



Independent MBA Business School

# UBSS

## ANNUAL REPORT



# 2019

## FOREWORD



2019 has been another very good year at UBSS with our outcomes establishing us as a quality organization.

Student numbers peaked (at cap) in 2018 and have been maintained throughout 2019. The growth and diversity have been well managed and supported throughout the year and is best evidenced, again, in the *Student Feedback on Units (SFU) X 3* outcomes suggesting a positive student community, and the *Staff Feedback X 3* also suggesting a positive view of how UBSS operated during the year. Further, the most recent QILT (SES) *outcomes* for UBSS were published in April 2019 identifying UBSS as an achieving school including a #1 in Australia for MBA learner engagement rating. This is a brilliant outcome – again.

*The refreshed UBSS Strategic Plan 2020-2023* continues to provide the opportunity for UBSS to measure itself against a comprehensive range of metrics under the headings of growth, diversity, quality, entrepreneurship and performance (benchmarking). Our ongoing commitment to benchmarking is also providing us with comforting feedback suggesting we are travelling well – and in the right direction.

UBSS is now a quality independent business school. This was achieved by a dedicated and focused group of people including senior management staff, support staff and teaching staff – so UBSS is indeed fortunate to have such a team in place.

*We reflect on 2019* as a positive and satisfying year and look forward to the challenges of 2020 ahead of us.

**Emeritus Professor Greg Whateley**  
Executive Dean, UBSS  
Executive Director, GCA  
February 2020

## Performance against Measures

### GROWTH

|                     | 2015 | 2016 | 2017 | 2018 | 2019 | Q1   | Q2   | Q3   | Q4   | 2020 |   |
|---------------------|------|------|------|------|------|------|------|------|------|------|---|
| Programs            | 3    | 3    | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 3    | ✓ |
| Locations           | 1    | 1    | 1    | 1    | 3    | 2    | 3    | 3    | 3    | 3    | ✓ |
| Students            | 488  | 1075 | 1558 | 1683 | 1400 | 1736 | 1680 | 1676 | 1697 | 1600 | ✓ |
| Income (\$m)        | 5.6  | 9.9  | 15   | 17.5 | 12.5 | 5.58 | 12.1 | 19.3 | 19.3 | 17.4 | ✓ |
| Profit (\$m) at BU* | 0.76 | 3.75 | 6.2  | 9.4  | 3.7  | 2.26 | 5.6  | 9.4  | 9.4  | 4    | ✓ |

\*Profit at Business Unit level excludes corporate overheads

UBSS has grown well beyond the target of 1300 (blue column) to 1683 (yellow column) by end Q4. The Q4 financials are considerably better than target – and an exceptional outcome in terms of profit.



## DIVERSITY

|                     | 2015 | 2016 | 2017 | 2018 | 2019 | Q1   | Q2   | Q3   | Q4   | 2020 |   |
|---------------------|------|------|------|------|------|------|------|------|------|------|---|
| International       | 488  | 1063 | 1558 | 1681 | 1350 | 1736 | 1701 | 1668 | 1701 | 1600 | ✓ |
| Nationalities       | 10   | 33   | 41   | 36   | 36   | 36   | 33   | 31   | 33   | 34   | ✓ |
| Countries with 10 + | 5    | 8    | 10   | 10   | 11   | 10   | 10   | 11   | 11   | 11   | ✓ |
| Undergraduate       | 488  | 763  | 1072 | 927  | 910  | 974  | 859  | 805  | 879  | 752  | ✓ |
| Postgraduate        | 186  | 300  | 483  | 756  | 490  | 762  | 842  | 871  | 825  | 848  | ✓ |

In terms of **diversity** the shortcomings were in the range of nationalities (33/36) and undergraduate students (879/910). Neither were of any great significance.

