



**CAPTURING  
SCHOLARSHIP  
AT  
AGE  
2024**

v1 February 2025

## A

### Understanding Scholarship

The **2021 HESF Threshold Standards** that are primarily concerned with scholarship include

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Standard	Key Considerations
3.1.2	Course design
3.2.3	Staffing
4.2.2	Research training

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.

*and*

4.2.2 - scholarship characterises the environment of research training.

A recent **independent audit** (October 2024) followed by an **internal self-assurance audit** (February 2025) demonstrated that all relevant AGE staff were scholarship active and the HESF (Threshold Standards) were being met.

The full audit – **Scholarship at AGE** - can be viewed at - [87330e\\_b5d6caffc17c434495912c99ce3acd47.pdf](https://www.ageducation.edu.au/87330e_b5d6caffc17c434495912c99ce3acd47.pdf)

The self-assurance aspect of the audit also demonstrated an **understanding of what scholarship is** – and how it relates specifically to AGE.

TEQSA (2023) – Guidance Note: Scholarship - [Guidance note: Scholarship | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](https://www.teqsa.gov.au/guidance-note/scholarship)

Boyer (1990) - [Boyer's model of scholarship - Wikipedia](https://en.wikipedia.org/wiki/Boyer%27s_model_of_scholarship)

Whateley (2023) – [What Is Scholarship and How Do You Do It? \(ubss.edu.au\)](https://www.ubss.edu.au/what-is-scholarship-and-how-do-you-do-it/)

Whateley (2024) – [6113ad\\_2887992fd3a440a4bca4cbcb6414de4f.pdf \(musicum20.com\)](https://www.musicum20.com/6113ad_2887992fd3a440a4bca4cbcb6414de4f.pdf)

## B.

### Scholarship in the context of AGE

Using the TEQSA Guidance Note (May 2022) it is evident that Scholarship is a high priority at AGE and the key elements of scholarship are understood and form part of the ongoing activity of the Institution.

Focus	Identifier	Evidence	Rating
1	Institutional policies and operations	AGE has in place a scholarship policy and has an effective operational model in the domain that fosters active scholarship across the institution	✓
2	Institutional course design approval processes and evidence that course design has been informed by relevant scholarship	AGE staff who are involved in the design and approval of courses are scholarship active and as such bring that focus into the course design processes carried out by the leadership team and the supporting committee mechanism	✓
3	Staffing policies that recognise and encourage scholarship (e.g. recruitment, promotion, professional development)	AGE has in place a range of relevant policies	✓
4	Evidence that both staff with academic leadership and staff with course delivery responsibilities are involved in relevant, continuing scholarship consistent with the AQF level of the course(s)	On going evidence and acknowledgement of relevant scholarship is provided on a regular basis	✓
5	Processes to ensure students are referred to, and engage with, relevant scholarship throughout their course of study	The scholarship effort at AGE is focussed on teaching and learning. Student data is consistently utilised, and students are impacted accordingly	✓
6	Resource allocation (e.g. journal access, scholarly library collections, conference attendance)	AGE staff are encouraged and supported to be scholarship active	✓
7	Institutional activities (e.g. seminars, workshops)	AGE conducts ongoing internal activities	✓
8	Requirements for the provider's category and self-accrediting authority	AGE meets the Threshold requirements	✓
9	Peer reviewed scholarly output/publication/communication (for example - literature reviews, conference presentations, journal publications)	AGE staff are active in the publication space that is peer reviewed whenever feasible	✓
10	Scholarly review, original research or teaching practice that collectively contribute to course development	Scholarly review contributes to course development and evaluation	✓

