 2018 | Sydney | Advice on Admissions Transparency TEQSA | TEQSA | $500 |
| Associate Professor Wayne Smithson | May 2018 | Sydney | Seminar Federal Budget review | Australian Chamber of Commerce and Industry | $2,500 |
| Associate Professor Wayne Smithson | May 2018 | Sydney | Prepared and ran staff Professional development day | Universal Business School Sydney | |

| | | | | | |
|---|---|---|---|---|---|
| Associate Professor Wayne Smithson | June to Aug 2018 | Sydney | Unit Coordinator and Senior Lecturer for<br>- Business Ethics and CSR<br>- Business Communications<br>Unit Coordinator for<br>- Introduction to Marketing | Polytechnic Institute of Australia | |
| Associate Professor Wayne Smithson | April 2018 | Sydney | Member of the Academic Integrity Committee Polytechnic institute of Australia | Polytechnic institute of Australia | $500 |
| Associate Professor Wayne Smithson | July 2018 | Sydney | Member Course advisory Committee<br>Polytechnic Institute of Australia | Polytechnic institute of Australia | $1,000 |
| Associate Professor Wayne Smithson | 2018 Aug 29th | Sydney | Seminar on perspective on international students in Australia | Campus Review | $1,600 |
| Associate Professor Wayne Smithson | Sept 2018 | Sydney | Prepared and conducted staff Professional development day | Universal Business School Sydney | |
| Associate Professor Wayne Smithson | Sept 2018 | Sydney | Member of the Teaching and Learning Committee Polytechnic institute of Australia | Polytechnic institute of Australia | $1,000 |
| Associate Professor Wayne Smithson | September 2018 | Sydney | Seminar Australia's modern Slavery legislation | Australian Chamber of Commerce and Industry | $2,000 |
| Associate Professor Wayne Smithson | October 2018 | | Chartered Managers Course | IML | $600 |

| | | | | | |
|---|---|---|---|---|---|
| Associate Professor Wayne Smithson | October 2018 | Sydney | CPA Course Leading Strategy and Innovation and | CPA | $400 |
| Associate Professor Wayne Smithson | Nov 2018 | Sydney | Seminar Australia's Digital Economy impact of privacy and Big data Analysis | Australian Chamber of Commerce and Industry | $2,500 |

Cost to UBSS - $32,600

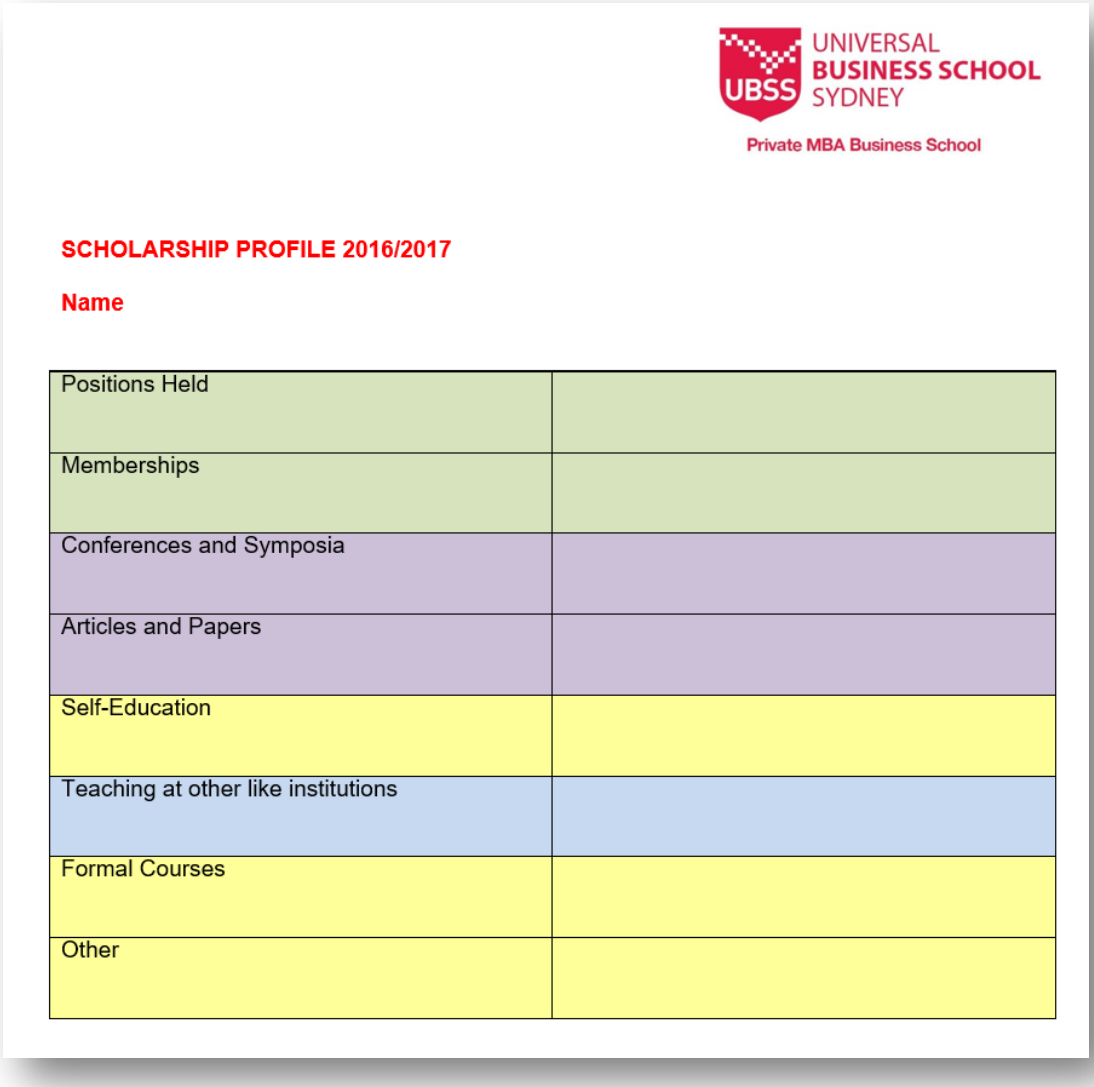
Staff are encouraged to include a range of activities (as listed) sanctioned by UBSS and of course other institutions for which they may work -

- Annual performance discussions/appraisals
- Attendance at conferences, seminars, short courses, workshops
- Participation in staff development days
- Committee Memberships
- Involvement in WIL, secondments, job rotations, exchanges, critical reflections, reading, responding to manager/supervisor feedback, networking, acting positions
- Formal studies
- External engagement, external committees, working parties, industry or professional associations, community groups or activities

There is a degree of overlap with The **Scholarship Profiles** that staff are also asked to complete in December each year. In 2017 the Training Log was phased out in place of the emphasis on the **Scholarship Profile**.

TEQSA (as a condition – 6a and 6b - of re-registration) required a 3 year Professional Development Report (essentially a log format) to be completed *in addition* to the annual scholarship profile.

The **Scholarship Profile** has been developed (and benchmarked) to maximize overview – this is more detailed and appropriate –



UNIVERSAL BUSINESS SCHOOL SYDNEY

Private MBA Business School

**SCHOLARSHIP PROFILE 2016/2017**

**Name**

| | |
|---|---|
| Positions Held | |
| Memberships | |
| Conferences and Symposia | |
| Articles and Papers | |
| Self-Education | |
| Teaching at other like institutions | |
| Formal Courses | |
| Other | |

Based on the most recent Scholarship Profiles (*December 2018*) UBSS staff are appropriately scholarship active. A copy of the 2018 Scholarship Profiles has been requested by TEQSA as part of the re-registration conditions (7b). This was completed and submitted at the end of January 2019 (REQ02697).

# Element #3

- participation in: staff development days, involving internal and external presenters, committees, industry placement/visits, staff meetings to share ideas on particular professional issues or proposed changes;

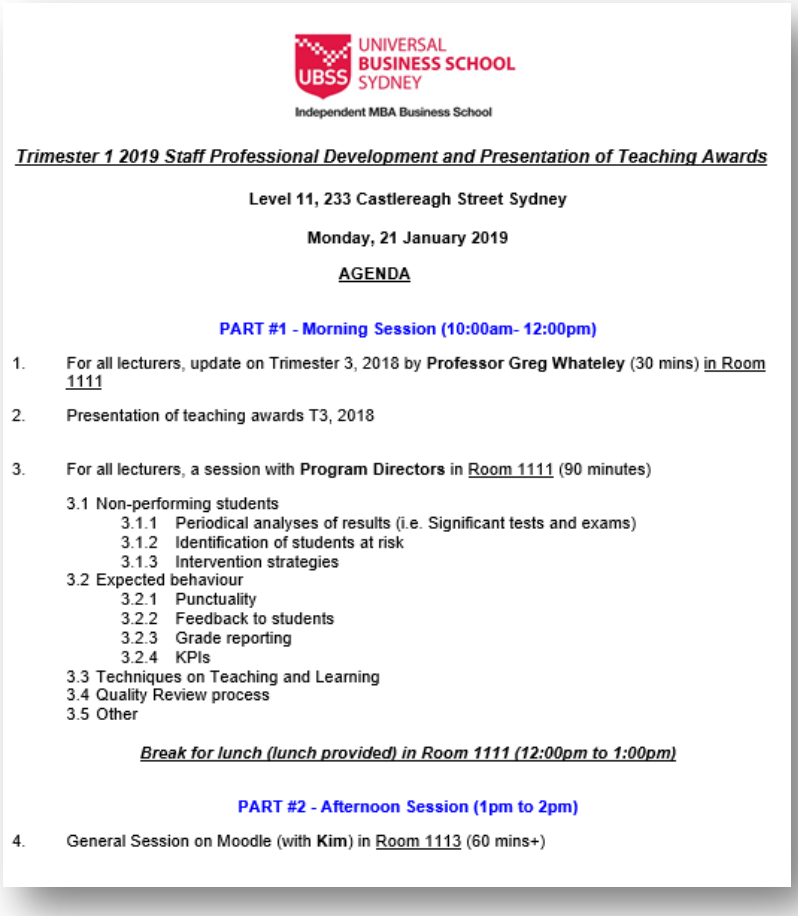
All staff members are invited to attend a **staff development day** at the commencement of each trimester, conducted in orientation week. *Part-time staff members are paid to attend.*

The standard **format** for a development day is –

| | | |
|---|---|---|
| 1 | UBSS performance in the previous trimester | Executive Dean (or delegate) |
| 2 | Program Focus | Program Directors |
| 3 | Feature Focus Area | Internal or External Expert Input |

Staff development days are well attended and participants have expressed appreciation.

The most recent was scheduled for T1, 2019 –



UNIVERSAL BUSINESS SCHOOL SYDNEY

Independent MBA Business School

***Trimester 1 2019 Staff Professional Development and Presentation of Teaching Awards***

**Level 11, 233 Castlereagh Street Sydney**

**Monday, 21 January 2019**

**AGENDA**

**PART #1 - Morning Session (10:00am- 12:00pm)**

1. For all lecturers, update on Trimester 3, 2018 by **Professor Greg Whateley** (30 mins) in Room 1111
2. Presentation of teaching awards T3, 2018
3. For all lecturers, a session with **Program Directors** in Room 1111 (90 minutes)

3.1 Non-performing students
- 3.1.1 Periodical analyses of results (i.e. Significant tests and exams)
- 3.1.2 Identification of students at risk
- 3.1.3 Intervention strategies

3.2 Expected behaviour
- 3.2.1 Punctuality
- 3.2.2 Feedback to students
- 3.2.3 Grade reporting
- 3.2.4 KPIs

3.3 Techniques on Teaching and Learning
3.4 Quality Review process
3.5 Other

***Break for lunch (lunch provided) in Room 1111 (12:00pm to 1:00pm)***

**PART #2 - Afternoon Session (1pm to 2pm)**

4. General Session on Moodle (with **Kim**) in Room 1113 (60 mins+)

*It is important to remember that all staff members at UBSS attend three staff development days each year. In addition many of them also attend similar days at other institutions at which they work. In some cases they are attending 10-12 of these session types a year.* This issue has been ignored by the Regulator in the past – *but this can no longer be ignored.* This collective development positively impacts the overall professionalism and development of the individual.

**Committee Membership** is a mandatory activity for full-time staff and a number of part-time staff also attend (and participate) in a range of activities.

A **schedule** of meetings for each year is published at the end of the previous calendar year. The 2019 schedule is provided as a sample –

GCA Group Colleges Australia

MEETING SCHEDULE 2019

| | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GCA Board | | | 22 | | | 14 | | | 20 | | | 06 |
| GCA Management (EMT) | | 08 | 08 | 05 | 10 | 07 | 05 | 09 | 06 | 04 | 08 | 04 |
| Audit and Risk Committee (ARC) | | | 13 | | | 05 | | | 04 | | 13 | |
| Academic Senate (AS) | | 07 | | 04 | | 06 | | 01 | | 03 | | 05 |
| Academic Integrity Committee (AIC) | | 05 | 05 | 02 | 07, 28 | 25 | 23 | 27 | 17 | 15 | 12 | 17 |
| Grade Review Committee (GRC) | | | | | 08 | | | 28 | | | | 18 |
| Course Advisory Committee (CAC) | | | 08 | | | 28 | | | | 18 | | |
| Work Health Safety (WHS) | | 20 | | | 22 | | | 21 | | | 20 | |
| UBSS Graduation | | | | | | | | 08 | | | | |
| Threshold Standards Audit Committee (TSAC) | | 06, 13, 20 | | | | 26 | 03, 10 | | 18, 25 | 02 | | |
| Executive Dean Team (EDT) | 14 | 04, 11, 18 | 04, 11, 18 | 01, 08, 15 | 06, 20, 27 | 03, 24 | 01, 08, 22, 29 | 05, 26 | 09, 16, 23 | 14, 21, 28 | 11, 18, 25 | 16 |
| Program Director Team (PDT) | 16 | 06, 13, 20 | 06, 13, 20 | 03, 10, 17 | 08, 22, 29 | 05, 12, 26 | 03, 10, 24, 31 | 07, 14, 21, 28 | 04, 11, 18, 25 | 02, 09, 16, 23, 30 | 13, 20, 27 | 04, 11, 18 |
| PEST | | 20 | 20 | 24 | 29 | 26 | 24 | 14 | 18 | 16 | 13 | 18 |
| CENSUS | | 15 | | | | 07 | | | 27 | | | |

Current UBSS Staff **Membership of Committees** include both fulltime and part-time (PT) staffers.

## GCA Board

Professor Greg Whateley (Executive Director)

James Manly (Secretary)

**GCA Executive Management Committee**

Professor Greg Whateley

James Manly (Secretary)

Jason Whitfield

Jotsana Roopram

**Academic Senate**

Professor Greg Whateley

Associate Professor Wayne Smithson

Associate Professor Felix Stravens

Professor Ray Hayek (PT)

Associate Professor Andy West (PT)

Jotsana Roopram (Secretary)

Assistant Professor Richard Xi

**Academic Integrity Committee**

Associate Professor Wayne Smithson

Associate Professor Felix Stravens

Professor Ray Hayek (PT)

Jotsana Roopram (Secretary)

Usman Sindhu

**Course Advisory Committee**

Associate Professor Felix Stravens

Associate Professor Wayne Smithson

Professor Ray Hayek (PT)

Associate Professor Andy West (PT)

Professor Greg Whateley

Assistant Professor Richard Xi (Secretary)

**Grades Review Committee**

Professor Greg Whateley

Associate Professor Felix Stravens

Associate Professor Wayne Smithson

Professor Ray Hayek (PT)

Assistant Professor Richard Xi (Secretary)

**Work, Health and Safety Committee**

Jason Whitfield (Chair)

Professor Greg Whateley

James Manly

**Executive Dean's Team**

Professor Greg Whateley

Jotsana Roopram (Secretary)

Madilina Tresca

Assistant Professor Kim Sharma

Assistant Professor Richard Xi

**Program Directors' Team**

Professor Greg Whateley

Associate Professor Wayne Smithson

Associate Professor Felix Stravens

Associate Professor Andy West (PT)

Professor Ray Hayek (PT)

Assistant Professor Richard Xi (Secretary)

Jotsana Roopram

**Threshold Standards Audit Committee**

Assistant Professor Kim Sharma

Assistant Professor Richard Xi

Jotsana Roopram (Secretary)

Professor Greg Whateley

All staff members are regularly invited to attend committee sessions as observers. *The only exception to this is the GCA Board.*

GCA does not currently organise **industry placements** for staff members. It is worth noting, however, that current academic staff members, collectively, teach at 34 like HE institutions – *a form of industry placement – if not the best form, and another issue ignored by the Regulator.*

Approximately every ten days a 'Message from the Executive Dean' is published that provides a range of updates on UBSS including committee reports, upcoming agendas, invitations to meetings, notice of organisational changes and the like.

UNIVERSAL BUSINESS SCHOOL SYDNEY

Private MBA Business School

***Message from the Executive Dean***

**#69** **October 2018**

The most recent staff survey (T3, 2018) indicates that staff members feel that they **are involved in decision making that impacts on them professionally** (Q5). 4.69 out of a possible 5 in T3, 2018 - *This has been an area of improvement by current management (circa 2016) and throughout the current registration period.*

| | Survey Questions | T2 2016 | T3 2016 | T1 2017 | T2 2017 | T3 2017 | T1 2018 | T2 2018 | T3 2018 |
|---|---|---|---|---|---|---|---|---|---|
| Q1 | You are provided with the tools and resources to do your job well | 4.10 | 4.00 | 4.87 | 4.63 | 4.81 | 4.83 | 4.62 | 4.54 |
| Q2 | Your job requirements are clearly communicated and goals and strategies are clearly defined | 4.20 | 4.40 | 4.80 | 4.68 | 4.75 | 4.83 | 4.71 | 4.69 |
| Q3 | You feel encouraged to come up with new and better ways of doing things | 4.10 | 4.20 | 4.73 | 4.53 | 4.50 | 4.61 | 4.67 | 4.54 |
| Q4 | Your supervisor visibly demonstrates a commitment to quality | 4.10 | 4.20 | 4.87 | 4.79 | 4.69 | 4.72 | 4.71 | 4.77 |
| Q5 | You are satisfied with the level of involvement in decisions that directly affect your work? | 3.90 | 4.20 | 4.53 | 4.37 | 4.63 | 4.56 | 4.62 | 4.69 |
| Q6 | UBSS does a good job of keeping employees informed about matters affecting your work? | 4.00 | 4.30 | 4.93 | 4.79 | 4.81 | 4.89 | 4.62 | 4.77 |
| Q7 | Overall, you are satisfied with your job? | 4.20 | 4.50 | 4.87 | 4.79 | 4.88 | 4.94 | 4.76 | 4.85 |
| | Average | 4.09 | 4.26 | 4.80 | 4.65 | 4.72 | 4.77 | 4.67 | 4.69 |

# Element #4

- involvement in work integrated learning: secondments, job rotation, job exchange, shadowing, on the job training, critical reflection on practice, professional reading, obtaining and acting on feedback from managers/supervisors, clients and /or colleagues, networking, temporary performance of duties in another position;

UBSS is not institutionally active in the domain of secondments, job rotation, job-exchange and/or shadowing. However, given that the current academic staff members, collectively, teach at 34 like institutions this is effectively being managed by the staff themselves – it is important to remember that PD is a partnership and shared responsibility arrangement.

