



POSITION DESCRIPTION

Faculty of Architecture, Building and Planning

Sessional Tutor

POSITION NO	0041868
EMPLOYMENT TYPE	Casual employment for Semester 2 2022
SALARY	Relevant Casual rates https://msd.unimelb.edu.au/belt/staff/getting-paid
SUPERANNUATION	Employer contribution of 10%
OTHER BENEFITS	https://about.unimelb.edu.au/careers/staff-benefits
HOW TO APPLY	Please upload your CV and a brief statement (max. 300 words) outlining your suitability for the position via the Casual Tutor Recruitment System (CTRS) .
CONTACT FOR ENQUIRIES ONLY	For questions regarding Subject teaching please contact the relevant coordinator found via Subject Codes in https://msd.unimelb.edu.au/about/work-with-us/sessional-staff Please direct any system and application queries to ssrs-abp@unimelb.edu.au . <i>Please do not send your application to these contacts.</i>

For information about working for the University of Melbourne, visit our websites:
about.unimelb.edu.au/careers

Position Summary

As a Sessional Tutor within the Faculty of Architecture, Building and Planning you will support undergraduate and/or postgraduate teaching. You will make a substantial contribution to the teaching program you are engaged in by preparing and conducting tutorials, consulting with students, undertaking assessment and attending meetings as required by the Program Coordinator.

The primary responsibility of a Sessional Tutor is to successfully run and manage their assigned tutorials within the Subject's tutorial program. The tutorial program is an avenue for closer interaction between staff and students and an opportunity for students to:

- ▶ review and discuss the reading material
- ▶ review and discuss issues raised at the lecture
- ▶ practise analytical and reasoning skills
- ▶ have assessment tasks and criteria clearly explained.

As a University of Melbourne staff member, you will be able to obtain a staff card which can be used to access library facilities, and you will be provided with a staff email account.

1. Selection Criteria

Please provide a brief statement (max. 300 words) outlining your suitability for the position, particularly your:

- ▶ Qualifications and any previous teaching experience you may have
- ▶ Knowledge of the subject matter
- ▶ Organisational, communication and presentation skills
- ▶ Ability to manage and facilitate informed group discussion
- ▶ Experience with online approaches to learning and teaching, including for assessment and for supporting student needs and engagement, would be desirable.

Candidate reference checks are a standard part of the appointment process, including internal to the University if applicable.

2. Special Requirements

This position requires the incumbent to hold a current and valid Working with Children Check.

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

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

Sessional Tutors are required to attend the Faculty's Tutor Induction session held at the start of semester.

3. Responsibilities

- ▶ Conduct tutorials in the required mode (eg. online, classroom, blended) to a high standard in accordance with tutorial guidelines and relevant content available on LMS;
- ▶ Prepare for tutorials as appropriate in accordance with the subject requirements;
- ▶ Consult with students in relation to readings, weekly topics, assessment and skills development contemporaneous with the weekly tutorials/activities;
- ▶ Effectively and efficiently communicate with students via LMS and address frequently asked questions in relation to tutorials and assessment;
- ▶ Mark attendance as required and consider matters in relation to student absence, student behaviour and problems associated with cancelled classes and clashes;
- ▶ Marking and timely feedback to students on work submitted for assessment;
- ▶ Report matters of academic integrity to the Subject Coordinator;
- ▶ Assessment administration, including entering proposed component results into the appropriate results record system;
- ▶ Participate in meetings as required by the Faculty;
- ▶ Participate in required training provided by the Subject Coordinator, Faculty and University to prepare for tutorial delivery and student support;
- ▶ Escalate student issues and concerns to the relevant Subject Coordinator;
- ▶ Manage short-term assessment extension requests and keep accurate attendance records in conjunction with the Subject Coordinator and in line with University Policy.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 7.

4. Other Responsibilities

The University of Melbourne requires all casual staff to [complete online casual compliance training](#). Additionally, the Faculty provides academic staff with resources and advice on teaching and learning matters and runs a comprehensive Tutor Induction program for all Sessional Tutors at the beginning of each semester.

5. Salary Payment

5.1 PAYRATES

Rates of Payment for Casual Academic Staff are located on the Built Environments Learning + Teaching page

<https://msd.unimelb.edu.au/belt/staff/getting-paid>

5.2 CLAIMING PAYMENT

To receive payment for work completed Sessional Tutors must complete a [Themis Timecard](#). [Casual Pay Dates](#) fall fortnightly on a Thursday and hours must be submitted

and approved by the Supervisor no later than 4.00pm on the Monday of the Casual pay week.

6. Other Information

6.1 BUDGET DIVISION

The Faculty of Architecture, Building and Planning is the leading educational and research institution in the Asia-Pacific region addressing the design and realisation of inhabited environments. It actively seeks to extend the linkages between education, research and practice in the built environment, and maintains excellent and extensive relationships with members of the built environment professions, government, professional associations and the wider community.

The Faculty has over 200 staff and 4000 students, one third of whom are international. It is responsible for the undergraduate Bachelor of Design degree, and offers majors in architecture, landscape architecture, property, construction, and urban planning.

The Faculty's graduate school, the Melbourne School of Design teaches accredited masters courses across the professional disciplines of Architecture, Construction Management, Landscape Architecture, Property, Urban Design and Urban Planning.

The MSD is distinctive from its competitors in its aim to inspire learning through interdisciplinary reflection, and its integration of research, teaching, and practice around the environmental implications of all forms of urbanisation. With opportunities to engage in advanced studio and seminar-based learning and research, MSD students develop new perspectives, critical reflection, and modes of action to address the environmental, social and aesthetic challenges in producing sustainable centres of habitation, locally and internationally. Students can take part in field trips which examine the global context of habitable environments.

The Faculty has an international reputation for excellence in research and research training and is a leader in built environment and urban research. Faculty staff are actively engaged in collaborations and partnerships both locally and globally, to produce research that responds to major social, economic and environmental challenges, as well as fundamental research into the built environment in Australia and the Asian region. Our researchers address key issues, such as mitigation of natural disasters, climate change, sustainability, the future of cities, population growth and urban density. We lead debate in many of these areas. We also contribute definitive knowledge and understanding of the history, conservation and heritage of the built and natural environment, built environment practice and management, urban morphology and design research. The Faculty draws its research strength in part from its capacity to work in the multidisciplinary frame of its various built environment disciplines, as well as with colleagues in health, engineering, education, history and social sciences.

Through the MSD, we provide the highest quality research training environment, attracting the best and brightest future researchers in our disciplines from around the world. PhD and MPhil students have access to innovative professional development programs and generous funding support, along with excellent facilities and resources. Our PhD and MPhil graduates are well-rounded professionals, critical thinkers and future research leaders.

We have built strong research foundations by valuing and developing our people, rewarding excellence, and fostering a culture of enquiry, creativity and outstanding scholarship.

More information about ABP / MSD can be found at: <http://msd.unimelb.edu.au/>

6.2 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>

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

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

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.

<https://research.unimelb.edu.au/research-at-melbourne/our-strategy>

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.

6.4 EQUITY, 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.

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 <https://about.unimelb.edu.au/strategy/governance>

7. *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:

<https://safety.unimelb.edu.au/people/responsibilities-of-personnel>

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