11	Synthesising and communicating advances in evidence-based practice (e.g. presentations/podcasts/feature articles on current knowledge, practice, or teaching and learning in a field)	AGE staff actively participate in a range of communication modes	✓
12	Teaching practice engaging the latest ideas, debates and issues (e.g. improved pedagogies, learning processes, curricula, academic policies and learning materials)	Scholarship provides a means of improvement across the institution	✓
13	Contributions to relevant professional bodies or communities of practice (e.g. development of new standards, knowledge resources, codes of practice)	AGE staff are encouraged and acknowledged to make contributions to professional entities	✓
14	Active and ongoing involvement in relevant scholarly academic societies, editorial roles or peer review	AGE staff are encouraged and acknowledged on their active involvement	✓
15	Undertaking higher level qualifications that lead to scholarly activity, in particular higher degrees by research	Where appropriate AGE staff are encouraged to undertake further study and qualifications – including relevant professional development courses	✓
16	Undertaking advanced specialised practice or scholarly secondments	Whenever feasible AGE staff are encouraged to benchmark and be actively involved in external activity	✓
17	Scholarship informs individual teaching or supervision	Scholarship at AGE has direct correlation to teaching and supervision/leadership	✓
18	Scholarship participation informs teaching practice as required by the HES Framework	Scholarship at AGE has direct correlation to teaching and interfaces appropriately with the Standards	✓

*Extract from Scholarship at AGE pp4-5*

**A clear understanding of scholarship** forms the basis of any reporting mechanism.

AGE has in place a **scholarship policy and procedure** - and has an effective operational model in the domain that fosters active scholarship across the institution.

Academic Scholarship Policy – [Academic Scholarship Policy](#)

Academic Scholarship Procedure - [Academic Scholarship Procedure \(S2\)](#)

In addition, AGE has in place **other supporting policies and procedures** that encourage and acknowledge the importance of scholarship across the institution. These include –

Honorary awards and titles - [Honorary Awards and Titles Policy and Procedure \(V1 Est 2024\) \(guildmusic.edu.au\)](#)

Staff qualifications, recruitment and appointment - [Staff Qualifications, Recruitment and Appointment Policy and Procedure \(V1 Est 2024\).docx \(guildmusic.edu.au\)](#)

AGE has in place an **effective (and informed) operational model** relating to scholarship that fosters and acknowledges staff participation.

AGE is actively involved in ongoing **benchmarking** with other higher education institutions – locally, nationally and internationally in relation to their scholarship approach. This is important and is very useful as a guideline. It would be reasonable to say, based on the evidence, AGE is operating appropriately.

The current AGE stance with respect to scholarship is guided by the following **principles** –

- The holistic *Boyer Model of Scholarship (1990)* is a useful **framework** that has been absorbed and guides AGE on matters of scholarship. The model acknowledges teaching and learning organisations specifically.
- All AGE staff are required to complete an annual **scholarship profile**.
- All AGE teaching/supervising staff maintain a current record of activity – and this is **reported and acknowledged** on a regular basis (daily, weekly, fortnightly, monthly, quarterly and annually).
- The AGE Chief Executive Officer/Executive Dean (scholarship active) serves as a **champion** of scholarship across the institution.
- AGE has appointed a **Senior Scholarship Fellow - Emeritus Professor Jim Mienczakowski**
- AGE is in the process of establishing a **Centre for Scholarship (CFS)**. The objectives of the CFS are to build a *culture of scholarship* at UBSS providing a focus for scholarly output – in its varied forms and provide mentoring and exemplars for AGE staff.
- AGE has initiated (2025) a **publication series** with an independent editorial review panel.
- Scholarship is viewed as a **standing item** for the AGE Academic Board.

The approach suggested by **Boyer (1990)** in relation 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 proposed an expanded definition of 'scholarship' within a teaching context based on four functions that underlie quality teaching – **Discovery, Integration, Application and Teaching**.

