



ST MARY'S COLLEGE
THE UNIVERSITY OF MELBOURNE

RESIDENTIAL TUTOR HANDBOOK 2009

St Mary's College Statement of Intent

St Mary's College provides a high quality residential College living experience in the Loreto/ Catholic tradition fostering individual excellence and student participation in the full range of academic, spiritual, cultural, social, community and sporting activities to enhance the university experience.

St Mary's College is committed to encouraging student participation in decision-making to develop young leaders for the future who are committed to personal and intellectual excellence and to creating a more just and peaceful community locally and worldwide.

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College Calendar

2009 SEMESTER 1

| FEBRUARY | | |
|-----------------|-----------|--|
| Mon | 16-Feb-09 | St Mary's College N Week begins/ACU "O" Week Begins/TUTOR – MENTOR TRAINING/"O" Week Committee Arrives |
| Wed | 18-Feb-09 | Workscheme Committee Arrives |
| Thu | 19-Feb-09 | O Week for Internationals |
| Sun | 22-Feb-09 | MOVING IN DAY - 1st years arrive |
| Mon | 23-Feb-09 | UniMelb & MonPharm "O" Week Begins/ RMIT "O" Week Begins/ ACU Sem 1 begins |
| MARCH | | |
| Sun | 1-Mar-09 | Returners arrive |
| Mon | 2-Mar-09 | UniMelb & RMIT & MonPharm begins |
| Tue | 3-Mar-09 | 1st High Table – College Staff in attendance/ Applications for Fresher Rep open |
| Wed | 4-Mar-09 | Floor Dinners |
| Fri | 6-Mar-09 | Commencement Mass & Dinner/ Colour Turn (incl. ex-Collegians) |
| Mon | 9-Mar-09 | LABOUR DAY/ Academic Tutorials begin |
| Tue | 10-Mar-09 | Academic Tutors to attend High Table |
| Wed | 11-Mar-09 | COUNCIL MEETING |
| Thu | 12-Mar-09 | Announce GC Fresher Rep |
| Wed | 18-Mar-09 | HISTORY OF WESTERN IDEAS |
| Fri | 20-Mar-09 | Principal's Dinner & AGM |
| Wed | 25-Mar-09 | FACULTY DINNER/HISTORY OF WESTERN IDEAS |
| Tue | 31-Mar-09 | Students to begin attending High Table (floor by floor) |
| APRIL | | |
| Wed | 1-Apr-09 | Get Involved Night/HISTORY OF WESTERN IDEAS |
| Fri | 3-Apr-09 | GC Weekend – until 5 Apr. Location and date TBC |
| Wed | 8-Apr-09 | PFA - Easter Egg Hunt - TBC |
| Fri | 10-Apr-09 | Good Friday/ Beginning of Easter non-teaching period (all institutions) |
| Thu | 16-Apr-09 | RMIT Lectures re-commence |
| Mon | 20-Apr-09 | UniMelb/ACU/MonPharm Semester One re-commences |
| Tue | 21-Apr-09 | 1st Senior Students' Evening |
| Wed | 22-Apr-09 | FACULTY DINNER/HISTORY OF WESTERN IDEAS |
| Sat | 25-Apr-09 | ANZAC DAY |
| Mon | 27-Apr-09 | Anzac Day Public Holiday/ GYLIO WEEK - TBC |
| Wed | 29-Apr-09 | FACULTY DINNER |
| MAY | | |
| Fri | 1-May-09 | JCR Jam – TBC |
| Wed | 6-May-09 | Dinner for International Students in Frewin Room |
| Sun | 10-May-09 | Mother's Day |
| Mon | 11-May-09 | College Play Week - Walk Thru Dinner this week |
| Thu | 14-May-09 | College Play - First Performance |
| Fri | 15-May-09 | College Play - Second Performance/2009 Deirdre Rofe Colloquium - Frewin Room |
| Sat | 16-May-09 | Family Day/ College Play - Matinee Performance |
| Mon | 18-May-09 | Survivor Week |
| Fri | 22-May-09 | College Day Mass and Dinner/ACU Semester One Ends |
| Mon | 25-May-09 | ACU Swot VAC begins |
| Tue | 26-May-09 | 2nd Senior Students' Night |
| Wed | 27-May-09 | FACULTY DINNER |
| Thu | 28-May-09 | Exchange Students' Farewell at High Table |
| Fri | 29-May-09 | PFA |

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|-----|-----------|-------------------------------------|
| Sat | 30-May-09 | UniMelb, MonPharm & RMIT Sem 1 ends |
|-----|-----------|-------------------------------------|

JUNE

| | | |
|-----|-----------|--|
| Mon | 1-Jun-09 | ACU Exams begin/ UniMelb & MonPharm & RMIT Swot Vac begins |
| Mon | 8-Jun-09 | UniMelb & MonPharm & RMIT Exams begin |
| Sat | 20-Jun-09 | ACU Exams finish |
| Wed | 24-Jun-09 | COUNCIL MEETING |
| Fri | 26-Jun-09 | UniMelb & RMIT Exams finish |
| Sat | 27-Jun-09 | All students leave |

2009 SEMESTER 2**JULY**

| | | |
|-----|-----------|--|
| Fri | 10-Jul-09 | Results released |
| Thu | 16-Jul-09 | Supplementary Exams |
| Sun | 19-Jul-09 | RMIT & MonPharm Students Return |
| Mon | 20-Jul-09 | O2 week begins/ RMIT & MonPharm Sem 2 Begins |
| Thu | 23-Jul-09 | TUTORS' & MENTORS' LUNCH – TBC/Ski Trip students returning |
| Fri | 24-Jul-09 | Ski Trip until 25 Jul. |
| Sun | 26-Jul-09 | All Other Students Return |
| Mon | 27-Jul-09 | UniMelb & ACU Semester 2 begins/ Hens' & Bucks' Night /Harrassment Speaker – All College to attend |
| Tue | 28-Jul-09 | Senior Students & Exchange Students' Dinner |
| Wed | 29-Jul-09 | Floor Dinners |
| Thu | 30-Jul-09 | Trivia Night |
| Fri | 31-Jul-09 | Christmas in July |

AUGUST

| | | |
|-----|-----------|--|
| Mon | 03-Aug-09 | Academic Tutorials Start |
| Tue | 04-Aug-09 | First High Table for Semester Two |
| Wed | 05-Aug-09 | FACULTY DINNER |
| Fri | 07-Aug-09 | Principal's Dinner + SGM |
| Tue | 11-Aug-09 | 3rd Senior Students' Night |
| Fri | 14-Aug-09 | International Night |
| Sat | 15-Aug-09 | Applications for GC President Open |
| Sun | 16-Aug-09 | OPEN DAY/ Wing Parties (off-site by 10pm) |
| Wed | 19-Aug-09 | Opening of the Art Exhibition |
| Fri | 21-Aug-09 | College Ball |
| Sat | 22-Aug-09 | Applications for GC President Close & Voting Opens |
| Wed | 26-Aug-09 | FACULTY DINNER |
| Thu | 27-Aug-09 | GC President announced |

| | | |
|------------------|-----------|--|
| Sat | 29-Aug-09 | RMIT Non-Teaching Week Begins |
| SEPTEMBER | | |
| Fri | 04-Sep-09 | GC Applications Open |
| Sun | 6-Sep-09 | FATHER'S DAY |
| Tue | 8-Sep-09 | 4th Senior Students' Night |
| Wed | 9-Sep-09 | FACULTY DINNER |
| Fri | 11-Sep-09 | GC Applications Close & Voting Begins |
| Mon | 14-Sep-09 | GUARDIAN ANGEL WEEK |
| Tue | 15-Sep-09 | 2009 GC to High Table/Announcement of 2010 GC |
| Fri | 18-Sep-09 | Pirate PFA |
| Mon | 21-Sep-09 | UniMelb non-teaching period commences |
| Tue | 22-Sep-09 | Academic Tutors' Dinner |
| Mon | 28-Sep-09 | AVCC Common week (UniMelb, MonPharm & ACU) |
| OCTOBER | | |
| Sun | 04-Oct-09 | Applications Open for GC Committees |
| Mon | 05-Oct-09 | Semester 2 recommences |
| Wed | 7-Oct-09 | FACULTY DINNER |
| Fri | 9-Oct-09 | SPORTS DINNER/ College Photo – Organised by 2009 Fresher Rep |
| Fri | 16-Oct-09 | VALEDICTORY for the College |
| Sat | 17-Oct-09 | VALEDICTORY - Parents & Friends |
| Mon | 19-Oct-09 | RMIT Swot Vac begins |
| Fri | 23-Oct-09 | ACU Sem 2 ends |
| Sun | 25-Oct-09 | O Week Leaders' Training Session |
| Mon | 26-Oct-09 | RMIT exams begin/ ACU & MonPharm Swot Vac Begins |
| Tue | 27-Oct-09 | Last High Table / Exchange Students' Farewell - TBC |
| Thu | 29-Oct-09 | MonPharm Exams begin |
| Fri | 30-Oct-09 | Final PFA for 2009 |
| NOVEMBER | | |
| Mon | 2-Nov-09 | ACU exams begin |
| Tue | 3-Nov-09 | CUP DAY/UniMelb Swot vac begins |
| Mon | 9-Nov-09 | UniMelb exams begin |
| Wed | 11-Nov-09 | COUNCIL MEETING |
| Fri | 13-Nov-09 | RMIT exams finish |
| Fri | 20-Nov-09 | MonPharm exams finish |
| Sat | 21-Nov-09 | ACU exams finish |
| Fri | 27-Nov-09 | UniMelb exams finish |
| Sat | 28-Nov-09 | All Students Move Out |
| DECEMBER | | |
| Fri | 4-Dec-09 | Annual Mass for Deceased Alumni |

These dates are correct at the time of printing and are subject to change.

