

## **Witness Statement**

**Dr Camille Nurka**

I, Camille Nurka, of [REDACTED], in the State of Victoria, declare as follows:

### **Background/Experience**

1. I have worked as a casual (“sessional”) academic at a number of Australian universities since March 2000, including the University of Sydney, the University of Melbourne, the University of New South Wales, Western Sydney University and La Trobe University.
2. That work has included tutoring and lecturing in a range of units, as well as co-ordinating both undergraduate and postgraduate subjects (see summary of my employment history in the higher education sector in Attachment CN-1).
3. My discipline area is Gender Studies.
4. My evidence in relation to casual academic employment is based both on my own experience as a casual employee, and on many conversations with fellow casual academics over the years about our shared experience of casual employment with universities.

### **Requirement to know and comply with university policies, procedures and guidelines**

5. Included in the teaching role, whether casual or otherwise, is the inherent requirement of the work, and the expectation of the employing university that the employee be familiar with university policy. This may involve reading through extensive and multi-layered policies and procedures. An example of such can be

found on the University of Melbourne's website at

<https://policy.unimelb.edu.au/audience/Academics>. That page includes the

following links under the heading 'Key policy documents relevant for

Academics'. There are 145 policies listed:

- [Aboriginal and Torres Strait Islander Cultural Heritage Policy](#) (MPF1289)
- [Academic Appointment, Performance and Promotion Policy](#) (MPF1299)
- [Academic Freedom of Expression Policy](#) (MPF1224)
- [Academic Progress Review Policy](#) (MPF1291)
- [Advancement Policy](#) (MPF1133)
- [Allowances Procedure](#) (MPF1168)
- [Annual Leave Procedure](#) (MPF1136)
- [Appointment Types Procedure](#) (MPF1214)
- [Assessment and Results Policy](#) (MPF1326)
- [Asset Management Policy](#) (MPF1075)
- [Asset Management Procedure](#) (MPF1076)
- [Authorship Dispute Resolution Procedure](#) (MPF1039)
- [Authorship Policy](#) (MPF1181)
- [Authorship Procedure](#) (MPF1041)
- [Bank Accounts and Foreign Exchange Procedure](#) (MPF1234)
- [Branding Policy](#) (MPF1193)
- [Categories of Employment Procedure](#) (MPF1154)
- [Centres and Institutes for Research and Research Training Policy](#) (MPF1020)
- [Chart of Accounts and Finance System Procedure](#) (MPF1084)
- [Child Protection for Australian Aid Projects Procedure](#) (MPF1266)
- [Collections Policy](#) (MPF1309)
- [Commercial Activities and Joint Undertakings Policy](#) (MPF1098)
- [Commercial Activities and Joint Undertakings Procedure](#) (MPF1099)
- [Conflict of Interest Procedure](#) (MPF1162)
- [Conscientious Objection to Animal Use Procedure](#) (MPF1182)
- [Containment Facility Internal Certification Policy](#) (MPF1195)
- [Containment Facility Internal Certification Procedure](#) (MPF1151)
- [Contractors and Consultants Policy](#) (MPF1131)
- [Contracts Policy](#) (MPF1247)
- [Contracts Procedure](#) (MPF1249)
- [Courses, Subjects, Awards and Programs Policy](#) (MPF1327)
- [Credit, Advanced Standing and Accelerated Entry Policy](#) (MPF1293)
- [Debtors and Debt Collection Procedure](#) (MPF1078)
- [Delegations Policy](#) (MPF1301)
- [Diagnostic English Language Assessment \(DELA\) Procedure](#) (MPF1071)
- [Discrimination, Sexual Harassment and Bullying Procedure](#) (MPF1230)
- [Elections Policy](#) (MPF1146)
- [Employment Types Procedure](#) (MPF1215)
- [Engaging Independent Contractors Procedure](#) (MPF1132)
- [Enrolment and Timetabling Policy](#) (MPF1294)
- [Environmental Policy](#) (MPF1245)

- [Equal Opportunity Policy](#) (MPF1241)
- [Establishment and Award of Student Awards Policy](#) (MPF1062)
- [Executive Education and Short Courses Policy](#) (MPF1008)
- [Family \(Carer's\) Leave Procedure](#) (MPF1127)
- [Flexible Work Arrangements Procedure](#) (MPF1155)
- [Gifts Procedure](#) (MPF1163)
- [Graduate Research Training Policy](#) (MPF1321)
- [Graduation Policy](#) (MPF1055)
- [Health and Safety Policy](#) (MPF1205)
- [Honorary Appointments and University Visitors Procedure](#) (MPF1156)
- [Human Remains and Burial Artefacts Policy](#) (MPF1226)
- [Infectious Agent Project Approval Policy](#) (MPF1246)
- [Infectious Agent Project Approval Procedure](#) (MPF1153)
- [Infectious Agent Reporting Policy](#) (MPF1250)
- [Infectious Agent Reporting Procedure](#) (MPF1161)
- [Infectious Disease and Quarantine Leave Procedure](#) (MPF1128)
- [Information Security Policy](#) (MPF1270)
- [Intellectual Property Policy](#) (MPF1320)
- [International Student Critical Incident Procedure](#) (MPF1239)
- [Job Classification and Linked Advancement Procedure](#) (MPF1157)
- [Leave Policy](#) (MPF1135)
- [Leave Without Salary Procedure](#) (MPF1134)
- [Leaving the University Policy](#) (MPF1142)
- [Leaving the University Procedure](#) (MPF1143)
- [Long Service Leave Procedure](#) (MPF1138)
- [Major Projects Policy](#) (MPF1114)
- [Management of Alcohol at Events Procedure](#) (MPF1268)
- [Management of Research Data and Records Policy](#) (MPF1242)
- [Managing Investments Procedure](#) (MPF1080)
- [Managing the General Ledger and Journals Procedure](#) (MPF1081)
- [Managing University Finances Policy](#) (MPF1077)
- [Meeting Student Expectations Procedure](#) (MPF1059)
- [Membership Subscriptions Procedure](#) (MPF1169)
- [Outside Work Procedure](#) (MPF1129)
- [Parental Leave Procedure](#) (MPF1139)
- [Payments and Reimbursements Procedure](#) (MPF1082)
- [Performance Planning and Review Procedure](#) (MPF1147)
- [Policy Framework](#) (MPF1308)
- [Pre-Employment Procedure](#) (MPF1158)
- [Privacy Policy](#) (MPF1104)
- [Privileged Information Accessed Through Study Procedure](#) (MPF1060)
- [Probation and Confirmation Procedure](#) (MPF1148)
- [Procurement of Building Works Procedure](#) (MPF1088)
- [Procurement of Goods and Services Procedure](#) (MPF1089)
- [Procurement Policy](#) (MPF1087)
- [Property Policy](#) (MPF1115)
- [Provision and Acceptable Use of IT Policy](#) (MPF1314)
- [Receipting Procedure](#) (MPF1083)
- [Records Management Policy](#) (MPF1106)

- [Recruitment and Appointment Policy](#) (MPF1152)
- [Recruitment, Selection and Appointment Procedure](#) (MPF1159)
- [Recruitment, Selection and Appointment Procedure](#) (MPF1159)
- [Reduced Working Week Leave Scheme Procedure](#) (MPF1210)
- [Redundancy and Redeployment Procedure - Academic Staff](#) (MPF1144)
- [Relocation Policy](#) (MPF1126)
- [Relocation Procedure](#) (MPF1216)
- [Remuneration, Recognition and Working Conditions Policy](#) (MPF1223)
- [Research Funding and Fee for Service Activities Policy](#) (MPF1021)
- [Research Integrity and Misconduct Policy](#) (MPF1318)
- [Research Pricing Policy](#) (MPF1254)
- [Responsible Conduct and Expectations of Students Policy](#) (MPF1058)
- [Responsible Conduct of Staff Policy](#) (MPF1160)
- [Responsible Conduct of Students Procedure](#) (MPF1061)
- [Responsible Management and Use of Alcohol Policy](#) (MPF1267)
- [Revenue Policy](#) (MPF1092)
- [Revenue Processing Procedure](#) (MPF1093)
- [Review and Appeals Committee Procedure](#) (MPF1222)
- [Revocation of Awards Policy](#) (MPF1316)
- [Risk Management Policy](#) (MPF1194)
- [Salaries, Loadings and Benefits Procedure](#) (MPF1170)
- [Selection and Admission Policy](#) (MPF1295)
- [Sick Leave Procedure](#) (MPF1140)
- [Smoke-Free and Tobacco-Free Campuses Policy](#) (MPF1260)
- [Special Leave Procedure](#) (MPF1141)
- [Staff Development, Education and Performance Policy](#) (MPF1227)
- [Staff Development, Education and Training Procedure](#) (MPF1149)
- [Staff Induction Procedure](#) (MPF1150)
- [Staff Travel Policy](#) (MPF1300)
- [Staff Welfare Funds Procedure](#) (MPF1171)
- [Staff-Student Relationships Procedure](#) (MPF1137)
- [Student Academic Integrity Policy](#) (MPF1310)
- [Student Appeals to the Academic Board Policy](#) (MPF1323)
- [Student Complaints and Grievances Policy](#) (MPF1066)
- [Student General Misconduct Policy](#) (MPF1324)
- [Student Loans, Fees and Charges Policy](#) (MPF1325)
- [Student Support Procedure](#) (MPF1069)
- [Student Volunteering Procedure](#) (MPF1073)
- [Superannuation Procedure](#) (MPF1172)
- [Supervisor Eligibility and Registration Policy](#) (MPF1322)
- [Supplier Payment and Goods Receipting Procedure](#) (MPF1090)
- [Tender Requirements Procedure](#) (MPF1091)
- [Theft, Fraud and Corrupt Conduct Procedure](#) (MPF1166)
- [Transfer, Secondment and Exchange Procedure](#) (MPF1220)
- [Treatment of Tax Procedure](#) (MPF1085)
- [Trusts Accounting and Investments Procedure](#) (MPF1086)
- [Trusts Policy](#) (MPF1110)
- [University Honours and Recognition Policy](#) (MPF1235)
- [University Naming Policy](#) (MPF1201)

- [University Naming Procedure](#) (MPF1079)
- [Whistleblowers and Protected Disclosure Procedure](#) (MPF1217)
- [Work Experience Procedure](#) (MPF1228)
- [Work Hours and Related Conditions Procedure](#) (MPF1173)
- [Workplace Relations Policy](#) (MPF1179)
- [Workplace Relations Procedure](#) (MPF1180)

6. Many of these policy documents themselves link to further policies, legislation, and university resources. For example, the Policy on Discrimination, Sexual Harassment and Bullying Procedure (Attachment CN-2) lists the following 21

“Related Documents”:

- [Age Discrimination Act 2004 \(Cth\)](#)
- [Australian Human Rights Commission Act 1986 \(Cth\)](#)
- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Disability Standards for Education 2005 \(Cth\)](#)
- [Equal Opportunity Act 2010 \(Vic\)](#)
- [Equal Opportunity for Women in the Workplace Act 1999 \(Cth\)](#)
- [Fair Work Act 2009 \(Cth\)](#)
- [Human Resources website](#)
- [Information Privacy Act 2000 \(Vic\)](#)
- [Misconduct Procedure](#)
- [Occupational Health and Safety Act 2004 \(Vic\)](#)
- [Protected Disclosure Act 2012 \(Vic\)](#)
- [Racial and Religious Tolerance Act 2001 \(Vic\)](#)
- [Racial Discrimination Act 1975 \(Cth\)](#)
- [Responsible Conduct of Staff Policy](#)
- [Sex Discrimination Act 1984 \(Cth\)](#)
- [Statute 1.7 – University Governance](#)
- [Statute 13.1 – Student Discipline](#)
- [University of Melbourne Enterprise Agreement 2013](#)
- [Victorian Charter of Human Rights and Responsibilities Act 2006](#)
- [Whistleblowers and Protected Disclosure Procedure](#)

7. The University of Melbourne “Responsible Conduct of Staff Policy” (Attachment CN-3) applies to casual academics, and provides, at 5.1, that “Staff will comply with the laws, regulations and codes of the State and Commonwealth, University statutes and regulations, the University’s Collective Agreement and University policies and procedures.”

8. While I would not claim to have read all of the policies listed at paragraph 5, I have read a number of them closely, including Assessment and Results Policy (particularly important); Equal Opportunity Policy; Health and Safety Policy; Responsible Conduct of Staff Procedure; Responsible Conduct of Students Procedure; Student Academic Integrity Policy; Student Complaints and Grievances Policy; and Student Support Procedure. I have needed to refer to some of those several times, and have looked through many of the others to check whether there is anything in particular which I need to note.
9. Other universities at which I have worked have had a similar array of policies, but the number and content of the policies differs at each university. It is necessary each time I start work at a new university to familiarise myself with that employer's particular policies. In addition, most university policies seem to be subject to regular review, and it is important to be aware of any changes relevant to my work. In my experience, there are some policy areas which, as a member of casual academic staff, I will never need to know. However, I am expected to be familiar with, and to comply with, a large number of policies in the course of my work. These include understanding the procedures, rules and general information on, for example, my own employment contract; occupational health and safety regulations; grading schemes; extensions and special consideration; hours and duties involved in student consultation; the location and contact details of the university facilities and programs that can assist students; how to accommodate students with special learning needs; how to identify student misconduct and plagiarism, and what to do if this happens; how to mark or when to reject late assessments; when or whether to suggest re-submission of assessment; what to do about contested grades; how to schedule assessments and exams; when to return

marked work; and when and how to distribute, collect and submit subject experience surveys. This is far from an exhaustive list, but it does provide a number of sound examples of the contexts in which I am expected to know, understand and apply policy in order to perform my teaching duties adequately.

10. Familiarisation with student support policy is particularly time-consuming, as, in order to be familiar with the policy on student support, one must learn about or be aware of how support services work and liaise between the services and students. In my roles as tutor and lecturer I have spent many hours reading the information provided on the websites of student support services, and, in some cases, I have met with support-services representatives. In its Student Support Procedure document (Attachment CN-4), the University of Melbourne lists 13 services:

- Counselling and Psychological Services
- University Health Service
- Academic Skills
- Disability Liaison
- Student Connect
- Careers and Employment
- Student Housing and Financial Aid
- Chaplaincy
- Children's Services
- International Student Services
- Melbourne Scholarships
- Murrup Barak Indigenous Student Programs
- University of Melbourne Student Union Advocacy Service

The types of services I have routinely read information about, or have contacted for information, both at Melbourne and other institutions, are those related to counselling and psychological services; academic skills; disability liaison; and international students. In relation to all of these, I have had to double-check policies as well, to ensure I am engaging appropriately.

11. Of the Universities I have worked at:

a. The University of Sydney has a Code of Conduct (Attachment CN-5) which applies to all staff including casual academics. That Code states, at 4, that “All staff and affiliates must ... comply with all applicable legislation, industrial instruments, professional codes of conduct or practice and University policies, including in relation to:

- the conduct of research;
- confidentiality and privacy of information;
- equal opportunity;
- health and safety policies and practices;
- efficient and effective use of University resources including information communication and technology resources; and
- protection of the University’s interests in intellectual property arising from its teaching and research.”

The University of Sydney Code of Conduct, then, provides twelve links to specific policies and procedures (or policy subject areas) with which staff are required to comply, many of which themselves link to further documents and policies.

b. The University of New South Wales Code of Conduct (Attachment CN-6) applies to casual academics. It states: “The Code has broad application. It



applies to all staff and affiliates of the University, regardless of their level or seniority. It covers all circumstances when staff and affiliates are performing work, duties or functions for the University, as well as related activities, such as work-related functions, travel, conferences and any circumstances when a person is representing the University.” It sets out a range of obligations which are each linked to relevant University policies and procedures.

- c. The Western Sydney University Code of Conduct (Attachment CN-7) provides, at 9, that “The University therefore expects its people to remain informed about, act within the spirit of, and comply with University policies, directions and relevant legislation, as well as any regulatory requirements of their discipline or profession. You should report breaches or non-compliance with legal obligations as such matters can affect people’s safety and security and involve legal liability.” As with the other universities, this Code applies to all staff, including casual academics.
- d. The La Trobe University Collective Agreement provides, at clause 9.1 that “Staff members must remain at all times subject to the law, terms of engagement and University Code of Conduct.” That Code of Conduct (Attachment CN-8) by its own terms applies to casual academics, and states:

“The Code is applicable to all staff, ... who are to uphold the values and comply with the code in the performance of their duties and in their endeavours. ...

The Code should be read in conjunction with the rules, policies, procedures and guidelines located in the [University Policy Library](#).

All staff and Members of the Council of the University must familiarise themselves with this Code. The Code cannot address every situation that may be encountered. Therefore, if faced with a difficulty, individuals must take reasonable action to clarify any concerns by reference to appropriate University policy or by direct contact with an appropriate University officer.”

12. The universities' expectation of me as a casual academic employee to be familiar with all university policies and procedures relevant to casual teaching positions falls under the category of work which, for waged academics, is designated as 'administration'.
13. I have not recorded systematically how long it has taken me on commencing employment with a university to familiarise myself, in a basic sense, with the most pertinent policies and their related services. Nevertheless, I can say with confidence that I would generally spend at least 10 hours, over the course of a semester, on researching policy and the support programs available to students, as well as something in the order of 2 hours in each subsequent semester, reviewing and keeping up to date with changes in policies.
14. In my role as a subject coordinator, I have had significant responsibility for overseeing the administration of my unit and managing students in line with university policy, and have been expected to perform this autonomously.
15. As a tutor, I am more likely to consult with the unit coordinator about university policy; however, this is usually supplementary to my own process of investigating university policy relevant to my tutoring role.
16. Payment for time spent on familiarising myself with university policy, guidelines and procedures has never been included in my employment contracts with the universities for whom I have been employed (see Attachment CN-9 for examples of my employment contracts with Melbourne and La Trobe universities).
17. Some policy information has been included in induction sessions for new staff which I have attended, which have typically been around 1–2 hours. Access to paid induction for casual academic staff, however, is variable. I have been fortunate to have been paid to attend induction sessions, but my experience is not

universal. Induction sessions I have attended have included matters such as advice on classroom teaching, referencing systems used in the university and some rules of conduct, as well as the signing of contracts, information on gaining staff access to email and intranet systems, and using teaching software, but they are not exhaustive. Casual staff do not normally receive general information about university policies in these sessions, as there is not the time to do so, but rather, we have been given information about where we can find policies and left to follow them up in our own time.