## QUALITY AND EXCELLENCE

|                               | 2015 | 2016 | 2017     | 2018                 | 2019 | Q1                   | Q2    | Q3    | Q4    | 2020 |   |
|-------------------------------|------|------|----------|----------------------|------|----------------------|-------|-------|-------|------|---|
| Full time staff (%)           | 10   | 25   | 25+      | 29+                  | 27   | 32                   | 29    | 30    | 29    | 25   | ✓ |
| AQF+1 or equivalent (%)       | 40   | 100  | 100      | 100                  | 100  | 100                  | 100   | 100   | 100   | 100  | ✓ |
| Progression Rate (%)          | 57.9 | 56.3 | 66       | 77.2                 | 70   | -                    | 85    | 84    | 84.5  | 70   | ✓ |
| Attrition Rate (%) - adjusted | 24.4 | 19.5 | 21       | 12                   | 25   | 11                   | 14.2  | -     | 12.6  | 15   | ✓ |
| Total Completions             | 160  | 91   | 187      | 377                  | 411  | -                    | 440   | 440   | 440   | 400  | ✓ |
| Student Satisfaction          | 4.2  | 4.3  | 4.2      | 4.3                  | 4.2  | 4.3                  | -     | 4.3   | 4.4   | 4    | ✓ |
| Staff Satisfaction            | 3.5  | 4.3  | 4.7      | 4.7                  | 4.2  | -                    | 4.7   | 4.6   | 4.65  | 4    | ✓ |
| Student Staff Ratio           | 32.4 | 34   | 39.6     | 42.8                 | 35   | 32.20                | 32.37 | 32.73 | 32.47 | 35   | ✓ |
| SES (QILT) Aggregate          | NA   | NA   | UG 79/77 | UG 78/77<br>PG 80/75 | 77   | UG 78/77<br>PG 77/76 | -     | -     | -     | NAx  | ✓ |

In terms of **quality and excellence** all the targets have been achieved. The adjusted attrition figures, staff satisfaction levels, student satisfaction levels and the Staff Student Ratio outcomes are all very pleasing.

## ENTREPRENEURSHIP AND INNOVATION

|                        | 2015 | 2016 | 2017 | 2018 | 2019 | Q1 | Q2 | Q3 | Q4 | 2020 |   |
|------------------------|------|------|------|------|------|----|----|----|----|------|---|
| Fellows                | 0    | 0    | 16   | 16   | 15   | 16 | 16 | 16 | 16 | 16   | ✓ |
| Industry Presentations | 0    | 0    | 11   | 7    | 7    | 4  | 7  | 7  | 7  | 8    | ✓ |
| Industry Partnerships  | 4    | 7    | 13   | 15   | 17   | 12 | 15 | 13 | 17 | 19   | ✓ |
| Focus Subjects         | 3    | 5    | 10   | 10   | 10   | 10 | 10 | 10 | 10 | 10   | ✓ |

Our **Entrepreneurship** goals for 2019 have been achieved.



### PERFORMANCE (Benchmarking)

|                                | 2015 | 2016 | 2017 | 2018 | 2019 | Q1 | Q2 | Q3 | Q4  | 2020 |   |
|--------------------------------|------|------|------|------|------|----|----|----|-----|------|---|
| Partners                       | 2    | 5    | 14   | 19   | 11   | 11 | 11 | 11 | 45+ | 11   | ✓ |
| Internal Surveys/year          | 3    | 3    | 3    | 3    | 3    | 1  | -  | 2  | 3   | 3    | ✓ |
| Staff Surveys/year             | 3    | 3    | 3    | 3    | 3    | 1  | -  | 2  | 3   | 3    | ✓ |
| Graduate Surveys/year          | 2    | 2    | 1    | 1    | 1    | -  | -  | 1  | 1   | 1    | ✓ |
| Grade Distribution Comparisons | 6    | 6    | 18   | 15   | 7    | 16 | 16 | 16 | 16  | 10   | ✓ |
| Peak Body Surveys*             | 1    | 2    | 4    | 3    | 3    | 5  | 5  | 5  | 8   | 3    | ✓ |
| QILT Surveys                   | 0    | 1    | 2    | 2    | 2    | 2  | 2  | 2  | 2   | 2    | ✓ |

Our **Performance (Benchmarking)** targets for 2019 have also been fully achieved.



