



UNIVERSAL
BUSINESS SCHOOL
SYDNEY

Private MBA Business School

SCHOLARSHIP AND STAFFING AT UBSS

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SCHOLARSHIP AT UBSS

At the heart of this discussion is HESF Standard 3.2.3, and in particular a and b –

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

a. Knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice

b. Skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and

And the reason for this current review –

- Staffing –While the evidence demonstrates that GCA academic staff are widely involved in professional development activities, there is a limited basis for assurance that GCA academic staff are engaged in adequate levels of scholarly activity in accordance with Standard 3.2.3.

The essential issue is *‘what is scholarship’*. GCA/UBSS engagement in scholarship *is significant*. All UBSS staff are *scholarship active* – with a focus on contemporary knowledge, developments in their field of focus, teaching, learning, assessment and modes of delivery – at all times with a focus on the needs of the students at UBSS.

The UBSS approach to scholarship is consistent with the TEQSA guidance note - <https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship>

	Identifier	Evidence	Rating
1	The Boyer model of scholarship offers a useful framework	UBSS utilises Boyer as the foundation	✓
2	The importance of an institutional climate of scholarship	UBSS has had in place for a number of years a strong sense of scholarship and its importance	✓
3	Teaching staff are engaged in scholarship that informs content and method of teaching	All teaching staff have completed a scholarship profile that directly relates to current teaching	✓
4	Scholarship is directly relevant to the discipline	Scholarship has a direct correlation with teaching focus	✓
5	Evidence of a range of outputs constituting different forms of scholarship	The UBSS Scholarship design is comprehensive	✓
6	Staff are active in scholarship of some kind that informs their teaching.	All scholarship is related to teaching	✓
7	Allocation of resources to support scholarship	UBSS supports all teaching staff in their endeavours	✓
8	Advancing knowledge in a discipline/field of study being taught	All scholarship activity is related to the work being done at UBSS	✓
9	Advancing approaches to teaching and learning	Given the significant experience of UBSS teaching staff, scholarship is used to further enhance teaching as evidenced in SFUs and QILT outcomes	✓
10	Diversity of approaches should be encouraged not limited	The UBSS Scholarship design is comprehensive and provides for diverse input and activity	✓
11	Scholarship needs to be current and relevant	All activity is current and focused	✓

Overview of the Culture of Scholarship

UBSS/GCA has in place a solid *culture of scholarship* – stronger than at many IHEs. I have taught at, researched in, managed and advised some 20 providers (11 universities and 9 privates) in a 48-year career, so I think it fair to say I have a good idea of what is actually happening in the Sector – both historically and currently.

The focus at UBSS, from 2016+, has been on using *scholarship* as a means of ensuring currency in the teaching and learning forum, and at the same time, being aware of related changes and issues in the environment around us that in turn need to be shared and incorporated into our teaching and learning environment. *UBSS is a well-informed business school.*

UBSS is a successful HE provider. Pre-pandemic - with 1850 EFSL, 1001 MBA students, a consistent 4.4/5 SFU aggregate, high end QILT outcomes, and a waiting list - clearly something was/is being done well. That something is *quality teaching and learning* supported by a group of informed, current professors - essentially at the 'top of their games'.

The most recent QILT accolades include -



A Genuine Understanding of and Focus on Scholarship

UBSS has in place a suitable and benchmarked policy on scholarship -

<https://www.ubss.edu.au/media/3258/scholarship-policyv1.pdf>

Whateley (2016) carefully defined the approach for UBSS, ensuring that the focus was on meaningful and appropriate scholarship. Using the **Boyer** thinking (1990), a template for scholarly activity was developed and this was benchmarked across the Sector -

<https://www.ubss.edu.au/media/1996/capturing-scholarship-at-ubss-2020.pdf> - see pp 3-39

The harvesting tool developed highlights seven (7) areas of focus (not limited to publishing) and includes - positions held; memberships; conferences and symposia attended as either a presenter or attendee; articles and papers; self-education; teaching at other like institutions; formal courses; and other activities not covered. Staff are encouraged to work in as many as they can – not necessarily all seven (7).

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

The two most recent UBSS Scholarship Profiles (using this template) are readily available on the UBSS site –

2021 - <https://www.ubss.edu.au/media/3611/capturing-scholarship-at-ubss-2021.pdf>

2020 - <https://www.ubss.edu.au/media/1995/capturing-scholarship-at-ubss-2020.pdf>

These documents (publicly available to ensure transparency) demonstrate that all staff are scholarship active – many of them across a number of the 7 domains.

Whateley (2022) speaks to the issue of scholarship – <https://www.youtube.com/watch?v=qpj2039cwQQ>

Whateley (2022) writes to the issue of scholarship - <https://www.ubss.edu.au/article/what-is-the-meaning-of-scholarship/>

Hooke and Whateley (2021) underline the issues with over emphasis on publishing in the Sector - <https://www.ubss.edu.au/article/should-all-academics-be-required-to-publish/>

West, Whateley, Kanwar and Roopram (2020) responded to the TEQSA invitation to discuss scholarship - <https://www.ubss.edu.au/media/1957/ubss-submission-to-teqsa-on-scholarship.pdf>

UBSS has a clear understanding of what scholarship means, how it can be measured and how it can be applied to current and effective teaching and learning as per the Standard 3.2.3 and sub standards a and b –

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

a. Knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice

b. Skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and

Staff at UBSS are all currently scholarship active. An overview of the 2020 data indicates –

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

In 2020 UBSS staff collectively held 123 positions; 96 memberships; attended (either as a presenter or attendee) 38 conferences/symposia; published 54 articles/papers; were involved in 124 self-education initiatives; taught at 44 institutions; were enrolled in 19 formal courses; attended multiple UBSS professional days and were involved in 105 other related activities. Individual details are available at - <https://www.ubss.edu.au/media/1995/capturing-scholarship-at-ubss-2020.pdf> - pp 40-99.

