



THE UNIVERSITY OF WESTERN AUSTRALIA

Achieve International Excellence

Faculty of Arts
TEACHING AND LEARNING COMMITTEE

An Induction Handbook for Members of the Teaching and Learning
Committee

Chair: Dr Neil O'Sullivan, Associate Dean (Education)

Executive Officer: Wanda Warlik

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

(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

(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/

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/policies/policies/conduct/code/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

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

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

The following is an extract from the Faculty Governance and Structure 2013 Document.

3.3 Teaching and Learning Committee

3.3.1 Position of the Committee within the University of Western Australia

3.3.1 (1) The Teaching and Learning Committee is an advisory committee of the Faculty Board in relation to education matters.

3.3.2 Role

3.3.2 (1) The role of the Teaching and Learning Committee is to:

- (a) provide advice and make recommendations to Faculty Board on all matters relating to the teaching and learning (including curriculum matters) in the Faculty;
- (b) provide assessment of all new course and unit proposals to Faculty Board;
- (c) develop and monitor policies relating to teaching and learning on behalf of Faculty Board;
- (d) develop and implement new initiatives and strategies in teaching and learning (such as new modes of delivery etc.);
- (e) provide to other University bodies or officers, through the Dean or Associate Dean (Education), advice on any matter relating to education for courses in the Faculty referred to it for consideration;
- (f) develop incentives and mechanisms for collaborative forms of teaching across discipline groups and schools in the Faculty; and
- (g) assist in the formulation and implementation of operational priorities related to teaching and learning.

3.3.3 Membership

(1) The committee comprises:

- (a) the Associate Dean (Education) as Chair;
- (b) the Dean or nominee;
- (c) the Student Adviser;
- (d) the Team Leader (Student Office);
- (e) the Manager, Marketing;
- (f) the Academic Director, Multimedia Centre or nominee;
- (g) the Teaching and Learning Coordinator from each of the Schools of Humanities, Music and Social Sciences appointed by the relevant Head of School;
- (h) one undergraduate student nominated by the Arts Union; and
- (i) up to five members co-opted by the foregoing members of the committee.

3.3.4 Term of Office

The term of office of members appointed under 3.3.3 (1)(g) is two years.

The term of office of members elected under 3.3.3 (1) (h) is one year.

The term of office of members co-opted under 3.3.3 (1) (i) is two years.

3.3.5 Eligibility for a Second or Subsequent Term of Office

At the end of a term of office, members appointed or co-opted under 3.3.3 (1)(g) and (i) are eligible to be for a subsequent term.

3.3.6 Skills and/or Qualifications of Members

- (1) *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 demonstrated potential and 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.*
- (2) *It is desirable that members co-opted under 3.3.3(1)(i) have experience relating to the business of the committee or represent a cross disciplinary programme that the Faculty contributes to.*

3.3.7 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.*

3.3.8 Decisions

All questions which come before the committee are decided by a majority of the members present and voting.

3.3.9 Frequency of Meetings

- (1) *The committee must meet at least twice annually.*
- (2) *The committee normally meets at least once each month, but may meet more or less frequently if necessary.*

3.3.10 Safeguards

- (1) *The chair must ensure that, as far as is practicable, all members receive the agenda for a meeting of the committee at least three working days before the meeting.*
- (2) *The agenda and minutes of the committee must be available on the Faculty website.*
- (3) *Faculty Board members may make a submission to the committee, in writing, or in person, on any matter listed in the agenda.*

(II) COMMITTEE MEMBERSHIP

Members are asked to refer to the Faculty Governance and Structure 2013 document 3.3.3(1). Membership in point (I) ROLE AND CONSTITUTION OF THE TEACHING AND LEARNING COMMITTEE section.

