



THE UNIVERSITY OF  
WESTERN AUSTRALIA

*Achieving International Excellence*

## **TEACHING AND LEARNING COMMITTEE**

INFORMATION PACKAGE:

A Handbook for Members of the Teaching and Learning  
Committee

2009

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INDUCTION SESSION FOR NEW MEMBERS OF  
THE TEACHING AND LEARNING COMMITTEE

THURSDAY 5th MARCH 2009

1.00 – 1.45 PM

CHANCELLOR'S ROOM, WINTHROP TOWER

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Chair: Professor Don Markwell, (Deputy Vice-Chancellor (Education))  
Deputy Chair: Professor Jane Long (Pro Vice-Chancellor, (Teaching and Learning))  
Executive Officer: Sue Smurthwaite (Manager, Education Policy Services)

# **A HANDBOOK FOR MEMBERS OF THE TEACHING AND LEARNING COMMITTEE**

This handbook is designed to provide new committee members with an understanding of the general principles for the operation of committees at the University. It includes a guide to good practice for committee members generally while focusing on the structure and responsibilities of the Teaching and Learning Committee and the role of its members.

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# 1. OPERATION OF COMMITTEES

<http://www.secretariat.uwa.edu.au/page/20815>

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## (1) 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 which 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 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.

Revised 16/2/06

## (2) 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 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 it is required by constitutional and statutory provisions.
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 includes:
  - 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 in 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))

Any enquiries relating to the rules for the operation of committees may be directed to the University Secretariat.

Revised 16/02/2006

### **(3) 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

(<http://www.opssc.wa.gov.au/documents/ethicsintegrity/templatecodeofconductboardsandcommittees>)

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/page/84561>).

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.

Revised 16/02/2006

#### **(4) The 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](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 which you'd like to know, ask the Executive Officer.
- Familiarise yourself with the University's [Principles for the Operation of Committees](#).

- 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/89528>

- If you're new to committee work and are 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=99](http://www.osds.uwa.edu.au/about/workshop.asp?workshop_id=99)

### 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 (**Principle 29**) 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 (**Principle 33**) 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. (See **Principle 28**) 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.

- In terms of **Principle 28**, 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 (See **Principle 28**) 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

- **Principle 27** requires members 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 your relationship could be seen by others 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 (**Principle 38**). 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 you're being treated unprofessionally by the Chair or any other member of your committee, 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.

[http://www.osds.uwa.edu.au/about/workshop.asp?workshop\\_id=99](http://www.osds.uwa.edu.au/about/workshop.asp?workshop_id=99)

## 2. THE TEACHING AND LEARNING COMMITTEE

<http://www.teachingandlearning.uwa.edu.au/page/74621>

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The University's Teaching and Learning Committee is a standing committee of the Academic Council (established in November 1993 by Academic Board Resolution 240/93) and has a significant central role in the overall planning and management of the University's teaching and learning activities.

The Committee is chaired by the Deputy Vice-Chancellor (Education), who has overall portfolio responsibility for teaching and learning. The Committee's membership includes academic representation from every faculty, the student body and the University's academic support services. The Committee meets up to eight times per year and is supported by a number of working parties and standing committees that deal with specific issues and operate under its auspices.

This committee operates in accordance with the Principles and Rules for the Operation of Committees available at <http://www.secretariat.uwa.edu.au/page/89528>.

Members must act in accordance with the University Committee Members' Code of Conduct available at <http://www.secretariat.uwa.edu.au/page/89528>.

### (1) The Constitution of the Teaching and Learning Committee is as follows:

#### **Position of the Committee within the University of Western Australia**

1. The Teaching and Learning Committee is a standing committee of the Academic Council.

#### **Role**

2. The role of the Teaching and Learning Committee is to—

(a) advise and make recommendations to the Academic Council and/or other University bodies or officers, as appropriate, on—

(i) matters relating to the teaching and learning in the University, including all aspects of the student learning experience, and the University's Teaching and Learning Management Plan;

(ii) the quality of teaching and learning in the institution;

(iii) means of assessing and improving the quality of teaching and learning;

(iv) means of encouraging and rewarding high quality teaching and learning;

(v) the use of technology in teaching and learning;

(vi) research studies on teaching and learning; and

(vii) matters arising through liaison with relevant external bodies; and

(b) allocate its annual budget to support and promote high quality teaching and learning.

#### **Membership**

3.(1) The committee comprises:

(a) the Deputy Vice-Chancellor (Education) as Chair;

(b) the Pro Vice-Chancellor (Teaching and Learning) as Deputy Chair;

(c) the Chair of the Academic Board;

(d) the Director, Centre for the Advancement of Teaching and Learning;

(e) the University Librarian or nominee;

(f) the President of the Guild of Undergraduates;

(g) the President of the Postgraduate Students' Association, or nominee;

(h) the chair of each faculty teaching and learning/education committee or nominee of the dean of the faculty;

(i) the Dean of the School of Indigenous Studies, or nominee; and

(j) up to two co-opted members, if required for balance or specific expertise.

(2) Co-opted members are appointed for one year and may be re-appointed.

#### **Standing Invitees**

4. Standing invitees are invited to attend the meetings of the Teaching and Learning Committee from the following:

- (a) the Graduate Research and Scholarships Office;
- (b) the Institutional Research Unit;
- (c) Student Services;
- (d) Information Technology Services ;
- (e) Regional Programmes;
- (f) the International Centre; and
- (g) the colleges<sup>1</sup>.

**Skills and/or Qualifications of Members and Standing Invitees**

5. It is desirable that members and standing invitees have a leadership role within the teaching and learning/education portfolio in their respective functional area, or other leadership role related to the student learning experience, and this important role is to be taken into account when nominees are appointed.

**Quorum**

6. The quorum for the Teaching and Learning Committee is half the current membership plus one.

**Decisions**

- 7.(1) Each member has a vote.
- (2) The Chair has an ordinary vote and a casting vote.
- (3) Standing invitees do not have a vote.

**Frequency of Meetings**

8. The Committee meets up to eight times per annum.

**Delegation**

- 9.(1) Where Teaching and Learning Committee schemes are formulated for the purposes of 2(b) with clear guidelines, the administering bodies established to oversee the day-to-day operation of the schemes are delegated with the Committee's authority to make and action decisions that are within the parameters of the guidelines.
- (2) Any changes to existing guidelines or policies for Teaching and Learning Committee schemes must be forwarded by the administering body to the Teaching and Learning Committee for its approval.

**Local Decision-making Map**

A decision-making map illustrating where the committee's business comes from and where its recommendations or decisions go is available at

<http://www.teachingandlearning.uwa.edu.au/page/145254>

A hard copy is attached at page 15

**Local Communications Map**

A communications map illustrating where information comes to the committee from and which committees or groups need to be informed of the committee's decisions is available at