Key Dates

| 2009 | THE UNIVERSITY OF MELBOURNE | RMIT | AUSTRALIAN CATHOLIC UNIVERSITY | MONASH PHARMACY |
|--|---|--|---|---|
| Orientation | Tuesday, 24 February to Friday, 27 February | Monday, 25 February to Friday, 29 February | Monday, 16 February to Friday, 20 February | Monday, 23 February to Friday, 27 February |
| Semester 1 commences | Monday, 2 March | Monday, 2 March | Monday, 23 February | Monday, 2 March |
| Easter Non-Teaching period (AVCC Common Week) | Good Friday, 10 April to Sunday, 19 April | Thursday, 9 April to Wednesday, 15 April | Monday, 13 April to Friday, 17 April | Good Friday, 10 April to Friday, 17 April |
| Swot Vac | Monday, 1 June to Friday, 5 June | Monday, 1 June to Friday, 5 June | Monday, 25 May to Friday, 29 May | Monday, 8 June to Wednesday, 10 June |
| Examinations | Monday, 8 June to Friday, 26 June | Monday, 8 June to Friday, 26 June | Monday, 1 June to Saturday, 20 June | Thursday, 11 June to Friday, 3 July |
| Semester Break | Monday, 29 June to Friday, 24 July | Monday, 29 June to Friday, 17 July | Monday, 22 June to Sunday, 26 July | Sunday, 5 July to Friday, 17 July |
| Semester 2 commences | Monday, 27 July | Monday, July 20 | Monday, 27 July | Monday, 20 July |
| Non-Teaching period | Monday, 21 September to Sunday, 4 October | Saturday, 29 August to Sunday, 6 September | Monday, 28 September to Friday, 2 October | Monday, 28 September to Friday, October |
| AVCC Common Week | Monday, 28 September to Sunday, 4 October | n/a | Monday, 28 September to Friday, 2 October | n/a |
| Swot Vac | Monday, 2 November to Friday, 6 November | Monday, 19 October to Friday, 23 October | Monday, 26 October to Friday, 30 October | Monday, 26 October to Wednesday, 28 October |
| Examinations | Monday, 9 November to Friday, 27 November | Monday, 26 October to Friday, 13 November | Monday, 2 November to Saturday, 21 November | Thursday, 29 October to Friday, 20 November |
| Official Results release date | Friday, 11 December | | | Friday, 4 December |

St Mary's College: community ethos and values

St. Mary's College is a Catholic, co-educational, residential college in the Catholic tradition. It was established in 1918 by the Bishops of Victoria and relocated to the present site in 1966. Since its foundation it has been administered by the Loreto Sisters whose long involvement in education informs the spirit of the College.

Following the motto on the College crest, taken from the gospel of St. John: ***Ut testimonium perhibeam veritati - That I may bear witness to the truth***, students are challenged to be seekers of truth and doers of justice. St. Mary's College endeavours to nurture the growth of capable, compassionate and independent students who are characterised by freedom of spirit, personal integrity and a love of learning. Strong encouragement is given to students to widen their interests, use the opportunities given them in a generous manner, and become involved in the local and global community.

St. Mary's College provides students with the opportunity to lead a full educational life and to participate in the many activities which universities and College life offer. Above all else, however, St. Mary's aspires to be a community inspired by Gospel values. One of the basic principles on which the College functions, therefore, is mutual respect and consideration on the part of all its members. This cannot be achieved by objective regulations alone and all members of the College whether staff, tutors, senior students, returning or new students are presented with the daily challenge of living together with generosity, forbearance and goodwill. A basic willingness to accept this challenge is required of each and every member in achieving our vision of community.

Members of the College are presented with the challenge of living out the ideals and values of a Catholic community. In a world where these ideals and values are often challenged, a college like St. Mary's can provide a centre where these principles are prized and seen to be valued and where those who live here are enabled to grow in an appreciation of truth and an understanding of freedom and sincerity. A spirit of friendship, mutual concern and respect for the rights of others is part of our special tradition at St. Mary's. We ask each member of the College to help in maintaining, promoting, preserving and enhancing that spirit.

More information about life at St Mary's College can be found on the College webpage at www.stmarys.unimelb.edu.au

Overview of the Residential Tutor Role

Residential Tutors act as role models and mentors to the students living in St Mary's College with a particular concern for students living in their area of the College. They are available to assist students in the transition from home to both university and college life, to talk through issues affecting students' academic and personal lives, and to offer advice on where to seek assistance when appropriate.

The role of Residential Tutor is integral to the life and community of the College. It is expected that Tutors will be fully involved in both College activities as well as taking an active interest in the lives and progress of the students on their floor and in the wider College Community. As older, more experienced members of the community Residential Tutors play an important part in putting the values of the College into practice.

The role of Residential Tutor has five key components:

1. Assisting students to make the transition to College life and University study;
2. Providing pastoral care, within boundaries and with the support of the senior staff and assisting students' access to outside assistance and advice where appropriate;
3. Encouraging a reasonable and viable environment for students to pursue their studies including, when necessary and in co-operation with the Resident Conduct Committee, the maintenance of behaviour and discipline within the expectations and the regulations of St Mary's College;
4. Providing academic leadership through guidance, conversation and mentoring;
5. Working collaboratively within the Residential Tutor team and with Student Mentors, staff and student leaders.

The position of Residential Tutor is primarily a live-in pastoral care, academic advice and leadership role. Living in a community in a leadership role requires individuals to lead by example and Residential Tutors are expected to maintain and model an acceptable standard of conduct at all times. Residential Tutors not only monitor and enforce the rules and regulations of the College but must be seen to observe and follow these norms themselves.

Appropriate boundaries between Residential Tutor and students must be maintained and relationships between Residential Tutor and students are not permitted while the tutor is employed by the College and the student is a College member. Any breaches will be viewed as a basis for immediate dismissal.

Ideally, students at St. Mary's take responsibility for ensuring that they and their peers adhere to the expected standards of acceptable behaviour. Residential Tutors should seek to encourage and support this peer network through the General Committee, Resident Conduct Committee and individual students by providing back up and advice as well as being willing to exercise their own authority as Residential Tutors where necessary. If a Residential Tutor sees or hears unacceptable or offensive behaviour there is a responsibility to intervene, remembering, however, that the individuals involved are adults, deserving of respect and consideration, no matter how temporarily incapacitated they might appear at the time.

The St Mary's College Handbook 2009 documents in detail the College rules, expectations and requirements for acceptable community living. Please ensure you are familiar with all aspects of College rules and expectations so that you are prepared to intervene if necessary.

Initial breaches of College rules regarding noise, parties or lack of consideration towards other residents should be reported to the Resident Conduct Committee (RCC) for action and can be further discussed with the President of the GC. A useful first step is to discuss any actions with another Tutor or a Dean for advice or a second opinion before taking action.

Repeat or serious breaches such as any acts of discrimination must be referred to Deputy Principal & Dean of Students or the College Principal as soon as possible.

Residential Tutor: Roles and Responsibilities

Position Summary and Principal Accountabilities

The role of Residential Tutor is integral to the life and community of the College. It is expected that Residential Tutors will be fully involved in College activities as well as taking an active interest in the lives and progress of the students on their floor and in the wider College community.

Residential Tutors: academic role

Primary Principles

- To promote and support the academic programme provided by the College and to act informally as academic mentors to all students.
- To be a council of advice to the Dean regarding students' academic experiences.
- To promote the academic focus of the College through the Tutor's own academic achievements and career as well acting as a role model for students at the College. To make a contribution to the overall academic life of the College including:
 - Inviting guests to High Table;
 - Presenting or leading one interest or subject related discussion group per year for the College community and;
 - By acting as an informal academic mentor for students.

Residential Tutoring: pastoral care role

Primary Principles

- To provide assistance to the Deputy Principal in maintaining a stable and supportive living environment (including discipline) for all students.
- To assist with the pastoral care of students ensuring that students have access to a range of support structures and advice and to promote the well-being of all members of the College community.
- To act as a council of advice to the Deputy Principal.
- To act as a role model for students at College: to assist with the development of a positive and supportive community through personal leadership, concern for others, and a willingness to be available to talk to students.
- To act in a manner that enhances the College's standing in the University and wider community.
- To understand and respect the privacy of others and to work within appropriate confidential boundaries.

- To work collaboratively within the Residential Tutor team and with Student Mentors, staff and student leaders. To support other team members and to contribute to the overall work and aims of the Residential Tutor team.
- To work within the guidelines of the College Handbook and Tutor Handbook and in accordance with College policies and guidelines.

Duties

- Take an active interest in designated students (approx. 15) and be ready to assist them with advice as appropriate.
- Be responsible for creating and maintaining on their floor a culture of care, concern and thoughtfulness towards other residents:
 - Where appropriate initiate meetings/functions to assist in achieving these ends;
 - Organise and host one Floor Dinner per semester on the dates specified in the College Calendar.
- Assist in the maintenance of harmonious relations between residents within the College: monitor and moderate noise levels and behaviour of students and be prepared to act as a first step in assisting with conciliation and to liaise with the Resident Conduct Committee as appropriate.
- Develop and maintain positive working relationships with the General Committee members and the Resident Student Conduct Committee.
- Ensure that students behave in ways that are consistent with the values and ethos of St Mary's College and are also within the rules and guidelines of the College as outlined in the College Handbook.
- Maintain a secure and safe environment within the College:
 - Hold the wing master key and assist residents who are locked out of their room, where appropriate.
 - Check that students on their floor have registered any guests.
 - Act as a Fire Warden for their given area.
 - Support and act as a role model for the Student Mentors particularly those on adjacent or neighbouring floors.
- Complete rostered duties on weeknights (approximately 2 weeknights every 3 weeks) and weekends (approximately 2 weekends per semester).
- Attend formal and informal functions within the College on a regular basis.
 - The following functions are compulsory for students and residential staff: Commencement Mass and Dinner, College Day, Sports Dinner, Valedictory Dinner, both Principal's Dinners, Parents Day, International Night and The University of Melbourne Open Day.
 - The following functions require the presence of most Residential Tutors by arrangement: Rowing Day, Get-Involved Night, Christmas in July, Oratory Competition, and the College Photograph.
 - The following functions are encouraged but not compulsory: GC events, JCR Jam, MADFest, the College Ball, sporting fixtures and other student-led activities.
 - Residential Tutors are required to act as a senior representative of the College on Open Day to meet prospective students and parents and provide information about the community and facilities at St Mary's College.
- Regularly attend High Table on Tuesdays and Thursdays and be a regular presence at meals served in the Dining Room.
- Attend Residential Tutor training at the beginning of the year as specified in the letter of appointment and to attend at least two other training workshops during the year.
- Maintain a close working relationship with the Deputy Principal and communicate any concerns regarding students or incidents in a timely manner.

- Attend Residential Tutor and combined Mentor / Residential Tutor meetings as scheduled.
- Complete a performance review with the College Principal and Dean at the end of each semester.

Organisational relationships

To meet regularly with the Deputy Principal and Dean to provide advice and feedback regarding student progress, discipline or pastoral matters and college activities;

To meet with the Principal when appropriate to provide advice and feedback on students and College matters;

To act as a mentor and to support the work of the Student Mentors;

To work cooperatively with the Student Council (GC) and Resident Conduct Committee (RCC);

To assist St Mary's College staff as appropriate.

Residential Tutor - payment and conditions

SCR Bursary and Professional Development Allowance

Residential Tutors qualify for a Senior Common Room Bursary of \$7000.00 paid in two separate instalments during the academic year. To be eligible for the full amount of the SCR Bursary, a Tutor must reside at St Mary's College for the entire academic year.