For a faculty of 38 people – this is an excellent set of outcomes.

The 2021 data shows –

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	TOTAL
Akbar	Mohammad	2	2	2	3	2	2	3	2	7	25
Alafaci	Frank	4	3	5	5				2		19
Bigatton	Danny	2	2	11	11	9	1	2	2	2	42
Bosma	Igor	6	3	12	2	9	4	5	2	4	45
Cameron	Sue	1	2	1	1	6			2		11
Chanda	Ashok	1	1	1	4						7
Chen	Jessica	1	1		1		1		2	3	9
Dookie	Nisha	1	1			2		1	2		7
Edwards	John	4	2	6	1	3	2	2	2	1	23
Ghavami	Sara	1		2		2	2		1	1	9
Glinoga	Mavi	2	3				3		1		9
Gunasekera	Ross	8	3	2		2		8	1	1	25
Jacques	Natasha	3	4	4	2			2	2		15
Jankoff	Cyril	8	8	1	6	1	2	2	2	5	35
Jiao	Lu	2	2		1		1		1		7
Kumar	Ajay	3	3	5	1			4	2	3	21
Lanasier	Evi	1	2	4		5	3		2	7	24
Lee	Amy	4	1	1	1	1	6	1	1	5	21
Lim	Jim	2	1	3		1	1	4	2		14
Lodh	Sudhir	4	2	1	1	1		1	2	7	19
McCormick	Mick	1	2			10			2	3	18
McCoy	Leanne	3	2	1		2	2	1	2	2	15
Ow	Wilson	3		1		1	2	1	2		10

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	TOTAL
Parker	Stephen	6	2		2	2	2	2	2	8	26
Paul	Nilima	2	6		2		1		2	12	25
Phillips	Art	13	6	4	7	1			3	7	41
Sadeghinejad	Zahra	3	1		4		2	1	3	4	16
Selim	Kaneez	1	2	2	2	1	1	4	2	3	18
Smithson	Wayne	6	6	2	5	2	1		3	2	27
Stravens	Felix	4	4		1	12		1	3	6	31
Tahir	Nadim	3	2	2	3	3	4	2	2	6	27
Tse	Harry	1	3	2	2				1	1	10
Uddin	Syed	2	2	1	2	4	1		3	1	16
West	Andrew	3	5	3	10		3		3	9	36
Whateley	Greg	3	15	2	56		1			3	80
Xi	Richard	2	4	2	3	1			3		15

In 2021 UBSS staff collectively held 115 positions; 108 memberships; attended (either as a presenter or attendee) 84 conferences/symposia; published 139 articles/papers; were involved in 83 self-education initiatives; taught at 48 institutions; were enrolled in 47 formal courses; attended multiple UBSS professional days and were involved in 101 other related activities. Individual details are available at - <https://www.ubss.edu.au/media/3611/capturing-scholarship-at-ubss-2021.pdf> - pp 23-105.

For a faculty of 36 people – this is quite a remarkable achievement – by any standard. I say this with certainty.

In mid-2020 GCA/UBSS published the first of a series of books

This would provide the initial opportunity for staff to contribute –

Jankoff, C. and Bendel, D. (2020) *Business War Stories from the Trenches – Battles Relating to Starting, Operating and Ending a Business*. Smart Questions ISBN 978-1-907453-29-8



The book (326 pages) provides 15 case studies and an in-depth look at key elements associated with SMEs, including, starting the business; operating the business; ending the business; and includes a sample financial analysis template. The book appears on a number of subject outlines at UBSS – and a number of the case studies are used in teaching outside of UBSS.

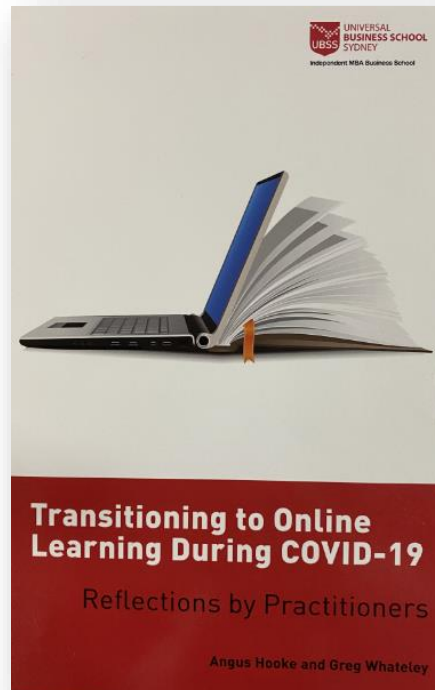
In late 2020 the decision was made to invest (significantly) in developing additional opportunities for staff (already scholarship active) to *publish* their thoughts and reflections on key issues impacting on the Sector – enhancing their understanding of contemporary learning, assessment and modes of delivery, at the same time, giving some a ‘voice’ in the ongoing conversation that can be shared with colleagues.