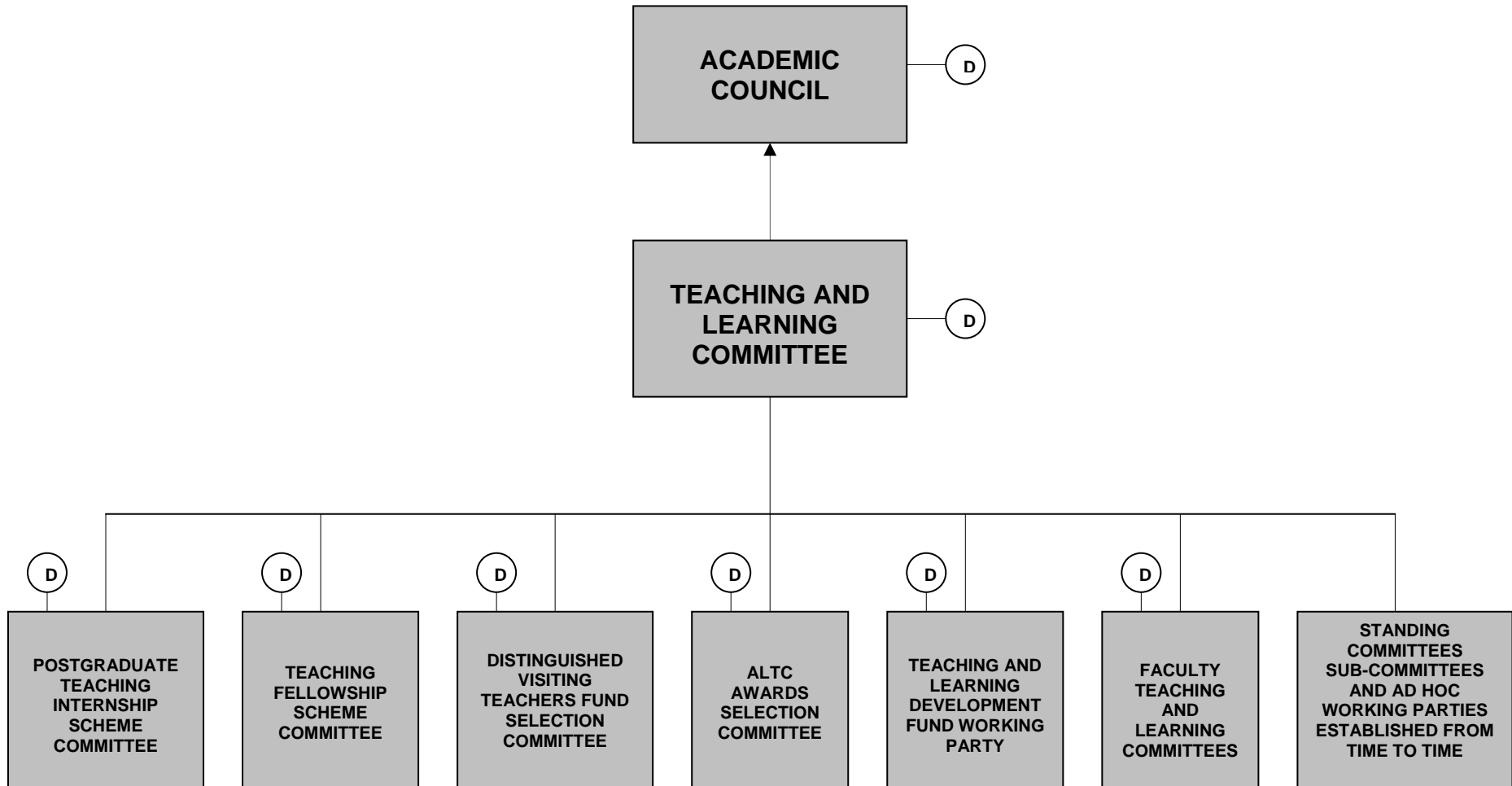
<http://www.teachingandlearning.uwa.edu.au/page/145254>

A hard copy is attached at page 16

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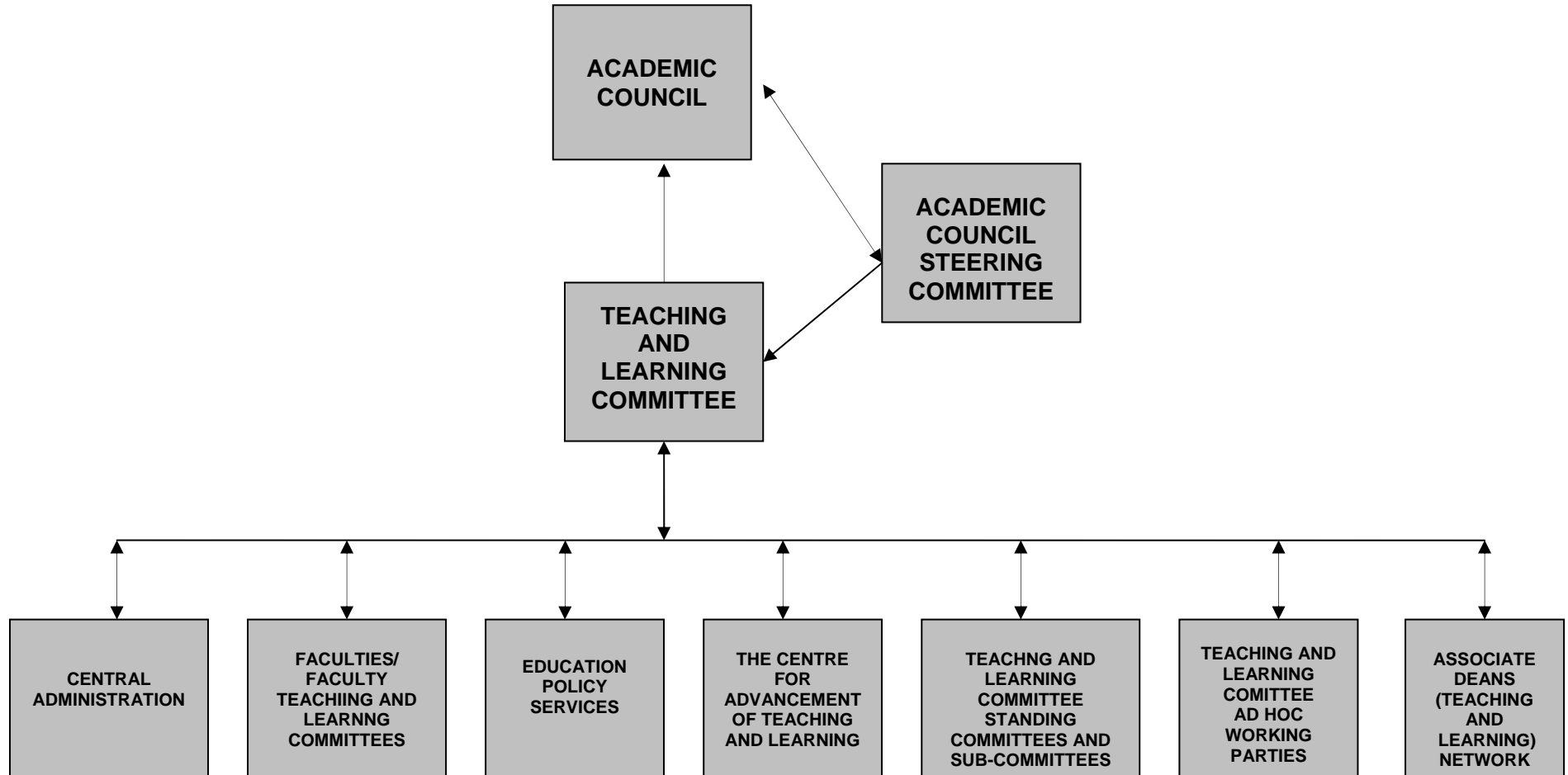
<sup>1</sup> Includes the University's Hall of Residence, Currie Hall.