**Requirement to keep up with developments in my discipline**

18. One significant aspect of any tertiary teaching role involving tutoring or lecturing is the requirement of the employee to have knowledge of the subject matter. For example, the University of Melbourne’s position description for sessional tutors in the Faculty of Arts explicitly states as one of the essential selection criteria ‘knowledge and understanding of the subject-matter’ (see Attachment CN-10). Similarly, The University of Sydney Code of Conduct (CN-5) also stipulates, at 4, that “All staff and affiliates must ... maintain and develop knowledge and understanding of their area of expertise or professional field.”
19. [redacted]
20. [redacted]
21. [redacted]
22. [redacted]
23. [redacted]
24. [redacted]
25. [redacted]

26.

This expectation to continually develop my knowledge of the field in which I am teaching has been both explicitly communicated to me by supervisors, coordinators and colleagues, and implicitly demanded by the level of the courses taught and the necessity of engaging with students professionally. This also extends to general political knowledge – that is, being aware of current events that have a bearing on the subject being taught, as well as my own disciplinary interests. For example, with regard to political knowledge, when I lectured in Gender Studies at the University of Melbourne, I used knowledge gained from my consumption of public commentary on Julia Gillard and misogyny in my classes.

27. I taught as a sessional tutor when I was finishing my PhD, as a sessional tutor post-PhD, and as a sessional lecturer. These roles required me to apply my growing knowledge in the classroom. This is one of the things that makes me a good teacher. For example, students at UNSW were impressed that I was ‘knowledgeable’; ‘had a fantastic knowledge of the course work’; had ‘good knowledge of content’; was ‘very knowledgeable’; and had ‘vast knowledge of the subject matter’ (see Attachment CN-14).

What students do not see – and what is not acknowledged in rates of pay for casual tutors and lecturers – is the continual work that goes into becoming and remaining an expert.

28. When I am teaching, I would typically spend around 4 hours per week reading background material, such as articles in journals or chapters in books, to help me gain further expertise in my field and also contextualise more broadly the material

I'm teaching. For instance, while I was casually tutoring and lecturing, I subscribed to the Cultural Studies journal *Continuum* as well as the *Journal of Gender Studies* (for which I was a member of the editorial board). I kept myself regularly informed by reading articles in these journals, as well as those passed on to me by colleagues. I am also a member of academia.edu, which is a website that shares academic research, primarily among academics. I regularly read articles shared by other academics through this source. I would probably read about two articles per week, spending 2 hours per article, in a 12-week teaching semester, which adds up to about 48 hours overall.

29. If I am also writing an academic article, I will spend at least 8 hours per week extra on research and writing. Across a 12-week teaching semester, this adds up to 96 hours overall. The time that I have spent on developing my knowledge and expertise so that I can competently teach students in my capacity as an expert in my field is borne out in the numerous original articles, online opinion pieces, book chapters and encyclopedia entries I have published over the course of my career as a casual academic (as demonstrated in Attachment CN-1).
30. Attendance at conferences is also important for the development of professional knowledge, especially for keeping up-to-date with the current research. It can be seen from Attachment CN-1 that I attended many conferences relevant to my teaching expertise (in Cultural and Gender Studies) while engaged as a tutor and/or lecturer.
31. The knowledge that I cultivate in the course of engaging with my academic peers by reading, attending conferences and publishing is distinct from the reading I do in the allotted preparation time for tutorials, which is specifically directed to the

set reading in the unit I am teaching. Yet it is a crucial component of my academic competency as a tutor and lecturer.

32. This 'knowledge work' has fed directly into my understanding and capacity to teach subject matter of any given unit to my students: it is an essential part of being an academic and performing well in the classroom. In doing this I am carrying out the general direction of my employer to remain an expert in my area of knowledge. Yet although we perform the same intellectual work that our waged counterparts do, casuals are not paid for this because it is not included in our hourly rates of pay.

33. [redacted]

34. [redacted]

35. [redacted]

36. [redacted]

37.

In my experience, however much knowledge of my field I bring to the job at the beginning of a casual engagement, there is always more to do during semester to maintain my currency. There are new articles to read and write, and I also keep track of developments in the discipline, debates on teaching methods, current events, relevant seminars and conferences, and much more. This work is necessary well beyond what is required to prepare for the delivery of any particular lecture or tutorial.

### **Information and Communication Technology**

38. My workload is such that in order to do my job to a professional standard, I cannot restrict my working hours to those I times I am in my office on campus.

The amount of work expected of academic staff not only in teaching (where class sizes are increasing) and research, but also in administrative, especially online, associated work, necessitates this.

39. In my roles as a casual tutor and lecturer, in order to perform my academic duties, I regularly accessed work emails and websites from home; I marked, read and prepared for lessons home; I worked during evenings and on weekends; and I took work-related phone calls outside working hours.
40. In my work as a casual academic, I have frequently needed to use my own devices even when on campus, since the University only provided me with access to a shared 'sessionals' room with shared telephone and shared computers. I have found that I am most productive when I have my own space in which to work. Indeed, waged academics generally have their own office space because demanding intellectual work – as well as student consultation – requires privacy and space to think.
41. In 2013, I was a casual tutor who lived in a regional area (the Blue Mountains) and commuted for two hours on public transport to get to the UNSW campus for my tutorials. My experience is not an uncommon one. Like many of my casual colleagues who have told me that they had work at different universities at the same time or that they lived far from the campus at which they were teaching, it was often more time-efficient for me to do much of my work from home rather than on campus. This was particularly so when engaged in research, reading, preparation, assessment or student consultation via email or web forums on days when I had no scheduled classes. It would be absurd to spend hours travelling only to do work from campus that could as easily be done from home. Other than face-to-face teaching, the bulk of my work has been flexible, and was routinely

done outside a formal office, tutorial room or lecture theatre environment. This means that I use my own resources (such as internet, printer, scanner and phone) to prepare for classes and mark work: these days, marking is generally done through the online tool GradeMark, and marks are also uploaded using an online system. Much student consultation is now conducted online, and this usually includes contact out of normal working hours, using my own devices and personal phone and internet connections. I have also submitted pay claims online, usually from my home workstation.

42. As a casual employee, it is not uncommon to have concurrent employment with two or more employers. It is essential to use my home PC or laptop in order to ensure I always have ready access to all my work.
43. Because of the integration of digital communications technologies into our daily lives, I have encountered a growing expectation on the part of students that tutors be available to them outside of face-to-face hours, on weekends, and outside normal work hours. One's performance is judged in large part by student satisfaction surveys, the results of which help determine whether further work will be offered. In my experience, students expect prompt responses to their communications, whether during normal work hours or not, and if an academic fails to respond promptly, this will affect their student satisfaction score.
44. There are many types of student enquiries, usually sent by email, that casual tutors are obliged to answer on a daily basis, outside of our allocated preparation and teaching time. These have included the following: requests for feedback on essay topic choice and essay plans; supply of doctors' certificates for proof of illness that interferes with capacity to attend class or hand in work; requests about attendance hurdles; requests about general administrative matters and scheduling;



and requests for clarification of assessment instructions. In my experience, the volume of student emails increases dramatically with an impending assessment. During this time, it is not uncommon for students to request urgent extensions or to inform the tutor that they are having trouble with the essay submission software. Sometimes these are urgent requests that really do need to be responded to quickly, from a home workstation. I have often received and responded to such requests from my home computer.

45. I have also tutored in subjects in which the lectures were delivered online. It was neither expedient nor appropriate for me to use a shared office on campus to view the lectures, so I did this from home. It is important for casual tutors to be familiar with the lecture material so that they know how the lecturer is framing the readings.
46. As a casual tutor, I have also used my home office to email unit coordinators about students with special learning needs or ask them about assignment extensions, especially if the university is using a centralised system for students to apply for extensions online that only coordinators have access to: this means that coordinators then have to feed information back to tutors about who has applied for an extension.
47. As a casual lecturer, I have used my home office to upload resources to the online portal during the teaching semester: this involved things such as posting links to reading material, writing up summaries of class discussion, and posting out reminders and announcements.
48. I have rarely been allocated a dedicated office space on campus that has been suited to the sort of quiet reflection necessary for much academic work. When I

have been allocated office space, it was usually shared with other casuals, shared with visiting academics, or the office of another person temporarily on leave.

Without a more secure on campus work space, in my experience, the imperative to perform large parts of my duties away from campus has been even stronger.

49. This lack of suitable office space, and the consequent necessity to perform much of the job from home using personal resources is a common topic of conversation among my casual colleagues.
50. When working away from campus, I use my own mobile phone and home internet connection for work purposes. I have never been provided – by any university for whom I have worked – with any of these connections, nor with any allowance or reimbursement for the costs incurred.
51. My mobile phone account costs me \$30 a month, and my home internet connection, which I share with my partner, costs \$150 a month, of which my share is \$75.

Dr Camille Nurka

10 August 2016

Camille Nurka

Attachment CN-1

## Research Interests

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My research focuses on the female body as a cultural text and how 'sex' is produced in Western political narratives emerging from medicine and the sciences, literature, sport, the contemporary social media sphere, feminism and postfeminism. I am a genuinely interdisciplinary scholar, and my work draws on theoretical frameworks from gender studies, cultural studies, sociology, textual theory, history, psychoanalysis and continental philosophy. My main research interest is female genital cosmetic surgery (FGCS). I am currently writing a monograph on the historical development of the technologies and epistemologies that have shaped the context for contemporary Western cosmetic surgical practices on the female genitals.

## Education

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Graduate Diploma in Editing and Publishing (with Distinction), RMIT (2009-2010)

Ph. D. Department of Gender and Cultural Studies, University of Sydney (1999-2003)

Bachelor of Arts, Text and Writing, First Class Honours, University of Western Sydney, Nepean (1995-1998)

## Work History

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### Academic Teaching

#### Core Skills

- course coordination (undergraduate and postgraduate)
- content and curriculum development (undergraduate and postgraduate)
- online course delivery

**Lecturer, Tertiary Enabling Program, La Trobe University (Jan-Feb 2016)**

*Critical Thinking* (pathway program providing foundational skills and strategies for learning to prepare students for university).

**Tutor, School of Humanities and Communication Arts, WSU (March–July 2014)**

*Researching Culture* (undergraduate, second year. The lectures and assessment materials for this subject were delivered online)

*Contemporary Society* (undergraduate, first year)

**Tutor, Dept. of Gender and Cultural Studies, University of Sydney (July–December 2013)**

*Introduction to Gender Studies* (undergraduate, first year)

**Tutor, School of Humanities, UNSW (March–July 2013)**

*History of Sexuality* (undergraduate, second year)

**Subject Coordinator, Gender Studies program, School of Social and Political Sciences, University of Melbourne (July 2010–December 2012).**

I developed curriculum, coordinated, lectured and tutored for the second/third year undergraduate subject *Sex, Gender and Power*. This involved setting the readings and assessment for the subject, managing its online presence, preparing and presenting lectures, running tutorials, mentoring students and grading assessments. I was particularly sensitive to the needs of international ESL (English as a Second Language) students who often required intensive academic support.

**Subject outline:** *Sex, Gender and Power* is an introduction to the study of gender, sex and sexuality exploring the recent histories of feminisms and feminist thinking about gender, difference and the origins of sexual inequality. Key themes include: structures and institutions of sexual inequality including marriage, mothering, sexual divisions of labour, masculinities and femininities, the semiotics of gender, bodies and sexualities and their relationships to the workings of power, especially the intersections of gender and sexuality with race, ethnicity, class and nation. The course considers both ‘third world’ feminisms and postfeminism in a transnational and global context.

**Guest Lecturer, Strathfield Girls High School, Strathfield (September 2012)**

*Margaret Atwood and the Spotty-Handed Villainess*, delivered via Skype.

**Postgraduate Subject Co-Coordinator, Gender Studies program, School of Social and Political Sciences, University of Melbourne (July–December 2012)**

I co-coordinated a Ph. D. seminar subject with colleagues called *Critical Ways of Seeing: Sexing Theory and Research*. The subject covered key gender studies debates, discussions and approaches to doing theory, from theories of difference to postcolonialism, postfeminism, postsecularism, transgender and transnationalism.

**Subject Co-Coordinator, Gender Studies program, School of Social and Political Sciences, University of Melbourne (July–December 2008–2010).**

I assisted in developing curriculum for, as well as co-coordinated, lectured and tutored in the second/third year undergraduate subject *The Future of Sex and Gender* with Dr Maree Pardy. I continued to give guest lectures in this subject after my coordination role ended.

**Subject outline:** *The Future of Sex and Gender* explores the increasing instability of the concepts of sex and gender and their transformations; gender fluidity in the face of persisting gender inequality; gender and lived bodies; imagined futures of everyday gender practices; the future of sexualities and the transcendence of the body in videogames, online worlds and social media. These themes will be explored in a global and cross-cultural context.

**Tutor, School of Social and Political Science, University of Melbourne (March 2008–July 2010)**

*Knowing Nature* (undergraduate Interdisciplinary Foundation program, Semester 1, 2010)

*Gender, Bodies, Borders* (undergraduate, second year, Semester 1, 2008–2009)

**Guest Lecturer, St Mary Star of the Sea College, Wollongong (June 2005)**

*Feminist Approaches to Literature* (student enrichment course)

**Guest Lecturer, Department of Sociology, Social Work and Policy, University of Sydney (August 2003)**

*Goods* (undergraduate)

**Guest Lecturer, St Mary Star of the Sea College, Wollongong (June 2002)**

*Feminism and Literature* (student enrichment course)

**Tutor, Department of Gender Studies, University of Sydney (July–December 2002)**

*Thinking Gender* (undergraduate)

**Tutor, Department of Gender Studies, University of Sydney**  
(March–July 2000)

*Gender, Media and Popular Culture* (undergraduate)

**Research Core Skills**

- empirical and policy research
- cross-disciplinary collaboration

**Research Assistant for Ass. Prof. Renata Kokanovic, School of Social Sciences, Monash University**  
(March 2016–present)

Involves literature searches, compiling Endnote libraries, writing literature reviews and copyediting academic articles. I am also assisting Ass. Prof. Kokanovic in developing a book proposal.

**Lead Researcher, Vulvatalc, CMHR, ANU and School of Social and Political Sciences, University of Melbourne**  
(July 2012–December 2015)

I was co-researcher in a collaborative project undertaken with Bethany Jones from the Centre for Mental Health Research, ANU. The project is the first nationwide study of its kind, with over 1,000 participants recruited, and has generated media interest from ABC news online, *The Conversation* (online), *New Matilda* (online), *Femme Fatale* (radio), 2SER (radio), and Bent TV (Channel 31).

Vulvatalc was an interdisciplinary project which aimed to investigate Western women's aesthetic evaluations of, and attitudes to, their genitals. We were particularly interested in cosmetic genital modification – especially labiaplasty and pubic hair removal – and elective non-medical caesarean section. The study was conducted online, using social networking website Facebook to recruit participants. We used multi-choice and open-ended, long-answer questions in order to gain a better knowledge of the gendered psychosocial aspects of technologies that aestheticise the female sex organs, either through actions performed directly upon the genitals (like pubic hair depilation, labiaplasty and vaginal rejuvenation) or through surgical procedures (like non-medical caesarian section) that are intended to minimise the perceived negative changes in genital form that accompany vaginal births.

A major quantitative finding of the project has deepened understanding of the field by questioning the untested assumption that pornography is the central driver of genital dissatisfaction. I am currently in the process of writing up the

qualitative findings, which will add to feminist knowledge on how women engage with media representations of female bodies.

**Research Assistant for Dr Kate Gleeson, Law School, Macquarie University**  
(April 2013–December 2014)

Involved database searches and article downloads; compilation of citations and abstracts; development of timeline for Dr Gleeson's object of inquiry; compilation of key reports; research into key figures; policy research; written summaries; copyediting, structural editing, styling and proofreading of journal articles and book chapters.

**Research Assistant, Equity Research Centre**  
(27 July 2007–10 October 2008)

The Equity Research Centre (ERC) produced research reports for clients on vocational education and employment pathways for disadvantaged students. As Research Assistant, I reported to the Executive Director and worked on a number of projects in a variety of capacities, including writing research reports, transcribing interviews, cold calling organisations and experts in the field, taking notes, assisting in focus group sessions, conducting internet research and summarising selected literature. Due to my editorial expertise, the Executive Director often asked me to proofread tender submissions.