To support the project, in October 2020, **Emeritus Professor Angus Hooke** was employed as Senior Scholarship Fellow



In June 2021 the second publication in the series was launched

Hooke, A. and Whateley, G. (2021) *Transitioning to Online Learning During COVID-19 – Reflections by Practitioners*. Smart Questions ISBN 978-1-907453-30-4



The publication brought together 19 articles (previously electronically published internally over a three month period) that spoke to the issue of managing/coping with COVID-19 pressures and the rethinking required with online teaching and learning mode of delivery – the big issues in 2020. At the heart of all 19 articles is the notion of enhancing student engagement despite the significant impact of the pandemic. Articles were shared with ALL staff at UBSS/GCA and with a number of cohorts of students. Chapters and topics included –

Whateley - <https://www.ubss.edu.au/articles/2020/september/full-marks-for-educators-the-digital-convicts-of-covid-19/>

West – <https://www.ubss.edu.au/articles/2021/may/higher-education-in-the-4th-industrial-age/>

Xi - <https://www.ubss.edu.au/articles/2021/may/support-for-online-teaching-and-learning-during-covid-19-an-administrator-s-reflections/>

Roopram, Chanda and Whateley - <https://www.ubss.edu.au/articles/2021/may/transitioning-from-the-classroom-to-the-techroom/>

Whitfield - <https://www.ubss.edu.au/articles/2021/may/lessons-from-the-transition-to-online-learning-information-technology/>

Whitfield - <https://www.ubss.edu.au/articles/2021/may/transitioning-to-online-learning-more-lessons-for-information-technology/>

Kanwar - <https://www.ubss.edu.au/articles/2021/may/online-teaching-a-tale-of-two-institutions/>

Uddin - <https://www.ubss.edu.au/articles/2021/may/covid-driven-transition-to-online-teaching-a-reflection/>

Phillips - <https://www.ubss.edu.au/never-lose-the-moment/>

Paul - <https://www.ubss.edu.au/articles/2021/may/new-virtual-reality-in-knowledge-transfer/>

Bosma - <https://www.ubss.edu.au/articles/2021/may/some-effects-of-covid-19-on-the-higher-education-sector/>

Smithson - <https://www.ubss.edu.au/articles/2021/may/academic-integrity-in-an-online-world-a-covid-19-perspective/>

Roopram - <https://www.ubss.edu.au/articles/2021/march/online-proctoring-the-likely-future-of-assessment/>

Najmaei and Sadeghinejad - <https://www.ubss.edu.au/articles/2021/may/reducing-students-technostress-in-online-classes-three-technical-methods/>

Najmaei and Sadeghinejad - <https://www.ubss.edu.au/articles/2021/may/reducing-students-technostress-in-online-classes-three-pedagogical-methods/>

Roopram - <https://www.ubss.edu.au/articles/2021/may/why-the-student-voice-matters/>

Tse - <https://www.ubss.edu.au/articles/2021/may/challenges-in-the-2020-transition-to-online-learning-isolated-or-connected/>

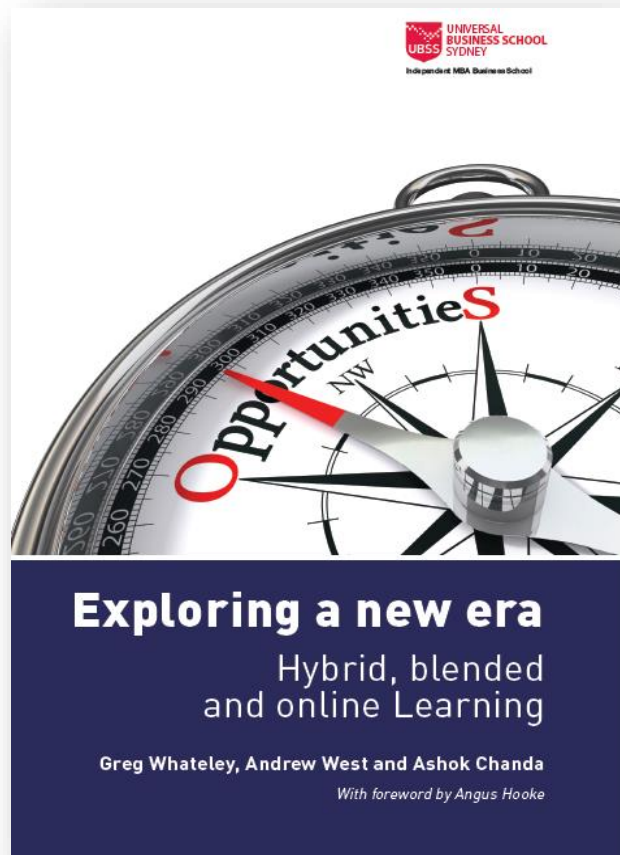
Smithson - <https://www.ubss.edu.au/articles/2021/may/work-integrated-learning-in-australian-higher-education-covid-19-an-r-evolutionary-paradigm-shift/>

Jacques - <https://www.ubss.edu.au/the-move-to-online-learning-during-covid-19-change-acceptance-and-a-stronger-you/>

This collection (shared with the community as each article was published online) had a significant impact on how UBSS managed its way through COVID-19.

