Faculty of Arts

Sessional Tutor

EMPLOYMENT TYPE	Casual employment for the duration of the upcoming semester
SALARY	Casual salary rates are set out in Section 2.8 of the University's Enterprise Agreement.
SUPERANNUATION	Employer contribution of 9.5%
OTHER BENEFITS	https://about.unimelb.edu.au/careers/staff-benefits
HOW TO APPLY	Visit the Faculty of Arts Sessional Academic Staff web page to submit your application: http://arts.unimelb.edu.au/teaching-and-learning/work-with-us

Please note that applicants who do not complete the application form in its entirety will not be considered.

Please attach your CV to the online application form and ensure that your CV includes the contact details of two referees.

Late applications will not be accepted. |
| **CONTACT FOR ENQUIRIES ONLY** | Refer to the Contacts table this page: http://arts.unimelb.edu.au/teaching-and-learning/work-with-us

Please do not send your application to the contacts |

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

about.unimelb.edu.au/careers

Position Summary

Sessional Tutors within Arts are important members of the Faculty's teaching program, particularly at the undergraduate level. You will prepare and conduct tutorials, consult with students, undertake assessment and attend meetings as required by the Subject Coordinator/Program Coordinator. If you are new to the Faculty, you will be required to attend the Faculty Sessional Academic induction and training as well as a School welcome. You will also be required to complete all relevant training (LMS, Themis etc.)

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

- ➢ An avenue for a closer interaction between staff and students.
- ➢ An avenue for students to review and discuss the reading materials.
- ➢ An avenue for students to review and discuss issues raised at the lectures.
- ➢ An avenue for students to practice their skills of analysis and argument and develop their language skills.
- ➢ An opportunity for students to have assessment criteria and tasks clearly explained.
- ➢ An opportunity for students to collaborate and work in facilitated groups.

1. Key Responsibilities

1.1 SESSIONAL TUTOR - GENERAL

- Conduct tutorials to the standard of the Faculty. This may include preparing a brief lesson plan in line with the weekly topic and facilitating informed group discussions relating to the lecture and weekly readings.

- Consultation with students in relation to readings, weekly topics, assessment and skills development which is contemporaneous and part of the derived teaching rate.

- Marking and assessment feedback relating to assessment activities as set out by the Subject Coordinator / Program Coordinator and reporting of academic misconduct to the Subject Coordinator.

- Assessment administration which includes entering proposed component results into the appropriate results record system.

- Attendance at meetings as required by the Subject Coordinator/Program Coordinator.

- Manage short-term extension requests and keep accurate attendance records in conjunction with the Subject Coordinator and in line with University Policy.

1.2 OCCUPATIONAL HEALTH AND SAFETY (OH&S)

- Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

2. Selection Criteria

2.1 ESSENTIAL

- Minimum of an honours degree in a relevant discipline. In most cases, current enrolment in an RHD program or completion of postgraduate qualification or a combination of relevant experience and qualification is required for undergraduate subjects and a PhD in

a relevant discipline for graduate subjects.

Please note that if you are applying for a Tutor role in the Asia Institute or the School of Languages and Linguistics this criterion may not apply. Please contact the Program Coordinator for clarification.

- Knowledge and understanding of the subject-matter.

- Excellent communication and presentation skills.

- Ability to manage and facilitate informed group discussion and debate relating to weekly readings and/or facilitate skills development and practice.

- Excellent organisational skills with the ability to manage one's own time effectively, administer multiple tasks simultaneously and meet deadlines successfully.

- Ability to commit to a minimum number of work hours as required by the Program Co-ordinator.

2.2 DESIRABLE

- Experience with using University of Melbourne IT systems including Themis and LMS.

3. Special Requirements

- Applicants who are enrolled as PhD or Masters students must have been confirmed in their candidature and not be past 3.5 years (PhD) and 1.5 years (MA) full-time equivalency.

- Currently enrolled RHD students at the University of Melbourne applying to become a Tutor must have the support of their supervisor.

- All Faculty of Arts staff may be directed to perform work duties remotely and/or on-campus for a specified period of time.

- Tutors are expected to create a University staff email account through the University's Identity Management system. All correspondence relating to their employment must be sent and received through their staff e-mail account.

- A current Working with Children Check is required as a pre-requisite to employment.

4. Equal Opportunity, Diversity and Inclusion

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University's People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Growing Esteem.

5. Occupational Health and Safety (OHS)

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

OHS responsibilities applicable to positions are published at:

http://safety.unimelb.edu.au/people/community/responsibilities-of-personnel

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

6. Other Information

6.1 ORGANISATION UNIT

www.arts.unimelb.edu.au

6.2 BUDGET DIVISION

http://arts.unimelb.edu.au/

The Faculty of Arts is at the forefront of teaching and research in the languages, humanities and social sciences fields in Australia and in many cases internationally. Founded in 1853, the Faculty of Arts is one of Australia's oldest and largest faculties with approximately 400 staff and 8000 students engaged in over 900 subjects in more than 40 areas of study. As Australia's premier Arts faculty, it aims to provide an exciting, high-quality intellectual environment that will attract the best students and staff across a wide range of disciplines.

The Faculty of Arts maintains strong connections with leading international universities through research collaborations and student exchange programs, and nurtures relationships with government, not-for- profit and private organisations through student internship placements, research projects and community engagement.

As well as housing the Graduate School of Humanities and Social Sciences, the Faculty of Arts also comprises five academic schools:

- Asia Institute
- School of Culture and Communication
- School of Historical and Philosophical Studies
- School of Languages and Linguistics
- School of Social and Political Sciences

Our students and staff are supported by business units within the Faculty including:

- The Office of the Dean and Faculty Executive Director
- The Academic Support Office
- The Strategy, Planning and Resources Unit
- The External Relations Unit
- The Research Office
- The Human Resources Office

For more information on the Faculty please see www.arts.unimelb.edu.au

6.3   THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at http://about.unimelb.edu.au/careers.

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

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. http://about.unimelb.edu.au/strategy-and-leadership

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs. http://research.unimelb.edu.au/our-research/research-at-melbourne

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world,

working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

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

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

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

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

6.5 GOVERNANCE

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

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