



CAPTURING SCHOLARSHIP AT UBSS

Greg Whateley, Anurag Kanwar and Andrew West

V5 – February 2021

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 learned focused organisation is clearly understood and encouraged.

Part A 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. The tool is benchmarked against a range of other providers to ensure currency and appropriateness.

Part B 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 also benchmarked and an appropriate approach to Professional Development and Scholarship.

I recommend this publication to you.

Emeritus Professor Greg Whateley

Deputy Vice Chancellor, GCA



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CAPTURING SCHOLARSHIP AT UBSS

PART A

The 2015 Threshold Standards that are primarily concerned with scholarship 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)

In response to some unfounded criticism from the Regulator and 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 process included -

| Steps | Tasks | Responsibility | Timing |
|-------|---|--------------------------|-------------------|
| A | Seek support from a current benchmarking consortium to focus on scholarship data collection | Executive Dean | 1 October, 2017 |
| B | Consider findings of project | Executive Dean | 30 November, 2017 |
| C | Present findings to Academic Senate and seek direction | Chair of Academic Senate | 14 December, 2017 |
| D | Publish Annual Scholarship Profiles | Executive Dean | Ongoing |

The current /UBSS stance (revisited on a number of occasions since December 2017) 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 ongoing collection of data (2018 and 2019) continues this important work.
- **Emeritus Professor Whateley** (Deputy Vice Chancellor, GCA), too, has considerable expertise in this area and defends the right to be innovative around the Boyer model (therefore rejecting an earlier TEQSA negative 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, somehow, (2016) is *not* permitted to do so. This notion is rejected outright.
- The current UBSS *Professional Development Policy* –

<https://www.ubss.edu.au/media/1459/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 ongoing 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 and has remained in place since -

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

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.

All papers have been satisfactorily completed and GW advised that these will be presented at the next Academic Senate meeting for consideration.

Board members commended the documents.

Resolution

The update was moved by PN and seconded by AM. The update was accepted without dissent

Action

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

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**. Arguably there is a significant link, then, to the student experience which is measured and monitored via internal student feedback (SFUs) and external survey (QILT). The most recent outcomes of both measures – suggests UBSS is performing at a very high standard and the scholarship emphasis is providing dividends –

| 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 |

With regard to the teaching and learning within the *Bachelor of Business* – the most relevant lines (domains) would be Q1 The subject provided useful knowledge and skills (currency of staff); Q5 The lecturer was well prepared for each class (currency of staff); Q7 The lecturer had a good knowledge of the subject matter (currency and relevance); and Q11 The overall teaching in the subject was of high quality (currency and relevance).

| 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 |

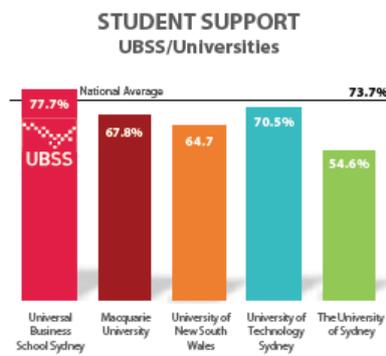
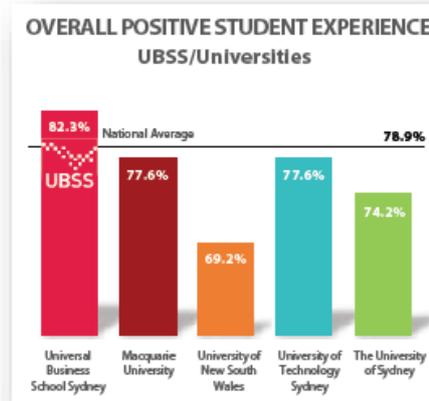
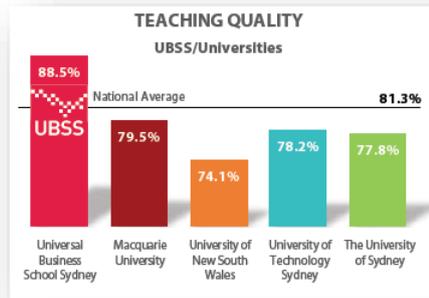
With regard to the teaching and learning within the *Bachelor of Accounting* – again, the most relevant lines (domains) would be Q1 The subject provided useful knowledge and skills (currency of staff); Q5 The lecturer was well prepared for each class (currency of staff); Q7 The lecturer had a good knowledge of the subject matter (currency and relevance); and Q11 The overall teaching in the subject was of high quality (currency and relevance).

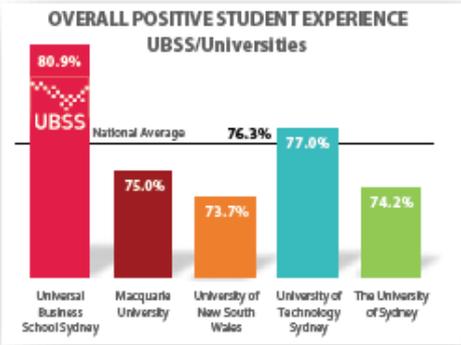
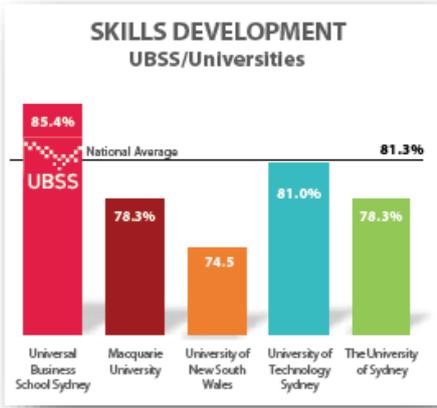
| Survey Questions | | Master of Business Administration | | | | | | | | | | |
|------------------|--|-----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | T2 16 | T3 16 | T1 17 | T2 17 | T3 17 | T1 18 | T2 18 | T3 18 | T1 19 | T2 19 | 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 |

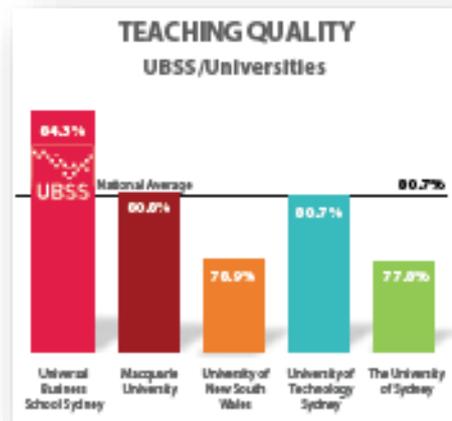
The same can be said in relation to the teaching and learning within the *Master of Business Administration* – again, the most relevant lines (domains) would be Q1 The subject provided useful knowledge and skills (currency of staff); Q5 The lecturer was well prepared for each class (currency of staff); Q7 The lecturer had a good knowledge of the subject matter (currency and relevance); and Q11 The overall teaching in the subject was of high quality (currency and relevance)

To further validate this the most recent outcomes from the 2019 QILT surveys (published in early 2020) suggest high levels of performances by relevant and current staff (one would argue who are up to date and informed. The outcomes are summarised in terms of comparison with neighboring institutions -









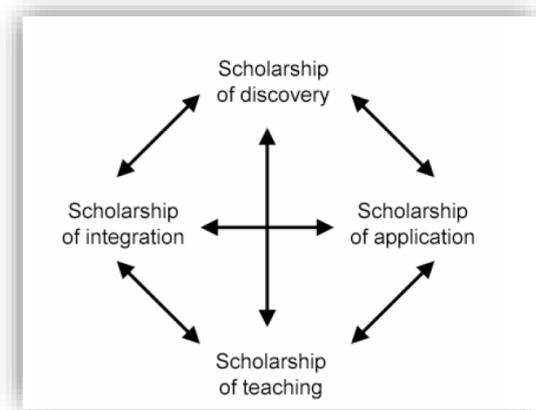
The evidence (based on a correlation between scholarship and quality academic outcomes) would suggest UBSS is a solid performer in all domains – only possible through appropriate levels of scholarship.

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. The only logical consideration, then, is how well is UBSS performing.

