

**Dr Tracey Bretag, Associate Professor (Higher Education)**  
 Director: Office for Academic Integrity  
 University of South Australia  
 GPO Box 2471, Adelaide, SA 5001

Home address: 2/27A Keith Street, Hectorville SA 5073  
 Email: tracey.bretag@unisa.edu.au  
 Telephone: 83020224, 0410 303262

## Personal statement

I am an accomplished and well-rounded academic with an internationally recognised record of peer reviewed publications in quality journals, sustained national research funding and a global reputation as a leading scholar in the field of academic integrity. With over 20 years' experience of teaching in higher education, I have achieved consistently outstanding Student Evaluations of Teaching and multiple awards for teaching excellence.

## Education

- |      |   |
|------|---|
| 2005 | Doctor of Education (by research)<br>University of South Australia, Australia<br>Thesis title: <i>Developing internationalism in the internationalised university: A practitioner research project</i>                |
| 2000 | Master of Arts (English literature) by research<br>University of Adelaide, Australia<br>Thesis title: <i>Subversive mothers: Contemporary women writers challenge motherhood ideology</i>                             |
| 1996 | RSA Certificate in Teaching English as a Second/Foreign Language<br>South Australian College of English, Australia  |
| 1994 | Bachelor of Arts (Honours)<br>Thesis title: <i>Mum's the word: Feminist Theory and the Representation of Motherhood in Three Novels by Contemporary Australian Women Writers</i><br>University of Adelaide, Australia |
| 1984 | Bachelor of Arts (English & History)<br>James Cook University of North Queensland, Australia  |

## Research

My research has a national and international profile in all aspects of academic integrity, including teaching and learning, academic literacies, plagiarism, contract cheating, communication skills, educational policy, research integrity and publication ethics. I have a secondary stream of research in international education, intercultural communication and student mobility. In 2013, I received an award for five consecutive years as a Supporter Researcher. In 2014, I received a *Certificate of Commendation for Research Excellence* from the Business School in recognition of my research activities and output.

## Research Grants and Funding

\*Recipient Key: S = Sole or M = Multiple

Year	Recipient*	Funding agency	Research project title	Research Category	\$ Amount
2016	Tracey Bretag & Rowena Harper (CIs), Cath Ellis, Karen van Haeringen, Pearl Rozenberg, Phil Newton	Department of Industry, Innovation, Science, Research and Tertiary Education - Office for Learning and Teaching (OLT)	Contract cheating and assessment design: Exploring the connection	Cat 1	\$338,000
2014	Tracey Bretag (CI), Robert van der Veen, Ying Zhu	Department of Industry, Innovation, Science, Research and Tertiary Education - Office for Learning and Teaching (OLT)	Ready for take-off: Preparing students for intercultural learning in Asia	Cat 1	\$50,000
2012	Tracey Bretag (CI), Saadia Mahmud, Anna Stewart, Karen van Haeringen, Leigh Pointon	Department of Industry, Innovation, Science, Research and Tertiary Education - Office for Learning and Teaching (OLT)	Embedding and Extending Exemplary Academic Integrity Policy and Support Frameworks Across the Higher Education Sector	Cat 1	\$299,000
2010	Tracey Bretag (CI), Margaret Green, Ruth Walker, Margaret Wallace, Ursula McGowan, Julianne East, Colin James, Lee Partridge.	Australian Learning and Teaching Council Limited (ALTC – now called the Office for Learning and Teaching)	Academic Integrity Standards: Aligning Policy and Practice in Australian Universities	Cat 2	\$182,000
2007	S	Division of Business, University of South Australia	Editorial support for the International Journal for Educational Integrity	Not applicable	\$2,700
2006	S	Hawke Institute for Sustainable Societies, University of South Australia	Self-plagiarism as academic and organisational fraud	Not applicable	\$5,000
2003	M	Division of Business, University of South Australia	Investigating alternative approaches to the delivery of face-to-face teaching in Hong Kong	Not applicable	\$5,000
2001	M	Division of Business, University of South Australia	Teaching Strategies to support NESB students in Information Systems	Not applicable	\$5,000

### Grant applications in process

*Erasmus Mobility Grant, Czech Republic, 2016*

Dr Tomas Folynek, Mendel University, Brno, and I were successful in our application for an Erasmus Mobility Grant. This grant allowed Tomas to visit UniSA for 4 weeks in February 2016 and will allow me to

visit Mendel University in May 2017 for a similar period. Our goal is to establish a European Network of Academic Integrity.

*Program: Merit Awards for Special Programs from the Mexican Government: Visit Professor*

*Organisation: Agencia Mexicana*

I hope to spend one month as a Visiting Professor at UDEM University, Monterrey, Mexico. The focus of my visit will be to share my expertise in relation to academic integrity research and best practice. I visited this university in 2014 as a keynote speaker for a conference on academic integrity and have a strong relationship with colleagues there. If successful I plan to travel to Mexico in late 2016.

### **Editorships**

- Founding Editor, *International Journal for Educational Integrity* (IJEI), (2005-present). Peer-reviewed, published twice per year. Editorial Board comprised of internationally recognised researchers in the field of academic integrity. The best papers from all the key international academic integrity conferences have the opportunity to be published in the IJEI, subject to a second round of review.

In 2008, the *International Journal for Educational Integrity* was assessed by the European Science Foundation (Standing Committee for the Humanities) as a category 'B' in the ERIH Initial List for 'Pedagogical and Educational Research'. In 2014 Springer approached me with a request to take over the journal as publisher, with me remaining as Editor-in-Chief. From January 2015 the journal has officially been published under the Springer Open banner, a development likely to increase the perceived quality, reach and ranking of the journal.

I am also on the Editorial Board of *Academic Ethics* (Springer), 2014-present (ERA 2010: B), and previously on the Editorial Board of *TESOL in Context* (2005-2009).

In addition to my editing responsibilities, I also review papers for the following journals and conferences:

- *Higher Education Research and Development* (ERA 2010: A)
- *Innovations in Education and Teaching International* (ERA 2010: B)
- *The International Journal of the First Year in Higher Education* (ERA 2010: B)
- Asia Pacific Conference on Educational Integrity
- International Integrity and Plagiarism Conference
- Annual International Center for Academic Integrity Conference
- Plagiarism Across Europe and Beyond Conference

### **Publications**

Total as at 8 March 2016: 571

#### *Five most significant publications*

Bretag, T. (2013). Challenges of addressing plagiarism in education, commissioned peer reviewed essay, *PLoS Medicine*, 10 July. (ERA 2010: A\*; five year Impact Factor 4.537; InCites Journal Impact Factor: 14.000). 11,229 views and 14 citations (Google Scholar)

I was approached by the Editor of this highly ranked journal, Professor Ginny Barbour, to provide my perspectives on plagiarism to an audience quite different to those who would usually read my work. This invitation was an indirect result of meeting Professor Barbour at the 5<sup>th</sup> *International Integrity and Plagiarism Conference* in the UK in 2012 where we were both Keynote Speakers.

