



# THE UNIVERSITY OF WESTERN AUSTRALIA

*Achieve International Excellence*

Faculty of Arts, Humanities and Social Sciences  
**TEACHING AND LEARNING COMMITTEE**

## **INFORMATION PACKAGE:**

A Handbook for Members of the Teaching and Learning  
Committee

**Chair:** Dr Neil Sullivan, Associate Dean  
(Education)

**Executive Officer:** Ms Wanda Warlik, Administrative Officer (Governance)

# PREFACE

*An effective committee is not a matter of chance.  
It is the result of good practice.*

Committees have always played a key role in the University's governance, as would be expected in an organisation that attaches great value to maintaining a strongly participative culture. These committees are of many kinds, ranging from the relatively formal committees in the Senate/Academic Board/Faculty system to smaller working groups at school, discipline or section level.

This handbook is designed to provide new Committee members with a background understanding of the general principles for the operations of Committees at this University. It includes a guide to good practice for Committee members generally while focussing on the structure and responsibilities of the Teaching and Learning Committee and the role of its members.

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## UNDERSTANDING THE OPERATION OF COMMITTEES

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### (i) PRINCIPLES FOR THE OPERATION OF COMMITTEES

While the committee structures provide a suitable framework, it is the members of the committees who determine whether good governance and better practice standards are actually achieved and ensure that the committee is adding value.

#### **General:**

1. Collegiality: The Committee system is transparent and consultative, and all staff have the opportunity to provide meaningful input into decisions that significantly affect them.
2. Working Smart: Committee time is used in ways that make the most efficient and effective use of staff time to deliberate on significant issues and policies.
3. Good Conduct: Committee members abide by a Code of Conduct that requires them to be appropriately informed and prepared before the meeting so that they can contribute to the decisions of the Committee.
4. Review: All committees are regularly reviewed in relation to both the performance of committee business and committee members.

#### **Functional:**

1. Policy Decisions: Committees are, wherever possible, engaged in establishing policies and rules within which individual staff can manage and administer University business.
2. Management Decisions: Committees are involved in management and administrative decisions as close to the activity as is compatible with legislative requirements.
3. Communication: Committees are used to provide a contextual framework within which University policies are developed and decisions are made.
4. Membership: Committee membership ensures the broad University community, in all its diversity, is reasonably represented. However, individual committees are not constituted to represent every possible interest group and the number of members should be kept as low as practicable.

## **(II) RULES FOR THE OPERATION OF COMMITTEES**

### **Establishment and Review of Committees:**

1. Committees are to have a constitution that clearly describes the purpose and operation of the committee including membership, Chair, function, decision-making and communication lines, quorum and conduct of meetings.
2. Mechanisms for reporting the business of each committee should be made clear at the time of establishment of the committee.
3. Committees should establish a review regime addressing the frequency and nature of the review process and the allocation of responsibility for conducting and acting on the review.

### **Conduct of Meetings:**

4. Meetings should only commence with the appropriate quorum. If the meeting is inquorate the meeting can be cancelled and business dealt with by circulation or discussion can take place in committee mode with recommendations ratified at the next meeting or by circular.
5. Meetings should be held in accordance with the constitution. However, the committee should not meet simply because a meeting has been scheduled rather only when there is important business to transact. If business is limited, consideration should be given to circulating items with the Chair's recommendation rather than to deferring items to a later meeting.
6. Items brought to the committee for a decision, for noting or for communication should be relevant to the business or role of the committee. Consideration should be given to holding a joint meeting of two committees when there is an item of interest for more than one committee. When it is clear that the committee has insufficient knowledge to add value to a decision, then other means of processing the decision should be found within existing policy and legislative provisions.
7. Where decisions are to be referred to other University committees then meeting dates should be scheduled to facilitate the efficient flow of business to these committees.
8. There should be an opportunity at the start of each meeting for members to declare any potential or perceived conflict of interest in respect of any item and where appropriate to absent themselves from discussion and/or the room while the item is being considered.
9. Documentation for committees should be written precisely, accurately, clearly and succinctly. The level of formality and detail should match the purpose and readership of the document.
10. Agendas of meetings should:

- Contain or have attached any background material necessary to enable members to make informed decisions. If items have been discussed previously a chronology of key elements of the discussion should be attached.

- Be divided into three parts:

- Part 1. Items for Communication to be Dealt with En Bloc
- only items for communication that require no decision or discussion, but are relevant to the business of the committee or its future decision-making, or require dissemination by members to staff within their areas;
- Part 2. Items for Decision to be Dealt with En Bloc
- only items for decision with clear recommendations by the Chair that are likely to require no further discussion;
- Part 3. Items for Discussion and Decision.
- Include an Item/Business in Progress List providing an update of actions since the last meeting, where appropriate
  - At the discretion of the Chair allow items of 'Other Business' provided there is advance notice to the Chair and the item is not a major policy item.
  - Be distributed to members at least three working days before the meeting and items perceived by the Chair to be key issues should be highlighted. Deadlines for placing formal items on the agenda should be enforced by the Chair and the Executive Officer. Rather than delay the distribution of an agenda because one item is not ready, the use of supplementary agendas should be considered.
  - Be posted on the Web, with attachments where possible and available to all staff on the University's intranet, unless issues of confidentiality preclude this.

#### 11. Minutes of meetings should:

- Contain a summary or précis of events, in dot form wherever possible, rather than a detailed account of every contribution. In general names of individuals should not be recorded in the discussion.
- Contain all resolutions and agreements, whether reached formally through motions or through general consensus, and a clear statement of the action to be taken in relation to each item including the person responsible for the action and a timeline for completion, where appropriate.
- Be distributed to committee members within 10 working days of the close of the meeting.
- Be posted on the Web and available to all staff on the University's intranet, unless issues of confidentiality preclude this.

#### **Role of Members:**

12. Members are required to conduct themselves in accordance with the University's Code of Conduct and the University Committee Members' Code of Conduct.

13. Members are required to participate actively in committee business and provide appropriate contributions to decision making for the betterment of the University as a whole.

14. University members should only nominate for committees for which they feel they are well placed and appropriately informed to contribute to the business of that committee.

15. Members who represent constituents on a committee should make every attempt to canvass the views and opinion of that group to bring back to the discussion of the committee and report committee decisions back to their constituents.

### **Role of Chair and Executive Officer:**

16. Chairs and Executive Officers are responsible for ensuring these rules for the operation of committees are followed including the appropriate recording of decisions and actions.

17. Chairs should conduct meetings with the degree of formality appropriate to the committee. Generally, greater formality is needed with major committees, committees with a larger membership and where constitutional and statutory provisions require it.

18. Chairs should ensure meetings are conducted fluently so members understand the matters at hand and have the opportunity to discuss them, and the voting processes and resolutions are clear. Chairs should try to ensure the active participation by all members of the committee.

19. Chairs and the Executive Officers have a responsibility to ensure the business of the committee is either referred for a decision to the relevant committee or is communicated effectively to relevant areas of the University.

20. Committees should make provision for delegating responsibilities to the Chair and Executive Officer as far as possible, ensuring accountability for these delegations.

21. Chairs and Executive Officers should meet to discuss the draft agenda so both understand the purpose and possible outcomes of the meeting.

22. Executive Officers should familiarise themselves with the working of the University committee system as a whole, and as much as possible work with Executive Officers of other committees to ensure smooth transition of business through the committee system.

23. Executive Officers should work with the Chair to provide all new members with induction briefing material and appropriately induct new members into the committee. Where possible, this should occur well before the member's first

attendance at a meeting of the committee. It is recommended that briefing material provided to new members include:

- \* The constitution of the committee including information on the position of the committee in the University committee structure (namely maps with pathways for decisions and communication).
- \* The Principles and Rules of the Operation of Committees.
- \* The Code of Conduct of committee members.
- \* Committee meeting dates.
- \* Major items of business of the committee of the previous year.
- \* Commonly used acronyms and abbreviations, which might be used in the conduct of the committee's business.
- \* Effective Meetings - A Guide to Good Practice  
[http://www.secretariat.uwa.edu.au/home/policies/commconst/effective\\_meetings](http://www.secretariat.uwa.edu.au/home/policies/commconst/effective_meetings)

### **(III) UNIVERSITY COMMITTEE MEMBERS' CODE OF CONDUCT**

Membership of a University Committee is an important role and brings with it key responsibilities and obligations. The specific membership requirements for University Committees have been prepared to promote good practice and give committee members a summary of their obligations and provide guidance on ethical conduct.