In terms of feedback from staff – in the most recent staff surveys (T3, 2018) - it is evident that as a collective, and in terms of **critical reflection** – staff members are satisfied that they are being **challenged to come up with new and better ways to do things** (Q3), a 4.54 out of a possible 5 rating –

| | Survey Questions | T2 2016 | T3 2016 | T1 2017 | T2 2017 | T3 2017 | T1 2018 | T2 2018 | T3 2018 |
|---|---|---|---|---|---|---|---|---|---|
| Q1 | You are provided with the tools and resources to do your job well | 4.10 | 4.00 | 4.87 | 4.63 | 4.81 | 4.83 | 4.62 | 4.54 |
| Q2 | Your job requirements are clearly communicated and goals and strategies are clearly defined | 4.20 | 4.40 | 4.80 | 4.68 | 4.75 | 4.83 | 4.71 | 4.69 |
| Q3 | You feel encouraged to come up with new and better ways of doing things | 4.10 | 4.20 | 4.73 | 4.53 | 4.50 | 4.61 | 4.67 | 4.54 |
| Q4 | Your supervisor visibly demonstrates a commitment to quality | 4.10 | 4.20 | 4.87 | 4.79 | 4.69 | 4.72 | 4.71 | 4.77 |
| Q5 | You are satisfied with the level of involvement in decisions that directly affect your work? | 3.90 | 4.20 | 4.53 | 4.37 | 4.63 | 4.56 | 4.62 | 4.69 |
| Q6 | UBSS does a good job of keeping employees informed about matters affecting your work? | 4.00 | 4.30 | 4.93 | 4.79 | 4.81 | 4.89 | 4.62 | 4.77 |
| Q7 | Overall, you are satisfied with your job? | 4.20 | 4.50 | 4.87 | 4.79 | 4.88 | 4.94 | 4.76 | 4.85 |
| | Average | 4.09 | 4.26 | 4.80 | 4.65 | 4.72 | 4.77 | 4.67 | 4.69 |

In terms of **professional reading** it was evident from the 2018 Scholarship Profiles that staff members are active on reflection and professional reading. This reading is diverse and varied.

TEQSA was provided with the 2018 Scholarship Profiles as a condition (7b) of the current registration. The profiles were provided at the end of January 2019, REQ02697.

In terms of **supervision and feedback from managers** it was evident from the last 8 staff surveys that staff members feel the supervision is appropriate in terms of **job requirements being clearly communicated with goals and strategies defined (Q2)**, T3, 2018 (the most recent) scoring 4.69 out of a possible 5 –


| | Survey Questions | T2 2016 | T3 2016 | T1 2017 | T2 2017 | T3 2017 | T1 2018 | T2 2018 | T3 2018 |
|---|---|---|---|---|---|---|---|---|---|
| Q1 | You are provided with the tools and resources to do your job well | 4.10 | 4.00 | 4.87 | 4.63 | 4.81 | 4.83 | 4.62 | 4.54 |
| Q2 | Your job requirements are clearly communicated and goals and strategies are clearly defined | 4.20 | 4.40 | 4.80 | 4.68 | 4.75 | 4.83 | 4.71 | 4.69 |
| Q3 | You feel encouraged to come up with new and better ways of doing things | 4.10 | 4.20 | 4.73 | 4.53 | 4.50 | 4.61 | 4.67 | 4.54 |
| Q4 | Your supervisor visibly demonstrates a commitment to quality | 4.10 | 4.20 | 4.87 | 4.79 | 4.69 | 4.72 | 4.71 | 4.77 |
| Q5 | You are satisfied with the level of involvement in decisions that directly affect your work? | 3.90 | 4.20 | 4.53 | 4.37 | 4.63 | 4.56 | 4.62 | 4.69 |
| Q6 | UBSS does a good job of keeping employees informed about matters affecting your work? | 4.00 | 4.30 | 4.93 | 4.79 | 4.81 | 4.89 | 4.62 | 4.77 |
| Q7 | Overall, you are satisfied with your job? | 4.20 | 4.50 | 4.87 | 4.79 | 4.88 | 4.94 | 4.76 | 4.85 |
| | Average | 4.09 | 4.26 | 4.80 | 4.65 | 4.72 | 4.77 | 4.67 | 4.69 |


Options around job sharing and exchange – particularly for full time staff – will be explored in the future – *though not a high priority of the current Executive Dean*.

# Element #5

- formal studies: studies for formal TAFE or higher education programs at undergraduate or postgraduate level; and

As a collective, and based on the 2018 Scholarship Returns, **UBSS staff members** are active in this domain –

| | |
|---|---|
| TAFE courses | 7 |
| Higher Education programs | 15 |
| Other | 25 |

# Element #6

- external engagement: Service on external committees or working parties to an industry or professional association or involvement in community groups and activities.

As a collective, and based on the 2018 Scholarship Returns, **UBSS staff members** are also active in this domain –

| | |
|---|---|
| External Committees | 17 |
| Working Parties | 19 |
| Professional Associations | 67 |
| Community Projects | 14 |

The notion of professional development **partnership** and **shared responsibility** is clearly expressed in the UBSS Professional Development Policy (3.18) -

4.1 Responsibility

The development of staff is a responsibility shared by individual staff, supervisors, and managers.

Individual - Professional development is a shared responsibility between the supervisor, HR and the individual staff member. Ultimately each individual is responsible for their own professional development and is expected to manage their own personal and professional development, as well as contribute to the development of their colleagues by sharing their expertise. In recognition of the benefits of staff development to themselves, staff members are encouraged to:

- seek opportunities to upgrade the skills and knowledge required in their current position;
- use constructively the performance review process to represent staff development needs and opportunities to the supervisor;
- advise supervisors where specific needs are not being met as well as well as give feedback on usefulness of staff development programs;

Supervisors/Managers - supervisors and managers are responsible for encouraging, counselling and helping the staff they supervise to identify their learning and career development needs and to help them find and pursue activities to meet those needs.

UBSS plays an active role in ensuring that all staff members (full-time and part-time) are provided with opportunities to maintain currency and professional standing. In turn staff members also play an active role in the process.

In the past, TEQSA has undermined the partnership element with other providers and was dismissive of a valid (and important) point. The issue is that an individual who works for UBSS is *not only* supported by UBSS but is also being supported by the *other institutions* at

which they work. Based on the 2018 Scholarship Profiles staff members – through this shared responsibility and partnership notion – are far better off than many (most) University staffers (for example) who would receive far inferior support. The point made was, and remains, valid.

**UBSS is active in this domain and highly supportive of Professional Development.**

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**The 2016-2018 Professional Development Logs are provided to satisfy Condition 6a.**

# EIAS AL HUMDAN

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Eias Al Humdan | Sep. 2016 | Sydney | Seminar – SAS Analysis | MQ University | |
| Eias Al Humdan | June 2017 | Sydney | Workshop - Operations | MQ University | |
| Eias Al Humdan | Oct 2016 | Sydney | Workshop – SPSS Advanced | MQ University | |
| **2017** | | | | | |
| Eias Al Humdan | December 2017 | Melbourne | Conference - ANZAM | RMIT | |
| Eias Al Humdan | June 2017 | Sydney | Workshop - Operations | MQ University | |
| Eias Al Humdan | June 2017 | Sydney | Lecturer & Tutor Workshop | ICMS | |
| Eias Al Humdan | Feb 2017 | Sydney | Lecturer & Tutor Workshop | AIH | |
| Eias Al Humdan | Jan 2017 | Sydney | Workshop – Staff Development | UBSS | $250 |
| Eias Al Humdan | Jun 2017 | Sydney | Lecturer & Tutor | AIH | |
| Eias Al Humdan | Feb 2017 | Sydney | Lecturer & Tutor | AIH | |

| 2018 | | | | | |
|---|---|---|---|---|---|
| Eias Al Humdan | July 2018 | Brisbane | Conference – ANZAM | CQ University | |
| Eias Al Humdan | Non 2018 | Sydney | Workshop – Moodle Analytics | AIH | |
| Eias Al Humdan | Oct 2018 | Sydney | Workshop- Operations | MQ University | |
| Eias Al Humdan | Feb 2018 | Sydney | Workshop – Discrete Maths | AIH | |
| Eias Al Humdan | Feb 2018 | Sydney | Workshop - Operations | AIH | |
| Eias Al Humdan | March 2018 | Sydney | Workshop – Advanced marketing | Le Cordon Bleu | |

Cost to UBSS: $250

# FRANK ALAFACI

**Lecturer**

**PERSONAL STATEMENT:**

I am committed to improving my leadership and managerial skills due to the executive-level positions that I presently hold or aspire to hold in various organisations.

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Dr Frank Alafaci | 2016 | National | National Deputy Chairman | Australian Fabians | |
| Dr Frank Alafaci | 2016 | Sydney | Board Member | NSW Fabians | |
| Dr Frank Alafaci | 2016 | Sydney | Board Member | Associazione Isole Eolie Confraternita' San Bartolomeo (AIECSB) | |
| Dr Frank Alafaci | 2016 | Sydney | Member | Evatt Foundation | |

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|---|---|---|---|---|---|
| Dr Frank Alafaci | 2016 | Sydney | Member | Whitlam Institute | |
| Dr Frank Alafaci | 2016 | Sydney | Co-editor (pamphlet) | Australian Fabians | |
| Dr Frank Alafaci | 2016 | Sydney | Member / Director of New Generations | Rotary Club of Five Dock | |
| Dr Frank Alafaci | 2016 | Sydney | Member | Australian Historical Association | $100 |
| Dr Frank Alafaci | 2016 | Sydney | Member | Royal Australian Historical Society (RAHS) | $90 |
| Dr Frank Alafaci | 2016 | Sydney | Networking | Yellow Diamond Foundation | |
| Dr Frank Alafaci | 2016 | Sydney | Networking | Rotary Club of Sydney | |
| Dr Frank Alafaci | 2016 | Sydney | Member | Coordinamento Associazioni Siciliane (CAS) | |
| Dr Frank Alafaci | 2016 | Sydney | Honorary Member / Advisor | Korean War Veterans Association (KWVA) | |
| Dr Frank Alafaci | 2016 | Sydney | Networking (Korea Australia Friendship Luncheon) | Consulate-General of the Republic of Korea | |
| Dr Frank Alafaci | 2016 | Sydney | Professional Development Day | UBSS | $250 |
| **2017** | | | | | |
| Dr Frank Alafaci | 2017 | Sydney | President / Founding Member | Asian Australian Business Council (AABC) | $500 |
| Dr Frank Alafaci | 2017 | Sydney | Honorary Member / Advisor | KWVA | |
| Dr Frank Alafaci | 2017 | Sydney | PETS Training | Rotary International D9675 | |

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|---|---|---|---|---|---|
| Dr Frank Alafaci | 2017 | Sydney | Director of Fundraising (Peace Program) | United Nations Association of Australia (NSW Division) | |
| Dr Frank Alafaci | 2017 | Sydney | Board Member | NSW Fabians | |
| Dr Frank Alafaci | 2017 | Sydney | Co-editor (pamphlet) | NSW Fabians | |
| Dr Frank Alafaci | 2017 | Sydney | Networking | UNAA (NSW Division) | |
| Dr Frank Alafaci | 2017 | Sydney | Keynote speaker ( UN Bullying Symposium) | UNAA (NSW Division) | |
| Dr Frank Alafaci | 2017 | Sydney | Professional Development Day | UBSS | |
| Dr Frank Alafaci | 2017 | Sydney | President / Keynote speaker (Changeover) | Rotary Club of Five Dock | |
| Dr Frank Alafaci | 2017 | Sydney | Board Member | ACFEA (Australia China Friendship and Exchange Association) | |
| Dr Frank Alafaci | 2017 | Sydney | VIP / Networking | Australia Philippines Business Council (APBC) | |
| Dr Frank Alafaci | 2017 | Sydney | Networking | William Roberts Lawyers | |
| Dr Frank Alafaci | 2017 | Sydney | Networking | Chifley Forum | |
| Dr Frank Alafaci | 2017 | Sydney | Networking | KWVA | |
| Dr Frank Alafaci | 2017 | Sydney | VIP / Keynote speaker | Rotary Club of Chatswood | |
| Dr Frank Alafaci | 2017 | Sydney | Networking (NSW Police Officer of the Year Awards Dinner) | Rotary International D9675 | |

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|---|---|---|---|---|---|
| Dr Frank Alafaci | 2017 | Sydney | President | AIECSB | |
| Dr Frank Alafaci | 2017 | Sydney | Article contributor | Fortune Weekly (XKB Media Group) | |
| Dr Frank Alafaci | 2017 | Sydney | District Treasurer | Rotary International D9675 | |
| Dr Frank Alafaci | 2017 | Sydney | President / Keynote speaker (Gala Dinner) | AABC | |
| Dr Frank Alafaci | 2017 | Sydney | VIP / Keynote speaker (5th Beijing International Trade Roadshow) | Consulate-General of the People's Republic of China | |
| Dr Frank Alafaci | 2017 | Sydney | VIP/ Keynote speaker (Trade Delegation Dinner) | Consulate-General of Pakistan) | |
| Dr Frank Alafaci | 2017 | National | National Deputy Chairman | Australian Fabians | |
| Dr Frank Alafaci | 2017 | Sydney | Member | AHA | $100 |
| Dr Frank Alafaci | 2017 | Sydney | Director of Programs | UNAA (NSW Division) | |
| **2018** | | | | | |
| Dr Frank Alafaci | 2018 | Sydney | President | AABC | |
| Dr Frank Alafaci | 2018 | Sydney | District Treasurer | Rotary International D9675 | |
| Dr Frank Alafaci | 2018 | Sydney | President / Keynote speaker (Changeover) | Rotary Club of Five Dock | $120 |
| Dr Frank Alafaci | 2018 | Sydney | Honorary Member / Advisor | KWVA | |

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|---|---|---|---|---|---|
| Dr Frank Alafaci | 2018 | Sydney | President (Summit) | AABC / ACETCA (Australia China Economics, Trade and Cultural Association | |
| Dr Frank Alafaci | 2018 | Sydney | President / Keynote Speaker (Networking Forum) | AABC | $50 |
| Dr Frank Alafaci | 2018 | Sydney | Keynote Speaker | Charming Asia Association | |
| Dr Frank Alafaci | 2018 | Sydney | VIP / Networking | APBC | |
| Dr Frank Alafaci | 2018 | Sydney | VIP / Networking | Haymarket Chamber of Commerce | |
| Dr Frank Alafaci | 2018 | Sydney | VIP / Networking | Australia Arab Chamber of Commerce | |
| Dr Frank Alafaci | 2018 | Sydney | Board Member | ACFEA | |
| Dr Frank Alafaci | 2018 | Sydney | VIP / Networking | Australia Brazil Business Council | |
| Dr Frank Alafaci | 2018 | Sydney | VIP / Networking (Awards Gala Dinner) | Australian Lebanese Chamber of Commerce | |
| Dr Frank Alafaci | 2018 | Sydney | Professional Development Day | UBSS | $250 |
| Dr Frank Alafaci | 2018 | Sydney | Article contributor | Fortune Weekly (XKB Group) | nil |
| Dr Frank Alafaci | 2018 | Sydney | VIP / Networking (Korea Australia Business Forum) | Consulate-General of the Republic of Korea | |
| Dr Frank Alafaci | 2018 | Sydney | Keynote speaker | AABC Official Website Launch | $50 |
| Dr Frank Alafaci | 2018 | National | National Deputy Chairman | Australian Fabians | |

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|---|---|---|---|---|---|
| Dr Frank Alafaci | 2018 | Sydney | President / Keynote speaker | 2018 AABC NSW Asian Business Excellence Awards | $130 |
| Dr Frank Alafaci | 2018 | Sydney | VIP / Networking | OKTA (Overseas Korean Traders Association) 2018 Korean Expo | |
| Dr Frank Alafaci | 2018 | Sydney | President / Founding Member | Australian Business Summit Council Inc. | $500 |

Cost to UBSS: $2,140

# JOHN ANGELES

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| John Angeles | January 2016 | Sydney | Professional Development | UBSS | $250 |
| John Angeles | Feb 2016 | Sydney | Professional Development | Victoria University | |
| John Angeles | Feb 2016 | Sydney | Professional Development | La Trobe University | |
| John Angeles | Jun 2016 | Sydney | Professional Development | UBSS | $250 |
| John Angeles | Jun 2016 | Sydney | Professional Development | Victoria University | |
| John Angeles | Jun 2016 | Sydney | Professional Development | La Trobe University | |
| John Angeles | Oct 2016 | Sydney | Professional Development | UBSS | $250 |
| John Angeles | Oct 2016 | Sydney | Professional Development | Victoria University | |
| John Angeles | Oct 2016 | Sydney | Professional Development | La Trobe University | |
| John Angeles | Nov 2016 | Sydney | CPD – law (10 points) | McKerrs Professional | $500 |
| **2017** | | | | | |
| John Angeles | Jan 2017 | Sydney | Professional Development | UBSS | $250 |

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|---|---|---|---|---|---|
| John Angeles | Feb 2017 | Sydney | Professional Development | La Trobe University | |
| John Angeles | Feb 2017 | Sydney | Professional Development | Victoria University | |
| John Angeles | Jun 2017 | Sydney | Professional Development | UBSS | $250 |
| John Angeles | Jun 2017 | Sydney | Professional Development | La Trobe University | |
| John Angeles | Jun 2017 | Sydney | Professional Development | Victoria University | |
| John Angeles | Jun 2017 | Sydney | Professional Development | Holmes Institute | |
| John Angeles | Oct 2017 | Sydney | Professional Development | UBSS | $250 |
| John Angeles | Oct 2017 | Sydney | Professional Development | La Trobe University | |
| John Angeles | Oct 2017 | Sydney | Professional Development | Holmes Institute | |
| **2018** | | | | | |
| John Angeles | Jan 2018 | Sydney | Professional Development | UBSS | $250 |
| John Angeles | Feb 2018 | Sydney | Professional Development | La Trobe University | |
| John Angeles | Feb 2018 | Sydney | Professional Development | Holmes Institute | |
| John Angeles | Jun 2018 | Sydney | Professional Development | UBSS | %250 |
| John Angeles | Jun 2018 | Sydney | Professional Development | La Trobe University | |
| John Angeles | Jun 2018 | Sydney | Professional Development | Holmes Institute | |

| | | | | | |
|---|---|---|---|---|---|
| John Angeles | Aug 2018 | Sydney | Professional Development | English Australia | $180 |
| John Angeles | Oct 2018 | Sydney | Professional Development | UBSS | $250 |
| John Angeles | Oct 2018 | Sydney | Professional Development | LA Trobe University | |
| John Angeles | Oct 2018 | Sydney | Professional Development | Holmes Institute | |
| John Angeles | Jan 2019 | Sydney | CPD – law (10 points) | Visa Immigration | $500 |

Cost to UBSS: $3,430

# DANNY BIGATTON

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Danny Bigatton | Jan 2016 | Sydney | Formal Education – First Aid Course | St John's Ambulance | |
| Danny Bigatton | Feb 2016 | Sydney | Conference – IT & operations developments | Rabobank | |
| Danny Bigatton | May 2016 | Sydney | Formal Education - Business Continuity | Rabobank | |
| Danny Bigatton | Sept 2016 | Melbourne | Innovation Conference | Telstra | |
| Danny Bigatton | Nov 2016 | Sydney | Formal Education - Anti Money Laundering | Rabobank | |
| Danny Bigatton | Nov 2016 | Sydney | Formal Education - Anti Corruption Training | Rabobank | |
| Danny Bigatton | Dec 2016 | Sydney | Annual Performance Review | Rabobank | |
| Danny Bigatton | Dec 2016 | Sydney | Annual Performance Review | King's Own Institute | |
| **2017** | | | | | |
| Danny Bigatton | Jan 2017 | Sydney | Conference – IT & operations developments | Rabobank | |
| Danny Bigatton | Feb 2017 | Sydney | Innovation Conference | KPMG | |
| Danny Bigatton | March 2017 | New York | Innovation Conference | Startup Bootcamp NY | |