Types of Scholarship	Purpose	Examples of measures of performance
<b>Discovery</b>	Build new knowledge through traditional research	Publishing in peer-reviewed and/or managed forums Producing creative work within established field Performing creative work to a public audience Exhibiting at a museum or exposition Creating infrastructure for future studies
<b>Integration</b>	Interpret the use of knowledge across disciplines	Preparing a comprehensive literature review Writing a textbook or study guide Collaborating with colleagues to design and deliver a core course
<b>Application</b>	Aid society and professions in addressing problems	Serving industry or government as an external consultant Assuming leadership roles in professional organisations 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
<b>Teaching</b>	Study teaching models and practices to achieve optimal learning	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 learning initiative Contribution to accreditation or quality systems and documentation

## C

### Scholarship for AGE in context

AGE has carefully considered a **range of activities** that demonstrate scholarship in its context including –

- Publishing in peer reviewed forums
- Blogs
- Internal papers, articles and chapters articles
- Media presentations
- Producing creative works
- Recording
- Performing creative work
- Public performances
- Compositions
- Newsletters
- Attendance at professional development days
- Exhibiting
- Creating learning infrastructures
- Literature reviews
- Textbooks or study guides
- Course design and collaboration
- Serving industry or government as external consultants
- Assuming leadership roles in professional organisations
- Advising student leaders
- Technical reports and presentations
- Speeches and keynote addresses
- Research on learning
- Developing testing materials
- Developing new teaching methods
- Mentoring postgraduate students
- Mentoring staff
- Designing and implementing assessment systems
- Accreditation or quality systems documentation

AGE has in place a harvesting tool that provides for a comprehensive capturing of scholarship within a given year –

<b>Positions held</b>	
<b>Memberships</b>	
<b>Conferences and Symposia</b>	
<b>Articles and papers</b>	
<b>Public performances/exhibitions</b>	
<b>Recordings</b>	
<b>Compositions</b>	
<b>Benchmarking activities</b>	
<b>Self-education</b>	
<b>Teaching at other like institutions</b>	
<b>Formal courses</b>	
<b>Other</b>	

Staff are encouraged to place the harvesting tool on their desktops – adding activities as they occur – and having that activity promoted across the institution by way of recognition and encouragement to other staff – this is done daily, weekly, monthly, quarterly – and annually – as appropriate.

This kind of profiling is vital to the ongoing success of scholarship activity across the institution. This is how a ‘culture of scholarship’ is maintained.



## D

### 2024 scholarship profiles

All teaching staff and/or teaching staff supervisors are **scholarship active**. The following table summarises the diversity and extent of the activity – and individual scholarship profiles are provided. An overview is captured in the following table –

Last Name	First Name	P	M	C/S	A/P	P/E	R	C	B	SE	T	FC	O	Total
Christopher	<b>McLeod</b>	2	6	-	-	14	-	3	2	4	-	1	2	34
Jordan	<b>Murray</b>	7	7	-	-	15	1	-	5	3	1	-	-	39
Christian	<b>Quimelli</b>	2	2	2	3	4	-	-	4	8	1	1	1	28
Greg	<b>Whateley</b>	10	11	1	133	2	-	-	13	-	2	-	36	208
Totals		21	26	3	136	35	1	3	24	15	4	2	39	<b>309</b>