Bretag, T., Mahmud, S., Walker, R., Wallace, M., McGowan, U., East, J., Green, M., Partridge, L. and James, C. (2013) 'Teach us how to do it properly!' An Australian academic integrity student survey, *Studies in Higher Education*, <http://dx.doi.org/10.1080/03075079.2013.777406>. (ERA 2010: A\*) Cited by 28 (Google Scholar)

This paper presented the key findings from my first OLT funded project, *Academic Integrity Standards: Aligning policy and practice in Australian universities* (2010-2012). As Project Leader and lead author, there were numerous challenges in co-writing the article with nine authors from six different universities. I learned a great deal from the first OLT project and from the writing process – lessons which I have implemented in follow-up work since that time.

Mahmud, S. and Bretag T. (2013) Postgraduate research students and academic integrity: ‘It’s about good research training’, *Journal of Higher Education Policy and Management*, 35(4), 432-443.  
<http://dx.doi.org/10.1080/1360080X.2013.812178>. (ERA 2010: A) Cited by 8 (Google Scholar)

During the first OLT project, I developed a very productive collaborative relationship with my Project Manager, Dr Saadia Mahmud. With Dr Mahmud officially on my team, I secured a second, substantially larger OLT grant (\$299,000) in late 2012, entitled *Embedding and extending exemplary academic integrity policy and support frameworks across the higher education sector*. One of the aims was to extend the findings from the first project to the postgraduate research sphere. Dr Mahmud and I published two high quality journal articles on the topic during the short 12 month project, and with team members, developed a comprehensive suite of learning resources on the EAIP website.

Bretag, T, Mahmud, S, East, J, Green, M, James, C, McGowan, U, Partridge, L, Walker, R & Wallace, M, (2011). Academic Integrity Standards: A Preliminary Analysis of the Academic Integrity Policies at Australian Universities, *Proceedings of the Australian Universities Quality Forum 2011*, 48-53, Melbourne, Australia. Cited by 11 (Google Scholar)

This paper was the first research output from the OLT funded *Academic Integrity Standards Project*. We presented our findings at this forum to ‘test the waters’ on our results and were surprised and delighted to win the Best Research Paper Award. The paper developed a framework for the ‘five core elements of academic integrity policy’ and has provided the foundation for a number of follow-up papers.

Bretag, T. (2007) ‘The Emperor’s new clothes: Yes there is a link between English language competence and academic standards’, *People and Place*, 15(1), 13-21. (ERA 2010: B) Cited by 97 (Google Scholar)

In the midst of a media scandal relating to Accounting students and low English language competence, I was approached by the Editor, Professor Bob Birrell, to contribute an article to *People and Place*, based on findings from my doctoral research. Although *People and Place* is not highly ranked, the article is my most highly cited article. In recent months, with the issue of international students and academic standards once again in the media, the paper remains relevant and insightful.

### **Books**

Bretag, T. (2016). (Editor-in-Chief), *Handbook of Academic Integrity*, Springer (Note: This comprehensive work is the definitive reference book on the subject and is comprised of 72 chapters by 90 authors, all double blind peer reviewed). In addition to being Editor-in-Chief, I was the Section Editor for three of the 10 sections (representing 37 authors), and contributed 2 chapters.

Bretag, T., Crossman, J. & Bordia, S. (2009) *Communication skills*, Revised Edition of *Communication skills for international students in business* (2007), Sydney: McGraw-Hill.

### **Chapters of Books**

Bretag, T. (2016). Educational integrity in Australia, Chapter 2, Section 1, in *Handbook of Academic Integrity* (Ed. Tracey Bretag), Springer. (Note: This contribution to *The Handbook of Academic Integrity* was managed by an independent Section Editor to ensure the integrity of the peer review process).

Bretag, T & Mahmud, S. (2016). A conceptual framework for implementing exemplary academic integrity policy in Australian higher education, Chapter 4, Section 4 in *Handbook of Academic Integrity* (Ed. Tracey Bretag), Springer. (Note: This contribution to *The Handbook of Academic Integrity* was managed by an independent Section Editor to ensure the integrity of the peer review process).

- Bretag, T. (2013). Short-cut students: Fostering academic integrity in students, Section 3.8 in Transparency International, *Global Corruption Report: Education*.
- Bretag, T. (2012) Publish or perish: Ramifications for online academic publishing. Chapter 2 in Wankel, C. & Wankel, L. (Eds). Misbehaviour online in higher education. *Cutting-edge Technologies in Higher Education*, pp. 11-24, Emerald: UK.
- Bretag, T & Hannon, J. (2008) Upclose and personal: Developing a community of inquiry using computer mediated communications, chapter 13 in *Researching International Pedagogies: sustainable practice for teaching and learning in higher education*, (Eds), Hellsten, M & Reid, A, Netherlands, Springer.
- Bretag, T. (2006) Using email to explore new subject positions for teachers and additional language learners, Chapter 13 in *Tales out of School: Identity and English Language Learning*, Special issue of *TESOL in Context*, (Eds.) Cadman, K. & O'Regan, K., Adelaide, Australia.

### **Forthcoming chapter**

- Bretag, T., van der Veen, R., Saddiqui, S. & Zhu, Y. (2015, forthcoming). Preparing students for short-term study tours to Asia: Expectations, experience and responsibility, Chapter for *Handbook of Research on Study Abroad Programs and Outbound Mobility*, edited by Donna Velliaris and Deb Coleman-George.