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|---|---|---|---|---|---|
| Danny Bigatton | June 2017 | Sydney | Participation in staff development day | King's Own Institute | |
| Danny Bigatton | June – Oct 2017 | Sydney | Cert IV Training and Assessment | Inspire Education | |
| Danny Bigatton | July 2017 | Wollongong | Participation in staff development day | UoW | |
| Danny Bigatton | July 2017 | Sydney | Turnitin Instruction Course | King's Own Institute | |
| Danny Bigatton | August 2017 | Sydney | Participation in staff development day | UBSS | $250 |
| Danny Bigatton | August 2017 | Sydney | PhD – Preparation of Proposal | UoW | |
| Danny Bigatton | September 2017 | Sydney | Introduction to Crypto and Cryptocurrencies | Princeton University | |
| Danny Bigatton | Nov 2017 | Sydney | Participation in staff development day | UBSS | $250 |
| Danny Bigatton | Dec 2017 | Wollongong | PhD – Mentor Meeting | UoW | |
| Danny Bigatton | Dec 2017 | Sydney | Annual Performance Review | UBSS | |
| Danny Bigatton | Dec 2017 | Sydney | Annual Performance Review | King's Own Institute | |
| **2018** | | | | | |
| Danny Bigatton | January 2018 | Sydney | Participation in staff development day | UBSS | $250 |
| Danny Bigatton | Feb 2018 | Wollongong | Academic Integrity conference | UoW | |
| Danny Bigatton | Feb 2018 | Sydney | Participation in staff development day | King's Own Institute | |
| Danny Bigatton | Feb 2018 | Wollongong | Participation in staff development day | UoW | |

| | | | | | |
|---|---|---|---|---|---|
| Danny Bigatton | Feb 2018 | Wollongong | PhD Formal Education – Literature Review | UoW | |
| Danny Bigatton | Mar 2018 | Sydney | Introduction to Machine Learning | Stanford University | |
| Danny Bigatton | April 2018 | Wollongong | PhD – Mentor Meeting | UoW | |
| Danny Bigatton | June 2018 | Sydney | Creating Engagement in the Classroom | King's Own Institute | |
| Danny Bigatton | July 2018 | Wollongong | PhD Formal Education – Applied Data Analysis | UoW | |
| Danny Bigatton | August 2018 | Sydney | Seminar – US Economic Update | UoW | |
| Danny Bigatton | August 2018 | Sydney | Participation in staff development day | King's Own Institute | |
| Danny Bigatton | August 2018 | Sydney | Participation in staff development day | UBSS | $250 |
| Danny Bigatton | Sept 2018 | Wollongong | PhD – Mentor Meeting | UoW | |
| Danny Bigatton | July - Dec 2018 | Wollongong | Forensic Examination | UoW | |
| Danny Bigatton | Oct – Dec 2018 | Wollongong | - Information Systems in Accounting | UoW | |

Cost to UBSS: $1,000

# JOHN BIGATTON

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| 2018 | | | | | |
| John Bigatton | May 2018 | Sydney | ISACA Membership | Sydney | |
| John Bigatton | June 2018 | Sydney | Designing Blockchain-based transaction processing systems | Reading | |
| John Bigatton | July 2018 | Sydney | Annual Performance review | UBSS | $250 |
| John Bigatton | August 2018 | Sydney | ModelChain: Decentralized Privacy-Preserving Healthcare | Reading | |
| John Bigatton | August 2018 | Sydney | Participation in staff development day | UBSS | $250 |
| John Bigatton | September 2018 | Sydney | From IT to Digital Transformation: A Long Term Perspective | Reading | |

Cost to UBSS: $500

# IGOR BOSMA

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Igor Bosma | Jan – Dec 2016 | Sydney | Teaching | UBSS | |
| Igor Bosma | Jan – Dec 2016 | Sydney | Teaching | UBSS | |
| Igor Bosma | Jan – Jun 2016 | Sydney | Teaching | UBSS | |
| Igor Bosma | Jan – Dec 2016 | Strathfield | Consultant & Teacher | TAFE Digital | |
| Igor Bosma | Jan – Dec 2016 | Strathfield | Teaching | TAFE Digital | |
| Igor Bosma | Jan – Dec 2016 | Strathfield | Teaching | TAFE Digital | |
| Igor Bosma | Jan – Dec 2016 | Sydney | Consulting – Private Accounting and Taxation Practice | Small Business Practice | |
| Igor Bosma | Jan – Dec 2016 | A and NZ | Property Development, Investment and Management | Business Partnership | |
| Igor Bosma | Jan – Dec 2016 | Sydney | Consulting – Management and Marketing – Anytime Fitness | Anytime Fitness | |
| Igor Bosma | Jan – Dec 2016 | Sydney | VELG Training - Member | VELG Training | $260 |
| Igor Bosma | Jan – Dec 2016 | Sydney | Subscription to Australian Skills Quality Authority (ASQA) | ASQA | |
| Igor Bosma | January 2016 | Sydney | UBSS – Professional Development | UBSS | |

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|---|---|---|---|---|---|
| Igor Bosma | February 2016 | Sydney | Attend Marketing Breakfast Event | AIM | $25 |
| Igor Bosma | June 2016 | Auckland NZ | New Zealand Property Expo | NZ Property Institute | $69 |
| Igor Bosma | May 2016 | Melbourne | Deakin Alumni Community – The Spirit of Entrepreneurship | Deakin University | |
| Igor Bosma | March 2016 | Blacktown | Industry Consultation Conference - TAFE - Blacktown | TAFE | |
| Igor Bosma | May 2016 | Sydney | UBSS – Professional Development X 2 | UBSS | $500 |
| Igor Bosma | June 2016 | Sydney | Completion of Tax Agents Course | H&R Block | $495 |
| Igor Bosma | June 2016 | Sydney | Attend Small Business Expo | Conference | |
| Igor Bosma | 2016 | Sydney | Teaching | MIT | |
| Igor Bosma | Jul – Dec 2016 | Sydney | Teaching | Federation University | |
| Igor Bosma | July 2016 | Sydney | MIT Student engagement workshop | MIT | |
| Igor Bosma | August 2016 | Sydney | Business Networking Symposium | TAFE | |
| Igor Bosma | August 2016 | Sydney | Course and Assessment Judgement | TAFE | |
| Igor Bosma | September 2016 | Sydney | Small Business Expo | TAFE Darling Harbour | |
| Igor Bosma | November 2016 | Mount Druitt | Course and Assessment Judgement | TAFE | |
| **2017** | | | | | |
| Igor Bosma | Jan – Dec 2017 | Sydney | Teaching | UBSS | |

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|---|---|---|---|---|---|
| Igor Bosma | Jan – Dec 2017 | Sydney | Lecturer and Tutor | MIT | |
| Igor Bosma | Jan – Dec 2017 | Sydney | Lecturer and Tutor | Federation University | |
| Igor Bosma | Jan – Dec 2017 | Strathfield | Consultant & Teacher | TAFE Digital | |
| Igor Bosma | Jan – Dec 2017 | Strathfield | Course Manager | TAFE Digital | |
| Igor Bosma | Jan – Dec 2017 | Strathfield | Lead Teacher | TAFE Digital | |
| Igor Bosma | Jan – Dec 2017 | Sydney | Consulting – Private Accounting and Taxation Practice | SMP | |
| Igor Bosma | Jan – Dec 2017 | A and NZ | Property Development, Investment and Management | Business Partnership | |
| Igor Bosma | Jan – Dec 2017 | Sydney | Consulting – Management and Marketing – Anytime Fitness | Anytime Fitness | |
| Igor Bosma | Jan – Dec 2017 | Sydney | VELG Training - Member | VELG Training | $280 |
| Igor Bosma | Jan – Dec 2016 | Sydney | Subscription to Australian Skills Quality Authority (ASQA) | ASQA | |
| Igor Bosma | January 2017 | Sydney | UBSS – Professional Development | UBSS | |
| Igor Bosma | March 2017 | Sydney | Attend Marketing Breakfast Event | AIM | $25 |
| Igor Bosma | June 2017 | Wellington | Developer, Estate Agent and Legal Stakeholders. | NZ Property Institute | |
| Igor Bosma | May 2017 | Melbourne | Deakin Alumni Community – The Spirit of Entrepreneurship | Deakin University | |
| Igor Bosma | May 2017 | Blacktown | Industry Consultation Conference - TAFE - Blacktown | TAFE | |
| Igor Bosma | May 2017 | Sydney | UBSS – Professional Development | UBSS | |

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|---|---|---|---|---|---|
| Igor Bosma | June 2017 | Sydney | Attend Small Business Expo | Conference | $35 |
| Igor Bosma | Jan – Dec 2017 | Sydney | Lecturer and Tutor | MIT | |
| Igor Bosma | Jan – Dec 2017 | Sydney | Lecturer and Tutor | Federation University | |
| Igor Bosma | July 2017 | Sydney | MIT Assessment Mapping workshop | MIT | |
| Igor Bosma | August 2017 | Blacktown | Business Networking Symposium | TAFE | |
| Igor Bosma | 2017 | Sydney | Staff Development Days X 2 | UBSS | $500 |
| Igor Bosma | September 2017 | Sydney | Course and Assessment Judgement | TAFE | |
| Igor Bosma | September 2017 | Sydney | Small Business Expo | TAFE Darling Harbour | |
| Igor Bosma | November 2017 | North Sydney | Course and Assessment Judgement | TAFE | |
| Igor Bosma | December 2017 | UBSS | End of Year Lecturer Workshop | UBSS | $250 |
| **2018** | | | | | |
| Igor Bosma | Jan – Dec 2018 | Sydney | Teaching | UBSS | |
| Igor Bosma | Jan – Dec 2018 | Sydney | Lecturer and Tutor | MIT | |
| Igor Bosma | Jan – Dec 2018 | Sydney | Lecturer and Tutor | Federation University | |
| Igor Bosma | Jan – Dec 2018 | Strathfield | Consultant & Teacher | TAFE Digital | |
| Igor Bosma | Jan – Dec 2018 | Strathfield | Course Manager | TAFE Digital | |

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| Igor Bosma | Jan – Dec 2018 | Strathfield | Lead Teacher | TAFE Digital | |
| Igor Bosma | Jul – Dec 2018 | Meadowbank | Course M | TAFE Northern Region | |
| Igor Bosma | Jan – Dec 2018 | Sydney | Consulting – Private Accounting and Taxation Practice | Small Business Practice | |
| Igor Bosma | Jan – Dec 2018 | A and NZ | Property Development, Investment and Management | Business Partnership | |
| Igor Bosma | Jan – Dec 2018 | Sydney | Consulting – Management and Marketing – Anytime Fitness | Anytime Fitness | |
| Igor Bosma | Jan – Dec 2018 | Sydney | VELG Training - Member | VELG Training | $280 |
| Igor Bosma | Jan – Dec 2018 | Sydney | Subscription to Australian Skills Quality Authority (ASQA) | ASQA | |
| Igor Bosma | March 2018 | Ultimo | Industry Consultation Conference | TAFE | |
| Igor Bosma | May 2018 | Sydney | UBSS – Professional Development | UBSS | |
| Igor Bosma | November 2018 | North Sydney | Course and Assessment Judgement | TAFE | |
| Igor Bosma | July 2018 | Sydney | MIT Course Subject Development | MIT | |
| Igor Bosma | September 2018 | Sydney | UBSS – Professional Development Days X 3 | UBSS | $750 |
| Igor Bosma | Mar – Dec 2018 | Sydney | Skills for Business Initiative | TAFE Project Team | |

Cost to UBSS - $3,469

# LABIBAH BURKI

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Labiba Burki | 2016 | Sydney | Unit coordination | TUA | |
| Labiba Burki | 2016 | Online | ASQA and Industry engagement - Webinar | VELG | |
| Labiba Burki | 2016 | Online | Excellence in Language, Literacy and Numeracy Practice Award - Webinar | VELG | |
| Labiba Burki | 2016 | Online | International Training Provider of the Year Award - Webinar | VELG | |
| Labiba Burki | 2016 | Online | How to get most out of VELG Training Members | VELG | |
| Labiba Burki | 2016 | Online | Learning & Teaching Roadshow Blackboard Marking & Retention | TUA | |
| Labiba Burki | 2016 | Online | National Regulation update - Webinar | VELG | |
| Labiba Burki | 2016 | Sydney | Professional Development | UBSS | $250 |
| Labiba Burki | 2016 | Online | IT Security Awareness Training | TUA | |
| Labiba Burki | 2016 | Sydney | Hybrid Blended and online learning | TUA | |
| Labiba Burki | 2016 | Online | WEBINAR REGARDING THE NEW ORGANISATIONAL DESIGN OF LAUREATE ANZ | TUA | |
| Labiba Burki | 2016 | Canberra | Australian Statistical Conference | ASS | |
| **2017** | | | | | |

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|---|---|---|---|---|---|
| Labiba Burki | 2017 | Sydney | UBSS Technology training, Smart board & Turnitin | UBSS | $250 |
| Labiba Burki | 2017 | Sydney | Learning & Teaching Roadshow | TUA | |
| Labiba Burki | 2017 | Sydney | Transition Pedagogy – guidelines to First Year Retention and Completion | TUA | |
| Labiba Burki | 2017 | Sydney | Laureate Hybrid Blended and Online (HBO) Toolkit | TUA | |
| Labiba Burki | 2017 | Sydney | Learning and Teaching Symposium: Understanding Student Diversity | TUA | |
| Labiba Burki | 2017 | Sydney | Turnitin Webcast: Designing Feedback for Improved Learning | TUA | |
| Labiba Burki | 2017 | Online | Becoming a Confident Trainer Open 2 Study 4 week course | Open 2 Study | |
| Labiba Burki | 2017 | Sydney | Unit coordinator for Accounting Processes & Accounting Theory and Practice | TUA | |
| **2018** | | | | | |
| Labiba Burki | 2018 | Online | Learn to Teach Online UNSW Australia | UNSW | |
| Labiba Burki | 2018 | Online | L&T Symposium Webinar: Student Success | TUA | |
| Labiba Burki | 2018 | Sydney | T2 Learning and Teaching Symposium - Effective Feedback for Student Success | TUA | |
| Labiba Burki | 2018 | Sydney | T3 Learning and Teaching Symposium - Vocational to Higher Education | TUA | |
| Labiba Burki | 2018 | Sydney | Scholarship Symposium | TUA | |
| Labiba Burki | 2018 | Sydney | Learning and Innovation Research Fest 2018 | TUA | |
| Labiba Burki | 2018 | Sydney | World Business Forum 2018 | WBF | |
| Labiba Burki | 2018 | Sydney | Professional Development Days X 3 | UBSS | $750 |

Cost to UBSS: $1,250

# SUE CAMERON

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Sue Cameron | 2016 | Sydney | Effective Teaching Styles | Central College | $250 |
| Sue Cameron | 2016 | Sydney | Current Assessment Techniques | NSW Business Chamber | |
| Sue Cameron | 2016 | Sydney | Staff Development Days X 2 | UBSS | $500 |
| Sue Cameron | May 2016 | Sydney | Workshops | Sydney Writers Festival | |
| Sue Cameron | 2016 | Online | Classroom Design and Digital Technologies | Eduwebinars | |
| **2017** | | | | | |
| Sue Cameron | March 2017 | Online | Conflict in the workplace | Eduwebinars | |
| Sue Cameron | Oct 2017 | Sydney | Employment Relations | Automobile Club | |
| Sue Cameron | 2017 | Sydney | Staff Development Days X 3 | UBSS | $750 |
| Sue Cameron | May 2017 | Sydney | Ethics in today's world | Sydney Writers Festival | |
| Sue Cameron | 2017 | Online | Ethical Leadership and Crisis Management | Ethics Centre | |
| Sue Cameron | March 2017 | Sydney | Debate – Political Correctness | Ethics Centre | |

| 2018 | | | | | |
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| Sue Cameron | 2018 | Sydney | Experience Management | Qualtrics Ltd | |
| Sue Cameron | 2018 | Sydney | How to shape student Experience using technology | Qualtrics Ltd | |
| Sue Cameron | 2018 | Online | Webinar – Diversity and Inclusion | Ethics Centre | |
| Sue Cameron | June 2018 | Sydney | Conference - Humankind | TedX | $350 |
| Sue Cameron | March 2018 | Sydney | Seminar – Digital Employee Experience | Squiz | |
| Sue Cameron | June 2018 | Online | Webinar - Key Findings on Cheating and Assessment | Turnitin | |
| Sue Cameron | 2018 | Sydney | Staff Development Days X 3 | UBSS | $750 |
| Sue Cameron | 2018 | Online | Webinar – Engage using Snapchat | Pearsons | |
| Sue Cameron | Nov 2018 | Sydney | Conference – Strategies to Improve your Business | SMC | |
| Sue Cameron | Oct 2018 | Sydney Town Hall | Debate on Capitalism | Ethics Centre | |

Cost to UBSS - $2,600

# FADI DARAZI

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Fadi Darazi | July 2016-August 2017 | Sydney | Academic Student Assistant | UBSS | $500 |
| Fadi Darazi | October 2016 | Sydney | Business Strategy Game | UBSS | $1200 |
| Fadi Darazi | October 2016- Current | Sydney | Member | IML | $350 |
| **2017** | | | | | |
| Fadi Darazi | May 2017-August 2017 | Sydney | Peer Assistant Student Support | UBSS | $500 |
| Fadi Darazi | May-August 2017 | Sydney | Graduate Certificate BA | UBSS | |
| Fadi Darazi | August 2017 | Sydney | Staff Professional Development | UBSS | $250 |
| Fadi Darazi | Aug –Nov 2017 | Sydney | Teaching | UBSS | |
| Fadi Darazi | Dec 2017-Mar 2018 | Sydney | Practising Accountant | 3P Learning | |
| Fadi Darazi | Dec2017- March 2018 | Sydney | Netsuite & Salesforce 0 software | 3P Learning | |
| **2018** | | | | | |

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|---|---|---|---|---|---|
| Fadi Darazi | January 2018-Current | Sydney | Master of Economics | University of Sydney | |
| Fadi Darazi | January 2018 | Sydney | Staff Professional Development | UBSS | $250 |
| Fadi Darazi | January -May 2018 | Sydney | Teaching | UBSS | |
| Fadi Darazi | May 2018 | Sydney | Staff Professional Development | UBSS | |
| Fadi Darazi | May-Aug 2018 | Sydney | Teaching | UBSS | |
| Fadi Darazi | July 2018 | Sydney | Teaching | UBSS | |
| Fadi Darazi | July 2018 | Sydney | Teaching | Federation University | |
| Fadi Darazi | August 2018 | Sydney | Staff Professional development | UBSS | $250 |
| Fadi Darazi | Aug - Nov 2018 | Sydney | Teaching | UBSS | |

Cost to UBSS: $3,300

# NISHA DOOKIE

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Nisha Dookie | January 2016 | Sydney | Staff Professional development | UBSS | $250 |
| Nisha Dookie | May 2016 | Sydney | Staff Professional development | UBSS | $250 |
| Nisha Dookie | September 2016 | Sydney | Staff Professional development | UBSS | $250 |
| **2017** | | | | | |
| Nisha Dookie | January 2017 | Sydney | Staff Professional development | UBSS | $250 |
| Nisha Dookie | May 2017 | Sydney | Staff Professional development | UBSS | $250 |
| Nisha Dookie | September 2017 | Sydney | Staff Professional development | UBSS | $250 |
| **2018** | | | | | |
| Nisha Dookie | January 2018 | Sydney | Staff Professional development | UBSS | $250 |
| Nisha Dookie | May 2018 | Sydney | Admittance to Chartered Accountants (ANZ) | CA ANZ | |
| Nisha Dookie | July 2018 | Sydney | Staff Professional development | Federation University | |
| Nisha Dookie | September 2018 | Sydney | Staff Professional development | UBSS | $250 |