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 on 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. | <ul style="list-style-type: none"> • Publishing in peer-reviewed forums • Producing a creative work within established field • Performing a creative work to a public audience • Exhibiting at a Museum or Exposition • Creating infrastructure for future studies |
| Integration | Interpret the use of knowledge across disciplines. | <ul style="list-style-type: none"> • Preparing a comprehensive literature review • Writing a textbook or study guide • Collaborating with colleagues to design and deliver a core course |
| Application | Aid society and professions in addressing problems. | <ul style="list-style-type: none"> • Serving industry or government as an external consultant • Assuming leadership roles in professional organizations • Advising student leaders, thereby fostering their professional growth • 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. | <ul style="list-style-type: none"> • Advancing learning theory through classroom research • Developing and testing instructional materials or new teaching methods • Developing support materials, running a wiki or blog • Mentoring postgraduate students • Designing and implementing an assessment system • A funded teaching or training initiative • 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 (such as UBSS) in line with matters such as the *Strategic Plan* - <https://www.ubss.edu.au/media/1746/strategic-plan-v9.pdf> the *Teaching and Learning Plan* - <https://www.ubss.edu.au/media/1953/teaching-and-learning-plan-2021-2023-ib.pdf> and the *Workforce Plan* - <https://www.ubss.edu.au/media/1182/ubss-workforce-plan-2021-2023.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 (from 2016) utilized the headings and foci above. A sample scholarship profile is provided –

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

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 in 2016

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 in 2016

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 –

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 (HARVESTING)

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 Scholarly Activity | | | | | |
|----------|-------|------|-----------------------|----------------|--------------------------|---------|--|---|--------------------------------|--------|-------------------------------------|------------------------|-------|--|
| | | | | | | | | | Teach | 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 [A] International Conference [B] National Conference [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. |
|---|--|
| <p>Research activities</p> <ul style="list-style-type: none"> • Employing methodologies appropriate to their subject matter. • Publishing articles related to research within the discipline or profession, • Implementing solutions or approaches to work/academic-related issues, • Serving on thesis/dissertation advisory or examining committees • Scholarship activities involving the critical examination of concepts and theories within academic disciplines. | |
| <p>Scholarship activities involving service to the profession.</p> <p>These may take the form of engagement in and/or leadership roles in professional organizations.</p> | |

| | |
|---|--|
| <p>Scholarship activities involving service to the institution.</p> <p>These may take the form of engagement in and/or leadership roles in Faculty development programs.</p> | |
| <p>Scholarship related to teaching/learning.</p> <p>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.</p> <p>Includes:</p> <ul style="list-style-type: none"> • PATS mentorship scheme • Achievement Matters Standards project • Embedded skills project • Professional development activities that inform teaching and learning • 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 fully comprehensive and visible 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 -



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 an annual collection of scholarship 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 complete throughout the year to ensure accuracy.

The 2020 data has been harvested in early 2021 and has been published accordingly.

The relevant Scholarship Profiles from UBSS (2020) are provided -

SUMMARY TABLE OF SCHOLARLY ACTIVITY 2020

Introduction

Set out below is the summary table of the scholarly activity of all academic staff in 2020. The academic staff definition uses the HESF 2015 Standard 3.2.3 of “staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study.”

All 38 staff are listed with the 8 categories of scholarly activity as recorded in each of the staff academic profiles 2020. These 8 categories are taken from the UBSS application of the Boyer Model. Also supported by TEQSA’s guidance note on Scholarship.

The table not only provides a summary of each academic staff member’s scholarly activity, but also a quantitative total of the activity conducted. This summary does not provide qualitative analysis of the scholarship undertaken.

This summary table captures all scholarly activity by academic staff for the period of 2020, both at UBSS and at other organisations. Academic staff bring their experience and learning from a range of inputs to influence their discipline knowledge, teaching and learning at UBSS.

Some of this is from the UBSS context, but also from other fields of their life experience. To ensure academic staff have the “knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice” (HESF 2015 3.2.3a) and “skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts” (HESF 2015 3.2.3a) *all scholarship is considered*.

Analysis

The following analysis is used to summarise 2020 activity and inform the 2021 - 2023 Academic Scholarship Activity Plan -

- The 37 of the 38 academic staff held a total of 119 positions at various organisations, evidencing a high level of commitment beyond UBSS;
- 36 of 38 academic staff belong to a professional membership. It is expected all academic staff will belong to a professional and/or community based membership - this is in the intention/plan;
- 22 academic staff attended Conferences and Symposia. With the advent of online webinars, it is expected this form of scholarship will be used by all staff - this is in the intention/plan;
- UBSS academic staff could contribute more to the area of scholarship through writing more publications and articles. With 13 staff writing, there is scope to increase this. UBSS has put measures in place to address this. All staff will write at least one publication or article - this is in the intention/plan;
- 25 staff participated in self education, with 117 courses taken. This is a good number given the learning required for the move to online studies;
- 26 staff teach at other institutions. This is encouraged by UBSS, as it provides cross fertilisation of academic ideas and practices;
- 13 staff members are undertaking formal courses. This is a high proportion and will be encouraged by UBSS, but not expected based on where staff currently are along their academic journey;

- 31 staff attended the PD days. This is designed for all lecturers to attend - this is in the intention/plan;
- Other activity captures a range of scholarship activity such as community based and community of practice activity to enhance scholarship. This is not required, but is useful to capture in the profiles.

Conclusion

UBSS has a commitment to an organisational culture of scholarship. This is in the broad fields of business and management, then more specifically in the disciplines of accounting, entrepreneurship and marketing. Also, scholarship in teaching and learning. This approach to a scholarship culture is clearly set out in the report *Capturing Scholarship at UBSS*.

To provide guidance for the level of UBSS scholarship, the **Scholarship Plan for 2021 – 2023** (see Cover Note #1) has been implemented at UBSS. These scholarship output guides are indicative and are based on several factors. Some staff would benefit from increasing scholarly activity in certain areas, so a scholarly activity target is provided accordingly. Where academic staff are currently involved in large research projects or finalising research doctoral theses then the number of scholarly activity items will be decreased to allow focus on the quality of the research to be produced.

As highlighted, the level of publication output could be improved by UBSS academic staff. This is not the only measure of scholarship, but is an important aspect of scholarship as it provides the synthesis of ideas for staff, a form of communication to others within UBSS and externally, also as further evidence of scholarship activity.

To increase the level of publications at UBSS, the GCA Board has implemented the UBSS Publication Series and employed **Professor Gus Hooke** to provide mentorship and guidance to UBSS staff to achieve higher publication activity. **Professor Hooke**, who joined GCA in November 2020 as *Senior Scholarship Fellow*, will lead seminars in writing papers for publication and provide 1 to 1 tutorials to guide the process of the papers as requested/required.

The UBSS Publications Series will be produced twice each year, containing published papers from academic staff. These publications will be between 750 -1,000 words in length, following a standardised format provided, and on a given theme for each publication. The first theme for the UBSS Publication Series 1 is - **Transitioning to Online Teaching during COVID19**.

The UBSS Publication Series will be refereed, registered with an ISSN, available on the UBSS website, with published hard copies of each volume for the authors and stakeholders. Further, as part of the commitment to support and develop scholarship at UBSS, each edition a panel of external experts will choose the best paper. This will be awarded the Outstanding Publication Prize, which comes with a certificate and a \$1,000 prize.

Following is the Summary Table of **Scholarship Activity 2020** -

| Last Name | First Name | Positions Held | Professional Memberships | Conference Symposia Attended | Articles Papers Written | Self-Education | Teach at other Institutions | Formal Courses | UBSS PD Attended | Other |
|-----------|------------|----------------|--------------------------|------------------------------|-------------------------|----------------|-----------------------------|----------------|------------------|-------|
| Akbar | Mohammad | 1 | 1 | 1 | 1 | 6 | 2 | 1 | 3 | |
| Alafaci | Frank | 5 | 4 | 3 | 4 | | | | 3 | |
| Ballangan | Cherry | 2 | 1 | 1 | | | 1 | | | |
| Bigatton | Danny | 2 | 2 | | | 25 | 2 | 1 | 2 | |
| Bosma | Igor | 5 | 2 | 4 | 12 blogs | 4 | 4 | 2 | 2 | |
| Burki | Labibah | 3 | 1 | 3 | | 6 | 2 | | 2 | |
| Cameron | Sue | 1 | 2 | 1 | | 5 | | | 2 | |
| Chanda | Ashok | 1 | 1 | 1 | 3 | | | | | |
| Chen | Jessica | 2 | 1 | | | | 1 | | | 1 |
| Darazi | Fadi | 2 | 1 | | | 1 | 1 | | 1 | 2 |
| Dookie | Nisha | 2 | 1 | | | 5 | 1 | 1 | 1 | |
| Glinoga | Mavi | 2 | 1 | | | 1 | 1 | | 1 | |
| Jacques | Natasha | 2 | 2 | 1 | 2 | | | 1 | 2 | 1 |
| Jankoff | Cyril | 4 | 8 | 3 | 2 | 7 | 2 | 61 hours | 2 | 1 |
| Jiao | Lu | 2 | 2 | | | | 1 | | | 1 |
| Kumar | Ajay | 4 | 3 | | | | 2 | | 1 | 2 |
| Lim | Jim | 3 | 1 | 2 | | 1 | 1 | | 1 | |
| Lodh | Sudhir | 1 | 2 | 1 | 1 | | | 1 | 3 | |
| McCormick | Mick | 1 | 2 | | | 7 | | | 1 | 3 |
| McCoy | Leanne | 3 | 3 | 2 | | 1 | 1 | 1 | 1 | 2 |
| Naumann | Kay | 2 | 2 | 1 | | 2 | 1 | 1 | 3 | 1 |
| Parker | Stephen | 6 | 2 | 1 | 1 | 2 | 2 | | 2 | 1 |
| Paul | Nilima | 2 | 4 | | | 3 | 1 | | 3 | 2 |
| Phillips | Art | 12 | 11 | 1 | | 1 | | | 3 | 2 |
| Pillay | Satha | 1 | 1 | | | | | 1 | | 1 |