ERC projects I contributed to include:

- Fact sheets on *Women and Money*, the Victorian Office of Women's Policy
- What Would it Take? Employers' perspectives on growing their labour supply with equity groups, NCVER
- Showcasing Equity Employers, Office of Training and Tertiary Education
- Disability in Employment in Victoria, ADDE, ACL
- Cultural Exchange Project Literature Review, Mensline
- Class of 2007 (examined the Somali Experience of VET), Office of Training and Tertiary Education
- Rural Gaps in Post-Compulsory Education and Training, Helen MacPherson Smith Trust

**Ph. D. research, Department of Gender Studies, University of Sydney**  
(1999-2003)

Thesis Title: *(Post)feminist Territories*



**Research Assistant, Department of Sociology and Social Policy,  
University of Sydney (1999)**

Research Project: 'The Next Generation: Lives of Disaffected Young People'

**Copyediting +  
Copywriting**

**Core Skills**

- copywriting, copyediting, proofreading
- meticulous attention to detail
- project management
- negotiation and cooperation

**Editorial Consultant, *Process Journal* and *MADE Quarterly*, published by  
Hunt&Co.**

(March 2010–present)

**Editorial Consultant for Dr Jane Carey, History, University of  
Wollongong**

(February 2010–present)

**Editorial Consultant for Kathleen Mary Fallon, University of South  
Australia (October 2015)**

**Editorial Consultant for Ass. Prof. Penelope Edmonds, History, UTAS**

(January 2014–August 2015)

**Editorial Consultant for Prof. Carolyn Stevens, Japanese Studies,  
Monash University**

(July 2015)

**Editorial Consultant for Bannie Williams, Nutritionist**

(June 2015)

**Editorial Consultant for Prof. Jane Lydon, History, UWA**

(June 2015)

**Editorial Consultant for Dr Katve-Kaisa Kontturi, Visual Arts,  
University of Melbourne**

(June 2015)

**Editorial Consultant for Dr Lisa Slater, Cultural Studies, University of  
Wollongong**

(December 2014)

**Editorial Consultant for Dr Katve-Kaisa Kontturi**

(August 2014)

**Editorial Consultant for Dr Jane Carey and Prof. Jane Lydon**

(July 2013–May 2014)

**Editorial Consultant for Dr Kate Gleeson, Law, Macquarie University**

(April 2013–April 2014)

**Editorial Consultant for Prof. Lynette Russell, History, Monash  
University**

(February 2014)

**Writer, Editorial Consultant and Proofreader, Driza-Bone**  
(May 2011–January 2014)

**Editorial Consultant for Daum&Co.**  
(March–May 2013)

**Editorial Consultant for Prof. Jane Lydon**  
(March 2012)

**Editorial Consultant for Dr Maree Keating, Communications, VU**  
(June 2010)

**Editorial Consultant for the World Bank**  
(September–December 2009)

**Editorial Consultant for Carers Victoria**  
(June 2009)

**Editorial Consultant for Oxfam Australia**  
(July–August 2008)

**Freelance Proofreader, Graduate Careers Australia**  
(June, October 2007)

**Editor, Sunlight International Education Organization Ltd.**  
(March–April 2007)

**Online Producer, Radio Current Affairs, Australian Broadcasting Corporation** (January 2003–December 2006)

**Transcriber, Radio Current Affairs, Australian Broadcasting Corporation** (June 2002–December 2002)

## P u b l i c a t i o n s

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### Expertise

- gender, sexuality & embodiment
- social media & the public sphere
- postfeminism

### Refereed Journal Articles

‘Labiaplasty and the Melancholic Breast’ (2015) *Studies in Gender and Sexuality*, vol. 16, no. 3.

‘Animal Techne: Transing Posthumanism’ (Tranimalities special issue, 2015) *Transgender Studies Quarterly*, vol. 2, no. 2.

‘Labiaplasty and Pornography: A Preliminary Investigation’ (with Bethany Jones, 2015) *Porn Studies*, vol. 2, no. 1.

‘Public Bodies’ (2014) *Feminist Media Studies*, vol. 14, no. 3.

‘Moderation, Reward, Entitlement: The “Obesity Epidemic” and the Gendered Body’ (2014) *Fat Studies: An Interdisciplinary Journal of Body Weight and Society*, vol. 3, no. 2.

'Labiaplasty, Race and the Colonial Imagination' (2013, with Bethany Jones) *Australian Feminist Studies*, vol. 28, no. 78.

'Shame and Disgrace in Australian Football Culture: Rape Claims and Public Affect' (2013) *Women's Studies International Forum*, vol. 38.

'Feminine Shame/Masculine Disgrace: A Literary Excursion through Gender and Embodied Emotion' (2012) *Cultural Studies Review*, vol. 18, no. 3.

'Exposing Power in Michael Crichton's *Disclosure*' (2002) *Continuum*, vol.16, no. 2.

'Postfeminist Autopsies' (2002) *Australian Feminist Studies*, vol.17, no. 38.

### **Book Chapters**

'Entitled to Be Free: Exposing the Limits of Choice' (with Shakira Hussein). In *Freedom Fallacy: The Failures of Liberal Feminism*, edited by Miranda Kiraly and Megan Tyler. Connor Court Publishing, 2015.

### **Other Articles**

Encyclopaedia entry. 'Postfeminism' (2016) *Encyclopedia of Gender and Sexuality Studies*, Wiley-Blackwell, Oxford.

'Book Review. *Reconstructing Obesity: The Meaning of Measures and the Measure of Meanings*, edited by Megan B. McCullough and Jessica A. Hardin' (2015) *Fat Studies: An Interdisciplinary Journal of Body Weight and Society*, vol. 4, no. 1.

'Book Review. *The Future of Feminism* by Sylvia Walby' (2013) *Australian Feminist Studies*, vol. 28, no. 26.

Australian Women's and Gender Studies 2012 Conference Report (2012) *Outskirts*, vol. 27.

### **Online Opinion Pieces, Interviews and Reviews**

'Now You See It, Now You Don't', *New Matilda*, August 2013.

'Female Genital Cosmetic Surgery: A Labial Obsession', *The Conversation*, August 2012.

'By Its Cover', *Pan Magazine*, Issue 1, June 2010.

Melbourne Comedy Festival Reviews, *RHUM* and *The Pun*, April 2009.

'Book Review: Dark Roots', *Lip Magazine* Newsletter, February 2009.

'Coolest Girls In School', *Geek Illustrated*, December 2007.

'GI Icon: Lara Croft', *Geek Illustrated*, October 2007.

'Confessions of A Facebook Addict', *Arts Hub*, October 2007.

'Book Review: The Reluctant Fundamentalist', *Arts Hub*, July 2007.

### **Published Fiction**

'The Beach House', *[Untitled]*, no. 2, 2010.

'The Scent of Oleander', *Visible Ink*, no. 21, 2009.

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## **M e d i a**

### **Core Skills**

- public communication

'Designer Vaginas: Link between Porn and Cosmetic Surgery Unclear, Study Finds', Tegan Osborne, ABC online, 17 January 2015.

*Breakfast* with Dan Glover, ABC Western Victoria, 3 December 2014, gendered children's toys

*Breakfast Show* with Jack Crane, 2SER, 6 December 2013, Labiaplasty

*Bent TV*, Channel 31, 1 September 2012, Vulvataalk project

*Femme Fatale*, Joy 94.9, 4 September 2012, Vulvataalk project

## Conferences

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2014 CSAA conference, Provocations. Paper: 'Labiaplasty and the Porn Thesis: Poking the Hornet's Nest'.

2014 AWGSA conference, Responsibility. Paper: 'Moderation, Reward, Entitlement: The "Obesity Epidemic" and the Gendered Body'.

2012 CSAA conference, Materialities: Economies, Empiricism and Things. Paper: 'Materialising History: Labiaplasty, Race, and the Colonial Imagination'

2012 AWGSA conference, Interventions: Reflections, Critiques, Practices. Paper: 'Labiaplasty and the Melancholic Breast'

2011 CSAA Annual Conference, Cultural ReOrientations and Comparative Colonialities. Paper: 'Reorienting Emotion: Feminine Shame and Masculine Disgrace'

2010 AWGSA conference, Emerging Spaces: New Possibilities in Critical Times. Paper: 'Public Bodies'

2001 AWSA conference, Casting New Shadows. Paper: 'Exposing Power in Michael Crichton's *Disclosure*: Recasting Sexual Harassment'

1999 CSAA Conference, Synthetics: Making and Remaking Culture. Paper: 'Postfeminist Territories'

## Professional Activities and Memberships

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### Core Values

- collegial engagement

**Victorian Rep & Website General Editor, Cultural Studies Association of Australasia (2011–2014)**

I redeveloped the association's website, organised the member database, payment gateway and mail-out system, and set up the postgraduate blog and directory. I also developed copy for the new website and posted regular

updates using the site's CMS.

**Member of Editorial Board, *Journal of Gender Studies* (2012–2014)**

I peer-reviewed article submissions and distributed leaflets at conferences.

**Member of Australian Women's and Gender Studies Association**

## **R e f e e s**

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Camille Nurka

Attachment CN-2

# Discrimination, Sexual Harassment and Bullying Procedure (MPF1230)

## GOVERNING POLICY

This procedure is made under the [Equal Opportunity Policy](#).

## SCOPE

This procedure aims to assist the University to meet its obligation to provide a learning and working environment free from unlawful discrimination, sexual harassment and bullying. This procedure applies to all staff and students of the University engaged in activities reasonably connected with the University and its semi-autonomous bodies, excluding the Melbourne Theatre Company. Such activities may extend beyond University premises. For example, this policy applies during field trips organised by the University, staff parties, staff attendance at conferences and student orientation camps.

This procedure does not apply to student clubs and residential colleges and halls (apart from International House, Kendall Hall and Medley Hall, which are University residential colleges).

## PROCEDURE

### 1. Complaints procedure

1.1 A staff member or student who believes that they have experienced unlawful discrimination, discriminatory harassment, sexual harassment, bullying and victimisation may make a complaint under this procedure.

1.2 Complaints must be lodged within 12 months of an incident unless there are relevant exceptional circumstances.

1.3 A student or staff member with a concern or complaint about discrimination, sexual harassment, discriminatory harassment, bullying or victimisation against a student or staff member, or a group of students or staff, may:

- seek advice and informal resolution of the complaint without lodging a written complaint (Stage 1 – advice and Informal Resolution)
- lodge a written complaint and request conciliation (Stage 2 – conciliation)
- request investigation by the University (Stage 3 – investigation and determination).

These three stages (collectively ‘Complaints Procedure’) will generally, although not always, be undertaken in sequence.

1.4 A staff member or student who is concerned about a single incident of bullying-style behaviour may raise the issue with a Bullying Prevention Adviser, student centre Adviser, supervisor, local Human Resources Consultant or Health and Safety Representative.

1.5 Only those staff members involved in the Complaints Procedure will have access to material relating to the complaint.

1.6 In general, the complainant will direct the progress of the complaint through this procedure. However, in some circumstances, the seriousness of the allegations may place the University under a legal obligation to ensure that a matter is investigated beyond that which the complainant intends or

wishes. In these cases, the University may initiate a complaint or progress a complaint of its own volition under this procedure and/or bring an allegation of misconduct or serious misconduct to the attention of the relevant head of department (or an appropriate alternative) under the [Misconduct Procedure](#) and the current [University of Melbourne Enterprise Agreement](#).

1.7 At any stage of the complaints procedure, or when a concern cannot be addressed using this procedure, University staff such as supervisors or the relevant head of department may take action to address concerns regarding the safety, well-being and participation of staff and students in work or study. These actions do not imply any wrongdoing or any case to answer.

1.8 While staff and students are encouraged to use the University complaints procedure, they have a right to seek advice from and/or lodge a complaint with external bodies including Victoria Police, the Victorian Equal Opportunity and Human Rights Commission, the Australian Human Rights Commission, the Fair Work Ombudsman and WorkSafe Victoria.

## 2. Complaints procedure Stage 1: advice and informal resolution

2.1 A staff member or student who is a complainant or a respondent to a complaint may seek advice from a specialist adviser who can assist by:

- clarifying whether the alleged behaviour may constitute unlawful discrimination, sexual harassment, discriminatory harassment, bullying or victimisation
- providing information about this policy and procedure
- advising of their rights under relevant legislation
- advising of the options available to them, including making a complaint to an external body
- encouraging the complainant or respondent to seek the type of support that they need and providing referrals as appropriate
- exploring strategies to resolve the matter.

2.2 After seeking advice of the specialist adviser, the complainant may seek informal resolution of his or her complaint either directly with the respondent, or:

- in the case of a complainant who is a staff member, by asking his or her supervisor or other suitable person to speak to the respondent on their behalf
- in the case of a complainant who is a student, by asking a senior officer or other suitable person to speak to the respondent on their behalf.

2.3 A senior officer or other suitable person who has been asked to speak to the respondent on behalf of the complainant will, after seeking advice from staff in HR Fairness and Diversity, convey to the respondent the complainant's concerns and reiterate the University's Policy without assessing the merits of the case, and, if necessary, take practical steps to ensure, as far as possible, that the behaviour that allegedly occurred ceases and will not recur.

2.4 If the complaint is not resolved at this stage:

- the complainant, the respondent or the Manager, Fairness and Diversity may request conciliation (Stage 2) or
- the complainant or the Executive Director, Human Resources may request investigation and determination (Stage 3).

## 3. Complaints procedure Stage 2: conciliation



3.1 A complainant may lodge a complaint with and make a written request for conciliation to the Manager, Fairness and Diversity, setting out his or her complaint in the form of a brief summary (up to two pages) of the particular incidents.

- Where the complaint concerns the Manager, Fairness and Diversity, the request for conciliation should be addressed to the Executive Director, Human Resources.
- For a conciliation to occur, the complainant must be willing to be identified to the respondent.
- A respondent to a complaint may also, after seeking the advice of a specialist Adviser, submit a written request for conciliation to the Manager, Fairness and Diversity.

3.2 Upon receipt of the request for conciliation, the Manager, Fairness and Diversity will review the complaint and related documentation and:

- if they determine that conciliation is appropriate, invite the parties to participate in conciliation, appoint a conciliator and provide the respondent and the conciliator with a copy of the complaint
- if they determine that conciliation should not proceed, refer the parties to their Adviser to discuss further options.

3.3 Conciliation only occurs if both parties agree to it voluntarily.

3.4 Where the parties have been invited to participate in conciliation, the respondent will be given the opportunity to seek advice from an Adviser and to submit a short written response to the complaint (of up to two pages) to the Manager, Fairness and Diversity, within ten working days from the date of the invitation to conciliation. The Manager, Fairness and Diversity will provide a copy of the response to the conciliator and the complainant.

3.5 The conciliator will invite the complainant and the respondent to meet with him or her either together or separately. The role of the conciliator is not to make a formal finding but to assist the parties to reach a mutually agreed resolution. The conciliator will advise the Manager, Fairness and Diversity of the outcome of the conciliation.

3.6 The complainant and respondent may have a support person during the conciliation, but the support person cannot be a legal representative or advocate.

3.7 If the complaint is not resolved through conciliation, the complainant or the Manager, Fairness and Diversity may request the complaint be investigated and a determination made.

#### **4. Complaints procedure Stage 3: investigation and determination**

4.1 A complainant or the Manager, Fairness and Diversity who wishes to refer a complaint for an investigation, may lodge a written complaint (if a complaint has not already been lodged under Stage 2 of the Complaints Procedure) and make a written request for investigation by submitting details of particular incidents and any supporting documentation to:

- in the case of a complaint against a staff member, the Executive Director, Human Resources or
- in the case of a complaint against a student, the Executive Director, Student Services and Academic Registrar.

4.2 A complaint concerning the Executive Director, Human Resources should be addressed to and dealt with by the Senior Vice-Principal under the Investigation and Determination process.

4.3 A complaint concerning the Executive Director, Student Services and Academic Registrar should be addressed to and dealt with by the Provost.

4.4 A complaint concerning the Vice-Chancellor should be addressed to and dealt with by the University Chancellor.

4.5 The person responsible for the investigation and determination process referred to in sections 4.1 to 4.4 will be known as the 'Complaint Manager'.

4.6 Upon receipt of a request for investigation, the Complaint Manager may do one or more of the following:

- seek advice from the Manager, Fairness and Diversity or the Executive Director, Legal Services or consult with any other person they determine appropriate
- refer the complaint for informal resolution or conciliation
- refer the matter for investigation by the University
- refer the matter to an external agency
- refer the matter to alternative complaints resolution processes within or external to the University
- decline to investigate a complaint if it is frivolous, vexatious, misconceived or lacking in substance
- decline to investigate a complaint if more than 12 months has elapsed between the event complained of and the complaint notification and there is no good cause to address the complaint after this delay
- recommend actions as necessary to address any immediate concerns regarding individuals' safety, well-being and participation in work or study.

4.7 Where the Complaint Manager is satisfied that a complaint is malicious, frivolous or vexatious, he or she may bring an allegation of misconduct or serious misconduct against the complainant to the attention of the relevant head of department (or an appropriate alternative), in the case of a staff member under the [University of Melbourne Enterprise Agreement](#) or the [Misconduct Procedure](#) or, in the case of a student, [Statute 13.1 – Student Discipline](#).

4.8 In the event of the matter being referred for investigation, the Complaint Manager will appoint an individual investigator or panel of investigators to conduct the investigation.

4.9 The investigator/s will:

- notify the complainant and the respondent of the investigation
- provide the respondent with a copy of the complaint if the respondent has not already received a copy
- give the respondent an opportunity to seek advice from an Adviser and to respond to the complaint in writing within ten working days of the date of notification of the investigation
- conduct the investigation with regard for procedural fairness, timeliness, privacy and individuals' safety and wellbeing
- determine whether the allegations are proven according to the weight of evidence and on the balance of probabilities, and
- at the conclusion of the investigation, prepare a report, setting out the complaint or terms of reference, how the investigation was conducted, relevant facts, conclusions and findings.

4.10 Any investigation under Stage 3 of this procedure and its outcomes will conform with the requirements of the current [University of Melbourne Enterprise Agreement](#) regarding misconduct and serious misconduct and with the [Misconduct Procedure](#).

4.11 The Complaint Manager will consider the report and determine the outcomes of the investigation.

4.12 Outcomes from an investigation may include any one or more of the following:

- a finding that the complaint was not substantiated
- a finding that the complaint was substantiated or substantiated in part
- steps to restore the complainant to the position that the complainant was in prior to the incident(s) that led to the complaint
- training in the Responsible Conduct of Staff Policy and this Procedure
- referral to other support services or strategies
- further monitoring of the situation
- statement of regret or apology, where appropriate
- requirement to change processes or procedures
- recommendation that disciplinary action be taken against a staff member under the Misconduct Procedure or, in the case of a student, Statute 13.1 – Student Discipline.

4.13 The Complaint Manager will inform the complainant and respondent of the findings and relevant outcomes of the investigation.

4.14 If a staff member or student pursues a complaint with an external body, this Complaints Procedure may be suspended or terminated. In these circumstances, the University may consider and implement other actions as necessary to address concerns regarding the safety, well-being and participation of staff and students in work or study.