Cost to UBSS: $2,000

# JACKY FANG

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Jacky Fang | January 2016 | Sydney | Teaching | UBSS | |
| Jacky Fang | January 2016 | Sydney | Director of EksitoSelect Consulting | EksitoSelect Pty Ltd | |
| Jacky Fang | March 2016 | Sydney | Teaching | Top Education Institute | |
| Jacky Fang | May 2016 | Sydney | Teaching | La Trobe University | |
| Jacky Fang | September 2016 | Sydney | Actuarial and Applied Finance | Macquarie University | |
| Jacky Fang | September 2016 | Sydney | Australia/China Energy Conference | Four Seasons Hotel | |
| Jacky Fang | September 2016 | Sydney | Why we don't have high inflation | *Australian Financial* | |
| Jacky Fang | October 2016 | Online | Digital Marketing | University of Illinois | |
| Jacky Fang | 2016 | Sydney | Professional Development Days X2 | UBSS | $500 |
| **2017** | | | | | |
| Jacky Fang | Jan 2017 to Dec 2017 | Sydney | Director of EksitoSelect Consulting | EksitoSelect Pty Ltd | |
| Jacky Fang | April 2017 | Sydney | Market Risk Exposure | Macquarie University | |
| Jacky Fang | July 2017 | Sydney | Teaching | Top Education Institute | |

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| Jacky Fang | September 2017 | Sydney | Co-supervise Master Students | Top Education Institute | |
| Jacky Fang | September 2017 | Sydney | Teaching | UBSS | |
| Jacky Fang | Oct – Dec 2017 | Sydney | Article | AFN | |
| Jacky Fang | November 2017 | Online | Blockchain Strategy Program | By Oxford University | $200 |
| **2018** | | | | | |
| Jacky Fang | Jan to Dec 2017 | Sydney | Director of EksitoSelect Consulting | EksitoSelect Pty Ltd | |
| Jacky Fang | Feb 2018 | Sydney | Teaching | Top Education Institute | |
| Jacky Fang | January 2018 | Sydney | Teaching | UBSS | |
| Jacky Fang | February 2018 | Sydney | Teaching | La Trobe University | |
| Jacky Fang | May 2018 | Sydney | Article | *AFN* | |
| Jacky Fang | August 2018 | Sydney | Workshop: HEA Fellowship | Top Education Institute | |
| Jacky Fang | August 2018 | Sydney | Workshop: Leading transformation | Top Education Institute | |
| Jacky Fang | May 2018 | Sydney | Professional Development Day | UBSS | $250 |
| Jacky Fang | June 2018 | China | International Conference | Beijing | |
| Jacky Fang | September 2018 | Brisbane | APPEA 2018 Oil and Gas Conference | Brisbane | |

Cost to UBSS: $950

# HEIDI GAO

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| 2016 | | | | | |
| Heidi Gao | 2016 | Sydney | CPA Membership Workshops | CPA Australia | |
| Heidi Gao | Mar 2016 | Sydney | Workshop – Financial Planning | Charles Sturt University | |
| Heidi Gao | April 2016 | Sydney | Seminar - Corporate Accounting | Federation University | |
| Heidi Gao | May 2016 | Sydney | Workshop – Financial Planning | Victoria University | |
| Heidi Gao | Mar 2016 | Sydney | Professional Development | Victoria University | |
| Heidi Gao | Mar 2016 | Sydney | Professional Development | Charles Sturt University | |
| Heidi Gao | November 2016 | Sydney | Professional Development | Victoria University | |
| **2017** | | | | | |
| Heidi Gao | 2017 | Sydney | CPA Membership Workshops | CPA Australia | |
| Heidi Gao | September 2017 | Sydney | Professional Development | UBSS | $250 |
| Heidi Gao | July 2017 | Sydney | Professional Development | AIH | |
| Heidi Gao | Dec 2017 | Sydney | Professional Development | AIH | |

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| Heidi Gao | January 2017 | Sydney | Professional Development | Victoria University | |
| Heidi Gao | September 2017 | Sydney | Workshop - Assessment | UBSS | $250 |
| Heidi Gao | Jan 2017 | Sydney | Professional Development | Charles Sturt University | |
| Heidi Gao | November 2017 | Sydney | Professional Development | AIH | |
| **2018** | | | | | |
| Heidi Gao | 2018 | Sydney | CPA Membership Workshops | CPA Australia | |
| Heidi Gao | March 2018-Nov 2018 | Sydney | Graduate Diploma in TE | Victoria University | |
| Heidi Gao | January 2018 | Sydney | Professional Development | UBSS | $250 |
| Heidi Gao | January 2018 | Sydney | Workshop – Financial Accounting | AIH | |
| Heidi Gao | Dec 2018 | Sydney | Professional Development | AIH | |
| Heidi G | January 2018 | Sydney | Professional Development | Victoria University | |
| Heidi Gao | February 2018 | Sydney | Professional Development | AIH | |
| Heidi Gao | September 2018 | Sydney | Professional Development | AIH | |
| Heidi Gao | November 2018 | Sydney | Professional Development | Victoria University | |

Cost to UBSS: $750

# RAY HAYEK

**Program Director, Master of Business Administration**

## PERSONAL STATEMENT

Continuous Professional Development is necessary for continuous personal skills development, maintaining currency and to engage with stakeholders, industry, professional bodies and associations. Having access to a range of opportunities to further professional engagement is essential for any and I am grateful for all those organisations that HAVE sponsored a range of activities during this thee year period.

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| 2016 | | | | | |
| Dr Ray Hayek | 2016 | Glebe | Program Development Workshop | ACHW | Nil |
| Dr Ray Hayek | 2016 | Glebe | Cengage workshop | ACHW | $400 |
| Dr Ray Hayek | 2016 | CBD/Sydney | Medico legal Consultancy | Slater and Gordon | $500 |
| Dr Ray Hayek | 2016 | Glebe | Faculty Development W/Shop | ACHW | $1250 |

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| Dr Ray Hayek | 2016 | Glebe | Program Development | ACHW/AC Parma | $500 |
| Dr Ray Hayek | 2016 | Glebe | e-learning | ACHW/Ebsco | $Nil |
| Dr Ray Hayek | 2016 | Glebe | T&L Workshop | ACHW/New England University | $800 |
| Dr Ray Hayek | 2016 | Hong Kong | Australian Higher Education-Directions | ACHW/Hong Kong | $3500 |
| Dr Ray Hayek | 2016 | China | Australian Higher Education- Partnership | Polus International University | $4000 |
| Dr Ray Hayek | 2016 | China | Australian Higher Education- Partnership | Chongqing University | $4500 |
| Dr Ray Hayek | 2016 | Japan | Health & Medical Science Education- Dual Badging | Miss Paris College | $4500 |
| Dr Ray Hayek | 2016 | Adelaide | Member | COPHE | $10000 |
| Dr Ray Hayek | 2016 | Sydney | Aesthetics Industry Presentation | ACHW | Nil |
| Dr Ray Hayek | 2016 | Glebe | Board of Directors (4X) | ACHW | $8000 |
| Dr Ray Hayek | 2016 | Glebe | Academic Board (6X) | ACHW | Nil |
| Dr Ray Hayek | 2016 | CBD/Sydney | Academic Senate (3X) | UBSS | Nil |
| Dr Ray Hayek | 2016 | Japan/Tokyo | Health & Medical Science Education | Miss Paris College | $4500 |
| Dr Ray Hayek | 2016 | CBD/Sydney | Expert Witness (3-Days) | Health Care Complaints Commission (HCCC) | $9500 |

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| Dr Ray Hayek | 2016 | Sydney/Tasmania/Melb | Differential Diagnosis Seminar series-delivered | ACHW/Health Care Professional | $15000 |
| Dr Ray Hayek | 2016 | CBD/Sydney | Attend and Sponsor –Children's Tumour Foundation: Annual Conference | ACHW | $5500 |
| Dr Ray Hayek | 2016 | Beirut-Lebanon | Present at the Launch of an Oncology Hospital | ACHW | $12500 |
| 2017 | | | | | |
| Dr Ray Hayek | 2017 | Glebe | Program Development | ACHW | Nil |
| Dr Ray Hayek | 2017 | Glebe | TEQSA-Briefing | ACHW | $5000 |
| Dr Ray Hayek | 2017 | CBD/Sydney | TEQSA-Application | ACHW | $5000 |
| Dr Ray Hayek | 2017 | CBD/Sydney | TEQSA-Briefing | Scentia | $2500 |
| Dr Ray Hayek | 2017 | CBD/Sydney | TEQSA-Application | Scentia | $6500 |
| Dr Ray Hayek | 2017 | CBD/Sydney | TEQSA-Briefing | Scentia | $2500 |
| Dr Ray Hayek | 2017 | CBD/Sydney | Academic Senate (6X) | UBSS | Nil |
| Dr Ray Hayek | 2017 | CBD/Sydney | Academic Board (4X) | Scentia | Nil |
| Dr Ray Hayek | 2017 | CBD/Sydney | Chair-Teaching and Learning (4X) | Scentia | $4500 |
| Dr Ray Hayek | 2017 | CBD/Sydney | Medico-legal Workshop Learning (4X) | Sinergy Australia | $1500 |

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| Dr Ray Hayek | 2017 | CBD/Sydney | AIM-Learning Centre- Establish health learning resources | Scentia/ACHW | $2000 |
| Dr Ray Hayek | 2017 | CBD/Sydney | Develop and coordinate strategy for Institutional TEQSA- Re-Registration/Accreditation | Scentia/ACHW | $25000 |
| Dr Ray Hayek | 2017 | CBD/Sydney | Food Agility Conference- Consulate General of India/UTS Business School | UBSS | $800 |
| Dr Ray Hayek | 2017 | Olympic Park | Presentation- Indian Australian Collaborations in Education, Training and Research. | Consulate General of India/Indian Chamber of Commerce (ICC) | $2500 |
| Dr Ray Hayek | 2017 | CBD/Sydney | Security on Korean Peninsula - Asian-Australian Chamber of Business | UBSS | $1,000 |
| Dr Ray Hayek | 2017 | CBD/Sydney | Presentation-Post Graduate Medical Education-Diagnostic Sciences | UBSS | $1,000 |
| **2018** | | | | | |
| Dr Ray Hayek | 2018 | CBD/Sydney | Presentation-Post Graduate Medical Education-Diagnostic Imaging (Radiology) | UBSS | $1,000 |
| Dr Ray Hayek | 2018 | CBD/Sydney | TEQSA-Briefing | ACHW | $5000 |
| Dr Ray Hayek | 2018 | Windsor | HLTHAID003 Refresher Course | UBSS | $2,500 |
| Dr Ray Hayek | 2018 | CBD/Sydney | Program Development and Review | Griffith University/UBSS | $2500 |

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| Dr Ray Hayek | 2018 | CBD/Sydney | Presentations-Clinical Trial Design-Stronger Brains Foundation (Series of 4 presentations) | UBSS | $8500 |
| Dr Ray Hayek | 2018 | CBD/Sydney | Presentations-Post Graduate Medical Education (Series of 4 presentations) | UBSS | $6000 |
| Dr Ray Hayek | 2018 | CBD/Sydney | 2018 NSW Asian Business Excellence Awards | UBSS | $2500 |
| Dr Ray Hayek | 2018 | CBD/Sydney | Academic Senate (5X) | UBSS | Nil |

Cost to UBSS: $25,800

# DIVYA JUDGE

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Divya Judge | 2016 | Sydney | 21st Century Learning and Teaching | Federation University | |
| Divya Judge | 2016 | Sydney | Workshop on writing occasional papers | UBSS | $250 |
| Divya Judge | 2016 | Sydney | Staff scholarship and its central importance to student success | MIT | |
| Divya Judge | 2016 | Sydney | Technology in teaching | MIT | |
| Divya Judge | 2016 | Sydney | Searching the discovery layer of e-resources | MIT | |
| Divya Judge | 2016 | Sydney | Plagiarism and Penalties | AIPE | |
| Divya Judge | 2016 | Sydney | Redefining teaching/learning for an anywhere, anytime world | MIT | |
| Divya Judge | 2016 | Sydney | Transforming learning with digital resources | MIT | |
| Divya Judge | 2016 | Sydney | Trends and insights into marketing's most important trends | AMI | |
| Divya Judge | 2016 | Sydney | Developing course materials including assessments | AIPE | |
| Divya Judge | 2016 | Sydney | Teaching | Federation University | |

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| Divya Judge | 2016 | Sydney | Teaching | UBSS | |
| Divya Judge | 2016 | Sydney | Teaching | AIPE | |
| Divya Judge | 2016 | Sydney | Professional Development Days X 2 | UBSS | $500 |
| **2017** | | | | | |
| Divya Judge | 2017 | Sydney | Digital Marketing | AMI | |
| Divya Judge | 2017 | Sydney | Global Marketing Trends | AMA | |
| Divya Judge | 2017 | Sydney | Student Whispers Part 1 and Part 2 | Federation University | |
| Divya Judge | 2017 | Sydney | Transforming learning with Digital resources | Federation University | |
| Divya Judge | 2017 | Sydney | Understanding the higher education standards framework | MIT | |
| Divya Judge | 2017 | Sydney | Subscriptions and self-development | AMA Institute | |
| Divya Judge | 2017 | Sydney | Professional Development Days X 3 | UBSS | $750 |
| Divya Judge | 2017 | Sydney | Teaching | Federation University | |
| Divya Judge | 2017 | Sydney | Teaching | UBSS | |
| **2018** | | | | | |
| Divya Judge | 2018 | Sydney | Teaching | UBSS | |
| Divya Judge | 2018 | Brisbane | Teaching | Torrens University | |

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| Divya Judge | 2018 | Brisbane | Community engagement workshops/seminars | Creek Road Church | |
| Divya Judge | 2018 | Sydney | Professional Development Days X 2 | UBSS | $500 |
| Divya Judge | 2018 | Brisbane | Academic Integrity | Torrens University | |
| Divya Judge | 2018 | Brisbane | Collaborating across disciplines | Torrens University | |
| Divya Judge | 2018 | Sydney | Submitted paper for Review for publishing | MIT Sydney | |

Cost to UBSS - $2,000

# AJAY KUMAR

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Ajay Kumar | June 2016 | Sydney | Workshop - Assessment | Victoria University | |
| Ajay Kumar | September 2016 | Sydney | Workshops – Cross Cultural | Victoria University | |
| Ajay Kumar | October 2016 | Sydney | Workshops – AQF Standards | Kings Own Institute | |
| Ajay Kumar | November 2016 | Sydney | Workshop – Reflective Practice | Victoria University | |
| Ajay Kumar | 2016 | Sydney | Workshop - Marketing | KOI | |
| Ajay Kumar | 2016 | Sydney | Lecturer & Tutor | Victoria University | |
| **2017** | | | | | |
| Ajay Kumar | July 2017 | Sydney | Workshop - Teaching | Federation University | |
| Ajay Kumar | June 2017 | Sydney | Online Training - ESOS | University of Sunshine Coast | |
| Ajay Kumar | 2017 | Sydney | Lecturer Training | University of Sunshine Coast | |
| Ajay Kumar | 2017 | Sydney | Workshop - Teaching | CQUniversity | |
| Ajay Kumar | 2017 | Sydney | Committee Membership | Elite Education Institute | |

| 2018 | | | | | |
|---|---|---|---|---|---|
| Ajay Kumar | Feb 2018 | Sydney | Workshops - Professionalism | CQUniversity | |
| Ajay Kumar | April 2018 | Sydney | Seminar – Learner Engagement | King's Own Inst | |
| Ajay Kumar | 2018 | Sydney | Seminar - Management | La Trobe University | |
| Ajay Kumar | April 2018 | Sydney | Seminar on IBIS World | King's Own Institute | |
| Ajay Kumar | May 2018 | Sydney | Staff Development | La Trobe University | |
| Ajay Kumar | December 2018 | Sydney | Staff Development | UBSS | $250 |

Cost to UBSS: $250

# LU JIAO

**Lecturer**

**PERSONAL STATEMENT:**

I believe in continuous professional development to enhance my core skills to deliver innovative teaching to students.

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Lu Jiao | 2018 | Sydney | Staff Development Day | UBSS | $250 |
| Lu Jiao | 2018 | Sydney | Staff Development Day | UBSS | $250 |
| Lu Jiao | 2018 | Sydney | Staff Development Day | UBSS | $250 |
| 2017 | | | | | |
| Lu Jiao | 2018 | Sydney | Staff Development Day | UBSS | $250 |
| Lu Jiao | 2018 | Sydney | Staff Development Day | UBSS | $250 |
| Lu Jiao | 2018 | Sydney | Staff Development Day | UBSS | $250 |
| **2018** | | | | | |
| Lu Jiao | 2018 | Sydney | Academic Board | UBSS | |
| Lu Jiao | 2018 | Sydney | Academic Board | UBSS | |

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|---|---|---|---|---|---|
| Lu Jiao | 2018 | Tokyo | IBSS International Business Conference | MQ | $1,500 |

Cost to UBSS - $3,000

# MICHAEL MCCORMICK

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Michael McCormick | January2016 | Sydney | Staff Development Day | UBSS | $250 |
| Michael McCormick | Feb- May 2016 | Sydney | Corporate Governance | UBSS | $2,500 |
| Michael McCormick | May 2016 | Sydney | Staff Development Day | UBSS | $250 |
| Michael McCormick | June 2016 | Bathurst | Work accidents and brain injury | AVS Rehab | $100 |
| Michael McCormick | June to Sept 2016 | Sydney | Corporate Governance & Business Law | UBSS | |
| Michael McCormick | November 2016 | Sydney | Committee O'50's Australian Championships | AIS | |
| Michael McCormick | December 2016 | Amsterdam | Social media impacts on Business | Randstad | |
| **2017** | | | | | |
| Michael McCormick | January 2017 | London | Foreign Investment in UK | Alpha Real Capital | |
| Michael McCormick | January 2017 | Sydney | Staff Development Day | UBSS | $250 |
| Michael McCormick | February to May 2017 | Sydney | Business Law | UBSS | |
| Michael McCormick | May 2017 | Sydney | Staff Development Day | UBSS | $250 |

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|---|---|---|---|---|---|
| Michael McCormick | July - November 2017 | Sydney | Preparation of submissions for NCAT hearing | NCAT | |
| Michael McCormick | November 2017 | Sydney | Committee Over 50's Australian Championships | AIS | |
| Michael McCormick | November 2017 | Sydney | Conduct hearing at NCAT | NCAT | |
| **2018** | | | | | |
| Michael McCormick | February 2018 | Sydney | Recent Developments in Tort law | Research | |
| Michael McCormick | March 2018 | Sydney | Proposed Changes to ASX Governance rules | Research | |
| Michael McCormick | February to May 2018 | Sydney | Business Law Seminar | UBSS | $1,200 |
| Michael McCormick | May 2018 | Sydney | Restrictive Trade Practices a paper | Ian Neil QC chambers | |
| Michael McCormick | May to December 2018 | Sydney | Company Secretary NSW Over 50's Cricket | AIS | |
| Michael McCormick | May to December 2018 | Brisbane | Committee O 50's Cricket Australia | AIS | |
| Michael McCormick | May to September 2018 | Sydney | Business Law Symposium | UBSS | $500 |
| Michael McCormick | Oct to December 2018 | Sydney | Lecturer Business Law | UBC | |
| Michael McCormick | December 2018 | Wellington NZ | Social media developments in Business | Wilton Consulting | |