In September 2021 a third publication was launched

Whateley, G., West, A. and Chanda, A. (2021) *Exploring a new era – Hybrid, blended and online Learning*. Smart Questions ISBN 978-1-907453-31-1



This publication brought together a further 19 articles (previously electronically published internally over a two month period) that spoke to the issue of rethinking HE delivery using hybrid, online or blended approaches – highly relevant to the current Sector thinking and of course highly relevant to the notion of appropriate scholarship. Again, articles were shared with ALL staff at UBSS/GCA and with a number of cohorts of students. Chapters and topics included –

Whateley - <https://www.ubss.edu.au/media/2670/understanding-hybrid-delivery.pdf>

West - <https://www.ubss.edu.au/media/2716/what-is-meant-by-blended-learning.pdf>

Chanda – <https://www.ubss.edu.au/media/2695/the-efficacy-of-online-studies.pdf>

Bofinger - <https://www.ubss.edu.au/media/2709/the-renaissance-of-the-virtual-conservatorium.pdf>

Kanwar - <https://www.ubss.edu.au/media/2754/online-learning-and-the-organisation.pdf>

Chanda - <https://www.ubss.edu.au/media/2758/the-art-of-digitalising-online-content.pdf>.

Whateley, G - <https://www.ubss.edu.au/media/2760/alternate-delivery-modes-for-international-students.pdf>

Mienczakowski - <https://www.ubss.edu.au/media/2759/future-experience.pdf>

Rowland - <https://www.ubss.edu.au/media/2761/impact-of-coronavirus.pdf>

Kanwar - <https://www.ubss.edu.au/media/2772/ten-things-to-know-about-online-teaching.pdf>

Jankoff - <https://www.ubss.edu.au/media/2783/a-personal-practical-perspective-on-blended-learning.pdf>

Phillips - <https://www.ubss.edu.au/media/2785/interview-style-guest-presentations-that-enhance-learning.pdf>

O'Connor - <https://www.ubss.edu.au/media/2786/vce-in-china.pdf>.

Roopram - <https://www.ubss.edu.au/media/2788/on-line-assessment-in-a-digital-world.pdf>.

Sorace - <https://www.ubss.edu.au/media/2805/the-benefits-of-the-blended-method.pdf>

Whateley, L - <https://www.ubss.edu.au/media/2866/learning-in-the-time-of-corona.pdf>

Wong - <https://www.ubss.edu.au/media/2867/facing-reality-online-fatigue.pdf>

Xi – <https://www.ubss.edu.au/media/2871/blended-learning-a-new-dimension-for-international-students.pdf>

Parker - <https://www.ubss.edu.au/media/3134/are-they-there-sjk-parker.pdf>

This collection gave voice to the range of options available to UBSS and further strengthens our current position as a quality provider. The focus was on mode of delivery, but advocating that staff remained current and understood the responsibilities associated with ensuring learner engagement was top of the list of priorities.

The dividend was expressed in the most recent QILT outcomes –



MBA Business School in Australia
for Learner Engagement (QILT)

In November 2021 a fourth publication was released

Jankoff, C and Bendel, D (2021) *What Can We Learn from Everyday Successful Australian Entrepreneurs?* Smart Questions ISBN 978-1-907453-32-8



The 15 interviews were published online over a three month period as they were completed and are being promoted as valuable case studies by the *UBSS Centre for Entrepreneurship* and used throughout the MBA subjects within the Entrepreneurship Stream in particular. Chapters include -

Sudhir Warriar – <https://www.ubss.edu.au/articles/2021/may/interview-1-sudhir-warriar/> - From migrant to founder of a successful cruise ship business on Sydney Harbour

Rahul Daga – <https://www.ubss.edu.au/articles/2021/may/interview-2-rahul-daga/> - From migrant to owner of two profitable Snap printing franchises

Himalee Karunasena – <https://www.ubss.edu.au/articles/2021/june/interview-3-himalee-karunasena/> - From a migrant to founding and operating various businesses while being an employee

John Englander – <https://www.ubss.edu.au/articles/2021/june/interview-4-john-englander/> - From a computer salesman to the owner of a successful green cleaning business

Art Phillips – <https://www.ubss.edu.au/articles/2021/june/interview-5-art-phillips/> - From a musician extraordinaire migrant to the Director, UBSS Centre For Entrepreneurship

Alice and Phillip Chaplin - <https://www.ubss.edu.au/articles/2021/july/interview-6-alice-needham-and-philip-chaplin/> - From selling wraps to manufacturing dog treats for supermarkets and specialty pet food shops

Robert Roshan - <https://www.ubss.edu.au/articles/2021/august/interview-7-robert-roshan/> - From migrant to Founder and CEO of Byte IT consultancy

Greg Whateley - <https://www.ubss.edu.au/articles/2021/august/interview-8-greg-whateley/> - From muso to maestro

Margaret Harmer OAM - <https://www.ubss.edu.au/articles/2021/august/interview-9-margaret-harmer-oam/> - From a mother losing a child in a car accident to the founder of a network of not for profit helping organisations helping bereaved parents

Matija Squire - <https://www.ubss.edu.au/articles/2021/august/interview-10-matija-squire/> - From teenage mother without schooling to a double graduate and successful business adviser

Alan Manly OAM - <https://www.ubss.edu.au/articles/2021/august/interview-11-alan-manly-oam/> - "The Unlikely Entrepreneur": from an IT tech to the founder and owner of GCA / UBSS, Australia's 7th largest MBA school

Jon Tse - <https://www.ubss.edu.au/articles/2021/september/interview-12-jon-tse/> - From textbooks to recycled stone paper man

Annemarie Manders - <https://www.ubss.edu.au/articles/2021/september/interview-13-annemarie-manders/> - From nursing to lavender farming

Greg Quicke - <https://www.ubss.edu.au/articles/2021/september/interview-14-greg-quicke/> - From bushman to star man

James Barbour - <https://www.ubss.edu.au/articles/2021/september/interview-15-james-barbour/> - From selling cucumbers to pickling them

Producing quality case studies for use across UBSS is a vital element of maintaining freshness and quality.