## Feedback from Students

Readings (soundings) are taken against student satisfaction levels by way of eSurveys for Student Feedback on Units (SFUs) at the end of each trimester. Three snapshots were taken in 2019 and are evident across the three programs in the final three columns to the right –

| Survey Questions |  | Bachelor of Business |       |       |       |       |       |       |       |       |       |       |
|------------------|--|----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|                  |  | T2 16                | T3 16 | T1 17 | T2 17 | T3 17 | T1 18 | T2 18 | T3 18 | T1 19 | T2 19 | T3 19 |
| Q1               | The subject provided useful knowledge and skills   | 4.20                 | 4.38  | 4.30  | 4.36  | 4.28  | 4.57  | 4.44  | 4.35  | 4.35  | 4.26  | 4.50  |
| Q2               | The learning outcomes were achievable  | 4.09                 | 4.29  | 4.27  | 4.30  | 4.25  | 4.55  | 4.36  | 4.23  | 4.23  | 4.21  | 4.42  |
| Q3               | The subject workload was manageable  | 4.06                 | 4.00  | 4.14  | 4.20  | 4.17  | 4.51  | 4.21  | 4.19  | 4.19  | 4.16  | 4.36  |
| Q4               | The subject helped to develop relevant professional skills such as problem solving and critical thinking | 4.17                 | 4.20  | 4.27  | 4.31  | 4.26  | 4.55  | 4.35  | 4.24  | 4.30  | 4.25  | 4.38  |
| Q5               | The lecturer was well prepared for each class  | 4.35                 | 4.45  | 4.44  | 4.39  | 4.40  | 4.62  | 4.54  | 4.42  | 4.20  | 4.25  | 4.53  |
| Q6               | The lecturer provided useful feedback  | 4.29                 | 4.37  | 4.35  | 4.30  | 4.32  | 4.56  | 4.47  | 4.33  | 4.33  | 4.23  | 4.48  |
| Q7               | The lecturer had a good knowledge of the subject matter  | 4.28                 | 4.52  | 4.46  | 4.41  | 4.39  | 4.69  | 4.54  | 4.47  | 4.45  | 4.30  | 4.51  |
| Q8               | The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject  | 4.31                 | 4.45  | 4.33  | 4.34  | 4.33  | 4.56  | 4.45  | 4.39  | 4.39  | 4.24  | 4.48  |
| Q9               | The lecturer was available to discuss learning problems outside of class time                            | 4.13                 | 4.28  | 4.18  | 4.27  | 4.14  | 4.55  | 4.37  | 4.24  | 4.53  | 4.20  | 4.42  |
| Q10              | The assessment requirements were clearly explained   | 4.27                 | 4.28  | 4.28  | 4.32  | 4.27  | 4.63  | 4.41  | 4.34  | 4.33  | 4.17  | 4.40  |
| Q11              | Overall the teaching in the subject was of a high quality  | 4.30                 | 4.37  | 4.31  | 4.28  | 4.29  | 4.52  | 4.45  | 4.37  | 4.32  | 4.30  | 4.46  |
| AVERAGE          |  | 4.22                 | 4.33  | 4.30  | 4.32  | 4.28  | 4.57  | 4.42  | 4.32  | 4.33  | 4.23  | 4.45  |