Cost to UBSS: $5,300

# LEANNE MCCOY

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Leanne McCoy | 2016 | | Higher research degree research | University of Wollongong | |
| Leanne McCoy | 2016 | Sydney | Professional Development | UBSS | $250 |
| Leanne McCoy | 2016 | Ryde, NSW | Professional Development | Macquarie University | |
| Leanne McCoy | 2016 | Ryde, NSW | Professional Development | Macquarie University | |
| Leanne McCoy | February 2016 | Sydney | Staff Development Day | UBSS | $250 |
| Leanne McCoy | 2016 | Sydney | Staff Development Day | UBSS | $250 |
| Leanne McCoy | July 2016 | Sydney | Professional Development | La Trobe University | |
| Leanne McCoy | 2016 | Sydney | Advice Workshops | MEC | |
| **2017** | | | | | |
| Leanne McCoy | 2017 | Sydney | Higher research degree research | University of Wollongong | |
| Leanne McCoy | May 2017 | Sydney | Workshop – Business Proposals | University of Wollongong | |
| Leanne McCoy | September 2017 | Sydney | Conference Innovation | University of Wollongong | |
| Leanne McCoy | October 2017 | Hobart | Conference - AEI | IDP/ IEAA | |

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|---|---|---|---|---|---|
| Leanne McCoy | 2017 | Sydney | Professional/ Academic Seminar | AMZAM | |
| Leanne McCoy | 2017 | Melbourne | Professional Body | IEAA | |
| Leanne McCoy | 2017 | Sydney | Professional Development | La Trobe University | |
| Leanne McCoy | 2017 | Sydney | Professional Development | La Trobe University | |
| Leanne McCoy | 2017 | Sydney | Professional Development | La Trobe University | |
| Leanne McCoy | 2017 | Sydney | Workshop - Ethics | UBSS | $250 |
| Leanne McCoy | 2017 | Sydney | Professional Development | UBSS | $250 |
| Leanne McCoy | 2017 | Ryde, NSW | Workshop - Marketing | Macquarie University | |
| Leanne McCoy | 2017 | Ryde, NSW | Lecturer | Macquarie University | |
| Leanne McCoy | February | Sydney | Staff Development Day | UBSS | $250 |
| Leanne McCoy | July 2017 | Sydney | Professional development | La Trobe University | |
| Leanne McCoy | 2017 | Sydney | Advisory Workshops | MEC | |
| **2018** | | | | | |
| Leanne McCoy | 2018 | Sydney | Higher research degree research | University of Wollongong | |
| Leanne McCoy | 14 Dec 2018 | Sydney | Professional Development | University of Wollongong | |
| Leanne McCoy | 4 December | Auckland | Workshop - ANZAM | Auckland UT | |
| Leanne McCoy | 5 – 7 December | Auckland | Academic Conference - ANZAM | ANZAM/ AUT | |
| Leanne McCoy | 2018 | Sydney | Conference - Innovation | University of Wollongong | |

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|---|---|---|---|---|---|
| Leanne McCoy | 2018 | Sydney | Professional/ Academic Body | ANZAM | |
| Leanne McCoy | 2018 | Sydney | Professional Development | IEAA | |
| Leanne McCoy | 2018 | Sydney | Workshop - Leadership | La Trobe University | |
| Leanne McCoy | 2018 | Sydney | Workshop - Management | La Trobe University | |
| Leanne McCoy | 2018 | Sydney | Seminar – High Performance | La Trobe University | |
| Leanne McCoy | 2018 | Sydney | Seminar - Management | La Trobe University | |
| Leanne McCoy | 2018 | Sydney | Seminar – Fundamentals | La Trobe University | |
| Leanne McCoy | 2018 | Sydney | Professional Development | UBSS | $250 |
| Leanne McCoy | 2018 | Sydney | Professional Development | UBSS | $250 |
| Leanne McCoy | January 2018 | Sydney | Professional Development | UBSS | $250 |
| Leanne McCoy | 2018 | Sydney | Professional Development | La Trobe University | |
| Leanne McCoy | 2018 | Sydney | Advisory Workshops | MEC | |

Cost to UBSS: $2,250

# BERNADETTE OR

**Lecturer**

**PERSONAL STATEMENT:**

Continuous Professional Development is necessary for ongoing personal skills development, maintaining professional currency and to engage with stakeholders, industry, professional bodies and associations. Having access to a range of opportunities to further professional engagement is essential and I am grateful for all those organisations that sponsored a range of activities during this 3-year period.

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| 2017 | | | | | |
| Bernadette Or | May 2017 | Sydney | Learning from Grand Failure | Moir Group CFO Series | |
| Bernadette Or | Sept 17 | Sydney | Satisfying Job Full filling Life | Moir Group CFO Series | |
| Bernadette Or | Nov 17 | Sydney | Economic Outlook 2018 | Moir Group CFO Series | |
| Bernadette Or | 2017 | Sydney | Professional Development Days X 2 | UBSS | $500 |
| **2018** | | | | | |
| Bernadette Or | June 18 | Sydney | Getting Stuff Done | Moir Group CFO Series | |
| Bernadette Or | June 18 | Sydney | What does success look like | Moir Group CFO Series | |
| Bernadette Or | June 18 | Sydney | When it comes to culture the buck stops here | Moir Group CFO Series | |
| Bernadette Or | Sept 18 | Sydney | Women in Leadership | Moir Group WiL | |

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| Bernadette Or | Sept 18 | Sydney | Executive Women luncheon | IPAA | |
| Bernadette Or | 2018 | Sydney | Professional Development Day X 1 | | $250 |
| Bernadette Or | Oct 18 | Sydney | Creating Positive Change | Moir Group CFO Series | |
| Bernadette Or | Oct 2018 | Sydney | 3 days intensive workshops - The Strategic Negotiator | CPA Australia | |
| Bernadette Or | Nov 18 | Sydney | Economic Outlook 2019 | CPA Australia | |
| Bernadette Or | 2018 | Sydney | LSI Executive Coaching | Converge | |

Cost to UBSS - $750

# STEPHEN J K PARKER

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Stephen Parker | Jan 2016 | Las Vegas | Conference - Citrix | Citrix | |
| Stephen Parker | April 2016 | Sydney | Conference – AWS Summit | Amazon | |
| Stephen Parker | May 2016 | Sydney | Conference - CeBit | CeBit | |
| Stephen Parker | Jun 2016 | Sydney | Workshop – Coud and Iot SIG | ACS | |
| Stephen Parker | Jul 2016 | Sydney | Conference – Comptia Channel | Comptia | |
| Stephen Parker | Aug 2016 | Melbourne | Conference – ICT Procurement | P and S Australia | |
| Stephen Parker | Sep 2016 | Sydney | Conference - Cloudsec | TrendMicro | |
| Stephen Parker | Sep 2016 | Gold Coast | Australian Partner Conference | Microsoft | |
| Stephen Parker | Sep 2016 | Melbourne | Conference – Telstra Vantage | Telstra | |
| Stephen Parker | Oct 2016 | Sydney | Conference - SMBitPro | SMBitPro | |
| Stephen Parker | Nov 2016 | Orlando | Conference – IT Nation | Connectwise | |
| **2017** | | | | | |

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|---|---|---|---|---|---|
| Stephen Parker | Jan 2017 | Anaheim | Conference – Citrix Innovation | Citrix | |
| Stephen Parker | Jan 2018 | Sydney | Workshop – Moodle Training | UBSS | $250 |
| Stephen Parker | Jan 2018 | Sydney | Workshop – Staff Training | UBSS | $250 |
| Stephen Parker | Mar 2017 | Sydney | Conference – Salesforce World Tour | Salesforce | |
| Stephen Parker | Apr 2017 | Sydney | Conference - Comptia | Comptia | |
| Stephen Parker | April 2017 | Sydney | Summit– AWS Innovation | Amazon | |
| Stephen Parker | May 2017 | Sydney | Summit – Schneider Innovation | Schneider | |
| Stephen Parker | Jul 2017 | Sydney | Conference = Comptia | Comptia | |
| Stephen Parker | Aug 2017 | Sydney | Conference - Veeam | Veeam | |
| Stephen Parker | Aug 2017 | Sydney | Conference - Cloudsec | TrendMicro | |
| Stephen Parker | Sep 2017 | Sydney | Conference - Dowunder Dreaming | Salesforce | |
| Stephen Parker | Oct 2017 | Sydney | Conference – Digital Economy | ACS | |
| Stephen Parker | Oct 2017 | Sydney | Summit – IoT Global Leadership | Everything IoT | |
| Stephen Parker | Oct 2017 | Sydney | Conference – Essential Director | AICD | |
| Stephen Parker | Oct 2017 | Melbourne | Conference - SMBitPro | SMBitPro | |
| Stephen Parker | Nov 2017 | San Francisco | Conference - Dreamforce | Salesforce | |

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| Stephen Parker | Nov 2017 | Sydney | Summit – Microsoft Business | Microsoft | |
| **2018** | | | | | |
| Stephen Parker | Jan 2018 | Sydney | Workshop – Moodle Training | UBSS | $250 |
| Stephen Parker | Jan 2018 | Sydney | Workshop – Staff Training | UBSS | $250 |
| Stephen Parker | Feb 2018 | Sydney | Conference – Schneider Innovation | Schneider | |
| Stephen Parker | April 2018 | Sydney | Conference – AWS Innovation | Amazon | |
| Stephen Parker | July 2018 | Sydney | Conference – VMware Evolve | VMware | |
| Stephen Parker | Sept 2018 | Sydney | Conference – Essential Director | AICD | |
| Stephen Parker | Oct 2018 | Melbourne | Conference - SMBitPro | SMBitPro | |
| Stephen Parker | Nov 2019 | Sydney | Conference – Forrester Predictions | Forrester | |
| Stephen Parker | Oct-Nov 2018 | Online | Webinars x 9 – IDC Predictions | IDC | |
| Stephen Parker | Nov 2018 | Newcastle | Workshops/retreat | Advisory Board Centre | |

Cost to UBSS: $1,000

# BRENTON PRICE

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Brenton Price | January | Sydney | Workshop - Staff Development | UBSS | $250 |
| Brenton Price | March | Sydney | Workshop – iLearn Tools | Macquarie University | |
| Brenton Price | February | Sydney | Workshop – Staff Development | Macquarie University | |
| Brenton Price | May | Sydney | Workshop – Staff Development | UBSS | $250 |
| Brenton Price | December | Sydney | Board Meeting | North Sydney Leagues | |
| Brenton Price | December | Sydney | Board Meeting | Textbook Solutions | |
| **2017** | | | | | |
| Brenton Price | January | Sydney | Workshop – Staff Development | UBSS | $250 |
| Brenton Price | February | Sydney | Workshop - Staff Development | MUIC | |
| Brenton Price | February | Sydney | Workshop – Staff Development | Macquarie University | |
| Brenton Price | May | Sydney | Workshop – Staff Development | UBSS | $250 |
| Brenton Price | May | Sydney | Workshop – Staff Development | MUIC | |
| Brenton Price | August | Sydney | Workshop – Staff Development | MUIC | |

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| Brenton Price | October | Bathurst | Webinar – Interact2 | CSU | |
| Brenton Price | November | Sydney | Short Course | Kaplan | |
| Brenton Price | November | Sydney | Short Course | Macquarie University | |
| Brenton Price | December | Sydney | Board Meeting | North Sydney Leagues | |
| Brenton Price | December | Sydney | Board Meeting | Textbook Solutions | |
| **2018** | | | | | |
| Brenton Price | January | Sydney | Workshop – Staff Development | UBSS | $250 |
| Brenton Price | March | Sydney | Workshops - BUSI | Sydney University | |
| Brenton Price | March | Bathurst | Seminar – Adjunct Appointment | CSU | |
| Brenton Price | February | Sydney | Workshop | Macquarie University | |
| Brenton Price | May | Sydney | Workshop – Staff Development | UBSS | $250 |
| Brenton Price | July | Bathurst | On-Line PD topic - Hacking | CSU | |
| Brenton Price | August | Sydney | Workshop – Staff Development | UBSS | $250 |
| Brenton Price | December | Sydney | Short Course – GDPR | Kaplan | |
| Brenton Price | December | Sydney | Board Meeting | North Sydney Leagues | |
| Brenton Price | December | Sydney | Board Meeting | Textbook Solutions | |

Cost to UBSS: $1,750

# JOTSANA ROOPRAM

**Executive Officer – Academic Governance and Operations**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| JOTSANA ROOPRAM | 2016 | SYDNEY | Academic Senate Member | UBSS | |
| JOTSANA ROOPRAM | 2016 | SYDNEY | Executive Dean Team Member (Secretary) | UBSS | |
| JOTSANA ROOPRAM | July 2016 | SYDNEY | Staff Development Day | UBSS | |
| JOTSANA ROOPRAM | 2016 | SYDNEY | Academic Integrity Committee Member | UBSS | |
| JOTSANA ROOPRAM | October 2016 | SYDNEY | Staff Development Day | UBSS | |
| JOTSANA ROOPRAM | November 2016 | SYDNEY | Formal Course | CBD College - First Aid training | $1,135 |
| JOTSANA ROOPRAM | November 2016 | SYDNEY | Performance Appraisal | UBSS | |

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| **2017** | | | | | |
| JOTSANA ROOPRAM | January 2017 | SYDNEY | Staff Development Day | UBSS | |
| JOTSANA ROOPRAM | 2017 | SYDNEY | Academic Integrity Committee Member | UBSS | |
| JOTSANA ROOPRAM | 2017 | SYDNEY | Executive Dean Team Member | UBSS | |
| JOTSANA ROOPRAM | May 2017 | SYDNEY | Staff Development Day | UBSS | |
| JOTSANA ROOPRAM | 2017 | SYDNEY | Academic Senate Member | UBSS | |
| JOTSANA ROOPRAM | August 2017 | SYDNEY | Staff Development Day | UBSS | |
| JOTSANA ROOPRAM | September 2017 | SYDNEY | Conference | Australian Financial Review Higher Education Summit – Edugrowth and Edtech | $2,400 |
| JOTSANA ROOPRAM | October 2017 | SYDNEY | Webinar | Australian Government Department of Education & Training ESOS National Code 2018 Higher Education Sector | $500 |
| JOTSANA ROOPRAM | October 2017 | SYDNEY | Workshop | TEQSA (Academic Integrity and Contract cheating) | $1,000 |
| JOTSANA ROOPRAM | 2017 | SYDNEY | Program Director, Executive Dean & Student Services Team | UBSS | |
| JOTSANA ROOPRAM | November 2017 | SYDNEY | Performance Appraisal | UBSS | |
| **2018** | | | | | |

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| JOTSANA ROOPRAM | 2018 | SYDNEY | Academic Integrity Committee Member | UBSS | |
| JOTSANA ROOPRAM | 2018 | SYDNEY | Threshold Standards Audit Committee | UBSS | |
| JOTSANA ROOPRAM | January 2018 | SYDNEY | Staff Development Day | UBSS | |
| JOTSANA ROOPRAM | 2018 | SYDNEY | Executive Dean Team Member | UBSS | |
| JOTSANA ROOPRAM | 2018 | SYDNEY | Program Directors Team Member | UBSS | |
| JOTSANA ROOPRAM | February 2018 | SYDNEY | Workshop | Australian Government Tuition Protection Service (TPS) Levy Provider information session | $1,000 |
| JOTSANA ROOPRAM | 2018 | SYDNEY | Threshold Standards Audit Committee Member | UBSS | |
| JOTSANA ROOPRAM | 2018 | SYDNEY | Academic Integrity Committee Member | UBSS | |
| JOTSANA ROOPRAM | 2018 | SYDNEY | GCA Executive Management Team Member | GCA | |
| JOTSANA ROOPRAM | 2018 | SYDNEY | Program Director, Executive Dean & Student Services Team Chair | UBSS | |
| JOTSANA ROOPRAM | 2018 | SYDNEY | Member | IML | $390 |
| JOTSANA ROOPRAM | 2018 | SYDNEY | Course Advisory Committee Member | UBSS | |
| JOTSANA ROOPRAM | 2018 | SYDNEY | Academic Senate Member | UBSS | |

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| JOTSANA ROOPRAM | March 2018 | SYDNEY | Workshop | Leadership Outlook Series-Creating a mentally healthy workplace | $1,075 |
| JOTSANA ROOPRAM | 2018 | SYDNEY | Satellite Working Party Member | UBSS | |
| JOTSANA ROOPRAM | 2018 | SYDNEY | GCA Board of Directors (Secretary) | GCA | |
| JOTSANA ROOPRAM | 2018 | SYDNEY | Audit and Risk Committee Member (Secretary) | GCA | |
| JOTSANA ROOPRAM | 2018 | SYDNEY | Program Directors Team Member | UBSS | |
| JOTSANA ROOPRAM | June 2018 | SYDNEY | Workshop | COPHE-ACPET Benchmarking project | $1,000 |
| JOTSANA ROOPRAM | May 2018 | SYDNEY | Staff Development Day | UBSS | |
| JOTSANA ROOPRAM | July 2018 | SYDNEY | Workshop | TEQSA HE Provider roundtable | $1,000 |
| JOTSANA ROOPRAM | August 2018 | SYDNEY | Webinar | Australian Government Department of Education & Training – Transforming the collection of student information (TCSI) | $500 |
| JOTSANA ROOPRAM | August 2018 | SYDNEY | Staff Development Day | UBSS | |
| JOTSANA ROOPRAM | August 2018 | SYDNEY | Workshop | Campus Review (APN Educational Media) – Cash Cows or human capital? Perspectives on international students in Australia | $1,289 |

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| JOTSANA ROOPRAM | September 2018 | SYDNEY | Melbourne Project Team (MPT) Member | UBSS | |
| JOTSANA ROOPRAM | October 2018 | SYDNEY | Conference | IML conference – Leading Well: People and Performance | $1,395 |
| JOTSANA ROOPRAM | November 2018 | SYDNEY | Performance Appraisal | UBSS | |
| JOTSANA ROOPRAM | November 2018 | SYDNEY | Conference | IML Masterclass – Leading from the Middle | $1,195 |

Cost to UBSS - $13, 879

# KANEEZ SELIM

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Kaneez Selim | 2016 | Sydney | Webinar – Income Tax Deductions | ATO | |
| Kaneez Selim | 2016 | Sydney | Activity statement essentials | ATO | |
| Kaneez Selim | 2016 | Sydney | Super obligations for employers | ATO | |
| Kaneez Selim | 2016 | Sydney | Webinar ¬ Issues for contractors | ATO | |
| Kaneez Selim | 2016 | Sydney | Webinar ¬ Validation in Practice | AELI | |
| Kaneez Selim | 2016 | Sydney | Helping financial planners recognize tax schemes | ATO | |
| Kaneez Selim | 29/11/2016 | Sydney | Goods and services tax | CPA | |
| Kaneez Selim | 01/12/2016 | Sydney | Validation of assessments used Australian vocational education industry. | ATO | |
| **2017** | | | | | |
| Kaneez Selim | 2017 | Sydney | Webinar ¬ Teaching Adult Learners | OUA | |
| Kaneez Selim | 11/10/2017 | Sydney | Webinar ¬ Understanding Financial Crime | ACC | |
| Kaneez Selim | 11/10/2017 | Sydney | Webinar ¬ Using Multiples in Business Valuation | ACCA | |
| Kaneez Selim | 17/10/2017 | Sydney | Webinar ¬ Payroll tax – Allowances, FBT, exceptions and rebates | RO Aust | |