Residential Tutors may also apply for a Professional Development Allowance of up to \$400.00 per annum to cover additional training, textbooks and other items related to the role of Residential Tutor including duties as an Academic Tutor if appropriate.

In addition, Residential Tutors receive the following:

Car park

Internet Access (Tutors will need to provide their own computer and an Ethernet card)

Telephone rental (Tutors pay for all personal phone calls)

Board payments

Residential Tutors pay board based on the size and standard of room allocated as outlined below. This includes meals, telephone line, cleaning and internet access.

| | Per week |
|-------------------------------|----------|
| East 1A | \$130.00 |
| East 47/ 48 | \$130.00 |
| North 15/16 | \$130.00 |
| North 3/ 4 | \$130.00 |
| South 17/18 | \$130.00 |
| South Ground | \$130.00 |
| West 13 Suitable for a couple | \$140.00 |
| West 24 | \$130.00 |

Period of Tenure

Residential Tutors are appointed for the duration of the academic year, from the Residential Tutor Training Weekend (normally held the weekend before first-year

students arrive) in February until the end of the examination period in November each year. Subject to the needs of the College and the satisfactory work of the Residential Tutor this may be extended on an annual basis.

Residential Tutors should not normally be absent from College during teaching or exam periods. Any periods of absence from the College for more than a few days during these times should be negotiated with the Principal or Dean. Tutor duty ends each semester at the conclusion of the examination period.

Review

Residential Tutors are required to be available for a review at the beginning of Semester Two with the Dean and a review/exit interview with the Principal at the end of each year.

Tutor Duty

The duty roster is compiled at the beginning of each semester. Tutors may swap duty times with other tutors, however the responsibility for ensuring that the rostered duty is covered remains with the tutor originally rostered.

The Duty Tutor must stay within St Mary's College and hold the Duty Phone so that students are able to contact whoever is on duty [by dialling extension 514]. The Duty Tutor will often be the first port of call when a student is experiencing difficulty. It will mostly be because they are locked out, but at times it may be more serious. Duty Tutors are responsible for rendering assistance and advice including seeking assistance from other staff members or external agencies as appropriate. Residential Tutors are not expected to know all the answers but to be able to discern when and how to access additional assistance.

Weeknight Tutor Duty

Weeknight duty begins at 6:00 pm and ends at 7.00 am the next day. Tutors should collect the Duty tutor bag (mobile phone, diary and master keys) before the College Office closes at 6.00 pm. If a tutor is unable to collect the bag they must arrange for another tutor to collect it on their behalf.

Weekend Tutor Duty

Weekend duty starts at 6.00 pm on Friday evening and ends at 7.00 am on the following Monday. Duties are the same as weeknights.

Duty times

| | | |
|--------------------|-------------------------------|----------|
| 6.00 pm – 11.00 pm | Duty Tutor | extn 514 |
| 11.00 pm – 2.00 am | Night Porter | extn 510 |
| 2.00 am – 8.00 am | Duty Tutor (emergencies only) | |

If you are called during the time covered by the Night Porter refer the student to the foyer for assistance. If this is not possible, for example, the student is not fully clothed you need to use your discretion as to the most appropriate course of action.

While it is extremely important to provide assistance and to build good working relationships with student residents, Residential Tutors should discourage students from asking for assistance when they are not on duty, so that students get used to contacting the Duty Tutor and not just anyone at their convenience. This system will only work if all tutors enforce it and will save a lot of time and aggravation during the year.

Obviously common sense will have to prevail. If you can see that someone is experiencing an emergency or you pass a student standing by their locked door and you have a master key for that wing – you may wisely decide that it is easier for all concerned to help out yourself rather than make the student wait for the Duty Tutor.

Calls to the Duty Phone after hours (after 2.00 am) should be as a result of an emergency or serious situation only. Students who regularly call should be referred to the Deputy Principal for follow-up.

It has been stressed in the Student Handbook that the Duty Tutor is not a service provided by the College for student convenience. Rather, it is designed to help students when they genuinely require it. All calls to the Duty Tutor are to be logged in the Log Book / Diary.

Duty Tutor Phone

The phone is stored in the College Office. . Please return the phone to the College Office by 10 am the next morning and ensure that the phone is placed on charge so that there is sufficient time for it to be recharged for the next Tutor.

Students call extension 514 or 9349 9514 from an external phone. It does take some time to get the connection, so students may need to be reminded to be patient.

Log book / Diary

A Log Book / Diary is kept in the Duty Tutor bag. The following should be completed for each duty night:

- Duty Tutor's name (and a note if they are covering another Tutor's rostered duty);
- Any telephone calls received and reason for the call;
- The student's name and room number for all lock-outs;
- Any incidents dealt with while on duty;
- Any calls received after midnight and the student involved;
- There should be no need to make calls on the mobile but if necessary, please note the reason in the log book.

If a Duty Tutor feels that a student has made an unnecessary call or over-used the assistance of the tutor this should be communicated to the Deputy Principal for follow-up.

Any serious incidents should be communicated to the Deputy Principal as soon as possible, if necessary at the time they occur for assistance and follow-up.

Changing/Swapping Duties

Tutors are responsible for arranging other tutors to cover their duty night if they are unable to do so. Please ensure that the College Office is also informed of changes to the roster to minimise any possible confusion, and ensure that the correct person can be contacted for duty if the need arises. If tutors are planning to be away at any time, please check the roster and ensure that your duties are covered. The tutor originally rostered on is responsible for ensuring that duty is carried out.

Access to student and other rooms

Access to rooms: if a student is locked out the Duty Tutor can use their master key to open the door. Students may only access their own room unless the tutor has received written or verbal permission from the other student authorising them to unlock their door. A note should be made in the log book of all doors opened and the student's name and room number.

The Duty Tutor may open a room in the College for student use if the student has obtained permission previously from the Dean or Principal. It is important to check before opening a room.

First Aid

Tutors are not required to administer first aid unless they wish to and then only to the level to which they are fully trained. There is a first aid kit in the College Office as well as the Senior Common Room and JCR kitchenette. Please note that Panadol is not available in the kit and should not be supplied to students.

Master Keys

The Duty Tutor bag contains a set of Master Keys for the College: wing masters, admin master key to access the College Office, Frewin Room key, Senior Common Room key and proximity tag. Keys to the Box Rooms are located in the College Office and should be signed out and back when returned.

Tutors must not hand their master keys to students at any time.

Residential Tutors - additional information

Absence from College

Resident tutors should not normally be absent from College during teaching or exam periods. Any periods of more than a few days away from College during these times need to be negotiated with the Principal.

Accommodation

Board payments are set in consideration of the type of accommodation and include meals, cleaning, internet access, telephone rental and utilities. Full rates apply during the academic year to the end of the exam period at the conclusion of the Melbourne University teaching semester and while the College Kitchen is offering full services. If tutors are absent for a period of more than two weeks, an alternative rate may be negotiated with the Principal and the Business Manager. Accounts for accommodation are issued monthly by the Assistant to the Business Manager and must be paid within one month.

College Closure: Mid-Semester & Mid-Year Breaks

The College Dining Room will ordinarily be closed during these times; however there is a kitchen and full cooking facilities available in the Senior Common Room. Tutors are responsible as a group for keeping this area clean and tidy for the enjoyment of all members of the Senior Common Room.

Meals & Kitchen

High Table

High Table is held every Tuesday and Thursday evening during term, commencing at 6.10 pm with pre-dinner drinks in the Senior Common Room. It is presumed that members of the Senior Common Room will attend as regularly as possible. Should individuals be unable to attend on a particular night, they are requested to leave a message with the College Secretary no later than Noon on the day.

Guests

In fairness to all, it is expected that Tutors pay for any guest that they invite to meals with the exception of High Table meals. Please refer to the Student handbook.

Occasional overnight guests are welcome. There is an expectation that guests are mindful of their obligations to the College community and that the Tutor is responsible for their conduct within the College. In the event of extended visits, Tutors should inform the Deputy Principal as a courtesy as well as a safety requirement in the event of fire or the need for evacuation.

Dining Room & Kitchen Access

The College Dining Room is open during meal times only. Prior arrangements must be made with the Catering Services Manager of any activities to be held in the Dining Room outside of these times.

In order to comply with health and safety regulations and to maintain appropriate staff working conditions, Tutors, like students, are requested NOT to enter the production areas of the kitchen. Thus, the Cool Room, freezer, cupboards and kitchen office are off limits at all times. See Student Handbook for details.

Crockery and cutlery from the Dining Room should not be kept in Tutors' flats. Any crockery or cutlery should be returned speedily to the Kitchen after use. Crockery and cutlery taken up to the Senior Common Room should be washed and returned immediately after use. Please also ensure that the crockery and cutlery belonging to the Senior Common Room remains there and is not taken to the kitchen.

Senior Common Room

The Senior Common Room is provided for the use of Residential Tutors and other members of the Senior Common Room. Guests are welcome; however Tutors should be mindful of others who may wish to use the room. It is the responsibility of all Residential Tutors to ensure that the Senior Common Room is kept clean and presentable.

Please also ensure that the crockery and cutlery belonging to the Senior Common Room remains there and is not taken to the kitchen.

Telephone charges

Telephones need to be kept in credit in order to make and receive calls. Payments are made to the College Office. Tutors are charged for all outgoing telephone calls.

Residential Tutors and Students

Key principles:

Residential Tutors should endeavour to:

- Respect the autonomy and privacy of students;
- Provide a listening ear and low-level support for students experiencing difficulties;
- Seek first to treat the student as an adult and to maintain a respectful manner including situations where the student's behaviour and demeanour may be incapacitated or impaired through intoxication;
- Maintain an open and non-judgemental approach to all students and to avoid stereotyping students on the basis of gender, ethnicity, sexual orientation, religion or economic status;
- Maintain appropriate boundaries and avoid being alone with students of the opposite gender;
- Maintain confidentiality at all times except where there is a threat to the welfare of the student or others;
- Actively foster tolerance within the community.

As senior members of the College community, Residential Tutors are expected to lead by example and to foster a culture within the College that supports the mission of St Mary's College.

Tutors are expected to respect student confidentiality and to avoid gossip or sharing of identifiable information with other Tutors or students. Tutors should refer serious issues to a senior College staff member as soon as possible or immediately if there is a threat to the welfare of the student or others.

Tutors are not expected you are not expected to handle major problems alone. Tutors are encouraged to seek advice and support from other Tutors or College staff however it is important to maintain the confidentiality of the student involved at all times and any discussions should exclude names and identifying information unless there is a significant reason for not doing so.

At times students may not be their best self due to intoxication or illness. It is important that Tutors maintain a sense of distance from the immediate situation and continue to treat all students with respect. Once the immediate situation has been resolved there will be time to address any inappropriate behaviour and resulting consequences.