## RELATED DOCUMENTS

- [Age Discrimination Act 2004 \(Cth\)](#)
- [Australian Human Rights Commission Act 1986 \(Cth\)](#)
- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Disability Standards for Education 2005 \(Cth\)](#)
- [Equal Opportunity Act 2010 \(Vic\)](#)
- [Equal Opportunity for Women in the Workplace Act 1999 \(Cth\)](#)
- [Fair Work Act 2009 \(Cth\)](#)
- [Human Resources website](#)
- [Information Privacy Act 2000 \(Vic\)](#)
- [Misconduct Procedure](#)
- [Occupational Health and Safety Act 2004 \(Vic\)](#)
- [Protected Disclosure Act 2012 \(Vic\)](#)
- [Racial and Religious Tolerance Act 2001 \(Vic\)](#)
- [Racial Discrimination Act 1975 \(Cth\)](#)
- [Responsible Conduct of Staff Policy](#)
- [Sex Discrimination Act 1984 \(Cth\)](#)
- [Statute 1.7 – University Governance](#)
- [Statute 13.1 – Student Discipline](#)
- [University of Melbourne Enterprise Agreement 2013](#)
- [Victorian Charter of Human Rights and Responsibilities Act 2006](#)
- [Whistleblowers and Protected Disclosure Procedure](#)

## IMPLEMENTATION OFFICER

The Director, Employee Relations and Equity, Human Resources is responsible for the promulgation and implementation of this procedure in accordance with the scope outlined above. Enquiries about interpretation of this procedure should be directed to the Implementation Officer.

## REVIEW

This procedure is to be reviewed by 30 November 2014.

## VERSION HISTORY

Version	Approved By	Approval Date	Effective Date	Sections Modified
1	Senior Vice-Principal	10 Sep 2012	10 Sep 2012	New version arising from the Policy Simplification Project. Loaded into MPL as Version 1.
2	Executive Director, Human Resources	20 Nov 2011	20 Nov 2011	'Related Documents' section: Whistleblowers Protection Act 2001 (Vic) replaced with Protected Disclosure Act 2012 (Vic), title of Whistleblowers and Protected Disclosures Procedure updated and Whistleblowers Protection Guidelines removed.
3	Vice-Principal Administration and Finance on behalf of Senior Vice-Principal	12 Aug 2014	12 Aug 2014	Section 1.6 and 4.7 updated. New section 4.10 inserted and consequential renumbering in remainder of section 4. Related Documents section updated. Responsible Officer section removed.
4	Vice-Principal Administration and Finance	21 May 2015	4 Jan 2016	Fix broken links in sections 1.6, 4.7, 4.10 and Related Documents.

Camille Nurka

Attachment CN-3

# Responsible Conduct of Staff Policy (MPF1160)

## RELEVANT LEGISLATION

Government legislation:

- [Age Discrimination Act 2004 \(Cth\)](#)
- [Australian Human Rights Commission Act 1986 \(Cth\)](#)
- [Charter of Human Rights and Responsibilities Act 2006 \(Vic\)](#)
- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Disability Standards for Education 2005 \(Cth\)](#)
- [Equal Opportunity Act 2010 \(Vic\)](#)
- [Equal Opportunity for Women in the Workplace Act 1999 \(Cth\)](#)
- [Fair Work Act 2009 \(Cth\)](#)
- [Fringe Benefits Tax Assessment Act 1986 \(Cth\)](#)
- [Financial Management Act 1994 \(Vic\)](#)
- [Independent Broad-based Anti-corruption Commission 2011 \(Vic\)](#)
- [Information Privacy Act 2000 \(Vic\)](#)
- [Occupational Health and Safety Act 2004 \(Vic\)](#)
- [Protected Disclosure Act 2012 \(Vic\)](#)
- [Racial and Religious Tolerance Act 2001 \(Vic\)](#)
- [Racial Discrimination Act 1975 \(Cth\)](#)
- [Sex Discrimination Act 1984 \(Cth\)](#)

University legislation:

- [Regulation 17.1.R8 - Code of Conduct for Research](#)
- [Statute 1.7 – University Governance](#)
- [Statute 13.1 – Student Discipline](#)
- [Statute 14.1 - Intellectual Property](#)

## SCOPE

This policy and the associated procedures apply to all staff at the University as well as persons holding an honorary, visiting or adjunct appointment, and persons who have entered into a relationship with the University involving working for, with or at the University, including volunteers, contractors and consultants.

## POLICY

### 1. Responsibilities of staff

1.1. The University seeks to create a safe, rewarding, environmentally sustainable learning and working environment based on principles of justice, equity, harmony, tolerance and pursuit of excellence while protecting University resources and respect for individuals, the law and University governance.

1.2. The conduct and behaviour required of staff under this policy is in addition to any professional code of conduct that may apply to staff in a particular profession or arising from membership of a professional organisation.

1.3. Where staff conduct does not meet the standards set out in this policy and the related procedures, action may be taken under section 61 of the Enterprise Agreement 2013.

## 2. Personal and professional behaviour

### 2.1. Staff will:

- uphold the values of the University set out in [section 1.7.3 of Statute 1.7](#) – University Governance which underpin the standards of conduct and behaviour in this policy
- maintain a high standard of conduct and work performance and demonstrate courtesy, equity and fairness in dealing with staff, students, contractors, visitors and members of the public. At all times the rights, duties and aspirations of others will be respected.
- perform their duties professionally with skill, care and diligence using authority fairly
- respect the opinions and beliefs of others and their right to practise their beliefs
- comply with the [Discrimination, Sexual Harassment and Bullying Procedure](#) and treat others fairly and equitably, irrespective of race, sex, disability, religion, cultural background, sexual orientation, age and marital status, and will not engage in harassing, bullying or discriminatory behaviour.

2.2. Decisions on employment, promotion and reward will be made on the basis of merit and will not discriminate on the basis of particular attributes.

2.3. Staff in supervisory positions will provide and maintain (so far as is reasonably practicable) a working environment that is safe and without risks to health (including psychological health).

2.4. Staff will take reasonable care that their actions or decisions do not harm the health and safety of themselves or others, that personal use of alcohol or any other substance does not affect their work performance or the safety and well-being of others and will comply with the [Occupational Health and Safety Policy](#) and associated procedures.

2.5. Staff in supervisory positions will ensure that staff have the necessary qualifications, certifications, skills and attributes to undertake the responsibilities of the position which will include performing necessary employment checks as outlined in the [Pre-employment Procedure](#).

2.6. Staff will ensure that relationships with students are professional, trusting and respectful, and will comply with the [Staff-Student Relationships Procedure](#) and duty of care obligations as described in the University's [compliance materials](#).

2.7. Staff will recognise their professional and ethical responsibility to protect the interests of students and to recognise and resolve conflicts of interest, to respect the trust involved in the staff-student relationship and to accept the constraints and obligations inherent in that responsibility.

2.8. Staff will participate in the Performance Development Framework and in training relevant to their position in accordance with the [Staff Development, Education and Performance Policy](#) and associated procedures.

2.9. Staff will not engage in paid outside work, directorships or consultancy unless prior approval has been obtained and it does not cause a conflict between the staff member's private interests and duties to the University, and is in accordance with the [Outside Work Procedure](#).

2.10. Staff will advise their University supervisor if they are charged and convicted of a criminal offence which could reasonably be considered to affect their ability to meet the inherent requirements of the work they are engaged to perform.

## 3. University finances

3.1. Staff will observe the highest standards of integrity in financial matters and, in particular, will:

- comply with requirements of relevant financial management legislation and the University's finance policy and procedures
- authorise the use of University funds only for University purposes and where they have delegated authority to do so
- ensure, in authorising expenditure, that the University is receiving value for money through compliance with the [Procurement Policy](#) and associated procedures.

#### 4. Protection of University resources

4.1. Staff will:

- use and manage University equipment and resources economically, efficiently and for legitimate University purposes
- secure University equipment and resources against theft or misuse
- ensure the proper expenditure of University funds, avoiding personal, extravagant or wasteful expenditure
- minimise their environmental impact by complying with the University's environmental policy and environmentally sustainable practices.

4.2. Staff will comply with [Regulation 8.3.R2 – Computing and Network Facilities Rules](#) and procedures governing the use of the University's computing and network facilities, including internet, email and mobile phone usage, and avoid excessive personal use of the University's electronic communications systems and personal use that creates additional cost to the University.

4.3. Staff will comply with [Statute 14.1 - Intellectual Property](#).

4.4. Staff will protect the privacy of others and maintain appropriate confidentiality regarding personal matters and information obtained in the course of their employment and will:

- only use information for work-related purposes
- maintain confidentiality, integrity and security of official and personal information for which they are responsible
- take all reasonable precautions to prevent unauthorised access to, or misuse of, university records and information
- comply with relevant privacy, copyright, records management and freedom of information policies and guidelines.

#### 5. Respect for the law and University governance

5.1. Staff will comply with the laws, regulations and codes of the State and Commonwealth, University statutes and regulations, the University's Collective Agreement and University policies and procedures.

5.2. Staff may report to an appropriate University or external authority any behaviour that violates any law, rule or regulation or represents corrupt or improper conduct (including bribery), mismanagement of resources, or is a danger to public health or safety.

5.3. The University neither tolerates improper conduct by University staff and Council members, nor the taking of reprisals against those who come forward to disclose such conduct. The University is committed to the aims and objectives of the [Protected Disclosure Act 2012 \(Vic\)](#).



5.4. The University recognises the value of transparency and accountability in its administrative and management practices, and supports the making of disclosures that reveal corrupt or improper conduct (including bribery), conduct involving a substantial mismanagement of public resources, or conduct involving a substantial risk to public health and safety or the environment, whether such disclosures are made within the University or to external authorities.

5.5. The University will take all reasonable and practicable steps to protect people who make disclosures described in section 5.4 from any detrimental action in reprisal for making the disclosure. In the case of disclosures made under the [Protected Disclosure Act 2012 \(Vic\)](#), in accordance with the [Whistleblowers and Protected Disclosure Procedure](#), the University aims to protect the confidentiality of the disclosure and the identity of the person who made the disclosure, and to afford procedural fairness to all parties including the person who is the subject of the disclosure.

5.6. Individuals who wish to make a disclosure of improper conduct or detrimental action taken against a person making a disclosure, by the University, its staff, third-party contractors or Council under the [Protected Disclosure Act 2012 \(Vic\)](#), to be assessed and handled in accordance with that Act, must make that disclosure directly to the [Independent Broad-based Anti-corruption Commission \(IBAC\)](#) or the [Victorian Ombudsman](#).

5.7. Staff must comply with the [Whistleblowers and Protected Disclosure Procedure](#) and not harass or take detrimental action in reprisal for actual or suspected disclosures or participation in an investigation into such a disclosure.

## 6. Conflict of interest

6.1. Staff will act in the best interests of the University when carrying out their duties as employees and must not allow their own interests or the interests of others to interfere with that obligation.

6.2. Staff will avoid, or disclose and manage, conflicts of interest in accordance with the [Conflict of Interest Procedure](#).

## 7. Gifts and political contributions and donations

7.1. Staff may offer or be offered gifts for various reasons: gifts of gratitude, token or corporate gifts, ceremonial gifts. To avoid any implication that a gift could compromise or influence staff performance in their official functions or duties, staff are not permitted to solicit gifts or benefits or to offer or provide benefits to others in exchange for gifts. Staff may accept or offer gifts only in accordance with the [Gifts Procedure](#).

7.2 The University maintains a position of impartiality with respect to party politics and does not make political contributions or donations to any political party, politician, politically affiliated entity, elected official or candidate for public office. The University does, however, contribute to public policy debate on issues that affect the University, the higher education sector and the work of our partners.

7.3 Staff are not permitted to directly or indirectly use:

- University funds or University assets to make political contributions or donations or attend political fundraisers as a representative of the University,
- their affiliation with the University in relation to making political contributions or donations or attending political fundraisers.

Staff are not prevented from making political contributions or donations or attending political fundraisers in their private capacity, in their own time, using their personal funds or personal assets.

## 8. Academic integrity

8.1. Staff will maintain high ethical standards in the conduct of research and comply with any obligations imposed by ethics committees or codes of practice of funding bodies, [Regulation 17.1.R8 - Code of Conduct for Research](#) and the [Academic Freedom of Expression Policy](#).

8.2. The University recognises and protects the concept and practice of academic freedom of expression as essential to the proper conduct of its teaching, research and scholarship within the University and the dissemination of knowledge beyond the University.

## 9. Misconduct

9.1. The University will investigate allegations of, and impose penalties for, unsatisfactory performance, misconduct or serious misconduct by staff under section 61 of the Enterprise Agreement 2013.

9.2. Disciplinary action ranges from formal censure, warning or counselling; withholding of an increment; demotion to a lower classification or increment and/or transfer to another position; in the case of professional staff unsatisfactory performance primarily related to a lack of skill or capacity, transfer to a more appropriate position; suspension with pay; or termination of employment.

9.3. Requests for review arising from disciplinary action decisions will be managed in accordance with the processes set out in section 61 of the Enterprise Agreement 2013.

## 10. Theft, fraud and corrupt conduct

10.1. The University is committed to creating an environment in which fraud or corrupt activity is not tolerated.

10.2. All staff are expected to familiarise themselves with the [Internal Audit - Creating a low fraud environment](#) website and to understand and fulfil their roles and responsibilities in preventing fraud and corruption.

10.3. All staff are expected to report any suspected fraudulent or corrupt activity as per the [Theft, Fraud and Corrupt Conduct Procedure](#).

10.4. The University will investigate and otherwise deal with allegations of theft, fraud and corrupt conduct by staff under the [Theft, Fraud and Corrupt Conduct Procedure](#).

10.5. The University may refer such matters to the police and take disciplinary action against the staff member under section 61 of the Enterprise Agreement 2013.

## RELATED DOCUMENTS

- [Academic Freedom of Expression Policy](#)
- Australian Standard 8001- 2008 Fraud and Corruption Control (available through [University Library](#))
- [Compliance Guide for University Decision-Makers – Procedural Fairness and Other Considerations](#)
- [Conflict of Interest Procedure](#)
- [Discrimination, Sexual Harassment and Bullying Procedure](#)
- [Gifts Procedure](#)
- [Human Resources website](#)
- [Managing University IT Systems and Support Policy](#)

- [Outside Work Procedure](#)
- [Privacy Policy](#)
- [Probation and Confirmation Procedure](#)
- [Procurement Policy](#)
- [Regulation 8.3.R2 – Computing and Network Facilities Rules](#)
- [Review and Appeals Committee Procedure](#)
- [Staff Development, Education and Performance Policy](#)
- [Staff-Student Relationships Procedure](#)
- [Statute 14.1 – Intellectual Property](#)
- [Theft, Fraud and Corrupt Conduct Procedure](#)
- [University Compliance Program](#) and Compliance Materials
- [University of Melbourne Collective Agreement 2010](#)
- [Whistleblowers and Protected Disclosure Procedure](#)

## DEFINITIONS

Term	Definition
<b>excessive personal use</b>	Use that negatively impacts on a staff member's ability to perform their role efficiently or effectively.
<b>student</b>	Means a graduate or an undergraduate student of the University, or a person designated as a student pursuant to section 3 of the <a href="#">University of Melbourne Act 2009 (Vic)</a> .
<b>University supervisor</b>	In this context, means the University staff member who directly supervises a person expected to comply with this policy, whether that person has been engaged as a staff member, volunteer, contractor, or consultant.

## RESPONSIBLE OFFICER

The Executive Director, Human Resources is responsible for the development, compliance monitoring and review of this policy and any associated procedures and guidelines.

## IMPLEMENTATION OFFICER

The Director, Employee Relations and Engagement, Human Resources is responsible for the promulgation and implementation of this policy in accordance with the scope outlined above. Enquiries about interpretation of this policy should be directed to the implementation officer.

## REVIEW

This policy is to be reviewed by 30 November 2014.

## VERSION HISTORY

Version	Approved By	Approval Date	Effective Date	Sections Modified
1	Senior Vice-Principal	10 Sep 2012	10 Sep 2012	New version arising from the Policy Simplification Project. Loaded into MPL as Version 1.
2	Senior Vice-Principal	10 Sep 2013	10 Sep 2013	Updates to the following sections: RELEVANT LEGISLATION, SCOPE, 2, 4, 5, 10, RELATED DOCUMENTS. Definition of 'personal use' added - previously

				included in section 4.
3	Vice Principal Administration & Finance	31 Aug 2015	31 Aug 2015	Added section 7.2 and 7.3 political contributions and donations. Updated title of implementation officer.
4	Vice-Principal Administration & Finance	21 May 2015	4 Jan 2016	Fix broken links in Related Documents section.
5	Vice Principal Administration & Finance	20 January 2016	21 January 2016	Replace reference to rescinded procedure with link to Enterprise Agreement in sections 1.3, 9.1, 9.3 and 10.5. Remove reference to rescinded procedure in Related Documents.

Camille Nurka

Attachment CN-4

# Student Support Procedure (MPF1069)

## GOVERNING POLICY

This procedure is made under the [Student Support and Engagement Policy](#).

## SCOPE

This procedure applies to all students in coursework programs and all staff.

## PROCEDURE

### 1. Identifying support needs

1.1. All students, and particularly commencing students, are encouraged to discuss their individual support needs with their Student Centre. Students are asked to be aware of factors which may impact on their academic progress and raise these with staff at the earliest opportunity.

1.2. Students may also contact academic staff to discuss their individual support needs.

1.3. Students may also contact specialist support services directly, or be referred to these services by professional or academic staff. Specialist support services include:

- Counselling and Psychological Services
- University Health Service
- Academic Skills
- Disability Liaison
- Student Connect
- Careers and Employment
- Student Housing and Financial Aid
- Chaplaincy
- Children's Services
- International Student Services
- Melbourne Scholarships
- Murrup Barak Indigenous Student Programs
- University of Melbourne Student Union Advocacy Service

1.4. Faculties may also identify students with specific support needs through a range of mechanisms, including:

- performance in the Diagnostic English Language Assessment (DELA) test
- surveys or other diagnostic tools
- identification by teaching staff on the basis of results in assessment tasks.

