

FACULTY OF VETERINARY SCIENCE

Staff Information Manual



The University of Sydney

C O N T E N T S

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1 Welcome from the Dean



Welcome to the Faculty of Veterinary Science and congratulations on your appointment. Starting in a new position is always daunting, as there is so much to learn, so much to organise and so many faces to remember!

You will find on the Faculty Intranet site 'The New Staff Induction Program'. This site is designed to alleviate some of the difficulties and to make you to settle in quicker and easier. We have categorised the site into four different areas depending on your position. Each area; *Academic*, *Professional*, *Clinic* or *General* has common as well as specific information for that type of position. If there is any additional information you think would be valuable please let us know.

At the Faculty of Veterinary Science, it is important that new staff feel welcome and have the information required easily accessible. We hope the information on this site is useful as you start your new job and I encourage you to continue using the site, together with this handbook and keep coming back.

Best Wishes

A handwritten signature in blue ink, which appears to read 'Leo Jeffcott'. The signature is stylized and somewhat abstract, with overlapping loops and lines.

Professor Leo Jeffcott
Dean

2 Vision Statement



A world leader in veterinary education, animal science and research focused on the health and welfare of animals and benefit to the community.

Values

- Student life-long learning, supported by inspirational teaching
- Research excellence creating new knowledge
- Service to the profession and the community, as we value and develop our key relationships
- A culture built on academic excellence, integrity, respect and encouragement
- Animal well being guiding our work

Mission

- We will educate and graduate outstanding veterinarians
- We will deliver a high quality, learning environment with a dynamic and responsive curriculum delivered by inspirational academic staff
- We will undertake high quality research and establish of research groups of excellence
- We will mentor our graduate students and develop a sense of ongoing commitment to and involvement with their university
- We will manage elite veterinary teaching hospitals where student-learning opportunities are maximised, and excellent service is provided to the community
- We will be at all times informed and balanced advocates for the responsible care of animals
- We will work to ensure the financial viability and sustainable future of the Faculty
- We will have clear direction and effective leadership that maintains open avenues of consultation with students, staff and the wider university community

Culture Statement

We will commit ourselves to developing and strengthening a unified culture that embodies:

- A strong sense of common purpose supported by open and honest communication
- Mutual trust and respect between all staff and students regardless of position
- Fairness for all staff and students with recognition and reward for their achievements
- A willingness and capability to adapt to internal and external change
- Pride in the Faculty's heritage and belief in our core values
- Everyone accepting personal responsibility and shared leadership for our future

3 Faculty History



The University of Sydney Faculty of Veterinary Science opened its doors on March 22, 1910. Sixteen students enrolled in this premier Australian University course in veterinary science. These students learned from skilled practitioners and world-class academics, with access to the know-how of a nation, which was already an emerging power in animal health and production. All this located in the heart of the bright and booming harbour city of Sydney.

The Faculty has grown beyond recognition; we have developed outstanding research and clinical facilities and strong reciprocal links with academic peers around the world; we are recognised internationally as a leading provider of education and a key contributor to world best practice in the care and welfare of animals. Today, our students have the ambition, compassion and integrity it takes to make great veterinarians; faculty members have the spirit of innovation and leadership; and we are still based in the heart of Sydney with our own rural facilities on the outskirts of the city.

For more information about the Faculty of Veterinary Science and both campuses:

Sydney Campus

Faculty of Veterinary Science
University of Sydney, NSW 2006
Phone 9351 2441 / 3550
Fax 9351 3056
Web www.vetsci.usyd.edu.au
For all General Enquiries email vetsci@vetsci.usyd.edu.au
For Postgraduate Enquiries email pg@vetsci.usyd.edu.au

Camden Campus

Private Mail Bag 3
425 Werombi Road
Camden NSW 2570
Phone 9351 2222

4 Faculty of Vet Science online



4.1 Website www.vetsci.usyd.edu.au

The Faculty of Veterinary Science website provides comprehensive and up to date information on Faculty activities, staff, projects and courses. The website is updated regularly and contains extensive information on costs, applying and Units of Study for prospective local and international students.

Current students also access the website for information on timetables, calendars and secure password protected areas such as the Extramural Student Administration and Year 5 Virtual Clinical Campus websites.

Providing information on staff for students and external users is an important role of the faculty website. All teaching and academic staff has a dedicated page that contains contact details, qualifications, research interests, teaching areas and recent publications.

4.2 Intranet www.vetsci.usyd.edu.au/intranet

The Faculty of Veterinary Science intranet is a secure password protected website for staff employed by the Faculty and postgraduate students. The intranet provides online applications for room bookings and adding events to the Faculty calendar. It also has information on Faculty committees, policies, roles and responsibilities and contains the New Staff Induction website. As well it contains Faculty documents (minutes/reports etc).

The intranet is designed to improve information sharing, centralise storage and management of Faculty documents and policies and provide a seamless entry point for easily accessing Faculty resources and administrative functions.

The New Staff Induction site within the Faculty intranet contains useful and important start up information for all new staff. The site is categorised by staff type, so we hope it will make finding the information you need easier.

How do I access the Faculty intranet?

→ Step 1: REGISTER

Complete the form selecting your username and password.

Once you have successfully registered, you will receive a confirmation email. Approvals are processed on the same day and you will receive email confirmation your registration has been approved. Only after you have approval will you be able to login to the intranet.

Navigate to the Register page by clicking the 'Not Registered' or 'Register' link at the bottom of the login form. www.vetsci.usyd.edu.au/intranet/register.php

→Step 2: LOGIN

Complete the form selecting your username and password.

→Step 3: EDIT YOUR PROFILE

The intranet is a dynamic website displaying information based on users current 'Profile'. Click 'Edit' and then 'Edit My Profile' to add information specific to you about committee membership, staff type and location.

4.3 Teaching and learning resources: VEIN

The University of Sydney Veterinary Education and Information Network (VEIN) is an information service for veterinary and animal scientists, and allied animal health professionals, with a focus on access to high quality information and lifelong learning in the 21st Century knowledge economy.

VEIN is an initiative of the University of Sydney, Library, Faculty of Veterinary Science, Post Graduate Foundation in Veterinary Science and the Veterinary Science Foundation.
Contact:

Jane Barton

Faculty Librarian

Phone 9351 3775

Email jbarton@library.usyd.edu.au

4.4 Teaching and learning resources: OLIVER

The Online Library of Images for Veterinary Education and Research (OLIVER) is a library of learning objects, including images developed by the Faculty of Veterinary Science. All staff is expected to add quality images used for teaching. Contact::

Dr Paul McGreevy

OLIVER Manager

Phone 9351 2810

Email paulm@vetsci.usyd.edu.au

4.5 Teaching and learning resources: WebCT

For assistance with WebCT or developing other online resources contact:

Gerard Marcus

Thyne Reid Teaching Innovations Unit

Faculty of Veterinary Science

University of Sydney

Phone 9036 5043

Website www.vetsci.usyd.edu.au/trproject

5 Contact Details



5.1 Main Faculty Contacts Faculty Website www.vetsci.usyd.edu.au

Name	Position	Ext	Fax	Email
Leo Jeffcott	Dean	1 6936	1 3056	Dean@vetsci.usyd.edu.au
Lynette Robson	Personal Assistant to the Dean	1 6936	1 3056	lynr@vetsci.usyd.edu.au
TBA	Faculty & Business Manager			
Shirley Ray	Research & Student Admin Officer	1 6932	1 3056	shirley@camden.usyd.edu.au
Caroline Bugg	Faculty Finance Officer	1 7345	1 7348	C.Bugg@vetsci.usyd.edu.au
Federico Costa	Web Services Co-ordinator	1 2092	1 4261	fcosta@vetsci.usyd.edu.au
David Liu	Computer Services Manager	1 2460	1 3957	dliu@vetsci.usyd.edu.au
Stephanie Stanyer	Faculty Personnel	6 5287	1 3957	sstanyer@vetsci.usyd.edu
Associate Deans				
Chis Maxwell	Staff & Students	1 4864	1 3957	chism@vetsci.usyd.edu.au
Gareth Evans	Research	1 3363	1 3957	gareth@vetsci.usyd.edu.au
Rosanne Taylor	Teaching & Learning	1 2703	1 3957	rosannet@vetsci.usyd.edu.au
Sub Deans				
Chris Moran	Agricultural Teaching	1 3553	1 2114	chrism@vetsci.usyd.edu.au
Robert Dixon	Animal Welfare	1 1608	1 1618	rjdixon@mail.usyd.edu.au
Glenn Shea	BSc[Vet]	1 2444	1 6880	gshea@mail.usyd.edu.au
Richard Whittington	Camden Campus	1 1619	1 1618	richardw@camden.usyd.edu.au
David Evans	Extramural Animal Husbandry	1 2474	1 3957	divide@vetsci.usyd.edu.au
Paul Sheehy	ICT in Teaching and Learning	1 5983	1 3957	P.Sheehy@vetsci.usyd.edu.au
Michelle Hyde	Sydney	1 2716	1 2114	Michelle@vetsci.usyd.edu.au
Merran Govendir	PG Education & Research Training	1 5442	1 3056	M.govendir@vetc.usyd.edu.au
Allan Husband	Research Development	1 3127	1 7349	A.Husband@vetp.usyd.edu.au
Jenni Hodgson	Teaching and Learning	1 2454	5 1212	Jennih@camden.usyd.edu.au
Paul Hopwood	Undergraduate Admissions	1 3242	1 6880	Paulh@mail.usyd.edu.au
Rhonda Canfield	Students	1 2447	1 6880	Rcanfiel@mail.usyd.edu.au
Clinic Directors				
Geraldine Hunt	UVC Sydney	1 5320	1 4261	Gbhunt@mail.usyd.edu.au
Andrew Dart	UVC Camden	1 1766	5 1212	andrewd@camden.usyd.edu.au
Year Coordinators				
Paul Sheehy	Year 1	1 5983	1 3957	P.Sheehy@vetsci.usyd.edu.au
Kate Bosward	Year 2	1 7170	1 7348	Kateb@camden.usyd.edu.au
Paul McGreevy	Year 3	1 2810	1 3957	N.Sangster@vetp.usyd.edu.au
Geraldine Hunt	Year 4, Semester 7	1 5983	1 4261	Gbhunt@mail.usyd.edu.au
Imke Tammen	Year 4, Semester 8	1 3454	1 3771	itammen@vetsci.usyd.edu.au
John Baguley	Year 5	1 1777	1 1743	j.baguley@vetsci.usyd.edu.au

5.2 The online University Phonebook

Emergency 00000

Security 13333

The online phonebook is for finding numbers and contact details for staff (White Pages) and departments (Yellow Pages) on <http://intranet.usyd.edu.au/staff/people/html> If you are unable to find the number you require, you can contact the Switchboard by dialling '9'.

Type of search: White Pages (persons)
 Yellow Pages (departments)

Name:	<input type="text"/>
Title:	<input type="text"/>
Position:	<input type="text"/>
Department	<input type="text"/>
Phone:	<input type="text"/>

As a new member of staff you will need to ensure you are entered on the system. A phonebook entry may be created for you by an Administrative Assistant, or you may need to add your own details. To add your entry or make changes you will be required to login with your UniKey/Extro details (these are forwarded to you from ITS).

6 Using your Phone



Diverting / cancelling a diversion to voicemail

→ Divert your phone to voicemail

Analog handsets:

Lift handset, press *21#
Replace handset

Digital handsets:

Press Call Divert button
Light will come on

→ Cancel diversions to voicemail

Analog handsets:

Lift handset
Press #21#

Digital handsets:

Press Call Divert button
Light will go out

Diverting / cancelling a diversion to another extension

→ Divert your phone to another extension

Analog handsets:

Lift handset, press *21*
Dial extension number to which you are
diverting, Press #, Replace handset

Digital handsets:

Press *21*
Dial extension number to which
you are diverting, Press #

→ Cancel diversion to another extension

Analog handsets:

Lift handset
Press #21#,

Digital handsets:

Press #21#
Replace handset

Diverting / cancelling a diversion to an external number

→ Divert your phone to an external number

Analog handsets:

Lift handset, Press *21#
Dial the number to which you are diverting
Press #, Replace handset

Digital handsets:

Press *21#
Dial the number to which you are
diverting, Press #

→ Cancel diversion to an external number

Analog handsets:

Lift handset, Press #21#, Replace handset

Digital handsets:

Press #21#

Transferring a call

Analog handsets:

Press Recall button
Wait for dial tone
Dial required extension number
Wait for answer, Replace handset

Digital handsets:

Press Inquiry button
Dial required extension number
Wait for answer
Press Transfer button

Return to call you are transferring if the other extension is busy

Analog handsets:

Press 2 after receiving busy tone

Digital handsets:

Press flashing light button on Access 1 or Access 2 after receiving busy tone

Automatic callback

Analog handsets:

Press 6 when you hear the busy tone

A fast ring will indicate the line is free

Pick up handset (the extension number you are calling will ring automatically)

Cancel callback, Lift receiver

Press #37#

Digital handsets:

Press Callback button (the light will come on)

Cancel Callback

Press #37#

7 Veterinary Centres



7.1 Sydney Campus

The University Veterinary Centre on the Sydney campus provides a range of both routine and specialist veterinary services. The Centre operates as a small animal veterinary practice and specialist referral centre. Parking is available on site - enter off Parramatta Road between Ross Street and Missenden Road.

Address

65 Parramatta Road,
Camperdown NSW 2006

Contact details

Phone 9351 3437

Fax 9351 7436

Email hazelb@vetsci.usyd.edu.au

The Clinic is open

Monday to Friday: 8am to 7pm

Saturday: 9am to 1pm

Sunday: No Consulting Hours

The UVCS is a small animal teaching hospital for the Faculty of Veterinary Science. It provides all routine veterinary services including general consultations, vaccinations, heartworm testing, and micro chipping and de-sexing as well as providing a range of medical and surgical specialist services. Clinic staff treats all domestic pets, birds and wildlife.