The University Committee Members' Code of Conduct is based on the Western Australian Public Sector Code of Ethics and the template for Code of Conduct for Government Boards and Committees. To view follow the links from [http://www.opssc.wa.gov.au/Official\\_Conduct/](http://www.opssc.wa.gov.au/Official_Conduct/)

#### **1. Personal Conduct:**

All members of University committees are required to conduct themselves at all times in accordance with the University's Code of Ethics and Code of Conduct. A copy is available at:

[http://www.hr.uwa.edu.au/publications/code\\_of\\_ethics](http://www.hr.uwa.edu.au/publications/code_of_ethics)

Members of committees are also required to:

- Understand the committee's role and purpose within the University.
- Stay informed about relevant matters affecting the committee's business.
- Attend all committee meetings or where attendance is not possible, submit an apology.
- Participate actively and work cooperatively with other committee members and University staff.
- Prepare for all committee meetings by reading and considering the agenda items, papers circulated and other relevant documents.
- Not improperly influence other committee members.
- Make new points succinctly without reiterating at length points already made.



## 2. Accountability:

All members have a responsibility to ensure efficient and effective operations of the committee, avoid extravagant and wasteful use of resources and ensure actions are consistent with the role and purpose of the committee.

Members of committees are also required to:

- Participate constructively in committee activities in a lawful, ethical and justifiable manner.
- Ensure decisions are consistent with any statutory and legal requirements.
- Ensure resources, funds and staff are used effectively and economically for committee business.

## 3. Record Keeping and Use of Information:

All documentation produced by the committee forms part of the University records and should be maintained in accordance with University's Record Keeping Plan

[http://www.archives.uwa.edu.au/information\\_about/uwa\\_record\\_keeping\\_plan](http://www.archives.uwa.edu.au/information_about/uwa_record_keeping_plan)

In conjunction with specific responsibilities of the Executive Officer, members of committees are also required to:

- Ensure adequate procedures are followed for documenting decisions and actions of the committee.
- Maintain confidentiality of committee business where necessary, ensuring confidential records are subject to appropriate storage and access procedures.
- Respect confidential discussions and not misuse any information obtained through membership of the committee.
- Openly declare any matters of private interest and record any issues with the potential for conflict or perceived conflict to ensure they are transparent and capable of review.
- Where appropriate, disqualify themselves from committee discussions and decisions where a conflict of interest occurs.
- Be aware of the FOI Act 1992 and that access may be sought to all records under this legislation.

Where members are unsure of their obligations or responsibilities under the University Committee Members' Code of Conduct, the member should contact the Chair or Executive Officer of the Committee for assistance.

## THE TEACHING AND LEARNING COMMITTEE

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### (I) ROLE AND CONSTITUTION OF THE TEACHING AND LEARNING COMMITTEE

The following is an extract from the Faculty Governance and Structure 2010 Document.

#### 4.1. TEACHING AND LEARNING COMMITTEE

##### 4.1.1 Functions

(1) The Teaching and Learning Committee provides advice to the Faculty Board on matters relating to teaching and learning (including curriculum matters) in the Faculty.

(2) The committee:

(a) provides assessments of all new course and unit proposals for the Faculty Board;

(b) develops and monitors policies relating to teaching and learning on behalf of the Faculty Board;

(c) develops new initiatives in teaching and learning (such as new modes of delivery, study abroad, summer courses, etc.);

(d) develops incentives and mechanisms for collaborative forms of teaching across discipline groups and schools in the Faculty; and

(e) assists in the formulation and implementation of operational priorities related to teaching and learning.

##### 4.1.2 Membership

(1) The committee comprises:

(a) the Associate Dean of Education as *Chair*;

(b) the Dean or nominee;

(c) the Student Adviser;

(d) the Manager, Student Affairs;

(e) the Manager, Marketing;

(f) the Manager, Multimedia Centre or nominee;

(g) the Teaching and Learning Coordinator from each of the Schools of Humanities, Music and Social and Cultural Studies appointed by the relevant Head of School;

(h) one undergraduate student nominated by the Arts Union from any of the Faculty's undergraduate courses; and

(i) one member representing schools which are outside the resourced Faculty but which teach in the Faculty's courses, appointed by Faculty Board, on the nomination of the Dean, chosen for his/her demonstrated teaching and learning skills and expertise in teaching and learning matters.

(2) A member appointed under (1)(g) is normally the Teaching and Learning Coordinator, or equivalent, of the school concerned but if a school has not appointed a Teaching and Learning Coordinator, or equivalent, the appointee

is chosen for their demonstrated potential and their expertise in teaching and learning matters, and with the intention of maintaining representation of a breadth of discipline groups, gender balance and a balance of experienced and less experienced staff.

### 4.1.3 Terms of Office

Members' terms of office are as follows:

- (a) academic staff members—two years and may be re-appointed; and
- (b) student member—one year.

### 4.1.4 Quorum

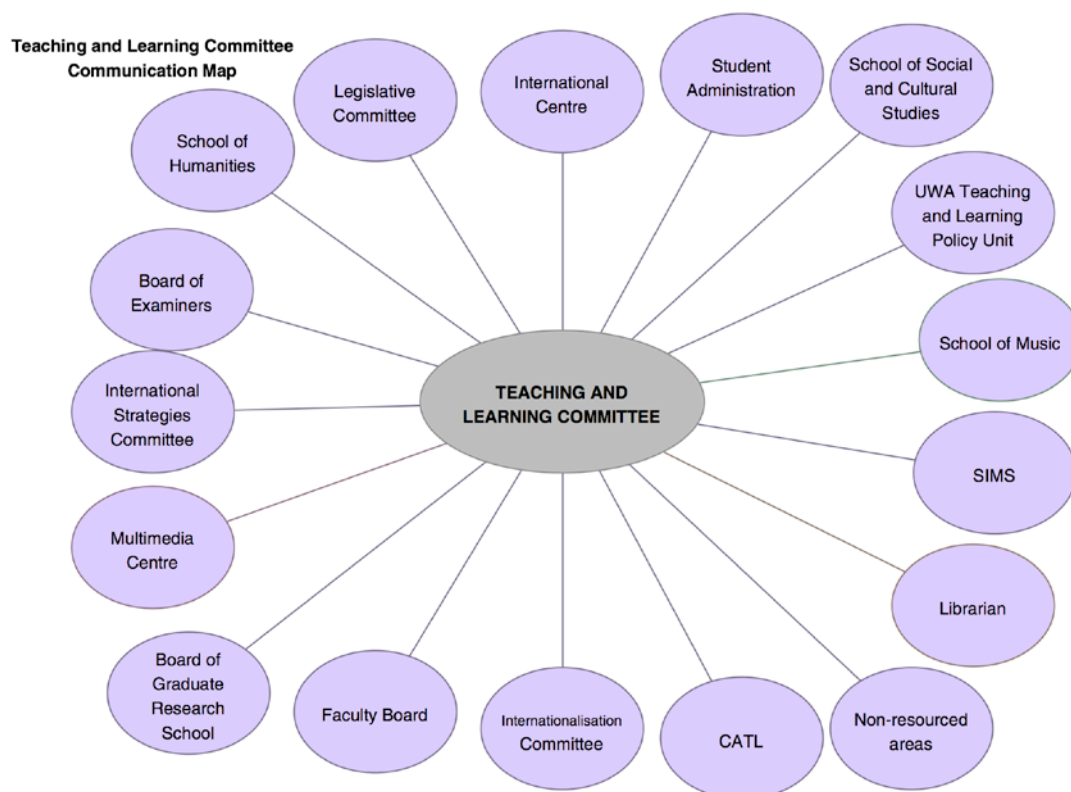
(1) Subject to (2), one half of the membership of the committee, including co-opted members, constitutes a quorum.