**Local Decision Making Map**  
**TEACHING AND LEARNING COMMITTEE**



## Local Communication Map

### TEACHING AND LEARNING COMMITTEE



**(2) The Membership of the Teaching and Learning Committee for 2009 is as follows:**

<b>Position</b>	<b>Name</b>	<b>Mail Bag</b>	<b>Email</b>
Deputy Vice-Chancellor (Education) - Chair	Professor Don Markwell	M465	don.markwell@uwa.edu.au
Pro Vice-Chancellor (Teaching and Learning)	Professor Jane Long	M466	jane.long@uwa.edu.au
Nominee of Chair, Academic Board	Professor Brett Kirk	M050	kirk@cyllene.uwa.edu.au
Director, Centre for the Advancement of Teaching and Learning	Professor Denise Chalmers	M400	denise.chalmers@uwa.edu.au
University Librarian	Mr John Arfield	M209	<a href="mailto:jarfield@library.uwa.edu.au">jarfield@library.uwa.edu.au</a>
President, Guild of Undergraduates	Mr Dominic Rose	M300	president@guild.uwa.edu.au
Nominee of the Postgraduate Students' Association	Mr Raoul Oehmen	M300	psa@guild.uwa.edu.au
Chair/Representative of each Faculty Teaching & Learning Committee or nominee of the Dean:			
Faculty of Architecture, Landscape & Visual Arts	Professor Bill Taylor	M433	<a href="mailto:bill.taylor@uwa.edu.au">bill.taylor@uwa.edu.au</a>
Faculty of Arts, Humanities & Social Sciences	Dr Alexandra Ludewig	M203	aludewig@cyllene.uwa.edu.au
Business School	Associate Professor Philip Hancock	M404	phancock@gsm.uwa.edu.au
Faculty of Education	Dr Di Gardiner	M428	Di.Gardiner@uwa.edu.au
Faculty of Engineering, Computing & Maths	Dr Angus Tavner	M017	assoc.dean@ecm.uwa.edu.au
Faculty of Law	Professor Peter Handford	M253	peter.handford@uwa.edu.au
Faculty of Life & Physical Sciences	Professor Geoff Hammond	M304	geoff@psy.uwa.edu.au
Faculty of Medicine, Dentistry & Health Sciences	Dr Naomi Trengove	M501	naomi.trengove@uwa.edu.au
Faculty of Natural & Agricultural Sciences	Dr Patrick Finnegan	M084	patrick.finnegan@uwa.edu.au
Head of School of Indigenous Studies, or nominee	Associate Professor Darlene Oxenham	M303	darlene.oxenham@uwa.edu.au
Co-optee (for 2009)	<i>Vacant at present</i>		
Co-optee (for 2009)	<i>Vacant at present</i>		
Standing Invitees/Observors:			
Information Technology Policy Office	Mr Brian Greene Strategy & Governance Manager	M463	brian.greene@uwa.edu.a
Graduate Research & Scholarships Office	Dr Sato Juniper Manager, Graduate Research & Scholarships Office	M358	sjuniper@admin.uwa.edu.au
Regional Programs	Associate Professor Sally Sandover Coordinator of Regional Programs	M466	sally.sandover@uwa.edu.au
Institutional Research Unit	Dr Greg Marie Director, IRU	M452	gmarie@admin.uwa.edu.au
Student Services	Ms Siri Barrett-Lennard English Language and Learning Skills Adviser, Support Centre	M302	siri.barrett-lennard@uwa.edu.au
International Centre	Mr Kelly Smith	M355	kelly.g.smith@uwa.edu.au
The Colleges <sup>2</sup>	Mr Mike Shearer	M436	head@trinity.uwa.edu.au
Executive Officer	Mrs Sue Smurthwaite Manager, Education Policy Services	M456A	sue.smurthwaite@.uwa.edu.au

<sup>2</sup> Includes the University's Hall of Residence, Currie Hall

### **(3) Standing Committees, Sub-Committees and Working Parties**

A number of committees (standing, sub, working parties/groups) have been established under the auspices of the Teaching and Learning Committee and are listed below.

#### **Standing Committees And Sub-Committees**

Assessment Standing Committee  
Australian Learning and Teaching Council Awards Selection Committee  
Distinguished Teaching and Learning Award for Schools Judging Panel  
Distinguished Visiting Teachers Fund Selection Committee  
eLearning Standing Committee  
Postgraduate Teaching Internship Scheme Committee  
Teaching Fellowship Scheme Committee  
Ungraded Passes/Fails Committee

#### **Ad Hoc Working Parties**

Academic Misconduct – Plagiarism, Collusion and other Cheating  
Achieving International Excellence Working Party  
Future Pedagogy and Learning Spaces Working Party  
Review of English Language Skills of UWA Graduates Implementation Working Party  
Peers Project Implementation Working Party  
Timetable Issues Working Group

#### **Committees Requiring Teaching and Learning Committee Representation**

Ancillary Student Fees and Charges Regulating Committee  
Upgrade of Central Teaching Facilities Steering Committee  
Academic Year Planning Committee

Members of the Teaching and Learning Committee will, from time to time, be appointed to these or other working parties as they are established. Some membership is by virtue of members' ex-officio positions.

A list of members on these committees is available on the web at  
<http://www.teachingandlearning.uwa.edu.au/page/74621>

### **(4) Teaching and Learning Committee 2009 Meeting Dates**

[http://www.teachingandlearning.uwa.edu.au/tl4/teaching\\_and\\_learning\\_committee/meeting\\_dates2](http://www.teachingandlearning.uwa.edu.au/tl4/teaching_and_learning_committee/meeting_dates2)

All meetings commence at 2pm and last approximately 2 hours

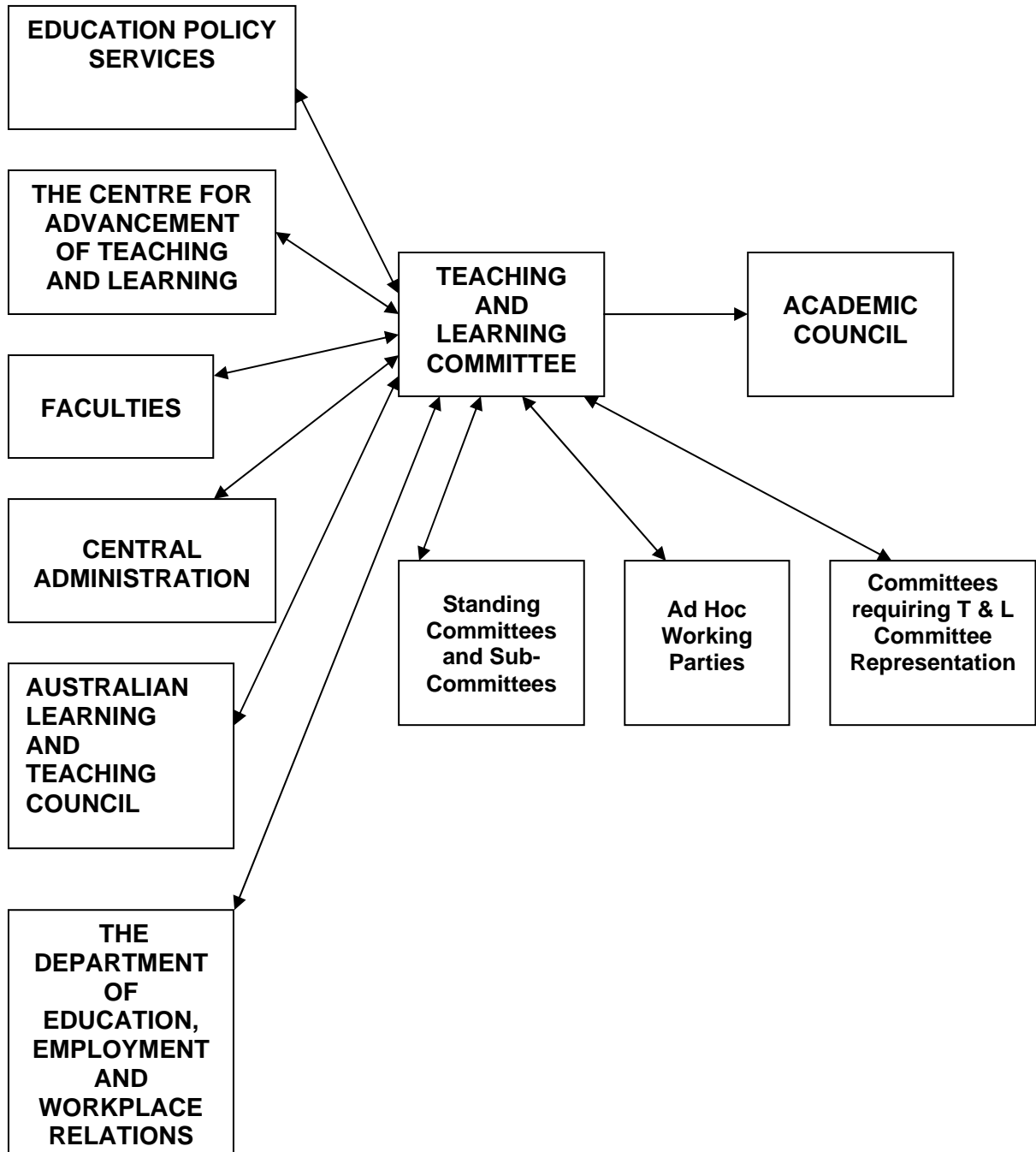
<b>Meeting Date</b>	<b>Cut-Off Date for Receipt of Material</b>	<b>Location</b>
Thursday, March 5th	Friday, 20 <sup>th</sup> February	Senate Room, Winthrop Tower
Thursday, April 2 <sup>nd</sup>	Friday, 20 <sup>th</sup> March	Old Senate Room, Irwin St Buildings
Thursday, May 7 <sup>th</sup>	Friday, 24 <sup>th</sup> April	Senate Room, Winthrop Tower
Thursday, June 4 <sup>th</sup>	Friday, 22 <sup>nd</sup> May	Senate Room, Winthrop Tower
Thursday, August 6 <sup>th</sup>	Friday, 24 <sup>th</sup> July	Senate Room, Winthrop Tower
Thursday, September 3 <sup>rd</sup>	Friday, 21 <sup>st</sup> August	Senate Room, Winthrop Tower
Thursday, October 1 <sup>st</sup>	Friday, 18 <sup>th</sup> September	Senate Room, Winthrop Tower
Thursday, November 12th	Friday, 30 <sup>th</sup> October	Old Senate Room, Irwin St Buildings

Members are reminded that apologies should be forward to the Executive Officer (email [sue.smurthwaite@uwa.edu.au](mailto:sue.smurthwaite@uwa.edu.au)) prior to the meeting. Communication between the University's Teaching and Learning Committee and those within the faculties and School of Indigenous Studies is extremely important. As such faculty/School of Indigenous Studies representatives

are required to advise the Executive Officer if unable to attend and send an alternative representative.