### **Refereed Journal Articles**

- Bretag, T. & van der Veen, R. (2015). 'Pushing the boundaries': Participant motivation and benefits of short-term international study tours, *Innovative Education & Teaching International*. (ERA 2010: B)
- Bretag, T. & Green, M. (2014). The role of virtue ethics principles in academic integrity breach decision-making, *Journal of Academic Ethics*, Volume 12(3), 165-177. (ERA 2010: B)
- Mahmud, S. & Bretag, T. (2014). Fostering academic integrity in postgraduate research: An evidence-based policy and support framework, *Accountability in Research*, Vol 21(2), 122-137.  
DOI: 10.1080/08989621.2014.847668 (ERA 2010: B; Cited by 2 Google Scholar)
- Mahmud, S. & Bretag, T. (2014). Integrity in postgraduate research: The student voice, *Science & Engineering Ethics*, DOI: 10.1007/s11948-014-9616-y (ERA 2010: A; Cited by 2 Google Scholar)
- Bretag, T. (2013). Challenges of addressing plagiarism in education: A breach of academic and research integrity, commissioned, peer reviewed essay, *PLoS Medicine*, 31 December (ERA 2010: A\*; five year Impact Factor 4.537; InCites Journal Impact Factor: 14.000; Cited by 8 Google Scholar)
- Mahmud, S. and Bretag T. (2013). Postgraduate research students and academic integrity: 'It's about good research training', *Journal of Higher Education Policy and Management*, 35(4), 432-443.  
<http://dx.doi.org/10.1080/1360080X.2013.812178>. (ERA 2010: A; Cited by 7 Google Scholar)
- Bretag, T., Mahmud, S., Walker, R., Wallace, M., McGowan, U., East, J., Green, M., Partridge, L. and James, C. (2013). 'Teach us how to do it properly!' An Australian academic integrity student survey, *Studies in Higher Education*, <http://dx.doi.org/10.1080/03075079.2013.777406>. (ERA 2010: A\*; Cited by 17 Google Scholar)
- Bretag, T, Mahmud, S, Wallace, M, Walker, R, James, C, Green, M, East, J, McGowan, U & Partridge, L, (2011). Core elements of exemplary academic integrity policy in Australian higher education, *International Journal for Educational Integrity*, 7(2), 3-12. (ERA 2010: C; Cited by 17 Google Scholar)
- Randell-Moon, H., Anderson, N., Bretag, T., Burke, A., Grieshaber, S., Lambert, A., Saltmarsh, D. & Yelland, N. (2011). Journal of editing and ethical research practice: perspectives of journal editors, *Ethics and Education*, 6(3), 225-238. (ERA 2010: B; Cited by 1 Google Scholar)
- Feast, V., Collyer-Braham, S. & Bretag, T. (2011). Global Experience: The development and evaluation of a program designed to enhance students' global engagement. *Innovation in Education and Teaching International*, 48(3), pp. 239-250. (ERA 2010: B; Cited by 6 Google Scholar)
- Hannon, J & Bretag, T, (2010). Negotiating Contested Discourses of Learning Technologies in Higher Education', *Educational Technology and Society*, 13(1), 106-120. (ERA 2010: B; Cited by 13 Google Scholar)
- Bretag, T. & Mahmud, S. (2009). 'A model for determining students plagiarism: Electronic detection and academic judgement', *Journal of Teaching and Learning Practice*, 6(1), pp. 1-12. (ERA 2010: B; Cited by 19 Google Scholar)

- Bretag, T. & Mahmud, S. (2009). 'Self-plagiarism or appropriate textual re-use?', *Journal of Academic Ethics Advance*, 7, 193-205. DOI 10.1007/s10805-009-9092-1. (ERA 2010: B; Cited by 37 Google Scholar)
- Bretag, T. (2007). 'The Emperor's new clothes: Yes there is a link between English language competence and academic standards', *People and Place*, 15(1), 13-21. (ERA 2010: B; Cited by 82 Google Scholar)
- Bretag, T. & Carapiet, S. (2007). 'A preliminary study to determine the extent of self-plagiarism in Australian academic research', *Plagiary: Cross-Disciplinary Studies in Plagiarism, Fabrication and Falsification*, 2(5), 1-15. (Cited by 24 Google Scholar)
- Bretag, T. (2006). Developing 'third space' interculturality in the 'third place' of computer mediated communication, *Journal of Computer Mediated Communication*, 11(4) article 5, <http://jcmc.indiana.edu/vol11/issue4/bretag.html>. (ERA 2010: C; Cited by 40 Google Scholar)
- Feast, V. & Bretag, T. (2005). 'Responding to crises in transnational education: New challenges for higher education', *Higher Education Research and Development*, 24 (1), 63-78. (ERA 2010: A; Cited by 40 Google Scholar)
- Bretag, T. (2004). 'Using action research to support international ESL students in Information Systems courses', *International Education Journal*, 5 (4), 531-539. (ERA 2010: B; Cited by 7 Google Scholar)
- Bretag, T., Horrocks, S. & Smith, J. (2002). 'Developing classroom practices to support NESB students in Information Systems courses: Some preliminary findings', *International Education Journal Special Issue*, 3(4), 57-69. (ERA 2010: B; Cited by 52 Google Scholar)
- Bretag, T. & Kooymans, R. (2002). 'Internationalisation and the role of TESOL in tertiary business education', *TESOL in Context*, 12(1), pp. 10-14. (ERA 2010: C; Cited by 6 Google Scholar)
- Harris, H. & Bretag, T. (2002). 'Reflective and collaborative teaching practice: Working towards quality student learning outcomes', *Quality in Higher Education*, 9(2), 179-185. (ERA 2010: A; Cited by 30 Google Scholar)

### Refereed Conference Papers

- Bretag, T, Mahmud, S, East, J, Green, M, James, C, McGowan, U, Partridge, L, Walker, R & Wallace, M, (2011). Academic Integrity Standards: A Preliminary Analysis of the Academic Integrity Policies at Australian Universities, *Proceedings of the Australian Universities Quality Forum 2011*, 48-53, Melbourne, Australia. Winner of Best Research Paper Award.
- Bretag, T & Green, M, (2010). Factors integral to the case: Categorising qualitative factors used to determine academic integrity outcomes, *Towards an Authentic Future: 4th International Plagiarism Conference*, Plagiarism advice, 1-17, Northumbria University, Newcastle upon Tyne, United Kingdom
- Bretag, T. & Green, M. (2009). Determining outcomes for academic misconduct: Is it more important to be consistent or fair?, *4th Asia-Pacific Conference on Educational Integrity: Creating an inclusive approach*, University of Wollongong, (20-21 November), Australia.
- Bretag, T. (2008). Responding to plagiarism: The need to engage with students' 'real lives', *ATN Assessment Conference: Engaging students in assessment*, University of South Australia, (20 -21 November), Australia
- Cheah, S.W. & Bretag, T. (2008). Making technology work for academic integrity in Malaysia, *3rd International Plagiarism Conference*, Newcastle-on-Tyne, (23<sup>rd</sup> -25<sup>th</sup> June), United Kingdom
- Bretag, T. & Carapiet, S. (2008). Piecing together the plagiarism puzzle: Electronic detection and academic judgement, *3rd International Plagiarism Conference*, Newcastle-on-Tyne, (23<sup>rd</sup> -25<sup>th</sup> June), United Kingdom.
- Bretag, T. & Carapiet, S. (2007). Self-plagiarism in Australian academic research: Identifying a gap in codes of ethical conduct, *3rd Asia-Pacific Conference on Educational Integrity: Creating a Culture of Integrity*, University of South Australia, (7-8 December), Australia.
- Bretag, T. (2006). Making sense of a shared doctoral journey: Metaphors and dark emotions, *Proceedings of the Lifelong Learning Conference*, (13-16 June), Yeppoon, Australia.
- Bretag, T. (2005). Implementing plagiarism policy in the internationalised university, *2nd Asia-Pacific Educational Integrity Conference*, University of Newcastle, (2-3 December), Australia.