(2) At least two members present, excluding the Chair, must be members of the Faculty's teaching staff.

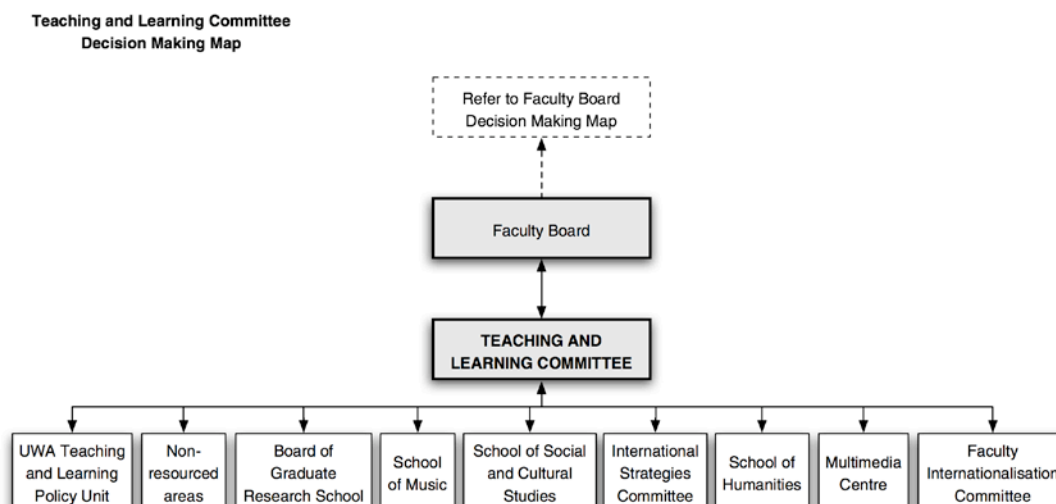
## (II) THE PLACE OF THE TEACHING AND LEARNING COMMITTEE IN THE UNIVERSITY SYSTEM

The principal committees of the University and the flow of communication between various Committees are set out in Table 1 and 2 respectively.

**Table 1 – Communication Map**



**Table 2 – Decision Making Map**



### (III) COMMITTEE MEMBERSHIP

Members are asked to refer to the Faculty Governance and Structure 2011 document 4.1.2. Membership in point (I) ROLE AND CONSTITUTION OF THE TEACHING AND LEARNING COMMITTEE section.

The Membership of the Teaching and Learning Committee from 23 June 2010 is as follows:

The Dean or nominee	Winthrop Professor Krishna Sen
The Associate Dean (Education)	Dr Neil O'Sullivan (Chair)
The Student Adviser	Ms Sabbia Tilli
Manager, Student Affairs	Vacant
Manager, Marketing	Ms Christine Lindsey
Teaching & Learning Coordinator Social and Cultural Studies	Professor Tanya Dalziell
Teaching & Learning Coordinator Humanities	Dr Neil O'Sullivan
Teaching & Learning Coordinator Music	Assistant Professor Jonathan McIntosh
Centre for the Advancement of Teaching and Learning	Associate Professor Bonnie Thomas

Arts Union President	Ms Priya Brown
Academic Director, Multimedia Centre	Asst Professor Larissa Sexton-Finck
Non-resourced Discipline Member	Vacant
Co-opted Member	Professor Hélène Jaccomard
Co-opted Member	Ms Jill Benn, Asst Director Reid Arts and Business Library
Executive Officer	Ms Wanda Warlik, Administrative Officer (Governance)

#### **(IV) MEETING DATES**

Committees do not meet simply because a meeting has been scheduled, but only because there is important business to transact. If the business is limited, consideration is given to circulating items with a Chair's recommendation or to deferring items to a later meeting. Committees meet at times that facilitate the efficient flow of business through the committee system and that is suitable for the majority of the members and support staff. The Teaching and Learning Committee meetings are normally scheduled on first Wednesdays of each month (commencing February) in the Dean's Committee Room, G.23 Arts Building, at 9:00 am.

**Note:** The last date for Schools and Disciplines to submit changes to units, courses or rules for the following year is 1 March each year.

<b>Meeting Dates for 2011</b>	<b>Cut Off Date for Receipt of Agenda Items</b>
1 February	23 January
7 March	27 February
4 April	26 March
9 May	30 April
6 June	28 May
4 July	25 June
8 August	30 July
5 September	27 August
10 October	01 October
7 November	29 October



## APOLOGIES

Apologies have been received from Winthrop Professor Krishna Sen and Ms Elizabeth Oliver. The Chair will record any other apologies. Members are reminded that apologies should be forwarded to the Executive Officer prior to the meeting.

## AGENDA

### 1. MINUTES – REF: F2026

Confirmation of the minutes of the meeting of the Teaching and Learning Committee held on 21 October 2010.

### 2. DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST – REF: F2992

The Chair will invite members to declare potential for conflict or perceived conflicts of interest, if applicable, with regard to items on the agenda.

### 3. ITEMS/BUSINESS IN PROGRESS FOR NOTING SINCE PREVIOUS MEETING

NO	BUSINESS IN PROGRESS	ACTION REQUIRED	RESPONSIBLE	STATUS
(i)	NC2012	Continuing	Associate Dean [Education]	Ongoing
(ii)	School of Music Workloads Model	Report	Associate Dean [Education]	See Item 14
(iii)	Communication Skills Unit	Waiting feedback from IBoS July	Chair, IWP	Ongoing
(iv)	OPP 2009-2013	Input on measurable outcomes	Associate Dean (Education)	Work in progress document
(v)	Proposed FAHSS Honours Structure	Feedback from members for amendment to document prior to submission to Dean	Associate Dean (Education)	In progress

## PART I – ITEMS FOR COMMUNICATION TO BE DEALT WITH EN BLOC



**4. FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES  
AUTUMN GRADUATION CEREMONY – REF: F**

Members are advised that the Autumn (March/April 2011) Graduation Ceremony for the Faculty of Arts, Humanities and Social Sciences will be held in Winthrop Hall on **Tuesday, 22 March 2011** for all Arts Courses and on **Wednesday, 23 March 2011** for all Music and Social Work Courses.

For noting.

**5. PROPOSED DATES FOR THE 2011 FACULTY OF ARTS,  
HUMANITIES AND SOCIAL SCIENCES TEACHING AND LEARNING  
COMMITTEE MEETINGS – REF: F2992**

Members are advised of the proposed dates for the Teaching and Learning Committee for 2011 as follows:

<b>MEETING DATES 2011</b>	<b>AGENDA ITEMS TO BE RECEIVED BY</b>
17 February 2011	7 February 2011
17 March 2011	7 March 2011
21 April 2011	11 April 2011
19 May 2011	9 May 2011
9 June 2011	30 May 2011
14 July 2011	4 July 2011
18 August 2011	8 August 2011
22 September 2011	12 September 2011
20 October 2011	10 October 2011
24 November 2011	14 November 2011

**6. 2011 ARTS UNION COMMITTEE – REF: F**

Correspondence has been received from the current President of the Arts Student Union advising of the incoming members for 2011 as follows:

President	Emily Micalizzi
Education Vice-President	Edward Russell
Social Vice-President	Leisha Kapor
Treasurer	Angus Willoughby
Secretary	Evian Katanich
Equity Officer	Priya Brown
Publicity Officer	Jakub Dammer

Male Sports Rep	Chris Colalillo
Female Sports Rep	Georgia Mackay
Ordinary Committee Members	Renee Ardon; Tash Edge; Isabelle Stacey; and Chris Young
Immediate Past President	Daryl S. Tan

**7. REVIEW OF LEARNING MANAGEMENT SYSTEMS FOR UWA – REF: F28027**

***Attachment A***

Members will find the final report on the Review of Learning Management Systems for UWA in **Attachment A**.