As community leaders, tutors are expected to speak out if they hear or see offensive behaviour. Harassment is not tolerated within St Mary's College and serious incidents should be referred to the Principal or Dean immediately.

Tutors should not be alone with a student of the opposite gender especially in situations where alcohol or heightened emotions are present or a difficult situation has occurred. In these instances it is important to have another person present such as another Tutor or friend of the student. In recognition of the power differential between women and men it is not acceptable for two males to meet with a single female student.

If a student or students are violent or threatening, do not attempt to physically deal with the situation. Ascertain if their friends are willing and able to intervene and if not, contact another Tutor or College staff member to help assess the situation. If there is a threat to the safety of student or other residents it may be necessary to contact the police for assistance.

Most importantly the role of Residential Tutors is to listen and support: your ability to help someone feel heard and understood is generally worth more than your advice.

Residential Tutors and Student Mentors

As senior members of the College community Residential Tutors play an important role in assisting Student Mentors. Residential Tutors are encouraged to meet regularly with the Student Mentor nearest to their floor to discuss any current issues or concerns and to offer advice and support. Student Mentors are often the first port of call for students, often for serious or difficult incidents therefore it is important for them to be able to discuss possible strategies for dealing with a particular situation as well as being able to access support for themselves.

In most instances the direct line of support for Student Mentors is to one or more Residential Tutors.

Residential Tutors - policies & procedures

Inter-collegiate Harassment Policy

St Mary's College does not tolerate any form of harassment between students or between students and staff. All members of the College including permanent staff, casual staff and students are expected to act in ways that contribute to and ensure that the College environment is free of harassment, bullying and victimisation. A copy of the St Mary's College Harassment policy is included in Appendix 2 of this Handbook.

Academic Tutors are asked to familiarise themselves with the Harassment Policy and to conduct themselves in a professional manner at all times. Tutors should establish clear boundaries and be responsible for maintaining a professional relationship only with their students.

If problems or conflict arises between students in a tutorial that cannot be resolved by the Tutor, this should be referred to the Dean as soon as possible for assistance.

College life is at its best for everyone when:

We treat each other with respect

We avoid doing things which make others uncomfortable or intimidated

We do not misuse our power over others.

It takes only one incident to make life in College difficult or unbearable. Every College member shares responsibility for making our College a happy and fulfilling community for all those who live, study and work there.

What Is Harassment?

Harassment is any offensive, belittling or threatening behaviour directed at an individual or group which takes places in circumstances in which any reasonable person, having regard to the circumstances, would have been offended, humiliated or intimidated. Harassment is often focussed on –

the gender or sexual orientation;

cultural or racial background;

political or religious beliefs or activities;

physical features or disability of an individual or group.

Harassment is behaviour that is unwelcome, unsolicited, usually unreciprocated and often (but not always) repeated. It makes the College, or association with it, unpleasant, humiliating or intimidating for the individual or group targeted by this behaviour. It can make it difficult for effective work or study to be done.

For harassment to occur there does not need to be an intention to offend or harass. Moreover, harassment may be of a minor nature. Individual incidents may seem too trivial to warrant attention, or the person subject to harassment may seem unaffected. However, when the behaviour continues over a period and it is not addressed, such behaviour can undermine the respect for individuals and the standard of behaviour generally in College.

Examples of harassing behaviour include:

- Offensive physical contact, derogatory language or intimidating actions;
- Insulting or threatening gestures or language (overt or implied) or continual and unwarranted shouting;

- Unjustified and unnecessary comments about a person's capacities or attributes;
- Openly displayed pictures, posters, graffiti or written materials which might be offensive to some;
- Phone calls or messages on electronic mail or computer networks which are threatening, abusive or offensive;
- Persistent following or stalking within College, to and from College or elsewhere.

Harassment is against the law. The Victorian Equal Opportunity Act and Racial and Religious Tolerance Act, and the Commonwealth Sex Discrimination Act, Disability Discrimination Act and Racial Discrimination Act cover various areas of unlawful discrimination and harassment. In addition, racial or religious vilification is an offence in Victoria. This includes inciting hatred against, serious contempt for, or revulsion or severe ridicule of, a person or group on the grounds of race or religious belief or activity.

What can we do to prevent harassment in College?

As Harassment is unlawful, all members of the College community have an obligation to see that harassment does not occur, and if it does, that it is addressed and not allowed to continue.

Everyone in College has an obligation to ensure that their own behaviour cannot be seen as harassment. So be aware of your own behaviour and its potential impact on others. Without realising it, you may be putting someone under pressure. If you are not sure if you are making someone uncomfortable – ask.

Understand that alcohol may at times change the way you behave or react. Under the influence of alcohol, you are more at risk than usual of causing offence to someone. Be ready to warn your friends when they are in danger of going too far – and take notice of their advice to you.

Do not stay silent if you see one College member harassing another.

Discourage jokes that degrade others (for example: women, people of other races or cultures, lesbians and gay men or people with disabilities).

If some aspect of College life seems to involve harassment, talk it over with a senior staff member.

How Should You Deal With Harassment?

If you are harassed, deal with it as quickly as possible.

Talk to:

- The person who is harassing you (if this is difficult or impossible for you – could you write a letter?)
- A College Contact Person or Adviser

Any complaints of harassment will be dealt with promptly by the College.

Sexual Harassment

Sexual harassment is a particular form of harassment. The following definition has been published by the Human Rights and Equal Opportunity Commission:

“Sexual harassment is an unwelcome sexual advance, unwelcome request for sexual favours or other unwelcome conduct of a sexual nature which makes a person feel offended, humiliated or intimidated, and where that reaction is reasonable in the circumstances”

Many kinds of behaviour can amount to sexual harassment if they offend or intimidate another person – jokes, gestures, displays of pictures, telephone or e-mail messages, expressions of affection that are not reciprocated, attempts to compel sexual activity the other person does not consent to, refusing to leave another person alone when requested, and so on. Sexual harassment does not arise in the context of choice and mutual consent.

The College is committed to:

- Fostering an environment in which sexual harassment does not occur, and
- If it does occur, providing appropriate remedies, including seeing that the harassment does not continue.

If you are sexually harassed, deal with it as quickly as possible.

Talk to:

- the person who is harassing you (this may be difficult or impossible for you – could you write a letter?)
- one of the College's Sexual Harassment Advisers, who are specially trained in this area. Their names are available on the posters outside the Dining Room and JCR.

Even if you are not sure whether your discomfort constitutes harassment, talk it over with an Adviser. Approaches to an Adviser will be treated in strict confidentiality. All College residents should be aware of the following: Encourage anyone affected by sexual harassment to approach an Adviser, even if the offence seems trivial.

If you are affected by harassment, the Adviser will treat the matter sympathetically and seriously and inform, support and advise you on the various options available to you. If you would rather have the matter handled by someone outside the College, there are four Sexual Harassment Conciliators available to College students. Their names and contact details are available on the posters outside the Dining Room and JCR.

Advisers will only refer complaints to the College Head (or other designated person) or to one of the External Conciliators with your agreement, except in the most serious of cases.

The Intercollegiate Sexual Harassment Policy and Procedures are available on the Intercollegiate and College Websites and from the College Office. A summary and flowchart is also available.

If you make a complaint, it does not necessarily follow that there will be negative repercussions for someone else. Often people do not intend to cause offence, and are ready to apologise, and change their behaviour, when the matter is explained to them.

If any aspect of College life seems to involve sexual harassment, talk it over with an Advisor or senior staff member.



Protocols for Accessing Student and Tutor Rooms

Students

- Students will be provided with a weekly schedule of cleaning so that they know when to expect cleaning staff to require access to their room.
- Students are not permitted to refuse access to cleaning staff nor are they permitted to request that their room is not cleaned as it is in the interests of the College to maintain a clean, safe and healthy environment for the benefit of the whole community.
- Students who require maintenance work in their room should complete a Maintenance Request form indicating the level of urgency and suitable times for the Maintenance Supervisor or trades people to access the room.
- When either St Mary's staff or external trades people access a student's room the following processes will be followed:
 - Access will be arranged in line with information provided on the Maintenance Request Form
 - If College staff or external trades people require access to a room, a suitable time will be made in advance with the student resident in that room. This will normally be 24 hours in advance unless there is a need for emergency repairs.
 - The door to the room will be left open at all times unless the work being carried out precludes this.
 - External tradespeople will sign in and out of the College
 - External tradespeople will wear a visitor's badge at all times while in the College.

Tutors

- Tutor flats are cleaned each Wednesday between 9.00 am and 10.30 am in term time and at variable days / times during conference periods.
- In keeping with the protocol for students, tutors are not permitted to refuse access to cleaning staff nor are they permitted to request that their room is not cleaned as it is in the interests of the College to maintain a clean, safe and healthy environment for the benefit of the whole community. If there are extenuating circumstances, Tutors may negotiate an alternative arrangement with the Deputy Principal.
- Tutor flats have been fitted with security chains and are encouraged to use these when they are using the shower so that no access is possible.
- Access and maintenance work in Tutor flats follows the same protocols as students which are outlined above.

Residential Tutors – Pastoral Care / Counselling Policy

Residential Tutors are not expected to act as a counsellor for students experiencing difficulties as most Residential Tutors will not have had the sufficient level of training and experience to tackle this task. Further, even if a Residential Tutor is a professionally qualified counsellor or similar it is not appropriate for residential staff to develop a dual relationship with a residential student i.e. the relationship of a Residential Tutor and the separate relationship of a counsellor as this can lead to role confusion and difficulties in maintaining appropriate boundaries.

The nature of the working relationship between Residential Tutors and college students living in the same environment will naturally lead to positions of trust and confidentiality such that Residential Tutors may find that students seek out their advice on a particular matter. Within the Pastoral role, Residential Tutors may provide mentoring or advice in an unofficial and informal manner as appropriate to their role as older adults in the College community. Residential Tutors have much to offer students in terms of experience, knowledge and a sense of perspective. This may include mentoring, advising, listening or just providing a shoulder for a student who is facing difficulties in either their personal or academic life. However this should be kept within the limits of general advice and where appropriate information regarding accessing external assistance. The goal of any interaction should be to ascertain the level of support a student requires and the facilitation of internal and external assistance as appropriate.

The goal of mentoring is to provide a non-judgmental space for students to discuss a problem or issue and to help them to find a way forward for themselves. At times this may require assisting the student to access additional support or assistance either internally or externally to the College. While low risk problems may be resolved at this level, more complex or serious issues or if a student presents themselves repeatedly within a short space of time then this must be reported to the Deputy Principal or Principal as a matter of priority.