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| Kaneez Selim | 20/10/2017 | Sydney | Global Bookkeeping week | ICB | |
| Kaneez Selim | 24/10/2017 | Sydney | Webinar ¬ Payroll tax – Contractors Confirmation | RO Aust | |
| Kaneez Selim | 25/10/2017 | Sydney | Webinar ¬ Super Obligations for Employers | ATO | |
| Kaneez Selim | 16/10/2017 | Sydney | Webinar ¬ Income tax deductions | ATO | |
| Kaneez Selim | 16/10/2017 | Sydney | Webinar ¬ Conc0essions for Small Business | ATO | |
| Kaneez Selim | 20/10/2017 | Sydney | Webinar ¬ Goods and Services Tax | ATO | |
| **2018** | | | | | |
| Kaneez Selim | 21/03/2018 | Sydney | Accounting Business Expo | ICC | |
| Kaneez Selim | 11/10/2018 | Sydney | Webinar ¬ Employer Obligations Overview | ATO | |
| Kaneez Selim | 11/10/2018 | Sydney | Webinar ¬ Concessions for Small Business | ATO | |
| Kaneez Selim | 11/10/2018 | Sydney | Webinar ¬ Motor Vehicle Deductions | ATO | |
| Kaneez Selim | 11/10/2018 | Sydney | Webinar ¬ Record Keeping and Budgeting | ATO | |
| Kaneez Selim | 11/10/2018 | Sydney | Webinar ¬ Home-based Business | ATO | |
| Kaneez Selim | 15/10/18 | Sydney | Webinar ¬ Activity Statement Essentials | ATO | |
| Kaneez Selim | In Progress | Sydney | Certificate IV in Training and Assessment | Inspire | |
| Kaneez Selim | 11/10/2018 | Sydney | Webinar ¬ Record Keeping and Budgeting | ATO | |
| Kaneez Selim | 2018 | Sydney | Professional Development Workshops X 2 | UBSS | $500 |

Cost to UBSS - $500

# KIM SHARMA

**Lead e-Learning Developer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Kim Sharma | 2016 | Online | 3D Authoring – ITY Studio | UBSS | |
| Kim Sharma | 2016 | Online | Online Storyboarding – Lynda | UBSS | |
| Kim Sharma | 2016 | Online | Visual Basic Functions, Moodle, ASP.NET, Programming | UBSS | $500 |
| Kim Sharma | 2016 | Sydney | Staff Professional Development Day | UBSS | |
| Kim Sharma | 2016 | Sydney | Exam Management – Masonic Conference Centre | UBSS | |
| Kim Sharma | 2016 | Online | HEIMS Data Analysis | UBSS | $1,000 |
| Kim Sharma | 2016 | Sydney | Executive Dean's Team | UBSS | |

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| Kim Sharma | 2016 | Sydney | Graduate Certificate in Business Administration Pt 1 | UBSS | $3,800 |
| **2017** | | | | | |
| Kim Sharma | 2017 | Sydney | Staff Professional Development | UBSS | |
| Kim Sharma | 2017 | Sydney | Edutech Conference | UBSS | $2,000 |
| Kim Sharma | 2017 | Sydney | COPHE Peer Review Workshop | UBSS | $1,000 |
| Kim Sharma | 2017 | Sydney | Contract Cheating & Plagiarism Conference | UBSS | $1,150 |
| Kim Sharma | 2017 | Sydney | Online/Moodle Exam Development and Implementation Seminar | RANZCO | |
| Kim Sharma | 2017 | Online | MOOC - Interactive Learning Modules/Gamification with Adobe Captivate – Flinders University | UBSS | |
| Kim Sharma | 2017 | Sydney | Threshold Standards Audit Team | UBSS | |
| Kim Sharma | 2017 | Sydney | Executive Dean's Team | UBSS | |
| Kim Sharma | 2017 | Sydney | Graduate Certificate in Business Administration Pt 2 | UBSS | $3,800 |
| **2018** | | | | | |
| Kim Sharma | 2018 | Sydney | COPHE Library Seminar | UBSS | $1,000 |
| Kim Sharma | 2018 | Sydney | Staff Professional Development Day | UBSS | |
| Kim Sharma | 2018 | Sydney | Online Exam Management- Clifton's | RANZCO | |

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| Kim Sharma | 2018 | Sydney | Online/Moodle Exam Development and Implementation | RANZCO | |
| Kim Sharma | 2018 | Sydney | Social Media for Higher Education Conference | UBSS | $2,750 |
| Kim Sharma | 2018 | Sydney | UMBRACO Content Management System Training | UBSS | |
| Kim Sharma | 2018 | Sydney | Launch Your Side Hustle - Zambesi | UBSS | $80 |
| Kim Sharma | 2018 | Sydney | Threshold Standards Audit Team | UBSS | |
| Kim Sharma | 2018 | Sydney | Executive Dean’s Team | UBSS | |

Cost to UBSS - $16,100

# WAYNE SMITHSON

**Program Director, Bachelor of Accounting**

**PERSONAL STATEMENT:**

I undertake professional development to use the experience gained to broaden my own knowledge and skills in order to enhance and continually develop my teaching and management skills. The professional development events and activities provide an outward facing public relation and networking perspective for UBSS from my vantage point as a senior member of the Executive Academic Team.

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| 2016 | | | | | |
| Associate Professor Wayne Smithson | January 2016 | Sydney | Program Director Bachelor of Business | UBSS | |
| Associate Professor Wayne Smithson | January 2016 | Sydney | Prepared and conducted staff Professional development day first trimester | Universal Business School Sydney | |
| Associate Professor Wayne Smithson | Feb 2016 | IML Sydney | Mentor for Executive mentor program Institute of managers and leaders – 2 mentees during the year | Institute of Managers and Leaders (IML) | $5,000 |

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|---|---|---|---|---|---|
| Associate Professor Wayne Smithson | May 2016 | Sydney | Prepared and conducted staff Professional development day first trimester | Universal Business School Sydney | |
| Associate Professor Wayne Smithson | September 2016 | IML Sydney | Chair of Judging panel for Annual Management Excellent awards for Leadership for the Australian Institute of Manager and Leaders<br>(formerly Australian Institute of Management) | Institute of Managers and Leaders (IML) (formerly Australian Institute of Management) | $1000 |
| Associate Professor Wayne Smithson | September 2016 | IML Sydney | Mentor for Executive mentor program Institute of managers and leaders – 1 mentee during the quarter | Institute of Managers and Leaders (IML) | $2,500 |
| Associate Professor Wayne Smithson | September 2016 | Sydney | Prepared and conducted staff Professional development day first trimester | Universal Business School Sydney | |
| Associate Professor Wayne Smithson | October 2016 | Brisbane | AIM (IML) Annual Conference on management and leadership and management- seven effective habits of leadership | Institute of Managers and Leaders (IML) | $2,400 |
| 2017 | | | | | |
| Associate Professor Wayne Smithson | January 2017 to Dec 2017 | Sydney | Program Director Bachelor of Business | UBSS | |
| Associate Professor Wayne Smithson | January 2017 | Sydney | Prepared and conducted staff Professional development day | Universal Business School Sydney | |
| Associate Professor Wayne Smithson | Feb 2017 to April 2017 | Sydney | Mentor for Executive mentor program Institute of managers and leaders – 1 mentee during the quarter | Institute of Managers and Leaders (IML) | $2,500 |

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| Associate Professor Wayne Smithson | July 2017 | Sydney | Senior Lecturer<br>Introduction to Accounting<br>Accounting information systems | Polytechnic Institute of Australia | |
| Associate Professor Wayne Smithson | September 2017 | Sydney | Prepared and conducted staff Professional development day | Universal Business School Sydney | |
| Associate Professor Wayne Smithson | September 2017 | IML Sydney | Chair of Judging panel for Annual Management Excellent awards for student members for the Australian Institute of Manager and Leaders | Institute of Managers and Leaders (IML) | $1000 |
| Associate Professor Wayne Smithson | Sept 2017 2017 | Sydney | Prepared and conducted staff Professional development day | Universal Business School Sydney | |
| Associate Professor Wayne Smithson | September 2017 | Sydney | Mentor for Executive mentor program Institute of managers and leaders – 1 mentee during the quarter | Institute of Managers and Leaders (IML) | $2,500 |
| Associate Professor Wayne Smithson | Sept 2017 to Dec 2017 | | Member of Course Advisory Committee | Australian Pacific International College | $500 |
| Associate Professor Wayne Smithson | Oct 27th, 2017 | Sydney | Academic and Contract Cheating<br>symposium | UNSW Sydney | $500 |
| Associate Professor Wayne Smithson | December 2017 | | Annual Performance Review | Universal Business School Sydney | |
| 2018 | | | | | |

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| Associate Professor Wayne Smithson | Feb 2018 to Mar 2018 | Sydney | Mentor for Executive mentor program Institute of managers and leaders – 1 mentee during the quarter | Institute of Managers and Leaders (IML) | $2,500 |
| Associate Professor Wayne Smithson | Feb 2018 | Sydney | Review of possible articulation and pathways agreement with Open Colleges | Open Colleges Australia | |
| Associate Professor Wayne Smithson | January 2018 to Dec 2018 | Sydney | Program Director Bachelor of Accounting | UBSS | |
| Associate Professor Wayne Smithson | February 2018 | Sydney | Participation in staff development day | Polytechnic Institute of Australia | $500 |
| Associate Professor Wayne Smithson | February to May 2018 | Sydney | Senior Lecturer for<br>• -Business Ethics and CSR<br>• -Accounting Information systems<br>• Unit Co-ordinator for<br>• - Introduction to Marketing | Polytechnic Institute of Australia | |
| Associate Professor Wayne Smithson | April 18th 2018 | Sydney | Advice on Admissions Transparency TEQSA | TEQSA | $500 |
| Associate Professor Wayne Smithson | May 2018 | Sydney | Seminar Federal Budget review | Australian Chamber of Commerce and Industry | $2,500 |
| Associate Professor Wayne Smithson | May 2018 | Sydney | Prepared and ran staff Professional development day | Universal Business School Sydney | |
| Associate Professor Wayne Smithson | June to Aug 2018 | Sydney | Unit Coordinator and Senior Lecturer for<br>- Business Ethics and CSR<br>- Business Communications | Polytechnic Institute of Australia | |

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| | | | Unit co-ordinator for<br>- Introduction to Marketing | | |
| Associate Professor Wayne Smithson | April 2018 | Sydney | Member of the Academic Integrity Committee Polytechnic institute of Australia | Polytechnic institute of Australia | $500 |
| Associate Professor Wayne Smithson | July 2018 | Sydney | Member Course advisory Committee<br>Polytechnic Institute of Australia | Polytechnic institute of Australia | $1,000 |
| Associate Professor Wayne Smithson | 2018 Aug 29th | Sydney | Seminar on perspective on international students in Australia | Campus Review | $1,600 |
| Associate Professor Wayne Smithson | Sept 2018 | Sydney | Prepared and conducted staff Professional development day | Universal Business School Sydney | |
| Associate Professor Wayne Smithson | Sept 2018 | Sydney | Member of the Teaching and Learning Committee Polytechnic institute of Australia | Polytechnic institute of Australia | $1,000 |
| Associate Professor Wayne Smithson | September 2018 | Sydney | Seminar Australia's modern Slavery legislation | Australian Chamber of Commerce and Industry | $2,000 |
| Associate Professor Wayne Smithson | October 2018 | | Chartered Managers Course | IML | $600 |
| Associate Professor Wayne Smithson | October 2018 | Sydney | CPA Course Leading Strategy and Innovation and | CPA | $400 |
| Associate Professor Wayne Smithson | Nov 2018 | Sydney | Seminar Australia's Digital Economy impact of privacy and Big data Analysis | Australian Chamber of Commerce and Industry | $2,500 |

Cost to UBSS - $32,600

# FELIX STRAVENS

**Program Director, Bachelor of Business**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Associate Professor Felix Stravens | 2016 | Sydney | Tutor Development Program | University of Sydney | |
| Associate Professor Felix Stravens | 2016 | Sydney | Critical Thinking in Business | University of Sydney | |
| Associate Professor Felix Stravens | 2016 | Sydney | Brand Strategies Development | UTS | |
| Associate Professor Felix Stravens | 2016 | Sydney | Strategic Marketing Management | King's Own Institute | |
| Associate Professor Felix Stravens | May 2016 | Brisbane | APAN Conference | APAN/Australasian College of Health | |

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| Associate Professor Felix Stravens | June 2016 | Sydney | APAN Conference | APAN/Australasian College of Health | |
| Associate Professor Felix Stravens | August 2016 | Hobart | ACPET Conference | ACPET/Australasian College of Health | |
| Associate Professor Felix Stravens | August 2016 | Sydney | Moodle Workshop | King's Own Inst | |
| Associate Professor Felix Stravens | August 2016 | Melbourne | Anti-Aging Conference | APAN/A5M/ Australasian College of Health | |
| Associate Professor Felix Stravens | October 2016 | Adelaide | Benchmarking and Peer Review | COPHE/ Australasian College of Health | |
| Associate Professor Felix Stravens | October 2016 | Sydney | Advanced Grading Methods for Moodle/Turnitin | King's Own Institute | |
| Associate Professor Felix Stravens | October 2016 | Sydney | AQF Standards by Dr David Paul | King's Own Institute | |
| Associate Professor Felix Stravens | November 2016 | Sydney | Engaging Students | King's Own Institute | |
| **2017** | | | | | |
| Associate Professor Felix Stravens | January 2017 | Sydney | Developing Assessments | King's Own Institute | |
| Associate Professor Felix Stravens | February 2017 | Sydney | The Way Ahead | King's Own Institute | |

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| Associate Professor Felix Stravens | February 2017 | Sydney | Professional Conduct in the Workplace | King's Own Institute | |
| Associate Professor Felix Stravens | 2017 | Sydney | Strategic Marketing Management | King's Own Institute | |
| Associate Professor Felix Stravens | 2017 | Sydney | Introduction to Marketing | King's Own Institute | |
| Associate Professor Felix Stravens | 2017 | Sydney | Communication in Business – MPA | King's Own Institute | |
| **2018** | | | | | |
| Associate Professor Felix Stravens | 2018 | Sydney | Program Director | UBSS | |
| Associate Professor Felix Stravens | January 2018 | Sydney | Staff Development Day | UBSS | |
| Associate Professor Felix Stravens | January 2018 | Sydney | Communication in Business – MPA | King's Own Institute | |
| Associate Professor Felix Stravens | April 2018 | Sydney | IBIS World | King's Own Institute | |
| Associate Professor Felix Stravens | May 2018 | Sydney | Staff Development Day | UBSS | |
| Associate Professor Felix Stravens | May 2018 | Sydney | Marketing Management | UBSS | |

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| Associate Professor Felix Stravens | June 2018 | Sydney | Creating Engagement in the Classroom | King's Own Institute | $1,000 |
| Associate Professor Felix Stravens | August 2018 | Sydney | Staff Development Day | UBSS | $1,000 |
| Associate Professor Felix Stravens | October 2018 | Sydney | Development of National Guidelines on improving Student Outcomes | King's Own Institute | $1,000 |

Cost to UBSS - $2,000

# NADEEM TAHIR

**Lecturer**

## PERSONAL STATEMENT

In today's dynamic and evolving industry and professional environment, Continuous Professional Development (CPD) occupies a central place for developing ongoing personal skills to maintain professional currency. CPA body requires a mandatory CPD requirements of minimum 20hrs per year and 120 hrs in three years. It offers number of professional courses, seminars and workshop to engage with stakeholders, industry, professional bodies and associations. Access to a range of opportunities via CPA forum, made it easier to further professional engagement.

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Nadeem Tahir | 2016 | Redfern | PHD Thesis seminar—Business school | The University of Sydney | |
| Nadeem Tahir | 2016 | CBD/Sydney | CPA Discussion Group | SME CPA Discussion group | |
| Nadeem Tahir | 2016 | CBD/Sydney | CPA Discussion Group | SME CPA Discussion group | |
| Nadeem Tahir | 2016 | CPA Journal | CPD reading | CPA-In the Black | |
| Nadeem Tahir | 2016 | CPA Journal and CPA updates- | CPD reading | CPA Journal-In the Black | |
| **2017** | | | | | |
| Nadeem Tahir | 2017 | MIT Sydney Campus | Staff development workshop | MIT | |

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|---|---|---|---|---|---|
| Nadeem Tahir | 2017 | CBD/Sydney | Language skills when working with International Students | Bridge Business College | |
| Nadeem Tahir | 2017 | Online course | Facilitating Group discussions | The Open University | |
| Nadeem Tahir | 2017 | Online workshop | ATO Webinar on Basics of Tax | Australian Tax Office | |
| Nadeem Tahir | 2017 | Online course | Importance of learning interpersonal skills | The Open University | |
| Nadeem Tahir | 2017 | Online course | Creating an Ethical Organisations | The Open University | |
| Nadeem Tahir | 2017 | CPA Journal | CPD reading | CPA Journal-In the Black | |
| Nadeem Tahir | 2017 | Online course | Quality Management Essentials | Udemy for Business | |
| Nadeem Tahir | 2017 | Online workshop | ATO Webinar on Depreciation | Australian Tax Office | |
| Nadeem Tahir | 2017 | Online workshop | ATO Webinar on Deductible Gift Recipient | Australian Tax Office | |
| Nadeem Tahir | 2017 | Online workshop | Tax in Action-FBT Tax return | XERO | |
| Nadeem Tahir | 2017 | Sydney/CBD | CPA Discussion Group | SME Discussion group | |
| Nadeem Tahir | 2016 | CPA Journal and CPA updates- | Strategy, tax, proficient use of skills and management | CPA Journal-In the Black | |
| **2018** | | | | | |
| Nadeem Tahir | 2018 | CPA online course | Your Sustainable firm | CPA Australia | |
| Nadeem Tahir | 2018 | CPA online course | Global Leader Insight | CPA Australia | |

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| Nadeem Tahir | 2018 | CPA online course | CPA Q & A based on articles in CPA update Editions | CPA Australia | |
| Nadeem Tahir | 2018 | CBD/Sydney | Project Based learning in Adult centred environment | Bridge Business College | |
| Nadeem Tahir | 2018 | CPA Journal | CPA reading | CPA-In the Black | |
| Nadeem Tahir | 2018 | Online course | Influences on accounting regulation-- The Open University | The Open University | |
| Nadeem Tahir | 2018 | CBD/Sydney | Understanding your role in classroom | Laureate University | |
| Nadeem Tahir | 2018 | CBD/Sydney | Constructive alignment | Laureate University | |
| Nadeem Tahir | 2018 | Online course | Facilitating Group discussions | The Open University | |
| Nadeem Tahir | 2018 | Online Webinar | ATO Webinar on Basics of Tax | Australian Tax Office | |
| Nadeem Tahir | 2018 | CPA Journal and CPA updates- | CPD reading | CPA Journal-In the Black | |
| Nadeem Tahir | 2018 | Online course | Creating an Ethical Organisations | The Open University | |
| Nadeem Tahir | 2018 | MIT Sydney Campus | Staff development workshop | MIT | |
| Nadeem Tahir | 2018 | Online course | Importance of learning interpersonal skills | The Open University | |

Cost to UBSS - Nil

# MADILINA TRESCA

**UBSS Learning Support Coordinator**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| 2016 | | | | | |
| Madilina Tresca | 2016 | Sydney | Diploma of Information Technology Systems Administration | Martin College | $4,000 |
| Madilina Tresca | 2016 | Sydney | Volunteer: Museum/Vessels Guide | Australian National Maritime Museum (ANMM) | |
| Madilina Tresca | 2016 | Sydney | Volunteer: Digital Radio Program Coordinator | Fine Music 102.5 | |
| Madilina Tresca | 2016 | Sydney | Volunteer: Member Programmers' Committee (Resigned post UBSS offer of employment) | Fine Music 102.5 | |

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| Madilina Tresca | 2016 | Sydney | Learning Support Coordinator: Run (free) MBA Employability Skills Workshops | Universal Business School, Sydney (UBSS) | |
| Madilina Tresca | 2016 | Sydney | Learning Support Coordinator: MBA Field Trip/Site Visit | Institute of Managers & Leaders (IML) | |
| Madilina Tresca | 2016 | Sydney | Organise UBSS Graduation Ceremony | The Sydney Opera House | $20,000 |
| Madilina Tresca | 2016 | Sydney | Member: EDT Meetings | Universal Business School, Sydney (UBSS) | |
| Madilina Tresca | 2016 | Sydney | Volunteer: Programer for Presenters | Fine Music 102.5 | |
| 2017 | | | | | |
| Madilina Tresca | 2017 | Sydney | Volunteer: Museum/Vessels Guide | Australian National Maritime Museum (ANMM) | |
| Madilina Tresca | 2017 | Sydney | Volunteer: Digital Radio Program Coordinator | Fine Music 102.5 | |
| Madilina Tresca | 2017 | Sydney | Learning Support Coordinator: Run (free) MBA Employability Skills Workshops | Universal Business School, Sydney (UBSS) | |
| Madilina Tresca | 2017 | Sydney | Learning Support Coordinator: MBA Field Trip/Site Visit | Institute of Managers & Leaders (IML) | |
| Madilina Tresca | 2017 | Sydney | Organise UBSS Graduation Ceremony | The Sydney Opera House | $20,000 |