1.5. All mechanisms used to identify students who may have specific support needs must comply with the University [Privacy Policy](#). In particular, students must be informed of how any personal information collected will be used and to whom it may be disclosed and, where possible, personal information should be collected directly from the relevant student.

### 2. Identification based on academic performance or observed behaviours

- 2.1. The University recognises that feedback on academic performance is an important way for students to monitor their progress and assess whether they would be assisted by accessing particular support services.
- 2.2. Subject coordinators will include an early assessment component or other diagnostic task in all first-year undergraduate subjects, in accordance with the [Coursework Assessment Design and Methods Procedure](#).
- 2.3. Subject coordinators will identify students who may benefit from additional support based on performance in assessment or other diagnostic tasks. These students will be contacted by the subject coordinator, a member of the teaching staff for the subject, or, at the request of teaching staff, a relevant professional staff member to ensure they are aware of support services they may find it useful to access.
- 2.4. Teaching staff in any subject who form the view that a student may benefit from additional support due to factors such as poor class attendance, participation, progress or behaviour, or due to issues raised by the student, will ensure that the student is aware of support services available to assist the student by discussing these directly with the student in person, or contacting the student by phone or email. Teaching staff may also suggest that students contact their Student Centre or a specialist support service directly.
- 2.5. Any staff member who forms the view that a student may benefit from additional support can contact an appropriate professional or academic colleague to request that assistance be offered to the student.
- 2.6. Students who are identified as potentially benefitting from additional support based on academic performance or observed behaviours will not be compelled to access particular support services, nor be required to undertake tasks additional to those required for completion of their course. No appointment may be made without the student's consent.
- 2.7. Staff involved in the provision of support to students will exercise discretion and sensitivity at all times, and ensure they comply with the University [Privacy Policy](#).
- 2.8. Students will act with reasonable self-awareness and take responsibility for their own academic progress, including by giving due consideration to offers of additional support.

## RELATED DOCUMENTS

- [Academic Performance Policy](#)
- [Assessment Procedure](#)
- [Diagnostic English Language Assessment \(DELA\) Testing Procedure](#)
- [Enrolment Policy](#)
- [Privacy Policy](#)
- [Responsible Conduct and Expectations of Students Policy](#)
- [Special Consideration Policy](#)

## DEFINITIONS

Term	Definition
<b>Early assessment</b>	Assessment component that is completed, submitted and returned early in the teaching period for a particular subject (usually within the first six weeks for subjects with standard 12-week teaching periods). The task may count towards the final mark for the subject, or comprise a hurdle or participation requirement that does not impact on the final mark.
<b>Observed behaviours</b>	Student behaviour which causes concern and suggests that the student may benefit from

	some form of additional support.
<b>Personal information</b>	The Privacy Act defines personal information as information or an opinion (including information or an opinion forming part of a database), whether true or not, that is recorded in any form, about an individual whose identity is apparent, or can reasonably be ascertained, from the information or opinion.
<b>Specific support needs</b>	For the purposes of this procedure, circumstances (including medical, personal and socio-cultural) affecting individual students which may impact on their academic success.
<b>Teaching staff</b>	For the purposes of this procedure, includes subject coordinators and other academic staff involved in delivering learning and teaching activities within a subject.

## RESPONSIBLE OFFICER

The Provost is responsible for the development, compliance monitoring and review of this procedure and any associated guidelines.

## IMPLEMENTATION OFFICER

The Manager, Policy and Programs, Office of the Deputy Vice-Chancellor (Academic) is responsible for the promulgation and implementation of this procedure in accordance with the scope outlined above. Enquiries about interpretation of this procedure should be directed to the implementation officer.

## REVIEW

This procedure is to be reviewed by 28 February 2016.

## VERSION HISTORY

Version	Approved By	Approval Date	Effective Date	Sections Modified
1	Provost	24 November 2011	21 August 2012	New version arising from the Policy Simplification Project. Loaded into MPL as Version 1.
2	Provost	24 October 2012	24 October 2012	Overall review of procedure.
3	Provost	18 February 2013	18 February 2013	Further refinements to clearly explain the types of cross-referrals that are allowable between staff.
4	Academic Secretary	14 May 2015	14 May 2015	Update links in Related Documents.



Camille Nurka

Attachment CN-5

## Code Of Conduct

### 1 Principles

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This Code has been formulated to provide a clear statement of the University's expectations of its staff and affiliates in respect of their professional and personal conduct.

The Code reflects, and is intended both to advance the object of the University, namely the promotion of scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence, as well as to secure the observance of its values of:

- responsibility and service through leadership in the community;
- quality and sustainability in meeting the needs of the University's stakeholders;
- merit, equity and diversity in our student body;
- integrity, professionalism and collegiality in our staff; and
- lifelong relationship and friendship with our alumni.

These values must inform the conduct of staff and affiliates in upholding and advancing:

- freedom to pursue critical and open inquiry in a responsible manner;
- recognition of the importance of ideas and ideals;
- tolerance, honesty, respect, and ethical behaviour; and
- understanding the needs of those we serve.

### 2 Application of the Code

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This Code applies to:

- all University staff (including casual staff) (referred to in this document as "**staff**"); and
- clinical title holders; adjunct, conjoint and honorary appointees; consultants and contractors to the University; holders of offices in University entities, members of Boards of University Foundations, members of University Committees; and any other persons appointed or engaged by the University to perform duties or functions on its behalf (referred to in this document as "**affiliates**").

All staff are required to comply with the obligations set out in this Code and act in a way that furthers the University's object and upholds its values. Affiliates are required to comply with the Code in respect of their activities relating to or impacting upon the University and/or its staff or students. The University may take disciplinary action against staff for a breach of the Code, and may take commensurate action against affiliates.

The duties and obligations of members of Senate are set out in the [University of Sydney Act 1989](#) and the [University of Sydney \(Senate\) Rule 2002](#) and this Code does not apply to Fellows when acting in that capacity. Nor does this Code apply to students, who are

covered by the University's [Code of Conduct for Students](#).

### 3 Definitions and interpretation

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In this document:

**Affiliate** means a clinical title holder, an adjunct, conjoint and honorary appointee, a consultant or contractor to the University, an office holder in a University entity, a member of any University Committee and any other person appointed or engaged by the University to perform duties or functions on its behalf. The application of this Code of Conduct to affiliates is set out in Part 2 above.

**Intellectual property** means intellectual property as defined in the [University of Sydney \(Intellectual Property\) Rule 2002 \(as amended\)](#).

**Policy** means a University policy as introduced, altered or replaced by the University from time to time.

**Staff or staff member** means an employee of the University, including a casual employee.

**Supervisor** means:

- (a) in the case of a staff member, the person nominated by the University from time to time as the staff member's supervisor;
- (b) in the case of a clinical title holder, an adjunct, conjoint and honorary appointee, the Dean of the relevant Faculty;
- (c) in the case of a consultant or contractor to the University, the University officer nominated as the relevant contact officer in relation to their engagement;
- (d) in the case of an office holder in a University Entity or a member of any University Committee, the Chair of the relevant Entity or Committee; and
- (e) in any other case, the University officer nominated as the relevant contact officer in relation to the person's engagement.

**University Committee** means any committee or governing body of any entity established by or with the authority of the Senate.

**University Entity** means any entity established by or with the authority of the Senate.

A reference to any **legislation**, includes subordinate legislation made under it, and includes that legislation and subordinate legislation as amended or replaced from time to time.

### 4 Personal and Professional Behaviour

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In performing their University duties and functions, the behaviour and conduct of staff and affiliates must be informed by the University's object and its values and the principles enunciated in Part 1 above. All staff and affiliates must:

- maintain and develop knowledge and understanding of their area of expertise or professional field;
- exercise their best professional and ethical judgement and carry out their duties and functions with integrity and objectivity;
- act diligently and conscientiously;
- act fairly and reasonably, and treat students, staff, affiliates, visitors to the University and members of the public with respect, impartiality, courtesy and sensitivity;
- avoid conflicts of interest;
- maintain a co-operative and collaborative approach to working relationships; and
- comply with all applicable legislation, industrial instruments, professional codes of conduct or practice and University policies, including in relation to:
  - the conduct of research;
  - confidentiality and privacy of information;
  - equal opportunity;
  - health and safety policies and practices;
  - efficient and effective use of University resources including information communication and technology resources; and
  - protection of the University's interests in intellectual property arising from its teaching and research.

## 5 Conflicts of Interest

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All staff and affiliates must:

- comply with the University's [External Interests Policy 2010](#) and ensure that there is no actual, potential or perceived conflict between their personal interests or their duties to other parties and their duties and responsibilities as staff or affiliates of the University;
- promptly make full disclosure to the University of all relevant facts and circumstances giving rise to an actual, potential or perceived conflict of interest and cooperate with the University to ensure that all appropriate steps are taken to eliminate or manage such conflicts in accordance with the University's [External Interests Policy 2010](#); and
- comply with the University's [Guidelines Concerning Commercial Activities](#).

## 6 Intellectual Property

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All staff and affiliates must comply with the [University of Sydney \(Intellectual Property\) Rule 2002 \(as amended\)](#).

## 7 Secondary Employment and Outside Earnings

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All staff and affiliates engaged in paid University work must ensure that any non-University work they perform (including provision of assistance to government, the professions and industry through, for example, consulting work, contracting, collaborative research and participation on committees):

- does not conflict with their University work;
- does not adversely affect their University work performance;
- does not involve the use of University resources (except in the case of academic staff, as permitted by the University's [Outside Earnings of Academic Staff Policy 2011](#));
- is performed outside their normal University working hours, unless, in the case of academic staff, the work has been approved under the University's [Outside Earnings of Academic Staff Policy 2011](#).

In addition, academic staff must comply with the University's [Outside Earnings of Academic Staff Policy 2011](#).

## 8 Acceptance of Gifts and Benefits

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Staff and affiliates must not solicit nor accept gifts or benefits, either for themselves or for another person, which either might in any way, either directly or indirectly, compromise or influence them in their official University capacity or might appear to do so.

Consistently with and subject to that general principle, staff and affiliates may accept occasional gifts or benefits, subject to the following requirements:

- Gifts may be accepted only if the recipient is satisfied that they cannot be compromised, or be seen as having been compromised, by doing so;
- A staff member or affiliate who is in a position in the course of their University work to confer a benefit on a third party must not accept a gift from that party;
- Where the value of the gift or benefit exceeds \$100, it may be retained only if reported for registration on the University's Register of Gifts and Benefits; and
- Cash or gift vouchers must not be accepted from any third party which derives a commercial benefit from a contractual relationship with the University under any circumstances.

Any gift or benefit that cannot be considered as occasional and token should be declined stating that it is the University's requirement that such gifts or benefits should not be accepted. If this is not possible because of the environment in which the gift or benefit is offered, the gift or benefit may be accepted on behalf of the University, and it should then be retained by the relevant School or Administrative Unit.

For the purposes of this Code, "gifts" include honorariums which may be retained subject, if required, to being declared on the [University's Register of Gifts and Benefits](#).

Staff and affiliates must report any offers of bribes to their supervisor, who should then ensure that the matter is reported as corrupt behaviour in accordance with Part 12 of this Code.

## 9 Public Comment

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Staff and affiliates who make public comment or representations and in doing so identify themselves as staff or affiliates of the University must comply with the University's [Public Comment Policy](#).

## 10 Use and Security of Official Information

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Staff and affiliates must:

- maintain the integrity, confidentiality and privacy of University records and information to which they have access in the course of their employment;
- take all reasonable precautions to prevent unauthorised access to, or misuse of, University records and information; and
- comply with the University's [Privacy Policy](#) and [Information Security Policy](#).

Staff and affiliates must not:

- disclose, or offer to supply, confidential or private University records or information, except when authorised to do so as a part of their normal duties or functions, or when required or permitted to do so by University policy, State or Commonwealth law, court order or other legal instrument;
- access or use information, including information on electronic systems and hardcopy files, other than for an authorised purpose; or
- destroy, or authorise the destruction of, University records other than in accordance with University policy and relevant legislation.

## 11 Use of University Resources

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Staff and affiliates must:

- use all University resources in an efficient manner and for University purposes only, unless express permission has been granted for non-University or private usage; and
- comply with the University's policy on [Use of University Information and Communication Technology Resources](#).

Staff and affiliates must not access or transfer pornographic or other inappropriate material through University information and communication technology resources (other than with the specific approval of the University's Ethics Committee for bona fide research purposes).

The University's mail, telephones (including mobile phones), facsimile machines, email and internet are provided for University use. Excessive and/or unauthorised personal use of any of these facilities can lead to the University taking disciplinary action against a staff member and commensurate action against affiliates. E mails (including personal emails) remain the property of the University at all times and may be accessed under court orders,

Freedom of Information requests and in accordance with the University's policy on [Use of University Information and Communication Technology Resources](#).

Staff and affiliates should be aware that the University will, from time to time, access its communication resources to ensure that use of these resources is appropriate to carrying out the functions of the University.

## 12 Notification of Wrongdoing

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Instances of wrongdoing, including, corrupt conduct, maladministration, serious or substantial waste of public money, government information contravention, or some other kind of wrongdoing should be reported in accordance with the University's [Reporting Wrongdoing Policy 2012](#). Reports can be made to the Director, Audit and Risk Management or the Manager Investigations, Audit and Risk Management.

Reports made by staff and other persons acting in a public official capacity may be protected under the Public Interest Disclosures Act 1994 (NSW).

## 13 Equity of Access and Prevention of Harassment and Discrimination

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Staff and affiliates must comply with the University's [Harassment and Discrimination Prevention Policy and Resolution Procedure](#) and must not harass or discriminate against students, staff, affiliates, visitors to the University's campus, or members of the public.

## 14 Work Health & Safety

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While at work or performing duties or functions for the University, staff and affiliates must:

- comply with the University's [Work Health & Safety Policy and Procedures](#)
- take reasonable care for their own health and safety and the health and safety of others who may be affected by their acts or omissions at work; and
- cooperate with the University to ensure compliance with all relevant health and safety laws.

Staff and affiliates must take care not to put themselves or other University community members at risk or reduce their ability to carry out their duties through the misuse of alcohol or drugs. Under no circumstances should staff or affiliates attend for duty under the influence of alcohol or drugs.

## Administration

## Background/Context

### 15 Management responsibility

Director, Human Resources

### 16 Implementation responsibility

Director, Human Resources

### 17 Dates

Document originally approved by Senate on 7.10.97.

Revision 1 approved by Professor G Brown, Vice-Chancellor, on 26.10.00.

Revision 2 approved by Professor G Brown, Vice-Chancellor, on 28.3.02.

Revision 3 approved by Professor K Eltis, Senior Deputy Vice-Chancellor, on 19.6.03.

This review approved by Professor Gavin Brown, Vice-Chancellor, on 15 April 2008

Amendment to clause 12 approved by Professor Ann Brewer, Acting Vice-Chancellor, on 21 May 2012, to incorporate the new Reporting Wrongdoing Policy 2012 dated 16 January 2012.



Camille Nurka

Attachment CN-6

## PART A: OVERVIEW OF CODE

This Code sets out the University's expectations of staff and affiliates with respect to their professional and personal conduct. It is intended to promote integrity and ethical behaviour, and to guide individuals' dealings with colleagues, students, the University, and the national and international community. The Code stands beside but does not exclude or replace other legally binding obligations.

The Code has broad application. It applies to all **staff** and **affiliates** of the University, regardless of their level or seniority. It covers all circumstances when staff and affiliates are performing work, duties or functions for the University, as well as related activities, such as work-related functions, travel, conferences and any circumstances when a person is representing the University.

As a priority, all staff and affiliates are expected to conduct themselves in accordance with UNSW's guiding principles as espoused in UNSW's **strategic intent document**:

1. Academic freedom
2. Leadership
3. Innovation, initiative and creativity
4. Recognition of merit and excellence
5. Integrity and high ethical standards
6. Equity, opportunity and diversity
7. Mutual respect, collegiality and teamwork
8. Professionalism, accountability, and transparency
9. Safety
10. Sustainability
11. High service standards

## Primary Obligations

The overarching obligation of all staff and affiliates is to act in the best interests of the University at all times. To this end, staff and affiliates have three primary obligations with respect to their personal and professional conduct:

**1** an obligation to the University in terms of responsible stewardship of its resources and protection of its reputation in the wider community;

**2** a duty to observe standards of equity and respect in dealing with every member of the University community; and

**3** an obligation to act appropriately when a conflict of interest arises between a staff member or affiliate's own self interest and their duty to the University.

These obligations are expanded upon in Part B, with reference to relevant University policies and procedures.

## PART B: OBLIGATIONS

1

### UNIVERSITY RESOURCES AND REPUTATION

#### Academic Freedom

The University recognises and protects the concept and practice of academic freedom as essential to the proper conduct of teaching, research and scholarship within the University. While academic freedom is a right, it carries with it the duty of academics to use the freedom in a manner consistent with a responsible and honest search for and dissemination of knowledge and truth. Academic freedom is not a defence to poor behaviour or disrespectful treatment of others.

#### Public Comment

Staff and affiliates must not make any public comment on behalf of the University or represent themselves as being spokespersons for the University, unless expressly authorised to do so. All public comments of this nature should be coordinated by the University's *Media and Communications Office*.

Within the ambit of academic freedom lies the traditional role of academics in making informed comment on societal mores and practice and in challenging held beliefs, policies and structures. Where such comments are offered by academics as members of the University, it is expected that those commentaries will be within their broad area of expertise.

These expectations are not intended to restrict the right of any individual to freely express their opinions in their private

capacity, or as a member or representative of any professional, community or representative body.