The dividend for the effort-



Education Provider in Australia
for Teaching Quality (QILT)

In December 2021 a fifth publication was released

Hooke, A. and Whateley, G. (2021) *Updating and Enhancing course content, course delivery and academic management*. Smart Questions ISBN 978-1-907453-33-5



This publication brought together another 18 articles (previously electronically published internally over a two month period) that spoke to the issue of keeping up to date and further enhancing course content, course delivery and academic management – certainly consistent with the current rethinking happening in HE and consistent with Standard 3.2.3 a and b. Student support was at the core of most initiatives. Again, articles were shared with ALL staff at UBSS/GCA and with a number of cohorts of students. Chapters and topics included –

Najmaei and Sadeghinejad (2021) *Teaching Quantitative Methods: A Look into the Future*- <https://www.ubss.edu.au/articles/2021/september/teaching-quantitative-methods-a-look-into-the-future/>

Whateley (2021) *Alternative Delivery Options*- <https://www.ubss.edu.au/articles/2021/september/alternative-delivery-options/>

Sadeghinejad and Najmaei (2021) *Whither Marketing? Three Emerging Topics* - <https://www.ubss.edu.au/articles/2021/september/whither-marketing-three-emerging-topics/>

Phillips (2021) *'20/20 Vision': New Considerations for Charting an Effective Business Plan in the 2020s* - <https://www.ubss.edu.au/articles/2021/september/charting-an-effective-business-plan-in-the-2020s/>

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The dividend of the concerted effort –



Education Provider in Australia
for Teaching Quality (QILT)

In March 2022 a sixth book has been published

Whateley, G., West, A. and Chanda, A. (2022) *Things will never be the same...or will they?* Smart Questions
ISBN 978-1-907453-34-2



This publication brought together another 22 articles (previously electronically published internally over a three month period) that spoke to the issue of thinking about the future across a range of specialisations and domains. Knowledge of contemporary developments was emphasised, along with contemporary (and projected) approaches to teaching, learning and doing business in a changed world. 5 international benchmarking partners contributed to this publication, giving a certain national and international breadth. Chapters/titles include -

Whateley - <https://www.ubss.edu.au/media/3263/things-will-never-be-the-same.pdf>

West - <https://www.ubss.edu.au/media/3336/covid19-the-accelerator-that-evenly-distributed-the-future.pdf>

Chanda - <https://www.ubss.edu.au/media/3276/delivering-change-when-things-are-constantly-changing.pdf>

Kok - <https://www.ubss.edu.au/media/3340/up-against-methodolatry.pdf>

Kanwar - <https://www.ubss.edu.au/media/3341/board-meetings-will-never-be-the-same.pdf>

O'Connor - <https://www.ubss.edu.au/media/3594/things-more-things-change.pdf>

Whateley and Kopanakis - <https://www.ubss.edu.au/media/3608/using-cpd-as-a-means-of-getting-back-in-front.pdf>

Parker - <https://www.ubss.edu.au/media/3612/chapter-8-will-the-great-resignation-accelerate-the-great-outsource-and-the-great-automation.pdf>

Whateley, L - <https://www.ubss.edu.au/media/3634/if-you-can-read-this-youre-too-close.pdf>

Jankoff - <https://www.ubss.edu.au/media/3637/how-covid-has-changed-the-way-i-do-things.pdf>

Bendel - <https://www.ubss.edu.au/media/3639/coping-with-volatility.pdf>

Phillips - <https://www.ubss.edu.au/media/3640/waves-from-the-effects-of-covid-19-on-a-music-business.pdf>

Everett - <https://www.ubss.edu.au/media/3641/covid-learnings-on-forgiveness-and-optimism.pdf>

Seow - <https://www.ubss.edu.au/media/3677/music-on-screen.pdf>

Page - <https://www.ubss.edu.au/media/3678/what-always-was-and-what-always-will-be.pdf>

Lim - <https://www.ubss.edu.au/media/3699/musings-on-music-musicians-and-the-metaverse.pdf>

Bofinger - <https://www.ubss.edu.au/media/3697/is-2022-going-to-be-another-groundhog-year-.pdf>

Huvanandana - <https://www.ubss.edu.au/media/3700/the-economy-will-never-be-the-same-or-will-it.pdf>

Xi - <https://www.ubss.edu.au/media/3708/hybrid-learning-for-post-pandemic.pdf>

O'Connor - <https://www.ubss.edu.au/media/3709/some-things-stay-the-same.pdf>

Wong - <https://www.ubss.edu.au/media/3710/competing-in-the-post-covid-world.pdf>






Rigg and Bofinger - <https://www.ubss.edu.au/media/3713/the-recovery-of-the-live-music-industry.pdf>

A seventh book is scheduled for June 2022, an eighth in September 2022 and a ninth in December 2022 – titles to be confirmed – but likely to provide another 60+ opportunities for staff and associates to publish.