The College does not expect or encourage Residential Tutors to be consulting regularly or for long amounts of time with one particular student. Not only does this create an unfair demand on the Tutor but it also creates the possibility of developing a dependent relationship between the student and Tutor with little guarantee of them progressing to a resolution.

Policy reviewed February 2009

Maintenance Guidelines for Residential Tutors

It is unfortunate, but from time to time maintenance mishaps will occur within the college outside normal business hours. While it is not the responsibility of Residential Tutors to personally rectify the problem, Tutors need to be able to contact either the Deputy Principal and Dean of Students or the Maintenance Supervisor to ensure that the problem is dealt with quickly.

Tutors are not to undertake maintenance procedures without the express instructions of the Maintenance Manager or Deputy Principal. Under no circumstances should tutors attempt to perform any repairs to any electrical appliances or fuse boxes.

Tutors should contact the Deputy Principal, Maintenance Supervisor or Principal in the first instance, however if none of these is available the Duty Tutor should contact one of the emergency back up numbers as listed on the next page. Prompt seeking of advice is important and can save money by minimising damage.

Maintenance information and tour

At the beginning of each year tutors will have a 'Maintenance Tour' conducted by the Maintenance Supervisor (Greg Iacono).

In most cases you will not need to be involved. However, in the case of an emergency when the Maintenance Supervisor has been called, you may be required to assist with the situation before the Maintenance Supervisor or tradesperson arrives.

Contact details

Greg Iacono, St Mary's College Maintenance Officer
Available in the College: Mondays to Fridays 8.00 am – 3.10 pm.
Telephone: 9349 9509
Mobile and after-hours contact: 0425 884 304

St Mary's College – Location of Services:

Always contact the Maintenance Supervisor or senior staff member if there is a problem with any of the services below.

Water

The **main water supply to the College** is located at the front of building (behind the fire box on the Swanston Street edge of the property) under a steel cover. This will cut the water supply to the whole building.

The tap for the **water supply to the Residence (Mary Ward House)** is located outside West 23 in the ground. The tap for the garden irrigation is located inside the gate garden on the right hand side in the ground.

The tap for the **cold water (only) supply to the kitchen** is located on the wall outside the Maintenance Workshop in Tin Alley.

The taps for the **hot and cold water (domestic) and hot water (heating) for West Wing only** are located behind the middle garden bed in front of West Wing.

- Leaking tap: turn first three off (blue and orange)
- Leaking heater: turn off last two taps (larger)

The **hot water (domestic) supply for Administration, North, South, East and West Wings** is located in the Boiler room in South Basement. To turn off hot water to a wing switch off both the flow and return headers. These valves are all labelled.

The **hot water (heating) supply to Administration, North, South, East and West Wings** is located in the Boiler room in South Basement. To turn off heating hot water to a wing switch off both the flow and return headers. These valves are all labelled.

Gas supply

The **main gas supply to College** is located in the cupboard in Maintenance Workshop (on the right as you enter).

The **gas supply to the Residence (Mary Ward House)** is located in the Student Car Park alongside Tin Alley. The gas metre in the cage has a handle which can be switched off.

In the event of a gas leak, **individual kitchen appliances** can be shut via yellow gas valve on appliance. If gas leak cannot be located, shut off main gas valve in Maintenance Workshop.

Electrical

The **main electrical switchboard** is located in the Maintenance Office & Main Electrical Switch room in South Basement.

The **kitchen switchboard** is located in the kitchen near the salad bar.

The **West Wing switchboard** is located in the West 1 / 2 bathroom (Dean's flat).

All **other switchboards** are located in corridors of the level they control.

If a circuit breaker has tripped the breaker switch must be completely switched to the off position and then back to the on position in order to reset properly. If the circuit breaker continues to trip, leave it off, and contact the Maintenance Supervisor or Dean for advice. Do not attempt to fix a blown fuse under any circumstances.

Smoke detectors

Each room within the College is fitted with a battery back-up smoke detector. When the battery fails, the detector will periodically beep indicating that the detector should be replaced.

Communicable Diseases: Infection Control

Since the infection status of students and staff is usually unknown, the best way to prevent infection from spills and bodily fluids is to adopt Universal Precautions and assume that every instance is potentially infectious.

The basic principles of infection control are:

1. Do not allow blood or body fluids to come in contact with your blood stream or mucous membranes.
2. Isolate the infection, NOT THE PERSON.

Providing First Aid

There is no need to refuse assistance or first aid to any person; however Residential Tutors are not required to administer First Aid unless they wish to and feel fully equipped to do so.

Disposable gloves should be worn whenever contact with blood, body fluids, excreta, or a moist body surface is likely to occur. When gloves are not available paper towels or other disposable material should be used. After use, gloves, towels or other materials should be secured in a plastic bag for disposal. Hands and lower arms should then be washed thoroughly.

The College has First Aid kits and a supply of disposable gloves to which tutors have access. These are located in the Front Office, the Senior Common Room, JCR kitchenette and the College Kitchen.

Blood or Body Fluid Spills:

In the event of a blood/body fluid spill the following procedure should be adopted:

1. Isolate the area - do not attempt to clean up the area without assistance or the proper equipment,
2. Obtain a blood spill kit which is stored with each First Aid Kit and follow the instructions otherwise use the procedure outlined below.

To clean a blood spill on carpet:

Isolate the area and clearly sign so that students stay away from the affected area and leave for cleaning staff to deal with the following day. If this is not possible and you are willing to clean the affected area use the following procedure: using disposable gloves and Alcohol (e.g. methylated spirits), 70% (2 volumes of water to 1 volume of methylated spirits)

To clean large blood/body fluid spill (on surface other than carpet):

1. Use disposable gloves and if required gown and mask.
2. Prepare disinfectant solution according to directions on sachet or use bleach diluted 50:50.
3. Wipe up blood spill with disposable towels saturated in disinfectant or bleach.
4. Place used disposable towels, gloves and any other items used into plastic bag and dispose in outside rubbish bin.
5. Wash hands and lower arms thoroughly in warm soapy water.

Reviewed February 2005

Evacuation Procedures

When notified of an emergency all College residents are required to:

- Evacuate their room and close the door
- Proceed immediately to the designated assembly area – Front of the College by the JCR

Fire Wardens / Tutors / Mentors complete the following:

- Take the Fire Warden kit / relevant resources and
- If safe to do so, knock on bedroom and bathroom doors in their area (Wing) and instruct students to evacuate
- Note down the name of any student who refuses to leave (hand this to the Emergency Coordinator later)
- Proceed to the designated Assembly Area
- Organise students to line up in room order
- Mark off students on the Wing List
- Hand the completed Wing Lists to the Emergency Coordinator
- Remain with their group and follow the Emergency Coordinator's instructions
- Once the evacuation has been complete contact the Duty Tutor or a Senior Staff member if they have not already been notified

Reviewed January 2007

Support and Welfare Information

Referring People to the Counselling Service

There are people who you think may need counselling. They may have experienced a relationship break up, difficult family situations, abuse, feelings of inadequacy, loneliness or depression, the death of a friend or family member, or situations which interfere with academic or personal achievement. Or they may just be distressed but not able to identify the cause.

What should you do about people who appear troubled?

- Listen. Don't rush to fix, or to advise or disagree - just listen;
- Empathise. In other words, put yourself in their shoes;
- Remember your role. It is to provide support and to make suggestions for further support when it seems necessary. Don't get involved beyond what seems comfortable or appropriate to you.
- If people maintain contact with you after refusing or accepting a referral, continue to be supportive and encouraging, and stay within your realm of responsibility. Remember your support may enable them to seek further assistance at a later date.

Counselling cannot work effectively unless it is voluntary and people hold some hope that it can lead to relief. If people attend an appointment out of a sense of obligation, they might not be able to talk freely. Raise the idea of seeing a counsellor without forcing the issue. While you might give the phone number or mention the name of a Counsellor you know, you should not ordinarily make the appointment on their behalf. In rare instances, when people are in crisis, it is an act of real kindness to phone the Service for them, but it is still best to let them do the talking if they can.

Please call The University of Melbourne Counselling Service if you are uncertain about making a referral, or you are worried about someone. You can get advice and support from a counsellor over the phone and staff at the Counselling Service welcome the opportunity to help in this way. If you are concerned about the seriousness or urgency of a problem but the person is unwilling to be referred, please discuss it with them.

Contacting the Counselling Service

PLEASE NOTE: The Counselling Service strongly advises contact either by telephone or in person to ensure a prompt and appropriate response to your needs. Any correspondence received via an electronic medium, unless otherwise specified, cannot be assured of reaching the Service in a timely or confidential manner.

Melbourne University on Campus Location

Level 2, 138 Cardigan Street, Carlton (between Grattan and Queensberry)

VCA Campus Location

Rm. 1.29, Student Services, Union Building

All Appointments:

+61 (3) 8344 6927

+61 (3) 8344 6928

Freecall for Rural Students: 1800 671 559

At other times, please contact your local Mental Health Services

For residents living in the Parkville Campus of the University of Melbourne the local service is Waratah Area Mental Health Service, **9342 2333**.

Alternatively, students can attend the emergency department of a major hospital.

Hospitals Nearest to the University:

Royal Melbourne Hospital: 9342 7000

St. Vincent's Hospital: 9288 2211

Telephone Counselling Services and Referral

The following is a list of telephone counselling and referral services available:

Lifeline (24 Hour telephone counselling): 131 114

Suicide Helpline (24 Hour telephone counselling): 1300 651 251

CASA (Centre Against Sexual Assault): 96353610 or 1800 806 292

Women's Domestic Violence Crisis Service: 93730123

Direct Line (Drugs & Alcohol Counselling): 1800 888 236

G-Line (Problem Gambling): 1800 156 789

Orygen – Youth Mental Health Services: 1800 888 320

Health and Welfare Contact Information

Fire – Police – Ambulance: 000

Carlton Police (non-emergency): 9347-1377

URGENT Maintenance Greg Iacono 0425 884 204 or Alex West 0431 979 257

Medical Services

Student Health Service – 138-146 Cardigan St. 83446904 or 83446905

Student Dental Service – First Floor, 138-146 Cardigan St. 83447234

Carlton Medical Centre – First Floor, 386 Lygon St. 9347 0711

After Hours Medical Services

Elgin Medical Centre

Cnr. Elgin and Canning St. 93472788

(Open weekdays 8 am-10 pm. w/ends and holidays 9 am-9 pm)

Better Health

30 Sydney Rd, Brunswick, VIC 3056

Phone: (03) 9380 2866

After hours Pharmacies

Tambassis Pharmacy

Cnr Sydney and Brunswick Roads, Brunswick

Open: 8 am to 12 midnight Ph: (03) 9387 8830

My Chemist

30 Sydney Road, Brunswick

Phone: (03) 9386 1000

Open: 9.00 am to 12 midnight, seven days a week.