To ensure the Veterinary Science Faculty graduates veterinarians with all the generic veterinary attributes the University Veterinary Centre at Sydney provides a high quality clinical experience for our students. Our graduates are of the highest calibre, dedicated to the compassionate and skilled care of companion animals. The clinical training program involves our senior veterinary students spending time working with and supervised by our clinicians, learning about both routine treatments and groundbreaking surgical and medical techniques.

Our senior students also participate in our annual Open Day, providing free pet health checks for the dogs and cats (and other small animals) visiting on the day.

7.2 Camden Campus

The University Veterinary Centre on the Camden campus is located at 410 Werombi Road, Camden. The Centre operates 6 days a week as an equine clinic and specialist referral centre, a small animal veterinary clinic, and a clinic and hospital for all large animal species.

Parking is available on site, as well as loading ramps and other facilities for large animals, including a superb new stable development completed in 2002.

Address

410 Werombi Road
Camden NSW 2570

Contact details

Phone 2 4655 0777
Fax 2 4655 1212
Email uvcc-reception@vetsci.usyd.edu.au

The Clinic is open

Monday, Wednesday & Friday: 8am to 8pm
Tuesday & Thursday: 8am to 6.30pm
Saturday: 8am to 4pm
Sunday: after hours emergency service is provided

The Camden Veterinary Centre has both small and large animal clinics and hospitals on site. The clinic provides routine and specialist services for dogs, cats, horses, cattle, alpacas, sheep, goats, pigs, and birds. The services of the clinics are available to the general public and veterinarians who wish to refer patients.

The Camden Veterinary Centre provides:

- Comprehensive lameness evaluation including high power diagnostic radiography and ultrasonography
- Currently the only location in NSW for comprehensive poor performance evaluation of the equine athlete including high-speed treadmill
- Cardiovascular and respiratory function testing and treadmill video endoscopy
- Excellent surgery suites and recovery rooms
- Intensive care facilities for critically ill horses; the only facility in NSW with a full time specialist veterinary anaesthetist; two full time registered specialists in equine surgery
- Full time registered specialist in equine medicine

The University Veterinary Centre at Camden is pivotal in the teaching of undergraduate and postgraduate veterinarians, preparing them for careers in small animal, large animal and mixed practice.

Senior veterinary students spend time working with and are supervised by the clinicians, learning about both routine treatments and ground breaking surgical, medical and diagnostic techniques. In addition they participate in the activities of the anaesthesia and pathology services.

8 Facilities



8.1 Veterinary Science Conference Centre

The Veterinary Science Conference Centre (VSCC) is a modern, purpose built facility. It has a range of rooms available for hire and is an ideal venue for conferences, meetings and lectures. The VSCC has state of the art audiovisual facilities in the Webster Theatre and seating for over 200. There are also rooms available that are configurable in cocktail, theatre, classroom, dining and boardroom style. Seating sizes range from 14 to 250.

The VSCC is located within easy access to the CBD with public transport close at hand and parking available within the University grounds. The VSCC foyers overlook the picturesque University lawns and courtyard, a perfect location for that special occasion.

Further information on hiring, including catering arrangements, the VSCC or would like to arrange an appointment, please contact:

Room Bookings:

Lee Mashman

Faculty Office

Phone 9351 2441

Fax 9351 3056

Email lee@vetsci.usyd.edu.au

The Venue Collection (catering):

Phone 9563 6245

Fax 9563 6249

Email tvc@usu.usyd.edu.au

Website www.usu.usyd.edu.au/tvc/

Building Co-ordinators

Russell Clifton (Monday to Thursday)

Phone 9351 6184

Mobile 0402 892 867

Email russelc@vetsci.usyd.edu.au

William Cao (Friday)

Phone 9351 6184

8.2 Arthursleigh

'Arthursleigh' (7900ha) is located at Marulan near Goulburn. The property was bequeathed to the University in July 1979 from the estate of the late Eric Thomas William Holt.

The farm is operated commercially, and used for teaching and research in pasture agronomy and animal science. Currently the site is used to teach Wildlife Health and Population Management courses. It is a valuable teaching resource for the University as it allows access to wildlife areas and provides an ideal venue for field trips.

Address:

'Arthursleigh'
Marulan NSW 2580
Phone 2 4857 5161

8.3 Camden Farms

The University of Sydney operates three commercial dairy farms on the Cumberland Plain, southwest of Sydney. One of these farms is in the Camden area. 'Corstorphine' (named after a Scottish village by its original owner) lies on the banks of the Nepean River west of the historic village of Cobbitty. The farm supports 220 registered Holstein black and white cows producing high quality milk for the Sydney market. The deep alluvial soils are ideal for growing lush pastures required for milk production.

All enquiries to the Farms Secretary:

Phone 2 4655 0643 *or* 9351 1643
Fax 2 4655 0664 *or* 9351 1664
Email kate@camden.usyd.edu.au

9 Faculty Services



9.1 The Faculty Office

The Office of the Faculty of Veterinary Science is in the JD Stewart Building, Room 218. All enquiries in relation to student administration, from prospective student enquiries, both undergraduate and postgraduate, to submission of assignments, can be made at this office in the first instance.

The Faculty Office provides a comprehensive and efficient student service in all areas related to admissions, enrolment, progression and graduation and all other administrative tasks involved with students' relationships with the Faculty.

The provision of accurate advice and up-to-date information to all the Faculty's clients, including potential and current students, Faculty and University staff, government agencies and the community in general.

9.2 Faculty Office Staff

Shirley Ray, *Faculty Research and Student Administration Co-ordinator*

Management of all student services in the Faculty and coordination of the research portfolio.

Tess La-Lande, *Administrative Assistant (Postgraduate)*

All postgraduate student matters, processing for graduation, exemptions and credits, student database maintenance, student photos and class lists.

Lee Mashman, *Administrative Assistant (Undergraduate)*

Undergraduate student enquiries, scholarships and prizes, timetable publications.

Melanie Robson, *Extramural Placements Coordinator*

Coordinates all extramural practice; develops and maintains the database.

Lyndell Tollefsen, *Administrative Assistant*

All Faculty Office phone and counter enquiries, Sydney Faculty mail.

Helen Yeo, *Administrative Assistant*

Extramural Placements, assists Melanie.

Each Building has a set location in which to place both external and internal mail. Administrative personnel in each Building are responsible for the collection and distribution of that Building's mail.

9.3 Faculty IT Services Unit

IT Services provide technical assistance to staff and students within the Faculty of Veterinary Science.

Computer Services Manager (Sydney):

David Liu

Phone 9 351 2460

Fax 9251 3957

Email davidl@vetsci.usyd.edu.au

Computer Systems Officer (Camden):

Chris Stimson

Phone 2 9351 1624

Fax 2 4655 0693

Email chriss@camden.usyd.edu.au

IT desk support including network management. Management of Faculty IT infrastructure. Purchase of all hardware and software.

Web Services Co-ordinator:

Federico Costa

Phone 9351 2092

Fax 9351 4261

Email fcosta@vetsci.usyd.edu.au

All web site and Intranet development. WebCT development support.

9.4 Thyne Reid Teaching Innovations Unit

This Unit has been set up to support the staff of the Faculty of Veterinary Science in their move towards learner-centered Teaching. The increased understanding and application of learner-centered Teaching principles within the Faculty will assist in the development of responsible, truly knowledgeable graduates that can provide a significant contribution to the field of veterinary science. The Unit is located in room 331, Evelyn Williams Building. Staff is free to drop in for help with any online curriculum matters. If you would like some assistance, contact:

Unit Office

Phone 9036 5043

or

Gerard Marcus

Phone 9036 5043

Email gmar5942@mail.usyd.edu.au

The Faculty is committed to more effectively engaging students in managing and taking personal responsibility for their own learning, however changes in our approach to teaching are required to achieve this goal. Our aim is to move away from traditional style lectures and examination-based assessment to activities that involve students in individual and collaborative inquiry. The Thyne Reid Unit assists the Faculty to achieve this goal, as

it enables simultaneous development of the 4 key areas required for success. These are development of staff skills in facilitating independent learning, creation of an outstanding on line database of teaching resource material, development of effective student-centred learning activities and installation of teaching infrastructure so staff and students can utilise on line learning resources.

9.5 Publications Unit

The publications support group manages handbooks and teaching material. Publications support is located in Room 305, JD Stewart Building. Contacts:

Irene van Ekris

Phone 9351 2449 or 2 9351 1658

Fax 9351 6880

Email irenes@vetsci.usyd.edu.au

Lisa Ashley

Phone 9351 2445

Fax 9351 6880

Email lisaa@vetsci.usyd.edu.au

10 Foundations



10.1 Veterinary Science Foundation

The Veterinary Science Foundation is dedicated to supporting animal health and welfare, the education of future veterinarians, and excellence in research. The Foundation was established in 2000 and supports the Faculty of Veterinary Science vision of innovation and leadership, and ensures its aims for the future are realised. The Foundation aims to raise awareness of the critical importance of veterinary science to the Australian community - through fostering of the human-animal bond, addressing the need to ensure our rural livestock production industries remain viable, working to conserve our unique native wildlife, and breaking new ground in research. **Director:** Dr Jennie Churchill on 9351 8024.

Contact: Zara Gosson

Phone 9351 8026

Fax 9351 8025

Email vsf@vetsci.usyd.edu.au

10.2 Dairy Research Foundation

The Dairy Research Foundation is located at the Camden Campus as part of the University of Sydney. It has a research laboratory known as the Dairy Research Unit and the MC Franklin Laboratory with facilities for carrying out a wide range of projects from applied nutrition to more basic physiology and molecular biology. As part of its extension role each year the Foundation has invited a visiting dairy expert to speak at the Dairy Research Foundation Symposium and then travel to a number of locations in dairying areas. This, however, is now being reviewed with the aim of widening its extension activities.

Chair: Professor Bill Fulkerson on 9351 1635.

Contact: Michelle Heward

Phone 9351 1631

Fax 2 4655 0693

Email mhew3719@mail.usyd.edu.au

10.3 Poultry Research Foundation

The Poultry Research Foundation was one of the original Foundations established within the University of Sydney by the University Senate in October 1958. The purpose of the Foundation is to provide an interface between the Australian poultry and allied industries and the Faculty of Veterinary Science.

It sponsors industry-related research, assists in the training of scientific personnel and acts in an industrial liaison capacity. The Foundation's contribution to the development of the Australian poultry and stock-feeds industries has been achieved through research programs directed at obtaining a better understanding of the metabolism and nutritional requirements of poultry.

The Foundation has regularly hosted workshops, seminars and symposia. In 1989 the annual Foundation Symposium was enlarged to become the Australian Poultry Science Symposium through joint collaboration with the Australian Branch of the World's Poultry Science Association. **Chair:** Professor Tom Scott on 9351 1612.

Contact: Jo-Ann Geist

Phone 9351 1656

Fax 9351 1693

Email jogeist@camden.usyd.edu.au

10.4 Post Graduate Foundation in Veterinary Science

www.pgf.edu.au

The Post Graduate Foundation in Veterinary Science (PGF) is a centre for continuing veterinary education within the University of Sydney and is located on the top floor of the Veterinary Science Conference Centre building.

The core business of the PGF involves the provision of affordable, world-class, and unbiased continuing veterinary educational opportunities to meet the needs of veterinary graduates and Para veterinary groups throughout the world.

As well, the PGF supports and facilitates access for undergraduate students within the Faculty to leading outside specialists through its courses and workshops when these are held at times convenient to students. While it is not set up to raise funds for this, the PGF also supports various Research Projects and funds publication of the results of these as well and when it is able and financially equipped to do so.

Undergraduate Students are welcome to visit the offices of PGF, discuss upcoming courses and events, meet our staff and to browse our collection of publications and Course Proceedings. **Director:** Dr Michele Cotton on 9351 7979.

Contact Address:

Post Graduate Foundation in Veterinary Science

Conference Centre B22

University of Sydney NSW 2006

Fax 9351 7968

11 Areas of Interest



11.1 Recreation

→ Sydney Campus:

The Arena Sports Centre

Offers gymnasium, fitness, sport and recreation, climbing wall

The HK Ward Gymnasium

Offers kickboxing, boxing, martial arts facilities, judo, sports hall, group fitness studio

The Noel Martin Sports and Aquatic Centre

Offers indoor heated pool, fitness centre, squash & tennis courts, recreation courses

Website www.susport.com

→ Camden Campus:

Offers gymnasium, squash, tennis courts, football oval, walking tracks

11.2 Food

→ Sydney Campus:

'Ralph's café at the Vets' at JD Stewart Building

'Ralph's café' at Women's Sports Centre

Serving coffee, sandwiches, pasta, focaccia, pies, platters, drinks. Catering available.

'The Grandstand Café & Sports Bar' next to Ovals 1 & 2

'Courtyard Café' (licensed) in Holme Building

Serving hot food, sandwiches, coffee, drinks

'Holme and Away' in Holme Building

Serving hot food, drinks

There are many other establishments and international eateries in Glebe and close proximity to the University and Veterinary Science precinct.

→ Camden Campus:

Apart from Nepean Hall, Camden village has many food outlets

11.3 Other Services

Commonwealth Bank	Holme Building Phone 9351 2448
Post Office	Science Road, Pharmacy and Bank Building Phone 9351 2269 Fax 9351 2269
Medical Centre	University Health Service, Holme Building, Phone 9351 4095
Varsity Pharmacy	Holme Building Phone 9660 0327
Optometrist	Wentworth Building Phone 9552 3324 Fax 9660 6486
Dentist	Wentworth Building Phone 9692 8900
Hairdresser	Wentworth Building Phone 9660 7888
STA Travel	Wentworth Building Phone 9660 6260

12 University Services



12.1 Security

Keys and swipe card access

Security located in the Services Building issues all keys and swipe cards for staff at the University of Sydney. A key to your office as well as a swipe card would have been organised for you to access your building. You will however need to go over to Security with a photo ID (ie driver's licence) to collect these items.