For noting.

*Executive Officer's Note: At the meeting of the Central Teaching and Learning Committee held 11 November 2010 Recommendation 1 of **Attachment A** has been altered to read:*

***“Recommendation 1:***

*That Blackboard Learn, Desire2Learn and Moodle be investigated in more detail, in particular further investigation of user-testing of bulk and large-group administration functions, and other functionality not evident in small-scale testing.”*

**8. SCHOLARSHIP PROFILED – HERDSA – REF: F25588**

***Attachment B***

Information has been received from the WA branch of HERDSA who would like to invite any interested members of the committee to attend a seminar in its "Scholarship Profiled " series to be held at Murdoch University on **Wednesday 24th November 2010**. The seminars are open to members and non-members of HERDSA - to anyone interested in teaching and learning in Higher Education. Details of the seminar are **Attachment B**. Please note RSVP is required for catering purposes.

For Noting.

**PART II – ITEMS FOR DECISION TO BE DEALT WITH EN BLOC**

**9. SESSIONAL STAFF AT UWA – POSITION PAPER BY THE CATLYST NETWORK – REF: F7633**

***Attachment C***

*Extract from the Central Teaching and Learning Committee Agenda for 11 November 2010:*

“A position paper, formulated by the CATLyst Network and focusing on supporting the needs of sessional teachers at UWA, is attached (**Attachment C**) for members’ consideration. The paper highlights some issues faced by sessional staff generally and by sessional teachers at UWA specifically and encourages the Committee to consider ways in which the provision of systematic institution-wide support can be offered to these teachers.

Further discussion is currently underway between the Senior Deputy Vice-Chancellor and Faculty Deans regarding sessional employment issues and the Chair will briefly summarise any outcomes from these deliberations at the meeting. Within the context of the Committee’s terms of reference, and bearing in mind that the development of staff employment policies comes within the auspices of the Senior Deputy Vice-Chancellor and Human Resources, the Chair recommends that the focus of discussion be from an education policy and student learning experience perspective.”

Feedback is to be submitted to the Chair of this committee by **12 February 2011**.

For discussion.

**10. NAKASHIMA FOUNDATION HONOURS SCHOLARSHIP IN JAPANESE STUDIES – REF: F16489**

***Attachment D***

The Chair of Asian Studies has advised that as of 2012 there will be no further offering of the Nakashima Foundation Honours Scholarship in Japanese Studies (F16489) [**Attachment D**]. If there is a worthy candidate for 2011, this will be supported.

*The Chair recommends: to Faculty Board to support the decision of the Chair of Asian Studies to rescind the Nakashima Foundation Honours Scholarship in Japanese Studies (F16489) from 2012 subject to notification to Academic Policy Services and the Office of Development – Scholarships.*

**11. J. HODGES PRIZE IN MUSIC COMPOSITION – REF: REF: F1633**

***Attachment E***

Notification has been received from the Office of Development – Scholarships and the School of Music advising that the donor of the J. Hodges Prize in Music Composition (F1633) [**Attachment E**] passed away some years ago and subsequent research has indicated that there is no awareness of any living relatives who could be approached to continue the funding for this prize. The closing date for applications for this prize was 1 September 2010 and none were received. Therefore the School of Music is requesting that the J. Hodges Prize in Music Composition be rescinded from 2010.

*The Chair recommends: to Faculty Board to support the School of Music's proposal for the rescission of the J. Hodges Prize in Music Composition (F1633) effective from December 2010 subject to notification to Academic Policy Services and the Office of Development – Scholarships.*

**12. GRADUATE CERTIFICATE IN APPLIED ANTHROPOLOGY (NATIVE TITLE AND CULTURAL HERITAGE) (11210) AND GRADUATE DIPLOMA IN APPLIED ANTHROPOLOGY (NATIVE TITLE AND CULTURAL HERITAGE) (11310) – REF: F5070, F7963, F7964**

***Attachment F1-F4***

Correspondence has been received from the Acting Head of School of Social and Cultural Studies advising the School's decision to no longer offer the Graduate Certificate in Applied Anthropology (Native Title and Cultural Heritage) (11210) and the Graduate Diploma in Applied Anthropology (Native Title and Cultural Heritage) (11310) effective from 2011. **Attachment F1-F3** outlines the reasons for this decision and contains a course plan for supporting the current cohort of students through to the end of the courses, which is summarized below.

UNIT CODE	UNIT TITLE	TO BE RESCINDED	COMMENTS
ANTH8416	Cultural Heritage Anthropology	After Sem 1, 2011	
ANTH8417	Legal Issues in Native Title & Heritage	After Sem 1, 2011	Michael Ryan's contract to be extended to teach this unit.
ANTH8419	Methods in Native Title & Heritage	After Sem 2, 2011	Arrangements to be put in place for Dr Nick Smith to teach this unit.
ANTH8418	Native Title Anthropology	After Sem 1, 2012	Current students should be through the coursework (Certificate Level) of the course.
ANTH8420	Applied Anthropology (Dissertation 1)	After Sem 2, 2012	2 students who may be doing this in 2011. Katie Glaskin will be unavailable for supervision in Sem 2, 2011. Replacement required.
ANTH8421	Applied Anthropology	After Sem 2,	Any students who

	(Dissertation 2)	2012	have chosen the Diploma option should be through.
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The School has also sought the support of the committee that a letter be sent from the Vice Chancellor to the Office of Native Title, Department of the Attorney General thanking them for the support they have provided since the inception of the courses and seeking their instructions regarding the annual essay prize they sponsor and its continuance until the completion of the current cohort of students. A suggested draft letter is contained in **Attachment F4**.

*The Chair recommends: to Faculty Board to support the rescission of the Graduate Certificate in Applied Anthropology (Native Title and Cultural Heritage) (11210) and the Graduate Diploma in Applied Anthropology (Native Title and Cultural Heritage) (11310) effective from 2011 subject to approval by Academic Council and the submission of the draft letter to be signed by the Vice Chancellor to the Office of Native Title, Department of the Attorney General [Attachment F4].*

### 13. PROPOSED AMENDMENTS TO LING3312 LINGUISTIC FIELD METHODS - REF: F5070

#### **Attachment G**

The Chair of Linguistics has provided proposed amendments to the structure of the LING3312 Linguistic Field Methods unit being offered in Semester 1, 2011 as shown in **Attachment G**. This late change has become necessary due to the unavailability of teaching staff for the current structure of the unit.

*The Chair recommends: to Faculty Board to support the Chair of Linguistics' proposal to the amendments to LING3312 Linguistic Field Methods unit as outlined in Attachment G from 2011.*

## PART III – ITEMS FOR DISCUSSION AND DECISION

### 14. SCHOOL OF MUSIC WORKLOADS MODEL – REF: F4925

Assistant Professor Jonathan McIntosh, the School of Music Teaching and Learning Committee Representative will speak to this item and update members on the progress of the School's workloads model.

### 15. PROPOSAL TO CHANGE THE TEACHING STRUCTURE OF MUSIC UNITS – REF: F5070

The School of Music has in response to budget constraints, been required to restructure some of the teaching components of Music units across the School. The Teaching and Learning Co-ordinator from the School of Music will speak to this item and table the outlines of the units affected incorporating track changes.

For discussion and decision.

**16. PROPOSAL TO RESTRUCTURE THE AUSTRALIAN STUDIES  
UNITS – REF: F5070, F30779**

***Attachment H***

A proposal has been received from the School of Social and Cultural Studies relating to the current offering of Australian Studies units. The School wishes to collapse the current units (AUST1100 Imagining Australia; and AUST 2200 Australian Culture: Myths and Realities) into one unit for introduction into New Courses 2012. Marketing of this unit will target study abroad and international exchange students who might not otherwise enrol in the Faculty.

