

POSITION DESCRIPTION

Faculty of Business and Economics

**Tutor/Assistant Lecturer**

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| Classification | Education Focused, Level A |
| Salary | $80,258 to $108,906 p.a. (pro rata for part-time appointment) |
| Superannuation | Employer contribution of 17% |
| WORKING HOURS | Full-time / part-time (fraction negotiable) |
| BASIS OF EMPLOYMENT | Continuing |
| Other Benefits | <https://about.unimelb.edu.au/careers/staff-benefits> |
| How to Apply | Online applications are preferred. Go to [http://about.unimelb.edu.au/careers, s](http://about.unimelb.edu.au/careers)elect the relevant option (‘Current Opportunities’ or ‘Jobs available to current staff’), then find the position by title or number. |
| Contact  For enquiries only | Accounting: *harshini.egorov@unimelb.edu.au*  Economics: [*dandapani.lokanathan@unimelb.edu.au*](mailto:dandapani.lokanathan@unimelb.edu.au)  Finance: [*r.carey@unimelb.edu.au*](mailto:r.carey@unimelb.edu.au)  Management and Marketing: [*teaching-mgmt-mktg@unimelb.edu.au*](mailto:teaching-mgmt-mktg@unimelb.edu.au)  *Please do not send your application to this contact* |

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

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

***Acknowledgement of Country***

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

***Position Summary***

Working as part of a teaching team, you will play a critical role in the delivery of high quality, student-centred learning experiences, designed to deepen and extend student understanding of subject material.

Under the supervision and guidance of a Subject Coordinator, you will have weekly contact with students, actively contributing to student learning, while also undertaking related administration. Your teaching responsibilities will be focused on the design and delivery of tutorials or workshops in specific subjects related to your area of expertise, providing student consultation on learning and guidance on assessment tasks, marking assignments and exams, as well as managing results record keeping for allocated tutorials.

The role will provide an opportunity to contribute to scholarship and research related to teaching and learning in one of FBEs business and economics disciplines, supporting the dissemination of evidence-based knowledge about effective curriculum design, modes of delivery and student learning experience to other colleagues in the Department, and contributing to a strong culture of teaching innovation. You will also engage in professional development, including peer review of teaching, and take an evidence-informed approach to improvement of teaching and learning practices to support strong educational outcomes and impact.

You will have a commitment to develop as an outstanding educator in your field, including a capability to contribute to the Faculty’s reputation for effective and innovative education. Working with the support and guidance of more senior academic staff, you will develop your expertise with an increasing degree of autonomy and work with limited supervision, as well as being part of a team.

As required under the Australian Tertiary Education Quality Standard Agency’s (TEQSA)

Higher Education Standards Framework, you will be expected to have a qualification at a level above that you are engaged to teach (e.g., have completed Honours or a graduate level qualification to deliver undergraduate classes) – or demonstrate that you have relevant professional or industry experience or expertise in the field. In cases where you are expected to teach an Honours or Masters level subject, you are expected to have completed a PhD in

a Business and Economics field or a related discipline, or be close to completion.

Applications are invited from candidates in any field or discipline related to the Faculty’s teaching and learning portfolio.

Applications from First Nations/Indigenous scholars or from scholars with a strong interest in indigenous-related topics in the discipline are strongly encouraged.

***1. Key Responsibilities***

**1.1 TEACHING AND EDUCATION**

As an education focused faculty member working under the direction of a Subject Coordinator, you will be responsible for the following:

• Contributing to teaching in assigned subjects, principally the delivery of tutorial or workshop classes and marking.

• Supporting the development and evaluation of high-quality curriculum content, assessment tasks, and other educational resources as required, including the preparation and maintenance of subject Learning Management System (LMS) materials and resources as required.

• Direct involvement in engaging with students to support their learning through student consultations, preparation for and feedback on learning and assessments tasks, exam viewing, and academic integrity.

• Subject administration, including monitoring tutorial attendance, the management of online submission processes, grading assignments and exams following University and Faculty guidelines, the recording and release of assignment results to students via LMS, attendance at teaching team meetings, and the submission of final subject results, including attendance at end of semester Board of Examiners meetings.

• Participation in relevant professional development activity to support personal continuing development in teaching and learning.

• Development of a portfolio of relevant measures of teaching quality, including participation in peer review of teaching.

• Support developments in learning and teaching practices in response to impact measures from one’s own teaching, educational research, and faculty guidelines.

• Where appropriate, assist with industry engagement activities designed to support authentic learning experiences and integration of work relevant materials in educational resources.

**1.2 RESEARCH AND RESEARCH TRAINING**

• Engage in scholarship related to teaching and learning and other research/scholarly activities as required to support teaching activities, independently and/or as part of a teaching team.

• Support the development of relevant grant applications to advance learning and teaching.

• Contribute to presentations at workshops, seminars and conferences, production of case study and other teaching materials, book chapters, peer-reviewed research publications in high quality journals with a focus on education and learning, and other relevant scholarly outputs.

• Disseminate new knowledge on the effectiveness of innovations in curriculum design, modes of delivery and assessment.

**1.3 LEADERSHIP AND SERVICE**

• Contribute to the collegial and intellectual life of the Department and University, through organising and participating in forums and events.

• Participate in functions promoting the University, such as Open Day, Graduation

Ceremonies, seminars, and student events.

• Participate in Department, Faculty and University programs aimed to support quality in teaching and learning and enhance student experience.