| Last Name | First Name | Positions Held | Professional Memberships | Conference Symposia Attended | Articles Papers Written | Self-Education | Teach at other Institutions | Formal Courses | UBSS PD Attended | Other |
|--------------|-----------------------|----------------|--------------------------|------------------------------|-------------------------|----------------|-----------------------------|----------------|------------------|------------|
| Roopram | Jotsana | 2 | 2 | 1 | | 3 | 1 | 1 | 2 | 3 |
| Sadeghinejad | Zahra | 2 | 1 | 1 | 1 | 9 | 1 | 2 | 1 | 1 |
| Selim | Kaneez | 3 | 1 | | | 4 | 1 | | | 1 |
| Smithson | Wayne | 7 | 4 | 1 | 4 | | 1 | | 3 | 1 |
| Stravens | Felix | 3 | 5 | | | 8 | | | 3 | 8 |
| Taggart | John | 4 | 2 | 1 | | 7 | 2 | | | 2 |
| Tahir | Nadim | 4 | 5 | 1 | 1 | 4 | 2 | | 2 | 5 |
| Temporal | Jonathan | 10 | 1 | 2 | | 1 | | 5 | | |
| Tse | Harry | 2 | | | 2 | | 1 | 1 | 1 | |
| Uddin | Syed | 3 | 4 | | | 9 | 2 | | 3 | 4 |
| West | Andrew | 4 | 4 | 3 | 9 | | 3 | | | 17 |
| Whateley | Greg | 6 | 5 | 2 | 23 | 1 | 4 | | | 43 |
| Xi | Richard | 2 | 1 | | | 1 | | | | |
| | | | | | | | | | | |
| | Staff Activity | 38 | 37 | 23 | 13 | 26 | 27 | 13 | 27 | 23 |
| | Total | 123 | 96 | 38 | 54 | 124 | 44 | 19 | 54 | 105 |

SCHOLARSHIP PROFILES 2020

Mohammad Akbar

| | |
|-------------------------------------|--|
| Positions Held | <ul style="list-style-type: none"> Assistant Professor UBSS Lecturer PIA Trainer ECA |
| Memberships | Associate Member CPA Australia (Membership No. 9816437) |
| Conferences and Symposia | Sydney International Business Research Conference, 2020. |
| Articles and Papers | <p>Sydney International Business Research Conference, 2020.</p> <p>The University of Notre Dame, Sydney – Presented a research paper titled, "The Challenges and Preparations for Industrial Revolution 4.0: The Case of Australia"</p> |
| Self-Education | <ol style="list-style-type: none"> Webinar with ITECA (Independent Tertiary Education Council Australia) "How to Differentiate Your Organisation in a Crowded Market" Webinar with ITECA (Independent Tertiary Education Council Australia) "Designing Training and Assessment Strategies - The Five" Webinar with ITECA (Independent Tertiary Education Council Australia) "How to Network on LinkedIn" Webinar with ITECA (Independent Tertiary Education Council Australia) "SMM Analytics: How to Measure some of the key metrics" Webinar with ITECA (Independent Tertiary Education Council Australia) "How to Develop a Personal Brand for your leadership role" - Webinar with ITECA (Independent Tertiary Education Council Australia) "How Quality Indicator (QI) Surveys can be used to inform RTO" |
| Teaching at other like institutions | <p>Lecturer Polytechnic Institute of Australia</p> <p>Trainer & Assessor Education Centre of Australia Professional Year Program</p> |
| Formal Courses | <p>PhD (Enrolled 2021) Centre for Graduate Studies</p> <p>Universiti Malaysia Perlis</p> |

| | |
|--------------|---|
| <p>Other</p> | <p>UBSS PD sessions x 3</p> <p>4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |
|--------------|---|

Dr Frank Alafaci

| | |
|-------------------------------------|---|
| Positions Held | <ul style="list-style-type: none"> • Assistant Professor, UBSS. • President, Australian Business Summit Council Incorporated. • Board Member, ACFEA. • Editor in Chief, EKONOMOS (Business affairs magazine). • Editor, The Rotator (newsletter). |
| Memberships | <p>Life Member (Past President), Associazione Isole Eolie Confraternita' San Bartolomeo.</p> <p>Member (Past President), Rotary Club of Five Dock (until 30 June 2020).</p> <p>Member, Korean Society of Sydney.</p> <p>Associate Member, Korean War Veterans Association.</p> |
| Conferences and Symposia | <p>Master of Ceremonies + VIP Speaker, 2020 ABSC Inc. Annual Gala Dinner & Official Launch of EKONOMOS, Issue 2.</p> <p>Master of Ceremonies + VIP Speaker, 2020 ABSC Inc. Luncheon & Media Conference to promote the Official Launch of EKONOMOS, Issue 2.</p> <p>Master of Ceremonies + VIP Speaker, 2020 ABSC Inc. Business Roundtable with ACETCA: The Philippines – Asia's Brightest Spot.</p> |
| Articles and Papers | <p>“Business and Economic Growth. An Australian Critique”, EKONOMOS, Issue 2, November 2020, pp. 12-18.</p> <p>“Investing in Shares” (Chinese version), XKB Press, 29 October 2020, pp. 2-9.</p> <p>“CAD and Fiscal Policy”, The Rotator, March 2020, pp. 2-3.</p> <p>“Venture Capital. Where To From Here”, The Rotator, February 2020, pp. 2-3.</p> |
| Self-Education | NIL |
| Teaching at other like institutions | NIL |
| Formal Courses | NIL |
| Other | UBSS PD sessions x 3 |

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| | <p>4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |
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Cherry Ballangan

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| Positions Held | <ul style="list-style-type: none"> Assistant Professor, UBSS Lecturer, King's Own Institute (KOI) |
| Memberships | Australian Mathematical Society |
| Conferences and Symposia | Topic: using Zoom on 20 March UTS L.X Lab |
| Articles and Papers | NIL |
| Self-Education | NIL |
| Teaching at other like institutions | King's Own Institute Statistics |
| Formal Courses | NIL |
| Other | NIL |

Danny Bigatton

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| Positions Held | <ul style="list-style-type: none"> • CBA – Senior Manager Specialised Risk • Assistant Professor UBSSS |
| Memberships | <ul style="list-style-type: none"> • Chartered Accountants Australia and New Zealand • ISACA – CRISC & CGEIT |
| Conferences and Symposia | NIL |
| Articles and Papers | NIL |
| Self-Education | <p>General reading and research on the following topics from academic peer reviewed journals.</p> <ul style="list-style-type: none"> • Anti Bribery and Corruption: Doing the Right Thing (2020) • Ethics and Professionalism (2020) • Complying with the AML/CTF Act (2020) • Cyber Risk Management Training Module (2020) • Professionalism that's fit for purpose Training Module (2020) • Responsible business leadership as a vehicle for trust (2020) • Conflicts of Interest Training Module (2020) • Cyber Security Training Module (2020) • Financial Crime Awareness (2020) • Environmental, Social and Governance Risk Fundamentals (2020) • Know your Customer and Creating Customer Nexus Training Module (2020) • Insider Trading Training Module (2020) • Disrupting Financial Crime Training Module (2020) • Valuing Privacy Training Module (2020) • Professionalism and Ehtics: Getting culture right Training Module (2020) • Outsourcing Awareness Training Module (2020) • Prevention of Anti-Competitive Practices (2020) • Modern Slavery – Due Diligence for Suppliers (2020) • Control Assessment Program (2020) • Risk and Controls Self-Assessment Training Module (2020) • Health Safety and Wellbeing Training Module (2020) • Code of Conduct Training Module (2020) • Information Security Training Module (2020) • Fraud Module (2020) |

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| | <ul style="list-style-type: none"> • Compliance Obligations Management (Banking) (2020) • Cybersecurity Foundations (2019) • Reading Banking / Accounting / Information Technology journals / publications |
| Teaching at other like institutions | <ul style="list-style-type: none"> • University of Wollongong • Kings Own Institute |
| Formal Courses | <ul style="list-style-type: none"> • University of Wollongong – PhD Candidate • UoW – Thesis (2020) • UoW – Ethical Research (2020) |
| Other | <p>UBSS PD</p> <p>4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |

Igor Bosma

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| <p>Positions Held</p> | <ul style="list-style-type: none"> • Assistant Professor – UBSS • Lecturer and Tutor – Melbourne Institute of Technology (MIT) • Lecturer and Tutor – Federation University • TAFE Digital Teacher • Teacher– TAFE Meadowbank |
| <p>Memberships</p> | <p>VELG Training Community of Practice TAFE Network ASQA – Membership</p> |
| <p>Conferences and Symposia</p> | <p>Industry Networking – Blacktown TAFE – Feb 2020 Professional Development and Innovation Conference – Ultimo TAFE - Jun 2019 TAFE Business and Finance Fishburners – ‘The Pitch’ entrepreneurial startups - Occasional ongoing attendee throughout 2019 and 2020 Australian Property Expo Melbourne – Feb 2020</p> |
| <p>Articles and Papers</p> | <p>TAFE Share Point and Communities of Practice – Numerous wide ranging articles, blogs, posts, reflections and on a range on Leadership and Management, Operations and Project Management, Marketing, Small Business Practice and Teaching Practice focusing (but not exclusively) on student engagement in an online environment.</p> |
| <p>Self-Education</p> | <p>PD - MIT & Fed Uni – Student Engagement, Plagiarism, Assessment mapping - 25 Hours – Mar 2020 PD TAFE – Course Validation, Assessment Moderation and Judgement - 30 Hours – Mar 2019 and 2020</p> |