- Bretag, T. (2004). Responding to plagiarism: Gate-keeping or build building?, *Lifelong Learning Conference*, (13-16 June), Yeppoon, Queensland, Australia.
- Bretag, T. & Scobie, S. (2002). Innovative classroom practice in an offshore environment, *HERDSA Quality Conversations Conference*, (7-10 July), Perth, Western Australia, Australia.
- Kooymans, R. & Bretag, T. (2002). Getting serious about educating property professionals from non-English speaking backgrounds, *8th Annual Pacific Rim Real Estate Society Conference*, (21-23 January), Christchurch, New Zealand.

### Conference presentations

- Bretag, T. (2016, forthcoming). Plenary panel: Academy Integrity in Tertiary Education, for both Higher and Vocational Education, Australian Council for Private Education and Training Conference, 27-28 August, Hobart, Tasmania.
- Bretag, T. (2016). Plenary panel: Academic integrity, *Australian Office for Learning and Teaching Conference*, Melbourne, 28-29 April.
- Bretag, T., van der Veen, R., Saddiqui, S. & Zhu, Y. (2015) Critical components in preparing students for short-term study tours to Asia. *Australian International Education Conference*, Adelaide, 6-9 October.
- Bretag, T., van der Veen, R., Saddiqui, S. & Zhu, Y. (2015). Ready for take-off: Preparing students for intercultural learning in Asia – Preliminary findings, *9th International Convention of Asian Scholars*, Adelaide, 5-9 July.
- Bretag, T., Malicki, R., Rabel, R., Taylor, J., Blacker, B. & McConnachie, J. (2013). Global Leadership Programs in the Asia-bound policy context, *Australian International Education Conference*, Canberra, 8-11 October.
- Bretag, T., & van der Veen, R. (2013). 'Pushing the Boundaries': The benefits of short-term international study tours in the development of students' intercultural competencies, *ISANA International Education Association Conference*, Brisbane, 3-6 December.
- Mahmud, S. & Bretag, T. (2013). Beyond Compliance: Nurturing an institutional culture of integrity, *Australasian Research Management Society Conference*, Adelaide, 11-13 September.
- Mahmud, S. & Bretag, T. (2013). Making the link between academic integrity and research integrity, poster presented to the *3rd World Research Integrity Conference*. Montreal, Canada, 6-8 May.
- Bretag, T. and Mahmud, S. (2012). Academic integrity is something we do: Exploring understandings and practices of academic integrity. Presentation provided to *Influencing culture, advancing integrity - The International Center for Academic Integrity Conference 2012*, Princeton: New Jersey, USA, 2-4 November 2012.
- Bretag, T. (2011). 'You have to really harden your heart': The emotional work of academic integrity decision-makers in Australian higher education, Poster presented to the *6th Asia-Pacific Symposium on Emotions in Worklife*, University of South Australia, 18 November.
- Bretag, T., Walker, R., East, J. & Green, M. (2010). Developing international collaborations: Bringing the Asia Pacific, North America and Europe together on Educational Integrity, paper presented at the *4th International Plagiarism Conference*, Northumbria University, Newcastle-upon-Tyne, 23-25 June.
- Walker, R., Bretag, T. & East, J. (2010). Exploring transnational approaches to educational integrity: a showcase of the work of APFEI, paper presented at the *International Conference in Teaching and Learning: Critical pedagogies, changing perspectives, crossing boundaries*, Temasek Polytechnic, Singapore, June 9-11.
- Bretag, T. & Carapiet, S. (2007). Applying professional ethics in research: Daring to raise the standard. Paper presented at the *Australian Association for Professional and Applied Ethics Annual Conference*, RMIT, 28-29 June.
- Bretag, T. (2004). Implementing plagiarism policy in the context of internationalisation. Preliminary findings from a work in progress. Paper presented to the *3rd BUE Research Colloquium*, University of South Australia, Adelaide, 17 September.
- Bretag, T. (2003). Developing strategies to support international students in Information Systems courses: Reflections from the second cycle of an action research project. Paper presented at the *National Language and Academic Skills in Higher Education Conference*, 24-25 November, Flinders University.



- Bretag, T. (2003). Reconceptualising the internationalisation of higher education. Invited keynote address to the National Union of Students National Conference, *The Hidden Agenda*, Adelaide University, South Australia, 2-3 July.
- Bretag, T. (2001). Integrating ESL in the curriculum and in the faculty. Paper presented at the *Changing Identities (Language and Academic Skills) Conference*, Wollongong University, 29-30 November.

### Book reviews

- Bretag, T. (2011). Creating the ethical academy: A systems approach to understanding misconduct and empowering change in higher education' (Tricia Bertram Gallant, Ed), *International Journal for Educational Integrity*, 7(1), 68-69.
- Bretag, T. (2009). Cheating in school: What we know and what we can do (Davis, Drinan & Bertram Gallant) for *International Journal for Educational Integrity*, 5(1), 30-31.
- Bretag, T. (2008). Internationalizing the University (Yvonne Turner & Sue Robson), for *Higher Education, Research and Development*, 28(1), 115-123.

### Research Degree Supervision

#### PhD completions:

1. Co-supervisor (with Kulaporn Hiranburana): Mantana Meksophawannagul (2010), *The development of an online case-based collaborative learning (CBCL) module for a Business English for Communication course*, Chulalongkorn University, Bangkok, Thailand. Mantana is now a full-time academic based at Chulalongkorn University, Thailand.
2. Associate Supervisor (with Rhonda Sharpe): Reina Ichii (2007). *Performance indicators for gender responsive budgeting: A case study of Australian childcare programs*, University of South Australia. Reina is now a full-time academic at RMIT, Victoria.

#### Current research students

1. Co-supervisor with Margaret Lightbody: Susan McGowan, *The academic's role in promoting a culture of academic integrity in accounting education* (PhD, UniSA, Part-time, commenced 2011)
2. Co-supervisor with Marina Harvey: Sonia Saddiqui, *On my honour: An investigation into the feasibility of academic honour codes in the Australian university context* (PhD, Macquarie University, commenced 2013).
3. Co-supervisor with Zheng Lin: Katherine Nguyen, *International students' perceptions of the link between socio-cultural support services and academic success* (PhD, UniSA, commenced April 2016).
4. Co-supervisor with Misty Adonio: Anna Maldoni, *The effectiveness of embedding the Unit Specific Model to develop academic literacy and improve student learning in the discipline* (PhD, University of Canberra, commencing June 2016).