The Membership of the Teaching and Learning Committee from 1 February 2013 is as follows:

(a) Associate Dean (Education) - Chair	Dr Neil O'Sullivan
(b) The Dean or nominee	Dr Neil O'Sullivan
(c) The Student Adviser	Ms Sabbia Tilli
(d) Team Leader (Student Office)	Ms Gillian Trahorsch
(e) The Manager, Marketing	Ms Christine Lindsey
(f) The Academic Director Multimedia Centre or nominee	Professor Ian Saunders
(g) T&L Coordinator from School of:	
Humanities	Professor Rob Stuart
Music	Assistant Professor Jonathan McIntosh
Social Sciences	Associate Professor Jie Chen
(h) Student representative	Ms Emma Brede
(i) Co-opted members	

Ms Roz Howard
Professor Kieran Dolin
Professor H  l  ne Jaccomard
Associate Professor Bonnie Thomas

PAST AGENDAS AND MINUTES

All past agendas and minutes of the Arts Teaching and Learning Committee are archived and stored electronically by central records. They can also be found on the Arts website at the following address:

<http://www.arts.uwa.edu.au/staff/committees/teaching-and-learning-committee/teaching-and-learning-committee-2012>

(I) EXAMPLE OF A PAST AGENDA OF A TEACHING AND LEARNING COMMITTEE MEETING

The University of Western Australia

1 November 2012

MEMBERS OF THE TEACHING AND LEARNING COMMITTEE

Dean (Winthrop Professor Krishna Sen) or nominee
 Associate Dean (Education) in the Chair (Dr Neil O'Sullivan), Dean's nominee, Teaching and Learning Coordinator School of Humanities
 Student Adviser (Sabbia Tilli)
 Manager, Marketing (Christine Lindsey)
 Academic Director, Multimedia Centre nominee (Assistant Professor Jennifer Jamieson)
 Teaching and Learning Coordinator, School of Social Studies (Associate Professor Jie Chen)
 Teaching and Learning Coordinator, School of Music (Assistant Professor Jonathan McIntosh)
 Professor Kieran Dolin
 Professor Hélène Jaccomard
 Associate Professor Bonnie Thomas
 Roz Howard
 Priya Brown

TEACHING AND LEARNING COMMITTEE AGENDA – 5 SEPTEMBER 2012

The next meeting of the Teaching and Learning Committee of the Faculty of Arts, Humanities and Social Sciences will be held in the **Dean's Committee Room [G.23, Arts Building]** on **Wednesday 7 November 2012 at 9.00am**.

Part 1 of the agenda has items of communication to be dealt with en bloc. Part 2 of the agenda is items for decision to be dealt with en bloc by motion of the Chair. Part 3 is for discussion and decision. A member may request the removal of an item from one part to another.

Noni May – Executive Officer

APOLOGIES

The Chair will record any apologies. Members are reminded that apologies should be forwarded to the Executive Officer prior to the meeting.

1. MINUTES – F2026

Confirmation of the Noting of Decision of the meeting of the Teaching and Learning Committee held by circular on 10 October 2012.

PART 1 – ITEMS FOR COMMUNICATION TO BE DEALT WITH EN BLOC

2. ALIGNMENT OF GRADUATE COURSES IN INTERNATIONAL RELATIONS – Ref F27500, F27499, F27498

The Faculty of Arts requested an extension of the transitional arrangement for the discipline of Political Science and International Relations to delay the alignment of the graduate certificate, graduate diploma and master's courses in International Relations until the end of the 2013 academic year.

Members are advised that the Academic Council meeting of Monday 8 October resolved as follows:

RESOLVED – 129

to approve that the transitional arrangement to delay the alignment of the graduate certificate, graduate diploma and master's courses in International Relations be extended until the end of 2013 academic year.

For noting.

3. THE ARTHUR LOVEKIN PRIZE IN JOURNALISM – F2148

The Arthur Lovekin Prize in Journalism [F2148] is awarded annually for the best contribution published in an Australian newspaper or periodical produced, published or circulated in Western Australia. This year the selection committee has decided to award the prize to Paige Taylor, for her piece entitled 'Detention Misery Cut Both Ways', in *The Australian*, July 13, 2011'.

For noting.

PART 2 – ITEMS FOR DECISION TO BE DEALT WITH EN BLOC

4. PROPOSED RESCISSION OF THE PYNT AND PARTNERS PRIZE IN CONTEMPORARY AUSTRALIAN LITERATURE – F1690

The Pynt and Partners Prize in Contemporary Australian Literature [F1690] was established by Pynt and Partners and awarded \$500 annually to the student enrolled in either a combined Arts/Law course or an undergraduate degree course with a major in Law and Society who has obtained the highest mark in either ENGL2701 Australia and Home or ENGL2702 Australian Literature: Classic and Popular (**Attachment A**).