#### Responsible Stewardship of University Resources

Staff and affiliates are required to:

- .. use University resources for University purposes only. Reasonable personal use of some resources may be permitted provided it is not excessive and it does not interfere with the performance of University duties or functions. If staff or affiliates wish to use University resources for personal use, they should seek guidance from their manager/supervisor (for staff) or University contact person (for affiliates);
- .. use University resources in a timely, proper and efficient manner;
- .. care for and maintain University resources within their possession or control;
- .. avoid improper use of University resources for private gain or the gain of a third party; and
- .. use information and community technology devices for business purposes in accordance with the University's *Acceptable Use of UNSW Information and Communication Technology Devices Policy*.

### Intellectual Property

Staff and affiliates are required to deal with intellectual property in accordance with the University's *Intellectual Property Policy*.

### Ethical Decision Making

When making decisions related to University or work matters, staff and affiliates are required to consider:

- .. whether the decision complies with the University's legal obligations;
- .. whether there are any conflicts of interest arising from the decision; and
- .. the possible impact of the decision on others and on the reputation of the University.

### Fraud and Corruption Prevention

Staff and affiliates are required to:

- .. minimise the University's exposure to fraud and corruption, by abiding by the University's *Fraud and Corruption Prevention Policy*; and
- .. report any suspected fraud, corrupt, criminal, unethical conduct, maladministration or waste of public money. Individuals can report directly to their manager/supervisor (for staff) or University contact person (for affiliates). Alternatively, such reports may be made as a "protected disclosure" in accordance with the University's *Policy for Making a Complaint or Reporting*

*Incidents of criminal, corrupt conduct or maladministration or Protected Disclosure at UNSW*, detailed further below.

### Protected Disclosure

Staff and affiliates can report any suspected fraud, corrupt, criminal or unethical conduct, maladministration or serious and substantial waste of public money as a "protected disclosure" under the University's *Policy for Making a Complaint or Reporting Incidents of criminal, corrupt conduct or maladministration or Protected Disclosure at UNSW*.

Disclosures should be made to a Protected Disclosures Officer or the Protected Disclosures Coordinator. There is a Protected Disclosures Officer in each faculty and division (usually the Dean, Rector or Divisional Head). The Director, Human Resources and the Head, Risk Assurance and Internal Audit are also Protected Disclosure Officers. The Protected Disclosures Coordinator is the Senior Deputy Vice-Chancellor.

Staff and other public officials making protected disclosures are protected from victimisation under the Protected Disclosures Act 1994 (NSW).

### Equity and Respectful Treatment

Staff and affiliates are required to:

- .. treat students, staff and affiliates with respect;
- .. not allow personal relationships to affect professional relationships;
- .. ensure they do not engage in unlawful discrimination and harassment. The University has an *Equal Opportunity Policy* which sets out these obligations in more detail;
- .. ensure they do not engage in workplace bullying. The University has a *Workplace Bullying Policy* which sets out these obligations in more detail;
- .. act and communicate professionally and courteously with all students, staff and affiliates;
- .. give due credit to the contributions of other staff, affiliates or students;
- .. refrain from acting in any way that would unfairly harm the reputation and career prospects of other staff, affiliates or students; and
- .. consider the desirability of intervening constructively where a colleague's behaviour is clearly in breach of this Code.

### Occupational Health and Safety

Staff and affiliates are required to:

- .. take reasonable care for the health safety and welfare of themselves, and others in the University community. The University has an *Occupational Health and Safety Policy and Procedures* which sets out these obligations in more detail;
- .. ensure they do not attend work or perform duties or functions for the University while under the influence of alcohol or drugs. The University has *Drug and Alcohol Guidelines* which sets out these obligations in more detail; and
- .. co-operate with the University to ensure compliance with all relevant health and safety laws.

### Privacy

Staff and affiliates are required to:

- .. respect individuals' rights to privacy and maintain the privacy and confidentiality of information. The University has a *Privacy Management Plan* which outlines these obligations in more detail;
- .. take reasonable precautions to prevent unauthorised use or disclosure of confidential or personal information; and
- .. keep records in accordance with relevant legislation and the University's *Record Keeping Policy*.



### Conflicts of Interest

Staff and affiliates are required to:

- .. identify any actual, potential or perceived conflict of interest between their personal interests or duties to other parties, and their duties and obligations to the University, and deal with such conflicts of interest in accordance with the University's *Conflict of Interest Policy*; and.
- .. promptly make full disclosure to the University of all relevant facts and circumstances giving rise to an actual, potential or perceived conflict of interest to their manager/supervisor, and complete a Disclosure Statement if required under the *Conflict of Interest Policy*.

Managers/supervisors have additional responsibilities to take appropriate action when employees make disclosures, in accordance with the *Conflict of Interest Policy*.

In addition, members of University Council and senior managers of the University are required to declare interests and activities in accordance with the University's *Register of Interests Policy for Council Members and University Senior Management Positions*.

### Outside Work

**ACADEMIC STAFF:** Academic staff are required to ensure that any outside work is in accordance with the University's *Paid Outside Work Policy*.

**PROFESSIONAL AND TECHNICAL STAFF:** The University expects that professional and technical staff will not generally perform outside work. However, the University recognises that there may be some circumstances when professional and technical staff may perform outside work. Such outside work is only permitted if it has been disclosed in advance to the staff member's manager/supervisor, and it:

- .. does not compromise the staff member's integrity and independence;
- .. does not conflict with their University work or adversely affect their University work performance; and
- .. does not involve University time or resources.

### Gifts and Benefits

Staff and affiliates must not accept or confer gifts or benefits unless they comply with the conditions set out in the University's *Gifts and Benefits Procedure*.

## PART C: OPERATION AND APPLICATION OF THE CODE



### Responsibilities and Allegiances

The University is a complex organisation comprising a diversity of populations which have different relationships to one another. These may be relations of power and/or status. It is essential in such a community that all members recognise and respect not only their own rights and responsibilities but also the rights and responsibilities of other members of the community, and those of the University itself.

The University recognises that many of its staff and affiliates are also bound by codes of conduct or ethics defined by learned or professional societies or groups. Academic staff in particular have multiple allegiances: to their discipline or profession at national and international levels, to the academic profession; to the community at large; and to the University. It is recognised that these allegiances are not always in harmony. It is the individual's obligation to weigh the importance of these allegiances in each particular set of circumstances and to notify an appropriate officer of the University where a conflict does or may arise.



### Compliance with this Code

All staff and affiliates are required to comply with this Code. For the purposes of this Code:

- .. **Staff** means all employees of the University, including casual employees; and:
- .. **Affiliates** means conjoint and visiting appointees; consultants and contractors; agency staff; emeriti; members of University committees; and any other person appointed or engaged by the University to perform duties or functions for the University.

If a staff member breaches this Code, the University may take disciplinary action. In serious cases, this may include termination of employment. The process for dealing with alleged breaches of this Code by staff will be in accordance with the applicable enterprise agreement, industrial instrument or contract.

Affiliates may have commensurate action taken against them, which may include termination or non-renewal of their contract or appointment.

In addition to this Code, the following codes of conduct may also apply to some members of the University community:

- .. Code of Conduct for Council Members
- .. UNSW Research Code of Conduct

This Code does not apply to students, except where they are also employees or affiliates (e.g. if a student is employed as a tutor, if a conjoint is also a student etc.). The obligations of students are set out in The Student Code of Conduct and National Code of Conduct for Overseas Students



### Seeking guidance from University contact people

This Code sets out the obligations of staff and affiliates. It is not possible, however, to cover every circumstance and situation in this Code. If a circumstance or situation arises which is not expressly covered in this Code, individuals must apply the principles of this Code and not act in conflict with the Code. If an individual is unsure about their obligations in any circumstance or situation, they should seek guidance prior to taking any action, from the following contact persons:

- .. **Staff** should contact their manager/supervisor.
- .. **Affiliates** should contact the University contact person designated under their contract or appointment letter. Members of University committees should contact the chair of the Committee. Emeriti should contact the relevant Head of School or the Senior Deputy Vice-Chancellor.

In addition, all staff and affiliates can contact the head of their school or faculty, business unit or division, the Vice-President, Human Resources or the Director, Risk Management

Staff and affiliates can also report any suspected breaches of this Code, or other ethical issues, to these contact people.



<b>Responsible Officer</b>	Vice-Chancellor		
<b>Contact Officer</b>	Vice President, Human Resources		
<b>Superseded Documents</b>	Code of Conduct approved by UNSW Council on 19 December 1994 (CL94/104)(g), and amended, Audit Committee of Council, 20 October 1997		
<b>Review</b>	Vice President, Human Resources - June 2012		
<b>File Number</b>	2016/08644		
<b>Associated Documents</b>	<ul style="list-style-type: none"> <li>• Acceptable Use of UNSW Information and Communication Technology Resources</li> <li>• Code of Conduct - Members of Council</li> <li>• Conflict of Interest Policy</li> <li>• Drug and Alcohol Guidelines</li> <li>• Equal Opportunity in Education</li> <li>• Gifts and Benefits Procedure</li> <li>• Intellectual Property Policy</li> <li>• Occupational Health and Safety Policy and Procedures</li> <li>• Policy on Paid Outside Work by Academic Staff</li> <li>• Procedure for Making and Handling Public Interest Disclosures</li> <li>• Privacy Management Plan</li> <li>• Recordkeeping Policy</li> <li>• Register of Interests Policy for Members of Council and UNSW Senior Management positions</li> <li>• Research Code of Conduct</li> <li>• Staff Complaint Procedure</li> <li>• UNSW Strategic Intent (B2B)</li> <li>• Workplace Bullying Policy</li> </ul>		
<b>Version</b>	<b>Authorisation</b>	<b>Approval Date</b>	<b>Effective Date</b>
2.1	Administrative update authorised by Deputy Head of Governance	18 February 2016	29 February 2016

**Appendix A: History**

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	UNSW Council on 19 December 1994 (CL94/104)(g)	19 December 1994	19 December 1994	
1.1	Audit Committee of Council	20 October 1997	20 October 1997	
2.0	UNSW Council, CL09/17	27 April 2009	1 June 2009	Full review
2.1	Deputy Head of Governance	18 February 2016	29 February 2016	Administrative update of leadership positions.



Camille Nurka

Attachment CN-7



## **Code of Conduct**

### **Section 1 - Purpose and Context**

#### **Towards the Highest Standards**

The University community at Western Sydney University is committed to demonstrating high standards of personal and professional conduct.

These standards are outlined in this Code of Conduct and together establish the ethical framework within which we must all - employees, members of Board and committees constituted within the University - operate. The Code is also a guide to students (on-shore and off-shore), visitors and contractors of the ethical standards that we expect they will also uphold in their engagement with the University. The Code applies to all of the University's activities whether within Australia or off-shore, subject to the operation of relevant legislation in Australia and overseas.

The principles and values underpinning the Code will shape the reputation by which we will be known in the future. Some situations faced by our people are complex, so the Code explains the broad guidelines that are more closely defined elsewhere in policy, procedures, legislation, and industrial agreements.

All members of the University community need to be familiar with these guidelines if we are to meet the challenge of becoming an organisation that embodies its values in its operations, its teaching, learning and research, and in its community and interpersonal interactions.

The Code reflects the character that is becoming distinctively 'Western Sydney University'. It will be successful to the extent we all give our personal commitment to the principles it espouses.

We seek your support in building Western Sydney University's reputation for integrity, ethics and fairness.

Peter Shergold, AC, Chancellor Barney Glover, Vice-Chancellor and President

### **Section 2 - Definitions**

(1) Nil.

### **Section 3 - Policy Statement**

#### **Part A - Principles and Values**

##### **The Foundation of Western Sydney University Standards**

(2) The University is a modern institution with a commitment to equity and fairness, a University that puts knowledge to work in the education of its students for employment, in the application of its research to contemporary problems and in mutually enriching partnerships with its communities. It provides a 'place to grow' in understanding, tolerance, compassion and insight; and it cherishes exploration and enquiry at the edge of disciplinary convention and at the forefront of professional practice.

(3) The University is a 'public' body in the broadest sense, with a mission that encompasses service to local, national and international communities. In order to maintain its reputation and standing, our people are expected to act ethically at all times, with openness and fairness, and in recognition of the role of universities in society.

(4) A shared and explicit set of values will continue to characterise the University, the cornerstones of which are:

- a. Ethics and accountability
- b. Excellence and quality in all endeavours
- c. Equity of access and inclusiveness
- d. Academic responsibility and freedom
- e. Scholarly rigour and integrity
- f. Collegiality and participatory decision making
- g. Relevance and responsibility to our communities.

(5) As a member of the University community it is expected that, in carrying out your role, you will:

- a. act in good faith and with honesty, integrity, transparency and impartiality
- b. act with diligence and responsiveness and treat other University members with fairness, respect and courtesy and without discrimination or harassment
- c. foster and protect the reputation of the University
- d. carry out duties as best you can within your delegated authority, constantly enhancing your professional knowledge
- e. be accountable for all actions and decisions, providing documentation and sound reasons for them
- f. not act in a manner that inhibits another person from fulfilling the requirements of their position
- g. respect the confidentiality of entrusted information
- h. be alert to issues of conflict of interest and take action to declare and avoid them
- i. use University resources properly and in accordance with work health and safety obligations
- j. report all fraud and corrupt conduct.

(6) As the University provides an environment that fosters free enquiry, civility and respect, it is important that members of the University community ensure that outside interests and their personal beliefs and private commitments do not interfere with, or influence, their duties and responsibilities.

## **Part B - The Code of Conduct**

(7) The University's Code of Conduct reflects the nature of the University as defined through its Mission, its strategic planning documentation and the employment agreements.

(8) Universities are relatively autonomous with the ideal of academic freedom providing the foundation for the pursuit of knowledge without undue interference. Universities exist and operate, however, in an environment of statutory requirements and obligations with which they must comply. These deal with issues such as discrimination, corrupt conduct, workplace safety, privacy, freedom of information, industrial relations and the like.

(9) The University therefore expects its people to remain informed about, act within the spirit of, and comply with University policies, directions and relevant legislation, as well as any regulatory requirements of their discipline or profession. You should report breaches or non-compliance with legal obligations as such matters can affect people's safety and security and involve legal liability.

(10) This Code of Conduct will assist the University to meet its goals. It outlines what is expected of you as a member of the University community. It does so recognising that all University policies are secondary to State and Federal laws and that in all matters our people - staff, students, contractors and others - are subject to the law.

## **A Fair and Safe Environment**

(11) All members of the University are entitled to be treated with respect and given equal opportunities regardless of personal, social or cultural characteristics. They should also experience a safe work and study environment free from discrimination, harassment, bullying or vilification. The University will investigate all complaints within its relevant policies and in accordance with the anti-discrimination and other applicable laws. The University will not allow victimisation of complainants.

## **Public Comment**

(12) The University embraces the ideal of fair and open discussion, recognising the rights of individuals to their own opinions, and supporting the principles of freedom of speech. However, it is expected that you will restrict your public expression of opinion or comment to matters that will not risk damage to the University's reputation and prestige and avoid representing a personal viewpoint as being that of the University. You must also refrain from using a University title when expressing personal views other than within your area of academic expertise or managerial responsibility and must ensure you are officially authorised to comment on behalf of the University before doing so.

## **Academic Freedom**

(13) The University is committed to the ideal of freedom to undertake intellectual inquiry and the pursuit of knowledge without undue interference or influence. While the individual and the University benefit from this, we acknowledge the social context and our responsibilities and accountability to peers, each other, and society in general. You should therefore recognise that:

- a. academic responsibility encompasses an ethical obligation to the University community and society for the quality and integrity of outcomes and relevance to the work of the University
- b. there is an organisational context of consideration and decision making within which we work
- c. academic freedom does not include a protected privilege to speak out on any matter, to deride or defame individuals, groups or the University or to ignore the policies or decisions that have been formally made within the University community, or those which the University is required to observe at law.

## **Intellectual Property**

(14) The University, as an employer, is the owner of intellectual property created by staff in the course of their employment including such things as owning copyright in course materials. This principle does not apply to use of skills in future employment but it does encompass confidential and commercial in-confidence material and other sensitive information.

## **Confidential Information**

(15) In protecting the privacy of individuals or organisations about which the University holds confidential information you must ensure that information is accessed only by those who have a legitimate need and lawful authorisation to do so. You must:

- a. respect the confidentiality and privacy of personal or commercial information entrusted to the University
- b. disclose official information only in accordance with University policy or legal obligations
- c. ensure that University information and electronic files are kept secure

- d. ensure that personal or confidential information is never used for your gain or benefit or that of a third party, nor to the detriment of the University - either while employed at the University or later.

## **Conflict of Interest**

(16) A conflict of interest arises when a private interest conflicts with our duty as University members. Such conflicts can influence decisions unfairly. Where a conflict of interest exists in reality or where others may perceive that it does, the University expects you to declare it to a supervisor, Chair of a committee, or other relevant person or body. As a general guideline should:

- a. comply with policies on conflict of interest, delegations and commercial activities
- b. never use information obtained in the course of employment to gain advantage for yourself or anyone else
- c. exclude yourself from any decision in which you have an interest. This may involve a personal benefit or vested interest or one that involves family, friends, former employees or business contacts. It may also involve prejudice against a particular person or outcome.

## **Outside Employment**

(17) In valuing the expertise of our people, the University recognises that staff may engage in paid or unpaid outside employment or private practice but expects that their doing so will not adversely impact on their ability to fulfil their obligation to the University, nor impede its work health and safety commitments. Subject to individual staff contracts, the University expects that people will not, unless expressly approved, use the University's name, reputation, or resources in association with any outside work or private practice. The University's approval processes must be followed.

## **Integrity**

(18) The University is intent on the detection and elimination of fraud and corrupt conduct and on protecting people who make disclosures. The University expects you to act honestly and to report any possible corruption, maladministration or waste of the University's resources. You can do the latter as a protected disclosure, internally or to government authorities such as the Independent Commission Against Corruption (ICAC), the Ombudsman, or the Auditor-General. Such reports will be properly and confidentially investigated and you will be advised of the outcomes.