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| Madilina Tresca | 2017 | Sydney | Member: EDT Meetings | Universal Business School, Sydney (UBSS) | |
| Madilina Tresca | 2017 | Sydney | Member: PEST Meetings | Universal Business School, Sydney (UBSS) | |
| Madilina Tresca | 2017 | Sydney | Professional Development | Institute of Managers & Leaders (IML) | $50 |
| Madilina Tresca | 2017 | Sydney | Member | Institute of Managers & Leaders (IML) | *$300* |
| Madilina Tresca | 2017 | Sydney | Professional Writing | Australian Writer's Centre | $120 |
| Madilina Tresca | 2017 | Sydney | Professional Writing | Australian Writer's Centre | $97 |
| Madilina Tresca | 2017 | Sydney | Professional Writing | Australian Writer's Centre | $395 |
| Madilina Tresca | 2017 | Sydney | Professional Writing | Writing NSW | $135 |
| Madilina Tresca | 2017 | Sydney | Professional Writing | Writing NSW | $125 |
| Madilina Tresca | 2017 | Sydney | Professional Writing | Writing NSW | $125 |
| Madilina Tresca | 2017 | Sydney | Professional Writing | Writing NSW | $125 |
| Madilina Tresca | 2017 | Sydney | Professional Writing | Writing NSW | $40 |
| Madilina Tresca | 2017 | Sydney | Member | Writing NSW | $75 |
| Madilina Tresca | 2017 | Sydney | Member | Australian Computer Society | $370 |
| Madilina Tresca | 2017 | Sydney | Member | Australian Society of Authors | $277 |
| Madilina Tresca | 2017 | Sydney | 25Hours Personal Mentoring | Australian Society of Authors | $2,045 |

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| Madilina Tresca | 2017 | Sydney | Volunteer: Programmer for Professionals | Fine Music 102.5 | |
| 2018 | | | | | |
| Madilina Tresca | 2018 | Sydney | Volunteer: Museum/Vessels Guide | Australian National Maritime Museum (ANMM) | |
| Madilina Tresca | 2018 | Sydney | Volunteer: Digital Radio Program Coordinator | Fine Music 102.5 | |
| Madilina Tresca | 2018 | Sydney | Learning Support Coordinator: Run (free) MBA Employability Skills Workshops | Universal Business School, Sydney (UBSS) | |
| Madilina Tresca | 2018 | Sydney | Learning Support Coordinator: MBA Field Trip/Site Visit | Institute of Managers & Leaders (IML) | |
| Madilina Tresca | 2018 | Sydney | Member: EDT Meetings | Universal Business School, Sydney (UBSS) | |
| Madilina Tresca | 2018 | Sydney | Member: PEST Meetings | Universal Business School, Sydney (UBSS) | |
| Madilina Tresca | 2018 | Sydney | Organise UBSS Graduation Ceremony | The Sydney Opera House | $20,000 |
| Madilina Tresca | 2018 | Sydney | Professional Development | Institute of Managers & Leaders (IML) | $165 |
| Madilina Tresca | 2018 | Sydney | Professional Development | Institute of Managers & Leaders (IML) | $45 |
| Madilina Tresca | 2018 | Sydney | Member | Institute of Managers & Leaders (IML) | $300 |
| Madilina Tresca | 2018 | Sydney | Member | Writing NSW | $97 |

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| Madilina Tresca | 2018 | Sydney | Professional Writing | NSW Writers' Centre | $135 |
| Madilina Tresca | 2018 | Sydney | Professional Writing | Australian Writer's Centre | $120 |
| Madilina Tresca | 2018 | Sydney | Member | Australian Computer Society | $374 |
| Madilina Tresca | 2018 | Sydney | Member | Australian Society of Authors | $175 |

Cost to UBSS - $41,677

Personal Cost - $8,013

# LASATA TULADHAR

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| 2016 | | | | | |
| Lasata Tuladhar | July 2016 | Sydney | Staff Development Day | Victoria University | |
| Lasata Tuladhar | November 2016 | Sydney | Staff Development Day | Victoria University | |
| 2017 | | | | | |
| Lasata Tuladhar | January 2017 | Sydney | Sessional Lecturer – Professional Development day, second trimester | Victoria University Sydney | |
| Lasata Tuladhar | October 2017 | Sydney | Staff Development Day | UBSS | $250 |
| 2018 | | | | | |
| Lasata Tuladhar | January 2018 | Sydney | Lecturer – Corporate Finance | UBSS | $250 |
| Lasata Tuladhar | October 2018 | Sydney | Membership Conference | AICM | |

Cost to UBSS - $500

# SYED UDDIN

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Dr Syed Uddin | 2016 | Adelaide | Strategic Management | IIBIT/ Federation University | |
| Dr Syed Uddin | 2016 | Sydney | HRM | IIBIT/ Federation University | |
| Dr Syed Uddin | 2016 | Sydney | Organisational Behaviour | ATMC/ Federation University | |
| Dr Syed Uddin | 2016 | Sydney | Managing Workplace Relations | UBSS | |
| Dr Syed Uddin | 2016 | Sydney | Journal article | UBSS | |
| Dr Syed Uddin | 2016 | Sydney | Get Healthy at Work | IIBIT/Federation University | |
| Dr Syed Uddin | 2016 | Sydney | Get to know the Moodle | UBSS | $250 |
| Dr Syed Uddin | 2016 | Melbourne | Webinar – Blended Learning | Federation University | |
| Dr Syed Uddin | 2016 | Sydney | Turnitin | Federation University | |
| Dr Syed Uddin | 2016 | Melbourne | Nutrition for your pedagogic soul | Federation University | |
| Dr Syed Uddin | 2016 | Melbourne | Webinar - the Interactive Lecture | Federation University | |

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| Dr Syed Uddin | 2016 | Sydney | Graduate Certificate in Education | Federation University | |
| Dr Syed Uddin | 2016 | Sydney | Staff Development Day | IIBIT and UBSS | $250 |
| Dr Syed Uddin | 2016 | USA | Member- review panel | Thunderbird International | |
| **2017** | | | | | |
| Dr Syed Uddin | 2017 | Sydney | Strategic Management | IIBIT/ Federation University | |
| Dr Syed Uddin | 2017 | Sydney | HRM | IIBIT/ Federation University | |
| Dr Syed Uddin | 2017 | USA | Member- review panel | Thunderbird International | |
| Dr Syed Uddin | 2017 | Sydney | Organisational Leadership | UBSS | |
| Dr Syed Uddin | 2017 | Sydney | Workplace Relations | UBSS | |
| Dr Syed Uddin | 2017 | Sydney | A case study | IIBIT/Federation University | |
| Dr Syed Uddin | 2017 | Sydney | Self-Education – Student Needs | IIBIT/Federation University | |
| Dr Syed Uddin | 2017 | Sydney | Self-Education – Student Retention | IIBIT/Federation University | |
| Dr Syed Uddin | 2017 | Sydney | Staff Development Days | IIBIT and UBSS | $750 |
| **2018** | | | | | |
| Dr Syed Uddin | 2018 | Sydney | Strategic management | IIBIT/ Federation University | |
| Dr Syed Uddin | 2018 | Sydney | HRM | IIBIT/ Federation University | |

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| Dr Syed Uddin | 2018 | USA | Member- review panel | Thunderbird International | |
| Dr Syed Uddin | 2018 | Sydney | Organisational Behaviour | UBSS | $250 |
| Dr Syed Uddin | 2018 | Sydney | Managing Workplace Relations | UBSS | $250 |
| Dr Syed Uddin | 2018 | Sydney | PD session – online teaching | IIBIT/Federation University | |
| Dr Syed Uddin | 2018 | Sydney | PD session – online support | IIBIT/Federation University | |
| Dr Syed Uddin | 2018 | Sydney | Self-Education - future trends | IIBIT | |
| Dr Syed Uddin | 2018 | Sydney | Turnitin Webcast | Central Queensland University | |
| Dr Syed Uddin | 2018 | Sydney | Collaborative Teaching | Central Queensland University | |
| Dr Syed Uddin | 2018 | Sydney | Role of lecturer | Central Queensland University | |
| Dr Syed Uddin | 2018 | Sydney | Moodle Surgery | Central Queensland University | |
| Dr Syed Uddin | 2018 | Sydney | Interactive Workshop | Central Queensland University | |
| Dr Syed Uddin | 2018 | Sydney | Workshop | IIBIT / Federation University | |
| Dr Syed Uddin | 2018 | Sydney | Worskhop and PD Days X 3 | UBSS | $750 |

Cost to UBSS: $2,500

# ANDREW WEST

**Director, UBSS Centre for Entrepreneurship**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Dr Andrew West | 2016 | National | Fellow | Australian Institute of Management | $400 |
| Dr Andrew West | 2016 | National | Member | Australian Collaborative Education Network | $425 |
| Dr Andrew West | 2016 | National | Member | Australasian Simulation Congress | $250 |
| Dr Andrew West | 2016 | National | Steering Committee Member | HEPP-QN | |
| Dr Andrew West | 2016 | Sydney | Member Academic Senate, Program Director Team and Course Advisory Committee | UBSS | |

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| Dr Andrew West | 2016 | Sydney | Lecturer Internship Seminar for USA students in Australia, Designed, developed and delivered Internship Seminar | NYU | |
| Dr Andrew West | 2016 | Sydney | Program Directors' Team | UBSS | |
| Dr Andrew West | 2016, Spring Semester | Sydney | Staff Semester Professional Development Day, Topic - Unconscious Bias in learning | NYU | |
| Dr Andrew West | 2016, Trimester 1 | Sydney | Attended Staff Development Day<br>Trimester 1, 2016 | UBSS | $1,000 |
| Dr Andrew West | 2016, Trimester 2 | Sydney | Attended Staff Development Day<br>Trimester 2, 2016 | UBSS | $1,000 |
| Dr Andrew West | 2016, April | Sydney | Attended HEPP-QN 2 Day Conference, Steering Committee Member | UBSS | $2,000 |
| Dr Andrew West | 2016, Fall Semester | Sydney | Attended Staff Semester Professional Development Day, Topic: Assessment Alignment | NYU | |
| Dr Andrew West | 2016, Trimester 3 | Sydney | Attended Staff Development Day<br>Trimester 3, 2016 | UBSS | $1,000 |
| Dr Andrew West | 2016, November | Melbourne | Attended HEPP-QN 2 Day Conference, Steering Committee Member | UBSS | $2,000 |

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| Dr Andrew West | December 2016 | Sydney | Annual Performance Review | UBSS | |
| **2017** | | | | | |
| Dr Andrew West | 2017 | National | Fellow | IML | $600 |
| Dr Andrew West | 2017 | National | Member | Australian Collaborative Education Network | $425 |
| Dr Andrew West | 2017 | National | Member | Australasian Simulation Congress | $275 |
| Dr Andrew West | 2017 | National | Steering Committee Member | HEPP-QN | |
| Dr Andrew West | 2017 | Sydney | Member Academic Senate, Program Director Team and Course Advisory Committee | UBSS | |
| Dr Andrew West | 2017 Feb – June | Sydney | Our Big Kitchen: Designed, developed and delivered Business Project for UBSS students. Presentation of final report to OBK on business operations. | UBSS | $10,000 |
| Dr Andrew West | 2017, Trimester 1 | Sydney | Attended Staff Development Day, Trimester 1 | UBSS | $1,000 |
| Dr Andrew West | 2017, April | Sydney | Attended HEPP-QN 2 Day Conference, Steering Committee Member | UBSS | $2,000 |
| Dr Andrew West | 2017, Trimester 2 | Sydney | Attended Staff Development Day, Trimester 2 | UBSS | $1,000 |

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| Dr Andrew West | 2017 | Sydney | Lecturer Internship Seminar for USA students in Australia, developed and delivered Internship Seminar | NYU | |
| Dr Andrew West | 16-18 August, 2017 | New York | Presented Conference Paper: "Quality Framework for International Internship Programs", New York University Teaching and Learning Symposium, | NYU | |
| Dr Andrew West | 2017, Fall Semester | Sydney | Attended Staff Semester Professional Development Day, Topic Student Engagement in and outside the classroom | NYU | |
| Dr Andrew West | 28-31 August, 2017 | Sydney International Conference Centre | Presented Conference Paper at Australasian Simulation Congress 'Integrating Development of Personal Presentation Skills With Business Strategic Simulation Gaming' | Australasian Simulation Congress | $3,000 |
| Dr Andrew West | 2017, Trimester 3 | Sydney | Attended Staff Development Day, Trimester 3 | UBSS | $1,000 |
| Dr Andrew West | 5th October 2017 | IML Sydney | Australian Leadership Excellent Awards Finalist Judge Student Leader of the Year | Institute of Managers and Leaders (IML) (formerly Australian Institute of Management) | $1,000 |
| Dr Andrew West | 27th October, 2017 | Sydney | Attended Academic and Contract Cheating Symposium - UNSW | UBSS | $1,000 |

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| Dr Andrew West | 2017, Spring Semester | Sydney | Attended Staff Semester Professional Development Day, Topic Micro Aggressions in the Classroom | NYU | |
| Dr Andrew West | Sept 2017 to Dec 2017 | Sydney | Member of Teaching and Learning Committee | APIC | |
| Dr Andrew West | 2017, November | Melbourne | Attended HEPP-QN 2 Day Conference, Steering Committee Member | UBSS | $2,000 |
| Dr Andrew West | December 2017 | Sydney | Annual Performance Review | UBSS | |
| **2018** | | | | | |
| Dr Andrew West | 2018 | National | Fellow | Institute of Management and Leadership | $600 |
| Dr Andrew West | 2018 | National | Member | Australian Collaborative Education Network | $425 |
| Dr Andrew West | 2018 | National | Member | Australasian Simulation Congress | $275 |
| Dr Andrew West | 2018 | National | Steering Committee Member | HEPP-QN | |
| Dr Andrew West | 2018 | Sydney | Member Academic Senate, Program Director Team and Course Advisory Committee | UBSS | |

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| Dr Andrew West | February to September 2018 | Berkeley University of California | Studied Online Micromasters<br>Marketing Analytics<br>Completed through Edx | Berkeley University of California | $796 |
| Dr Andrew West | 2018, 16th March and 9th November | Sydney | Member Teaching & Learning Committee External Member | APIC | $1,000 |
| Dr Andrew West | 2018, Spring Semester | Sydney | Attended Staff Semester Professional Development Day, Topic Cultural Diversity | NYU | |
| Dr Andrew West | April 18th 2018 | Sydney | Attended Conference on Admissions Transparency TEQSA | UBSS | $1,000 |
| Dr Andrew West | 2018, April | Sydney | Attended HEPP-QN 2 Day Conference, Steering Committee Member | UBSS | $2,000 |
| Dr Andrew West | 2018, Fall Semester | Sydney | Attended Staff Semester Professional Development Day, Topic Assessment Integrity | NYU | |
| Dr Andrew West | 2018 | Sydney | Lecturer Internship Seminar for USA students in Australia, developed and delivered Internship Seminar | NYU | |
| Dr Andrew West | 7-8 June, 2018 | Sydney International | Attended Edutech Conference | UBSS | $2,000 |

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| | | Conference Centre | | | |
| Dr Andrew West | 6 July, 2018 | Sydney | Attended Round Table Event with Independent HEPs, NIDA | UBSS | $1,000 |
| Dr Andrew West | July 16, 2018 | Sydney, UTS Academy Xi | Attended presentation on Breaking down the business model canvas | UTS | |
| Dr Andrew West | July 25, 2018 | Sydney, UTS Startup Hub | Attended presentation on The forces of innovation: Innovating the world's biggest brands | UTS | |
| Dr Andrew West | 9 August, 2018 | Sydney, UTS Startup Hub | Attended UTS Startups Launch | UTS | |
| Dr Andrew West | 12 September, 2018 | Macquarie University Incubator | Attended presentation on Speaker Series: The Forces of Global Innovation | UTS | |
| Dr Andrew West | 3-5 October, 2018 | Brisbane | Presented Conference Paper: “Application of Mental Toughness to WIL and Early Career Success” at ACEN conference Brisbane | UBSS | $3,000 |
| Dr Andrew West | 14 November, 2018 | BDO Australia - Sydney | Attended presentation on iAngels in Sydney - The Israeli Tech Landscape: Ecosystem and Investment Opportunities | UTS | |

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|---|---|---|---|---|---|
| Dr Andrew West | 26 & 27 November, 2018 | Melbourne | Attended HEPP-QN 2 Day Conference, Steering Committee Member | UBSS | $2,000 |
| Dr Andrew West | 30th November, 2018 | Melbourne | Presented Conference Paper TEQSA Higher Education Forum, "Improving International Student Academic Data Capture and Analysis" | UBSS | $1,700 |
| Dr Andrew West | December 2018 | Sydney | Annual Performance Review | UBSS | |

Cost to UBSS - $37,700

# GREG WHATELEY

**Executive Dean UBSS, Provost UBSS Sydney CBD Campus, Executive Director, GCA**

**PERSONAL STATEMENT:**

I believe strongly in professional development and I am fortunate to have access to a range of activities (within and without of UBSS) that enhance my performance in my current role and extend me as a person/professional.