P – Positions held

M – Memberships

C/S – Conferences and Symposia

A/P – Articles and papers

P/E – Public performances and/or exhibitions

R - Recordings

C - Compositions

B – Benchmarking activities

SE – Self education

T – Teaching at other institutions

FC – Formal courses

O - Other

Individual overviews are provided -

Christopher McLeod

2024

<b>Positions held</b>	<b>Associate Professor</b> – Australian Guild of Education (December 2024) <b>Senior Lecturer</b> – Australian Guild of Education (January to November 2024)
<b>Memberships</b>	<b>President</b> – Grainger Wind Symphony  <b>Member</b> – Grainger Wind Symphony <b>Member</b> – Surrey Hills Orchestra <b>Member</b> – Australian Guild of Screen Composers (AGSC) <b>Member</b> – Board of Examiners – Australian Guild of Education <b>Member</b> – APRA/AMCOS
<b>Conferences and Symposia</b>	NA
<b>Articles and papers</b>	NA
<b>Public performances/exhibitions</b>	All Shook Up (Marymede Catholic College Melbourne) – Trumpet ANZAC Day Services (Marymede Catholic College Melbourne) – Trumpet ANBOC Conference (Grainger Wind Symphony Melbourne) – Horn Mary Poppins (Sandringham College Melbourne) – Horn Funny Girl (Emmaus College Melbourne) – Horn 2024 Concert Series - Victorian Concert Orchestra <ul style="list-style-type: none"><li>• Rochester - Horn</li><li>• Camperdown - Horn</li><li>• Wonthaggi - Horn</li></ul> 2024 Concert Series - Surrey Hills Orchestra <ul style="list-style-type: none"><li>• 40<sup>th</sup> Anniversary Concert (Kew) – Trumpet</li><li>• Concertofest 2024 (Kew) - Trumpet</li><li>• End of year concert (Eltham) - Trumpet</li></ul> 2024 Concert Series – Grainger Wind Symphony <ul style="list-style-type: none"><li>• Echoes of Time (Kew) - Horn</li><li>• Elysian Harmonies (Blackburn) - Horn</li><li>• Harmonious Horizons (Blackburn) – Horn</li></ul>
<b>Recordings</b>	NA
<b>Compositions</b>	Broken Fragments – In progress Parenthesis – In progress Sentience (Album) – In progress
<b>Benchmarking activities</b>	Course design for 2 units of study
<b>Self-education</b>	Bernard Herrmann & Interval Theory – Music Interval Theory Academy Scoring Workshop (Tension Underscore) – Music Interval Theory Academy Demystifying the Composer Business with Brian Raylston – Perspective Zoom Webinar Arranging 101: Basics to Big. Band – Toshi Clinch Productions
<b>Teaching at other like institutions</b>	NA

<b>Formal courses</b>	Graduate Compositional Approaches to Film Scoring – Berklee Online (In Progress)
<b>Other</b>	2 Welcome from the President messages – Grainger Wind Symphony

Dr Jordan Murray

2024

<b>Positions held</b>	<b>Associate Professor</b> – Australian Guild of Education (December 2024) <b>Senior Lecturer</b> – Australian Guild of Education (January to November 2024) <b>Level B Lecturer</b> – University of Melbourne, Melbourne Conservatorium of Music <b>Instrumental Music Teacher</b> - Eltham High School <b>Instrumental Music Teacher</b> – Victorian College of the Arts Secondary School <b>Ensemble Director</b> - Melbourne Youth Jazz Orchestra <b>Musical Director</b> – Generations in Jazz
<b>Memberships</b>	<b>Member</b> – Board of Examiners – Australian Guild of Education <b>Member</b> – APRA/AMCOS <b>Member</b> – Performance Council (Melbourne Conservatorium of Music, University of Melbourne) <b>Member</b> – Melbourne Conservatorium of Music Creative Programming and Engagement Committee <b>Member</b> - Melbourne Youth Orchestra Committee <b>Member</b> – Generations in Jazz <b>Member</b> – Music Victoria
<b>Conferences and Symposia</b>	NA
<b>Articles and papers</b>	NA
<b>Public performances/exhibitions</b>	<i>Grease the Musical</i> – (Her Majesty’s Theatre, Melbourne) trombone/bass trombone David Arden Band - <i>Share the Spirit</i> (Australia Day celebrations) – Sidney Myer Music Bowl - trombone <i>Hiatus Kaiyote (Hamer Hall)</i> – trombone The Cat Empire 2024 <a href="#">UK &amp; European Tour</a> The Cat Empire 2024 Australian <a href="#">Orchestra Tour</a> Guest Artist – Trinity Grammar Jazz Night Melbourne International Jazz Festival – Orchestra Victoria with <a href="#">Panorama Brazil &amp; Makoto Ozone</a> The Cat Empire - <a href="#">Darwin Festival</a> <a href="#">Murphy’s Law – Jazz Lab</a> James Morrison Big Band at Hamer Hall – <a href="#">Tribute to Duke Ellington</a> School Big Band and Improvisation Workshops: Sydney Grammar School (NSW), Chatswood High (NSW), Pennant Hills HS (NSW), Scots College (NSW), Rose Bay Secondary College (NSW), Trinity Grammar (VIC)
<b>Recordings</b>	Cat Empire with the Sydney Symphony Orchestra – Live at the Sydney Opera House, Sydney Secondary College
<b>Compositions</b>	NA
<b>Benchmarking activities</b>	Course design for the University of Melbourne: <ul style="list-style-type: none"><li>• Contextual Studies 1 (MUSI10180)</li><li>• Contextual Studies 2 (MUSI10193)</li><li>• Ensemble Studies 3 (Arranging) (MUSI20176)</li><li>• Ensemble Studies 4 (Arranging) (MUSI20179)</li><li>• Jazz Improvisation (MUSI20235) and Arranging for Large Jazz Ensemble (MUSI30287)</li></ul>