| Survey Questions |  | Bachelor of Accounting |       |       |       |       |       |       |       |       |       |       |
|------------------|--|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|                  |  | T2 16                  | T3 16 | T1 17 | T2 17 | T3 17 | T1 18 | T2 18 | T3 18 | T1 19 | T2 19 | T3 19 |
| Q1               | The subject provided useful knowledge and skills   | 4.15                   | 4.43  | 4.16  | 4.36  | 4.18  | 4.26  | 4.27  | 4.34  | 4.34  | 4.25  | 4.38  |
| Q2               | The learning outcomes were achievable  | 4.05                   | 4.39  | 4.10  | 4.30  | 4.07  | 4.25  | 4.17  | 4.32  | 4.32  | 4.23  | 4.26  |
| Q3               | The subject workload was manageable  | 3.95                   | 4.09  | 4.10  | 4.20  | 3.98  | 4.17  | 4.11  | 4.21  | 4.21  | 4.13  | 4.23  |
| Q4               | The subject helped to develop relevant professional skills such as problem solving and critical thinking | 4.10                   | 4.32  | 4.15  | 4.31  | 4.04  | 4.20  | 4.20  | 4.29  | 4.10  | 4.22  | 4.29  |
| Q5               | The lecturer was well prepared for each class  | 4.26                   | 4.48  | 4.27  | 4.39  | 4.16  | 4.29  | 4.29  | 4.41  | 4.30  | 4.26  | 4.25  |
| Q6               | The lecturer provided useful feedback  | 4.19                   | 4.38  | 4.16  | 4.30  | 4.04  | 4.19  | 4.20  | 4.37  | 4.30  | 4.23  | 4.22  |
| Q7               | The lecturer had a good knowledge of the subject matter  | 4.29                   | 4.36  | 4.25  | 4.41  | 4.18  | 4.34  | 4.33  | 4.48  | 4.20  | 4.31  | 4.29  |
| Q8               | The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject  | 4.24                   | 4.46  | 4.22  | 4.34  | 4.11  | 4.29  | 4.25  | 4.43  | 4.20  | 4.26  | 4.31  |
| Q9               | The lecturer was available to discuss learning problems outside of class time                            | 4.03                   | 4.26  | 4.04  | 4.27  | 3.98  | 4.17  | 4.16  | 4.30  | 4.10  | 4.19  | 4.18  |
| Q10              | The assessment requirements were clearly explained   | 4.19                   | 4.34  | 4.15  | 4.32  | 4.08  | 4.23  | 4.24  | 4.35  | 4.20  | 4.25  | 4.25  |
| Q11              | Overall the teaching in the subject was of a high quality  | 4.15                   | 4.40  | 4.17  | 4.28  | 4.07  | 4.24  | 4.19  | 4.34  | 4.20  | 4.16  | 4.22  |
| AVERAGE          |  | 4.15                   | 4.35  | 4.16  | 4.32  | 4.08  | 4.24  | 4.22  | 4.35  | 4.22  | 4.23  | 4.26  |