Contact details

Phone 9351 5326

Fax 9351 4555

Location

Level 2

Services Building

Codrington Street

12.2 Building Co-ordinators

Building co-ordinators can provide you with access to teaching rooms, equipment such as data projectors and other assistance as required. Large lecture theatres generally have equipment installed in them. It is useful to know the location and contact details of the attendants to the buildings in which you may need assess and/or teach. If you require special equipment, you should make arrangements with the building attendants in advance.

Vet Science Conference Centre	Russell Clifton / William Cao	9351 6184
Evelyn Williams SR	Keith Ellis	9351 4565
Gunn Building Rooms	Helen Hughes	9351 5828
JD Stewart Seminar Room	Lyndell Tollefsen	9351 8783
McMaster Seminar Room	David Griffin	9351 3099
Shute Building, Camden	Sandra Saville	9351 1611

Room bookings

With the exception of the Veterinary Science Conference Centre, which is booked through Lee Mashman at lee@vetsci.usyd.edu.au all other bookings for rooms are booked by person requiring room via the 'room bookings' site on the Faculty Intranet www.vetsci.usyd.edu.au/intranet/loginpage.php

12.3 Personnel Services

In the first instance, please contact the Faculty Personnel Officer Stephanie Stanyer, Room 352, B19 on:

Phone 9036 5287

Fax 9351 3957

Email sstanyer@vetsci.usyd.edu.au

Personnel Forms can be downloaded from www.usyd.edu.au/personnel/forms

The ones you will be using most frequently are the leave application (for annual leave and sick leave) and the Special Duties Overseas/Australia (for travel ie to conferences).

12.4 Remuneration Services

Remuneration Services forms can also be downloaded from the Personnel web site listed above. Other information on remuneration can be found at the following website:

www.usyd.edu.au/personnel/rem

Fax 9351 5310

12.3 Traffic and Parking www.security.usyd.edu.au

If you plan to park at Sydney campus, you will probably need to obtain a parking permit. This can be arranged through the Parking Office. Camden site has no such restriction on staff parking on that campus.

Enquiries

Phone 9351 3336

Fax 9351 4555

Opening Hours

Monday to Friday: 8.30am - 4.00pm

Location

Services Building G12, 2nd Floor
Codrington Street, Darlington Campus

Most permits are restricted to academic staff, specific administrative staff and postgraduate students. Part time academic positions and staff with less than 2 years service cannot park on Camperdown campus until after 3pm, Monday to Friday. Permits for specific areas of campus are processed after being authorised by delegated officers of organisations such as the various Foundations and Unions on campus. Some permits for out of hour's use (after 3pm) are available to all members of the University community.

Documentation you require when applying for a parking permit

The Traffic Office will need to verify whether you are entitled to a particular permit and the appropriate fee to be charged. To do this you will need to produce ONE of the following:

- A letter from an authorised Department, Foundation or Union executive
- A University payslip.
- A postgraduate student ID card

As well as one of the above, the following documentation:

- Your driver's licence
- Registration papers for insurance papers

This information is requested to verify ownership of the vehicle and an applicant's relevant usage of the vehicle. This information is only sighted and copies are not held. Relevant privacy guidelines and legislation protect all information you provide. If the address or telephone number of the permit holder changes, the Traffic Office must be notified.

Types of Permits

Academic Staff in the Faculty of Veterinary Science will be issued either a yellow or purple permit.

Yellow Permits: allow parking on the Camperdown and Darlington campuses (including the Western Avenue and Shepherd Street car parks, the Telfer Building car park ONLY by arrangement with the attendant, but excludes use of the Mallett Street car park).

Purple Permits: Darlington Campus at all times and Camperdown after 3.00pm Mon-Fri and anytime on weekends.

NB: Permits DO NOT allow use of specific zones (such as University owned vehicles, disabled and loading zones or security vehicles only zones) or parking in spaces beyond the signposted time limits (1P, 2P, 15min etc).

Applications for parking permits can be downloaded from the following website:
www.security.usyd.edu.au/traf.html#bl

12.6 Library Resources

The following contacts are for the Faculty of Veterinary Science. The subject team librarians support your subject area and are available to assist with your research and teaching needs.

While you are studying at the University of Sydney, you have free access to the largest academic library in the Southern Hemisphere. Badham and Camden Libraries are the specialist libraries for veterinary science and Orange library may also have the resources of interest to you. The Library is happy to transfer items between campuses for you. Resources available include books, journals, videos, research databases, information skills training and access to qualified information specialists. Access to databases and some e-journals is available from locations off campus. For more information please see:

www.library.syd.edu.au/databases/wam/html

Badham Library at Sydney Campus houses the collection relating to Biology, Agriculture and Veterinary Science. It is heavily used by our students.

Your Faculty Liaison Librarian at Sydney Campus is:

Jane Barton

Ground Floor, Badham Building, A16

Science Road, Sydney Campus

Phone 9351 3775

Fax 9351 3852

Email jbarton@library.usyd.edu.au

Your Faculty Liaison Librarians at Camden Campus are:

Janine Maitland

Karen Black

University of Sydney Farms, C15

Werombi Road, Camden

Phone 9351 1627

Fax 2 4655 6719

Email J.Maitland@library.usyd.edu.au

k.black@library.usyd.edu.au

VEIN

VEIN or the Veterinary Education and Information Network is a web portal maintained by the University Library and also supported by the Faculty, the Postgraduate Foundation in Veterinary Science and the Veterinary Science Foundation. It provides relevant, high quality information to assist you and to provide information to veterinary and animals scientists in the community. The website address is www.library.usyd.edu.au/VEIN

VEIN will allow you to easily access the facilities of the University Library, including catalogues, research databases and high quality websites. The 'What's New?' page advertises events on and off campus - please let the Library know if you have a Vet event coming so it can be listed. The 'Links' pages on VEIN gather together resources by area of study, species and disease as well as providing information on personal and professional development, the use of technology and organisations.

Please use VEIN and contribute to the development of the Website by using the 'suggest a site function' on each page or by contacting your Faculty Liaison Librarian.

Library Allocations

Each Faculty has an annual allocation of funds from the University Library for the purpose of ordering new material. To request that new materials be purchased by the library, please contact your Liaison Librarian.

Online Databases

Online databases can be accessed via the library website at www.library.usyd.edu.au Select Databases and Electronic Journals from the library home site. From there you can search www.library.usyd.edu.au/ejournals/ejalph.html the list of journals available alphabetically or you can select the database if you know which one you want to search: www.library.usyd.edu.au/databases/

Fisher Library is the main library on campus. It is located on Eastern Avenue, not far from the Great Hall. Fisher Reserve is a short loan collection designed to ensure the availability of books and journal articles required for course reading. Normally only one or two items may be borrowed at a time, for use within the Library for one to two hours. Subject areas of responsibility for library staff for Fisher Reserve items are listed at:

www.library.usyd.edu.au/libraries/fisher/reserve/subresp.html

CORS

The Course Online Readings Service (CORS) provides a centralised service for the submission, processing, production and copyright management of all readings from books and journals, to be made available online. Submitted materials will be scanned and made available via the Library's online catalogue Reserve Collection. The readings can also be accessed from a WebCT course site. For more information on this service, please see the webpage www.library.usyd.edu.au/cors/#1

Address

Eastern Avenue, F03

Phone 9351 12993

Fax 9351 7290

Admin Fax 9351 2890

Email fishinf@library.usyd.edu.au

Hours (except Public Holidays)

Monday Thursday: 8.30am - 10.00pm

Friday: 8.30am - 8.00pm

Saturday: 9.00am - 5.00pm

Sunday: 1.00pm - 5.00pm

Membership of the University of Sydney Library

www.library.usyd.edu.au/borrowing/index.html

As a staff member of the University you are entitled to borrow from any University of Sydney Library, using your Library Card. To obtain a Library card, please fill in the form available at www.library.usyd.edu.au/borrowing/cardapplication.html and send the completed form with a passport size photo to your Liaison Librarian.

The Library Catalogue

<http://opac.library.usyd.edu.au/>

The Library catalogue can be used to identify and locate the information resources held by the Library. You are able to search for books, conference proceedings, audiovisual materials, theses and most serials. The catalogue displays which library the item is held in as well as the call number that is required to locate it on the shelf. For help with searching the online catalogue go to the help page at:

www.library.usyd.edu.au/catalogue/cathelp.html

or consult Library staff for assistance.

MyLibrary

www.library.usyd.edu.au/catalogue/mylibrary.html

MyLibrary is your personal login to the Library catalogue. By entering your last name and Library Borrowing Number, Postgraduates and staff of the University are able to:

- Check and renew your loans without coming into a Library building
- Save up to ten favourite searches to be run at a later date as a Preferred Search

- Choose to run your preferred search automatically on a weekly basis and receive an Email Alert of the results
- View a list of the items you have out on loan and extend the loan period by renewing items, where available
- View and manage items that you have requested
- View your overdue loans and fines as well as instructions on how to pay fines.

Veterinary Education and Information Network Links pages (VEIN)

<http://vein.library.usyd.edu.au/>

The links pages on the VEIN website provide an annotated list of recommended Websites to enable staff and students to quickly access the best of the Web. These pages are constructed collaboratively between the Liaison Librarians and academic staff. You can sponsor a page on VEIN, this would involve you having your name added to the top of the page, being the expert contact for any sites we're not certain of letting us know of any good sites you find and any organisations or topic areas that should be included. Some examples of sponsored pages - The Animal Welfare at:

<http://vein.library.usyd.edu.au/links/animalwelfare.html>

Document delivery

www.library.usyd.edu.au/borrowing/docdel/

This service supports research and teaching for postgraduate students, academic staff and general staff by providing access to material not available in the University of Sydney Library. To use the Document Delivery service first register by visiting the library you use most, or register online at:

www.library.usyd.edu.au/borrowing/docdel/illreg.html

Please first check the Library catalogue for the required item before placing a request. Once you have registered, you may submit online requests for books, chapters of books, journal articles by using the forms at:

www.library.usyd.edu.au/borrowing/docdel/request.html

Intercampus Document Delivery

www.library.usyd.edu.au/borrowing/docdel/intercampus.html

The Intercampus Loans service allows you to request material (for example photocopies of journal articles or books) from an off-campus library to be sent to your home library (or the library you use most). These requests may also be made using the online request form at www.library.usyd.edu.au/borrowing/docdel/request.html

Storage Requests

www.library.usyd.edu.au/borrowing/articlerequest.html

Occasionally when you are searching for a particular item the catalogue will indicate that it is held at our Storage Library. Storage Library staff will provide scanned articles directly to you via email.

Databases and Electronic Resources

www.library.usyd.edu.au/databases/

For information about the journal articles published within the journals that are held by the Library, you need to access the indexing and abstracting services (or databases) that the Library provides online for you via the Databases and Electronic Resources page. You can access many of these electronic resources from home, for set up instructions please refer to www.library.usyd.edu.au/databases/wam.html We can also set up specific alerts for you in your particular research area. Auto alerts will be sent to you on a regular basis to help you keep up-to-date in your area of interest.

Your home Library Page

www.library.usyd.edu.au/libraries/camden/

www.library.usyd.edu.au/libraries/badham/

On the Web page for your home library you will be able to find Library contact information, hours of opening, links to library services, subject guides, collection information and more.

Ordering material for the Library Collection

www.library.usyd.edu.au/about/orders/

We welcome your input in relation to the types of resources held in the library collection for the support of your research and teaching. Orders to support research and course-work can be sent to your liaison librarian or you can use the online order form at:

www.library.usyd.edu.au/libraries/badham/vetsciform/html

12.7 Staff Support and Development Unit

www.ssdu.usyd.edu.au/

The Staff Support and Development Unit at the University of Sydney offer a range of programmes and services to support university staff in the workplace and to develop their skills and knowledge. Courses include general skills training such as management and presentation skills as well as a variety of computer skills courses. Staff in the Faculty is encouraged to enrol in these courses to update their skills. Available courses are listed at:

www.ssdu.usyd.edu.au/Courses.html

If you are interested in enrolling in one of these courses, please discuss with your Supervisor. Enrolment forms are also available at www.ssdu.usyd.edu.au/Enrolment.html

12.8 Performance Management and Development

www.ssdu.usyd.edu.au/pm&d/index.html

The Performance Management and Development (PM&D) Program was developed to provide the opportunity for evaluating and discussing individual staff members' performance in their job with their respective supervisor.

PM&D emphasises the importance of promoting and supporting a positive, productive and harmonious work environment where staff enjoy their work, are encouraged to develop and achieve their aspirations, and feel they are contributing to the goals of the unit and the University.

This occurs through constructively reflecting on performance, recognising achievements, improving the way things are done, setting development goals and focusing resources on projects and initiatives that are important to achieving the unit's and University's goals.

12.9 Publications Office

www.usyd.edu.au/publications/

The University Publications Office website contains the following publications:

- The University of Sydney News
- Gazette Archive
- The Research Report
- Handbooks
- Prospectuses for International and Local students
- Postgraduate study for international students
- Latest Gazette online
- The Annual Report
- The University's Calendar
- Graduate Programs
- Postgraduate Studies Handbooks
- Publications Style Guide (guidance on correct usage of logos, letterheads etc).

12.10 University Information Technology Services (ITS)

<http://helpdesk.usyd.edu.au/>

ITS is University of Sydney's centralised IT service and helpdesk facility. The helpdesk is available to all university staff from 8am - 6pm, Monday to Friday.

ITS provides assistance and services in the following areas:

- Extro/Unikey
- Email/ISP/Web Access
- Internet account support
- Desk systems support
- Software distribution

For further information about ITS visit their website at:

www.usyd.edu.au/su/is/index.html

13 Accounts



13.1 Conferences

Where conference leave is for a period greater than five days or where expense reimbursement is required, staff must complete a Special Duties Overseas and in Australia SDO/A form, available from the Personnel website www.usyd.edu.au/personnel/forms/ prior to departure. Please refer to the policy document also available from the website. Once the SDO/A has been approved by the Dean of the Faculty, all paperwork is sent to the College of Sciences and Technology. Staff needs to ensure that they have adequate funding for these activities prior to putting in a submission.