<b>Self-education</b>	University of Melbourne staff training workshops: <ul style="list-style-type: none"><li>• <b>Appropriate Workplace Behaviour</b></li><li>• <b>Managing Information and Cybersecurity</b></li><li>• <b>Child Safety Training Module</b></li></ul>
<b>Teaching at other like institutions</b>	University of Melbourne
<b>Formal courses</b>	NA
<b>Other</b>	NA

Christian de Sá Quimelli

2024

<b>Positions held</b>	<b>Senior Lecturer</b> – Australian Guild of Education (December 2024) <b>Lecturer</b> – Australian Guild of Education (January to November 2024)
<b>Memberships</b>	<b>Member</b> - ANZARME - Australian and New Zealand Association for Research in Music Education  <b>Member</b> - NZARE - New Zealand Association for Research in Education
<b>Conferences and Symposia</b>	NZARE Conference, Hamilton, New Zealand.  ANZARME Conference, Auckland, New Zealand.
<b>Articles and papers</b>	<b>Quimelli, C.</b> (2024, November 25). <b>Bridging science and art in post-pandemic education: The Theremin as a catalyst for student engagement.</b> Paper presented at the NZARE Conference, Hamilton, New Zealand.  <b>Quimelli, C.</b> (2024, November 1). <b>Using the Theremin to enhance student engagement in science and music education: A study in post-pandemic Brazilian classrooms.</b> Paper presented at the ANZARME Conference, Auckland, New Zealand.
<b>Public performances/exhibitions</b>	Berkley Normal Middle School - OOSPA Showcase - 11/2024  * Mentor  Hamilton Adventist Choir Concert - 07/12/2024  * Guitar  * Bass * Organization  Come see me play! - Students recital - 15/12/2024  * Guitar * Bass * Keyboard * Ukulele * Percussion  Hamilton Seventh-Day Adventist Church - 2024  Various presentations throughout the year  * Ukulele Group * Bass * Guitar *
<b>Recordings</b>	N/A