A number of these books are currently available commercially –

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To further guide, mentor and sustain staff effort in both publications and the other six (6) areas of scholarship, the *Centre for Scholarship and Research* was established in July 2021. It has a five pronged charter –

- Provide **monthly updates** on scholarship and research activity at UBSS and GCA – the November 2021 update is available at - <https://www.ubss.edu.au/media/3256/csr-update-november-2021.pdf>
- Provide **regular input** on scholarship and research activity for daily bulletin, weekly bulletin and message from the dean publications;
- **Biannually harvest scholarship activity** using the Boyer template *customized by Professor Whateley* for UBSS use – the most recent version (2020) is available at - <https://www.ubss.edu.au/media/1996/capturing-scholarship-at-ubss-2020.pdf>
- **Monitor the scholarship commitment** made to TEQSA in 2021/2022;
- Provide the **leadership and encouragement** for UBSS staff to publish regularly as well as fulfil the other elements of scholarship agreed to.

The most recent Monthly CSR Updates are provided –

September 2021 - <https://www.ubss.edu.au/media/3021/csr-update-september-2021.pdf>

October 2021 – <https://www.ubss.edu.au/media/3199/csr-update-october-2021.pdf>

November 2021 – <https://www.ubss.edu.au/media/3256/csr-update-november-2021.pdf>

December 2021 – <https://www.ubss.edu.au/media/3337/csr-update-december-2021.pdf>

January – 2022 – <https://www.ubss.edu.au/media/3643/csr-update-january-2022.pdf>

February 2022 - <https://www.ubss.edu.au/media/3716/csr-update-february-2022.pdf>

The reports include the full gamut of scholarship activities (as well as publications). Further, weekly bulletins and a monthly ‘Message’ publication reinforces scholarship activity in general.

4 of the 6 GCA Board of Directors members are regular contributors to scholarship (though not required), including **Alan Manly, Gerard Newcombe, Paul Nicolaou** and **Greg Whateley** – suggesting a company-wide culture is in place. Professional staff are also actively involved in scholarship, as well as publishing on a regular basis, including **Jotsana Roopram, Anurag Kanwar, Richard Xi** and **Madilina Tresca**.

Some 250 articles, written by GCA/UBSS staff, can be found at the UBSS Media Centre - <https://www.ubss.edu.au/media-centre/>

30+ Blogs, written by GCA/UBSS staff, can be located at - <https://www.ubss.edu.au/blog/>

There is little doubt that UBSS/GCA has a culture of scholarship in its full diversity – including publications. The activities satisfy Standard 3.2.3. UBSS punches ‘well above its weight’, so to speak.

STAFFING AT UBSS

Mindful of Standard 3.2.3 c -

c. A qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.

UBSS staff are employed for their *mix* of qualifications (AQF+1) and their industry currency and expertise. In the case of talented staff, without the AQF+1 qualification, a senior staffer is assigned to support/mentor as/if required. The turnover of teaching staff is very low at UBSS. Longitudinal Staff Surveys (from T3, 2016) indicate a high degree of support and satisfaction in general –

Survey Questions	T2 2016	T3 2016	T1 2017	T2 2017	T3 2017	T1 2018	T2 2018	T3 2018	T1 2019	T2 2019	T3 2019	T2 2020	T3 2020	T1 2021	T2 2021	T3 2021
Q1 You are provided with the tools and resources to do your job well	4.10	4.00	4.87	4.63	4.81	4.83	4.62	4.54	4.40	4.44	4.56	3.90	4.00	4.27	4.52	4.38
Q2 Your job requirements are clearly communicated and goals and strategies are clearly defined	4.20	4.40	4.80	4.68	4.75	4.83	4.71	4.69	4.67	4.81	4.44	4.10	4.20	4.23	4.55	4.34
Q3 You feel encouraged to come up with new and better ways of doing things	4.10	4.20	4.73	4.53	4.50	4.61	4.67	4.54	4.73	4.44	4.44	4.19	4.00	4.27	4.24	4.28
Q4 Your supervisor visibly demonstrates a commitment to quality	4.10	4.20	4.87	4.79	4.69	4.72	4.71	4.77	4.87	4.75	4.78	4.48	4.40	4.59	4.50	4.52
Q5 You are satisfied with the level of involvement in decisions that directly affect your work?	3.90	4.20	4.53	4.37	4.63	4.56	4.62	4.69	4.60	4.25	3.89	4.00	4.07	4.05	4.05	4.10
Q6 UBSS does a good job of keeping employees informed about matters affecting your work?	4.00	4.30	4.93	4.79	4.81	4.89	4.62	4.77	4.80	4.81	4.44	4.29	4.20	4.32	4.40	4.52
Q7 Overall, you are satisfied with your job?	4.20	4.50	4.87	4.79	4.88	4.94	4.76	4.85	4.87	4.75	4.44	4.19	4.13	4.36	4.40	4.52
Average	4.09	4.26	4.80	4.65	4.72	4.77	4.67	4.69	4.70	4.61	4.43	4.16	4.14	4.30	4.38	4.38

Each trimester (and this has been the case since 2016) students complete SFUs that provide valuable insight into the quality of teaching and the perception students have regarding expertise and currency of staff. The following longitudinal snapshot suggests high satisfaction levels and respect for current teaching staff –

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	T2 20	T3 20	T1 21	T2 21	T3 21
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	4.13	4.46	4.23	4.43	4.29
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	4.03	4.34	4.13	4.38	4.27
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	4.07	4.22	4.12	4.27	4.21
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	4.17	4.36	4.17	4.44	4.40
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	4.24	4.41	4.24	4.41	4.52
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	4.21	4.42	4.29	4.40	4.43
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	4.32	4.49	4.33	4.52	4.48
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	4.20	4.40	4.22	4.51	4.37
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	3.99	4.34	4.00	4.35	4.28
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	4.09	4.44	4.30	4.46	4.46
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	4.13	4.38	4.30	4.45	4.45
AVERAGE	4.15	4.35	4.16	4.32	4.08	4.24	4.22	4.35	4.22	4.23	4.26	4.14	4.39	4.21	4.42	4.30