Student welfare – other useful numbers

Poison Information Line – 131126.

Suicide Crisis Line – 1300 651 251

Taxi – 3131008

Direct Line (Drugs & Alcohol Counselling): 1800 888 236

G-Line (Problem Gambling): 1800 156 789

Useful Links from The University of Melbourne Counselling Service

Young People & Mental Health

Dr Bob

This is a site which comes out of the University of Chicago, Department of Psychiatry. Dr Bob is Robert Hsuing, Assistant Professor of Clinical Psychiatry. The site has an enormous collection of mental health related information. It is worth a wander through and a look. There are also chat rooms on a range of issues. <http://www.dr-bob.org>

Headroom

A South Australian site promoting information about mental health for young people, their parents and workers. <http://www.headroom.net.au>

Anxiety - Panic Attacks

Panic Online

Monash University's Online Resource and Treatment Program for People with Panic Disorder.

www.med.monash.edu.au/mentalhealth/paniconline/

The Panic Centre

The Panic Centre is a Canadian web based self help program. www.paniccenter.net

The Anxiety Panic Internet Resource

The Anxiety Panic Internet Resource is a not for profit US service which includes an online chat facility.

www.algy.com/anxiety/

Anxiety Disorders: Treatments that Work

This is an extensive article describing the range of symptoms and all possible treatment options. All treatment options are critically evaluated. A serious and somewhat academic offering but very comprehensive.

www.mja.com.au/public/mentalhealth/articles/andrews/andrews.html

Panic and Anxiety Disorders Assistance (PADA)

Counsellors and courses for practitioners and clients – Victorian based

<http://www.pada.org.au/>

Anxiety Panic Hub

Using mindfulness meditation to overcome anxiety and panic. Includes book resources and an online "Mindfulness Cognitive Panic Anxiety Management Programs."

<http://www.panicattacks.com.au/index.html>

Macquarie University Anxiety Research Unit

A website with books, definitions and Sydney based programs and clinical help.

<http://www.psy.mq.edu.au/MAURU/>

Sue Cleland's Website

Sue Cleland's website (founder of PADA) advertising her currently run courses and good links to other groups in Victoria who run courses and self help groups for anxiety disorders.

<http://www.anxietynetwork.com.au/>

Clinical Research Unit for Anxiety and Depression

Collaboration of: World Health Organization Collaborating Centre, St Vincent's Hospital Sydney and University of New South Wales http://www.crufad.com/cru_index.htm

Anxiety Disorders Association of Victoria <http://www.adavic.org/>

Website of the Stepfamilies Association of America

Covers a huge range of mental health issues, including anxiety and panic. It also contains a section on Family Health/Mental Health.

http://www.stepducks.net/mental_health.htm

Bipolar Disorder

The Black Dog Institute, a clinical, research and educational body dedicated to improving understanding, diagnosis and treatment of depression and bipolar disorder (formerly called manic depression in severe cases). It is an Australian site.

<http://www.blackdoginstitute.org.au/>

Career - Transition

Life Work Transitions:

This is a web version of a book on professional identity and transition. It has lots of good exercises to complete. <http://www.lifeworktransitions.com>

Depression

ANU's MoodGYM

ANU University has developed a comprehensive interactive site which offers cognitive behavioural ideas for working with depression and anxiety. It is easy to use and has lots of opportunities for tailoring the ideas to your particular issues.

<http://moodgym.anu.edu.au>

When You're Young & Depressed

This is on the Well Women's website which comes out of the Royal Women's Hospital.

http://www.rwh.org.au/wellwomens/which.cfm?doc_id=2447

Dark Side of the Mood

This is on the ABC website and covers a range of topics including: What is depression? Are you depressed? What can you do? Antidepressants; Therapy; Alternative treatments. <http://www.abc.net.au/health/depression/anti.htm>

DepNet

Information service which is part of a world wide network.

W: <http://www.depnet.com.au>

Beyond Blue

This is an Australian site which looks at depression. The fact sheets are good, especially the one on managing your sleep cycle. The part of the site which is aimed at young people is called Ybblue. There is a lot of input from young people.

<http://www.beyondblue.org.au/Ybblue/>

Drug & Alcohol Use

Go Ask Alice. Interactive site from Columbia University. Has lots of Q&A on a wide range of issues including drug and alcohol use.

<http://www.goaskalice.columbia.edu/>

Virginia Tech - Alcohol Abuse Prevention

This is a terrific university based site which generates resources on alcohol use. It has a lot of very interesting and very user friendly information on how much alcohol is "safe" and what the immediate, short term and longer term consequences of alcohol use are. It really encourages protective behaviours and talks about staying in the "Pleasure Zone" rather than the "Zone of Regret".

<http://www.alcohol.vt.edu/Students/>

Eating Disorders

Centre for Excellence in Eating Disorders: Information on resources and treatment options. This is part of the centre for Adolescent Health at the Royal Children's Hospital. http://www.rch.org.au/ceed/index.cfm?doc_id=2783

The Eating Disorders Foundation of Victoria

The Eating Disorders Foundation of Victoria (EDFV) is a non-profit incorporated association founded in the mid 1980's to support those whose lives are affected by eating disorders, and to better inform the community about these disorders.

<http://www.eatingdisorders.org.au/>

Gambling

Southern Gambling Counselling Service

This is a Victorian state wide free service which provides counselling and education. There is a very comprehensive self help manual and contains lots of comments from people who have struggled with their gambling. <http://ghsouthern.org.au/mos/>

Postgrad Study

UK GRAD Programme

This is a great English site with lots of ideas for postgrads, especially around transition to work. <http://www.grad.ac.uk/>

Grad Resources

This is an American site, which has some very helpful articles, especially on the emotional stresses of postgraduate study. <http://www.gradresources.org/>

PhiniseD

This is a site where people who are struggling to finish their theses support one another.

<http://www.phinished.org/>

Self Esteem

National Association for Self-Esteem

This is an American, non profit site promoting awareness of self esteem issues. It has lots of articles and resources. <http://www.self-esteem-nase.org/>

Self Esteem--What is it?

This is an article from San Diego Uni Counselling Service. It includes good ideas and links to other Uni website resources.

<http://edweb.sdsu.edu/people/CGuanipa/esteem.htm>

Sexuality/ Sexual Health

Reach Out

This site looks at a range of issues affecting young people: mental health, drug and alcohol use and sexuality. <http://www.reachout.com.au/>

Columbia University

This Columbia University website has a very good interactive site which looks at a range of issues including sexuality. <http://www.goaskalice.columbia.edu/Cat6.html>

Dr Bob

The virtual pamphlet collection has a whole selection of links to material on sexual orientation and sexuality. It is all aimed at university populations.

<http://www.dr-bob.org/vpc>

Sleep

University of Queensland

Material from the University of Queensland on sleep and insomnia

<http://www.sss.uq.edu.au/index.html?page=1284>

Psychology Today

Comprehensive article from Psychology Today "How to Get Great Sleep"

<http://www.psychologytoday.com/articles/index.php?term=pto-20031028-000007.xml&print=1>

Stress Management

Dr Bob - University Counselling Services Virtual Pamphlet Collection. This is a collection of brochures from different university counselling services. In the section labelled "Stress" there is a great range of materials, from self management tips to descriptions exercises to try. <http://dr-bob.org/vpc/>

Resources

Infoxchange Australia - Technology for Social Justice

This is a listing of health and support services put together by a group called "Technology for Social Justice". All services listed are run by not for profit or government agencies.

You can search for service by task, e.g. "assertiveness training" or "debriefing" or demographic, such as ethnicity. <http://www.serviceseeker.com.au/>

Dealing with a Crisis:

The following information comes from the University of Melbourne Counselling Service website: <http://www.services.unimelb.edu.au/counsel/index.html>. Additional information and resources are available from their website or office.

A crisis is something that happens out of the ordinary which causes physical and/or emotional shock. People are often surprised by how much they are affected. A person's thoughts, feelings, values, habits and even behaviour may change, temporarily or permanently. A crisis may affect not only people directly and indirectly involved, but also those close to them - family, friends, colleagues. The kinds of crises likely to affect staff and students at the University of Melbourne may include fire, suicide, sudden death of a student or staff member, severe accidents or violence on campus. When events such as these happen, it is important that people are given the support they may require to deal with the effects of them. This often means seeking professional help.

Common Reactions Following a Crisis

It is often helpful for people who have experienced a crisis to know that some reactions commonly occur. It is also useful for others to be aware of these reactions so that they can help support the person experiencing them.

Students may experience some of the following reactions:

Physical:

Headaches

Dizziness

Nausea

Upset Stomach

Diarrhoea

Loss of Appetite

Feeling Uncoordinated

Easily Startled

Sleep Problems

Muscle Aches

Tremors in Lips & Hands

Increased Blood Pressure

Rapid Heart Beat

Rapid Breathing

Profuse Sweating

Mental:

Worry About Others

Grief & Loss

Withdrawal

Guilt

Anger

Fear

Anxiety

Shame

Depression

Irritability

Emotional:

Feeling:

Abandoned

Isolated

Shocked

Numb

Remember these responses are COMMON reactions to an UNCOMMON situation.

Coping with Reactions Following a Crisis

Many people experience a stress reaction following a crisis. Sometimes the symptoms appear a few hours or days after the event. In other instances, the symptoms may not appear for weeks or months. The length of time that the stress reaction lasts may vary depending on the severity of the crisis and the support given to those affected. Professional counselling can assist people in their recovery. The following is a list of tips that may help to minimise the stress reaction:

- try to express your feelings as they occur
- talk to people to whom you feel close
- keep in touch with friends
- ask someone to keep you company
- try to rest more than usual
- eat regular and nutritious meals even when you have no appetite
- keep to your normal schedule as much as possible
- maintain regular physical exercise (even a walk can be helpful)
- allow time for the dreams, recurring thoughts and flashbacks of the event to become less frequent and painful
- seek professional help, particularly if the feelings are prolonged, persistent or too intense

Family and friends can help by:

- spending time with the person
- listening attentively to what s/he says
- offering help and support without waiting to be asked
- reassuring the person of their safety
- giving the person space and private time
- assisting with tasks of daily living: cooking, shopping, cleaning and family matters

Remember, people recover at their own pace. Be patient and understanding

Security at University of Melbourne

University Security emergency contact: 8344 6666

For personal safety students can contact University Security staff to provide a safe escort in the evening, between University of Melbourne lecture rooms to tram stops, car parks or Colleges.

For security escort call: 8344 4674

College Tutorial Programme

Purpose of Tutorials

Since their inception, Colleges of The University of Melbourne have conceived of themselves as communities of scholars and places where academic tutorials would be offered to both support students in their courses of study and also to build in the Colleges an intellectually vigorous culture.