### Examination of PhD theses

- McCrohon, M.L. (2014). *A trans-disciplinary conceptualisation of Chinese international student perspectives of academic integrity*, School of Education, College of Design and Social Context, RMIT University, Melbourne, Australia.
- Gullifer, J. (2013). *Student perceptions of plagiarism*, Faculty of Arts, Charles Sturt University, NSW, Australia.

### Websites showcasing Bretag research

- Academic integrity Standards Project: [www.aisp.apfei.edu.au](http://www.aisp.apfei.edu.au)  
 Exemplary Academic Integrity Project: [www.unisa.edu.au/EAIP](http://www.unisa.edu.au/EAIP)  
 Intercultural learning in Asia Project: [www.interculturallearning.asia.edu.au](http://www.interculturallearning.asia.edu.au)

### Teaching

My multi-disciplinary background in English literature, gender studies, Teaching English to Speakers of Other Languages and education has informed my approach to teaching communication, ethics and professional development courses in the Business School. The excellence of my teaching has been validated



by peer review, and consistently outstanding SET results and numerous teaching awards, from both UniSA and external organisations, over many years.

### Courses taught at UniSA

\*Level key: U = Undergraduate, P = Postgraduate, D = Doctoral

Year	Name of course	Level: U, P, D
2015	Professional Development in Business	U
2008-2013	Global Experience Professional Development	U
2012	Business International Study Tour	U
2012	Professional Development for Graduates	P
2011	Business and Society	U
2009	International Management Ethics and Values	U
2006-2009	Managing Communication in Business	U
2006- 2009	Critical Reflective Writing in Education	D
2003-2005	Communication for Graduate Students	P
2002-2006	Business Communication Skills for Non-English Speaking Background Students	U

### Student Evaluation of Teaching

From 2001-2015, my SET scores for all courses taught have consistently been in the top quartile in comparison with the SETs of peers in Management and Commerce. In many cases, particularly the statements relating to overall satisfaction, my scores have been well beyond the maximum scores in the range. In SP5 2008 in IMEV, for Question 3 ‘The staff member motivates me to do my best work’, I received a mean score of 91.67, with 100% of students agreeing or strongly agreeing with the statement. The mean score for Question 10 (“Overall satisfaction”) was 94.44, with 100% agreeing or strongly agreeing. The scores for *Managing Communication in Business* (MCB) and *Global Experience Professional Development* (GEPD) have similarly been consistently outstanding and most questions are in the top quartile in comparison to peers in Management and Commerce. For GEPD, I received an overall mean score of 91 in 2013, and 87 in 2014.

My teaching in 2015 has comprised Co-Coordinating GEPD (with Tahirih Ernesta) and *Professional Development in Business* (PDB) (with Sophia Allani). I was the curriculum developer for both of these large courses. Other than supervising students on their placements for *Global Experience International Project*, I did not teach any classes in SP2 2015 because I used the funding from my OLT project to pay out my teaching. I made this decision based on the intense and short nature of the 12 month seed project. I return to classroom teaching in SP5.

### Scholarship of teaching

Throughout my career at UniSA I have demonstrated a genuine commitment to the scholarship of teaching and a corresponding strong research/teaching nexus. The course *Managing Communication in Business* (MCB) used the textbook *Communication Skills* (Bretag, Crossman & Bordia 2008, revised edition), which was developed over many years based on my teaching materials. The first five chapters drew extensively on my research and expertise on academic integrity. Chapter 4: *Academic conventions: Referencing and avoiding plagiarism*, a chapter for which I was solely responsible, has been described by Associate Professor Julianne East, the Director: Student Learning and Engagement at La Trobe University, as being “the most comprehensive and useful chapter on academic integrity in any published Australian textbook”. My interest in academic integrity, combined with my on-going research on intercultural communication has informed the development of teaching materials in every course for which I am responsible.

From 2006-2009 I taught the course *Critical Reflective Writing in Education* to doctoral students at Magill. This course brought together many of my interests and I enjoyed integrating understandings from my own

research into the course material and its delivery, including: ethical publication practices, higher education policy, learning and teaching practices, practitioner research and grounded theory, the role of reflection and the use of new technologies in teaching and learning. From 2008-present, I coordinated and taught the university-wide elective, *Global Experience Professional Development*, a course which I personally developed. Central to this course was a module on intercultural communication. This gave me the opportunity to share my own research in this area, and I enjoyed developing innovative topics relating to ‘third space’ communication, such as ‘Connecting cultures through sport’.

### **Innovations in teaching**

My ability to write innovative, creative and engaging curriculum is particularly evident in the courses which I have personally developed (Business Communication Skills, Communication for Graduates, Managing Communication in Business, Global Experience Professional Development and Professional Development in Business). In late 2014 I was pleased to have the opportunity to establish the new core course Professional Development in Business (PDB), which brings together the best elements of my previous communication courses and the career management aspects of GEPD. The course responds to employer feedback regarding the preparedness of university graduates while utilising a student centred learning approach which recognises individual learning styles.

In both GEPD and PDB I have worked closely with staff from Career Services and guest lecturers from South Australian organisations to ensure that the curriculum offers students insights into current and future career opportunities in business. The applied and industry-focused nature of the course makes a significant contribution to differentiating the UniSA Business School program from other business schools. The first offering of the course in SP2 2015 has received excellent feedback.

### **Motivating students**

Even in classes without a final exam, students continue to attend lectures and tutorials right up until the end of semester. In International Management Ethics and Values, I had almost 100% attendance until the last class, and at students’ request, I increased the time of the tutorial from one to two hours in duration. For GEPD (another course without a final exam), attendance at the last class has always been consistently around 80%. This contrasts markedly with colleagues who express dismay at falling attendance at face-to-face classes. Attendance is just one way to determine student motivation. Another example of the way that I motivate and inspire students to achieve their full potential is evidenced in the large number of students from the course GEPD who have gone on to complete an overseas student exchange, very often having received a personal reference from me.

### **Peer review**

John Medlin provided a peer review of my teaching in 2002. Regarding ‘Teaching skills’, John stated: “The preparedness of the students within the lecture setting to offer answers to questions is impressive, particularly for a class made up of NESB students. Normally within even tutorial settings teaching staff comment on the difficulty in getting NESB students to contribute to class discussion. Yet Tracey manages to elicit many responses from these students in a lecture setting. This highlights the supportive environment that Tracey has developed and the fact that she has managed to make these students comfortable with offering their ideas for the class to judge”. Associate Professor Chris Provis provided another peer review in 2005, specifically looking at my teaching materials (Course Outline, Assessment tasks, Study Guide, online resources, lecture and tutorial activities). Again, the feedback was very positive with Chris concluding that the teaching materials “show great awareness of student needs for clarity and precision in what is provided for them and regarding what is expected of them... They include very detailed information about specific tasks, and establish a framework in which students can receive useful feedback”. In a 2007 peer review, Dr John Walsh specifically commented on my ability to teach complex concepts: “Tracey demonstrated a real depth of knowledge of the field and was able to translate dense and complex readings for the students”.