Greg Pynt will be retiring from the Pynt and Partners partnership at the end of this month. He and the ongoing partners have decided not to continue sponsoring this prize.

The Chair recommends: that the Teaching and Learning Committee endorse the rescinding of the Pynt and Partners Prize in Contemporary Australian Literature [F1690] to take effect 1 January 2012.

For decision.

5. PROPOSED CHANGES TO NC2012 UNDERGRADUATE MUSIC UNITS FOR THE HANDBOOK 2014 – F5070

Members have before them changes to the outcomes, prerequisites and assessment items of NC2012 undergraduate Music units, as proposed by the School of Music, for offering in 2014 (**Attachment B**). These changes will be made via the Annual Change Process in April 2013.

The Chair recommends: that the Teaching and Learning Committee endorse the proposed changes to outcomes, prerequisites and assessment items of the NC2012 undergraduate Music units, for offering in 2014.

For decision.

6. PROPOSED AMENDMENT TO THE BACHELOR OF ARTS (COMMUNICATION STUDIES) AND BACHELOR OF LAWS COMBINED COURSE RULES FOR THE 2013 HANDBOOK – F5456

Members have before them the rules for the pre-2012 Bachelor of Arts Communication Studies and Bachelor of Laws combined course including recommendations for amendments for the 2013 Handbook (**Attachment C**).

The Chair recommends: that the Teaching and Learning Committee endorse the amendments to the Rules for pre-2012 Bachelor of Arts Communication Studies and Bachelor of Laws combined course as contained in **Attachment C**, to take effect 1 January 2013.

For decision.

PART 3 – ITEMS FOR DISCUSSION AND DECISION

7. STUDENT PERCEPTIONS OF TEACHING SURVEY (SPOT) ITEM BANK – F24800

Members have before them a list of questions that are proposed for the online Student Perceptions of Teaching (SPOT) survey, which is currently being designed (**Attachment D**). These survey items are additional to the core items and optional for the academic to add on. The additional optional items will be available only via the online tool which is currently being developed.

For discussion.

8. CHAIR'S REPORT – F4921

9. OTHER BUSINESS

(II) EXAMPLE OF PAST MINUTES FROM A TEACHING AND LEARNING COMMITTEE MEETING

The University of Western Australia

MINUTES OF A MEETING OF THE TEACHING AND LEARNING COMMITTEE OF THE FACULTY OF ARTS HELD IN THE DCR, ARTS BUILDING ON WEDNESDAY 7 NOVEMBER 2012

PRESENT

Dean (Winthrop Professor Krishna Sen) or nominee
Associate Dean (Education) in the Chair (Dr Neil O'Sullivan), Dean's nominee, Teaching and Learning Coordinator School of Humanities
Student Adviser (Sabbia Tilli)
Manager, Marketing (Christine Lindsey)
Teaching and Learning Coordinator, School of Social Studies (Associate Professor Jie Chen)
Teaching and Learning Coordinator, School of Music (Assistant Professor Jonathan McIntosh)
Professor Hélène Jaccomard
Associate Professor Bonnie Thomas
Roz Howard

Executive Officer (Noni May)

Apologies

Apologies were received from Assistant Professor Jennifer Jamieson, Professor Kieran Dolin, Associate Professor Bonnie Thomas and Priya Brown.

10. MINUTES – Ref F2026

RESOLVED - 57

that the Noting of Decision of the meeting of the Teaching and Learning Committee held by circular on 10 October 2012 be confirmed.

11. ALIGNMENT OF GRADUATE COURSES IN INTERNATIONAL RELATIONS – Ref F27500, F27499, F27498

Members were advised that the Academic Council meeting of Monday 8 October resolved as follows:

RESOLVED – 129

to approve that the transitional arrangement to delay the alignment of the graduate certificate, graduate diploma and master's courses in International Relations be extended until the end of 2013 academic year.

Members noted that, in order to meet the new transitional arrangement deadline, the Discipline of Political Science and International Relations will need to submit new unit and course proposal forms in February 2013 in order for the changes to be implemented in 2014.

12. THE ARTHUR LOVEKIN PRIZE IN JOURNALISM – F2148

Members noted that the selection committee for the Arthur Lovekin Prize in Journalism [F2148] has decided to award the prize to Paige Taylor, for her piece entitled 'Detention Misery Cut Both Ways', in *The Australian*, July 13, 2011'.