13.2 Reimbursement

Reimbursement can be sought only after the trip/conference has taken place. Staff must provide all relevant documentation. This includes original receipts and proof of payment. Staff must also complete a Payment Request/Substantiation of Expense Advance Form available on the University Financial Services website at www.cst.usyd.edu.au/finance.html

If expenses are paid using a credit card, a copy of the credit card receipt and/or statement must be provided along with the original receipt. The Faculty's Financial Services Branch will process the Payment Request form and a cheque or direct deposit (if you have provided your bank account details) will follow. Direct deposits are processed on a more regular basis by Central finance.

13.3 Travel (Policy, Procedures and Insurance)

www.finance.usyd.edu.au/travel

Leave Forms

For all approved University travel the approved online requisition within the Spendvision is the only approval required for the business component of the trip. For any personal leave appended to approved University business travel the traveller must have approval from the appropriate personal, complete a **University Leave Form** and forward this to the relevant Personnel Services team.

Travel Requests and Approvals

All requests, approvals, cash advance requests and acquittals, per diem payments and corporate card transactions and acquittals including reimbursements for travel are managed on line within the University's expense management solution - Spendvision.

<https://www.spendvision.com/secure/welcome.asp>

Travel Bookings

All University travel bookings must be made through one of three contracted travel management companies or via the University's Online Booking Tool.

Travel Management Companies

The three contracted travel management companies:

- Anywhere Travel
- Campus Travel, Flight Centre Management
- Venture Travel

Class of Travel

The University has set the standard class of travel for the University as the most direct route using normal economy class travel. University travellers must fly using the best fare of the day that meets their business needs and must not take a more expensive fare over the best fare of the day due to an airline loyalty program or personal preference.

Per diem Allowances <http://www.finance.usyd.edu.au/travel/perdiem.htm>

Per diem allowances cover meals (breakfast, lunch and dinner) and incidental expenses for travel involving an overnight stay away from home, while on University business. The cost of accommodation is paid on the basis of actual expenses. Per diem allowances **DO NOT COVER** the following expenses which must be claimed as actual expenses:

- a. the cost of the air travel
- b. the cost of travel to and from airports for flights
- c. the cost of approved business related travel (eg. car hire or taxi fares for travel from one location to another)
- d. the cost of business related telephone calls
- e. the costs for necessary inoculations and vaccination
- f. the costs for necessary passports and visas
- g. the costs of accommodation

Travel Insurance www.usyd.edu.au/risk

The University will only cover the approved business component of your travel (non-recreational). For full details of the changes and the inclusions for business travel can be found the risk management website.

13.4 Purchasing

www.finance.usyd.edu.au./purchasing/

For all purchases contact:

Angela McLoughlin	B10	9351 3152	angelam@vetsci.usyd.edu.au
Dhruba Chakravarty	B14	9036 9029	dhrubac@vetsci.usyd.edu.au
Sandra Saville	C01	9351 1611	sandra@camden.usyd.edu.au
Elaine McNeice	C08	9351 1722	elainem@camden.usyd.edu.au
Caroline Bugg	B14	9351 7345	C.Bugg@vetsci.usyd.edu.au

13.5 Petty Cash

Petty cash is available from the following Faculty Staff members:

- **Dhruba Chakravarty** in the McMaster Building, on 9036 9029. Petty cash reimbursement days are Wednesdays and Fridays between 10am and 12noon only. The maximum you can claim for expenses is \$100 (GST inclusive).
- **Sandra Saville** in the JL Shute Building, on 9351 1611. The maximum you can claim for expenses is \$30 (GST inclusive).
- **Poultry Foundation: Jo-Ann Geist** in the JL Shute Building, on 9351 1656
- **Dairy Foundation: Sherry Catt** in the MC Franklin Laboratory, on 9351 1631

All expenses require an approval from your supervisor and the Financial Delegation Officer. The petty cash reimbursement form is available on the University Financial Services website www.finance.usyd.edu.au/forms/intro/azformlist.htm#P or on the Faculties Intranet under forms and documents 'Financial'.

If your expense is greater than \$100 for Sydney, \$30 for Camden you must claim reimbursement by filling out a Payment Request/Substantiation for Expense Advance Form.

13.6 Hiring Casual Employees - Academic and General

If you need to hire a casual employee you must ensure that there is adequate funding prior to any work being performed by the casual employee:

- i) **Casual Contract of Employment** - must include a clear statement of the duties to be performed; details of the hours to be worked; the rate of pay; an indication of sufficient funding to cover employment and the supervisor's name. The casual contract of employment must be signed by the casual employee (indicating that they agree to the conditions) and Professor Chis Maxwell as the Associate Dean of Staff and Students.
- ii) **Staff Appointment Form** - must include the casuals contact details, their date of birth, citizenship status, appointment commencement date, appointment end date; and the account code for the salaries. The Staff Appointment Form must be signed by the employee.

The casual employee will also need to provide the Faculty with the following documents so that Remuneration Services can process any submitted casual claim forms:

- i) proof of identification
- ii) Tax File Number Declaration Form
- iii) Bank Account Form
- iv) a completed Casual Claim Form (to be submitted on a weekly basis)

The above forms and information regarding the policy that covers the appointment of casuals can be found on the Universities Personnel Policies web page at:

www.usyd.edu.au/su/personnel/casuals/

If you have any questions about the appointment of a casual employee or you would like a copy of any of the above mentioned documents please contact Stephanie Stanyer, Faculty Personnel Officer, on:

Phone 9036 5287

Fax 9351 3957

Email sstanyer@vetsci.usyd.edu.au

14 Teaching



14.1 Textbook Orders

The Faculty strongly encourages staff to observe the ordering deadlines set out by the Universities Cooperative Bookshop (MEDSOC), so that books can be made available to students in a timely manner, usually one semester in advance of use. When placing an order please ensure you include:

- Your name and contact details
- The course code and course name
- The estimated number of students you will be expecting in your class
- The Author, Title and Edition of the book(s) you require for the course. Please stipulate whether they are essential texts or recommended.
- If you do not require any texts for your course, please advise the Coop so they can update their records accordingly.

The **Coop Bookshop** sends order forms to unit coordinators. There is also an online order form at www.coop-bookshop.com.au For any queries with textbook ordering, please contact::

Eric von Werstak

Sports and Aquatic Centre G09

Codrington Street

Darlington

Phone 9351 3705 or 9351 2807

Fax 9660 5256

Email sydu@coop-bookshop.com.au

Veterinary Science students use the **Medical Society (Med Soc) Bookshop** for their textbook requirements - please inform Med Soc of your requirements. The Coop Bookshop should also be informed - but order fewer books. For any queries with textbook ordering, please contact:

John Horstman

Blackburn Building D06

Phone 9351 2482

Fax 9351 6197

Lecture Notes

Veterinary Publications Unit (VPU)

Each Unit of Study delivered by the Faculty has an online presence that is supported by the Thyne Reid Unit staff. In addition, students are provided with Unit of Study handbooks and lecture notes. Handbook and lecture note material should be submitted to the VPU office, preferably as an e-document to irenes@vetsci.usyd.edu.au

VPU edits the material in preparation for printing and distribution to students. You can purchase the notes at the Medical Society Bookshop, ground floor, Blackburn Building. Compulsory print material can only be sold to students if it is also made available in another format. Generally this is achieved by online delivery via the WebCT platform. For help with document/notes preparation contact:

Irene van Ekris

Coordinator, Faculty Educational Services
Room 305, JD Stewart Building
Phone 9351 2449 or 2 9351 1658
Email irenes@vetsci.usyd.edu.au

Staff is encouraged to use the Medical Society Bookshop for provision of course readers to students. The original CD or originals must be delivered to the Veterinary Publications Unit, JD Stewart Building, Room 305 (contact Irene van Ekris). All lecture notes and handouts can be copied by Veterinary Publications at the above address.

Student Lists

If you wish to access electronic class lists for the units of study you are teaching you will need to contact Tess La Lande in the Faculty Office on 9351 6933.

Teaching Evaluations

Academic Board Resolutions on the Management and Evaluation of Teaching require quality assurance of courses. In keeping with this requirement, the Faculty strongly encourages staff to make use of the Unit of Study Evaluation services provided by the Institute for Teaching and Learning at <http://policy.rms.usyd.edu.au/000001y.pdf>

Exam Schedules

Unit Coordinators are sent a copy of the Schedule of Examinations form electronically around the start of semester by the Examinations Office. This form requests details of your requirements for examinations, including the number of students, the duration of the exam and if the exam is open book. It must be signed by your Supervisor and sent back to Faculty Exam Co-ordinator on 9351 2445.

Several weeks after these have been submitted, a computer printout is sent to unit coordinators requesting further details on the examination, such as number and size of answer booklets required and use of calculators, dictionaries, handbooks etc. This is accompanied by a handout detailing the University's required formatting guidelines for exam papers.

Examinations

Faculty Exam Co-ordinator on 9351 2445 organises the exam timetable for Veterinary Science Units and examination papers should be sent to her for formatting and submission to Examinations. Draft timetables are displayed on the University Intranet at <http://intranet.usyd.edu.au> approximately three to four weeks before the commencement of examinations. Limited copies of the timetable will also be available in a hard copy format at the Student Centre. Printed copies of the final timetables are available from the Student Centre and at the University farms. Refer to the Academic Board Resolutions on Assessment and Examinations of Coursework at <http://policy.rms.usyd.edu/000007f.pdf>

Special Consideration and Further Tests

The Faculty Handbook contains information on special consideration and further tests. The current handbook is available from:

www.usyd.edu.au/fstudent/careers/study/pub/vetsci04.shtml

A second set of exams for students granted special consideration are timetabled for the 2 weeks immediately following main examinations.

Recognition of Excellence in Teaching

Recognition of excellence in teaching occurs at both the Faculty and University levels. The Scholarship Index is one example of initiatives that reflect the commitment from the highest level of the University to support, encourage and reward excellence in teaching and the scholarship of teaching. Scholarship Index funds are available to staff to support formal training in higher education, education research and conference presentations. Apply to the Teaching and Learning Committee in February and August.

Unit of Study Outlines

The University of Sydney template is used in UOS handbooks and online. The Faculty has adopted a standardised Unit of Study Outline template to be used across the Faculty. It can be accessed from the Faculty intranet site at:

www.vetsci.usyd.edu.au/intranet/loginpage.php The template is issued to ensure best practice in teaching and learning and to ensure compliance with Academic Board requirements in teaching and learning. Besides standard information on lecture and tutorial topics, staff contacts, consultation times etc. the template seeks to ensure that aims and outcomes should be stated explicitly. Outcomes should be linked to assessment and Faculty and University Learning Goals; assessment criteria should be provided and explained clearly; and information on how previous feedback from students has been included in the unit. There are 10 categories of information required.

The template is not prescriptive, and coordinators should address the categories in a way consistent with their pedagogy, subject aims and student mix. The categories can be addressed in any order. Additional information can, and is expected to, be added to other 10 required categories. Please ask your Year Coordinator for advice on any policies or outline inclusions that are specific to Unit of Study.

The template ensures all units meet the basic requirements for placing the unit outline on WebCT. Contact Irene van Ekris on 9351 2449 or 2 9351 1658 for assistance.

Submission of Results

Results are submitted electronically at The University of Sydney. Faculty Exam Co-ordinator will forward an electronic class list to Examiners in the last few weeks of semester. This list must be used for the submission of results. Examiners enter the results electronically and forward these to Faculty Exam Co-ordinator, who collates these and provides them for a Board of Examiners Meeting at the end of each Semester where results are finalised and confirmed.

Incorrectly formatted results cannot be processed. They will be returned to Examiners for correction. It is therefore important that no changes are made to the file, except for the addition of two columns at the right for marks and grades. Students who are attending the unit but are not on the list should not be added. Instead, please advise your Year Co-ordi

nator of their names and results. Grades must be entered for all Fail (F), Absent Fail (AF) and Incomplete (INC) results. Grades will be generated automatically for High Distinction (HD), Distinction (D), Credit (CR) and Pass (P).

Changes of results must be submitted on a Faculty Request to Amend Results Form (FRAR). This must be signed by the Unit of Study Co-ordinator and the Associate Dean for Teaching and Learning. It is then forwarded to the Faculty Exams Co-ordinator and then to the Student Records Office, via the Faculty Student Information Office (SIO).

14.2 Quality of Teaching

Academic Board Policy Documents

The Academic Board has developed detailed policies on many aspects of teaching and learning quality. All faculties are required to implement these policies, which offer valuable guidance for equitable, consistent and high quality teaching and learning practices. For example: 'Guidelines for Good Practice in Teaching and Learning'. To obtain a copy see <http://policy.rms.usyd.edu.au/000008h.pdf>

This is a very useful reference for all staff and provides information on optimising student learning, assessment practices, supporting diversity and quality assurance processes. 'The Management and Evaluation of Coursework Teaching'. To obtain a copy, see:

<http://policy.rms.usyd.edu.au/000007y.pdf>

For other academic board policies, see http://usyd.edu.au/policy/policy_index.stm

The Faculty is committed to achieving and rewarding excellence in teaching and learning. Examples are outlined below.

Faculty Teaching and Learning Plan

www.vetsci.usyd.edu.au/intranet/loginpage.php

Our Teaching and Learning Plan aims to create and ensure an unmatched learning environment. By promoting both research-led teaching and scholarship of teaching, we seek to stimulate the imagination, curiosity and excitement of our students.

The Faculty prepares our graduates for professional and research careers and leadership roles at the national and international level. We strive to prepare students for lifelong learning; to think critically about theories, concepts and assumption regarding their disciplines; to confidently communicate (orally and in writing) their knowledge; and to be prepared for global citizenship through a critical and open reflection on the cultural and ethical dimensions of the social, economic and political institutions in which they live and work. The diversity of our student body enriches our teaching, culture and values. We are committed to access and equity; to internationalising our curriculum; and to valuing, protecting and celebrating our diversity.