### **Mentoring**

As an education specialist in a Business School I have shared my teaching expertise with a number of colleagues by providing formal peer review of their teaching (including John Medlin, Gee Wijesinghe, Manjit Monga, Shruti Sardeshmukh and Tahirih Ernesta). Coordinating large core courses has provided

numerous opportunities to mentor junior academics, PhD students and sessional staff, particularly in relation to pedagogy, feedback and ensuring integrity in assessment.

### **Global Experience Program**

I believe that one of my most significant contributions to teaching and learning at UniSA was through the Global Experience (GE) Program, a university-wide, extra-curricular program designed to enhance students' global competencies. I was involved with the establishment of the program and wrote and developed teaching materials for the underpinning academic course, *Global Experience Professional Development*, for which I continue to be the Course Coordinator. In January 2012, I accepted the role of Director of GE and despite considerable resource constraints was able to implement a number of important initiatives.

Under my direction, the Global Experience program gave priority to nurturing relationships with industry (please see information under 'Engagement'). My other significant initiative as Director of GE was to increase outbound student mobility. We conducted our first international study tour of 20 students to Malaysia in February 2012, and have since taken groups of students to Vietnam, again to Malaysia and to Indonesia (July 2013 and 2014). I collaborated with the Australian Centre for Asian Business, to investigate the impact of the study tours on students' intercultural learning. Dr Robert van der Veen and I presented our preliminary findings at the *ISANA International Education Association's 24<sup>th</sup> Annual Conference* in December in 2013, and with Professor Ying Zhu we were successful in our 2014 application to the OLT for seed funding (\$50,000) for a research project on the topic. That project, entitled [Ready for take-off: Preparing students for intercultural learning in Asia](#), has met all of its milestones, and will be completed on 19 October 2015. We will then submit an application to for a larger national grant (anticipating funding: \$300,000).

I also led a panel entitled 'Global leadership programs in the Asia-bound policy context' at the *Australian International Education Conference*, Canberra, in October 2013. Australasian universities participating in the panel included Deakin University, the University of Newcastle, Griffith University and Victoria University, New Zealand.

### **Academic integrity education and leadership**

In addition to the more usual teaching roles, I was the Academic Integrity Officer (AIO) for the School of Management from 2007-2015 (with the exception of 2012-2014 when I was seconded to the role of Director: Global Experience). This role represents 0.1 of my workload fraction and required adjudication of approximately 100 cases of alleged academic integrity breaches each year. I saw my AIO role as largely educative. In addition to fulfilling university policy requirements, I personally met with all students accused of academic integrity breaches. This ensured that I was able to bring my extensive knowledge of international best practice to any given situation. Academic integrity is a complex area, and students need to be sure they are receiving consistent and fair outcomes. I have written extensively about this issue (Bretag & Mahmud, 2009a & 2009b; Bretag, 2008; Bretag & Green, 2009, 2014), and believe that it was in my role as AIO that I most truly demonstrated the teaching/research nexus. I provided ongoing leadership as a researcher/teacher and adjudicator on academic integrity to the School of Management.

As a result of my research and practice in this area, from October 2015, I have been the Director: Office for Academic Integrity for the UniSA Business School.

### **Teaching Awards**

- 2012 Certificate of Commendation, in recognition of my contribution to building successful student experiences in the UniSA Business School programs. This award was based on outstanding SET results.
- 2010 Teaching and Learning Award for Excellence in Teaching, based on an extensive application which provided evidence of my scholarly approach to teaching, as well as SET results. (\$5,000 prize)
- 2009 UniSA Supported Teacher Award. This award required an application and included recognition of scholarly teaching (as evidenced by publications, presentations, grants and awards), as well as SET data.
- 2005 UniSA Supported Teacher Award. This award was based on outstanding SET scores.

- 2004 Winner: 'ESL Educator of the Year 2004' award, by the English as a Second Language Educators (SA) Inc. This award is judged by a panel of ESL specialists using a blind review process, and is based on: ESL qualifications, teaching experience, assessment skills, curriculum development, extra-curricular support to students, cultural awareness and inclusive practice, advocacy for the field of ESL work, leadership and professional development.
- 2004 Finalist: Postgraduate Lecturer of the Year, University of South Australia Students' Association Postgraduate Excellence Award.
- 2003 Winner: Postgraduate Lecturer of the Year, University of South Australia Students' Association Postgraduate Excellence Award. This award required nomination by students, coupled with an extensive application.

## Engagement

I have participated and demonstrated leadership in a range of university committees, and my work in academic integrity has resulted in numerous awards and invitations from international organisations. Since 2012 I have been invited to provide Keynote Addresses at every major academic integrity conference in the world. I have also demonstrated an active engagement with the community through extensive publishing in national newspapers, *The Australian* and *The Age* and more recently, *The Conversation*. I am regularly interviewed by local and national press (newspapers, TV and radio) in relation to my research on academic integrity. In 2013 the Global Experience team and I received the UniSA Business School Award for *External engagement: Achievement in industry engagement*.