## **Gifts or Benefits**

(19) Gifts or benefits that may appear to influence any aspect of our work must be neither solicited nor accepted. Such gifts or benefits might include things like money, property, a discounted service or goods (consideration), a service, or hospitality. Please refer to the University policies for more detail but in general, you:

- a. may not accept gifts of money in any circumstances
- b. may accept unsolicited gifts or benefits of a nominal value attached to social and cultural events, promotional activities or visits if the acceptance poses no compromise. Gifts above nominal value are gifts to the University
- c. may, where practicable, donate consumable gifts to charitable organisations.

## **University Funds**

(20) All members of the University are accountable for the efficient and effective use of funds and must act only within delegated authority and University policies and procedures. You are expected to:

- a. be prepared to justify all expenditure approved
- b. seek clarification about transactions where there is confusion over delegation, authority, policy or procedure

- c. maintain proper documentation and records of all financial transactions
- d. report instances of misuse or misappropriation of University funds
- e. never use University funds or credit cards for personal purposes or benefit, or to make donations to any political party or political association.

## **Facilities and Equipment**

(21) University facilities and equipment are provided so we can achieve our Mission and agreed Goals. You can only use them for approved purposes and never for private purposes without express permission. For reasons of practicality, reasonable personal use of University communications facilities, photocopiers, internet access, and desktop computers is acceptable if that use is brief, complies with University policies, and does not interfere with normal work. However, no one is approved to use University facilities or equipment for private commercial, personal interest, or party political purposes other than as expressly approved within relevant policy and employment agreements.

(22) When using University facilities, equipment or vehicles, you are responsible for them - for maintaining safety and adhering to University policies and for legislative requirements such as Work Health and Safety, as well as for any damage or loss. All University facilities, equipment or vehicles must be used efficiently and carefully and any misuse or misappropriation reported.

## **Alcohol and Drugs**

(23) Western Sydney University is an educational and social community whose students, staff and guests interact in a wide variety of activities. It is acknowledged that alcohol will be consumed at some activities involving the University or occurring on University grounds. However, the University's relationship with the community and in particular with people under 18 years of age demands a responsible approach. The University does not allow the consumption of illegal drugs nor harassment and unacceptable or unlawful behaviour that may result from the use of alcohol or drugs. You must not attend work if your performance of your duties is impaired by alcohol or drugs, or if you are likely to cause danger for yourself or others. You must comply with University policies and legal and safety requirements for usage of University grounds or equipment.

## **Part C - Breaches of the Code**

(24) The University is committed to the highest standards of conduct and the continual improvement of our practices. The University also recognises that the issues raised in this Code are complex and that it is sometimes hard to interpret specific cases.

(25) Therefore, it is intended that supervisors will deal with minor breaches by counselling staff, explaining procedures or requirements more clearly or taking other remedial action.

(26) However, serious breaches will be addressed through disciplinary procedures as detailed in the applicable employment agreements. Breaches of the Code may amount to misconduct or serious misconduct within the University framework. Perceived corrupt conduct will be reported to the Independent Commission Against Corruption.

## **Part D - Ethics Guidance**

(27) Sometimes, a matter may present an ethical dilemma or one in which there are perceived conflicts of duty or loyalty but which may, in the end, have no 'right' answer. In such cases you need to reflect on the matter personally, to talk it over with supervisors, to document it, or to seek other avenues of advice, both professional and personal, available within the University.

(28) Some questions that might help reduce the level of uncertainty are:

- a. How do I personally feel about it?
- b. How would an independent person feel about it?
- c. How does it sit against the values of the University and the spirit of those values?
- d. What guidance do the University's policies and procedures provide?
- e. How would I justify my actions to others?
- f. Is it in the best interests of the University?

(29) In addition to discussion of issues with supervisors, advice on ethical issues can be obtained from a range of sources within the University depending on the context. These include:

- a. University Secretary and General Counsel who is also the Protected Disclosures Coordinator
- b. Office of Audit and Risk Assessment
- c. Equity and Diversity Unit
- d. Office of Research Services - research ethics
- e. Research Engagement, Development and Innovation - intellectual property
- f. Office of People and Culture

## Section 4 - Procedures

(30) Nil.

## Section 5 - Guidelines

### Part E - Relevant Documents, Policies and Legislation

(31) The Associated Information page contains a listing of the key documents, policies and legislation that regulate the University's operations. The University is also subject to the general 'laws of the land' and a range of Acts dealing with registration for particular professions.

(32) The listing includes links to the key policies that relate to the issues covered in this Code of Conduct. The list is current at the time of publication but is subject to change. Existing policies are amended and new policies are added regularly. Reference should always be made to the [Policy DDS website](#) in order to access the most recent policy information.

(33) The listing of State and Federal legislation refers to the most frequently cited legislation in the University context, but should not be taken as a comprehensive listing of all relevant statutes. State and Commonwealth legislation can be readily accessed via a number of Australian web sites including those of the Australasian Legal Information Institute (AustLII) and the NSW Parliamentary Counsel's Office.

### Status and Details

Status:	Current
Effective Date:	27th August 2015
Review Date:	27th April 2016
Approval Authority Policy:	Board of Trustees
Approval Authority Procedure/Guideline:	Not Applicable

Approval Date:	18th August 2015
Expired Date:	To Be Advised
Unit Head:	Name: Sophie Buck (02) 9678 7875 Position: Director, Governance Services
Author:	Name: Nicole Malone (02) 9678 7836 Position: Manager, Policy
Enquiries Contact:	Name: Nicole Malone (02) 9678 7836 Position: Manager, Policy



Camille Nurka

Attachment CN-8



**LA TROBE**  
UNIVERSITY

# CODE OF CONDUCT



For members  
of the University  
community

# OUR CODE OF CONDUCT

<b>CODE OF CONDUCT</b>	<b>WORKPLACE BEHAVIOUR</b>	Page 2
	<b>HEALTH AND SAFETY</b>	Page 2
	<b>ASSETS AND RESOURCES</b>	Page 3
	<b>CONFIDENTIALITY, PRIVACY AND INTELLECTUAL PROPERTY</b>	Page 3
	<b>CONFLICT OF INTEREST</b>	Page 4
	<b>INTEGRITY, ACCOUNTABILITY AND ETHICAL STANDARDS</b>	Page 4
	<b>RESEARCH</b>	Page 5
	<b>FREEDOM, INNOVATION AND CREATIVITY</b>	Page 5
	<b>COMPLIANCE</b>	Page 5

La Trobe University strives to integrate its values into teaching, research and business practices. The purpose of this Code of Conduct (the 'Code') is to provide members of the University with an understanding of the standards required of them in their dealings with their colleagues and the La Trobe University ('the University') community.

This Code is a statement of the commitment to upholding the ethical, professional and legal standards we use as the basis for our day-to-day and long-term decisions and actions that support our vision, values, objectives and strategy.

Members of the University community are each individually accountable for their actions and are collectively accountable for upholding these standards of behaviour and for compliance with all applicable laws and policies.

## SCOPE OF THE CODE

This Code applies to all staff and associates performing work on behalf of the University such as contractors, agency staff, conjoints, volunteers, honoraries, Council members, visiting appointments, students representing the University and other personnel.

It covers all circumstances when performing work, duties or functions of the University, both during and outside work hours and includes work-related functions, travel, conferences, where the actions of a person reflect negatively on the University and any circumstance when an individual is representing the University.



## **WORKPLACE BEHAVIOUR**

**Valuing diversity and inclusion and being committed to a respectful and fair working environment for all which does not tolerate bullying, harassment, discrimination, victimisation, vilification or violence.**

We are all required to:

- behave in a manner that supports the University values and treat people with respect, dignity and in line with our expected workplace behaviours
- behave in a professional manner; do not discriminate, harass, bully (including intimidate), vilify, victimise, act or threaten to act violently towards staff, students, associates and members of our community
- raise a grievance in accordance with our policies/Collective Agreement when we believe we have witnessed/experienced unacceptable workplace behaviour
- apply the principles of natural justice and procedural fairness in dealing with employment matters
- comply with the relevant legislation and University policies/procedures.

## **HEALTH AND SAFETY**

**Providing a safe and healthy working and learning environment for all, aspiring to eliminate all risks to health and safety.**

We are all required to:

- promote a positive safety culture and openly challenge unsafe behaviour
- promptly report accidents, incidents, near-misses and non-compliance in accordance with our reporting system
- integrate health and safety considerations into our day-to-day activities
- ensure we know what to do if an emergency occurs at our place of work
- ensure our capacity to perform our duties free from impairment of the use of alcohol or drugs and that these substances do not put any staff, student or associate's health or safety at risk
- comply with the relevant legislation and University policies/procedures.



## ASSETS AND RESOURCES

University assets and resources such as finances, facilities, equipment, vehicles and information systems equipment are used efficiently and effectively and in accordance with University policies/delegations of authority.

We are all required to:

- use and maintain University assets and resources to optimally support the operations of the University
- use University assets and resources for the benefit of the University only
- report damage/defects to assets and resources
- report suspected/actual misuse of or fraudulent activity of University assets or resources
- comply with the relevant legislation, building codes and University policies/procedures.

## CONFIDENTIALITY, PRIVACY AND INTELLECTUAL PROPERTY

The protection of commercially sensitive and confidential information/records and intellectual property together with protecting personal information relating to staff and students in accordance with privacy laws.

We are all required to:

- take steps to protect confidential information and intellectual property and only use the information/intellectual property for the purpose authorised by the University
- collect, use, store, handle, update and destroy information, in line with applicable policies and procedures
- protect intellectual property rights and avoid infringing the rights of others
- comply with and report breaches of legislation, policy/procedure or University Statutes.





## **CONFLICT OF INTEREST**

A situation that has the potential to undermine the impartiality of a person because of the possibility of a clash between the individual's private interests and the interests of the University, which may raise ethical or legal issues.

We are all required to:

- manage conflicts of interest to ensure we never put ourselves in situations that place or appear to place our own personal interests before those of the University
- disclose potential or actual conflicts of interest
- make decisions relating to teaching, research and work which are guided by the principles of openness, fairness and honesty
- ensure other employment does not conflict with our role at the University (unless otherwise agreed with the University)
- comply with the relevant legislation and University policies/procedures including the Conflict of Interest Policy/Procedure.

## **INTEGRITY, ACCOUNTABILITY AND ETHICAL STANDARDS**

Conduct that results from choices, behaviours and actions must uphold the values and good reputation of the University at all times.

We are all required to:

- be responsible for our decisions and actions
- conduct ourselves in a manner that upholds the values, integrity and good reputation of the University at all times
- be honest, fair and trustworthy in all our activities and relationships
- refuse money or anything of value and avoid making any offer of money or anything of value, to induce or reward favourable treatment for or from the University
- comply with the relevant legislation and University policies/procedures.

## RESEARCH

Our actions demonstrate excellence in research and the integrity of our research values and principles that include honesty, objectivity, fairness, accuracy, reliability and responsibility.

We are all required to:

- comply with the Australian Code for the Responsible Conduct of Research, other research related policies and relevant laws
- disclose to the funding or publication bodies any actual, potential or perceived conflicts of interest
- comply with acceptable conduct within the scholarly community and submitting original work
- comply with the relevant legislation and University policies/procedures.

## FREEDOM, INNOVATION AND CREATIVITY

Support academic freedom and encourage innovation and creativity in our work performance/outcomes in the pursuit of knowledge, information and advancement.

We are all required to:

- support the University as a place of independent learning and thought where ideas may be put forward yet ensure that this freedom does not disparage, deride or defame individuals, the community or the University
- exercise intellectual freedom in a manner consistent with a responsible and honest search for and dissemination of knowledge
- use our knowledge and expertise to deliver high-quality learning and teaching outcomes, as well as identifying opportunities to improve service
- comply with the relevant legislation and University policies/procedures.



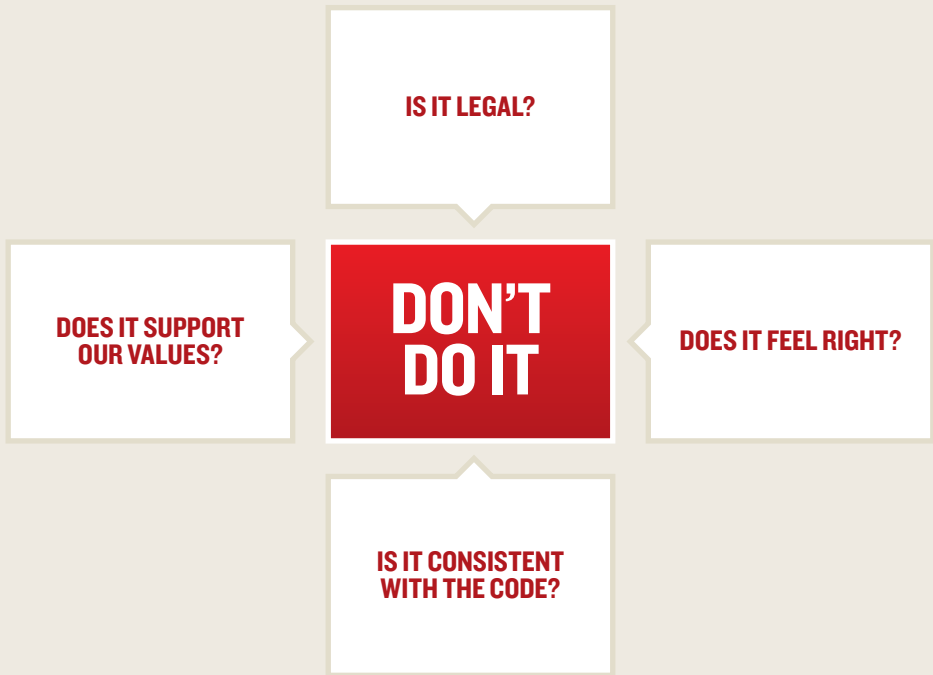
## COMPLIANCE

Respect the law and act accordingly, ensuring our actions do not breach laws, rather they support the laws under which we are governed and provide good governance.

We are all required to:

- comply with all University Statutes, Regulations, Policies and Procedures
- comply with the law, customs and business practices of those with whom we interact with, without compromising our values, this Code, our Policies and the law
- create and maintain true, complete and accurate financial and non-financial information
- report to the University any matters that we believe constitutes misconduct, fraud, corruption, breach of law or similar conduct
- comply with laws relating to trade practices and money laundering
- comply with the relevant legislation and University policies/procedures.

# IF IN DOUBT, ASK YOURSELF...



## **POLICIES AND PROCEDURES**

The Code does not address all workplace conduct. The University maintains additional policies and procedures that may provide further guidance on matters both in and out of the Code. These policies and procedures (and other supporting documentation) are available on the University intranet.

## **CLARIFYING CONCERNS**

Concerns about questionable behaviour/actions such as breaches of the Code, the law or any other policy (or governing rule), must be promptly discussed with your manager or next up manager or alternatively Human Resources.

## **BREACHING THE CODE**

The University takes all actual and potential breaches of the Code seriously.

Breaching the law, the Code or our workplace policies can have serious consequences for the University and each of us as individuals. Those who fail to follow the Code put themselves, their colleagues and the University at risk. The University deems breaches to be a serious matter and may result in disciplinary action including possible termination of employment.



# LA TROBE UNIVERSITY CODE OF CONDUCT

## FOR FURTHER INFORMATION

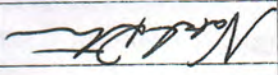
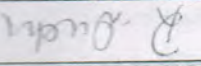

Contact HR Assist

E [hrrassist@latrobe.edu.au](mailto:hrrassist@latrobe.edu.au)

T 03 9479 1234

Camille Nurka

Attachment CN-9

<p><b>PRIVACY INFORMATION</b></p> <p>Information collected on this form will become part of your employment record. It will be stored securely and only used or released in accordance with the University's privacy policy which is available from: <a href="http://www.unimelb.edu.au/unisec/privacy">www.unimelb.edu.au/unisec/privacy</a>.</p>	
<p>Level 2 delegates include Heads of School, Deputy Heads of School, School Managers, Unit Managers and identified positions with significant resource management responsibilities which report to a Head of Budget division.</p>	
<p>Name Level 2 Delegate</p> <p>Natalie Reitmier</p>	<p>Signature</p> 
<p>Employee No#</p> <p>367151</p>	<p>Position #</p> <p>0016071</p>
<p>Supervisor Name</p> <p>Rita De Amicis</p>	<p>Supervisor's Signature</p> 
<p><b>SUPERVISOR AND LEVEL 2 DELEGATE DETAILS</b></p>	
<p>i. Unless otherwise specified, employment will be subject to the University of Melbourne Collective Agreement 2010, Council policies as well as University States and Regulations as varied from time to time (available at <a href="http://www.unimelb.edu.au">http://www.unimelb.edu.au</a>).</p> <p>ii. This offer is subject to presentation of proof of work rights eg. Valid Australian, New Zealand passport or a valid foreign passport and visa to the Arts Business Centre certifying that the staff member is an Australian citizen, permanent resident or has visa authorisation allowing this employment.</p> <p>iii. This appointment will not breach University policy with regard to personal relationships, employment and staffing (available at <a href="http://policy.unimelb.edu.au/UM0109.1#section-10">http://policy.unimelb.edu.au/UM0109.1#section-10</a>).</p> <p>iv. There is no conflict of interest (e.g. close personal relationships, financial interests, contractual relationships or possession of a particular interest or point of view in respect to this appointment), which influence the impartiality or fairness of this appointment.</p> <p>v. I have sighted any necessary employment checks relevant to the position, e.g.:</p> <ul style="list-style-type: none"> <li>Working With Children Check - <a href="http://policy.unimelb.edu.au/UM0102.1#section-4">http://policy.unimelb.edu.au/UM0102.1#section-4</a></li> <li>Police Records Check - <a href="http://policy.unimelb.edu.au/UM0102#section-3">http://policy.unimelb.edu.au/UM0102#section-3</a></li> </ul>	
<p><b>CONDITIONS OF EMPLOYMENT AND DECLARATION ON BEHALF OF THE UNIVERSITY</b></p>	
<p>Account charging</p> <p>01 / 166 / 00 / 0000 / GEN / 11 / 01</p>	<p>Employee Number</p> <p>074032</p>
<p>Subject</p> <p>GEND20001 Sex, Gender, Power</p>	
<p>Employment Period</p> <p>Start date 12/06/2012</p> <p>End date 12/12/2012</p>	
<p>in</p> <p>Social and Political Sciences</p> <p>on a casual basis to perform the duties set out below.</p>	
<p>The University of Melbourne (the University) offers to engage the services of</p> <p>Dr. Camille Nurka</p>	
<p><b>A. OFFER OF EMPLOYMENT</b></p>	
<p>This form is to be completed in order to engage academic and general staff on a casual basis. When complete, the original of this form must be sent to the ABC along with a Tax Declaration Form if not previously submitted by the casual staff member.</p>	<p>Once the contract has been completed, a copy should be given to the staff member and to the School/Unit. Enquiries regarding this form can be made to your School/Unit in the first instance.</p>
<p><b>Contract of Employment for Casual Staff</b></p> <p>HR 20</p> 	