Ongoing, comprehensive and well-resourced programs for the development of academic staff are critical to the achievement and maintenance of high quality teaching and learning. Rewarding excellence in teaching and ensuring that our teaching is research-led assures both a cutting-edge curriculum and an enquiry-based approach to teaching and learning. Research-led teaching promotes ethical reasoning, strategic thinking and problem-solving, leadership and communication skills.

The Faculty's Teaching and Learning Plan is ambitious, seeking to bring fundamental change to the perceptions and practice of teaching in the Faculty. The Faculty's Teaching and Learning Plan can be found online, via the Faculty Intranet. The Teaching and Learning Committee meets approximately once a month to discuss relevant issues. The agendas and minutes are available via the Faculty Intranet.

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Recognition of Excellence in Teaching

Recognition of excellence in teaching occurs at both the Faculty and University levels. The Scholarship Index is one example of initiatives that reflect the commitment from the highest level of the University to support, encourage and reward excellence in teaching and the scholarship of teaching.

The Scholarship Index provides a University-wide mechanism for identifying, and providing an incentive for, scholarly activity related to teaching and learning. It acknowledges a range of inputs and outcomes, including refereed journal articles in university teaching and learning as well as teaching awards and grants. The Scholarship Index allocates funds to the Faculty's scholarship of teaching. The scheme is thought to be the only one of its kind in an Australian university for recognising and rewarding the scholarship of teaching.

Teaching Awards (Faculty)

Awards

On the advice of the Faculty Teaching and Learning Committee, the Dean will make two awards annually with the value of \$1,000 each. The Faculty Teaching and Learning Committee reserve the right not to make recommendations, or to make only one.

Eligibility

Nomination for the awards is open to all full and part-time members of the Faculty after their first year. No recipient of a faculty or university teaching excellence award may apply, or any member of the Faculty Teaching and Learning Committee. All levels of teaching from undergraduate to postgraduate are within the scope of these awards.

Purpose

These awards are intended first, to acknowledge the most valuable work being undertaken by teachers in our Faculty and, second to disseminate information about successful practices that may inform the work of others. They are to be awarded for a specific contribution made to the Faculty's teaching program which represents best practice.

Nomination

The method of nomination is either by students Associate Deans, usually in conjunction with Faculty teaching and learning committees.

The Teaching Excellence Award Subcommittee reviews these nominations and, on the basis of the specific contributions indicated, identifies individuals or teams who will be asked to provide a short statement of not more than two pages. The contribution should represent some initiative on the part of the nominee(s). The Committee invites reports of course design, approaches to lecturing, small group teaching, new forms of assessment, promotion of independent learning and the like. Recommendation on the allocation of awards is made to the Dean by the Teaching and Learning Committee.

Criteria

The Faculty Teaching and Learning Committee will review the short-listed nominations and make the awards based on the following criteria:

- Interest and enthusiasm in undertaking teaching and promoting student learning
- Ability to arouse curiosity and to stimulate independent learning and the development of critical thought
- Ability to organise course material and present it cogently and imaginatively
- Command of subject matter including incorporation of recent events in the field of study
- Evidence of innovation in the design and delivery of units
- Evidence of participation in the effective and sympathetic guidance and advising of students
- Provision of appropriate assessment with worthwhile feedback to students on their learning
- Ability to help students from equity groups participate and achieve success in their course
- A professional and systematic approach to teaching development
- Participation in professional activities and research in relation to teaching
- Evidence of external evaluation such as peer review or student evaluation

To communicate initiatives, the reports submitted by successful nominees may be circulated to all in the Faculty. Applicants are also encouraged to apply for the Vice Chancellor's Awards in Teaching Excellence (apply in March).

Applications for Faculty Awards: November.

Training in higher education

All new staff with teaching roles is required to undertake the 3-day program in Principles of Teaching at University. Staff should enrol in the program via the Institution for Teaching and Learning Website at www.itl.usyd.edu.au in the first 6 months of service. Academic staff with significant teaching responsibilities is required to complete the Graduate Certificate in Higher Education in the first 3 years of joining the University.

Extracted from Good Practice in Teaching and Learning at the University of Sydney

1. INTRODUCTION

This is the first edition of the University of Sydney's *Guidelines for Good Practice in Teaching and Learning*. The purpose of the document is to provide a brief but comprehensive guide to good practice in the implementation and management of learning and teaching, based on the relevant University policies.

Audience and structure

This series of good practice statements is intended to be useful to all members of the University of Sydney, including both staff and students. It will however be of greatest importance to senior academic staff with responsibilities for organising, managing and ensuring the quality of teaching. The document is couched as a series of criteria, which can be used as a checklist by administrators, deans, heads, coordinators of courses and units, and by individual academic staff, in evaluating the quality of their contribution to the educational experiences offered by the University. (*Each criterion is accompanied by a brief italicised note explaining the rationale for its inclusion*)

Scope

This document focuses on *what* should be achieved. No prescription is made as to the means by which these ends are to be reached, since the *how* will vary from one subject and one learning context to another. These *Guidelines* do not impose regulations. Every statement in them will not be relevant to every part of the University. They are however strongly endorsed as outlines of what faculties, schools and departments should strive to achieve if they wish to provide coursework teaching that meets the standards appropriate to Australia's first University.

Approach

The University has many functions in the society of which it is a part, but of these functions, teaching is the most visible. The primary aim of teaching at the University is to facilitate student learning. Thus the approach adopted in this document is focused on student learning. It should be clearly understood that teaching is explicitly taken to mean helping students to learn, and not simply a range of activities undertaken by teachers. The relevance of these *Guidelines* to quality assurance processes will be apparent to everyone. I hope that the document will assist faculties, schools and departments in preparing for internal and external review of their educational provision. I expect that the *Guidelines* will be issued in a revised form as a result of experience gained and feedback received on their usefulness. Like other research-intensive universities around the world, we are committed to the idea that defining and implementing good practice in teaching is a progressive process driven by the best available evidence.

Paul Ramsden
Pro vice Chancellor (Teaching and Learning)
August 2001

1.1 Bibliography and Dictionary

Bibliography

This document draws on a number of sources, mostly Resolutions of the Academic Board. Since some criteria are derived from more than one source document, the provision of individual references for each criterion would be cumbersome, and would disrupt the flow of the document. Accordingly, the source documents on which this draft is based are listed on the last page. However, where a section draws heavily on a single source document, that document is identified by footnote.

Dictionary

Academic unit means a faculty, academic college, board of studies, school, department, centre or interdisciplinary committee of the University.

Assessment or **examination** means assessment by written/oral examination, assignments, presentation, theses, etc.

Course means a program of study at undergraduate or postgraduate degree, diploma or certificate level, which can lead to an academic award granted by the University.

Dean means the dean of a faculty or the director or principal of an academic college, or chairperson of a board of studies.

Department means a faculty (if the faculty does not have an internal departmental structure), board of studies, school, centre or interdisciplinary committee of the university. Departments are responsible for units of study, and in this document the term refers to the department responsible for the unit of study concerned.

Faculty means a faculty, College Board or the Australian Graduate School of Management Limited, as established in each case by its constitution, or, where applicable, a board of studies. Faculties are responsible for award courses, and in this document the term refers to the faculty responsible for the award course concerned.

Student means a person enrolled as a candidate for an award course or unit of study.

Unit of study or **unit** means a stand-alone component of an award course. Each unit of study is the responsibility of a department.

2. RECRUITMENT & ADMISSION

2.1 Recruitment of students

Good Practice means that:

- Prospective students have timely and easy access to the Details of courses, Requirements for admission, and Contact points for further information at University, Faculty and Departmental level, as appropriate (*this is to help prospective students to make well informed choices, and thus to maximise their chances of academic success*)
- Prospective students with special needs can find specific information related to those special needs in the information provided by the University, Faculties and Departments - see Section 3 (*this is to facilitate achievement of the University's equity goals*)
- Prospective students have easy access to information points at University, Faculty and Departmental level, staffed by knowledgeable and friendly persons (*this is to promote a positive image for the University*)
- Prospective students receive prompt and effective responses, at University, Faculty and Departmental level, to requests for information and assistance (*this is to promote a positive image for the University*)

2.2 Admission of students

Good Practice means that:

- The admission policies of Faculties and Departments are transparent, equitable, defensible and accessible (*this is to ensure open accountability, and to enable most eligibility decisions to be made by administrative staff*)
- Where necessary, prospective students who may lack the requisite skills in English are directed to sources of support in developing such skills before admission (*this is to ensure that students, once admitted, can benefit from the course, and that they can demonstrate their knowledge and understanding at assessment and examination*)
- Prospective students receive prompt and sympathetic communication about decisions arising from the admission processes of Faculties and Departments (*this is to enable prospective students to make their own decisions and arrangements expeditiously*)

2.3 Admission interviews (where undertaken)

Good Practice means that:

- Faculties and Departments develop internal documentation about the purpose, scope and process of the interview, and the criteria on which decisions are to be made (*this is to ensure that interviews are conducted consistently, with uniform goals*)
- Interviewees are given adequate notice of interviews, and full information about the time and place of the interview, by Faculties and Departments (*this is to enable interviewees to make travel and other arrangements to attend*)
- Interviewees are given clear information about the scope and nature of the interview, and the criteria on which decisions are to be made (*this is to ensure that consistent messages are given to interviewees, thus enhancing equity*)
- Interviewees are given opportunities to inspect Faculty or Departmental facilities, and to meet current students (*this is to maximise prospective students' familiarity with the course and its environment, and thus to increase the probability of academic success*)
- Interviewers are trained in the purpose and process of the interview, and maintain confidentiality (*this is to maximise consistency across interview panels, and to protect privacy*)
- Interviews are conducted consistently, conform to the agreed process, and are restricted to those matters relevant to the decision criteria (*this is so that admission decisions can be made on the basis of the agreed criteria*)
- The findings and recommendations of the interview are documented and signed by all interviewers (*this is to demonstrate that admission decisions have been based on the agreed criteria*)

2.4 Reception and enrolment of students

Good Practice means that:

- Students experience quick, efficient and friendly enrolment and registration procedures (*this is to show that the University recognises that students' time is also valuable, and that they themselves are valued*)
- Students are provided with clear written information (e.g. maps, information booklets) which are appropriate to prepare them to participate in the courses and units for which they are enrolled (*this is so that students can undertake any necessary logistic preparation for classes before they begin*)
- Students are given early advice on access to USYDnet, and are encouraged to register for MyUni (*this is to improve students' access to information and to establish and enhance their information technology skills*)
- Students are encouraged to attend Orientation activities (*this is to improve student engagement with the University from the outset, and to enhance their awareness of the facilities available to them*)

2.5 Induction of students

Good Practice means that:

- Students are given information on how to access the range of support services available to them (*this is so that students know what help is available to them*)
- Students' first experience of each course and unit comprises a program designed to provide them with an adequate orientation to the course or unit. The orientation program should include:
 - A formal welcome by a senior member of the Faculty or Department
 - Clear presentations, supplemented by written material, on the structure of the course or unit, course or unit requirements (including assessments and examinations), choices open to students within the course or unit, and student responsibilities
 - The opportunity to ask questions, and identification of where supplementary information and answers may be found; and
 - Opportunities to meet informally with staff and current students (*this is to ensure that students are familiar with all aspects of the course or unit, and its operation*)

2.6 Early review of progress

Good Practice means that:

- In each course or unit, students are given early opportunities to test the extent to which they are coping with its academic demands, and the extent to which it is meeting their academic needs (*this is to ensure that students have the opportunity to identify and address difficulties in a timely way*)
- In each course or unit, students who recognise that they are having academic or other difficulties are actively encouraged to request and receive assistance from teachers (*this is to ensure that students at academic risk have access to timely support*)
- In each course or unit, students who appear to be at academic risk are identified, given academic support by teachers, and directed to other sources of support, such as the Counselling Service, Learning Centre and Mathematics Learning Centre, as necessary (*this is to ensure that students at academic risk are given timely active and appropriate support*)

3. VALUING AND SUPPORTING STUDENT DIVERSITY ¹²

The educational experiences of all students can be immeasurably enriched by the diversity of culture and background which students bring to the University. This means that all levels of the community of scholars must strive to ensure the inclusion of all its members into that community. While students who are members of specific groups may have specific needs, which are outlined below, there are several generic approaches which are appropriate.

Good Practice means that:

- Students from diverse backgrounds and with diverse needs are valued, supported and integrated into the community of learners by means of flexible approaches on the part of
- Faculties, Departments, co-ordinators of units of study, and individual academic staff (*this is to facilitate achievement of the University's equity goals, and to maximise the probability of academic success for students who may be at a disadvantage in an educational context which may favour other students*)
- Generic approaches to meeting the needs of students who are different are adopted where appropriate
- Flexible timetabling of learning and assessment
- An inclusive non-stereotyping, non-discriminating learning environment which does not draw special attention to differences between students
- Opportunities to meet and give / receive support to/from similar students, including the establishment of peer-mentoring schemes
- Opportunities to meet and mix with all other students
- Ensuring awareness of existence of, and access to, student support services generally
- Support in dealing with discriminatory behaviour or harassment (e.g. through the Staff and Student Equal Opportunity Unit) (*this is to maximise support for such students, and to minimise disadvantage*).