### Invited Keynote Addresses

- Bretag, T. (2016). Opening Keynote Address: The rise of contract cheating. *Middle East Conference on Academic Integrity*, University of Wollongong Dubai, UAE, 26-28 March.
- Bretag, T. (2016). Opening Keynote Address as Outgoing President of the Executive Board to *International Center for Academic Integrity Annual Conference*, New Mexico, 18-21 February.
- Bretag, T. (2015). Who is responsible for academic integrity? Keynote address at the *7<sup>th</sup> Asia Pacific Conference on Educational Integrity*, CSU/La Trobe University, Albury-Wodonga, 16-18 November.
- Bretag, T. (2015). Enacting academic integrity: It takes courage, Opening Keynote Address, *Plagiarism across Europe and Beyond Conference*, Brno, Czech Republic, 10-12 June 2015 (All expenses including travel, accommodation, registration, meals, etc paid for by the Conference organisers).
- Bretag, T. (2015). Lessons in empathy, Opening Keynote Address in my capacity as the President of the Executive Board to the International Center for Academic Integrity (ICAI), at the *23<sup>rd</sup> ICAI Annual Conference: Integrity in the Real World*, 26 February-1 March, Vancouver, Canada (Registration fee waived).
- Bretag, T. (2014). Academic Integrity: Start with courage, Opening Keynote Address at the *National Congress on Academic Integrity*, University of Monterrey, Mexico, 26 September (All expenses including travel, accommodation, registration and meals, for both my husband and myself, paid for by the Conference organisers).
- Bretag, T. (2014). Build trust: Build integrity. Opening Keynote Address at the *Dare to think Academic Integrity Conference*, University of Medellin, Colombia, 1 October (All expenses including travel, accommodation, registration and meals, for both my husband and myself, paid for by the Conference organisers).
- Bretag, T. (2014). Opening Keynote Address, Exemplary academic integrity: Global lessons and opportunities, *International Center for Academic Integrity Annual Conference*, Jacksonville, Florida, 28 February - 2 March 2014 (All expenses including travel, accommodation, registration, meals, etc paid for by the Conference organisers).
- Bretag, T. (2013). Exemplary Academic Integrity Project: Lessons for Australia, Europe and Beyond, Opening Keynote Address at the *Plagiarism across Europe and Beyond Conference*, Brno, Czech Republic, 12-13 June 2013 (All expenses including travel, accommodation, registration, meals, etc paid for by the Conference organisers).

- Bretag, T. (2013). Policy, practice and the student perspective: Where to next for academic integrity? Opening Keynote Address at the *Fraud, Fakery and Fabrication: Academic and Research Integrity Conference*, Auckland University of Technology, 19 February 2013 (All expenses including travel, accommodation, registration, meals, etc paid for by the Conference organisers).
- Bretag, T. (2012). The Big Five of Academic Integrity. Opening Keynote address at the *5th International Integrity and Plagiarism Conference* United Kingdom, 16-18 July 2012 (All expenses including travel, accommodation, registration, meals, etc paid for by the Conference organisers).
- Bretag, T. (2008) Ethical writing: Beyond the boundaries of the English department. Opening Keynote Address to the *Ethical Engagements: Dialogues on scholarship, plagiarism and collaboration Conference*, Charles Sturt University, Bathurst, 18 July 2008 (All expenses including travel, accommodation, registration, meals, etc paid for by the Conference organisers).

### **Bretag media publications**

I have written extensively for the media, including over 40 articles for *The Australian*, *The Age* and *The Advertiser*, on topics relating to my various research interests. The full list of articles, with links, can be accessed from my university homepage:

<http://www.unisanet.unisa.edu.au/staff/Homepage.asp?Name=Tracey.Bretag>

My article in *The Conversation* was read by 10,643 people and was the most read article in April 2015 at the University of South Australia:

Bretag, T. (2015). Australian unis should take responsibility for corrupt practices in international education, *The Conversation*, 20 April 2015, <http://theconversation.com/australian-unis-should-take-responsibility-for-corrupt-practices-in-international-education-40380>

### **Media coverage and commentary (by date)**

- ABC Radio, Perth, Interview with Jane Marwick, 'Students expelled from Deakin University' 19 May 2016.
- 'Use of technology on rise in cheating and plagiarism', by *MENAFN*, 18 April 2016.
- 'Combatting rising cases of academic dishonesty is need of the hour, say academics', by *godubai*, 18 April 2016.
- ABC Radio National (2015). Interview with Natasha Mitchell on *Life Matters*: 'High Degree Cheating', Broadcast 13 April: <http://www.abc.net.au/radio/programitem/pez43qWG5L?play=true>
- Radio Adelaide (2015). Tracey Bretag interviewed by Ian Newton, regarding *NSW Independent Commission Against Corruption (ICAC) Report*, Thursday 23 April 2015.
- Radio 2ser (2015). Tracey Bretag interviewed by Sam King, *The Daily*, regarding *NSW Independent Commission Against Corruption (ICAC) Report*, Thursday 23 April 2015.
- Hare, J. (2014). Uni cheating 'hard to combat', *The Australian*, 13 November, p. 7.
- Holderhead, S. (2013). Cut and paste cheats: Uni students fail to understand plagiarism rules, *The Advertiser*, Friday 10 May, pp. Front page 1 & 6.
- Preiss, B. (2012) Academic calls for plagiarism rules overhaul, *The Age*, August 21, p.5.
- Preiss, B. (2012). Social media changes face of cheating, *The Age*, October 9, 2012, p. 9.
- Vergnani, L. (2011). Essay mills undermine purpose of studying, *The Australian*, 26 January.
- Attwood, R. (2008) Allow me to rephrase, and increase my tally of articles, *Times Higher Education*, <http://www.timeshighereducation.co.uk/story.asp?sectioncode=26&storycode=402598> 3 July 2008.
- Sugden, J. (2008). Academics plagiarise their own work to stay ahead, *Times Online*, 3 July.
- Trounson, A. (2008). Cut and paste 'not plagiarism', *The Australian*, 16 July ABC Radio. (2007). *World Today Program*, (Tracey Bretag interview with Jennifer Macey), Broadcast: 22 August.
- ABC Television (2007). 7.30 Report: 'Unis 'demanding' foreign students be passed' (Tracey Bretag interview with Heather Ewart), Broadcast: 20 February.
- Elson-Green, J. (2007) 'The Emperor's new clothes – there is a link between English competency and standards', in *Campus Review*, Monday 26 March.
- Macnamara, L. (2007). 'Soft on foreign students', in Higher Education section, *The Australian*, Wednesday 28 March, p. 34.
- Maslen, G. (2007) 'Risks in foreign student boom', in Higher Education section, the *Australian Financial Review*, 26 February.
- O'Keefe, B. (2007). 'Uni plagiarists risk losing their degrees', in *The Australian*, Wednesday 22 Aug, p. 7.

- O'Keefe, B. (2007). 'Work so nice, they use it twice', in Higher Education Section, *The Australian*, Wednesday 6 June, p. 29.
- O'Keefe, B. (2005) Journal to keep tabs on ethics, in Higher Education Section, *The Australian*, 13 December, p. 23.

### **Leadership in national and international organisations**

For more than a decade I have provided leadership to Australian and international scholars in the field of academic integrity.