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| | <p>PD TAFE – Compliance Essentials – Dec 2020</p> <p>PD TAFE – Mandatory Training – Child Protection</p> |
| Teaching at other like institutions | <p>MIT - Marketing, Management and HR Subjects FED Uni – Marketing and Management Subjects</p> <p>TAFE Digital – Business, Management and Marketing</p> <p>TAFE Meadowbank – Marketing</p> |
| Formal Courses | <p>Leadership and Management – TAFE Aug 2020 Innovation, Continuous Improvement & Risk Management – TAFE Oct 2020</p> <p>Diploma of Leadership and Management (Ongoing) – TAFE 2021</p> |
| Other | <p>UBSS PD</p> <p>4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |

Labibah Burki

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| Positions Held | <ul style="list-style-type: none"> • Assistant Professor UBSS • Lecturer Torrens University • Lecturer Sydney Hotel Management School |
| Memberships | IPA Member no. 263199 |
| Conferences and Symposia | <p>Learning & Teaching Show case Symposium Torrens University Australia March 2020</p> <p>Teaching and Learning Symposium October 2020</p> <p>CPA Virtual Congress Nov 2020</p> |
| Articles and Papers | NIL |
| Self-Education | <p>Coursera courses</p> <ul style="list-style-type: none"> • Learning how to learn by Dr Barbara Oakley University of California San Diego • Statistics with R Duke University • Science of Well-being Yale University • Mentimeter and H5P Training • Assessment moderation and Calibration (OPS and PIA) • Contract cheating |
| Teaching at other like institutions | <p>Lecturer: Torrens University Australia</p> <p>Lecturer & Tutor: Sydney Hotel Management School (SCU)</p> |
| Formal Courses | NIL |
| Other | <p>UBSS PD</p> <p>4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle,</p> |

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Sue Cameron

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| Positions Held | Assistant Professor - UBSS |
| Memberships | Ethics Centre Institute of Managers and Leaders |
| Conferences and Symposia | Attended EduTech conference online, 9-10 November, 2020 |
| Articles and Papers | NIL |
| Self-Education (all webinars) | Engaging students online Adaptation of Education Take your webinars to the next level AI revolution in education Cultural Capability (5 week course sponsored by the Sydney Opera House) |
| Teaching at other like institutions | NIL |
| Formal Courses) | NIL |
| Other | UBSS PD 4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning 24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning |

Dr Ashok Chanda

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| Positions Held | Provost – Virtual Campus |
| Memberships | ASBM International Journal – Editorial Board June 2020 |
| Conferences and Symposia | HEPPQN – Benchmarking symposia – 25 th Nov 2020 |
| Articles and Papers | <p>TEL – Benchmarking – Sept 2020</p> <p>Chanda, A. and Whateley, G (2020) Technology Enhanced Learning @ UBSS Australia: A Self-Assessment Case study. UBSS, Sydney https://www.ubss.edu.au/media/1926/tel-ubss-a-case-study.pdf</p> <p>Chanda, A., Whateley, G. and Roopram, J (2020) Transitioning from Class-room to Tech-room: Exploring an approach to Technology Enhanced Learning (TEL) in Australian HE sector. GTU Conference, India</p> |
| Self-Education | NIL |
| Teaching at other like institutions | NIL |
| Formal Courses | NIL |
| Other | NIL |

Jessica Chen

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| Positions Held | <ul style="list-style-type: none"> Assistant Professor UBSS Lecturer Macquarie University |
| Memberships | CA ANZ |
| Conferences and Symposia | NIL |
| Articles and Papers | NIL |
| Self-Education | NA |
| Teaching at other like institutions | Macquarie University Accounting |
| Formal Courses | NA |
| Other | Reviewed journal articles for the Accounting Auditing and Accountability Journal and Public Management Review |

Fadi Darazi

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| Positions Held | <ul style="list-style-type: none"> Assistant Professor at UBSS Lecturer/Tutor at Australian Technical and Management College |
| Memberships | Institute of Management and Leaders |
| Conferences and Symposia | NIL |
| Articles and Papers | NIL |
| Self-Education | Spanish Language |
| Teaching at other like institutions | Australian Technical & Management College Lecturer/Tutor |
| Formal Courses | NIL |
| Other | <p>Webinar: Foundation skills to fast track your management</p> <p>Webinar: Data analytics insights – an Accountant’s treasure trove</p> <p>UBSS PD 2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |

Nisha Dookie

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| Positions Held | <ul style="list-style-type: none"> Assistant Professor UBSS Lecturer Federation University through Australian Technical Management College (ATMC) |
| Memberships | Chartered Accountants (ANZ) |
| Conferences and Symposia | NIL |
| Articles and Papers | NIL |
| Self-Education | <p>How to mark constructively (Fed Uni Staff Professional development meeting).</p> <p>Quality Assurance Review Committee at UBSS: Understanding the United Nation’s PRME (Principles of Responsible Management Education), and its impact and possible adoption at UBSS.</p> <p>Review of scholarly articles on “corporate sustainability reporting in Australia”.</p> <p>Understood new Excel functions.</p> <p>Read books on how to:</p> <ul style="list-style-type: none"> Conduct a literature review Write business research reports. |
| Teaching at other like institutions | ATMC (Fed Uni) |
| Formal Courses | Chartered Accountants (ANZ) Ethics and Integrity |
| Other | UBSS PD 24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning |

Dr Mavi Glinoga

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| Positions Held | <ul style="list-style-type: none"> Assistant Professor UBSS Lecturer Sydney University |
| Memberships | Accredited Qualified Practicing Researcher (QPR) by The Research Society |
| Conferences and Symposia | NIL |
| Articles and Papers | NIL |
| Self-Education | NIL |
| Teaching at other like institutions | Lecturer in International Marketing – University of Sydney |
| Formal Courses | NIL |
| Other | UBSS PD 2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning |

Natasha Jacques

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| Positions Held | <ul style="list-style-type: none"> Assistant Professor UBSS Administration Coordinator UBSS |
| Memberships | <p>MIML – Member of the Institute of Managers and Leaders</p> <p>CPA Ambassador</p> |
| Conferences and Symposia | HEPQN – Grade Distribution |
| Articles and Papers | <p>West, A and Jacques, N. (2020) Presented Conference Paper TEQSA Higher Education Forum, “Grade Distribution Project v4, Impacts of COVID”, 25th November, 2020</p> <p>Journal publication –Topic Change Management work in progress</p> |
| Self-Education | NIL |
| Teaching at other like institutions | NIL |
| Formal Courses | Microsoft Excel Course Level 3 – The University of Sydney 15 October 2020 |
| Other | <p>Institute of Managers and Leaders – ‘Set yourself up for Career Success’ – Panelist 30 September 2020</p> <p>UBSS PD</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |

Dr Cyril Jankoff

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| Positions Held | <ul style="list-style-type: none"> • Adjunct Professor, UBSS • Chair, Risk Management Committee, The Compassionate Friends Vic Inc • Lecturer RMIT • Lecturer Swinburne University |
| Memberships | <p>Member – UBSS Academic Senate</p> <p>Member – UBSS Course Advisory Committee</p> <p>Member – Law Institute of Victoria</p> <p>Member – Chartered Institute of Purchasing and Supply</p> <p>Member – Association of Corporate Counsel</p> <p>Fellow, Australian Institute of Management</p> <p>Fellow, CPA Australia</p> <p>Fellow, World Commerce and Contracting (Until mid-2020 it was the International Association for Contract and Commercial Management)</p> |
| Conferences and Symposia | <p>Jankoff, C. (2020). Contract Management: Beware of Pitfalls. Reliance Industries Limited Procurement and Contracting Academy Symposium 2000. Navi Mumbai, India</p> <p>Jankoff, C. (2020). Getting More Value Out of Your Suppliers. International Business Conferences. Mumbai, India</p> <p>Jankoff, C. (2020). Contract Law Fundamentals. Advertedge Conferences. Australia.</p> |
| Articles and Papers | <p>Jankoff, C. and Bendel, D. (2020) Business War Storeys from the Trenches Battles Relating to The Starting, Operating and Ending a Business. Group Colleges of Australia ISBN 978-1-907453-29-8.</p> <p>Jankoff, C. Alden, C, and Gordon, V. (2020) Manage Your Risk in Contractor Procurement Australian Construction Law Newsletter (March/April 2020, Issue #191). https://nexuslawyers.com.au/tecset/wp-content/uploads/2020/05/Nexus-ACLN-191.pdf</p> |
| Self-Education | Varied – daily law and commercial updates |