Specific needs of members of groups are met as follows:

3.1 Women

Specific needs of women students may include:

- Support in acquiring specific competences (eg mathematics for scientists through the Mathematics Learning Centre) to increase the number of women enrolling in and successfully completing courses
- Additional support (such as mentoring by women within the subject) to increase the number of women enrolling in and successfully completing courses in subjects not traditionally studied by them, such as Engineering
- Provision of information about accessible and affordable childcare facilities (eg through the Child Care Coordinator)

3.2 Mature-age students

Specific needs of mature-age students may include:

- Support in acquiring or upgrading skills, such as computer literacy (eg through the Computer Access Centres)
- Provision of information about accessible and affordable childcare facilities (eg through the Child Care Coordinator)

3.3 Students supporting their study with part-time employment

Specific needs of self-supporting students may include:

- Flexible approaches to modes of teaching and assessment, which acknowledge the competing demands of part-time employment
- Support in securing part-time or casual employment (eg through the Casual Employment Service)

3.4 International students

Specific needs of international students may include:

- Orientation programs
- Support from the International Student Services Unit
- Support in improving language skills (eg through the Learning Centre)

3.5 Indigenous students

Specific needs of indigenous students may include:

- Flexible approaches to enrolment, study and assessment processes, including Show Cause requirements
- Flexible timetabling to accommodate cultural and community obligations
- Support in accessing the expertise and facilities available in The Koori Centre and Yooroang Garang

3.6 Students from religious, ethnic, language (NESB) and other minorities

Specific need of students who are members of minority groups may include:

- Flexible timetabling to accommodate religious observances, and other cultural and community obligations

3.7 Students with educational and / or socio-economic disadvantage

Specific needs of educationally or economically disadvantaged students may include:

- Opportunities for the development of academic skills to accommodate prior differences in educational experiences or in prerequisite knowledge and understanding (e.g. through the Learning Centre)
- Financial assistance through loans, scholarships, etc (eg through the Financial Assistance Office)
- Support in securing part-time or casual employment (eg through the Casual Employment Service)
- Access to subsidised accommodation (eg through the Accommodation Service)

3.8 Students from rural or isolated communities

Specific needs of such students may include:

- Financial assistance through loans, scholarships, etc. (e.g. through the Financial Assistance Office)
- Assistance with finding accommodation (eg through the Accommodation Service)

3.9 Students with disability

Specific needs of students with disability may include:

- Reasonable accommodation for activities such as teaching and assessment
- Access to support from Disability Services
- Introduction to the Student Disability Liaison Officer in their Faculty

3.10 Students on placement off-campus

Specific needs of students required to undertake off-campus placements may include:

- Assistance with finding accommodation
- Financial assistance with travel and accommodation (eg through the Financial Assistance Office)
- Access to electronic and other University communication systems
- Access to on-campus staff
- Regular visits from on-campus staff.

¹ Aboriginal and Torres Strait Islander Education Strategic Plan 1998-2000 Triennium. Senate Resolution 114, December 1997, July 1999. ² Equity Plan 2000-2002. Vice-Chancellor.

4. OPTIMISING STUDENT LEARNING ³

4.1 The design of courses and units

Good Practice means that:

- Students receive an explicit statement of the generic and specific goals of each course and unit, linked to the University's Generic Attributes of Graduates (*this is to ensure that the goals of the course or unit are clear to all*)

For each course and unit, students receive clear information about:

- The weighting of different parts of the program
- The nominal time allocated to each activity
- Details of how progress and achievement will be assessed (see Section 5.1 below)
- Names and contact details of teaching and administrative staff (*this is to enable students to plan their work and their lives, and to seek help if they need it*)
- Department or Coordinator demonstrating a clear relationship between the teaching and learning activities specified for the course or unit, and the development of 'knowledge skills, thinking skills, personal skills, personal attributes, practical skills, written and oral communication skills' - Generic Attributes of Graduates of the University of Sydney (*this is to ensure congruence between educational goals and strategies*)
- Students will have a period for consolidation and review before the examinations scheduled for each course or unit (*this is to enable students to integrate and consolidate their learning*)

4.2 The structure of good teaching

Good Practice means that students' experience of a course or unit shows that teachers have taken account of the following elements:

- Background – students' prior knowledge has been ascertained
- Definition of content – students are told what they are expected to learn
- Orientation – students are given the context and rationale for learning
- Motivation – students' interest is evoked and sustained
- Appropriateness – students experience teaching methods which are appropriate to the context and goals of learning
- Participation – students are encouraged to undertake active learning
- Inclusion – students' diverse backgrounds are seen to be valued
- Elaboration – students are encouraged to build new knowledge on existing structures
- Application – students are given examples of how the knowledge is used
- Formative assessment – students are given opportunities to test their new knowledge
- Resources – students are aware of other resources for study (e.g. library, electronic)
- Summary – students are given a summary of what has been delivered
- Progressive independence – students are supported in the progressive assumption of responsibility for their own learning (*these elements have been consistently shown to contribute to effective learning*)

4.3 The process of good teaching

Good Practice means that students' experience of a course or unit shows that teachers demonstrate the following attributes:

- Punctuality – students find that teachers attend punctually for scheduled teaching sessions
- Clarity – students find that teachers are audible and legible
- Lucidity – students find that teachers' explanations are clear
- Relevance – students understand how the subject matter relates to the overall objectives of the course or unit
- Expertise – students can see that the teacher is knowledgeable and enthusiastic about the subject material
- Interaction – students are encouraged to interact and to dialogue with other students and the teacher
- Pacing – students find that the content is neither too great nor too sparse for the time allocated
- Clarification – students are given opportunities for questions to be asked and answered in real time
- Technological competence – students find that teachers show familiarity and dexterity with audiovisual and information technology
- Back-up – students are given and use supplementary written materials (which are provided at the beginning of the relevant session)
- Follow-up study – students are aware of, and can access, additional study resources (e.g. hard copy, electronic)
- Acceptance – students' contributions on the basis of their diverse backgrounds are valued by their incorporation into class interactions
- Discrimination – students do not experience discrimination or harassment on any basis
- Privacy – student confidences, e.g. in respect of personal information, are strictly maintained (*these attributes are those consistently identified by students as being the hallmarks of effective teachers*)

4.4 Educational facilities

Good Practice means that:

- Students experience the provision of adequate educational facilities, e.g. accommodation (lecture theatres, tutorial / seminar rooms), technology, libraries, and other support for teaching and learning. (*this is to maximise the effectiveness, efficiency and acceptability of learning*)
- Students and staff undertake teaching and learning activities in facilities which conform to the University's policies on occupational health and safety (*this is to ensure that students and staff enjoy a safe and healthy working environment*)

4.5 Student support services

Good Practice means that:

- Students are encouraged to use the personal, welfare and academic support services that are provided to facilitate their success at university (*this is to ensure that students have access to services which meet their developmental needs and enhance their academic skills, as well as providing remediation and support for students who are at risk personally or academically*)
- Students benefit from the student support activities which are developed in collaboration between Student Services, and Faculties and Departments (*this is to ensure that student support is integrated into Faculties and Departments wherever appropriate*)
- Students receive understanding, encouragement and appropriate referral to student support services from academic staff (*this is to ensure that students whose well-being may be affected by a range of factors receive appropriate support to maximise their retention and success*)

4.6 Careers advice and support for students

Good Practice means that:

- Students develop early familiarity with the Careers Centre, encouraged by Faculties, Departments and individual academic staff (*this is to encourage students to develop an early plan for their career after graduation, to revise the plan regularly, and to make study and enrolment decisions in the light of their plan*)
- Students benefit from efforts by Faculties, Departments and individual academic staff to develop opportunities for student work, (e.g. vacation work, part-time employment, work experience etc.), and to negotiate the provision of sponsorships, scholarships, and other forms of partnership (*this is both to assist students, and to develop mutually productive relationships with outside organisations*)
- Students receive balanced and confidential career advice from academic staff whom they approach (*this is to improve students' ability to make sound career decisions*)
- Students receive fair and accurate references from academic staff, who give assistance in preparing *curricula vitae*, etc. (*this is to maximise students' chances of securing positions, without jeopardising the University's credibility by making false claims on the student's behalf*)

³ The Management and Evaluation of Teaching. Academic Board Resolution, effective 2001

5. ASSESSMENT AND EVALUATION

5.1 The assessment of student learning ⁴

5.1.1 Information about Assessment

Good Practice means that:

- At the beginning of delivery of each course or unit, students receive an explicit statement about the scope and nature of the assessment, including details of all aspects of the assessment process, and indicating the formative or summative status of each assessment task (*this is to ensure that students are aware from the outset of how they will be assessed*)
- Students are informed about the basis on which assessment decisions are made (*this is to encourage open and transparent assessment decision-making*)

5.1.2 Validity of Assessment

Good Practice means that:

- For each course and unit of study, the Department or Co-ordinator can demonstrate that the assessment is generally representative of the generic and specific goals of the course or unit. (*this is to ensure that there is congruence between what is assessed and the overall goals of the University, and to encourage congruence between what is taught and what is assessed*)

5.1.3 Assessment Instruments

Good Practice means that:

- For each course and unit of study, the Department or Coordinator can demonstrate that the assessment instruments possess adequate validity and reliability (*valid assessments test the achievement of the goals of the course or unit of study (rather than other attributes), while reliable assessments enable academic judgments about competence to be made with confidence*)
- Students have adequate opportunity for formative practice on each type of assessment instrument that is to be used summatively (*this is so that student performance at summative assessment reflects their knowledge understanding and skills, rather than their capacity to adapt effectively to novel demands*)

5.1.4 Assessment Timetable

Good Practice means that:

- That the absolute duration of assessments is no more than is required to achieve adequate validity and reliability, and the relative duration of the parts of the assessment reflects the relative importance of the goals whose achievement they are testing (*this is to reduce the burden of assessment on students and academic staff, while ensuring validity and reliability.*)
- Assessments are timetabled to:
 - take account of other academic demands on students' time
 - allow adequate time for the preparation and submission of assignments
 - allow adequate time for formative feedback and remediation before competence is tested summatively
 - allow adequate time for summative feedback, remediation and re-assessment before progression in the course is delayed (*this is to ensure that assessments are fair and effective tests of student competence, and that the usefulness of feedback is maximised*)
- Changes to assessment requirements or timetabling are communicated in a timely way, and do not differentially disadvantage any student (*this is to ensure that students have adequate time to prepare for assessments*)

5.1.5 Marking Assessments

Good Practice means that:

- When tasks or papers:
 - are marked according to the published criteria and standards,
 - retrospective changes to criteria or standards are published; and
 - marks are combined in a statistically and educationally defensible way (*this is to ensure that assessments are marked fairly*)
- Academic judgments which may impact on a student's progression in a course or unit:
 - are not made by a single marker without review by colleagues; and
 - are supported by adequate documentation of the ways in which the student's performance has fallen short of the published standards (*this is to ensure that academic judgments are robust and defensible*)
- Decisions about student progression (whether at Faculty, Department or Coordinator level):
 - are based on the application of agreed procedures and standards
 - take due account of applications for special consideration due to serious illness or misadventure,
 - are adequately documented,
 - are communicated to students in ways which protect their privacy; and
 - are communicated to students in a timely way (*this is to ensure fairness, and sensitivity to students' needs and rights*)

5.1.6 Feedback on Assessments

Good Practice means that:

- Students are given feedback on assessment which:
 - includes access to their marked scripts and other relevant assessment material,
 - provides a useful identification of individual strengths and deficiencies,
 - describes the attributes of a satisfactory performance when one has not been achieved; and
 - enables the student to undertake effective remedial learning (*this is to maximise students' changes of successful remediation and reassessment*)

5.1.7 Remediation

Good Practice means that:

- Students requiring remediation experience adequate academic support in:
 - clarifying the ways in which their performance was unsatisfactory; and
 - undertaking and monitoring their remedial learning (*this is to maximise students' changes of successful remediation and re-assessment*)

5.1.8 Re-assessment

Good Practice means that Students are re-assessed:

- Using similar instruments to those used at the initial assessment, and possessing similar validity and reliability
- According to published criteria and standards which are similar to those applied to the initial assessment (*this is to ensure fairness and transparency of process*)

5.1.9 Appeals

Good Practice means that students are aware of the grounds for, and mechanisms of, appeal against:

- Academic judgments (resulting from e.g. inaccurate marking, marking bias) which may impact on their progression or ultimate graduation
- Grading decisions which may impact on their progression or ultimate graduation; and
- Decisions about exclusion (*this is to ensure the application of natural justice by enabling students to challenge unfavourable decisions*)

⁴ Assessment and Examination of Coursework. Academic Board Resolution, 13 December 2000

5.2 The evaluation of teaching ⁵

Good Practice means that:

- The University, Faculties, Departments, Coordinators of courses and units, and individual academic staff, are proactive in soliciting information through which to evaluate the quality of their respective contributions to the educational experiences offered by the University (*this is to ensure that program evaluation is seen as an essential part of the cycle of quality improvement*)
- Student feedback on all aspects of teaching and assessment is solicited through a program of regular, systematic and methodologically sound collection of information from students, followed by analysis, interpretation and, where appropriate, publication of the analysis and interpretation of the data, and reporting on the actions arising from it (*this is to ensure that student feedback is not only actively solicited, but seen to be acted upon as an important contribution to quality improvement*)
- Students participate in the evaluation, review and development of courses and units (*this is to harness the insights of students, and to ensure that they are built into the evaluation cycle*)

⁵ The Management and Evaluation of Teaching. Academic Board Resolution, effective 2001

6. ACADEMIC PLANNING AND QUALITY ASSURANCE

6.1 Input to academic planning ⁶

Good Practice means that:

- Students participate in academic planning and review processes, whether through formal membership of boards or committees, or through co-option onto working parties set up for specific planning processes (*this is to ensure the incorporation of student insights into the planning process*)
- Student members of such boards, committees and working parties receive the same information as all other members (*this is to enable their full and effective participation*)
- Relevant external input to academic planning and review processes is sought, from community and / or professional bodies or institutions, as appropriate for the course or unit (*this is to ensure continuing relevance of educational programs to the societal needs that they are intended to meet*)

⁶ The Management and Evaluation of Teaching. Academic Board Resolution, effective 2001

6.2 Faculty Teaching and Learning Plans ⁷

Good Practice means that:

- Faculty Teaching and Learning Plans include an operational component, setting out the goals of the Plan. Achievement against the goals is reported to the Academic Board annually (*the process of developing the Plan is an important contribution to ensuring that educational goals are shared across the Faculty; the specification of goals enables evaluation of achievement to take place*)
- Faculties and Departments undertake annual review and revision of the Teaching and Learning Plan. In addition to responding to quality assurance and evaluation data, these reviews should also take account of the potential for greater flexibility in:

- *learning pathways and program design in courses and units*
- *setting educational goals and methods of assessment in courses and units; and in*
- *modes of program delivery, student participation and styles of learning in courses and units (this is to ensure that the educational opportunities offered by the University can be regularly updated to meet the needs and choices of students, and the demands placed on graduates, as well as taking advantage of relevant advances in information technology)*
- In particular, Faculties and Departments review annually the extent to which the educational possibilities of advances in information management and technology could be exploited in the delivery of each of their courses and units (*this is to ensure that the educational opportunities offered by the University are seen to be taking full advantage of contemporary technological capabilities, and are using them to enhance, rather than to replace, the personal interactions which are the hallmark of University education*)

⁷ The Management and Evaluation of Teaching. Academic Board Resolution, effective 2001

6.3 Quality Assurance ⁸

Good Practice means that:

- Faculties and Departments establish and maintain quality assurance mechanisms which collect and analyse information needed to monitor the quality of all teaching activities, and which review and report annually to the Academic Board (*this is to reinforce at Departmental and Faculty level the importance attached to quality assurance, and to enable the University to report accurately and comprehensively on the quality of its educational offerings*)
- In particular, each Faculty documents the mechanisms by which it assures itself that its students:
 - *receive and understand a clear statement about the aims and intended outcomes of each unit of study*
 - *achieve a balance between the various skills and attributes that each program of study is intended to develop,*
 - *are able to link the outcomes of their units of study into a coherent whole,*
 - *receive early feedback on performance, and support to improve outcomes,*
 - *are identified and supported if they appear to be at academic risk,*
 - *experience an assessment program which is fair, equitable, valid and reliable,*
 - *understand and benefit from the assessment program; and*
 - *in fact achieve the aims and intended outcomes of the program (this is to raise awareness about the importance of quality assurance in education, and to maximise the usefulness of this self-evaluation exercise as a preparation for a forthcoming Academic Board-initiated visit)*
- Each Faculty documents the mechanisms by which it assures itself that its educational programs:
 - *draw upon the disciplinary research expertise of academic staff,*
 - *provide high-quality research supervision and training,*
 - *are characterised by high-quality teaching, which is adequately and publicly rewarded,*
 - *are informed by developments in the theory and practice of university teaching and learning,*
 - *are modified in response to valid and reliable evaluative feedback from students, graduates and staff; and*
 - *are monitored in respect of the extent to which they achieve the educational goals specified in the Faculty's Teaching and Learning Plan (this is to raise awareness about the importance of quality assurance in education, and to maximise the usefulness of this self-evaluation exercise as a preparation for a forthcoming Academic Board-initiated visit)*
- Faculties actively explore ways in which the Academic Board-initiated visits to Faculties can be used to strengthen and improve the quality assurance systems planned and implemented by the Faculty (*this is to improve the quality of student learning*)
- Faculties and Departments formulate, implement and review quality assurance mechanisms in respect of all on-line learning activities in which they are engaged. These should address:
 - *staff training and development both in the pedagogical and technical aspects of online teaching and learning,*
 - *the design and development processes for 'going live' with on-line learning packages,*
 - *the evaluation of student experience and learning outcomes, and*
 - *the costs (both direct and indirect) of implementation, evaluation and regular updating (this is to ensure that the quality of student learning experiences is enhanced by the adoption of on-line learning)*

⁸ Guidelines for Academic Quality Assurance Systems. Academic Board Statement (May 2001)

7. STAFF DEVELOPMENT AND SUPPORT

7.1 Recruitment of academic staff

Good Practice means that:

- Recruitment procedures for all academic positions are conducted in accordance with the University's Personnel Policy on Appointment of Academic Staff, and meet the following criteria:
 - a clear advertisement of the requirements of the position,
 - the demonstrated capacity of the applicant best able to meet the advertised requirements of the position, particularly in relation to educational skills,
 - adherence to policies relating to discrimination,
 - training for members of selection panels,
 - documentation of the reasons for selection or rejection of each applicant (*this is to ensure that the best applicant is not only selected, but is seen to be selected*)

7.2 Induction of academic staff

Good Practice means that:

- Personnel Services, Faculties and Departments ensure that new staff members receive all necessary documentation, and are able to complete all the necessary formalities, well in advance of the date of taking up their position (*this is to minimise delay in taking up academic responsibilities on arrival*)
- Faculties and Departments provide a welcome to new staff members, which includes:
 - planned introduction to the Faculty, the Department and the position,
 - the opportunity to meet academic and general staff; and
 - an introduction to relevant University facilities and units (e.g. the Institute for Teaching and Learning, Student Services, Staff and Student Equal Opportunity Unit) (*this is to ensure the early development of strong collegial relationships*)
- The head, or other senior member of the Department, undertakes an early interview with the staff member to plan an appropriate program to develop educational skills, including the identification of an educational mentor (*this is to maximise the staff member's potential as an educator*)

7.3 Attributes of academic staff

Good Practice means that Academic staff:

- Demonstrate a high level of knowledge and understanding of the subject material they teach in their teaching, demonstrate knowledge and understanding of how students learn, both generically and in their subject
- Use methods for teaching and learning which are appropriate for the subject area and for the level of the academic program;
- Use learning technologies which are appropriate to the context of learning
- Demonstrate clearly the link between teaching, learning outcomes, and student assessment
- Use teaching practices which are inclusive and non-discriminatory, as well as being respectful of, and sensitive to, differences among students
- Monitor and evaluate their own teaching activities
- Search for new ways to help student learning
- Actively share ideas on teaching with other academic staff
- Work as members of an educational team with shared goals
- Support the application of quality assurance methods to improve the quality of student learning; (*this is to maximise the capacity of academic staff to contribute to student learning*)
- Academic staff perform in ways which demonstrate that they hold the professional values of:
 - Respect for individual learners, and commitment to their development and empowerment
 - Commitment to the development of learning communities, including students, teachers, and all those who support learning activities
 - Commitment to continuous reflection and evaluation, and consequent improvement, of their own teaching
 - Commitment to scholarship in teaching, both generally and within their own discipline; and
 - Commitment to encouraging participation in higher education and to equality of educational opportunity (*this is to make explicit the value-base of effective teaching*)

7.4 Performance of academic staff

Good Practice means that:

- Each academic staff member has a regular opportunity for a confidential interview with the head, or other designated senior member of the Department, for the purpose of reviewing and documenting career progress and discussing opportunities for further career development (*this is to maximise the educational development of each staff member*)
- The Department actively provides and supports facilities and opportunities for self assessment and peer review of the educational activities of each staff member (*this is to maximise the educational development of each staff member, and to demonstrate the value placed on education by the Department*)
- Student feedback on teaching (see Section 5.2) includes information on the educational contributions of individual staff members, which is passed confidentially to the staff member concerned (*this is to enable staff members to receive detailed feedback on student perceptions of their performance*)

7.5 Opportunities for academic staff

Good Practice means that:

- The University, Faculties and Departments create an environment where individuals and teams are encouraged to reflect on their teaching, its process and its outcomes, and are supported in their innovations to improve the quality of student learning (*this is to show that a professional approach which incorporates continuous reflection, improvement and evaluation is valued by the institution*)
- Departments make available opportunities and funding for study leave, conference leave, visits to other institutions, etc., which are at least as accessible for pursuing educational interests as for research interests (*this is to demonstrate that educational activities are as highly valued as research and scholarship*)
- Departments provide opportunity, encouragement and resources for all staff to attend activities, inside and outside the university, designed to improve teaching performance (*this is to reinforce the institutional commitment to education*)
- While Faculties and Department encourage academic staff to seek opportunities to supplement income (whether personal, Departmental or Faculty) from outside earnings, academic staff who do attract additional income from outside earnings demonstrate that income-earning activities enhance teaching, or at least do not detract from it (*this is to ensure that education remains as a primary goal of the University*)
- The Institute for Teaching and Learning provides, and evaluates the effectiveness of, a range of programs and activities designed to support academic staff in developing their educational knowledge, understanding and skills (*this is to demonstrate that the work of the Institute is effective, efficient and responsive to the needs of staff in enhancing student learning*)
- The Institute for Teaching and Learning provides, and evaluates the effectiveness of, programs and activities designed to enable academic staff to develop and practice inclusive approaches to teaching which enhance the learning of all students (*this is to demonstrate that the work of the Institute is effective, efficient and responsive to the need to maximise the inclusivity of student experience*)
- The University, Faculties and Departments encourage contributions to the educational goals of the University through access to promotion, discretionary awards and nonfinancial benefits (*this is to demonstrate institutional commitment to education as a primary goal of the University*)
- Through the decisions of its promotions mechanisms, the University makes it clear that excellence in teaching is an essential prerequisite for promotion at all levels, and can be the major reason for a successful application for promotion to the rank of full professor (*this is to demonstrate institutional commitment to education as a primary goal of the University*)
- Where an application for promotion is unsuccessful, the University provides detailed confidential comments indicating clearly which aspects of the applicant's performance did not meet the required standard, and what should be attended to in order to improve the chance of success (*this practice mirrors the type of feedback that unsuccessful students should receive*)

7.6 Departmental management (Department means Faculty in Faculty of Veterinary Science)

Good Practice means that:

- Departments have a well-defined and publicly visible management structure, with clear lines of accountability, reporting and documentation (*this is to encourage transparent and accessible academic management at Departmental level*)
- Departments have access to a room that can be booked and used for formal and informal meetings of staff (*this is to facilitate the collegial exchange of information at a group level*)
- Departments have regular minuted meetings, at which Departmental activities are open to review, and at which academic staff are encouraged to express their views on Departmental activities (*this is to encourage transparent and democratic academic management at Departmental level*)
- Departments provide academic accommodation and facilities which constitute an environment which maximises creativity, scholarship and productivity (*this acknowledges the importance of the environment in the production of good work*)
- The teaching and administrative loads of the Department are distributed equitably over time, taking into account seniority and experience, and the need for junior staff to establish both the educational and research arms of their academic career (*this is to reinforce equity, and to discourage the inappropriate exercise of power*)
- Those responsible for the management of the Department give due encouragement, recognition and reward to academic staff in the pursuit of excellence in student learning (*this is to ensure that a commitment to high quality learning is properly respected and supported*)

8. CONCLUSION

These Guidelines represent a set of criteria by which to evaluate the improvements in quality of the University's activities in the field of teaching and learning through the delivery of coursework awards, at a number of levels in the organisation.

They serve to make clear the commitment of the University of Sydney to meeting the needs of tomorrow's society, through the provision of high-quality educational experiences for its students today, the monitoring of quality standards, and by continuing to adapt effectively to a rapidly changing world.

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- Equal Opportunity in Education Policy; Guidelines for Implementation with regard to People with Disabilities. Senate Resolution 146, 1992
- Equity Plan 2000-2002. Vice-Chancellor, July 1999
- Guidelines for Academic Quality Assurance Systems. Academic Board Statement, May 2001
- The Management and Evaluation of Teaching. Academic Board Resolution, effective 2001
- Outside Earnings for Academic Staff. University of Sydney Policy Document, approved 22 November 2000
- Procedures for Admission to Undergraduate Courses at the University of Sydney. Academic Board, April 1998
- Quality Assurance and On-Line Learning Interim Policy. Paper submitted to Academic Board by the Teaching and Learning Committee, December 2000
- University of Sydney (Coursework) Rule 2000, January 2001

15 Research



15.1 Research Support and Grant Information

The University Research Office

The University of Sydney Research Office is the main source of information regarding available research grants, scholarship opportunities, application forms, guidelines, university research policy/information, ethics committee, and news about events such as conferences and workshops. It is also the main link for staff when applying for University or external research grants and scholarships. Staff members are encouraged to visit the University Research Office website to access the database of grants and scholarships and be informed about further research news and updates. Website is available at:

www.usyd.edu.au/su/reschols/

Researchers are advised to subscribe to the Research Office's weekly Email Bulletins, and receive weekly news about grant and research scholarship opportunities. The Research Office main website provides access to databases with information on research opportunities. The Australian Vice-Chancellor's Committee has a contract with InfoEd to provide the *SPIN* database, *SMARTS* and *GENIUS* to most universities across Australia.

SPIN Plus: Through this database researchers are able to identify possible sources of funding at http://australia.infoed.org/new_spin/spinmain.asp

SMARTS: A tool to build a personal profile of an individual researcher. Utilising the existing *SPIN* categories, individual interests can be entered to create a profile of research interests. Each time a funding scheme is updated in *SPIN*, the keywords associated with this fund will be crosschecked with all existing researcher's profiles. If the keywords correspond, the researcher will automatically be sent an email notifying them of this new funding opportunity.

GENIUS: Database that utilises the information entered into *SMARTS* to build a more detailed profile of the researcher. Researcher's can enter additional comprehensive information on their research experience and expertise. *GENIUS* provides the resource for locating both academic researchers and potential research partners/collaborators. *GENIUS* can also provide the base for an institutional expertise database, with the fields being owned and specified by the institution.

For more information and links to the above databases and subscription to the weekly email bulletins, please go to the Research Office website at:

www.usyd.edu.au/su/reschols/

The University of Sydney - Support Schemes

The Sesqui Research and Development (R&D) Scheme and the Sesqui New Staff Support Scheme aim to support on a competitive basis, high quality research projects that are likely to lead to external funding. Applicants must be members of the academic staff of the University, and on the payroll of the University or have been formally appointed according to established processes for conjoint appointments for Area Health Services or associated research institutions. Emeritus, Honorary and Clinical Appointees are not eligible to apply for funding from these Schemes.

Sesqui Research and Development Scheme

Support is available for projects in the range of \$10,000 to \$15,000 for all disciplines. Applications will be excluded if the amount requested falls outside the relevant range.