• Provide service to the University, Faculty and Department through contributions to meetings and committee work.

• Promote the University and the discipline by participating in appropriate local, national and international organisations and associations, including relevant professional bodies.

**1.4 RESPONSIBILITY AND COMPLIANCE**

• Demonstration of the University’s expectations for appropriate behaviour, including respect, and upholding the University’s commitment to a safe, diverse and inclusive workplace.

• Compliance with University statutes, delegations, policies and processes.

***2. Selection Criteria***

**2.1 ESSENTIAL**

• Have completed or be completing an Honours or a graduate level qualification (for teaching in undergraduate subjects); or completed or be near completion of a PhD in a relevant discipline (where teaching in graduate level subjects); and/or have the equivalent relevant academic or professional or practice-based experience and expertise.

• Excellence in written and verbal communication and interpersonal skills.

• Demonstrated ability to prepare and deliver high quality teaching and learning materials, face to face, or online (where relevant), at both the undergraduate and graduate levels.

• Demonstrated ability to contribute positively to educating, engaging, and supporting students.

• An ability to manage teaching-related administrative tasks efficiently and accurately, including a capacity to maintain subject LMS sites and integrate relevant teaching technology.

• Demonstrated ability to work effectively, autonomously and within a team environment with academic and professional staff, including the ability to plan and organise self and others to ensure the timely completion of tasks.

• Demonstratable commitment to excellence in teaching and collegiality to foster a high level of achievement in students.

• A current Victorian Working With Children Check (WWCC) by the commencement of the teaching period.

**2.2 DESIRABLE**

• Recent, relevant tertiary level teaching experience.

• Completion of recognised study in tertiary level teaching.

• A sound understanding of business education pedagogy, including simulations, case teaching, online and experiential learning methodologies.

• A demonstrated record of developing and implementing innovative education and teaching practices.

• Experience with deploying relevant educational technologies (e.g., online learning management systems, applications to support interactive learning activities) to support student learning, student engagement and participation, and alternative modes of teaching.

• An interest in developing or a demonstrated track record of research and scholarship in business and economics education.

• Relevant industry experience and networks.

• Statistical / mathematical expertise necessary to deliver quantitative subject matter.

**2.3 OTHER JOB-RELATED INFORMATION**

• All Tutors who have not previously tutored in the Faculty of Business and Economics must complete the [Tutoring in Business and Economics p](https://fbe.unimelb.edu.au/wcla/programs-and-events/tutor-training#program-information)rogram at the first available opportunity. The program comprises approximately 15 hours commitment across the teaching period in addition to teaching hours. Successful completion of all components of the program is required for continued employment as a Tutor with the Faculty of Business and Economics.

• On commencement, new Tutors are also required to complete online training modules which introduce the standards and expectations for appropriate behaviour at the University.

• Most tutorials are held between 8am and 6pm Monday to Friday; however, due to the large number of subjects and classes each semester some Tutors may be rostered to deliver classes outside these hours. Tutorial schedules will be provided to Tutors before the teaching period commences. Other casual academic activities will be scheduled by the Subject Coordinator as needed during the teaching period.

***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 Advancing Melbourne strategy that addresses 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 Advancing Melbourne.

***4. First Nations Recruitment***

The Faculty is actively seeking to attract, recruit and employ Aboriginal and Torres Strait Islander people across all roles. The Faculty will strive to create and sustain a work environment in which Aboriginal and Torres Strait Islander staff feel empowered and add unique value through their individual capabilities and lived experiences.

Ensuring Aboriginal and Torres Strait Islander academics have access to a range of opportunities to develop their academic career in their chosen field is of the utmost importance.

***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:

<https://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 THE FACULTY OF BUSINESS AND ECONOMICS**

The Faculty of Business and Economics has been preparing students for exciting and challenging careers in industry since 1924. We have developed an outstanding reputation, locally and internationally, for the quality of our teaching and research. The Faculty has an active board of business leaders, government representatives and community leaders who contribute to the implementation of our vision.

Organisational Structure

The Faculty of Business and Economics ([https://fbe.unimelb.edu.au/)](https://fbe.unimelb.edu.au/) is home to six teaching and research departments:

• Accounting

• Business Administration

• Economics

• Finance

• Management and Marketing, and

• The Melbourne Institute of Applied Economic and Social Research.

The Faculty has the following student and academic support centres:

• Academic Support Office

• Student Employability and Belonging

• The Williams Centre for Learning Advancement (WCLA)

• Quality Office, and the

• Research Development Unit.

**Our Programs**

There are about 12,000 students enrolled in undergraduate and graduate degrees within the Faculty. The Bachelor of Commerce is one of the most sought-after business courses in Australia. Graduate

programs in business and economics are offered through Melbourne Business School. Melbourne Business School offers a full suite of professional Masters programs for those with little work experience right through to the MBA suite. It is also the home of leading research Masters degrees and the PhD.

**Our Graduates**

Since the Faculty was established, it has produced over 60,000 graduates. Many of our alumni now occupy senior positions in business, government and academia, in Australia and around the world.

Further information about the Faculty is available at [www.fbe.unimelb.edu.au.](http://www.fbe.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 ADVANCING MELBOURNE**

The University’s strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University’s commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

• We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.

• We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.

• We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.

• We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne’s academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes; place, community, education, discovery and global.

**6.4 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>