- 2016 Member of Academic Integrity Advisory Group to Universities Australia, Chair: Professor David Sadler, UTAS.
- 2015 Peer Reviewer, ARC Excellence in Research Australia
- 2013 – present Member of International Advisory Board to the *Committee on Publication Ethics* [www.publicationethics.org](http://www.publicationethics.org) (UK)
- 2013 – present Member of the Advisory Board to the *International Academic Integrity Matters Student Organization* (University of California, San Diego)
- 2013 – present Member of the College of Reviewers for the Australian journal *Higher Education and Development*, (2010 ERA ranked A)
- 2013 – present Grants Assessor for the *Australian Office for Learning and Teaching*
- 2012 – present Co-founded the *International Association of Academic Integrity Conferences* <http://www.iaaic.org/> with colleagues from Australia, the UK and the USA. IAAIC is an alliance of key academic integrity and plagiarism conferences worldwide, formed to facilitate international conversations on educational issues ranging from cheating and plagiarism to pedagogy and best practices.
- 2011 Awarded Waldvogel *Exemplar of Integrity Award* by the International Center for Academic Integrity (ICAI). This award is given to an individual who demonstrates courage and perseverance in championing the ideals of academic integrity in the face of opposition and/or adversity. Nominees are teachers, administrators, staff or scholars who have made outstanding contributions in promoting or defending the ideals and values of academic integrity.
- 2007– present Member of Advisory Board to the International Center for Academic Integrity (ICAI), based at Clemson University in the U.S. <http://www.academicintegrity.org/icai/home.php>. From 2011-2013, I was Deputy Chair of the Advisory Board and have been President of the renamed Executive Board since 2014.
- 2005 – present I founded the online peer-reviewed journal, the *International Journal for Educational Integrity* (with colleague Dr Helen Marsden, University of Canberra), the first such journal to be established on the topic of academic integrity in the world. I have been Executive Editor since 2006. The journal challenges readers to consider the changing nature of education in a globalised environment, and the impact that conceptions of educational integrity have on issues of pedagogy, academic standards, intercultural understanding and equity (see details above under 'Editorships'). From January 2015 it has been published by Springer Open.
- 2003 – 2013 Founding member, and from 2003 - 2013 I was Chair, Co-Chair or Deputy Chair of the *Asia-Pacific Forum on Educational Integrity* (APFEI) [www.apfei.edu.au](http://www.apfei.edu.au), a multi-institutional, cross-disciplinary and not for profit organisation that fosters research and



collaboration on issues relating to educational and academic integrity. APFEI is internationally recognised as the key academic integrity organisation in the region. As Chair of APFEI, I assisted in the organisation of every biannual *Asia Pacific Conference on Educational Integrity* (UniSA 2003, Newcastle 2005, UniSA 2007, Wollongong 2009, UWA 2011, Macquarie 2013), including convening the conference at UniSA in 2007.

### **Industry engagement**

From 2012-2014, I was seconded to the role of Director of the Global Experience Program. During this time, I focused on developing partnerships with organisations such as AdvantageSA, Telstra, The Adelaide Fringe Festival and Cancer Council SA. These partnerships resulted in work experience placements for Global Experience Alumni at AdvantageSA in 2012-13; GE student representation at the 2012 Capital City Committee 'Emerging Leaders Forum', sponsorship of Fringe Festival initiatives, including hosting the 2012 Adelaide Fringe Festival Artists Networking Forum at City West Campus; sponsorship of the 2012 Advantage SA Social Media Series for industry, and extensive volunteering opportunities with Cancer Council SA.

In addition to winning the Governor's Multicultural Award in 2012, this focus on engagement led to the Global Experience Program receiving a *UniSA Business School Award for External engagement: Achievement in industry engagement* in 2013.

### **Academic consultancy**

- 2016 Analysis of Australian Higher Education Providers' responses to recent cheating scandals in the media, for *Tertiary Education Quality and Standards Agency (TEQSA)*, May-June 2016 (in process).
- 2016 Academic integrity and contract cheating briefing to *Tertiary Education Quality and Standards Agency (TEQSA)*, Melbourne, 12 April 2016.
- 2015 *Academic integrity: Threats and opportunities*. Presentation to Academic Senate, Macquarie University, NSW, 2 June. From 9-11 November 2015 I will be working with staff and students at Macquarie University to assist them with academic integrity initiatives.
- 2014 *Academic integrity: More than a student issue*. Leadership seminar for senior students, University of Medellin, Colombia, 28 September.
- 2014 *Inspire, teach, transform: Pedagogic approaches to academic integrity*, staff professional development seminar, University of Medellin, Colombia, 30 September.
- 2014 *Designing 'cheat proof' assignments*. Invited presentation to the inaugural meeting of the Yogyakarta Forum on Educational Integrity, University of Islam, Yogyakarta, Indonesia, 14 July.
- 2014 *Exemplary Academic Integrity: Global lessons, Indian applications*. Invited Presentation to staff and students at the University of Hyderabad, India, 10 February.
- 2013 Auckland University of Technology, Professional development on academic integrity policy for higher degree students.
- 2012 South Australian Institute of Business and Technology, Consultancy on academic integrity policy development.
- 2010 Taylors University College, Malaysia, Academic Integrity Officers Professional Development
- 2009 Taylors University College, Malaysia, Developing an Academic Integrity Policy
- 2009 Professional development on academic integrity for higher degree students.

### **Participation and leadership in University committees**

- 2015-present Member, Student Appeals Committee.
- 2015 Convenor, Academic Integrity Working Group, UniSA Business School. Under my direction, this committee made a number of key recommendations to the Dean: Academic to address an increase in students using contract cheat sites in the Business School. Since the release of those recommendations I have liaised with Phillip Armanas, Manager: Audit and Risk Management, to determine an appropriate university-wide response to the issue.

- 2015 Academic Integrity Officers Representative on SAPAG (Students & Academic Policy Advisory Group), convened by Mr Allan Tabor.
- 2014 UniSA Business School Appeals Committee
- 2007 – present Academic Integrity Officer, School of Management (see: Teaching)
- 2012 – 2014 Chair: Global Experience Advisory Board, Business Divisional Services
- 2004 – 2005 Division of Business Representative, Academic Board
- 2002 Languages and Cultures Advisory Group (2002), convened by Associate Professor Angela Scarino.
- 2002 BUE/Unaipon Links Committee (2002), convened by Dr Vicki Feast (Dean, Teaching and Learning).
- 2002 BUE Peer Review Group (2002), convened by Dr Vicki Feast (Dean, T & L)
- 2002 Business Education Group, Division of Business (2002), convened by Dr Vicki Feast (Dean, T & L)
- 2001 IGSM Groupwork Working Party, convened by Janny Maddern.
- 2001 Framework for Resources for Research Students (FERRS), convened by Dr Fleur Tiver.

### **Personal community service**

- 2016 – present Consumer Representative, BreastScreen SA State Quality Committee, Adelaide.
- 2015 Team Coordinator, *Adelaide Central Relay for Life*, Cancer Council's main fundraising event run entirely by volunteers, 2-3 May.
- 2014 – present Education Committee Member, Sturt Street Community School
- 2010 – present Ambassador, Cancer Council SA
- 2009 – present Parents' Advisory Board Member, City West Childcare Centre