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	T2 20	T3 20	T1 21	T2 21	T3 21
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	4.30	4.43	4.41	4.58	4.41
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	4.18	4.34	4.31	4.54	4.40
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	4.13	4.24	4.26	4.42	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	4.17	4.36	4.37	4.51	4.43
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	4.31	4.47	4.37	4.50	4.44
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	4.25	4.48	4.43	4.52	4.46
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	4.32	4.51	4.48	4.54	4.42
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	4.20	4.42	4.47	4.54	4.37
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	4.12	4.44	4.32	4.41	4.38
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	4.26	4.41	4.39	4.48	4.34
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	4.26	4.51	4.38	4.53	4.41
AVERAGE		4.22	4.33	4.30	4.32	4.28	4.57	4.42	4.32	4.33	4.23	4.45	4.23	4.42	4.38	4.51	4.49

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	T2 20	T3 20	T1 21	T2 21	T3 21
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	4.23	4.23	4.30	4.31	4.34
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	4.13	4.16	4.22	4.27	4.24
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	4.03	4.11	4.16	4.18	4.15
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	4.14	4.20	4.26	4.28	4.30
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	4.30	4.35	4.39	4.40	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	4.18	4.25	4.25	4.33	4.31
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	4.33	4.38	4.38	4.17	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	4.26	4.26	4.28	4.32	4.38
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	4.02	4.07	4.11	4.37	4.18
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	4.20	4.25	4.26	4.30	4.33
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	4.16	4.25	4.25	4.32	4.37
AVERAGE		4.07	4.43	4.17	4.21	4.30	4.35	4.25	4.33	4.37	4.31	4.39	4.18	4.23	4.25	4.30	4.38
Overall		4.15	4.37	4.21	4.28	4.22	4.39	4.30	4.33	4.31	4.26	4.37	4.18	4.35	4.28	4.41	4.39

Of particular significance in this discussion are questions Q5, Q7 and Q11.

The following table provides the necessary overview of UBSS staff, in terms of qualifications and/ or equivalence – Standard 3.2.3 c

c. A qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.

AQF+1 Compliance - UBSS

Fundamental to good practice is the establishment of the AQF+1 teaching qualification principle (that is one AQF level above what is being taught). UBSS established a policy on 'equivalence' that is used to ensure high levels of currency, experience and expertise.

<https://www.ubss.edu.au/media/3346/academic-staff-qualifications-and-equivalence-policy-v15.pdf>

UBSS is committed to ensure the very best of teaching and learning - ensuring **suitably staff qualifications** are in place *is the first step in the process*. In the case of expertise, a degree of flexibility is permitted – with mentoring support from senior staff as/if required.

The following teaching staff are employed at UBSS (as of March 2022) across the three programs –

Master of Business Administration

Unit/Subject area	Staffer	Highest Qualification	AQF+1
MCR001 Economic	Harry Tse <i>Dr Angus Hooke</i>	MBA	✓
MCR002 Organisational Behaviour	Syed Uddin	PhD	✓
MCR003 Management Attributes and Skills	Leanne McCoy <i>Dr Greg Whateley</i>	MBA (PhD enrolled)	✓
MCR004A Accounting Systems and Processes	Nilima Paul	PhD	✓
MCR005 Clients and Markets	Leanne McCoy <i>Dr Tom O'Connor</i>	MBA; (PhD enrolled)	✓
MCR006 Financial Management	Wayne Smithson <i>Dr Cyril Jankoff</i>	MBA	✓
MCR007 Project Management	Frank Alafaci	PhD	✓
MCR008 Corporate Strategy	Frank Alafaci	PhD	✓
MCR009 Business Law	Michael McCormick <i>Dr Cyril Jankoff</i>	MBus; Blaw	✓
MCR010 Innovation and Commercialisation	Stephen Parker <i>Dr Greg Whateley</i>	Bsc Hons	✓
MCR011 Strategic Business Simulation	Wayne Smithson <i>Dr Cyril Jankoff</i>	MBA	✓
MCR012 Entrepreneurship Research Report	Art Philips <i>Dr Greg Whateley</i>	MMS	✓
MHR001 Managing Workplace Relations	Syed Uddin	PhD	✓
MHR002 Leading Innovation and Change	Wayne Smithson <i>Dr Cyril Jankoff</i>	MBA	✓
MKT001 Brand Development	Mavi Glinoga	PhD	✓
MKT002 Marketing New Products	Evi Lanasier	PhD	✓
MAC001A Financial Accounting and Reporting	Nilima Paul	PhD	✓
MAC002 Accounting Information Systems	Nadeem Tahir <i>Dr Cyril Jankoff</i>	MBA; (PhD enrolled)	✓