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| Teaching at other like institutions | Royal Melbourne Institute of Technology University (RMIT) Swinburne University |
| Formal Courses | Attended 61 formal CPD courses totalling 91.75 hours. Most were run by the Law Institute of Victoria, CPA Australia, IACCM (now WorldCC), Holding Redlich solicitors etc. Due to COVID-19 training courses were run mainly online and due to their accessibility, I attended 61 courses. |
| Other | Mentored four mentees monthly UBSS PD sessions x 2 4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning 24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning |

Lu Jiao

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| Positions Held | <ul style="list-style-type: none"> Assistant Professor UBSS Lecturer Macquarie University |
| Memberships | CA FIML |
| Conferences and Symposia | NIL |
| Articles and Papers | NIL |
| Self-Education | NIL |
| Teaching at other like institutions | Macquarie University Managerial Accounting |
| Formal Courses | NIL |
| Other | Reviewed academic papers for Public Management Review |

Ajay Kumar

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| Positions Held | <ul style="list-style-type: none"> • Assistant Professor, UBSS • Lecturer & Tutor La Trobe University • Lecturer CQU • Principal Ajay Kumar Business Management Consultancy |
| Memberships | <p>Fellow of Australian Marketing Institute (FAMI).</p> <p>Certified Practicing Marketer of Australian Marketing Institute (CPM).</p> <p>Member Australian Institute of Management (AIMM)</p> |
| Conferences and Symposia | <p>Conferences attended – Australian Marketing Institute, Sydney</p> <p>Professional Development:-</p> <p>Microsoft Teams, Black Board and Smart Board Training UBSS</p> <p>Creating Engagement in the Classroom & Social Media Communication, KOI</p> <p>Professional Conduct in Workplace CQU</p> <p>Webinar ESOS Training USC</p> <p>Online Teaching Methods La Trobe University</p> <p>Student Engagement & Diversity KOI</p> <p>Webinar Online Teaching Zoom Training La Trobe</p> <p>Webinar Google Meet Online and Zoom Training KOI</p> |
| Articles and Papers | NIL |
| Self-Education | NIL |
| Teaching at other like institutions | <p>CQ University</p> <p>La Trobe University</p> |
| Formal Courses | NIL |
| Other | <p>Awarded recognition for long and valuable contribution and 25 years Fellow membership certificate by Australian Marketing Institute.</p> |

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| | <p>Awarded Gold Certificate for Teaching feedback in Strategic Marketing & Silver Certificate in Teaching Human Resource Management CQUniversity.</p> <p>UBSS PD 2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |
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Jim Lim

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| Positions Held | <ul style="list-style-type: none"> • Rabobank: Head of Vendor Management • UBSS Assistant Professor • Kings Own Institute: Sessional Tutor/Lecturer |
| Memberships | CPA Australia |
| Conferences and Symposia | <p>Rabobank Privacy training (Nov 2020)</p> <p>Rabobank Risk Management training (Monthly since March 2020)</p> |
| Articles and Papers | NIL |
| Self-Education | CPA Journals |
| Teaching at other like institutions | <p>Kings Own Institute: Sessional Tutor/Lecturer (Since Nov 2012)</p> <p>Accounting and Risk Management</p> |
| Formal Courses | NIL |
| Other | <p>UBSS PD</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |

Dr Sudhir Lodh

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| Positions Held | <ul style="list-style-type: none"> Assistant Professor UBSS |
| Memberships | <p>Member of CPA Australia at the level of FCPA</p> <p>Member of Peer Review Portal</p> |
| Conferences and Symposia | <p>Attended Melbourne Institute of Technology (MIT) staff planning workshops</p> |
| Articles and Papers | <p>Lodh, S. C. (with Bhuyan, M) 2020 'The effects of corporate social disclosure on firm performance: Empirical evidence from developing country', working paper to be presented.</p> |
| Self-Education | <p>NIL</p> |
| Teaching at other like institutions | <p>Previously taught three units at undergraduate level at Polytechnic Institute Australia (PIA)</p> |
| Formal Courses | <p>Australian Advance Taxation course as a part of CPD for CPA Australia</p> |
| Other | <p>UBSS PD sessions x 3</p> <p>4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |

Michael McCormick

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| Positions Held | Associate Professor UBSS |
| Memberships | Cricketers Club of NSW since 2002 Veterans Cricket NSW since 2015 |
| Conferences and Symposia | NIL |
| Articles and Papers | NIL |
| Self-Education | JADE recent legal case data base and notifications of important legal developments Governance Institute updates on Corporate Governance Class actions in Australia; <i>King & Wood Mallesons</i> Australasian Legal information Institute Financial Review Legal Insights Gadens Litigation funders new regulatory requirements by Guy Edgecombe |
| Teaching at other like institutions | NIL |
| Formal Courses | NIL |
| Other | Company Secretary NSW Cricket Over 50's Board Coordinator and manager of Over 50's State tournament in Orange NSW (24 Teams, Feb 2020) NSW Cricketers Club committee member Covid Committee CCNSW UBSS PD sessions 4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning |

Leanne McCoy

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| Positions Held | <ul style="list-style-type: none"> Assistant Professor, UBSS Lecturer, La Trobe University, Sydney Director – McCoy Education Consulting |
| Memberships | <p>Australian and New Zealand Academy of Management (ANZAM)</p> <p>International Education Association of Australia (IEAA)</p> <p>Member, Course Advisory Committee, The Institute of Institutional Studies (TIIS)</p> |
| Conferences and Symposia | <p>AIEC Webinar: International Education: Australia’s Road Ahead 27 May 2020</p> <p>AIEC Webinar: Practioner Research in International Education, 6 October 2020</p> |
| Articles and Papers | NIL |
| Self-Education | Monash University: Online Facilitation Module October 2020 |
| Teaching at other like institutions | La Trobe Sydney |
| Formal Courses | <p>PhD Candidate (from 2017)</p> <p>Faculty of Business and Law</p> <p>University of Wollongong</p> |
| Other | <p>Completed subject outline for proposed BBus and MBA course and developed complete MBA subject for TIIS TEQSA application</p> <p>UBSS PD sessions</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |

Dr Kay Naumann

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| Positions Held | <ul style="list-style-type: none"> • Associate Professor UBSS • Senior Research Assistant Macquarie University • Strategic Priority Grant Holder Macquarie Business School |
| Memberships | <p>Certified Practicing Marketer 10/2020 Australian Marketing Institute</p> |
| Conferences and Symposia | NIL |
| Articles and Papers | NIL |
| Self-Education | <p>Professional Development</p> <ul style="list-style-type: none"> - SPSS for Beginners Macquarie University, North Ryde, NSW - Nvivo 10Workshop Assist-NVivo Specialists Pyrmont, Sydney, NSW - Managing the University Classroom Workshop, Department of Learning and Teaching Macquarie University, North Ryde, NSW - Fundamentals in Learning and Teaching (FiLT) Program Department of Learning and Teaching, Macquarie University, North Ryde, NSW |
| Teaching at other like institutions | <p>Unit Convenor/Lecturer MKTG8002 Integrated Marketing Communications MKTG303 Marketing Strategy Macquarie Business School, Macquarie University, Sydney Tutor MKTG207 Services Marketing Macquarie Business School Macquarie University, Sydney. Lecturer MKTG101 Marketing Fundamentals Macquarie Business School</p> |

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| | <p>Macquarie University, Sydney. Tutor MKTG101 Marketing Fundamentals Macquarie Business School Macquarie University, Sydney. Tutor MKTG203 Consumer Behaviour Macquarie Business School Macquarie University, Sydney.</p> |
| <p>Formal Courses</p> | <p>NIL</p> |
| <p>Other</p> | <p>Second Place in faculty 3 Minute Thesis Competition Macquarie Business School 29/10/2020</p> |

Nilima Paul

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| Positions Held | <ul style="list-style-type: none"> • Associate Professor UBSS • Lecturer Victoria University |
| Memberships | <p>National Tax and Accountants Association</p> <p>Member of National Institute of Training and Development</p> <p>Member of the Association of Accounting Technicians</p> <p>Member of the Institute of Certified Bookkeepers</p> |
| Conferences and Symposia | NIL |
| Articles and Papers | NIL |
| Self-Education | <ul style="list-style-type: none"> - VELG Training updates - Updates from Australian Institute of Training and Development Magazine |
| Teaching at other like institutions | Victoria University |
| Formal Courses | NIL |
| Other | <p>VU PD sessions x 2</p> <p>Topics included: Academic Delivery, Block Teaching, Flipped Classroom, Academic Integrity, Active learning in remove classes.</p> <p>UBSS PD sessions x 3</p> <p>4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |

