



St Mary's College

Academic Tutors' Handbook 2011

St Mary's College Mission Statement

St. Mary's is a University College
in the Catholic tradition
where individuals can learn and grow
in a supportive and challenging community
which encourages leadership and contribution to society.

St. Mary's College – Contact Information

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

The Academic Centre

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Director of the Academic Centre

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St Mary's provides a high quality academic and residential College living experience for university students in the Loreto / Catholic tradition. Its mission is to foster in its students the pursuit of individual excellence and participation in the full range of academic, spiritual, cultural, social and physical activities in order to enhance their university experience.

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

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 offers. 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 of 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 our webpage at www.stmarys.unimelb.edu.au

Harassment Policy – St Mary's College

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 and Deputy Principal as soon as possible for assistance.

The Academic Centre

The Academic Centre was the initiative of the St Mary's College and Newman College Councils under the leadership of Father Peter L'Estrange, Rector, Newman College (1991 – 2005), the late Sister Deirdre Rofe, Principal, St Mary's College (1997 – 2002) and Sister Maureen Burke IBVM, Principal, St Mary's College (2002 – present).

The Academic Centre building, designed by architects Maggie Edmond and Peter Corrigan, reflects the vision shared by St Mary's College and Newman College to enhance the educational facilities of the Colleges and promote the Catholic faith and Christian ideals.

The Academic Centre facilities are available for use by students and tutors on a 24 hour basis and include:

- A spacious library which includes the Francis Frewin Library collection from St Mary's College and the Jeremiah Murphy Library collection from Newman College;
- Excellent study facilities for individual and collaborative learning;
- 2 IT laboratories;
- 10 tutorial rooms;
- 4 music practice rooms;
- a Choral room for recitals
- Student lounge.

Academic Centre Library

The library collection is located in the main reading room on level 2 and the mezzanine reading room on level 3. The library catalogue can be accessed in the reading rooms or on-line at <http://academiccentre.stmarys.newman.unimelb.edu.au>

Centre staff is available to assist students to use the library collections and facilities in the following times during semester:

Monday	Tuesday	Wednesday	Thursday	Friday
9:00am-9:30pm	9:00am-9:30pm	9:00am-6:00pm	9:00am-9:30pm	9:00am-7:00pm

Academic Centre IT rooms

There are two IT areas in the Academic Centre, one on level 2 and a second on level 4. Each room has 10 PCs. The IT room on level 2 (main reading room) is accessible 24 hours a day. AutoCad is available on two computers, one each on levels 2 and 4.

Academic Centre etiquette is that computers or desks should not be "colonized" for longer than is reasonable in the light of other students' competing needs.

Printing from computers in the IT rooms is managed via the Unicard system. Cards for using the system can be purchased at The University of Melbourne Libraries or The University of Melbourne Student Union.

IT updates and other Academic Centre news and information are available from the Centre's intranet site at <http://intranet.academiccentre.stmarys.newman.unimelb.edu.au>

The 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.

Expectation 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 and Deputy Principal 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 and Deputy Principal 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 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

It is the responsibility of the tutor to:

- meet regularly with the Dean and Deputy Principal to provide advice and feedback regarding student progress, discipline or pastoral issues
- meet with the Principal when appropriate to provide advice and feedback on students and College matters.

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 and Deputy Principal

The Dean and Deputy Principal 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. 697 or make an appointment to see him by contacting the College Secretary on Ext 555. Following is a list of times that the Dean is usually in his office.

MONDAY	11.00am to 9.00pm
TUESDAY	11.00am to 9.00pm
WEDNESDAY	9.00am to 12.00pm
THURSDAY	11.00am to 9.00pm
FRIDAY	Not Available

Please note that on occasion the Dean may be in meetings during these times and thus be unavailable. 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 always available in the Academic Centre or in his office between 8.00 pm and 9.00 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) - \$80.00 per hour or for
Consultations (1 hour in duration) - \$30.00 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 Deputy Principal) 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 and Deputy Principal.

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 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 and Deputy Principal 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'.

Appointment Process and Tenure

Appointment process

Tutors are appointed by the Dean and completed applications should be forwarded to:

Dean and Deputy Principal
St Mary's College
P O Box 140
PARKVILLE VIC 3052

Or by email to dean@stmarys.unimelb.edu.au

and include:

- A copy of your full academic transcript;
- Your curriculum vitae; and
- The name and contact details of two referees (at least one of whom must be able to comment upon your suitability for tutorial teaching duties – if applicable).

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.

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 and Deputy Principal 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 noticeboard 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 noticeboard 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.

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.

Membership of the College

Meals

Tutors are welcome to join the College for a meal on the night of their tutorial and on any other night by arrangement with the Dean. The College has High Table on Tuesday and Thursday evenings and Tutors are asked to gather in the Senior Common Room by 6.15 pm. On other nights dinner is served at 6.30 pm and all members of College are expected to be seated by this time. Academic gowns must be worn. They can be borrowed at College if needed.

College Events

Tutors are encouraged to join the College for key events during the year and invitations will be sent out throughout the year.

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.

Appendix 1- Plagiarism

Regulation on Assessment - regulation 12.2.10 **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.”

Appendix 2 - Harassment

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 place 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 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, gays and lesbians).

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 Adviser or senior staff member.

Appendix 3 – Key Dates

2011	THE UNIVERSITY OF MELBOURNE	RMIT	AUSTRALIAN CATHOLIC UNIVERSITY
Orientation	Tuesday 22 February to Sunday 27 February	Tuesday 22 February to Sunday 20 February	Monday 14 February to Sunday 20 February
Semester 1 commences	Monday 28 February	Monday 28 February	Monday 21 February
Easter Non-Teaching period (AVCC Common Week)	Friday 22 April to Sunday 1 May	Friday 22 April to Thursday 28 April	Friday 22 April to Sunday 1 May
Swot Vac	Monday 30 May to Sunday 5 June	Monday 30 May to Sunday 5 June	Monday 23 May to Sunday 29 May
Examinations	Monday 6 June to Friday 24 June	Monday 6 June to Friday 24 June	Monday 30 May to Saturday 18 June
Semester Break	Saturday 25 June to Sunday 24 July	Saturday 25 June to Sunday 17 July	Saturday 25 June to Sunday 24 July
Semester 2 commences	Monday 25 July	Monday 18 July	Monday 25 July
Non-Teaching period	Saturday 17 September to Sunday 2 October	Saturday 28 August to Sunday 5 September	Saturday 24 September to Sunday 2 October
AVCC Common Week	Monday 26 September to Sunday 2 October	n/a	n/a
Swot Vac	Friday 28 October to Sunday 6 November	Monday 17 October to Sunday 23 October	Friday 21 October to Sunday 30 October
Examinations	Monday 7 November to Friday 25 November	Monday 24 October to Friday 11 November	Monday 31 October to Friday 18 November
Official Results release dates	TBA	TBA	TBA