| Survey Questions |  | Master of Business Administration |       |       |       |       |       |       |       |       |       |       |
|------------------|--|-----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|                  |  | T2 16                             | T3 16 | T1 17 | T2 17 | T3 17 | T1 18 | T2 18 | T3 18 | T1 19 | T2 19 | T3 19 |
| Q1               | The subject provided useful knowledge and skills   | 4.20                              | 4.44  | 4.27  | 4.24  | 4.35  | 4.40  | 4.27  | 4.37  | 4.37  | 4.33  | 4.39  |
| Q2               | The learning outcomes were achievable  | 4.00                              | 4.36  | 4.15  | 4.17  | 4.27  | 4.37  | 4.19  | 4.28  | 4.28  | 4.31  | 4.36  |
| Q3               | The subject workload was manageable  | 3.90                              | 4.21  | 4.09  | 4.08  | 4.18  | 4.25  | 4.15  | 4.25  | 4.35  | 4.25  | 4.33  |
| Q4               | The subject helped to develop relevant professional skills such as problem solving and critical thinking | 3.90                              | 4.40  | 4.11  | 4.12  | 4.25  | 4.31  | 4.19  | 4.27  | 4.27  | 4.29  | 4.36  |
| Q5               | The lecturer was well prepared for each class  | 4.20                              | 4.59  | 4.17  | 4.29  | 4.42  | 4.44  | 4.37  | 4.42  | 4.42  | 4.38  | 4.46  |
| Q6               | The lecturer provided useful feedback  | 4.10                              | 4.44  | 4.19  | 4.17  | 4.31  | 4.33  | 4.26  | 4.32  | 4.50  | 4.28  | 4.38  |
| Q7               | The lecturer had a good knowledge of the subject matter  | 4.30                              | 4.58  | 4.30  | 4.38  | 4.43  | 4.48  | 4.41  | 4.48  | 4.48  | 4.41  | 4.50  |
| Q8               | The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject  | 4.10                              | 4.51  | 4.27  | 4.29  | 4.31  | 4.37  | 4.30  | 4.40  | 4.40  | 4.31  | 4.39  |
| Q9               | The lecturer was available to discuss learning problems outside of class time                            | 4.00                              | 4.26  | 4.13  | 4.12  | 4.20  | 4.20  | 4.11  | 4.21  | 4.25  | 4.24  | 4.34  |
| Q10              | The assessment requirements were clearly explained   | 4.00                              | 4.51  | 4.17  | 4.22  | 4.28  | 4.38  | 4.26  | 4.34  | 4.35  | 4.35  | 4.40  |
| Q11              | Overall the teaching in the subject was of a high quality  | 4.10                              | 4.41  | 4.09  | 4.18  | 4.26  | 4.32  | 4.23  | 4.31  | 4.36  | 4.27  | 4.40  |
| AVERAGE          |  | 4.07                              | 4.43  | 4.17  | 4.21  | 4.30  | 4.35  | 4.25  | 4.33  | 4.37  | 4.31  | 4.39  |

The outcome has been very good across 2019 – and clearly satisfaction is high longitudinally over 11 trimesters.

The overall impact of the soundings suggests a highly satisfied student population with a T3, 2019 aggregate of 4.4 out of a possible 5 across all programs.



## Feedback from Staff

Readings (soundings) are taken against *staff satisfaction levels* by way of Staff eSurveys at the end of each trimester. Three soundings were completed in 2019 as indicated in the last three columns to the right, T1, 2019; T2, 2019 and T3, 2019 -

| Survey Questions |  | T2 2016 | T3 2016 | T1 2017 | T2 2017 | T3 2017 | T1 2018 | T2 2018 | T3 2018 | T1 2019 | T2 2019 | T3 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    | 4.56    |
| Q2               | Your job requirements are clearly communicated and goals and strategies are clearly d      | 4.20    | 4.40    | 4.80    | 4.68    | 4.75    | 4.83    | 4.71    | 4.69    | 4.67    | 4.81    | 4.44    |
| 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    | 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    | 4.78    |
| Q5               | You are satisfied with the level of involvement in decisions that directly affect your wor | 3.90    | 4.20    | 4.53    | 4.37    | 4.63    | 4.56    | 4.62    | 4.69    | 4.60    | 4.25    | 3.89    |
| Q6               | UBSS does a good job of keeping employees informed about matters affecting your wor        | 4.00    | 4.30    | 4.93    | 4.79    | 4.81    | 4.89    | 4.62    | 4.77    | 4.80    | 4.81    | 4.44    |
| 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    | 4.44    |
| Average          |  | 4.09    | 4.26    | 4.80    | 4.65    | 4.72    | 4.77    | 4.67    | 4.69    | 4.70    | 4.61    | 4.43    |

The overall impact of these soundings suggests a *highly satisfied* staff. The aggregated outcome for 2019 was 4.6 (quite amazing really!). Qualitative input is carefully considered and requests are actioned whenever possible.