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Dr Greg Whateley | 2016 | Blacktown | Performance Appraisal | WSU | |
| Dr Greg Whateley | 2016 | Sydney | Performance Appraisal | UBSS | |
| Dr Greg Whateley | 2016 | Parramatta | Seminar – eLearning | WSU | $400 |
| Dr Greg Whateley | 2016 | Melbourne | Conference | WSU | $1,600 |

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|---|---|---|---|---|---|
| Dr Greg Whateley | 2016 | Mannheim | Symposium | UBSS | $5,200 |
| Dr Greg Whateley | 2016 | Parramatta | Staff Development Day | WSU | $2,000 |
| Dr Greg Whateley | 2016 | Blacktown | Staff Development Day | WSU | $2,000 |
| Dr Greg Whateley | 2016 | Sydney | Staff Development Day | UBSS | |
| Dr Greg Whateley | 2016 | Parramatta | Vice Chancellor's Committee | WSU | |
| Dr Greg Whateley | 2016 | Parramatta | Dean's Advisory Board | WSU | |
| Dr Greg Whateley | 2016 | Parramatta | Academic Senate | WSU | |
| Dr Greg Whateley | 2016 | Parramatta | Teaching and Learning Committee | WSU | |
| Dr Greg Whateley | 2016 | Sydney | Academic Board | UBSS | |
| Dr Greg Whateley | 2016 | Parramatta | Chancellor's Advisory Committee | WSU | |
| Dr Greg Whateley | 2016 | Sydney | Executive Dean's Team | UBSS | |
| Dr Greg Whateley | 2016 | Sydney | Program Directors' Team | UBSS | |
| Dr Greg Whateley | 2016 | Sydney | Academic Board | APIC | $2,000 |
| Dr Greg Whateley | 2016 | Sydney | Academic Board | AIM | $2,000 |
| Dr Greg Whateley | 2016 | Sydney | Board of Directors | GCA | |
| Dr Greg Whateley | 2016 | National | Networking | ACCI | $10,000 |

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|---|---|---|---|---|---|
| Dr Greg Whateley | 2016 | National | Fellow | IML | $600 |
| Dr Greg Whateley | 2016 | Sydney | Acting CEO | GCA | |
| Dr Greg Whateley | 2016 | National | Member | ACPET | $10,000 |
| Dr Greg Whateley | 2016 | National | Member | COPHE | $10,000 |
| Dr Greg Whateley | 2016 | National | Member | HEPP_QN | |
| Dr Greg Whateley | 2016 | Sydney | Executive Management Team | GCA | |
| Dr Greg Whateley | 2016 | Gold Coast | Life Member | Dante Alighieri Society | |
| Dr Greg Whateley | 2016 | Melbourne | Alumnus | University of Melbourne | $500 |
| Dr Greg Whateley | 2016 | Sydney | Fire Warden Training | UBSS | $500 |
| **2017** | | | | | |
| Dr Greg Whateley | 2017 | Sydney | Performance Appraisal | UBSS | |
| Dr Greg Whateley | 2017 | Melbourne | Conference | UBSS | $1,100 |
| Dr Greg Whateley | 2017 | Brisbane | Conference | UBSS | $1,300 |
| Dr Greg Whateley | 2017 | Melbourne | TEQSA Meeting | UBSS | $900 |
| Dr Greg Whateley | 2017 | Melbourne | TEQSA Briefing | UBSS | $900 |
| Dr Greg Whateley | 2017 | Sydney | Symposium | UBSS | $500 |

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|---|---|---|---|---|---|
| Dr Greg Whateley | 2017 | Sydney | Staff Development Day | UBSS | |
| Dr Greg Whateley | 2017 | Sydney | Staff Development Day | UBSS | |
| Dr Greg Whateley | 2017 | Sydney | Staff Development Day | UBSS | |
| Dr Greg Whateley | 2017 | Sydney | Academic Board | AIM | $2,000 |
| Dr Greg Whateley | 2017 | Sydney | Academic Board | ACHW | $2,000 |
| Dr Greg Whateley | 2017 | Sydney | Academic Board | APIC | $2,000 |
| Dr Greg Whateley | 2017 | Sydney | Academic Senate | UBSS | |
| Dr Greg Whateley | 2017 | Sydney | Executive Dean's Team | UBSS | |
| Dr Greg Whateley | 2017 | Sydney | Program Directors' Team | UBSS | |
| Dr Greg Whateley | 2017 | Sydney | Board of Directors | GCA | |
| Dr Greg Whateley | 2017 | Sydney | Board of Directors | Waterline NFP | |
| Dr Greg Whateley | 2017 | National | Networking | ACCI | $10,000 |
| Dr Greg Whateley | 2017 | Sydney | Acting CEO | GCA | |
| Dr Greg Whateley | 2017 | National | Member | ACPET | $10,000 |
| Dr Greg Whateley | 2017 | National | Member | COPHE | $10,000 |
| Dr Greg Whateley | 2017 | National | Fellow | IML | $600 |

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|---|---|---|---|---|---|
| Dr Greg Whateley | 2017 | National | Member | HEEP_QN | |
| Dr Greg Whateley | 2017 | Sydney | Executive Management Team | GCA | |
| Dr Greg Whateley | 2017 | Gold Coast | Life Member | Dante Alighieri Society | |
| Dr Greg Whateley | 2017 | Melbourne | Alumnus | University of Melbourne | $500 |
| Dr Greg Whateley | 2017 | Sydney | Fire Warden Training | UBSS | $500 |
| **2018** | | | | | |
| Dr Greg Whateley | 2018 | Sydney | Performance Appraisal | UBSS | |
| Dr Greg Whateley | 2018 | Paris | Symposium | UBSS | $7,400 |
| Dr Greg Whateley | 2018 | Melbourne | Briefing | UBSS | $900 |
| Dr Greg Whateley | 2018 | Sydney | Conference | UBSS | $650 |
| Dr Greg Whateley | 2018 | Sydney | Staff Development Day | UBSS | |
| Dr Greg Whateley | 2018 | Sydney | Staff Development Day | UBSS | |
| Dr Greg Whateley | 2018 | Sydney | Staff Development Day | UBSS | |
| Dr Greg Whateley | 2018 | Sydney | Academic Board | ACHW | $2,000 |
| Dr Greg Whateley | 2018 | Sydney | Academic Board | APIC | $2,000 |
| Dr Greg Whateley | 2018 | Perth | Governing Board | AIBIS | $3,000 |

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| Dr Greg Whateley | 2018 | Sydney | Board of Directors | Waterline NFP | |
| Dr Greg Whateley | 2018 | Sydney | Board of Directors | GCA | |
| Dr Greg Whateley | 2018 | National | Networking | ACCI | $10,000 |
| Dr Greg Whateley | 2018 | National | Fellow | IML | $600 |
| Dr Greg Whateley | 2018 | Sydney | Acting CEO | GCA | |
| Dr Greg Whateley | 2018 | National | Member | ACPET | $10,000 |
| Dr Greg Whateley | 2018 | National | Member | COPHE | $10,000 |
| Dr Greg Whateley | 2018 | National | Member | HEPP_QN | |
| Dr Greg Whateley | 2018 | Sydney | Executive Management Team | GCA | |
| Dr Greg Whateley | 2018 | Gold Coast | Life Member | Dante Alighieri Society | |
| Dr Greg Whateley | 2018 | Melbourne | Alumnus | University of Melbourne | $500 |
| Dr Greg Whateley | 2018 | Sydney | Fire Warden Training | UBSS | $500 |

Cost to UBSS - $111,831

# RICHARD XI

**Postgraduate Coordinator**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Richard Xi | 2016 | Sydney | Postgraduate Coordinator | UBSS | |
| Richard Xi | 2016 | Sydney | Secretary, Academic Senate | UBSS | |
| Richard Xi | 2016 | Sydney | Secretary, Course Advisory Committee | UBSS | |
| Richard Xi | 2016 | Sydney | Member, Grade Review Committee | UBSS | |
| Richard Xi | 2016 | Sydney | Secretary, Academic Integrity Committee | UBSS | |
| Richard Xi | 2016 | Sydney | Staff Development Day | UBSS | |
| Richard Xi | 2016 | Sydney | Secretary, Program Directors' Team | UBSS | |

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| Richard Xi | 2016 | Sydney | Executive Dean's Team | UBSS | |
| Richard Xi | 2016 | Sydney | Member | ASAA | $130 |
| Richard Xi | 2016 | Sydney | Member | AIIA | $180 |
| Richard Xi | 2016 | Sydney | Staff Review | UBSS | |
| Richard Xi | 2016 | Sydney | Grad. Cert. Business & Administration course | UBSS | $3,800 |
| **2017** | | | | | |
| Richard Xi | 2017 | Sydney | Staff Development Day | UBSS | |
| Richard Xi | 2017 | Sydney | Grad. Cert. Business & Administration course | UBSS | $3,800 |
| Richard | 2017 | Sydney | Secretary, Academic Senate | UBSS | |
| Richard Xi | 2017 | Sydney | Secretary, Course Advisory Committee | UBSS | |
| Richard Xi | 2017 | Sydney | Secretary, Grade Review Committee | UBSS | |
| Richard Xi | 2017 | Sydney | Member, Academic Integrity Committee | UBSS | |
| Richard Xi | 2017 | Sydney | Program Directors' Team | UBSS | |
| Richard Xi | 2017 | Sydney | Executive Dean's Team | UBSS | |
| Richard Xi | 2017 | Sydney | Member | ASAA | $130 |
| Richard Xi | 2017 | Sydney | Member | AIIA | $180 |

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| Richard Xi | 2017 | Sydney | Staff review | UBSS | |
| Richard Xi | 2017 | Sydney | Networking | AABC | $200 |
| **2018** | | | | | |
| Richard Xi | 2018 | Sydney | Staff Development Day | UBSS | |
| Richard Xi | 2018 | Sydney | Member, Academic Senate | UBSS | |
| Richard Xi | 2018 | Sydney | Secretary, Course Advisory Committee | UBSS | |
| Richard Xi | 2018 | Sydney | Secretary, Grade Review Committee | UBSS | |
| Richard Xi | 2018 | Sydney | Program Directors' Team | UBSS | |
| Richard Xi | 2018 | Sydney | Executive Dean's Team | UBSS | |
| Richard Xi | 2018 | Sydney | Staff Review | UBSS | |
| Richard Xi | 2018 | Sydney | Seminar | APN Educational Media | $289 |

Cost to UBSS - $8,709

# ANDREW YOUSSEF

**Lecturer**

| NAME | YEAR | VENUE | TYPE | INSTITUTION | COST |
|---|---|---|---|---|---|
| **2016** | | | | | |
| Andrew Youssef | 2016 | Adelaide | Marking Guides and Rubrics Webinar | Australian Institute of Business | |
| Andrew Youssef | 2016 | Adelaide | Revision of Learning Materials | Australian Institute of Business | |
| Andrew Youssef | 2016 | Adelaide | Content writing | Australian Institute of Business | |
| Andrew Youssef | 2016 | Adelaide | Exam Setting & Marking | Australian Institute of Business | |
| Andrew Youssef | 2016 | Adelaide | Exam Setting & Marking | Australian Institute of Business | |
| Andrew Youssef | 2016 | Adelaide | Exam Setting & Marking - Planning | Australian Institute of Business | |
| Andrew Youssef | 2016 | Adelaide | Exam Setting & Marking | Australian Institute of Business | |

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| Andrew Youssef | 2016 | Adelaide | Exam Setting & Marking | Australian Institute of Business | |
| Andrew Youssef | 2016 | Adelaide | Project Marking | Australian Institute of Business | |
| **2017** | | | | | |
| Andrew Youssef | 2017 | Online | Scholarship Portal – T and L | Australian Institute of Business | |
| Andrew Youssef | 2017 | Online | Scholarship Portal - Innovation | Australian Institute of Business | |
| Andrew Youssef | 2017 | Adelaide | Exam Setting & Marking | Australian Institute of Business | |
| Andrew Youssef | 2017 | Adelaide | Exam Setting & Marking | Australian Institute of Business | |
| Andrew Youssef | 2017 | Adelaide | Exam Setting & Marking | Australian Institute of Business | |
| Andrew Youssef | 2017 | Adelaide | Exam Setting & Marking | Australian Institute of Business | |
| Andrew Youssef | 2017 | Sydney | Workshop - ExamSoft Training | S P Jain | |
| **2018** | | | | | |
| Andrew Youssef | 2018 | Sydney | Staff Development Day | UBSS | $250 |
| Andrew Youssef | 2018 | Sydney | Workshop – Moodle Training | UBSS | $1,000 |
| Andrew Youssef | 2018 | Sydney | Workshop – PeopleSoft Training | S P Jain | |
| Andrew Youssef | 2018 | Sydney | Corporate Entrepreneurship | UBSS | $2,500 |
| Andrew Youssef | 2018 | Sydney | Member – Academic Integrity | UBSS | |

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| Andrew Youssef | 2018 | Sydney | Staff Member – Academic Senate | UBSS | |
| Andrew Youssef | 2018 | Sydney | Secretary – Grade Review | UBSS | |

Cost to UBSS: $3,750

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# RESOURCING BY UBSS ($)

| YEAR | NAME | REOURCE IN $ | TOTAL |
|---|---|---|---|
| **2016** | AL HUMDAN | - | |
| **2016** | ALAFACI | 440 | |
| **2016** | ANGELES | 1,200 | |
| **2016** | BOSMA | 1,349 | |
| **2016** | BURKI | 250 | |
| **2016** | CAMERON | 750 | |
| **2016** | BIGATTON, D | - | |
| **2016** | BIGATTON, J | - | |
| **2016** | DARAZI | 2,050 | |
| **2016** | DOOKIE | 750 | |
| **2016** | FANG | 500 | |
| **2016** | GAO | - | |
| **2016** | HAYEK | - | |
| **2016** | JUDGE | 750 | |
| **2016** | KUMAR | - | |
| **2016** | LU | 750 | |
| **2016** | MCCORMICK | 3,100 | |
| **2016** | MCCOY | 750 | |
| **2016** | OR | - | |
| **2016** | PARKER | - | |
| **2016** | PRICE | 500 | |
| **2016** | ROOPRAM | 1,135 | |

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|---|---|---|---|
| **2016** | SELIM | - | |
| **2016** | SHARMA | 5,300 | |
| **2016** | SMITHSON | 10,900 | |
| **2016** | STRAVENS | - | |
| **2016** | TAHIR | - | |
| **2016** | TRESCA | 24,000 | |
| **2016** | TULADHAR | - | |
| **2016** | UDDIN | 500 | |
| **2016** | WEST | 8,075 | |
| **2016** | WHATELEY | 46,800 | |
| **2016** | XI | 4,110 | |
| **2016** | YOUSSEF | | |
| **EXECUTIVE DEAN'S AWARDS** | | 9,000 | |
| **TOTAL** | | | **$221,059** |

| YEAR | NAME | REOURCE IN $ | TOTAL |
|---|---|---|---|
| **2017** | AL HUMDAN | 250 | |
| **2017** | ALAFACI | 600 | |
| **2017** | ANGELES | 750 | |
| **2017** | BOSMA | 1,090 | |
| **2017** | BURKI | 250 | |
| **2017** | CAMERON | 750 | |
| **2017** | BIGATTON, D | 500 | |
| **2017** | BIGATTON, J | - | |
| **2017** | DARAZI | 750 | |
| **2017** | DOOKIE | 750 | |
| **2017** | FANG | 200 | |
| **2017** | GAO | 500 | |
| **2017** | HAYEK | 2,800 | |
| **2017** | JUDGE | 750 | |
| **2017** | KUMAR | - | |
| **2017** | LU | 750 | |
| **2017** | MCCORMICK | 500 | |
| **2017** | MCCOY | 750 | |
| **2017** | OR | 500 | |
| **2017** | PARKER | 500 | |
| **2017** | PRICE | 500 | |
| **2017** | ROOPRAM | 3,900 | |
| **2017** | SELIM | - | |
| **2017** | SHARMA | 7,950 | |
| **2017** | SMITHSON | 7,000 | |

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| **2017** | STRAVENS | - | |
| **2017** | TAHIR | - | |
| **2017** | TRESCA | 24,279 | |
| **2017** | TULADHAR | 250 | |
| **2017** | UDDIN | 750 | |
| **2017** | WEST | 24,300 | |
| **2017** | WHATELEY | 33,300 | |
| **2017** | XI | 4,310 | |
| **2017** | YOUSSEF | | |
| **EXECUTIVE DEAN'S AWARDS** | | 9,000 | |
| | | | **$128,479** |

| YEAR | NAME | REOURCE IN $ | TOTAL |
|---|---|---|---|
| **2018** | AL HUMDAN | - | |
| **2018** | ALAFACI | 1,100 | |
| **2018** | ANGELES | 1,430 | |
| **2018** | BOSMA | 2,120 | |
| **2018** | BURKI | 750 | |
| **2018** | CAMERON | 1,100 | |
| **2018** | BIGATTON, D | 500 | |
| **2018** | BIGATTON, J | 500 | |
| **2018** | DARAZI | 500 | |
| **2018** | DOOKIE | 750 | |
| **2018** | FANG | 250 | |
| **2018** | GAO | 250 | |
| **2018** | HAYEK | 6,000 | |
| **2018** | JUDGE | 500 | |
| **2018** | KUMAR | 250 | |
| **2018** | LU | 1,500 | |
| **2018** | MCCORMICK | 1,700 | |
| **2018** | MCCOY | 750 | |
| **2018** | OR | 250 | |
| **2018** | PARKER | 500 | |
| **2018** | PRICE | 750 | |
| **2018** | ROOPRAM | 7,944 | |
| **2018** | SELIM | 500 | |
| **2018** | SHARMA | 3,830 | |
| **2018** | SMITHSON | 15,600 | |

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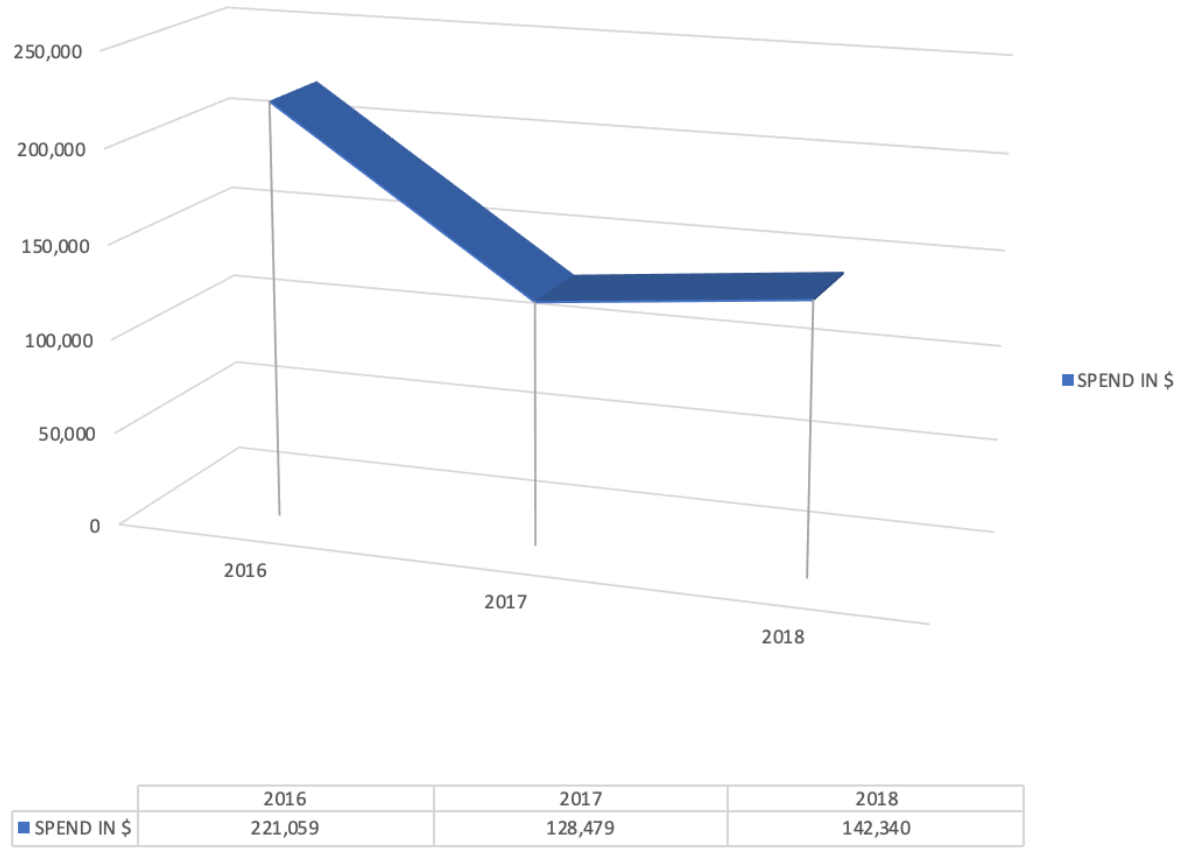
| **2018** | STRAVENS | 3,000 | |
| **2018** | TAHIR | - | |
| **2018** | TRESCA | 21,411 | |
| **2018** | TULADHAR | 250 | |
| **2018** | UDDIN | 1,500 | |
| **2018** | WEST | 15,266 | |
| **2018** | WHATELEY | 38,550 | |
| **2018** | XI | 289 | |
| **2018** | YOUSSEF | 3,750 | |
| **EXECUTIVE DEAN'S AWARDS** | | 9,000 | |
| | | | **$142,340** |

# TOTAL UBSS SPEND (RESOURCING) FOR 2016-2018

| YEAR | SPEND IN $ |
|---|---|
| **2016** | **221,059** |
| **2017** | **128,479** |
| **2018** | **142,340** |
| **TOTAL** | **491,878** |




| | 2016 | 2017 | 2018 |
|---|---|---|---|
| SPEND IN $ | 221,059 | 128,479 | 142,340 |