**(5) Flow Chart**

In carrying out its functions, the Committee must give due consideration to approved University and faculty objectives as set out in University planning documents for both decision making and communication (Operational Priority Plans, Strategic and Management Plans etc). The flow of interaction could be pictured as follows:



## **(6) Useful website addresses**

The Teaching and Learning Website is located at  
<http://www.teachingandlearning.uwa.edu.au/page/72849>

Members are encouraged to familiarise themselves with the website and forward any suggestions for improvement to the Manager, Education Policy Services (email [sue.smurthwaite@uwa.edu.au](mailto:sue.smurthwaite@uwa.edu.au))

A number of related websites include:

- Australian Learning and Teaching Council: <http://www.altc.edu.au/carrick/go>
- Centre for Advancement of Teaching and Learning (CATL):  
<http://www.catl.uwa.edu.au/welcome>
- Committees and Constitutions: <http://www.secretariat.uwa.edu.au/home/policies/commconst>
- Governance Services, including Academic Council and Board:  
<http://www.secretariat.uwa.edu.au/home/council>
- Operational Priorities Plan:  
[http://www.registrar.uwa.edu.au/university\\_planning/strategic\\_operational\\_plans/opp](http://www.registrar.uwa.edu.au/university_planning/strategic_operational_plans/opp)
- The UWA Student Learning Experience: Strategy and Management:  
<http://www.teachingandlearning.uwa.edu.au/page/133646>
- Teaching and Learning Performance Indicators:  
[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)
- UWA submissions to DEEWR ( Formerly DEST):  
[http://www.teachingandlearning.uwa.edu.au/tl4/teaching\\_and\\_learning\\_committee/resources/dest\\_papers](http://www.teachingandlearning.uwa.edu.au/tl4/teaching_and_learning_committee/resources/dest_papers)
- New Course Structures: The UWA Future Framework  
<http://www.coursestructuresreview.uwa.edu.au/>
- DEEWR  
[http://www.dest.gov.au/sectors/higher\\_education/default2.htm](http://www.dest.gov.au/sectors/higher_education/default2.htm)
- UWA – Learning and Teaching Performance Fund  
<http://www.teachingandlearning.uwa.edu.au/page/115929>

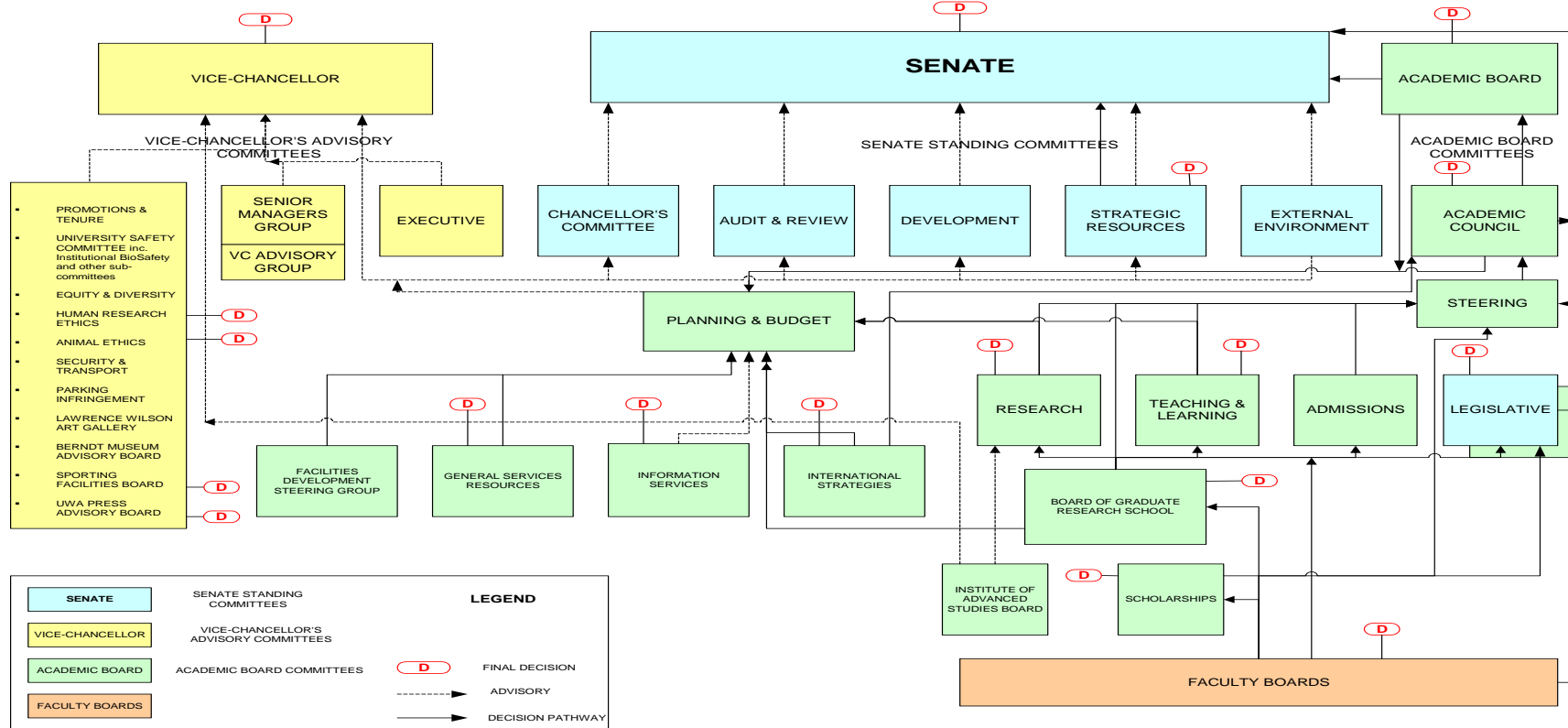
Teaching and Learning Committee funded schemes

- Distinguished Teaching & Learning Award for Schools:  
[http://www.teachingandlearning.uwa.edu.au/tl4/for\\_uwa\\_staff/prizes\\_and\\_awards/distinguished\\_teaching\\_and\\_learning\\_award\\_for\\_schools](http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/prizes_and_awards/distinguished_teaching_and_learning_award_for_schools)
- Distinguished Visiting Teachers Fund:  
[http://www.teachingandlearning.uwa.edu.au/tl4/for\\_uwa\\_staff/grants\\_and\\_funding/distinguished\\_visiting\\_teachers\\_fund](http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/grants_and_funding/distinguished_visiting_teachers_fund)
- Guiding Principles for the Allocation of Travel Grants to Members of the Teaching and Learning Committee: <http://www.teachingandlearning.uwa.edu.au/page/74625>
- Postgraduate Teaching Internship Scheme:  
[http://www.teachingandlearning.uwa.edu.au/tl4/for\\_uwa\\_staff/grants\\_and\\_funding/postgraduate\\_teaching\\_internship\\_scheme](http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/grants_and_funding/postgraduate_teaching_internship_scheme)
- Teaching Fellowship Scheme:  
[http://www.teachingandlearning.uwa.edu.au/tl4/for\\_uwa\\_staff/grants\\_and\\_funding/teaching\\_fellowship\\_scheme](http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/grants_and_funding/teaching_fellowship_scheme)