Stephen JK Parker

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| Positions Held | <ul style="list-style-type: none"> Assistant Professor, UBSS Innovation Fellow, UBSS Founder, 1visionOT Pty Advisory Board Member, Niska Robotics Founder, SmarterVineyards Founder, Smart Questions6 |
| Memberships | <p>Australian Institute of Company Directors (GAICD)</p> <p>Advisory Board Centre (Certified Advisor)</p> |
| Conferences and Symposia | <p>Presenter at COBOTS 2020: Intelligent And Collaborative Robotics Automation Forum (Melbourne, March 2020)</p> |
| Articles and Papers | <p>Book: Thinking of... Digital Transformation from the Director's Perspective? Ask the Smart Questions</p> |
| Self-Education | <p>Multiple industry conferences focused on technology and innovation</p> <p>Reading and maintaining blog on Digital Transformation and Social Entrepreneurship</p> <p>https://bit.ly/DT-links</p> <p>https://bit.ly/SE-links</p> |
| Teaching at other like institutions | <p>Member of CompTIA Training Faculty</p> <p>SP Jain School of Global Management</p> |
| Formal Courses | <p>NIL</p> |
| Other | <p>Consulting support as part of DC2 ASX listing. Ensure prospectus effectively communicated their innovation message</p> <p>UBSS PD sessions x 2</p> <p>4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle,</p> |

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| | Making Use of IT Equipment to Enhance Teaching and Learning |
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Adjunct Professor Art Phillips

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| <p>Positions Held</p> | <ul style="list-style-type: none"> • Adjunct Professor UBSS <p>Directorships</p> <p>Director, Centre For Entrepreneurship, UBSS (Australia)</p> <p>101 Music Pty Ltd, ACN: 618 540 891, owner, director, secretary</p> <p>Susan Phillips Health Insurance Consultancy Pty Ltd, ACN 100 088 382, director and secretary</p> <p>Art Phillips Music Design, ABN 38 473 522 961, owner, director, secretary</p> <p>Bijou Unit Trust, trustee</p> <p>Art Phillips Music Publishing (USA), Bus reg # 0044013330, owner, director, secretary</p> <p>Chair, Boards & Presidencies</p> <p>Chair, Queen Anne School of Management, Course Advisory Committee, 2019</p> <p>Deputy Chair, Australian Institute of Music, Academic Board, Sydney Australia,</p> <p>Academic Senate member – Universal Business School Sydney (UBSS) / 2016 ~ current</p> <p>Course Advisory Committee member - Universal Business School Sydney (UBSS) / 2016 ~ current</p> <p>Counsellor, sector: Music in Film & Television, Music Australia, formerly Music Council of Australia / 2005 ~ current</p> |
| <p>Memberships</p> | <p>Institute of Managers & Leaders, IML (Australia)</p> <p>Australian Guild of Screen Composers</p> <p>Society of Composers & Lyrists (USA)</p> <p>Production Music Association (USA)</p> <p>Music Creators of North America</p> <p>Music Australia</p> <p>APRA/AMCOS</p> <p>Broadcast Music Inc, USA</p> <p>ASCAP, USA</p> |

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| | <p>Music Council of Australia</p> <p>Music Arrangers Guild of Australia (MAGA)</p> |
| Conferences and Symposia | <p>Global zoom seminar, 1 hour, on the state of the music industry in Australia & New Zealand, October 2020, with the focus on production Music and the current pandemic downturn of television productions.</p> |
| Articles and Papers | NIL |
| Self-Education | <p>Reading various journals and text books, industry articles and the like relating to business, entrepreneurship and the music industry.</p> |
| Teaching at other like institutions | NIL |
| Formal Courses | NIL |
| Other | <p>Executive Deans Award, Universal Business School of Sydney (UBSS), T2, 2020</p> <p>Global Music Award – composer, song: We Know You By Heart, artist: Art Phillips, from his production music catalogue 101 Music Pty Ltd / 2020, album: Heart Songs</p> <p>UBSS PD sessions x 3</p> <p>4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |

Satha Pillay

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| Positions Held | Associate Professor UBSS |
| Memberships | Australian Computer Society |
| Conferences and Symposia | NIL |
| Articles and Papers | NIL |
| Self-Education | NIL |
| Teaching at other like institutions | NIL |
| Formal Courses | Mixed Methods Research, Research Design and Methodology part of Doctor of Business Administration (AIB) in progress |
| Other | DBA research thesis – currently completing research methodology and approach. Proposal, ethics approval and literature review are complete. |

Jotsana Roopram

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| Positions Held | <ul style="list-style-type: none"> • Associate Professor UBSS • Deputy Dean – Student Experience • Executive Officer – Academic Governance and Operations • Provost UBSS Sydney Campus • Chair of the Thresholds Audit Committee • Secretary Academic Senate • Secretary Executive Deans Team Committee/Student Experience Committee • Secretary Audit and Risk Committee • Secretary GCA Board • Secretary GCA Executive and Management Committee |
| Memberships | Member Institute of Managers and Leaders |
| Conferences and Symposia | <p>Institute of Managers and Leaders – International Womens Day Great Debate</p> <p>Australian Financial Review and Deloitte Higher Education Summit</p> |
| Articles and Papers | NIL |
| Self-Education | Ongoing reading and research with topics such as governance, quality assurance, higher education and COVID and education. |
| Teaching at other like institutions | NIL |
| Formal Courses | <p>Infection Control Training – COVID 19</p> <p>Australian Institute of Management – Effective Business Writing</p> <p>Australian Institute of Management – implementing innovation and continuous improvement</p> <p>Australian Institute of Management – Project Management Fundamentals</p> <p>Australian Institute of Management – Effective Communication</p> |
| Other | NIL |

Dr Zahra Sadeghinejad

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| Positions Held | <ul style="list-style-type: none"> • UBSS Associate Professor • Lecturer at ICMS |
| Memberships | Professional member of Australia and New Zealand Academy of Management |
| Conferences and Symposia | Scholarship of Tertiary Teaching Online Conference (Online Conference 13-14 October) |
| Articles and Papers | NIL |
| Self-Education | <p>Attended a series of online professional development sessions at Central Queensland University (2020)</p> <p>Free Webinars on Business and Management, including (but not limited):</p> <ul style="list-style-type: none"> • How to be an Inclusive Leader (Harvard Business Review) • How Resilient Organizations Respond to Catastrophes (Harvard Business Review) • How to Use Customer Data to Actually Help Customers (Harvard Business Review) <p>Self-educational TED Webinars:</p> <ul style="list-style-type: none"> • The Power of an Entrepreneurial Mindset Bill Roche • Stop Managing, Start Leading Hamza Khan • The future we're building -- and boring Elon Musk • There is No Luck. Only Good Marketing. Franz Schrepf • How to build a company where the best ideas win Ray Dalio |
| Teaching at other like institutions | International College of Management Sydney (both undergraduate and postgraduate) |
| Formal Courses | <p>Consent Matters' Online Course (Oxford University)</p> <p>Disclosures of Sexual Violence Online Course (Oxford University)</p> |
| Other | Supervising & Examining Master's students' research projects at the International |

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| | <p>College of Management Sydney (more than 30 Masters' students)</p> <p>UBSS PD sessions</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |
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Kaneez Selim

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| Positions Held | <ul style="list-style-type: none"> Assistant Professor UBSS Lecturer Federation University |
| Memberships | Associate Member, CPA Membership of ICB |
| Conferences and Symposia | Accounting Business Expo, ICC Sydney Exhibition Centre (Virtually), 16/11/2020 to 17/11/2020 |
| Articles and Papers | NIL |
| Self-Education | <p>In house Webinar PD on Moodle & Adobe Connect -TAFE, Western Institute</p> <p>In the Black - CPA Australia</p> <p>As an associate member of CPA, since more than 5 years I have regular subscription of “In the Black”, which provides Accounting Industry currency. Also have membership with ICB as well, which assists with regular industrial/ workplace guidelines.</p> |
| Teaching at other like institutions | Federation University |
| Formal Courses | Learning to Teach Online Coursera by UNSW Sydney, Awarded on 09/10/2020. |
| Other | <p>Payroll Webinars - Revenue Office AU</p> <p>Tax Webinars - ATO</p> <p>Financial Planning Webinars - Open Universities Australia</p> <p>UBSS PD sessions x 2</p> <p>4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |

Kim Sharma

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| Positions Held | <ul style="list-style-type: none"> Associate Professor UBSS |
| Memberships | <p>AITD</p> <p>AeLA</p> |
| Conferences and Symposia | <p>LinkedIn - Gamified learning conference</p> |
| Articles and Papers | <p>NIL</p> |
| Self-Education | <p>EDX</p> <p>Active mapping scenario-based learning</p> |
| Teaching at other like institutions | <p>eLearning Advisor – Swinburne University</p> |
| Formal Courses | <p>MBA – AIB</p> |
| Other | <p>Rapid authoring Powtoon modules on Canvas LMS platform.</p> <p>UBSS PD sessions x 3</p> <p>4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |