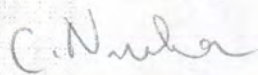


DUTIES			
Description	Classification/\$ rate per hour	Expected number of hours	Expected total \$
Agreed Rate	100.00	0	\$ 0.00
Lecture Development	228.93	0	\$ 0.00
Lecture Initial	171.70	0	\$ 0.00
Lecture Repeat	114.47	0	\$ 0.00
Lecture Significant	213.93	20	\$ 4279
Marking	40.82	0	\$ 0.00
Marking (PhD)	48.82	0	\$ 0.00
Meetings	40.82	0	\$ 0.00
Meetings (PhD)	48.82	0	\$ 0.00
Other Academic Activity	40.82	0	\$ 0.00
Other Academic Activity (PhD)	48.82	140	\$ 6835
Research Grade -1	35.26	0	\$ 0.00
Research Grade -2	38.62	0	\$ 0.00
Tutorial Initial	122.47	0	\$ 0.00
Tutorial Initial (PhD)	146.46	0	\$ 0.00
Tutorial Repeat	81.64	0	\$ 0.00
Tutorial Repeat (PhD)	97.64	0	\$ 0.00
General Staff Support	00.00	0	\$ 0.00

#### B. EMPLOYMENT DECLARATION AND AUTHORITY

##### DECLARATION BY THE STAFF MEMBER

- vi. I accept this offer of employment in the terms prescribed by this contract.
- vii. I declare that I am legally allowed to work at the University of Melbourne and that this employment does not contravene visa restrictions about paid employment in Australia that apply to me. I have provided proof of work rights to the Arts Business Centre - e.g. Valid Australian, New Zealand passport or a valid foreign passport and visa
- viii. I declare that I am in possession of any necessary employment checks relevant to the position, eg:
- ▶ Working With Children Check - <http://policy.unimelb.edu.au/UOM0102.1#section-4>
  - ▶ Police Records Check - <http://policy.unimelb.edu.au/UOM0102#section-3>
- ix. I acknowledge that my employment conditions will be subject to applicable Agreements, Council policies as well as University Statutes and Regulations as varied from time to time. Refer to: <http://www.unimelb.edu.au/ExecServ/Statutes>.
- x. I agree to abide by the University policy on sexual harassment and discrimination, available at: <http://www.hr.unimelb.edu.au/advicesupport/dm/definitions>.

Name	Camille Nurka	Signature	
Date	21/05/2012		

#### C. EMPLOYEE INFORMATION

Camille Nurka Statement - Redacted - Page 84



Lecturer: Dr. Camille Nurka

Undergraduate subject (level 1-3)

ACTIVITY	HOURS	RATES OF PAY	TOTAL
Lecturing (significant responsibility)	20 hours	\$213.93 (Significant Responsibility)	\$4279
Pre-semester administration: <ul style="list-style-type: none"> <li>▪ (Re)development, refining, (re)writing of lecture material</li> <li>▪ coordination and preparation of reading guide</li> <li>▪ coordination and preparation of reading pack</li> <li>▪ updating of LMS site</li> <li>▪ Setting and co-ordinating assessment details</li> <li>▪ employment of tutors</li> </ul>	60 hours	\$48.82 (Other Required Academic Activity – Significant Responsibility)	\$2929
During semester administration: <ul style="list-style-type: none"> <li>▪ consultation with students</li> <li>▪ consultation and supervision of tutors</li> <li>▪ other administrative details</li> </ul>	60 hours	\$48.82 (Other Required Academic Activity – Significant Responsibility)	\$2929
Post-semester administration: <ul style="list-style-type: none"> <li>▪ participation and coordination of assessment and return of results;</li> <li>▪ special consideration requests</li> </ul>	20 hours	\$48.82 (Other Required Academic Activity – Significant Responsibility)	\$976
<b>RATE</b>			<b>\$11,113</b>

### Salary Codes & Rates

The salary codes to be included on the casual employment contract are provided below. We ask that all sessional staff include codes as above on their casual employment contracts so that we have the flexibility to engage staff in other capacities if required and by mutual agreement.

1. The majority of our sessional team will only use the casual lecturing code 3410 on a fortnightly basis.
2. Those sessionals involved in taking tutorials will also use 3120 on a fortnightly basis. Other sessionals will include this code on their contract so they are able to take tutorials if required and mutually agreed from time to time.
3. All staff will use 3150 or 3160 from time to time throughout the teaching semester, such as for participation in TEP planning & TEP professional development days.
4. As the TEP curriculum is comprehensively developed TEP marking is included in the lecturing rate. 3150 is included so relief marking can be undertaken from time to time if required and by mutual agreement.

Code	Description	Rate
3410	Sessional lecturing	\$160.84 (includes 1 hour of delivery & 2 hours of associated working time)
3150	Casual academic – other activities (including marking as the rate is the same as the marking code)	\$40.39
3160	Casual academic – other activities – where the employee holds a relevant doctoral qualification	\$48.29
3120	Sessional tutoring	\$81.85 includes 1 hour of delivery and 1 hour of associated working time)

### 100 Point ID Check

The University will not process any casual employment paperwork without a completed 100 point ID check. If you are currently employed by the university but have not previously completed this check you will still be required to provide 100 points of ID. If you are unsure please check with Human Resources on 9479 1365 or by email: [HRAssist@latrobe.edu.au](mailto:HRAssist@latrobe.edu.au)

If you are coming on campus complete your paperwork please bring 100 points of ID, as per the acceptable items detailed in the casual employment contract documentation. We will cite and copy your documents.

If you are completing your paperwork off campus please provide certified copies of 100 points of ID. They must be certified by a Justice of the Peace and the original certified copies must be provided to the University.

### TFN Declaration

TFN declarations need to be completed in hard copy. If you cannot easily come to campus to complete the contract documentations a TFN declaration is available in the following ways:

1. By providing your postal address so one can be sent to you
2. Collecting one from most newsagents

Camille Nurka

Attachment CN-10



## POSITION DESCRIPTION

Faculty of Arts

### Sessional Tutor

<b>EMPLOYMENT TYPE</b>	Casual employment for the duration of the upcoming semester
<b>SALARY</b>	Casual Salary rates are set out in the University Policy Library: MPF1170 – Schedule A <a href="http://www.policy.unimelb.edu.au/schedules/MPF1170-ScheduleA.pdf">http://www.policy.unimelb.edu.au/schedules/MPF1170-ScheduleA.pdf</a>
<b>SUPERANNUATION</b>	Employer contribution of 9.50%
<b>OTHER BENEFITS</b>	<a href="http://hr.unimelb.edu.au/careers/working/benefits">hr.unimelb.edu.au/careers/working/benefits</a>
<b>HOW TO APPLY</b>	<p>Please complete the <b>application form</b> to submit you application.</p> <p>Please note that applicants who do not complete the application form in its entirety, including addressing all selection criteria, will not be considered.</p> <p>Please attach your CV to the online application form and ensure that your CV includes the contact details of two referees.</p>
<b>CONTACT FOR ENQUIRIES ONLY</b>	<p>Jen Cocks – HR Advisor Tel +61 3 8344 0348 Email <a href="mailto:j.cocks@unimelb.edu.au">j.cocks@unimelb.edu.au</a></p> <p><i>Please do not send your application to this contact</i></p>

For information about working for the University of Melbourne, visit our websites:

[hr.unimelb.edu.au/careers](http://hr.unimelb.edu.au/careers)  
[joining.unimelb.edu.au](http://joining.unimelb.edu.au)



## ***Position Summary***

As a sessional Tutor within the Faculty of Arts you will make a substantial contribution to the teaching program you are engaged with, particularly at the undergraduate level. You will prepare and conduct tutorials, consult with students, undertake assessment and attend meetings as required by the Subject Coordinator/Program Convenor. You will be required to attend the Faculty tutor induction training (compulsory for new tutors within the Faculty) as well as a School induction. You will also be required to complete all relevant training (LMS, Themis etc.)

The primary responsibility of a sessional Tutor is to successfully run and manage their assigned tutorials within the subject's tutorial program. The tutorial program is –

- ▶ an avenue for a closer interaction between staff and students
- ▶ an avenue for students to review and discuss the reading materials
- ▶ an avenue for students to review and discuss issues raised at the lectures
- ▶ an avenue for students to practice their skills of analysis and argument
- ▶ an opportunity for students to have assessment criteria and tasks clearly explained

Tutors are entitled to a staff card, which can be used to access library facilities, and are provided with a University of Melbourne staff email account. Tutors are also provided with a shared office space which includes use of a computer and telephone to be used for work related purposes. Tutors are also provided with stationary, a pigeonhole and use of the photocopier to aid in the provision of class materials for students.

## ***1. Selection Criteria***

### **1.1 ESSENTIAL**

- ▶ Minimum of an honours degree in a relevant discipline (please note that if you are applying for a sessional Tutor role in the Asia Institute or the School of Languages and Linguistics this criterion may not apply. Please contact the Program Convenor for clarification).
- ▶ Knowledge and understanding of the subject-matter
- ▶ Excellent organisational skills with the ability to manage one's own time effectively and administer multiple tasks simultaneously
- ▶ Excellent communication and presentation skills
- ▶ Ability to manage and facilitate informed group discussion and debate relating to weekly readings

### **1.2 DESIRABLE**

- ▶ Prior teaching experience at the tertiary level

## ***2. Special Requirements***

- ▶ Applicants must not be PhD students whose candidature has not yet been Confirmed, nor whose enrolment has reached 3 years EFT. This requirement may be waived if the

applicant has undertaken significant fieldwork in the period after Confirmation and before 3 years EFT.

- ▶ Currently enrolled RHD students at the University of Melbourne applying to become a Tutor must have the support of their supervisor
- ▶ Sessional Tutors are expected to create a University email account through the University's Identity Management system. All correspondence relating to their employment must be sent and received through their staff email account

### ***3. Key Responsibilities***

#### **3.1 SESSIONAL TUTORS – GENERAL**

- ▶ Conduct tutorials to the standard of the Faculty. This includes preparing a brief lesson plan in line with the weekly topic and facilitating informed group discussions relating to the lecture and weekly readings
- ▶ Consultation with students in relation to readings, weekly topics and assessment. The availability expectation of a sessional Tutor for student consultation is 30 minutes for every 1 hour of teaching. You will be required to assign office hours for this purpose from week three in semester
- ▶ Marking and assessment feedback relating to assessment activities as set out by the Subject Coordinator/Program Convenor
- ▶ Assessment administration which includes entering proposed component results into the appropriate results record system
- ▶ Attendance at meetings as required by the Subject Coordinator/Program Convenor
- ▶ Manage short-term extension requests in line with University policy
- ▶ Identify student at risk by through tutorial attendance recording

#### **3.2 OH&S**

- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 6

### ***4. Salary Payment***

#### **4.1 PAYRATES**

Pay rates for the delivery of tutorials, marking and associated academic administrative tasks are determined by the University of Melbourne Enterprise Agreement 2013. Please see this link for the current rates of pay <http://www.policy.unimelb.edu.au/schedules/MPF1170-ScheduleA.pdf>

#### **4.2 MARKING PAYMENTS**

- ▶ Payment for marking the essays is based on the assumption that 4,000 words will be read and marked per hour, for example in an hour two 2,000 word essays will be assessed

- ▶ Payment for marking of examination scripts, in class or take home tests etc. is based on the assumption that six 1 hour examination scripts will be marked per hour, for example in an hour three 2 hour examination scripts will be assessed
- ▶ Tutors are expected to provide written feedback in relation to all essay based assessment (either online or hardcopy, this will be determined by the Subject Coordinator/Subject Convenor) but are not required to provide such feedback for exam or test based assessment

#### 4.3 TIMING OF PAYMENTS

- ▶ Payment for sessional tutoring hours will be paid in line with the University casual pay cycle which occurs fortnightly. Sessional Tutors will be responsible for entering their work hours for approval by the supervisor via the University online database, Themis. Themis training will be available to Tutors early in the semester.
- ▶ Payment for marking hours will be processed at set times during semester and the examination period. A marking payment claim form will be emailed to all Tutors leading up to the time marking payments are due to be processed. The form must be completed by the Tutor and authorised by the subject coordinator before being submitted to the School. Once this has occurred tutors can submit their hours via Themis.

## 5. Other Information

### 5.1 BUDGET DIVISION

[www.arts.edu.au](http://www.arts.edu.au)

### 5.2 THE UNIVERSITY OF MELBOURNE

The University of Melbourne is a leading international university with a tradition of excellence in teaching and research. With outstanding performance in international rankings, Melbourne is at the forefront of higher education in the Asia-Pacific region and the world. The University of Melbourne is consistently ranked among the world's top universities. Further information about our reputation and global ranking is available at [www.futurestudents.unimelb.edu.au/explore/about/reputation-rankings](http://www.futurestudents.unimelb.edu.au/explore/about/reputation-rankings)

Established in 1853, shortly after the founding of Melbourne, the University is located just a few minutes from the centre of this global city. The main Parkville campus is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide range of knowledge-based industries.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded. Further information about working at The University of Melbourne is available at [hr.unimelb.edu.au/careers](http://hr.unimelb.edu.au/careers).

### 5.3 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

- ▶ Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive

contributions to society in research and research training, learning and teaching, and engagement. [www.growingesteem.unimelb.edu.au](http://www.growingesteem.unimelb.edu.au)

- ▶ The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.
- ▶ The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs. <http://www.unimelb.edu.au/research/research-strategy.html>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

*Understanding our place and purpose* – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.

*Fostering health and wellbeing* – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.

*Supporting sustainability and resilience* – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of *Research at Melbourne: Ensuring Excellence and Impact to 2025*.

#### 5.4 EQUITY AND DIVERSITY

Another key priority for the University is access and equity. The University of Melbourne is strongly committed to an admissions policy that takes the best students, regardless of financial and other disadvantage. An Access, Equity and Diversity Policy Statement, included in the University Plan, reflects this priority.

The University is committed to equal opportunity in education, employment and welfare for staff and students. Students are selected on merit and staff are selected and promoted on merit.

## 5.5 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at [www.unimelb.edu.au](http://www.unimelb.edu.au).

## 6. *Occupational Health and Safety (OHS)*

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/topics/responsibilities/>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

Camille Nurka

Attachment CN-14

**Form C: Small Group Teaching Evaluation - Student Comments**

Faculty	: Arts & Social Sciences	Session	: 2013 Teaching Period - T1
School	: School Humanities & Languages	Enrolled	: 120
Course	: ARTS2906-History of Sexuality	Repondents	: 32
Survey Description	: Evaluate Camille Nurka as a Tutor in Course ARTS2906	Survey Type	: ONLINE (18 May 2013 - 12 Jun 2013)
Survey Alternative	: Evaluate Camille Nurka as a Tutor in Course ARTS2906	Administration Date	: 13 Jun 2013

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**The best features of this facilitator's / tutor's teaching were**


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- Funny, clever, knowledgable, great, detailed feedback was given on assessments. Facilitated fantastic class discussions kind and approachable
- Her informal, fun teaching style
- She was a really great tutor. I found she had a fantastic knowledge of the course work and lead class discussions well to facilitate our learning. She really tried to get the class to come up with opinions of our own regarding the course work/readers but would also try to point us in the right direction when we were going off topic. She ran a fantastic tutorial!
- She was friendly and very open, making it easy to speak up during tutorials, or ask questions. She also encouraged students to think critically for themselves.
- Camille was honest and down to earth, engaged the students in the content very easily.
- very lively. made me interested in the subject matter. made me wish she was the lecturer instead of zora because then i wouldve went to class
- Very approachable tutor who always generated interesting conversation and debates within the tute time. I thoroughly enjoyed the course as a result and always looked forward to my tutorials.
- Good knowledge of content. Good individual comment for first tute response.
- pretty much everything. provides a relaxed and friendly environment to discuss ideas and opinions.
- Very enthusiastic personality
- Her casual manner made her easy to talk to and relate to.
- n/a
- Vast knowledge of the subject matter, engaging presence, skill in encouraging depth of thought, a level of feedback to students writing that I have not seen before with an invaluable amount of detail for students to improve their work, a general cool aura

- Her encouragement for us to critically analyse the sources presented.
  - She was very knowledgeable and helpful when people had questions. She listened to everyone's contributions and helped to generate discussion.
  - nice lady
  - Very enthusiastic about the topics pertaining to class discussion
  - Very open class structure, naturally encouraged student participation, genuine enthusiasm for the course, sense of humour
  - Everything
  - Her inclusive style and encouragement of discussion
  - Her great personality!! So much fun and had great energy.
  - She was very down to earth and direct.
  - She was fun! She made it a very comfortable atmosphere to talk about the material and learn about everything. Enjoyed her humour and intelligence
  - Her attitude of collective critical discussion
  - engaging, asked questions that required thinking, was not boring
  - Engagement with the students, made me excited to learn and participate, friendly and warm
  - Enthusiasm, which definitely made the tutorial more engaging
  - exotic personality
  - her enthusiasm and kind demeanor. Tut was usually fun!
-