<b>Compositions</b>	N/A
<b>Benchmarking activities</b>	Course design for 4 units of study
<b>Self-education</b>	<p><b>Leavitt, W.</b> (1999). A modern method for guitar: Volumes 1, 2, and 3 complete. Berklee Press Publications.</p> <p><b>Charupakorn, J.</b> (2001). Exercises: Guitar reference guide. Cherry Lane Music Co.</p> <p><b>Aebersold, J.</b> (1996). Maiden voyage: Fourteen easy-to-play jazz tunes (Vol. 54). Jamey Aebersold Jazz.</p> <p><b>Aebersold, J., &amp; Whitcomb, M.</b> (1996). Maiden voyage guitar voicings: A systematic method for mastering voicings used in jazz accompaniment (Vol. 54 supplement). Jamey Aebersold Jazz.</p> <p><b>Friedland, E.</b> (1996). Hal Leonard bass method: Complete edition. Hal Leonard Corporation.</p> <p><b>Fisher, J.</b> (2007). Jazz guitar: Complete edition. Alfred Music Publishing.</p> <p><b>Levy, A.</b> (2006). <i>Jazz guitar sight-reading</i>. Hal Leonard Corporation.</p> <p><b>Baione, L.</b> (2018). A modern method for guitar scales. Berklee Press Publications.</p>
<b>Teaching at other like institutions</b>	Berklee Normal Middle School – Keyboard
<b>Formal courses</b>	Teacher Education Refresh Course (TER) - Open Polytechnic - New Zealand
<b>Other</b>	Mentor in the Modern Foreign Languages (MFL) Program - University of Waikato

Dr Greg Whateley

2024

<b>Positions held</b>	<p><b>Chief Executive Officer and Executive Dean</b> – Australian Guild of Education (December 2024) <b>Independent Consultant and Auditor</b> (August-November 2024) <b>Chief Executive and Deputy Vice Chancellor</b> – Group Colleges Australia (end June 2024)</p> <p><b>Chair</b> – Board of Directors, Academy of Music and Performing Arts (AMPA), Sydney <b>Chair</b> – EEI Risk and Audit Committee, Sydney <b>Chair</b> – KIHE Board of Directors, Sydney <b>Chair</b> – Academic and Examination Board, Hitmaker Global Academy, Singapore <b>Chair</b> – Advisory Board, Invigilator Plus, International</p> <p><b>Visiting Professor</b> – University of Florence (Italy) <b>Visiting Professor</b> – Chiang Rai Rajabhat University (Thailand)</p>
<b>Memberships</b>	<p><b>President</b> - Musicum20 International Music Symposium and Think Tank</p> <p><b>Member</b> – Council, Elite Education Institute, Sydney <b>Member</b> - Editorial Board – International Journal of Innovation, Creativity and Change <b>Member</b> - Review Panel – British Educational Research Journal <b>Member</b> – National Press Club Australia, Canberra <b>Member</b> – Academic Advisory Board – Australasian College of Pharmacy</p> <p><b>Fellow</b> - Institute of Managers and Leaders, National <b>Fellow</b> - Australian College of Research, National <b>Fellow</b> – UBSS Centre for Scholarship and Research, Melbourne <b>Fellow</b> – Australian Society of Authors, National</p> <p><b>Life Member</b> – Dante Alighieri Society (Australia)</p>
<b>Conferences and Symposia</b>	<p><b>Whateley, G.</b> (2024) Musicum20 (Macau) – <b>Integrity in Business and Academia</b> - <a href="https://www.musicum20.com/macau2024">https://www.musicum20.com/macau2024</a> - September 2024</p>
<b>Articles and papers</b>	<p><b>Book Chapters</b></p> <p>Mienczakowski, J. and <b>Whateley, G.</b> (2024) A visit to HQ in Whateley, G. et al (2024) <b>50 shades of Greg – Celebrating 50 years in Academia</b>. Chapter 3, pp 21-24 Intertype ISBN 978-0-6486131-4-5</p> <p><b>Whateley, G.</b> (2024) The so-called alternate delivery modes of international students are here to stay in Whateley, G. et al (2024) <b>50 shades of Greg – Celebrating 50 years in Academia</b>. Chapter 4, pp 25-28 Intertype ISBN 978-0-6486131-4-5</p> <p>Mienczakowski, J and <b>Whateley, G.</b> (2024) An orphaned responsibility' in Whateley, G. et al (2024) <b>50 shades of Greg – Celebrating 50 years in Academia</b>. Chapter 5, pp 29-32 Intertype ISBN 978-0-6486131-4-5</p> <p>Mienczakowski, J and <b>Whateley, G.</b> (2024) COVID-19! Who do I sue? in Whateley, G. et al (2024) <b>50 shades of Greg – Celebrating 50 years in Academia</b>. Chapter 6, pp 33-36 Intertype ISBN 978-0-6486131-4-5</p> <p><b>Whateley, G.</b> (2024) What is the new reality? in Whateley, G. et al (2024) <b>50 shades of Greg – Celebrating 50 years in Academia</b>. Chapter 7, pp 37-40 Intertype ISBN 978-0-6486131-4-5</p> <p><b>Whateley, G.</b> (2024) Returning to campus – not a good option in the new reality in Whateley, G. et al (2024) <b>50 shades of Greg – Celebrating 50 years in Academia</b>. Chapter 8, pp 41-44 Intertype ISBN 978-0-6486131-4-5</p>