St Mary's College believes that its tutorial programme makes an important and significant difference to the academic success of its students. Tutorials serve the central purpose of both clarifying and extending lectures provided by The University of Melbourne and further, due to the opportunity to work with smaller groups, they also enable students to achieve a closer contact with academics and a better understanding of the academic processes required by the University. In particular, tutorials are a significant part of the overall academic, social and cultural programme through which St Mary's College effects transition for first year students from secondary school to the University. The primary purpose of College tutorials, therefore, is educational and the pedagogical approach preferred is one based on group interaction and active learning.

Expectations and Role of Academic Tutors

Tutors should be clear in their transmission of the central academic values of integrity, independent analysis, critical thought, curiosity and creativity. Students should be encouraged to approach new ideas with confidence and critical attention. In addition, through their own scholarship and professional practice, tutors provide important models for students.

Primary Principles

- To promote and support the Academic Programme provided by St Mary's College.
- To be familiar with the current content of the university subjects for which they are providing tutorials. If not employed as a tutor in this subject at the University, tutors are urged to establish regular contact with the University department or other institutions dealing with their subject. It is necessary that this contact be made early in the first semester. Tutors should take the opportunity both to become familiar with the syllabus as published by the Faculty and the assessment requirements. They should enquire if any changes have been made or if tutorial exercises and assignments will be set.
- To act in a manner that enhances the College's standing in the University and wider community as well as be a role model for students at college.
- Tutors should have a commitment to the individual well-being of students including providing advice to the Dean regarding students' attendance and participation in tutorials.
- College tutors are expected to develop the teaching skills of active integration, that is, to know their students personally, give detailed and perceptive assistance to them and write informative reports for the College. It is assumed that all tutors will initiate discussion with students whom they feel are not coping academically or not attending University tutorials/lectures.
- To work within the St Mary's College policy guidelines for the provision of tutorials.

Typical Duties

- Conduct weekly tutorials during the teaching period of The University of Melbourne, with up to eleven tutorials per subject, or as otherwise arranged.
- Be available to provide up to ten paid consultations per subject.
- Provide feedback to the Dean on students' attendance and academic progress including a written report at the end of each semester.
- Be available to offer a reasonable amount of informal academic mentoring beyond tutorials and consultations.
- Liaise with the Academic Centre Staff regarding the Library section related to their discipline and to offer suggestions regarding suitable purchases.

Familiarity with course

Tutors should familiarise themselves with the current content of the university subjects for which they are providing tutorials. This may require consultation with the relevant academic department of the University of Melbourne (or occasionally RMIT, ACU, VCP or VU).

In some instances it may be possible to obtain access to The University of Melbourne subject information site (for more information on WebRaft see the Director of the Academic Centre, Ms Angela Gehrig)

Familiarity with University Resources

Tutors should have a good working knowledge of the resources available at The University of Melbourne and be able to direct students to all facilities including Language & Learning Services Unit (LLSU), Student Counselling and Health and The Disability Liaison Unit.

Organisational Relationships

Tutors should meet regularly with the Dean to provide advice and feedback regarding student progress, discipline or pastoral issues.

Tutor Selection Criteria

- A completed degree (highly desirable) or nearly completed university degree (in consultation with the Dean)
- A higher degree or currently studying for a higher degree and/or working in a profession (desirable)
- Proven academic record (essential)
- Strong acquaintance with current courses (essential)
- Skills and experience in tutorial and consultation group teaching and proven rapport with students (essential)
- Commitment to College life and the principles of community (essential)
- Computer skills and Internet literacy (essential)

Contacting the Dean

The Dean is available in his office Monday to Thursday during Semester at the following times. If you wish to consult with the Dean about either an academic or personal matter, please call him directly on Ext. 506 or make an appointment to see him by contacting the College Secretary on Ext 555. .

Please note that on occasion the Dean may be in meetings or out of the College and although he will endeavour to see Tutors when they present themselves, it is always best to make an appointment either directly or via the College Secretary.

The Dean is nearly always available in the Academic Centre or in the College between 7.30 pm and 8.30 pm on tutorial nights to meet with tutors and students.

Academic Tutoring Payments

Academic tutoring and consultations are paid on an hourly rate for a maximum of eleven weeks per semester at the following rates:

Tutorials (1 hour in duration) - \$65.00 per hour (Graduate Tutors) or for

Tutorials of 3 or fewer students - \$45.00 per hour

Consultations (1 hour in duration) - \$22.00 per hour (maximum of ten sessions per subject)

Payments will be processed only if tutors have completed a tax form, staff information sheet, application form and provided a completed application form and a copy of their academic transcript.

Tutor payments are made on presentation of a completed claim form (available from the Dean) and can be made fortnightly, monthly or at the end of the semester.

Tutorials are scheduled to run for the academic teaching period for one hour per week. An additional tutorial may be scheduled for the SwotVac period in consultation with the Dean.

Guidelines for Tutorial Structure

Central to the success of a College tutorial is the creation and maintenance of an excellent learning environment. To this end, students are expected to attend all tutorials or, in advance, to offer acceptable explanations of absences to both the Dean and the Tutor.

- Tutors should establish clear expectations of tutorials from the first session and maintain these expectations. Such expectations would ensure the development of a skill base in planning skills, research practices and note taking styles as relevant to the particular discipline.
- Tutors should, where possible, develop an ongoing plan for the sequence of tutorials which demonstrates the features of progression and inter-connection in the course.
- Managing an effective and engaging tutorial session requires competence in managing 'Small Group Work' and tutors are encouraged to develop their skills and knowledge actively in this area including attending relevant workshops run by the Centre for the Study of Higher Education, (CSHE), if necessary. The following extract from Tutoring and Demonstrating: a Guide for The University of Melbourne highlights some key points:

"What small groups do best is to allow the teacher - and the students - to seize the 'teachable moment', that time when students reveal knowledge gaps, confusion or curiosity. Tutorials have been described as opportunities for students to test their 'constructions of meaning' - the conceptual frameworks they have built up to make sense of, and order, the information and ideas that have been presented to them. Generally, they must articulate those understandings in order to test them.

Small group teaching is most successful when it encourages the participation of all members of the group. The tutor or demonstrator has the responsibility to create an environment conducive to this participation. Unfortunately, it is quite common for both students and teachers to allow tutorials, for instance, to become so dominated by the discussion leader that they become mini-lectures. It is sometimes argued in justification of this pattern that a central aim of the tutorial is to clarify lectures, set reading or other tasks. However, it is important to explore other functions of the small group if students are to be given the best possible opportunities to develop their skills and understandings.

Small groups are generally better than lectures in developing higher-level intellectual skills involving reasoning and problem-solving, as well as applying principles. They can be more effective environments for exploring and possibly shaping the values and attitudes of students, including the development of respect for other points of view. Small group sessions also allow students opportunities for creative expression. Lectures have their own legitimate functions and the combination of lecture and small groups can be powerful. The functions of the two forms should not be confused.

Developing transferable skills to do with styles of thinking is often cited as the most important goal of small group teaching. It is not enough merely to exhort students 'to think'; they need to be guided in the approaches to inquiry that the teacher believes are important. If students are expected to learn, for example, to analyse, to evaluate evidence and data, to see new relationships, or to think critically, then they need to be told that this is an expectation at the time the ground rules are established.

The social nature of small group teaching can enhance learning. Developing group commitment to the learning process can lead to students learning from students. Peer support and the sharing of resources in cooperative learning makes the job of the teacher much easier, more effective and maybe more rewarding. Developing interpersonal skills is part of the process of learning, especially where transferable skills such as listening, speaking and leading are explicitly defined as important and worthwhile education goals in themselves."

Accountability of Academic Tutors

It is fundamental to the successful operation of the program that tutors transmit the key academic values of integrity and honesty and set clear boundaries for all their students from the first tutorial.

1. Tutors need to exercise caution in any support offered to students undertaking formal assessment for the University. A thorough knowledge of assessment requirements is essential for tutors to ensure that there is no inadvertent provision of answers or specific guidance given that might directly contribute to assignments set as assessment tasks. It is the tutor's responsibility to ensure that guidance given to students about their work is not in a form that could be used directly by the students to improve or amend their work. Tutors are instructed to avoid making written corrections to students' work or giving specific advice about how to improve the content or the presentation of all written work that is to be submitted for assessment by the university.
2. Tutors need to be aware of the issues surrounding academic dishonesty and should incorporate this understanding into their teaching practice.
3. Tutors therefore must be aware of the "University Policy on Academic Honesty and Plagiarism". Please refer to Appendix 1

4. In addition to the normal professional boundaries, students are strongly discouraged from asking tutors for help outside pre-arranged times. This is especially the case if they have something due the next day and want urgent help with it. Even though informal help does occur, the College is concerned that their students develop an appreciation that a tutor's time is valuable and limited and that students themselves need to become more independent and responsible. For example, it helps if tutors establish a check list of minimum requirements that a student must fulfil before they present them with a 'rough draft' of an essay.
5. The College ensures that tutors are provided with appropriate induction to its tutorial programme and encourages them to undertake any relevant workshops run by the Centre for the Study of Higher Education, (CSHE).
6. Tutors are encouraged to help students with advice about future courses, about the professional work place and about pathways through adjacent or connected courses.

Student Feedback survey

At the end of the semester, tutors are formally appraised through a student survey which asks students to respond to the following statements:

- Early in the Semester the tutor provided a helpful overview of the organisation, format and content of the tutorials
- My tutor was well prepared for the tutorials
- My tutor knew the subject well
- My tutor was interested in the subject
- My tutor could explain the key concepts for the subject clearly
- My tutor could explain the relevance of the key concepts to the overall course
- My tutor encouraged students in the tutorial to participate in discussion
- My tutor made a real effort to understand and resolve any difficulties I had with the subject.

Tutorial Attendance and Scribe

Attendance

St Mary's College tutorials are compulsory for all first year students who have been assigned a tutorial. Later year students are expected to attend tutorials that have been arranged for them as these are set up in response to student requests. All absences must be recorded in Scribe – the tutorial management system so that the Dean can follow these up with the students concerned.

'Scribe' – The Tutorial Management System

<http://scribe.academiccentre.stmarys.newman.unimelb.edu.au/index.asp>

The Academic Centre has developed a tutorial management system that maintains a record of all student attendances, student reports from tutors, room allocations and timetables as well as enabling easy communication between the Dean, tutors and students.

All Tutors are expected to complete the attendance information for their tutorial either immediately after the tutorial is completed or later on the same evening. If a student has provided a reason in advance for an absence, this can be entered with an additional note from the tutor if applicable.