Wayne Smithson

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| Positions Held | <ul style="list-style-type: none"> • Program Director Bachelor of Accounting Member of Academic Senate UBSS • Chair of Academic Integrity Committee UBSS • Member of the Grade Review Committee UBSS • Member Corporate Advisory committee UBSS • Director/Treasurer – Ensemble Offspring Ltd • Ensemble offspring Ltd - Chair Finance and Audit Committee • Polytechnic Institute of Australia – member of Learning and Teaching Committee |
| Memberships | <p>CPA - member</p> <p>Fellow Institute of Managers and Leaders(IML)</p> <p>Chartered Manager CMGr</p> <p>Graduate Member Australia Institute of Company Directors</p> |
| Conferences and Symposia | <p>TEQSA Webinar Academic integrity 13 October 2020</p> |
| Articles and Papers | <p>Author and Preparation of case studies –</p> <ul style="list-style-type: none"> - Financial Management - Leading Innovation and change <p>Preparation of Bachelor of Accounting Annual report and future Academic delivery strategies for the Accounting Faculty for dissemination to Accounting Lecture staff</p> <p>Distribution of relevant advices to staff regarding Academic Integrity as chair of Academic Integrity Committee</p> |
| Self-Education | <p>NIL</p> |
| Teaching at other like institutions | <p>Polytechnic Institute Australia</p> |
| Formal Courses | <p>NIL</p> |
| Other | <p>Mentor INML 2 mentees during the year</p> <p>UBSS PD sessions x 3</p> |

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| | <p>4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |
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Associate Professor Felix Stravens

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| Positions Held | <ul style="list-style-type: none"> • Deputy Dean – Academic • Program Director – MBA • Program Director – Bachelor of Business • Chair, Academic Board – Queen Anne College (start-up) |
| Memberships | <p>Fellow, Chartered Institute of Marketing (FCIM)</p> <p>Fellow, Australian Marketing Institute (FAMI)</p> <p>Fellow, Institute of Managers and Leaders (FIML)</p> <p>Member, Marketing Institute of Singapore (MMIS)</p> |
| Conferences and Symposia | NIL |
| Articles and Papers | NIL |
| Self-Education | <p>Designing a Curriculum for Online and Hybrid Classes Webinar – Harvard Business Publishing Education (July)</p> <p>Teaching Ethics and Adaptive Leadership in a time of crisis Webinar – Harvard Business Publishing Education (July)</p> <p>Improvising in a time of Crisis Webinar – Harvard Business Publishing Education (August)</p> <p>Diversity and Inclusion: Building Connection and Community in Physical, Online, and Hybrid Classrooms Webinar – Harvard Business Publishing Education (August)</p> <p>Amplifying Engagement: Energizing Students</p> <p>in Large Online Classrooms Webinar – Harvard Business Publishing Education (September)</p> <p>Making Online Classrooms work for you (and your students) Webinar – Harvard Business Publishing Education (November)</p> <p>Moderation and Calibration Workshop – Peer Review Portal (September – October)</p> <p>Leadership, Resilience and Reinvention Workshop – Clifton’s Elevate (September)</p> |

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| Teaching at other like institutions | NIL |
| Formal Courses | NIL |
| Other | <p>Curriculum Development and Review – Management Principles for Queen Anne College</p> <p>Curriculum Development and Review – Marketing Fundamentals</p> <p>Curriculum Development and Review – Strategic Management</p> <p>Curriculum Development and Review – Brand Development (MBA)</p> <p>Curriculum Development and Review – Marketing Management</p> <p>Curriculum Development and Review – Team Leadership and Change Management</p> <p>Curriculum Development and Review – Marketing New Products (MBA)</p> <p>Curriculum Development and Review – Advanced Business Communication</p> <p>UBSS PD sessions x 3</p> <p>4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |

Nadeem Ahmed Tahir

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| Positions Held | <ul style="list-style-type: none"> • Assistant Professor UBSS • Managing Director, UBS Accountants • Course Coordinator Torrens University • Senior Lecturer Holmes Institute |
| Memberships | <p>Member, CPA</p> <p>Member, National Stock Exchange of Australia,</p> <p>Member, Institute of training and development</p> <p>Member, VELG training</p> <p>Associate Member, ACFE</p> |
| Conferences and Symposia | 24 th Annual UTS Australian Summer Accounting Conference (4-5 Feb 2020) |
| Articles and Papers | Collecting data for research paper on Corporate tax avoidance using Effective Tax Rate as a proxy |
| Self-Education | <p>Consent Matter—Torrens University Australia</p> <p>Collaborative learning through Blackboard—Torrens University Australia</p> <p>Self-managed Superannuation Audit Fund Training</p> <p>CPD readings- In the Black and CPA updates</p> |
| Teaching at other like institutions | <p>Course Coordinator Torrens University—Auditing and assurance</p> <p>Senior Lecturer Holmes Institute—Taxation Law</p> |
| Formal Courses | NIL |
| Other | <p>Various ATO seminars on Taxation</p> <p>VELG training Seminars</p> <p>Weekly MPA course coordinator meetings</p> <p>Weekly UTS Accounting Research Seminars</p> <p>Monthly UTS Accounting staff Disciple Group meeting</p> |

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| | <p>UBSS PD sessions x 2</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |
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Jonathan Temporal

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| Positions Held | <ul style="list-style-type: none"> • UBSS Assistant Professor • Sessional lecturer (IMC / Top Education Law School) • Senior lecturer (Holmes Institute) • Director, Migration2Integration |
| Memberships | <p>Legal Practitioner, admitted as a lawyer of the Supreme Court of New South Wales. Practising certificate number 82587</p> <p>Registered Migration Agent (number 1793148), Office of the Migration Agents Registration Authority</p> <p>Law Society of NSW</p> |
| Conferences and Symposia | <p>Marbury Chambers full 10 points CPD conference (Sydney, NSW)</p> <p>- on various contemporary legal topics</p> |
| Articles and Papers | NIL |
| Self-Education | <p>Reading and researching of authoritative texts on the various legal topics (ex. Property Law, Ethics and Professional Conduct, Intellectual Property Law, Anti-Discrimination Law, Competition Law, Health Law, Business Law and Corporations Law)</p> <p>Regular reading of various law journals and publications</p> <ul style="list-style-type: none"> - the Law Society of NSW Journal (issued every month) - Sydney Law Review - Australian Law Journal - Alternative Law Journal - Australian Legal Scholarship Library (published by the Australasian Legal Information Institute [AustLII]) - Lawyers Weekly online magazine <p>Regular listening of podcasts produced by Lawyers Weekly</p> |
| Teaching at other like institutions | <p>Sessional lecturer at IMC Law School (formerly TOP Education / Sydney City School of Law) on various subjects: Property Law, Ethics and Professional Conduct, Intellectual Property Law, Anti-Discrimination Law, Competition Law and Health Law</p> |

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| | Senior lecturer at Holmes Institute, teaching Business and Corporations Law. |
| Formal Courses | NIL |
| Other | <p>Redesigning of Corporations Law Unit, including unit outline redrafting and preparation of new lecture materials, for Holmes Institute (2020)</p> <p>Designing new curriculum and unit outline in Competition Law for IMC Law School (2020)</p> |

Harry Tse

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| Positions Held | <ul style="list-style-type: none"> • Assistant Professor UBSS • UTS Lecturer |
| Memberships | NIL |
| Conferences and Symposia | NIL |
| Articles and Papers | <ul style="list-style-type: none"> - Making the jump 2020: Using videos to introduce and elaborate on key concepts in a post graduate economic core subject: First and Further Year Experience Grant - There must be another way: Non-traditional Teaching Methods in the International Handbook on Teaching and Learning Economics. – Australasian Journal of Economics, 2020. |
| Self-Education | NIL |
| Teaching at other like institutions | Lecturer in Economics at UTS |
| Formal Courses | PhD in Marketing (ongoing study) |
| Other | <p>UBSS PD Session</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> |

Dr Syed Uddin

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| Positions Held | <ul style="list-style-type: none"> ▪ Assistant Professor-UBSS ▪ Senior Lecturer-Federation University Sydney campus ▪ Sessional Lecturer-CQ University |
| Memberships | <p>Associate Fellow - Institute of Managers and Leaders</p> <p>Federation University alumni association</p> <p>Glasgow University General Council</p> <p>Community Education and Services Centre in Sydney</p> <p>Dhaka University alumni association</p> |
| Conferences and Symposia | NIL |
| Articles and Papers | NIL |
| Self-Education | <ul style="list-style-type: none"> • Institute of Managers and Leaders Ted Talk – Own Your Behaviour Master your Communication Determine your success – Louise Evans • 'Doing, Being, Becoming': Rayya Ghul at TEDxRussell Square watched on 30 January 2020. • Webinar on online assessment by Federation University • 'Inside Edge'- IML online publication • 'Best Practices for Teaching Business & Economics online'- Webinar by McGraw Hill Connect on 28 April and 12 May 2020 • 'Transitioning Your Course from On-Campus to Online'- Webinar by McGraw Hill Connect on 26 March 2020 • 'Keys to effective communication'- online offered by Cengage learning • 'Issues and challenges for teaching successful online courses in higher education: a literature review' by Mansureh Kebritchi et al. • 'Teaching international students: strategies for enhancing students' learning' by Jude Carroll. |