Applications will not be accepted for projects involving a Chief Investigator from another institution, but persons from other institutions may be included as Associate Investigators.

Sesqui New Staff Support Scheme

Support is made available for projects in the range of \$10,000 to \$30,000 for all disciplines. Applications will be excluded if the amount requested falls outside the relevant range.

The Scheme is limited to Teaching and Research staff at Levels A, B, C, and D who have at least a half-time appointment to 31 December 2004, and commenced as a member of the academic staff of The University of Sydney on or later than 1 January 2001.

Only one new staff member may be named as a Chief Investigator on New Staff Support Scheme applications. However, new staff are encouraged to develop projects that are related to the research programs of more established staff. For this reason, it is permissible to have more established researchers listed as Associate Investigators. Only one successful application is permitted to the New Staff Support Scheme. If unsuccessful in an earlier year, staff may apply in the following year, provided they are within the time window of eligibility.

Sesqui Postdoctoral Research Fellowships

The University of Sydney Postdoctoral Fellowships were established in 1996 to support excellence in full-time research undertaken in any Department or School at the University. Successful applicants are expected to be based full-time at the University for the duration of the Fellowship. The University will be offering up to fifteen new Fellowships in 2004.

Excellence will be the primary criterion, both in terms of the project and the researcher. Equal weight will be given to the quality of the project, the track record of the applicant relative to opportunity, and the research environment in the host Department/School.

The Bridging Support Fellowships Scheme

The Bridging Support Fellowship Scheme is available to employees of The University of Sydney and is designed to offer applicants a continuation of salary for a period of up to one year at the end of an externally funded Fellowship from a peak funding agency (eg ARC, NHMRC etc). It is expected that recipients of a Bridging Support Fellowship will, during the tenure of the Fellowship, maintain an active research program and submit an application for an externally funded fellowship. The number of fellowships awarded will depend on the funding available.

Excellence will be the primary criterion, both in terms of the research project, the researcher's track record and potential. In addition, the research environment of the host Department/School as well as the availability of research funds to support the applicant's research during the period of the Fellowship will be taken into account.

This Scheme has no closing date. Applications may be submitted at any time during the year. Decisions will be made within 14 days of receipt of the application by the University Research Office. For further information, application forms, guidelines and closing application dates for any of the above University support schemes, please see the University Research Office website at www.usyd.edu.au/su/reschols/forms/forms.htm

Australian Research Council (ARC), National Competitive Grants Programme (NCGP)

The following excerpts from the ARC website give a brief description of the National Competitive Grants Programme (NCGP) which is the ARC's umbrella research funding program. These programs are grouped into Discovery, Linkage and Centres. Under these programs there are separate elements with different objectives, requirements and outcomes.

For more information, guidelines, application forms and instructions to applicants for funding under the NCGP or about new ARC funding opportunities and news, please see the ARC website at www.arc.gov.au/

ARC Discovery

Discovery Projects is an application-based programme available for individual researchers or research teams. Private researchers may apply directly to the ARC but must nominate the administering institution where funds are to be paid.

The Objectives of Discovery are:

- To support excellent fundamental research by individuals and teams
- To assist researchers to undertake their research in conditions most conducive to achieving best results
- To expand Australia's knowledge base and research capability
- To encourage research training in high quality research environments

Sub-elements of Discovery include:

- Discovery - Projects
- Discovery - Federation Fellowships
- Discovery - Indigenous Researchers Development

ARC Linkage

Linkage Projects supports collaborative research projects between higher education researchers and industry and identifies an allocation to projects of benefit to regional and rural communities. Proposals must contain an industry contribution, in cash and/or in kind.

The objectives of Linkage are:

- To encourage excellent collaborative research within universities and across the innovation system
- To contribute to a strong knowledge economy
- To create opportunities for cooperation with related programmes across Commonwealth portfolios

- To facilitate international linkages both within universities and industry
- To encourage industry oriented research training

Sub-elements of Linkage include:

- Linkage - Projects (includes Fellowships and Postgraduate Awards)
- Linkage - International
- Linkage - Infrastructure Equipment and Facilities
- Linkage - Learned Academics Special Projects
- Linkage - Australian Postdoctoral Fellowships (CSIRO)

ARC Centres and Networks

ARC Centres and Networks support large research teams and research networks that undertake focused and sustained investigations addressing the most challenging and important problems. The scale of ARC Centres enables them to manage a significant portfolio of first-class research and to leverage additional research funding. Through the ARC Centres, Australian researchers are linked into global innovation networks. ARC Research Networks is a new program designed to encourage collaborative approaches to research in inter-disciplinary settings.

ARC Centres of Excellence establish research teams focusing on critical problems in the ARC's designated areas of research priority. The ARC partners with other agencies in jointly funding three major Australian centres of excellence, the Australian Centre for Plant Functional Genomics and the two large Centres of Excellence created under the Government's program Backing Australia's Ability, the National ICT Australia (NICTA) and the National Stem Cell Centre.

The ARC's ongoing Special Research Centres and Key Centres for Teaching and Learning programs are a major force in Australian research. Funded under earlier programs, the successes of the Special Research Centres and Key Centres for Teaching and Learning over many years demonstrate the value and impact of ARC collaborative research centres across all the disciplines. These Centres have shown how building the scale of the research endeavour and focusing the work of larger teams of researchers brings substantial benefits to Australia.

Library of Successful ARC applications

The University of Sydney Research Office has a library of successful ARC applications at hand for consultation and has also developed internal instructions for University of Sydney ARC applicants. The internal instructions are available from the University Research Office website at www.usyd.edu.au/su/reschols/welcome.html

The University Research Office is usually open between 8.30 am and 6.00 pm Monday to Friday and is located in the Main Quadrangle, Building A14: entry via Libby K. For further enquiries, please contact Grant Officers at the University Research Office:

Janice Mountford	9351 4471	jmountford@reschols.usyd.edu.au
Alf James	9351 4153	alf@reschols.usyd.edu.au
Fiona Kerin	9351 4467	fkerin@reschols.usyd.edu.au

For strategic advice on applying for ARC Grants, please contact: Merrilee Robb, Director of Research Development, University Research Office at mrobb@mail.usyd.edu.au or phone 9351 6756, who will see people on a first come basis.

Business Liaison Office (BLO)

The BLO is the commercial arm of the University of Sydney. Its prime function is to promote and facilitate interaction between the university, business and government through a range of activities including: collaborative research; contract research; consulting; joint ventures; facilitation of the formation of start-up companies; technology transfer under licensing; and commercialisation services. For more information on services offered, please see the BLO website at www.usyd.edu.au/su/blo/

For general enquiries please contact:

BLO Main Office

John Woolley Building A20

Phone 9351 4000

Fax 93513636

Email j.osborne@blo.usyd.edu.au

University Human Research Ethics Committee (HREC)

All research at the University of Sydney involving humans requires the completing of an Ethics Application Form for Research Involving Humans. This form can be downloaded from the Human Research Ethics Committee website at:

www.usyd.edu.au/ethics/human/form/fandg.html

This restriction applies to any surveys that are to be handed out to students. These must be reviewed and approved by the Ethics Committee before they can be distributed. According to Ethics Committee policy, these should not be completed during class time. Staff wishing to survey students should seek the advice of their respective. A description of the role of the Human Research Ethics Committee, taken from their website follows:

The Human Research Ethics Committee (HREC) at the University of Sydney was established in 1990. The HREC operates under the National Statement on Ethical Conduct in Research Involving Humans issued by the National Health and Medical Research Council (NHMRC) in accordance with the NHMRC Act, 1992 (Cth). The National Statement is endorsed by the Australian Vice Chancellor's Committee, the Australian research Council, the Australian Academy of the Humanities, the Australian Academy of Science and the Academy of the Social Sciences in Australia. It is also supported by the Academy of Technological Sciences and Engineering.

The HREC has three-primary aims:

1. To protect the rights and welfare of human subjects and minimise the risk of physical and mental discomfort, harm and danger from research procedures
2. To protect the rights of the researcher to carry out legitimate investigation as well as the University's reputation for the research conducted and sponsored by it
3. To minimise the potential for claims of negligence made against the researcher and the University

If you have any further inquiries, please contact:

The Ethics Office

Phone 9036 9309/8

Fax 9036 9310

Email r.todd@reschols.usyd.edu.au or
m.williams@reschols.usyd.edu.au

15.2 Publications, DEST Information

The publications and information procedures outlined below are important to observe as data needs to be kept up-to-date so that vital information in the following areas is correct:

- Department of Education Science and Training (DEST)
- The University of Sydney Research Performance Indicators (RPIs)
- Publications database
- Staff expertise database
- Staff home pages
- Websites
- Annual reports

Publications collection

It is important that you inform the Faculty about ALL publications. When you are notified that your journal article, book, book chapter, conference paper, or other material has been accepted / published please send a copy of the full citation via email to the Faculty as soon as possible to the current DEST Officer:

Kim Heasman

Gunn Building, B19

Sydney Campus

Phone 9351 5824

Fax 9351 3957

email kimh@vetsci.usyd.edu.au

If the published article is not DEST-acceptable you need do no more. For DEST-acceptable publications the hard copy verification material must also be sent to the Faculty DEST Officer. In the case of NIL publications for the year please advise Ms Heasman prior to 31 December so that all information is complete; if going on leave, please send all your publication materials prior to leaving.

DEST reportable publications

If the publication satisfies DEST requirements you must supply the appropriate hard copy. Guidelines for Bibliographic details, eligibility and hardcopy verification material required for DEST acceptable publications can be found on the Faculty website at:

www.vetsci.usyd.edu.au

16 Policies & Procedures



16.1 Faculty

The Student Information Office has developed a standard of policies and procedures for Faculty staff to use. It is located at the Faculty Intranet.

The Manual is intended to help Faculty staff become more aware of the key procedures that relate to student administration. The information contained in the guide is subject to change and is updated periodically, so it is advisable to use the online version only.

Please note that this document is intended for use by Faculty staff only. It has therefore been placed in the staff only section of the website. Staff members who are not authorised to access this site should contact the IT HelpDesk on 9351 6000 to change their settings.

16.2 University

The University has policies covering a wide variety of areas (ie conduct, assessment, research, Occupational Health and Safety, Personnel matters). Staff are strongly encouraged to familiarise themselves with these documents. They can be found on the University website at http://db.usyd.edu.au/policy/policy_index.stm

Some important University policy documents listed below.

Academic Board Resolutions on Assessment and Examination of Coursework at:

<http://policy.rms.usyd.edu.au/000002p.pdf>

Guidelines for Good Practice in Teaching and Learning at:

<http://policy.rms.usyd.edu.au/000002h.pdf>

The Management and Evaluation of Coursework Teaching at:

<http://policy.rms.usyd.edu.au/000007y.pdf>

The University of Sydney Intellectual Property Rule at:

<http://policy.rms.usyd.edu.au/000005e.pdf>

The University of Sydney Code of Conduct at

<http://policy.rms.usyd.edu.au/000003h.pdf>

The University of Sydney Code of Conduct for Responsible Research Practice at:

<http://policy.rms.usyd.edu.au/0000080.pdf>

16.3 Occupational Health and Safety (OHS)

www.usyd.edu.au/su/ohsindex.html

Building	Safety Officer	OHS Officer	Phone	Email
JD Stewart B01	Richard Borg	Richard Borg	1 5579	rborg@mail.usyd.edu.au
Evelyn Williams B10	Keith Ellis		1 4565	kellis@mail.usyd.edu.au
McMaster B14	David Griffin	David Griffin	1 3099	D.Griffin@vetp.usyd.edu.au
Gunn B19	Kerry Murdoch	Kerry Murdoch	1 2715	kerrim@vetsci.usyd.edu.au
JL Shute C01	Robert Dixon	Sandra Saville	1 1608 1 1611	rjdixon@camden.usyd.edu.au sadra@camden.usyd.edu.au
UVCC C08	Ron Henderson	Ron Henderson	1 1742	ronh@camden.usyd.edu.au
Camden Library C15		Janine Maitland	1 1707	J.Maitland@library.usyd.edu.au

The University is required by legislation to report details of serious injuries incurred by staff at work to the NSW Work Cover Authority within seven days; all incidents need to be reported. In addition, as part of the University Occupational Health and Safety Program, there is a need to investigate and report all incidents that cause injury, or had the potential to cause injury, so that steps can be taken to prevent recurrence. It is important, therefore, that staff follow the procedures listed below. These procedures supplement the University of Sydney Policy on Accident Reporting and Investigation.

Importance of Reporting

Reporting of accidents is essential for the identification of hazards in the workplace. Remedial action can then be taken to address the identified hazards and prevent any recurrence of the incident. The established University accident reporting system is to be used by staff, students or visitors who are injured or become ill in connection with their work at or visit to the University. Incidents with potential for injury or damage (near misses) should also be reported. The accident report also acts as a record for future reference should there be any subsequent complication eg delayed health effect that may require the report as a factual base.

Minor Injuries

Minor injuries that require no treatment or minor first aid treatment only, should be recorded on a minor injuries report form (a one line entry only). These forms are kept with first aid kits and are available from the Risk Management Office. Please report minor injuries to a departmental first aid officer, so that they can be recorded and if necessary treated.

Serious Injuries and Illnesses

Serious accidents, injuries and illnesses are to be reported on an Occupational Injury, Illness or Incident Report. These forms are available from the Risk Management Office at:

www.usyd.edu.au/su/ohs/incident.pdf

Accident Investigation

Reported accidents and incidents should be promptly investigated by the immediate supervisor of the injured or ill person, or by the person in charge of the area where the incident occurred. The investigation should identify the causes of the accident and any hazards that need to be controlled. Supervisors should then take action to control the hazards which have been identified. The investigation and corrective action are to be summarised on the Report and submitted to the Risk Management Office as soon as possible.

For information the Occupational Health and Safety Website, go to:

www.usyd.edu.au/su/ohs/acc-rep.html