## (7) List of Commonly Used Acronyms

ALTC	Australian Learning and Teaching Council
ACE	Academic Conduct Essentials
AUSSE	Australasian Universities Survey of Student Engagement
CAAUT	Carrick Awards for Australian University Teaching
CATL	Centre for the Advancement of Teaching and Learning
CELT	Centre for English Language Teaching
CEQ	Course Experience Questionnaire
DEEWR	Department of Education, Employment and Workplace Relations
EIS	Executive Information System
EPS	Education Policy Services
FSSE	Faculty Survey of Student Engagement
ISS	Improving Student Satisfaction
IRU	Institutional Research Unit
LTPF	Learning and Teaching Performance Fund
NSSE	National Survey of Student Engagement
OBE	Outcomes Based Education
OPP	Operational Priorities Plan
OSDS	Organisational and Staff Development Services
SPOT	Student Perceptions of Teaching
SURF	Students' Unit Reflective Feedback
TLDF	Teaching and Learning Development Fund
USF	University's Strategic Fund

### (8) University Decision Making Map





### **3. PAST AGENDAS AND MINUTES**

[http://www.teachingandlearning.uwa.edu.au/tl4/teaching\\_and\\_learning\\_committee](http://www.teachingandlearning.uwa.edu.au/tl4/teaching_and_learning_committee)

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The following agenda and minutes are included for information and as an example of the issues generally considered by the Committee. All agendas (including attachments) and minutes are available on the web at

[http://www.teachingandlearning.uwa.edu.au/tl4/teaching\\_and\\_learning\\_committee](http://www.teachingandlearning.uwa.edu.au/tl4/teaching_and_learning_committee)

The attached minutes will be confirmed at the Committee's first meeting in 2009.

#### **AGENDA**

#### **TEACHING AND LEARNING COMMITTEE MEETING NOVEMBER 6<sup>th</sup> 2008**

##### **WELCOME**

The Chair would like to congratulate the Guild President-elect, Mr Dominic Rose, and welcome him to the meeting as an observer. The Chair will also welcome Ms Jacqueline Flowers, TQI Project Officer. In addition Mr Jon Stubbs, Director of Student Services will be welcomed for item 12.

##### **APPRECIATION FROM THE CHAIR**

The Chair would like to thank all members and standing invitees for their contribution to the work of the Teaching and Learning Committee during 2008. A number of important issues have been considered and outcomes achieved by the Committee and its numerous sub-committees; plus a range of activities have been supported via its annual budget. The additional workload taken on by members as part of their role on the Committee is greatly appreciated.

The Chair would also like to take this opportunity to thank those members whose term of appointment to the Committee expires towards the end of the year:

- Mr Nik Barron, whose term of appointment as Guild President expires on 30 November 2008.
- Mr Daniel Bond, whose term of appointment as President of the Postgraduate Students Association expires on 30 November 2008.
- Professor David Plowman, whose role as Chairman of the Board expires on 31<sup>st</sup> December 2008.
- Dr Bruce Mackintosh, Director, International Centre, who will be retiring at the end of this year.

##### **APOLOGIES**

The Chair will record any apologies. Members are reminded that apologies should be forwarded to the Executive Officer prior to the meeting. Members representing the faculties are also reminded that if unable to attend a meeting, then an alternative, usually from the Faculty Teaching and Learning Committee, should be nominated prior to the meeting.

##### **DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST**

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

#### **1. MINUTES – REF: F12154**

Confirmation of the minutes of the Teaching and Learning Committee meeting held on 2<sup>nd</sup> October 2008.

**2. ITEMS/BUSINESS IN PROGRESS FOR NOTING SINCE PREVIOUS MEETING – REF: F12089, F19237, F983, F22434, F3110, F24707, F19593**

ITEM/BUSINESS IN PROGRESS	ACTION	RESPONSIBLE	STATUS
Framework for Peer Review of Teaching at UWA	CATL to formulate guidelines and resources for a peer review framework at UWA	Professor Denise Chalmers, Director, CATL	In progress, scheduled for the Teaching and Learning Committee in early 2009.
Implementation Working Party – Review of English Language Skills	Working Party established by the Teaching and Learning Committee to implement the recommendations of the Review of English Language Skills.	Dr Angus Tavner, Convener of Working Party	In progress. Interim report at Item 6. Final report to the Teaching and Learning Committee in mid-2009.
PEERS Project – development of a range of strategies for informing international students about educational norms at UWA	Working Party established by the DVC(E) and PVC(T&L) to implement the recommendations from the PEERS Project report.	Professor Denise Chalmers, Convener of Working Party	In progress. Interim report at Item 6. Final report to the Teaching and Learning Committee in early-2009.
Academic Timetable Issues Working Group	Working Group to consider and recommend short-term solutions to the current timetable clashes, bearing in mind pedagogical and technical issues, especially links with WebCT and Lectopia	Mr John Arfield, Convener of Working Group	In Progress. Scheduled to report to the Teaching and Learning Committee in early 2009.
Future Pedagogy and Learning Spaces Working Party	Working Party to consider and formulate a process, including appropriate terms of reference, for consideration of medium to long-term pedagogical issues associated with the provision of teaching facilities	Professor Don Markwell, Convener of Working Party.	The Working Party's inaugural meeting will be in November 2008. Scheduled to report in 2009.
Teaching and Learning Development Fund – Improving Student Satisfaction Scheme	Working Party to consider Faculty and Section reports.	Associate Professor Jane Long, Convener of Working Party	In Progress – Some Faculty reports still outstanding.

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

### 3. MEETING DATES FOR 2009 – REF: F12153

The following meeting dates (and corresponding cut-off dates for receipt of material to be placed on the agenda) have been scheduled for 2009. Meetings will commence at 2.00 pm, generally run until 4.00 pm, and will be held, where possible, in the Senate Room:

Meeting Date	Cut-Off Date for Receipt of Material
Thursday, March 5th	cut-off date: Friday, 20 <sup>th</sup> February
Thursday, April 2 <sup>nd</sup>	cut-off date: Friday, 20 <sup>th</sup> March
Thursday, May 7 <sup>th</sup>	cut-off date: Friday, 24 <sup>th</sup> April
Thursday, June 4 <sup>th</sup>	cut-off date: Friday, 22 <sup>nd</sup> May
Thursday, August 6 <sup>th</sup>	cut-off date: Friday, 24 <sup>th</sup> July
Thursday, September 3 <sup>rd</sup>	cut-off date: Friday, 21 <sup>st</sup> August
Thursday, October 1 <sup>st</sup>	cut-off date: Friday, 18 <sup>th</sup> September
Thursday, November 12th	cut-off date: Friday, 30 <sup>th</sup> October

The Chair requests that members note these important dates in their diaries for 2009.

Faculty and School of Indigenous Studies' representatives are reminded that their faculty/school should be represented at each meeting. If you are not able to attend a scheduled meeting, please arrange for a representative from your faculty/school teaching and learning committee to attend in your place and inform the Executive Officer beforehand so that the Chair is aware prior to the meeting.

### 4. TEACHING AND LEARNING COMMITTEE BUDGET – REF: F12152

#### 4.1 2009 ALLOCATION

At its meeting held on 27<sup>th</sup> October 2008, the Senate approved an allocation of \$715,000 to the Teaching and Learning Committee for 2009. Members may recall from the last meeting that the Committee noted that the Chair had reduced the Committee's bid by \$20,000 (from \$735,000) in light of impending budget restraints University-wide.

For information.

#### 4.2 EXPENDITURE OF 2008 FUNDS

Attached for members' information is a statement of expenditure and commitments for the Teaching and Learning Committee's 2008 budget (**Attachment A**).

The Chair confirms that expenditure of the Committee's funds for 2008 has been in accordance with teaching and learning priorities, as outlined in the Operational Priorities Plan and in accordance with the Committee's planned expenditure which supports a number of schemes. Unspent funds at the end of the year will be carried forward.

The Chair also confirms that the Teaching and Learning Development Funds (\$125,000) will be carried forward within the Fund and consideration will be given early in 2009 as to expenditure of the Fund in light of the new Operational Priorities Plan 2009 – 2013, including outcomes from the Review of Course Structures, equity and access, and the University's 50 year aim to be within the top 50 universities globally.

For information.

### 5. CENTRE FOR THE ADVANCEMENT OF TEACHING AND LEARNING (CATL) – ANNUAL REPORT – REF: F12090

Attached (**Attachment B**) for members' information is an annual report on the activities of CATL.

For information and appropriate dissemination.