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| Teaching at other like institutions | <ul style="list-style-type: none"> • CQU Sydney campus • Federation University Sydney campus |
| Formal Courses | NIL |
| Other | <ul style="list-style-type: none"> • Executive Deans Award, Universal Business School Sydney for 'Outstanding Commitment to Teaching and Learning' for Post Graduate teaching, 2020. • Arranged and participated a session on "Personal Branding" by Matija Squire the Founder of the Paradigm Effect on 13 October 2020. • Participated in research survey conducted by McGraw Hill. • PD sessions on 26 March 2020 at Federation University. Transition from a face to face to an online delivery has been the primary focus of this session. <p>UBSS PD sessions x 3</p> <p>4 May 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>24 August 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning</p> <p>2 December 2020: Guidelines to Effective Teaching and Assessment, Refresher Course on the Effective Use of Moodle, Making Use of IT Equipment to Enhance Teaching and Learning.</p> |

Professor Andrew West

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| <p>Positions Held</p> | <ul style="list-style-type: none"> • Dean UBSS: Since 2 November, 2020 • Director, Centre for Entrepreneurship, UBSS: January 2017 to October 2020 • Academic Board Member: Queen Anne School of Management • Chair: UTS Norths Athletics Foundation |
| <p>Memberships</p> | <p>Fellow: Institute of Management and Leadership Member: Australian Institute of Company Directors Academic Senate: UBSS Steering Committee: HEPP – QN</p> |
| <p>Conferences and Symposia</p> | <p>Attended: Higher Education Private Provider – Quality Network 2-day online symposium, 24th-25th November, 2020</p> <p>Presented: Grade Distribution Project Report v4 Findings</p> <p>Attended: 2020 Edutech Virtual Conference, 9-10 November, 2020.</p> |
| <p>Articles and Papers</p> | <p>Burdon S, Clegg S, Clay J, Smithers J, Ninan J, West A (2020) “Setting Projects for Success: 3 Key Themes for Success of Major Project Delivery”, publication date May 28, 2020, UTS and WSP Consulting, https://www.uts.edu.au/about/faculty-engineering-and-information-technology/news/setting-projects-success-new-findings-released</p> <p>Presented Conference Paper TEQSA Higher Education Forum, “Grade Distribution Project v4, Impacts of COVID”, 25th November, 2020</p> <p>West, A., Whateley, G., Roopram, J. and Kanwar A. (2020) Submission to TEQSA Scholarship Discussion Paper, December 14, 2020 https://www.ubss.edu.au/media/1957/ubss-submission-to-teqsa-on-scholarship.pdf</p> <p>Whateley, G., West, A. and Kanwar, A. (2020) Transition to Online Teaching and Learning at UBSS – Like Ducks to Water. UBSS, Sydney https://www.ubss.edu.au/media/1824/transition-to-online-teaching-and-learning-at-ubss-2020.pdf</p> |

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| | <p>Whateley, G., West, A. and Kanwar, A. (2020) Academic Integrity at UBSS. UBSS, Sydney https://www.ubss.edu.au/media/1836/academic-integrity-at-ubss.pdf</p> <p>Whateley, G., Kanwar, A. and West, A. (2020) Academic Governance at UBSS. UBSS, Sydney https://www.ubss.edu.au/media/1922/academic-governance-at-ubss.pdf</p> <p>Whateley, G. and West, A. (2020) UBSS Teaching and Learning Plan 2021-2023. UBSS, Sydney https://www.ubss.edu.au/media/1953/teaching-and-learning-plan-2021-2023-ib.pdf</p> <p>Whateley, G., Roopram, J. and West, A. (2020) Capturing Scholarship at UBSS. UBSS, Sydney https://www.ubss.edu.au/media/1184/capturing-scholarship-at-ubss-002.pdf</p> <p>Whateley, G. and West, A. (2020) Benchmarking at UBSS. UBSS, Sydney https://www.ubss.edu.au/media/1185/benchmarking-february-2020.pdf</p> <p>UBSS Internal Reports and Publications</p> <p>2 X editions of 'Message from the Dean'</p> <p>2 X editions of the UBSS Sydney Business Unit Report</p> <p>10 X editions of the Centre for Entrepreneurship Business Unit Report</p> |
| <p>Self-Education</p> | <p>NIL</p> |
| <p>Teaching at other like institutions</p> | <p>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.</p> <p>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.</p> <p>Adjunct Lecturer: University of Technology Sydney, Business Statistics</p> |
| <p>Formal Courses</p> | <p>NIL</p> |

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| <p>Other</p> | <p>Academic Management</p> <p>UBSS, TEQSA Registration and Course Re-Accreditation: Various reports submitted January 2020, June 2020, September 2020.</p> <p>UBSS, Provider Information Report for TEQSA: Staff information and staffing analysis August 2020.</p> <p>UBSS, creation of IT Half Stream in MBA, project manager, curriculum development and reporting to academic governance bodies.</p> <p>Consultancy Work</p> <p>Athletics NSW Marketing Advisory Board</p> <p>Provide concept papers to Athletics NSW and Athletics Australia on Track and Field facilities development</p> <p>UTS Norths Athletics, Chair of Foundation: Strategic Plan 2021-2023,</p> <p>Elite Athlete Refugee Project to Tokyo 2020, grants project development and implementation.</p> <p>Athletics Talent Identification Program, project development and implementation.</p> <p>Rotary Athletic Field: Sports Field Master Plan accepted by State Government in 2020.</p> <p>Peer Review Process and Benchmarking</p> <p>IHEA External Assessment Benchmarking project coordinator for UBSS and external reviewer.</p> <p>Benchmarking Projects</p> <p>IHEA External Academic Integrity Benchmark project coordinator for UBSS and external reviewer.</p> <p>IHEA International Student benchmarking, with 18 other institutions. UBSS coordinator and lead contributor.</p> <p>HEPP-QN Benchmarking, UBSS coordinator and lead contributor for 2020</p> <ol style="list-style-type: none"> 1. Grade distribution 2. Academic Integrity 3. Retention/Completion |
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Dr Greg Whateley

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| <p>Positions Held</p> | <ul style="list-style-type: none"> • Executive Dean, UBSSS to October 2020. • Deputy Vice-Chancellor, GCA from November 2020 • Chair - Musicum20 International Music Symposium • Chair – Waterline Challenge • Chair – Board of Directors, Academy of Music and Performing Arts (AMPA) • Chair – UBSS Academic Senate |
| <p>Memberships</p> | <p>Member – Academic Board, <i>Stanfort Academy (Singapore)</i></p> <p>Member, Editorial Board – <i>International Journal of Innovation, Creativity and Change</i></p> <p>Member, Review Panel – <i>British Educational Research Journal</i></p> <p>Fellow, <i>Institute of Managers and Leaders</i></p> <p>Fellow, <i>Australian College of Research</i></p> |
| <p>Conferences and Symposia</p> | <p>Kanwar, A. and Whateley, G. (2020) English Language Testing for International Students in Australia. The American Academy of Business Journal (AABJ). ISBN 1540-7780</p> <p>Chanda, A., Whateley, G. and Roopram, J (2020) Transitioning from Class-room to Tech-room: Exploring an approach to Technology Enhanced Learning (TEL) in Australian HE sector. GTU Conference, India</p> |
| <p>Articles and Papers</p> | <p>Kanwar, A. and Whateley, G. (2020) English Language Testing for International Students in Australia. The American Academy of Business Journal (AABJ). ISBN 1540-7780</p> <p>Whateley, G. (2020) Full marks for educators, the ‘digital convicts’ of COVID19. Campus Review (September, Volume 30, Issue 9). https://www.campusreview.com.au/2020/09/full-marks-for-educators-the-digital-convicts-of-covid-19/</p> <p>Whateley, G (2020) ‘5 Ways COVID19 will impact on Higher Education for Good’. Campus Review (October, Volume 30, Issue 10) https://www.campusreview.com.au/2020/10/5-ways-covid-19-will-impact-higher-education-for-good/</p> |

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| Self-Education | Varied – daily media updates |
| Teaching at other like institutions | <p>Postgraduate Examiner – Australian Academy of Music and performing Arts</p> <p>Postgraduate Examiner – Australian Institute of Music</p> <p>Postgraduate Examiner – RMIT University</p> <p>Postgraduate Examiner – Swinburne University of Technology</p> |
| Formal Courses | NIL |

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| Other | 3 X TEQSA submissions 18 X editions of 'Message from the Executive Dean' 10 X editions of the Sydney Business Unit Report 12 X editions of the Melbourne Business Unit Report |
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Richard Xi

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| Positions Held | <ul style="list-style-type: none"> • Senior Postgraduate Coordinator • Assistant Professor UBSS |
| Memberships | Association for Asian Studies |
| Conferences and Symposia | NIL |
| Articles and Papers | NIL |
| Self-Education | the Knowledge Society and the Politics of Intellectual Property |
| Teaching at other like institutions | NIL |
| Formal Courses | NIL |
| Other | NIL |