Members will see in **Attachment H** the Preliminary Information towards Form C – Unit Proposal for the committee's consideration.

For discussion and decision.

**17. PROPOSAL TO INTRODUCE A MAJOR IN FILM STUDIES – REF:  
F5070, F30779**

***Attachment I***

Over the past few weeks, members from FAHSS have been in discussion with colleagues from this Faculty as well as the School of Indigenous Studies to offer a major in Film Studies. The offerings were to consist mostly of existing units with only three new units being proposed. All of the new units would be team-taught and draw on existing staffing expertise in a variety of different disciplines.

Members will see in **Attachment I** the Preliminary Discussion Document in its current draft and are invited to consult widely within their areas to ascertain the views of colleagues.

For discussion.

**18. CROSS INSTITUTIONAL ENROLMENT IN THE FACULTY OF ARTS,  
HUMANITIES AND SOCIAL SCIENCES – REF: F5070**

***Attachment J***

The Student Adviser will speak to this item regarding Cross Institutional Enrolments by UWA Bachelor students for study of units completed at other tertiary institutions.

**19. CHAIR'S INFORMAL REPORT – REF: F4921**

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(a) **Concept Map for Masters by Coursework**

January 2011

(b) **Seminar Details for All Honours Programmes**

May 2011

(c) **Unit Outlines Online**

Asap.

(d) **Workloads**

(e) **Interim Board of Studies**

**20. OTHER BUSINESS**

The next meeting of the Faculty's Teaching and Learning Committee is scheduled for **Thursday 17 February 2011**.

**(II) MINUTES OF THE MEETING OF THE TEACHING AND LEARNING COMMITTEE HELD IN THE DEAN'S COMMITTEE ROOM AT 9AM ON 18 NOVEMBER 2010**

The University of Western Australia

18 November 2010

**MINUTES OF THE MEETING OF THE TEACHING AND LEARNING COMMITTEE  
OF THE FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES  
HELD ON THURSDAY 18 NOVEMBER 2010**

**PRESENT**

Dr Alexandra Ludewig, Associate Dean [Education] in the Chair, Dr Neil O'Sullivan (Acting Chair), Ms Jill Benn, Professor Tanya Dalziell, Professor Hélène Jaccomard, Ms Christine Lindsey, Assistant Professor Jonathan

McIntosh, Assistant Professor Larissa Sexton-Finck, Associate Professor Bonnie Thomas, Ms Sabbia Tilli

Ms Gillian Trahorsch as Acting Executive Officer

## **APOLOGIES**

Apologies were received from Ms Elizabeth Oliver, Winthrop Professor Krishna Sen and Mr Daryl Tan

*Chair's note: The Teaching and Learning representative from the School of Humanities has not attended meetings since 17 June 2010 and has attended 3 out of the 8 meetings conducted in 2010. The Head of School of Humanities will be requested to arrange a replacement representative.*

## **4. MINUTES – REF: F2026**

### **RESOLVED - 35**

to confirm the minutes of the meeting of the Teaching and Learning Committee held on 21 October 2010.

## **5. DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST – REF: F2992**

There were no declarations of potential for conflict or perceived conflicts of interest.

## **6. ITEMS/BUSINESS IN PROGRESS FOR NOTING SINCE PREVIOUS MEETING**

### **Tabled Document 1**

The Proposed FAHSS Honours Structure - item (v) has been updated after receiving feedback from committee members present at the previous meeting. The final version was passed around for comment prior to it being tabled at the Dean's Advisory Group meeting later today.

There were no further comments recorded and the final recommendations are shown in **Tabled Document 1**. This document will now be progressed to Faculty Board.

## **21. FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES AUTUMN GRADUATION CEREMONY – REF F4921**

Members noted for information the Autumn Graduation Ceremony dates for 2011 being **Tuesday 22 March 2011** for all Arts Courses and **Wednesday 23 March 2011** for all Music and Social Work Courses.



**22. PROPOSED DATES FOR THE 2011 FACULTY OF ARTS,  
HUMANITIES AND SOCIAL SCIENCES TEACHING AND LEARNING  
COMMITTEE MEETINGS – REF: F2992**

Members were asked to note the proposed meeting dates for this committee for 2011.

MEETING DATES 2011	AGENDA ITEMS TO BE RECEIVED BY
17 February 2011	7 February 2011
17 March 2011	7 March 2011
21 April 2011	11 April 2011
19 May 2011	9 May 2011
9 June 2011	30 May 2011
14 July 2011	4 July 2011
18 August 2011	8 August 2011
22 September 2011	12 September 2011
20 October 2011	10 October 2011
24 November 2011	14 November 2011

**23. 2011 ARTS UNION COMMITTEE – REF: F4921**

Members noted the advice of the outgoing President of the Arts Union Committee the new office bearers for 2011.

**24. REVIEW OF LEARNING MANAGEMENT SYSTEMS FOR UWA –  
REF: F28027**

The Chair discussed this item and noted there had been no further progress made with the selection of the new Learning Management System for UWA. The recommendation having been made by the Review Committee that further research is required before implementing any of the models.

**25. SCHOLARSHIP PROFILED – HERDSA – REF: F25588**

Members noted the information from the WA branch of HERDSA regarding their seminar “Scholarship Profiled” which is scheduled for Wednesday 24 November 2010.

**26. SESSIONAL STAFF AT UWA – POSITION PAPER BY THE  
CATLYST NETWORK – REF: F7633**

The position paper formulated by the CATLyst Network was **Attachment C**, which was to be considered by members and brought to the attention of the

respective Heads of School. Any feedback is to be by way of submission to the Chair of the CATLyst Network, Winthrop Professor Denise Chalmers by 12 February 2011 with a copy to be sent to Associate Professor Bonnie Thomas, the CATL representative on this committee.

**27. NAKASHIMA FOUNDATION HONOURS SCHOLARSHIP IN JAPANESE STUDIES – REF: F16489**

**RESOLVED 36**

to recommend to Faculty Board to support the decision of the Chair of Asian Studies to rescind the Nakashima Foundation Honours Scholarship in Japanese Studies (F16489) from 2012 subject to notification to Academic Policy Services and the Officer of Development – Scholarships.

**28. J. HODGES PRIZE IN MUSIC COMPOSITION – REF: F1633**

**RESOLVED 37**

to recommend to Faculty Board to support the School of Music's proposal for the rescission of the J. Hodges Prize in Music Composition (F1633) effective from December 2010 subject to notification to Academic Policy Services and the Office of Development – Scholarships.

**29. GRADUATE CERTIFICATE IN APPLIED ANTHROPOLOGY (NATIVE TITLE AND CULTURAL HERITAGE) (11210) AND GRADUATE DIPLOMA IN APPLIED ANTHROPOLOGY (NATIVE TITLE AND CULTURAL HERITAGE) (11310) REF: F5070**

Correspondence was received from the Acting Head of School of Social and Cultural Studies advising that due to the loss of funding for this course, the School has decided to no longer offer the Graduate Certificate in Applied Anthropology (Native Title and Cultural Heritage) (11210) and the Graduate Diploma in Applied Anthropology (Native Title and Cultural Heritage) (11310) effective from 2011.

**RESOLVED 38**

to recommend to Faculty Board to support the rescission of the Graduate Certificate in Applied Anthropology (Native Title and Cultural Heritage) (11210) and the Graduate Diploma in Applied Anthropology (Native Title and Cultural Heritage) (11310) effective from 2011 as outlined in **Attachment F1-F3** subject to approval by Academic Council and the submission of the draft letter to be signed by the Vice Chancellor to the Office of Native Title, Department of the Attorney General in **Attachment F4**.

**30. PROPOSED AMENDMENTS TO LING3312 LINGUISTIC FIELD METHODS – REF: F5070**

The Chair of Linguistics has provided proposed amendments to the structure of the LING3312 Linguistic Field Methods unit being offered in Semester 1, 2011.

**RESOLVED 39**

to recommend to Faculty Board to support the Chair of Linguistics' proposal to the amendments to LING3312 Linguistic Field Methods unit as outlined in **Attachment G** from 2011.