**6. TEACHING AND LEARNING COMMITTEE – END OF YEAR REPORTS FROM STANDING AND SUB-COMMITTEES - REF: F13621, F12640, F18796, F19531, F22434, F19237, F983**

As members will be aware, the Teaching and Learning Committee has a number of standing and sub-committees which have delegated responsibility within their terms of reference. In addition a number of ad hoc working parties have been formulated to undertake specific activities. End-of-year/progress reports from these committees are attached, as follows, for members' information:

- Assessment Standing Committee (**Attachment C**)
- eLearning Standing Committee (**Attachment D**)
- The Australian Learning and Teaching Council (ALTC) Selection Committee (**Attachment E**)
- Achieving International Excellence Working Party (**Attachment F**)
- Perceptions and Expectations of English Requirements and Support (PEERS) Project Implementation Working Party (**Attachment G**)
- Review of English Language Skills of UWA Graduates – Phase Two Working Party (**Attachment H**)

For information.

**7. DISTINGUISHED TEACHING AND LEARNING AWARD FOR SCHOOLS – JUDGING PANEL – REF: F8943**

The Distinguished Teaching and Learning Award aims to encourage, promote and reward excellence in teaching and learning at the School level, to complement the UWA and Faculty Awards for Excellence in Teaching at the individual level, and the Australian Learning and Teaching Council Awards for University Teaching. Faculty representatives are asked to remind schools within their faculties that the closing date for submission of a teaching portfolio is 30<sup>th</sup> January 2009. Guidelines for this biennial Award are on the website at <http://www.teachingandlearning.uwa.edu.au/page/74872>.

Members are reminded that the 2008 Award will be considered by a judging panel in early 2009, comprising:

- Deputy Vice-Chancellor (Education) as Chair
- Pro Vice-Chancellor (Teaching and Learning)
- Pro Vice-Chancellor (Research and Research Training)
- Chair of the Academic Board
- President of the Guild
- Head of School of previous Award winner
- A faculty member of the Teaching and Learning Committee
- Manager, Education Policy Services

If you would like to volunteer as the "faculty member of the Teaching and Learning Committee" please contact the Executive Officer, Ms Sue Smurthwaite. It is anticipated that the work of the Panel will be undertaken during February/March 2009.

For information and dissemination as appropriate.

**8. REVIEW OF THE EFFICIENCY AND EFFECTIVENESS OF THE TEACHING AND LEARNING COMMITTEE – REF F21284**

Since the Review of Efficiency and Effectiveness of Committees at UWA (2002), the Academic Council implemented a review of performance and operation of Academic Council committees every two years. In 2007 it was agreed that Academic Council committees would be reviewed on an annual basis.

Members are advised that an online survey is currently being prepared by the Institutional Research Unit (IRU) and members will be invited to complete this anonymous survey in late November. The outcomes from this survey will then be considered by the Committee at its first meeting in 2009.

Members are encouraged to complete the survey, as feedback is an important part of improving the activities and effectiveness of the Committee.

For information.

## **9. OPERATIONAL PRIORITIES PLAN (OPP): EDUCATION SECTION – REF: F10878**

At its meeting held on 27<sup>th</sup> October 2008, the Senate considered and noted the draft Education Section, as a component of the overall Operational Priorities Plan. Members are reminded that this Section was circulated with the Teaching and Learning Committee's minutes from its 2<sup>nd</sup> October 2008 meeting.

The Working Party will continue work on the Education Section of the OPP with formulation of performance indicators and targets and action related to the implementation strategies. The Working Party will continue to liaise with stakeholders and will report back to the Committee in due course.

For information.

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

### **10. REPORT FROM THE STUDENT LEARNING OUTCOMES COORDINATING GROUP (FORMERLY OBE COORDINATING GROUP) REF: F2633, F8596**

At its meeting held on 6 March 2008, the Teaching and Learning Committee considered and approved a final report from the Student Learning Outcomes Coordinating Group and referred the report for endorsement to the Academic Council (endorsed by R23/08). At that time, the Committee noted that, although the work of the Group had been finalised, IRU would oversee a final survey on progress within the faculties in implementing student learning outcomes, and circulate results in due course.

Attached (**Attachment I**) for members' information is the IRU Report on Implementation of Student Learning Outcomes at UWA.

The Chair recommends that the Report on Implementation of Student Learning Outcomes at UWA be noted and referred to Academic Council for its information.

## **PART 3 – ITEMS FOR DISCUSSION AND DECISION**

### **11. TEACHING QUALITY INDICATORS PROJECT – REF: F22622**

#### **11.1 TEACHING CRITERIA FRAMEWORK**

Members will recall that the key principles underpinning the *Proposal for the Development of Evaluative Criteria to Measure Quality Teaching* arising from the Teaching Quality Indicators Project at UWA was endorsed by the Committee in May 2008. Since that time, extensive further research and consultation has taken place, and a further discussion paper recommending the adoption of the UK Professional Standards Framework (UK PSF) as a model for teaching criteria has been accepted by the TQI Project's Steering Group. This paper has been the subject of extensive consultation with Deans, Heads of School and some School and Faculty Teaching and Learning Committees and has received very positive feedback (see:

[http://www.teachingandlearning.uwa.edu.au/tl4/for\\_uwa\\_staff/special\\_projects/teaching\\_quality\\_indicators\\_project/resources?f=235479](http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/special_projects/teaching_quality_indicators_project/resources?f=235479) for a copy of the paper)

A final draft proposal for a UWA Teaching Criteria Framework (**Attachment J**) has now been formulated by the Steering Group, and the Committee is asked to provide feedback and comment prior to the finalisation of the proposed framework.

The proposal is based on the UK Professional Standards Framework and consists of:

- Standard descriptors for each career level of the University – these are University-wide expectations for teaching staff, and are also proposed to form the basis for teaching and learning promotion criteria.
- A framework of six areas of activity; six areas of core knowledge and six professional values which staff will use to evidence their practice

Staff provide evidence of their practice in each area of activity (and in so doing demonstrate their understanding of and commitment to the core knowledge and professional values). Examples of sources / types of evidence which may be appropriate at each level and guidance about ways to use evidence to demonstrate teaching quality have also been provided.

The framework has been developed to underpin the teaching component of the academic portfolio, and form the basis for developmental and evaluative discussions around teaching and learning. Academic teaching staff will be able to use the teaching criteria framework as a tool to assist in sourcing and collecting evidence relevant to teaching development, quality and leadership in order to subsequently determine developmental priorities, and/or make a claim for performance based rewards. The framework is designed to be primarily developmental in nature, although it will also underpin evaluative processes.

The final draft framework has been circulated for further comment to Deans, Heads of School, and Associate Deans (Teaching and Learning); it is also currently under discussion within Human Resources, the Centre for the Advancement of Teaching and Learning and Organisational and Staff Development Services; and will be discussed at the November Academic Promotions Committee.

The Committee is asked to consider the final draft teaching criteria framework and provide any feedback and comment to the TQI project team.

For discussion.

## **11.2 PROFESSIONAL DEVELOPMENT OF TEACHING**

One of the findings of the Review of Current Teaching and Learning Policy and Practice carried out in the early stages of the Teaching Quality Indicators (TQI) Project (considered by the Teaching and Learning Committee at its 1<sup>st</sup> May 2008 meeting) was the potential for enhancement of the University's professional development of teaching programs and policy. As such, the TQI project has undertaken a more detailed investigation into current practice and research findings nationally and internationally in this area, and a discussion paper has been prepared. This discussion paper has been endorsed by the TQI Steering Group and is now distributed to this committee (**Attachment K**).

From the research, the paper identifies a number of underlying principles for the development of best practice, and then goes on to set out a number of suggested changes to professional development of teaching at UWA, including the identification of areas where further policy development may be required.

Members are asked to specifically consider the paper's "Underlying Principles" (**Attachment K10**) and "Suggestions for Change" (**Attachment K11- K14**). Following discussion and feedback from the Teaching and Learning Committee, the paper will be referred to the Centre for the Advancement of Teaching and Learning for consideration and any action.

For discussion, feedback and recommended action.

## **11.3 REWARD AND RECOGNITION INDICATORS**

### **11.3.1 Indicators for Evaluating Reward and Recognition of Teaching at UWA**

One of the objectives for the Teaching Quality Indicators (TQI) Project at UWA is to develop quality indicators for the reward and recognition of teaching which can be incorporated into ongoing planning and accountability cycles at UWA.