MAC003 Management Accounting	Lu Jiao	PhD	✓
Unit/Subject area	Staffer	Highest Qualification	AQF+1
MAC004 Quantitative Methods	Zahra Sadeghinejad	PhD	✓
MAC005 Audit and Assurance	Danny Bigatton <i>Dr Cyril Jankoff</i>	MCom (PhD enrolled)	✓
MAC006 Advanced Financial Accounting and Reporting	Lu Jiao	PhD	✓
MAC007 Strategic Management Accounting	Nadeem Tahir <i>Dr Cyril Jankoff</i>	MBA; (PhD enrolled)	✓
MAC008 Taxation Law	Yega Muthu	PhD	✓
MIT101 Business Analysis and Programing	Zahra Sadeghinejad	PhD	✓
MIT102 IT Networks and Cyber Security	Nadeem Tahir <i>Dr Ashok Chanda</i>	MBA; (PhD enrolled)	✓
MIT103 Managing Digital Transformation	Stephen Parker <i>Dr Ashok Chanda</i>	Bsc Hons	✓

All staff teaching in the **MBA** program possess either an AQF Level 10 qualification or equivalent (as per UBSS policy), making the team compliant. The program has high expectations and only staff who are current and suited to the program are employed.

In the case of equivalent, a senior staffer with a doctorate is assigned as a mentor (indicated as second presenter). With that said, all current staff are experienced experts with high SFU ratings with minimal supervision required.

Bachelor of Accounting

Unit/Subject area	Staffer	Highest Qualification	AQF+1
BAP12 Accounting for Business	Nisha Dookie	MBA	✓
BAS22 Advanced Business Communication	Nisha Dookie	MBA	✓
BAC11 Information Technology for Accountants	Mohammad Akbar	MBA	✓
BAC21 Quantitative Methods	Zahra Sadeghinejad	PhD	✓
BBM265 Organisational Behaviour	Syed Uddin	PhD	✓
BAP53 Corporate Finance	Sudhir Lodh	PhD	✓
BAP11 Principles of Accounting	Natasha Jaques	MBA	✓
BAS11 Business Economics	Harry Tse	MBA	✓
BBC131 Business Law	Michael McCormick	MBus; BLaw	✓
BAP22 Management Accounting	Jessica Chen	PhD	✓
BAP61 Stakeholder Values and Ethics	Nisha Dookie	MBA	✓
BAP62 Issues in Financial Reporting	Danny Bigatton	MCom (PhD enrolled)	✓
BAS51 Dimensions of the Knowledge Society	Richard Xi	MBA	✓
BAC31 Company and Associations Law	Ross Gunasekera	MBA	✓
BAP71 Accounting Information Systems	Jim Lim	MBA	✓
BAP31 Taxation Law and Practice 1	Amy Lee	MBA	✓
BAP51 Taxation Law and Practice 2	Kaneez Salim	MBA	✓
BAC51 Cost Management	Amy Lee	MBA	✓
BBM310 Innovation and Entrepreneurship	Stephen Parker	BSc Hons	✓
BAP32 Corporate Accounting	Mohammad Akbar	MBA	✓
BAC61 Capstone	Igor Bosma	MBA	✓
BAP41 Auditing and Assurance	Lu Jiao	PhD	✓
BAP42 Financial Statements and Investment Analysis	Kaneez Salim	MBA	✓
BAP21 Financial Accounting Theory	Nilima Paul	PhD	✓

All staff teaching in the **Bachelor of Accounting program possess an AQF Level 8 or 9 qualification or above, making the team compliant. All are experienced, competent practitioners.*

Bachelor of Business

Unit/Subject area	Staffer	Highest Qualification	AQF+1
BAS22 Advanced Business Communication	Nisha Dookie	MBA	✓
BBM123 Management Principles	Natasha Jacques	MBA	✓
BAC21 Quantitative Methods	Zahra Sadeghinejad	PhD	✓
BAP12 Accounting for Business	Nisha Dookie	MBA	✓
BAS11 Business Economics	Harry Tse	MBA	✓
BAS121 Marketing Fundamentals	Sergio Pinzon	MBA	✓
BBM251A Cross Cultural Mgt	Maria Glinoga	MBA	✓
BAP11 Principles of Accounting	Natasha Jacques	MBA	✓
BBM265 Organisational Behaviour	Ajay Kumar	MBA	✓
BBM222 Human Resource Management	Syed Uddin	PhD	✓
BBC131 Business Law	Michael McCormick	MBus; LLB	✓
BBM241 Operations Management	Igor Bosma	MBA	✓
BBM351 Project Management	Ajay Kumar	MBA	✓
BAP352 Risk Management	Jim Lim	MBA	✓
BBM221 Marketing Management	Ajay Kumar	MBA	✓
BBC251 Management Information Systems	Nisha Dookie	MBA	✓
BHR103 Strategic Management	Ajay Kumar	MBA	✓
BHR331 Team Leadership and Change Management	Wilson Ow	MBA	✓
BBM361 International Business Management	Sarah Ghavami	MBA	✓
BBM331 e-Business Management	John Edwards	MBA	✓
BBE351 Ethics and Social Responsibility	Raymond Wiranatakusuma	MBA	✓
BAC61 Capstone	Igor Bosma	MBA	✓
BBM310 Innovation and Entrepreneurship	Sergio Pinzon	MBA	✓
BBM311 Corporate Entrepreneurship, Leadership and Sustainability	Stephen Parker	BSc Hons	✓

All staff teaching in the **Bachelor of Business program possess an AQF Level 9 qualification or above, making the team compliant. All are experienced, competent practitioners.*

UBSS/GCA has in place a suitable framework to support Standard 3.2.3 c. The longitudinal SFUs combined with the annual QILT results support this notion.

Emeritus Professor Greg Whateley

Deputy Vice Chancellor, GCA

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