All Tutors will be shown how to use the Scribe programme in their first week of tutorials.

End of Semester Student Reports

Tutors are required to submit a Report on each student who has attended their tutorial or consultation, each semester. Tutorial reports can be accessed on 'Scribe' under the heading 'Final Evaluation'.

Tenure

Appointments are made on a semester basis subject to student enrolments. Tutors are contacted before the end of each semester to ascertain their availability for the following semester and tutorials are confirmed during the first week of term.

Academic Tutors – Additional Information

Parking

Parking is available in Swanston Street and surrounding areas. Unfortunately the College is unable to offer parking to casual staff including Academic Tutors.

Library access for Academic Tutors

The Library is open 24 hours a day and Tutors are invited to borrow from the College's collection if they wish.

Requesting books through the Academic Centre

Tutors are encouraged to make suggestions to Academic Centre staff to purchase texts and books in their subject area that will assist in the provision of their tutorials or the students' overall academic progress.

Photocopying

Tutors may email material to the Dean for copying or claim photocopying charges back through the Professional Development allowance. A copy of this form is available from the Dean.

Location of Tutorials

Tutorials are normally held in the Academic Centre; however the Dean may schedule a tutorial in the College if circumstances require this. A timetable of all tutorials is posted on the notice board in the Academic Centre and there are also room timetables posted on the door of each tutorial room. On occasion it may be necessary to change the location of a tutorial and every endeavour will be made to notify Tutors in advance. If, however, your room is in use by another group, please check the notice board or contact the Dean.

Students attending from Other Colleges

Students may be enrolled in your tutorial from another College. If this occurs, they are required to hand in a "Pink Slip" from the Dean of their College no later than the third tutorial they attend. Tutors should hand this into the St Mary's Dean as soon as possible.

Alterations to Tutorial Times

Arrangements for College and intercollegiate tutorials for St. Mary's students are the responsibility of the Dean. Please make sure that you inform the Dean of any alteration to dates, times, or venues.

Cancellation of Tutorials

It is expected that all tutorials will be held at the time scheduled, unless there is a significant reason for this to be changed. In this circumstance, it is the responsibility of the tutor to contact students at least 24 hours before the tutorial is due to commence. Tutors are also expected to notify the Dean as well and to discuss whether a replacement tutorial can be scheduled.

Student Welfare

Tutors are expected to exercise a sense of pastoral care for the students in their tutorial and to inform the Dean as soon as possible if they have any concerns regarding a student's health, emotional well-being or academic progress.

Keys and Access

Tutors will be issued with a proximity card that will enable access through the front door of St Mary's College and the Academic Centre. Tutors are responsible for the return of their proximity card at the end of the semester.

Teaching Materials

Tutors may apply for reimbursement of costs associated with course related or teaching materials for their tutorials. Forms for this are available from the Dean or at <https://scribe.academiccentre.stmarys.newman.unimelb.edu.au/index.asp>

Whiteboard markers and dusters are provided in each tutorial room and are also available from the Academic Centre Information desk.

A data projector, TV and video player are available from the Academic Centre and Tutors can arrange this through the Academic Centre staff or by emailing Angela O'Dwyer at the Academic Centre:

director@academiccentre.stmarys.newman.unimelb.edu.au

Please ensure that you provide at least 24 hours notice so that staff have time to make the necessary arrangements.

Academic Tutors – Plagiarism guidelines

St Mary's College supports and works with The University of Melbourne's regulations and guidelines on plagiarism by students. Academic Tutors should read and familiarise themselves with the following: [Regulation on Assessment - regulation 12.2.10](#) and [Statute 13.1: Student Discipline](#)

"It is University policy that cheating by students in any form is not permitted, and that work submitted for assessment purposes must be the independent work of the student concerned (or, where joint work is permitted, of the students concerned). This is in keeping with the rules made by University Council under [Regulation 12.2.10](#) (as reprinted in the Student Diary).

"Plagiarism, or copying and use of another's work without proper acknowledgment, is not permitted, nor is it permissible for anyone to allow another person to copy their work for the purposes of assessment.

"Plagiarism may take several forms. Any of the following, without full acknowledgment of the debt to the original source, counts as plagiarism:

- direct duplication, by copying (or allowing to be copied) another's work, whether from a book, article, Web site, another student's assignment, etc.;
- paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
- piecing together sections of the work of others into a new whole;
- submitting one's own work which has already been submitted for assessment purposes in another subject;
- producing assignments in conjunction with other people (e.g. another student, a tutor) which should be your own independent work

"Where a student is suspected of plagiarism by an examiner, the following procedures will apply:

- the examiner will present the details to the Chair of the subject Examination Board (usually the Head of Department) who will determine whether to proceed with the matter;
- if the Chair determines to proceed, the student(s) will be invited to a hearing before the relevant subject Examination Board;
- if, after the hearing, the subject Examination Board is of the opinion that the student(s) has been guilty of plagiarism it may: require the student to undertake additional assessment in that subject;
 - return a mark of zero for the piece of assessment;
 - return a fail grade for the subject;
 - refer the matter to the Dean regarding the possible presentation of a case of academic misconduct to a discipline committee under [Statute 13.1.3](#);
 - Do more than one of the above.

"In all cases where a penalty is applied to a student, a written notification will be sent by the Chair of the subject Examination Board to the Faculty Office."

"The University's statutes on assessment and academic misconduct define both plagiarism and the process by which this "academic misconduct" may be penalized."



Other Positions at St Mary's College

Student Mentors

Position Description 2009

Introduction:

The role of Student Mentor is an important part of the overall community life of St Mary's College. Student Mentors provide peer leadership for their floor in an area that does not have a Residential Tutor, a "listening ear" for students and information about where to access advice from the University or outside agencies. The Student Mentors work closely with the Residential Tutors and the Dean and Deputy Principal as well as the GC to promote the values of St Mary's College and to ensure that all students have a positive and enjoyable living experience in the College. As a Student Mentor you are expected to be involved and take an active interest in the academic and community life of the College and to participate or support the social, sports and cultural activities.

As this is a senior role within the College it is envisaged that all applicants will be in their second year or more of residence in the College.

All Student Mentors will meet with the Dean, Deputy Principal and/or Principal at the end of Semester One to review their performance based around the requirements of the role and the personal objectives set earlier in the year.

Primary Principles:

- To provide peer leadership and advice for the students who live on your floor.
- To assist the Tutors, Dean, Deputy Principal and Principal with the pastoral care of residents, the maintenance of a stable living environment (including discipline) and the organising of some appropriate activities for students.
- To meet with regularly with either the Dean or the Deputy Principal to review current issues and discuss any issues.
- To act as a role model for students living in the College and to promote the well-being of all members of the College community.
- To maintain a safe and secure living environment on your floor.
- To work within the guidelines of the College Handbook and in accordance with College policies and guidelines.
- To act in a manner that enhances the College's standing in the University and wider community.

Key Duties:

- Take an active interest in the lives of the students in your area (approx. 15) and be available to assist them with problems as appropriate.
- Be responsible for creating and maintaining on their floor a culture of care, concern and thoughtfulness towards other residents.
- Maintain harmonious relations between residents within the College: monitor and moderate in a proactive manner noise and behaviour of students and be prepared to liaise with the Resident Conduct Committee as appropriate.
- Ensure that students act within the rules and guidelines of St Mary's College as outlined in the College Handbook.



- Promote an awareness of security for all residents including checking that students on your floor have registered any guests, acting as a Fire Warden for your given area and holding the master key for your wing to assist with lockouts.
- Maintain a safe and secure living environment on your floor including a proactive approach to safety and prevention of hazards, the prompt reporting of any maintenance problems and accidents.
- Meet with either the Dean or the Deputy Principal on a fortnightly basis during Academic Term time.
- Organise and host, with assistance from the Residential Tutors, one Floor Dinner per semester.
- Attend all in-service programmes unless otherwise arranged with the Dean.
- Attend formal and informal functions within the college on a regular basis, including specifically Commencement Dinner, College Day, Sports Dinner, Valedictory Dinner, both Principal's Dinners, Rowing Day and Open Day.
- Be available to attend High Table when appropriate.
- Maintain a sound academic record and progress toward a degree. Student Mentors are expected to strive for the highest level of academic achievement and demonstrate a commitment to academic progress. There is a minimum standard to pass all subjects throughout the year.

This position is largely honorary however Student Mentors receive a 10% reduction on the basic College residential fees.

General Committee Members 2009

President: Emily Rawlings

e-mail: emilyrawlings@me.com Ph: 0433 631 505

Vice President: Ken Oh

e-mail: ohjooken@hotmail.com Ph: 0430 160 980

Secretary: Emily Godfrey

e-mail: e.godfrey@ugrad.unimelb.edu.au Ph: 0447 319 998

Treasurer: Stephanie Williams

e-mail: s.williams11@ugrad.unimelb.edu.au Ph: 0437 676 562

General Representative: Miriam Poyner

e-mail: mimus_00@hotmail.com Ph: 0409 547 706

General Representative: Tim Murphy

e-mail: tmurphy00@hotmail.com Ph: 0408 300 017

Male Sports Representative: Tom Crabtree

e-mail: crabtree_23@hotmail.com Ph: 0427 886 837

Female Sports Representative: Kate Harwood

e-mail: cheezal_18@hotmail.com Ph: 0427 520 536

Social Representative: Carl Tengstrom

e-mail: c.tengstrom@ugrad.unimelb.edu.au Ph: 0432 806 673

Cultural Representative: Gerard Kennedy

e-mail: g.kennedy@ugrad.unimelb.edu.au Ph: 0431 974 402

St Mary's College Student Council Sub-Committee Members 2009

Workscheme

| | |
|---------------------------|--------------------------|
| Tristen Rennick – Leader | Jessica Mewing – Leader |
| Russell Lamattina – Fines | Phillippa Tippet – Fines |
| Emma Brewster | Danielle Forbes |
| Katherine Bennett | |

O-Weekers

| | |
|----------------|----------------|
| Bridget Doyle | Patrick Lanyon |
| Stuart Panozzo | Nick Wilson |

Ball Committee Convenor

Sarah Morris

College Council Representative

Robert O'Shea

International Representative

Seok Mei Lim

Drama Committee Convenor

Charmaine Green

Non-Melbourne University Representative

Isaac Demase

Environment Committee Convenor

Kathryn Whyte

Constitutional Advisory Committee Convenor

Kelly Grant

Magazine Committee Convenor

Catriona Catterson

Social Awareness Committee Convenor

Chris Yoo

IT Committee Convenor

James Hellwege

Resident Conduct Committee

| | |
|----------------|--------------|
| Emma Brewster | Seok Mei Lim |
| Sarah Gleisner | Lucy Lees |
| Frank Salvo | |