The evidence suggests that in order to improve teaching quality it is crucial that universities have systems and processes in place which demonstrate the value placed on teaching by the institution. Equally important is the ability for the university to robustly evaluate its efforts in this area. Only with

valid indicators for reward and recognition processes, and a system which embeds the assessment of such indicators into everyday activities, can the university move systematically to enhance the reward and recognition of its teaching staff. The research shows that an institutional climate which values and rewards high quality teaching is likely to have a positive impact on student learning outcomes (Chalmers, 2007: <http://www.teachingandlearning.uwa.edu.au/page/145200>).

The Reward and Recognition indicators sub-project has therefore focused on ways that the evaluation of promotion, recognition and reward structures for UWA academic teaching staff can be embedded into University practice, in order that enhancement in these areas can be robustly measured and evaluated. This has been achieved through extensive mapping and analysis of the TQI framework tables 'rewarding and recognising teaching' and through consultation with the TQI Project's Steering Group in relation to priorities for development at UWA. This work sits alongside the development of the teaching criteria framework (see Item 11.1 of this agenda) which is developing evaluative tools at the individual level.

Members will find attached a proposal for the development of "Indicators for Evaluating Reward and Recognition of Teaching at UWA" (**Attachment L**) which suggests a way forward both for the development of qualitative and quantitative performance indicators in this area, and also for the development and revision of evaluative systems within the University into which such indicators can be incorporated.

The Committee is asked to provide feedback and comment on the proposal, and to endorse the recommendations contained in the proposal.

### **11.3.2 Benchmark Statements for the Reward and Recognition of Learning and Teaching Quality**

The Teaching Quality Indicators (TQI) project leader at UWA, the Pro Vice-Chancellor (Teaching and Learning) A/Prof Jane Long, has agreed to pursue a benchmarking exercise with fellow pilot institution Macquarie University in the area of rewarding and recognising teaching as part of the national TQI project to test the TQI frameworks' usefulness in this area and to enhance the practices of both institutions.

The TQI project officers from UWA and Macquarie University have developed a set of benchmark statements based on the 'rewarding and recognising teaching' section of the TQI framework. It is intended that these benchmark statements will form the basis of an exercise between the two institutions, however it is also intended to become part of a resource which can be used internally or comparatively by any Australian institution to review their practice against the TQI framework and set priorities for development. Similar benchmarks are being developed by other pilot institutions for a number of the other dimensions of the TQI framework. Draft statements are currently under discussion at the two universities and the Teaching and Learning Committee is asked to provide feedback and comment, in particular, members are asked to consider how the benchmarks might be used internally at UWA to enhance practice and focus discussion on development.

Benchmark statements have been developed at two levels – the Institutional Level benchmarks (**Attachment M**) are designed to work either as a stand alone for evaluating practice and setting development priorities, or as a comparative tool for like institutions to compare practice. The Departmental Level benchmarks (**Attachment N**) are designed as resources for faculties or schools to use to evaluate their practice and show evidence of the quality of their processes for internal purposes. For some institutions some benchmarks may not be relevant at the level to which they have been assigned, but the tools can be modified as appropriate.

For discussion and feedback

## **12. CALLIOPE REFERENCE GROUP – REPORT – REF: F22817**

The Calliope Reference Group was established in March 2008 by Education Policy Services to provide an informed forum for ongoing review, consideration and recommendation with regard to the unit outline online facility, Calliope. The Group has met three times during 2008 and considered a range of issues associated with Calliope, predominantly its effectiveness in providing quality unit outlines to students.

A report from the Calliope Reference Group is attached (**Attachment O**) for members' consideration. A major component of this report is the Stubbs Report, and Mr Jon Stubbs, Director of Student Services, has been invited to attend for discussion of this item.

For discussion.

### **13. INFORMAL REPORT FROM THE CHAIR**

This agenda item is to provide an opportunity for the Chair to advise members on any issues which are of relevance to the education portfolio since the last meeting.

### **14. NEXT MEETING**

The next meeting of the Teaching and Learning Committee will be held on Thursday, 5<sup>th</sup> March 2009 at 2.00pm in the Senate Room. The cut-off date for submission of items for the Committee's agenda is Friday, 20<sup>th</sup> February 2009. Items should be forwarded to the Manager, Education Policy Services.

**MINUTES OF A MEETING OF THE TEACHING AND LEARNING COMMITTEE HELD ON  
THURSDAY, 6<sup>th</sup> NOVEMBER 2008**

**PRESENT**

Deputy Vice-Chancellor (Education) (Professor Don Markwell) – Chair  
Pro Vice-Chancellor (Teaching and Learning) (Associate Professor Jane Long) – Deputy Chair  
Centre for the Advancement of Teaching and Learning (Professor Denise Chalmers)  
University Librarian (Mr John Arfield)  
President, Guild of Undergraduates (Mr Nik Barron)  
Chair/Representative of each Faculty Teaching and Learning Committee:  
    Faculty of Arts, Humanities and Social Sciences (Ms Nicole Crawford)  
    UWA Business School (Associate Professor Philip Hancock)  
    Faculty of Education (Ms Di Gardiner)  
    Faculty of Engineering, Computing and Mathematics (Dr Angus Tavner)  
    Faculty of Law (Professor Peter Handford)  
    Faculty of Life and Physical Sciences (Professor Geoff Hammond)  
    Faculty of Medicine, Dentistry and Health Sciences (Dr Naomi Trengove)  
    Faculty of Natural and Agricultural Sciences (Dr Patrick Finnegan)  
Nominee of the School of Indigenous Studies (Associate Professor Darlene Oxenham)  
Executive Officer (Mrs Sue Smurthwaite)

**BY INVITATION (STANDING INVITEES)**

Associate Professor Sally Sandover, Co-ordinator of Regional Programs  
Dr Greg Marie, Director, Institutional Research Unit  
Ms Siri Barrett-Lennard, English Language and Learning Skills Adviser, Student Services  
Dr Bruce Mackintosh, Director, International Centre

**BY INVITATION**

Mr Jon Stubbs, Director, Student Services  
Ms Songy Knox, Project Manager, Information Technology  
Mr Dominic Rose, Guild President Elect  
Ms Jacqueline Flowers, Teaching Quality Indicators (TQI) Project Officer

**APOLOGIES**

Professor David Plowman, Chair of the Academic Board  
Mr Daniel Bond, Postgraduate Students' Association  
Dr Clarissa Ball, Faculty of Architecture, Landscape and Visual Arts  
Dr Alexandra Ludewig, Faculty of Arts, Humanities and Social Sciences  
Mr Brian Greene, Information Technology Services  
Dr Sato Juniper, Graduate Research and Scholarships Office  
Mr Mike Shearer, Head of College (Trinity)

**WELCOME – REF: F12155**

The Chair welcomed the following invitees and representatives to the meeting:

Mr Dominic Rose, Guild President Elect  
Ms Nicole Crawford representing the Faculty of Arts, Humanities and Social Sciences  
Ms Jacqueline Flowers, TQI Project Officer  
Mr Jon Stubbs, Director, Student Services  
Ms Songy Knox, Project Manager, Information Technology

**APPRECIATION FROM THE CHAIR – REF: F12155**

The Chair thanked all members for their contribution to the work of the Committee during the year and, as outlined in the Agenda, a number of members were attending their last meeting as their term of appointment was coming to an end. The Chair briefly outlined his thanks to each of these members individually, namely

- Mr Nik Barron

- Mr Daniel Bond
- Professor David Plowman
- Dr Bruce Mackintosh

Members joined the Chair in extending their appreciation.

**DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST – REF: F12155**

No declarations for potential or perceived conflicts of interest were recorded.

**1. MINUTES – REF: F12154**

**RESOLVED - 31**

that the minutes of the Teaching and Learning Committee held on 2<sup>nd</sup> October 2008 be confirmed.

**2. ITEMS/BUSINESS IN PROGRESS FOR NOTING SINCE PREVIOUS MEETING – REF: F12089, F19237, F983, F22434, F3110, F24707, F19593**

The following items in progress were noted.