**31. SCHOOL OF MUSIC WORKLOADS MODEL – REF: F4925, F5070**

***Tabled Document 2***

The School of Music Teaching and Learning Committee Representative spoke to this item and updated members on the progress of the School's workloads model. There has been a delay in tabling of the report, as the consultant, Helen Lancaster from Queensland, is currently overseas. However the School has been able to discuss some aspects of the model enough to implement changes required for the teaching structure of the current units. The new workloads model will be closely aligned with the Faculty's workload model and **Tabled Document 2** outlines the proposed changes to contact hours pending the tabling of the final report.

**32. PROPOSAL TO CHANGE THE TEACHING STRUCTURE OF MUSIC UNITS – REF: F5070**

***Tabled Document 3***

The Teaching and Learning Representative from the School of Music spoke to this item and **Tabled Document 3** which outlines the proposed changes to the teaching structure of Music units for 2011. This has been brought about by the financial constraints presently in the Faculty and the need to reduce the employment of sessional staff until such time as the full time staff are 100% employed.

The members felt that they had not had sufficient time to absorb the information contained in **Tabled Document 3** in order to make a sound judgment on the proposal going forward to Faculty Board. It was therefore decided to circulate the contents of the **Tabled Document 3** for closer scrutiny by members with any submissions to be sent to the Executive Officer by Friday 26 November 2010.

**33. PROPOSAL TO RESTRUCTURE THE AUSTRALIAN STUDIES UNITS – REF: F5070, F30779**

A proposal was received from the School of Social and Cultural Studies relating to the current offering of Australian Studies units. The School wishes to collapse the current units (AUST1100 Imagining Australia and AUS2200 Australian Culture: Myths and Realities) into one unit for introduction into NC2012.

Members' felt that there needed to be a wider consultation process in relation to input from Indigenous Studies, the School of Social and Cultural Studies and the non-

compliance with the NC2012 guidelines for unit offerings (e.g. no major and no pre-requisites for the unit).

The Chair requested the Committee send a response to the proposers asking for a further and wider consultative process before submitting a new unit for consideration.

#### **34. PROPOSAL TO INTRODUCE A MAJOR IN FILM STUDIES – REF: F5070, F30779**

Members discussed the proposal to introduce a major in Film Studies which is currently at a conceptual level but was aimed at opening up EFTL's in other disciplines within NC2012. It was felt by members that there was not a wide enough consultative process completed yet and French Studies were interested in being involved.

The Chair requested some solidarity amongst the faculty to carry the proposal forward and requested a working party be appointed to prepare a submission for the next Teaching and Learning Committee meeting. The working party is to comprise:

Dr Neil O'Sullivan  
Professor Tanya Dalziell  
Assistant Professor Larissa Sexton-Finck  
Assistant Professor Chantal Bourgault du Coudray

*10.00am Dr Alexandra Ludewig exited the meeting and Dr Neil O'Sullivan assumed the position of Acting Chair.*

#### **35. CROSS INSTITUTIONAL ENROLMENT IN THE FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES – REF: F5070**

The Student Adviser spoke to this item. She felt it would be useful if the Faculty had a consistent approach to cross-institutional enrolment and the enrolment approval process, not just for reasons of equity and quality, but to prevent students 'approval shopping' for the answer they want between Discipline Chairs and the Faculty Student Office.

The proposal put forward was that we only accept cross-institutional enrolments in the following cases:

- If the student is physically located away from Perth;
- If the student has failed one unit in their final semester;
- If the student has only one unit remaining as part of their degree and their visa will not permit them to stay in Australia for part time study;
- If the subject is not available at UWA (i.e., Russian language);
- If a unit falls within a discipline area that is taught in Arts, but the unit addresses an aspect of the discipline that is not taught at UWA;
- If the student can make a compelling case that the unit will be useful for their future career;
- If the student is located at the UWA Albany campus and is completing a major for which there are not a sufficient number of units available in Albany; or
- If the student is at the end of their degree and needs to complete a core unit that is not available in the following semester.

Other than in the above cases it was felt that we should not approve cross-institutional enrolments. In particular, where students simply want to hasten the progress of their degree and want to do so by enrolling in online units.

One process for dealing with cross institutional approvals is to direct students to the Faculty Student Office for approval and if necessary the Student Adviser will consult with the Discipline Chairs about approvals and possible advanced standing for equivalent UWA units.

#### **RESOLVED 40**

to support the proposal from the Student Adviser to only approve cross-institutional enrolments in the following cases: a) if the student is physically located away from Perth; b) if the student has failed one unit in their final semester; c) if the student has only one unit remaining as part of their degree and their visa will not permit them to stay in Australia for part-time study; d) if the subject is not available at UWA (i.e. Russian language); e) if a unit falls within a discipline area that is taught in Arts, but the unit addresses an aspect of the discipline that is not taught at UWA; f) if the student can make a compelling case that the unit will be useful for their future career; g) if the student is located at the UWA Albany campus and is completing a major for which there are not a sufficient number of units available in Albany; or h) if the student is at the end of their degree and needs to complete a core unit that is not available in the following semester.

#### **36. CHAIR'S INFORMAL REPORT**

##### **(a) Concept Map for Masters by Coursework**

The Faculty is required to provide to the Interim Board of Studies by end January 2011, a concept map for the Masters by Coursework for NC2012. This does not have to be detailed. Members are asked to speak to the disciplines regarding the 5 proposed Commonwealth funded Masters by Coursework courses. At present there are proposals for Master of Translation Studies, Master of Music Practitioner Studies, Master of International Relations.

For noting

##### **(b) Seminar Details for All Honours Programmes**

All seminar details for Honours programmes in NC2012 are required to be submitted by end May 2011.

For noting.

##### **(c) Unit Outlines Online**

The Chair reminded members that the new text unit outlines online are required to be uploaded by **18 February 2011**. Music will be completing their outlines for uploading by Christmas and disciplines are urged to get their submissions in to Lisa Rozentals at the earliest opportunity.

For noting.

**(d) Workloads**

The Chair advised that the Socratic Index score that an individual has on 1 October of each year will be used to set the target for the following year. Members are to be mindful of approaches from other Faculties when considering workloads.

**(e) Interim Board of Studies**

The Chair advised that she was attending the Interim Board of Studies meeting at 10.00am Professor Ian Saunders' deputy and has had to leave the meeting early. She will pass the Chair to Dr Neil O'Sullivan.

**37. ANY OTHER BUSINESS**

As this is the last meeting that Dr Alexandra Ludewig will be attending in the capacity of Chair, Dr Neil O'Sullivan wished it noted the enormous contribution that Alexandra has made to this Committee and thanked her on behalf of the members for her valuable services over the past three years.

The next meeting of the Faculty's Teaching and Learning Committee is scheduled for **Thursday 17 February 2011**.

SIGNED BY THE CHAIR

DATED

## ADVICE ON BEING AN EFFECTIVE COMMITTEE MEMBER

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(an extract from “Effective Committees – a Guide to Good Practice refer [http://www.secretariat.uwa.edu.au/home/policies/commconst/effective\\_meetings/core\\_sections/the\\_effective\\_committee\\_member](http://www.secretariat.uwa.edu.au/home/policies/commconst/effective_meetings/core_sections/the_effective_committee_member))

*Committee members who take the time to understand the issues, and who are prepared to make considered contributions to debate can have a significant impact within the University's decision-making processes.*

The University is a complex organisation operating within a very complex external environment. It's regularly faced with issues/problems/decisions which will have a key impact on its core activities of teaching and research. These issues and problems are considered in its committees, and most decisions are made either by, or with the advice of, committees. The decisions made can have a major impact on the future directions and success of the institution. Being a member of a committee will give you the opportunity to be a part of the decision-making process of the University - whether at the section, school, faculty or University level.

- Committee members who take the time to understand the issues, and who are prepared to make considered contributions to debate can have a significant impact within the decision-making process. Making a personal contribution of this kind can be extremely satisfying.