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Mienczakowski, J and **Whateley, G.** (2024) Digital Classrooms – are they a permanent alternative? in Whateley, G. et al (2024) **50 shades of Greg – Celebrating 50 years in Academia**. Chapter 10, pp 49-52 Intertype ISBN 978-0-6486131-4-5

**Whateley, G.** (2024) What is meant by 'hybrid' delivery and how it works in higher education in Whateley, G. et al (2024) **50 shades of Greg – Celebrating 50 years in Academia**. Chapter 11, pp 52-56 Intertype ISBN 978-0-6486131-4-5

Mienczakowski, J and **Whateley, G.** (2024) Elite or Narrow and Exclusive? in Whateley, G. et al (2024) **50 shades of Greg – Celebrating 50 years in Academia**. Chapter 12, pp 57-60 Intertype ISBN 978-0-6486131-4-5

Mienczakowski, J and **Whateley, G.** (2024) Offshore, onshore or just not sure? in Whateley, G. et al (2024) **50 shades of Greg – Celebrating 50 years in Academia**. Chapter 13, pp 61-64 Intertype ISBN 978-0-6486131-4-5

Kanwar, A and **Whateley, G.** (2024) English Language testing for international students in Australia still remains vague and subjective in Whateley, G. et al (2024) **50 shades of Greg – Celebrating 50 years in Academia**. Chapter 14, pp 65-68 Intertype ISBN 978-0-6486131-4-5

**Whateley, G.** (2024) Emerging from the COVID-19 shadows in Whateley, G. et al (2024) **50 shades of Greg – Celebrating 50 years in Academia**. Chapter 15, pp 69-70 Intertype ISBN 978-0-6486131-4-5

**Whateley, G.** (2024) Expert – a drip under pressure and at risk! in Whateley, G. et al (2024) **50 shades of Greg – Celebrating 50 years in Academia**. Chapter 16, pp 71-74 Intertype ISBN 978-0-6486131-4-5

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Mienczakowski, J. and **Whateley, G.** (2024) Creating a level playing field for job applicants in Whateley, G. et al (2024) **50 shades of Greg – Celebrating 50 years in Academia**. Chapter 24, pp 119-124 Intertype ISBN 978-0-6486131-4-5

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	<b>Whateley, G.</b> and Woollacott, E. (2024) – National Code Audit - <a href="#">87330e_28870154e4e34117857ebf6367d197af.pdf</a> – November 2024
<b>Public performances and/or exhibitions</b>	Launch of 2024 Australian Business Awards (Sydney) – MC Book Launch and Dinner 2024 Australian Business Summit Council - Piano
<b>Recordings</b>	NA
<b>Compositions</b>	NA
<b>Benchmarking activities</b>	13 Independent Audits
<b>Self-education</b>	NA
<b>Teaching at other like institutions</b>	Doctor of Business Administration – 2 subjects (DBA9108 and DBA9301) – Chiang Rai Rajabhat University (Thailand) Dante and Machiavelli – Summer School – University of Florence
<b>Formal courses</b>	NA
<b>Other</b>	12 'Message from the CEO and DVC' - GCA 24 'Weekly Bulletins' - UBSS