## **National SES (QILT Survey) 2018**

UBSS has participated in this national survey now *for three years* – and we are delighted (again) with the outcomes. We participated in both the *undergraduate* and *postgraduate* elements. The very nature of the project is to compare performance and this can be done quite easily on the QILT website – [www.qilt.edu.au](http://www.qilt.edu.au)

On close examination we are delighted to have achieved a range of accolades –



### **MASTER OF BUSINESS ADMINISTRATION**

#### **Overall Quality of Educational Experience**

**Top 4 NUHEI in Sydney CBD**

**Top 7 NUHEI in New South Wales**

**Top 3 MBA Business Schools in Australia**

**Top 9 in Australia (NUHEI and Universities)**

#### **Teaching Quality**

**Top 3 NUHEI in Sydney CBD**

**Top 2 MBA Business Schools in Australia**

**Top 6 NUHEI in Australia**

#### **Learner Engagement**

**#1 NUHEI in Sydney CBD**

**#1 NUHEI in New South Wales**

**#1 MBA Business School in Australia**

### **Learning Resources**

**Top 5 NUHEI in Sydney CBD**

**Top 9 NUHEI in New South Wales**

**Top 13 NUHEI in Australia**

**#5 MBA Business School in Australia**

### **Student Support**

**#1 NUHEI in Sydney CBD**

**#1 MBA Business School in Sydney CBD**

**Top 2 MBA Business Schools in New South Wales**

**Top 4 MBA Business Schools in Australia**

**Top 9 NUHEI in Australia**

### **Skills Development**

**#2 MBA Business School in Sydney CBD**

**Top 3 NUHEI in Sydney CBD**

**Top 7 NUHEI in New South Wales**

**Top 3 MBA Business Schools in Australia**

**Top 8 NUHEI in Australia**

## **BACHELOR OF BUSINESS/BACHELOR OF ACCOUNTING**

### **Overall Quality of Educational Experience**

**Top 2 NUHEI in Sydney CBD**

**Top 6 NUHEI in New South Wales**

**Top 8 NUHEI in Australia**

### **Teaching Quality**

**Top 2 NUHEI in Sydney CBD**

**Top 5 NUHEI in New South Wales**

**Top 6 NUHEI in Australia**

**Top 10 in Australia (NUHEI and University)**

### **Learner Engagement**

**Top 2 NUHEI in Sydney CBD**

**Top 6 NUHEI in New South Wales**

**Top 10 NUHEI in Australia**

**Top 13 in Australia (NUHEI and University)**

### **Learning Resources**

**Top 3 NUHEI in Sydney CBD**

**Top 10 NUHEI in Australia**

### **Student Support**

**Top 2 NUHEI in Sydney CBD**

**Top 2 NUHEI in New South Wales**

**Top 6 NUHEI in Australia**

**Top 12 in Australia (NUHEI and University)**

### **Skills Development**

**#2 NUHEI in Sydney CBD**

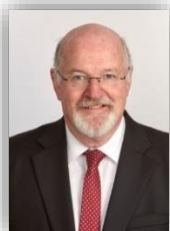
**Top 7 NUHEI in Sydney CBD**

**Top 9 NUHEI in Australia**

**Top 11 in Australia (NUHEI and University)**

## UBSS Academic Senate Membership 2019

The important work of the UBSS Academic Senate continued throughout 2019. On behalf of UBSS I would like to thank the following members for their commitment and support. An achieved objective for 2019 was the expansion of the membership of the UBSS Academic Senate with more external input and expertise.



**Professor Greg Whateley** - Chair (Internal)

**Jotsana Roopram** – Secretary (Internal)

**Dr Craig Ellis** – Deputy Chair (External)

**Professor Ian Bofinger** (External)

**Adjunct Professor Rob Wendon** (External)

**Dr Cyril Jankoff** (External)

**Adjunct Professor Art Phillips** (External)

**Dr Lu, Jiao** (External)

**Dr Barry Gordon** (External)

**Natasha Jacques** (Student Representative)

**Usman Sindhu** (Internal)

**Associate Professor Wayne Smithson** (Internal)

**Associate Professor Felix Stravens** (Internal)

**Professor Ray Hayek** (Internal)

**Assistant Professor Richard Xi** (Internal)

**Associate Professor Andy West** (Internal)

**Associate Professor Ashok Chanda** (Internal)



## **UBSS Course Advisory Committee Membership 2019**

The work of the Course Advisory Committee (a sub-committee of the UBSS Academic Senate) was maintained throughout 2019 with the committed and supportive membership of-