13. PROPOSED RESCISSION OF THE PYNT AND PARTNERS PRIZE IN CONTEMPORARY AUSTRALIAN LITERATURE – F1690

RESOLVED – 58

that the Teaching and Learning Committee endorse the rescinding of the Pynt and Partners Prize in Contemporary Australian Literature [F1690] to take effect 1 January 2012.

Note: The Discipline Chair of English and Cultural Studies has agreed to write a letter of thanks to Greg Pynt, of Pynt and Partners, on behalf of the Faculty.

14. PROPOSED AMENDMENT TO THE BACHELOR OF ARTS (COMMUNICATION STUDIES) AND BACHELOR OF LAWS COMBINED COURSE RULES FOR THE 2013 HANDBOOK – F5456

RESOLVED – 59

that the Teaching and Learning Committee endorse the amendments to the Rules for the pre-2012 Bachelor of Arts Communication Studies and Bachelor of Laws combined course as contained in **Attachment C**, to take effect 1 January 2013.

15. PROPOSED CHANGES TO NC2012 UNDERGRADUATE MUSIC UNITS FOR THE HANDBOOK 2014 – F5070

Members had before them changes to the outcomes, prerequisites and assessment items of NC2012 undergraduate Music units, as proposed by the School of Music, for offering in 2014 (**Attachment B**).

With reference to **Tabled Document 1**, the Committee made the following recommendation for amendments to the 2014 Music units:

- i. All changes must be approved and submitted by the Discipline Chair or Head of School.
- ii. A justification in accordance with University Policy UP11/46 needs to be provided for all significant changes, including but not limited to changes to prerequisites and outcomes.
- iii. Explicit assurance is sought that the changes to unit outcomes in Att B15-17 MUSC2541; Att B18-20 MUSC2542; and Att B29-30 MUSC3332; and to unit prerequisites in Att. B 11-12 MUSC2331 and 13-14 MUSC2332 will have no impact on the outcomes of the relevant major.

RESOLVED – 60

that the Teaching and Learning Committee not endorse the proposed changes to outcomes, prerequisites and assessment items of the NC2012 undergraduate Music units at this time, and that the above recommendations be addressed before changes are submitted.

16. STUDENT PERCEPTIONS OF TEACHING SURVEY (SPOT) ITEM BANK – F24800

Members had before them a list of questions that have been proposed for the Student Perceptions of Teaching (SPOT) survey, which is currently being designed (**Attachment D**).

In discussion, the following points were made:

- i. Conducting the survey online can limit student participation in the survey.
- ii. It needs to be clarified if these options will only be available if the survey is administered online.
- iii. The optional questions are very similar to the original set questions.
- iv. Members discussed the need to survey non-Arts students intention to pursue a major after taking level 1 Arts units. It was agreed that the SPOT survey is for individual teaching and so not appropriate for such research.
- v. Members were encouraged to circulate the proposed SPOT questions among their colleagues and report any feedback to the Executive Officer.

17. CHAIR'S REPORT – F4921

The Chair briefly addressed the following matters:

- i. The Administrative Structure Review is currently in progress. It is expected that a report will be drafted and presented to the Dean by December 2012.
- ii. Electronic submission of student work via the Learning Management System is currently under review.
- iii. The Annual Change Process. Members were reminded that all significant changes to unit content need written justification and must be approved by the Discipline Chair. This procedure will be discussed further at the Full Faculty Meeting on 27 November 2012.

18. OTHER BUSINESS

- i. It was noted that members of the Faculty had announced the intention of developing MOOCS and that these proposals had not come before the committee. The Chair explained that these were currently not formal courses given for credit, and that they therefore did not require normal approval.
- ii. The Chair welcomed the Director of the Reid Arts and Business Library as a new co-opted committee member.
- iii. The Chair thanked members for their contribution to the work of the Faculty Teaching and Learning Committee and thanked the Administrative Officer (Governance) for her work as Executive Officer over the last the last 6 months.

The meeting closed at 10.15am.

Signed by Chair: _____

Date: _____

ADVICE ON BEING AN EFFECTIVE COMMITTEE MEMBER

(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)

(I) **REWARDS**

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.

(II) **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 and
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

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

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

TEACHING AND LEARNING PERFORMANCE INDICATORS

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

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.