



## POSITION DESCRIPTION

Department of Physiology  
Faculty of Medicine, Dentistry and Health Sciences

### Senior Tutor

<b>POSITION NO</b>	0032930
<b>CLASSIFICATION</b>	Tutor, Level A, Teaching Specialist
<b>SALARY</b>	\$72,083 - \$97,812 p.a.
<b>SUPERANNUATION</b>	Employer contribution of 9.5%
<b>WORKING HOURS</b>	Full-time
<b>BASIS OF EMPLOYMENT</b>	Fixed term position for 24 months Fixed term contract type: Specific Task
<b>OTHER BENEFITS</b>	<a href="http://about.unimelb.edu.au/careers/working/benefits">http://about.unimelb.edu.au/careers/working/benefits</a>
<b>HOW TO APPLY</b>	Online applications are preferred. Go to <a href="http://about.unimelb.edu.au/careers">http://about.unimelb.edu.au/careers</a> , select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
<b>CONTACT FOR ENQUIRIES ONLY</b>	Professor David A Williams Tel +61 3 8344 5845 Email: <a href="mailto:d.williams@unimelb.edu.au">d.williams@unimelb.edu.au</a>  <i>Please do not send your application to this contact</i>

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

## ***Position Summary***

The Senior Tutor position is a fixed term position engaged to support the teaching activities in second- and third-year Physiology subjects.

The Senior Tutor will be required to set up and maintain eLearning tasks for student engaged in Physiology subjects and aid in the creation of online teaching materials. The Senior Tutor works as part of the Teaching Team and provides support for learning and teaching activities in the department.

This position reports to Professor David Williams.

### ***1. Key Responsibilities***

#### **1.1 TEACHING AND LEARNING**

##### **SPECIFIC TASKS RELATED TO THIS ROLE**

- ▶ Teaching and learning
  - Maintenance and development of online teaching resources
  - Monitor and report to the Teaching Team and relevant subject co-ordinators on learning analytics available through digital resources
  - Facilitate data collection, collation and analysis of marks using appropriate statistical software and development of macros
- ▶ Facilitate student enrolment in practical classes and workshops – including
  - Establishing groups and updating LMS/gradebook
  - Management and logistical support associated with sessional staff activities
  - Assist technical staff in laboratory class operations

#### **1.2 SERVICE AND LEADERSHIP**

##### **THE INCUMBENT WILL HAVE OPPORTUNITIES TO:**

- ▶ Maintain expertise in current teaching techniques, with a focus on the enhancement of student experience in large cohorts
- ▶ Work with the Teaching Team to provide administrative support for 2<sup>nd</sup> and 3<sup>rd</sup> year subject coordinators
  - Including management of the current (Blackboard), and transition to the new (Canvas) Learning Management System (deployment and maintenance)
- ▶ Review and enhance pedagogical approaches and tools across second- and third-year Physiology subjects together with the Teaching Team
- ▶ Participate with the teaching team in Educational Research activities.

#### **1.3 ENGAGEMENT**

- ▶ Attend seminars and workshops relevant to the development, refreshing and improvement of teaching approaches
- ▶ Attendance at departmental and/or faculty meetings/seminars as appropriate
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 4.

## ***2. Selection Criteria***

### **2.1 ESSENTIAL**

- ▶ A postgraduate research degree in Physiology or a relevant biomedical science discipline or equivalent tertiary qualifications/experience
- ▶ Demonstrated high-level computer literacy and fluency, with experience using online or other digital learning platforms and/or digital development skills such as coding or software development.
- ▶ Excellent verbal and written communication skills
- ▶ Demonstrated ability to manage competing priorities and excellent time management skills
- ▶ High level interpersonal skills, including the ability to liaise well with senior academics and other staff and students of the department
- ▶ A good understanding of scientific investigative principles

### **2.2 DESIRABLE**

- ▶ Experience with computer-aided learning or a Learning Management System
  - ▶ Experience in supervision and training of staff and/or students
  - ▶ Experience in both Macintosh and PC environments
  - ▶ Previous teaching experience preferably in a small group environment or in practical classes
- Experience with content-development platforms and scripting such as Unity, Blender, Python, Javascript, HTML5, or R.

### **2.3 SPECIAL REQUIREMENTS**

- ▶ Annual leave must be discussed and agreed with the Supervisors and Head of Department and can be expected to be taken outside of semester periods so that disruption to the teaching of the Department does not occur.

## ***3. 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 service for excellence and reach the targets of Growing Esteem.

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

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

OHS responsibilities applicable to positions are published at:

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

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

## **5. Other Information**

### **5.1 DEPARTMENT OF PHYSIOLOGY**

<http://www.physiology.unimelb.edu.au/>

The Department of Physiology was one of the original departments of the Melbourne Medical School and celebrated its 150<sup>th</sup> anniversary at the University of Melbourne in 2012. Throughout its rich history the Department has had a strong record of achievement and excellence in health and medical research, research training, teaching and community engagement.

### **5.2 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES**

[www.mdhs.unimelb.edu.au](http://www.mdhs.unimelb.edu.au)

The Faculty of Medicine, Dentistry & Health Sciences has an enviable research record and is the University of Melbourne's largest faculty in terms of management of financial resources, employment of academic and professional staff, teaching of undergraduate and postgraduate (including research higher degree) students and the conduct of basic and applied research. The Faculty's annual revenue is \$628m with approximately 55% of this income related to research activities.

The Faculty has a student teaching load in excess of 8,500 equivalent full-time students including more than 1,300 research higher degree students. The Faculty has approximately 2,195 staff comprising 642 professional staff and 1,553 research and teaching staff.

The Faculty has appointed Australia's first Associate Dean (Indigenous Development) to lead the development and implementation of the Faculty's Reconciliation Action Plan (RAP), which will be aligned with the broader University – wide plan. To enable the Faculty to improve its Indigenous expertise knowledge base, the Faculty's RAP will address Indigenous employment, Indigenous student recruitment and retention,

Indigenous cultural recognition and building partnerships with the Indigenous community as key areas of development.

### 5.3 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>.

### 5.4 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.

## 5.5 GOVERNANCE

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

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