### **Simon Chhoeu (External Chair)**

**Associate Professor Felix Stravens (Deputy Chair)**

**Assistant Professor Richard Xi (Secretary)**

**Associate Professor Wayne Smithson**

**Professor Ray Hayek**

**Emeritus Professor Greg Whateley**

**Associate Professor Andy West**

**Assistant Professor Jotsana Roopram**

**Associate Professor Ashok Chanda**

**Lawrence Porter (External)**

**Bernadette Or (External)**

**Dr Cyril Jankoff (External)**

**Adjunct Professor Art Phillips (External)**

**Adjunct Professor Jamie Rigg (External)**

**Rahul Daga (External)**



## **UBSS Centre for Entrepreneurship Membership Expansion**

The **Centre for Entrepreneurship** was established at the beginning of 2017 and has continued its work throughout 2019. The Fellows support UBSS through presentations to students, teaching and/or membership of committees and support groups.

The Foundation Director of the CFE is **Associate Professor Andrew West**.



For details on the CFE check out <https://www.ubss.edu.au/centre-for-entrepreneurship/>

Current Fellows (15) of the CFE in 2019 included –

**Assistant Professor Bernadette Or**  
**Adjunct Professor Art Phillips**  
**Assistant Professor Stephen Parker**  
**Steve James**  
**Peter Wallace**  
**Simon Chhoeu**  
**Yan Flageul**  
**Adjunct Professor Jamie Rigg**  
**Rahul Daga**  
**Dr Dimitri Kopanakis**  
**Tanya Graham**  
**Michelle Carlyle**  
**Agata Mouasher**  
**Jessica Ferguson**  
**Matija Squire**  
**Dr Barry Gordon**

The School would like to take the opportunity of thanking **Associate Professor Andrew West** for his ongoing effort and professionalism. These outcomes cannot be achieved without the effort of a committed champion.



## **Audits against the 2015 Threshold Standards**

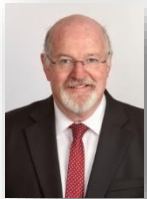
The new threshold standards were introduced in January 2017. UBSS has conducted nine formal audits against these standards during 2017 - 2019 with the assistance of the Threshold Standards Audit Committee.

The Threshold Standards Audit Committee (TSAC) continues the all-important work of gauging our compliance against the 2015 (new) standards. We are tracking quite nicely at present.

The 2019 team comprised –



**Assistant Professor Jotsana Roopram (Chair)**



**Professor Greg Whateley**



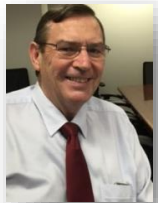
**Assistant Professor Kim Sharma**



**Assistant Professor Richard Xi**



**Associate Professor Felix Stravens**



**Adjunct Professor Rob Wendon (Independent)**

The team worked toward the completion of the re-registration documentation against the Threshold Standards in mid-2019 and will continue its work throughout 2020.

### Initiatives for 2020 include –

- A **Melbourne** Campus;
- **Endorsement** of our MBA program by CMI;
- **Re-registration** of UBSS;
- **Reaccreditation** of the Bachelor of Accounting;
- **Reaccreditation** of the Bachelor of Business;
- **Reaccreditation** of the Master of Business Administration;
- **CRICOS reregistration**;
- An **Executive** Campus;
- An **Online** Campus;
- **International** Projects.



A special thank you is extended to **Assistant Professor Jotsana Roopram, Associate Professor Felix Stravens, Adjunct Professor Rob Wendon, Associate Professor Duncan Honore-Morris, Associate Professor Andrew West and Assistant Professor Kim Sharma** for their assistance with this project.