### Building networks

- You'll get to know more people in the University. These may be people from your own section or faculty, or from the wider organisation. If you plan to build a career in the University, the more people you know the better. As you build up your networks, your sense of being a part of the University community will grow.

### Building your knowledge of the University

- If you're fully involved in the work of your committee, you'll learn something more about the University from every meeting. UWA is a very complex working environment, and every bit of information you gather from committee work (e.g. via agenda papers and discussions at meetings) will help to increase your understanding of how it works. If you hope to become, for example, a head of school, a dean, or head of an administrative section at some stage in your career, you'll benefit greatly from knowledge of the University gained in this way. Most members of the University Executive, both academic and

administrative, have had a long history of involvement in key committees on their progress through the ranks.

### Building your confidence

- If you've not previously been involved in committee work, and are not confident about speaking out in meetings, you'll have the opportunity to build your confidence through increasing your contribution to discussion in small increments. As you get to know the Chair, the Executive Officer, and other members and become familiar with the Committee's work, making a contribution will become easier.

### Learning good committee practice

- As a committee member you're in a position to watch good (and sometimes less than good!) committee practice and to learn from what you observe. If your committee has a good chair and effective members, you'll gain insight which will help you to be a better member, and may at some stage help you to be an effective chair.

### Hearing other perspectives

- University staff have very diverse opinions on the issues which confront their sections, schools, faculties and institution, and it is instructive and potentially mind-broadening to hear and relate to this wide range of views. If you work in an isolated area of the University, and are not regularly exposed to alternative views, this can be particularly valuable.

## **RESPONSIBILITIES**

### The first steps

- Attend any induction session offered. Normally the Executive Officer will contact you to arrange a convenient time before your first meeting. If this does not happen, contact the Executive Officer to enquire about the programme.
- Read and digest any information you're given before or at the induction session. In particular, look carefully at the committee's constitution/terms of reference. If there's anything you don't understand in the information, or anything further that you'd like to know, ask the Executive Officer.
- Familiarise yourself with the University's principles and rules for the operation of committees and code of conduct for members at [http://www.secretariat.uwa.edu.au/home/policies/commconst/rules\\_for\\_the\\_operation\\_of\\_committees](http://www.secretariat.uwa.edu.au/home/policies/commconst/rules_for_the_operation_of_committees) and [http://www.secretariat.uwa.edu.au/home/policies/commconst/university\\_committee\\_members\\_code\\_of\\_conduct](http://www.secretariat.uwa.edu.au/home/policies/commconst/university_committee_members_code_of_conduct)
- If your committee sits within the formal Senate/Board/Faculty system, familiarise yourself with where it fits into the overall structure and how it relates to other committees in the structure. See **Principal Committees of the University** at: <http://www.secretariat.uwa.edu.au/page/89527>



- If you're new to committee work and not familiar with the terminology, have a quick look at [A brief guide to committee terminology](#).
- Think about enrolling in OSDS's next short course on **How the University Works: A Basic Guide to UWA's organisational and committee structures**. This will only take a few hours of your time, and will give you a good basic overview of the University's structures. Once you understand the framework, you'll find it easier to put other pieces of the jigsaw in place. See: [http://www.osds.uwa.edu.au/about/workshop.asp?workshop\\_id=111](http://www.osds.uwa.edu.au/about/workshop.asp?workshop_id=111)

### Understanding your role

- While you may have been elected to your committee by a particular body (e.g. a faculty) or co-opted to improve the balance of a committee (e.g. as a female member), once on the committee you are there as an individual and should always vote according to your own views. In order to make effective decisions for the benefit of the school/faculty/University as a whole, a committee needs a group of individuals bringing their different expertise and experience to bear on issues/problems in an open-minded way, rather than a collection of representatives arguing for different sections in the organisation.
- You may of course wish, during discussion, to bring to the committee's attention views which members of your electorate (or gender) have expressed to you (so that the committee is aware of the range of views), but your main function on the committee is to express your own considered views. Remember that you'll almost always be better informed than members of your electorate on the committee's business, and that they've elected you to make decisions based on full information and careful consideration.
- As you're on the committee as an individual (rather than as a member of a particular school or faculty) you should avoid taking advantage of your position to argue the case of a specific group to a University committee. Remember that the committee is aiming to make the best decisions for the school/faculty/University as a whole.
- If you're on a committee in an ex officio position (e.g. Dean of a faculty, President of the Guild) you have an obligation to present to the committee any recommendation to it from the group you head. However, once this is done, you should vote (and may in some circumstances wish to speak) as your conscience dictates, for what you see as the best decision for the University as a whole. This will often (but not necessarily always) be in line with the formal recommendation of your group.

### Understanding the purpose of the agenda

- The purpose of the agenda is to advise members in detail of the business which will be discussed at the meeting. At UWA, best practice requires that there should be no agendas which are simply headings since such agendas obviously cannot properly prepare members for what they will discuss at the meeting. The Chair of your committee, in conjunction with the Executive Officer, is responsible for ensuring that the agenda sets out the items of business in such a way that you can

readily understand the nature of any issue, its history and importance, and that you have all the information necessary to make informed decisions. This will often involve not only a written agenda item, but also the use of attachments to provide additional information.

### Reading the agenda

- You should receive your agenda at least three University working days before the meeting. This is to ensure that you have enough time to read and think about the items on the agenda before the meeting. If you don't receive your agendas within this timeframe, take the matter up with the Executive Officer.
- The amount of time you'll need to set aside for a careful reading of the agenda will depend on the volume and complexity of the business of your committee. For some committees, an hour will be enough. For other committees (such as the Teaching and Learning Committee, the Academic Council and the Senate) the time required for adequate consideration of some agendas can be up to four hours. This may seem a long time, but it merely reflects the complexity of much of the business in which the modern University is involved. Participating effectively in that business and related decisions is necessarily a time-consuming exercise! It is therefore important that you do not take on more committee memberships than you can handle effectively - this is a disservice both to yourself and the committees concerned.
- Take the time to read and fully understand the agenda items, so that you are fully prepared for the meeting. Members who don't do this, and who offer opinions at the meeting from a basis of ignorance, waste a lot of meeting time and irritate other members.
- Read, understand and develop an opinion on all the items on the agenda, regardless of your particular interests or experience. The committee won't be fully effective if you and/or other members "opt out" of some items of business. Nor will you be using the opportunity to build your understanding of the University.
- If you don't understand an item on the agenda or you feel you need more information, don't hesitate to contact the Executive Officer. Do this before the meeting- that way, you avoid wasting time at the meeting if your query can be answered by the Executive Officer, and it gives him/her a chance to rectify the situation before the meeting if there is a need for more information for all members.

### Understanding meeting procedure

- Your induction session should include information about any specific meeting procedures, which your committee follows. If after this programme, there's anything else you need to know, ask the Executive Officer.

### Developing an understanding of the rules of debate

- Many of the University's committees operate fairly informally, using common sense rather than the formal rules of debate. In general the

more senior the Committee in the system, the more formal the procedures used.

Members working with the more senior committees can familiarise themselves with the formal rules of debate, if the topic interests them, through reading a good textbook such as:

*Horsley's Meetings Procedure, Law and Practice* (1998, 4th edition, Butterworths).

(There is a copy of this book in the OSDS Resource Library.)

For the majority, however, familiarity with the basic rules of debate will be sufficient. (See [Basic Rules of Debate](#))

### Participating in the meeting

- Take with you to the meeting, in addition to your agenda, a notepad and pen in case you want to jot anything down during discussion.
- You should be prepared to "actively participate" in the meeting. Remember that the University relies on its committees to draw out the full range of opinions on issues, so that they can be fully canvassed before decisions are made. Your opinion counts!
- Some committee members, especially those new to committee work, can be intimidated by the atmosphere of meetings, particularly if the committees are large and formal. There are a few tips below for helping to overcome this. You may also wish to read the short article by Rachel Green containing tips on "*Speaking Out at Meetings*" which can be accessed at <http://rachelgreen.com/cgi-bin/a.pl?newsletter234>.
- Try to learn the names of the other members of the committee as soon as possible. When they cease to be just faces, you should feel more comfortable at meetings.
- Think about going a few minutes early to each meeting - this often gives the chance for a brief friendly exchange with the Executive Officer and any other members who are there a little early. This kind of exchange can help to improve your comfort level.
- If you do feel intimidated, it's usually easier to speak as early in an item as you can. That way, it's unlikely that your point will already have been made, and you'll have less time to worry about speaking! It helps to have your point very clearly in your mind before the meeting (write notes for yourself if that helps). First-timers usually feel more comfortable speaking on issues with which they are familiar.
- When you wish to speak, raise your arm clearly so that there can be no doubt of your wishes. It can be hard for the Chair or the Executive Officer to notice that you want to speak if you raise just your finger!
- While you do need to read, understand and form opinions on each item, you don't necessarily have to speak on each item. Other members may have already made the points you want to make, and you'll merely waste time if you repeat the same point in different words. A good general rule is to speak if you have something new to add to the debate (a different view, a different rationale for a view, a response to another member's point). Occasionally, it's useful to say something

brief like "I'd like to support what Dr X has just said". This would not be necessary if it was already clear that others agreed with Dr X - but if he appeared to be a lone voice, your comment would signal support and could generate more useful debate.

- It's particularly important to speak if you disagree with the direction in which a debate is going. The purpose of committees is to enable members to canvass a range of views so that well-informed decisions are made after full consideration. If you have an alternative to the prevailing view, the other members should hear and consider it.
- When you speak, try to be brief and to the point. The University can't afford the time for long-winded speeches!
- Throughout the meeting, listen carefully to what others are saying. You might want to make a few notes, especially on points with which you would like to take issue.
- Stay for the full meeting, unless you have other essential commitments. Remember that if members leave early, the quorum may be lost, and it may be impossible for the committee to complete important business. If you have a regular essential commitment (e.g. a lecture), it is courteous to advise the chair of this at the outset of the year.

#### Declaring any conflict of interest

- Members are required to declare any conflict of interest and to indicate if a perceived conflict of interest could exist. When you read the agenda, you may realise that there is an item (or items) in which you have, or may appear to others to have, a conflict of interest. For example, the committee might be discussing the level of honours to be awarded to a group of students. If one student happens to be your niece, you should declare this, since others could see your relationship as potentially influencing your views, even if in reality it doesn't do so. Your declaration will be recorded in the minutes and the Chair will then decide on what action to take -e.g. you may be asked to leave the room or to remain silent for discussion of that student's case.

Some committees have an item under which the Chair invites members to indicate any conflict of interest in any item on the agenda. If this is not the case with your committee and you have a conflict to declare, do so at the outset of the item/s in question.

#### Reading the minutes

- The minutes are the record of what happened at the meeting. They're not final until they've been confirmed (or amended) by the next meeting of the committee.
- You should receive the minutes within ten University working days of the close of the meeting. If you have not received them in this time, contact the Executive Officer.
- Read the minutes as soon as you can after receiving them, so that the events of the meeting are as fresh as possible in your mind. If you think that something in the minutes is inaccurate, or that something important has been omitted, email or telephone the Executive Officer as soon as you can to discuss it. This early contact gives the Executive

Officer a chance to refer back to her/his notes before the meeting. He/she may ask you to provide a proposed amendment to the minutes in written form. If he/she agrees with your proposed amendment it can then be included in the agenda for the next meeting as a proposed correction to the minutes. Alternatively, the Executive Officer can present it to the members at the time when the minutes are confirmed, so that the committee can consider whether the minutes should be changed.

### Being proactive

- Members of formal committees will have the chance to make comments on the effectiveness of their committees at regular intervals via a regular *Review of Performance* questionnaire. Performance reviews are intended to ensure ongoing improvements in efficiency and effectiveness. Take the chance to record your views honestly, and to make any suggestions you have for improvements.
- You don't have to wait for a formal *Review of Performance* if you have a problem with the way your committee works, or a suggestion on how its operation might be improved. Take it up either with the Executive Officer or the Chair as soon as possible.
- If you think that the committee is not taking proper account of the University's [Principles for the Operation of Committees](#), take this up with the Executive Officer or the Chair. Be specific about your concerns.

### Treating the committee team with respect

- As a committee member, you're part of a team comprising Chair, Executive Officer and members. A team works best when all its members treat each other with respect. Listen to other members' views, however different from your own, with respect; when you respond to other members' points, remain calm and polite; and if you are unhappy with anything (such as meeting procedure or minutes content) take these issues up courteously with the Chair or Executive Officer.
- You'll find it useful to your understanding of committee work to know more about the roles of the Chair and Executive Officer of your committee. See [The Effective Chair](#) and [The Effective Executive Officer](#) which set out the rewards and responsibilities of these roles.

### Insisting on being treated professionally

- From time to time, members of committees within the University feel that the behaviour of the Chair or of other members towards them in meetings is unprofessional. In the case of a Chair, such behaviour might take the form of ridiculing members' contributions, interrupting members before they have finished speaking, ignoring members' signals that they wish to speak, or intimidating members through inappropriately aggressive control of the meeting. In the case of members, the behaviour might take the form of ridiculing other members' contributions, talking loudly to others while members are

speaking, shouting members down when they are speaking, or engaging in the exchange of derogatory body language (such as eye-rolling) with others while members are making a point. Some kinds of unprofessional behaviour are extremely overt, while others are more subtle but can be equally distressing. You should not have to put up with this kind of treatment as a member of any UWA committee.

- For the *University's Code of Ethics and Code of Conduct* see:

<http://www.hr.uwa.edu.au/page/9649>

For the University's *Guidelines for Conduct in the Workplace*, see:

<http://www.hr.uwa.edu.au/page/8165>

- If you feel the Chair or any other member of your committee is treating you unprofessionally, one option is to make an appointment to talk to the offender/s (calmly) about the behaviour. Very occasionally, offenders are genuinely unaware of the serious impact of their behaviour on the individuals they upset, and are mortified when made aware of it.
- If you don't feel that talking to the offender will help, you may wish to talk to the Chair (unless of course the Chair is the offender) It may be easier for the Chair to talk privately to the offender about the behaviour (which he/she should have noticed anyway!) and to indicate clearly that it is unacceptable to him/her as well as to those at which it is directed. If the Chair is unwilling to help, seek advice from Human Resources on what further action you can take.
- If the Chair is the offender and you don't feel that talking to him/her will help, seek advice from Human Resources on what action you can take in your particular situation.
- While you may find it difficult and confronting to take steps to insist on being treated professionally as a member of a committee, remember that unprofessional behaviour will only be stopped if individuals take action to demonstrate that they're not willing to accept it.

## Training

- As mentioned in *The First Steps* above OSDS's short course on ***How the University Works: A Basic Guide to UWA's organisational and committee structures*** will give you a good basic overview of the University's structures and help you to see where your committee and its work sit in the overall structure.

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## 2009-2013 OPERATIONAL PRIORITIES PLAN

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The work of the Committee and expenditure of its budget is guided by the University's Operational Priorities Plan.

The full document is available on the web at:

[http://www.registrar.uwa.edu.au/university\\_planning/strategic\\_operational\\_plans/opp](http://www.registrar.uwa.edu.au/university_planning/strategic_operational_plans/opp)

## TEACHING AND LEARNING PERFORMANCE INDICATORS

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The University's Teaching and Learning performance indicators are compiled by Planning Services on an annual basis and can be found at:

[http://www.teachingandlearning.uwa.edu.au/tl4/for\\_uwa\\_staff/teaching\\_and\\_learning\\_performance\\_indicators](http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/teaching_and_learning_performance_indicators)

This information is available on the Executive Information System (EIS).

Please contact the Executive Officer, Teaching and Learning Committee if you require access to the EIS.