ITEM/BUSINESS IN PROGRESS	ACTION	RESPONSIBLE	STATUS
Framework for Peer Review of Teaching at UWA	CATL to formulate guidelines and resources for a peer review framework at UWA	Professor Denise Chalmers, Director, CATL	In progress, scheduled for the Teaching and Learning Committee in early 2009.
Implementation Working Party – Review of English Language Skills	Working Party established by the Teaching and Learning Committee to implement the recommendations of the Review of English Language Skills.	Dr Angus Tavner, Convener of Working Party	In progress. Interim report at Item 6. Final report to the Teaching and Learning Committee in mid-2009.
PEERS Project – development of a range of strategies for informing international students about educational norms at UWA	Working Party established by the DVC(E) and PVC(T&L) to implement the recommendations from the PEERS Project report.	Professor Denise Chalmers, Convener of Working Party	In progress. Interim report at Item 6. Final report to the Teaching and Learning Committee in early-2009.
Academic Timetable Issues Working Group	Working Group to consider and recommend short-term solutions to the current timetable clashes, bearing in mind pedagogical and technical issues, especially links with WebCT and Lectoria	Mr John Arfield, Convener of Working Group	In Progress. Scheduled to report to the Teaching and Learning Committee in early 2009.
Future Pedagogy	Working Party to consider and	Professor Don	The Working

ITEM/BUSINESS IN PROGRESS	ACTION	RESPONSIBLE	STATUS
and Learning Spaces Working Party	formulate a process, including appropriate terms of reference, for consideration of medium to long-term pedagogical issues associated with the provision of teaching facilities	Markwell, Convener of Working Party.	Party's inaugural meeting will be in November 2008. Scheduled to report in 2009.
Teaching and Learning Development Fund – Improving Student Satisfaction Scheme	Working Party to consider Faculty and Section reports.	Associate Professor Jane Long, Convener of Working Party	In Progress – Some Faculty reports still outstanding.

### 3. ITEMS FOR COMMUNICATION TO BE DEALT WITH EN BLOC

Members noted the following items as outlined in Part 1 of the Agenda

- i. Meeting Dates for 2009 – Ref: F12153
- ii. Teaching and Learning Committee Budget – Ref: F12152
- iii. Centre for the Advancement of Teaching and Learning (CATL) Annual Report – Ref: F12090
- iv. Teaching and Learning Committee – End of Year Reports from Standing and Sub-Committees – Ref: F13621, F12640, F18796, F19531, F22434, F19237, F983
- v. Distinguished Teaching and Learning Award for Schools – Judging Panel – Ref: F8943
- vi. Review of the Efficiency and Effectiveness of the Teaching and Learning Committee – Ref: F21284
- vii. Operational Priorities Plan (OPP): Education Section – Ref: F10878

### 4. TEACHING QUALITY INDICATORS PROJECT – REF: F22622

Members had before them documentation in support of three components of the Teaching Quality Indicators Project: the Teaching Criteria Framework, Professional Development of Teaching, and Reward and Recognition Indicators. At the Chair's invitation the Pro Vice-Chancellor (Teaching and Learning), Associate Professor Jane Long, introduced each of the items, outlining the salient points for members' information.

Taking each item in turn, the following main points were noted and outcomes agreed:

#### 4.1 Teaching Criteria Framework

- The framework could include reference to staff interaction with other teaching staff, as well as students.
- It was emphasised and noted that the framework should be tailored to individual needs and circumstances, and that the examples provided were intended to be indicative only.
- Some concern was expressed as to workload, but it was noted that the framework would provide clarity and focus, making the process of collection of evidence easier.
- It was noted that the examples provided were intended to span a career.
- It was suggested that informal feedback was also an important factor and could be more broadly included. It was noted however, that although there were benefits to informal feedback, especially for example with large classes, informal feedback complemented by formal feedback would be preferred.

In summary, the Committee commended the TQI Project Officer, Ms Jacqueline Flowers, for a comprehensive document and, within the context of the Committee's feedback, noted that the Teaching Criteria Framework would continue to be developed, with a view to underpinning the teaching component of the academic portfolio.

#### **4.2 Professional Development of Teaching**

- With a focus on the proposed 'Underlying Principles' it was suggested that the benefits of professional development programs that were cross-discipline should also be considered.
- With a focus on the proposed 'Challenges and Issues', a member suggested that one challenge might be provision of professional development for transnational education teachers. It was noted that the paper primarily addressed professional development of teachers at the Crawley and Albany campuses and that extended professional development would depend upon available resources.
- There was some discussion as to the definition of 'sessional staff', and its diversity. For example, it was noted that sessional staff might include a postgraduate student or a senior partner in a Law firm. Following brief discussion it was noted that professional seniority should not necessarily exclude professional development in teaching.
- It was noted that some sessional teachers might expect payment to undertake professional development, and that this might be a limiting factor. It was suggested that Learning and Teaching Performance Funds might be an appropriate funding source.
- The issue of workload associated with professional development was raised as an area of concern.
- It was further suggested that ongoing professional development as a professional requirement would encourage uptake, but again such requirements were often loosely applied.

In closing debate on this item, it was noted that, bearing in mind the Committee's feedback, there was in principle endorsement of the proposed Underlying Principles and Suggestions for Change contained in the discussion paper on professional development in teaching.

#### **4.3 Reward and Recognition Indicators**

##### **4.3.1 Indicators for Evaluating Reward and Recognition of Teaching at UWA**

As requested by the Chair, discussion focussed on the implications of the proposed recommendations contained in the report. In addition, minor editing was suggested and agreed.

It was noted that the recommendations addressed the further development of reward and recognition indicators and that adoption of any outcomes would be considered and endorsed via appropriate decision-making processes.

#### **RESOLVED – 32**

that the Teaching and Learning Committee endorse the following recommendations with regard to the report "Indicators for Evaluating Reward and Recognition of Teaching at UWA":

**Recommendation 1:** The University work toward the development and implementation of reward and recognition performance indicators based on the TQI framework.

**Recommendation 2:** The University develop and implement systems for the best use of performance indicators to improve teaching and learning quality.

##### **4.3.2 Benchmark Statements for the Reward and Recognition of Learning and Teaching Quality**

The Committee noted that the benchmark statements were a work in progress and members were encouraged to forward their input direct to the TQI Project Officer, Ms Jacqueline Flowers, by the end of November 2008.

The Committee thanked and commended Associate Professor Long and Ms Flowers for the extensive and comprehensive reports and progress made with regard to the TQI project.

#### **5. CALLIOPE REFERENCE GROUP – REPORT – REF: F22817**

Members noted that the Calliope Reference Group had been established in March 2008 by Education Policy Services to provide an informed forum for ongoing review, consideration and recommendation with regard to the unit outline online facility, Calliope. The Group had met three times during 2008 and considered a range of issues associated with Calliope, predominantly its effectiveness in providing quality unit outlines to students.

A report from the Calliope Reference Group had been attached to the agenda for members' consideration. A major component of the report was the Stubbs Report, and Mr Jon Stubbs, Director of Student Services, had been invited to attend for discussion of the item. At the Chair's invitation the convener of the Calliope Reference Group, Mrs Sue Smurthwaite, briefly introduced the report and opened the item for discussion.

A member queried the needs of the OUTWARD program for international students and the overlapping needs of the OUTWARD database and unit outlines. In response, the convener noted that the Teaching and Learning Committee's approved checklist for the provision of unit outlines online compared extremely favourably with the needs of the OUTWARD database and that the provision of unit outlines, either via Calliope or the web, should not alter this relationship and available information. It was agreed however that the convener and Director of Student Services would meet with the Director of the International Centre to further discuss the impact on the OUTWARD program.

### **RESOLVED - 33**

that the Teaching and Learning Committee endorse the report and recommendations from the Calliope Reference Group, as attached to the agenda.

The Chair thanked members of the Calliope Reference Group for their report, and specifically Mr Stubbs, for their work during the year.

## **6. INFORMAL REPORT FROM THE CHAIR**

A number of items were noted as part of the informal report from the Chair, namely:

- Postgraduate Teaching Internship Scheme: The Postgraduate Teaching Internship Scheme Committee had finalised its selection of teaching interns. For 2009, 26 interns had been selected and a list of successful applicants was tabled for members' information.

[Executive Officer's note: a copy is on the web at: <http://committees.intranet.uwa.edu.au/page/41063>]

- Mature-age Access Pathway (MAP) program: The Chair tabled a request from the Admissions Centre with regard to the MAP program for 2009. Briefly addressed by Mr Stubbs, Associate Deans were asked to consider the tabled item and provide advice on text-rich first-year units within their faculties to the Admissions Centre by Friday, 5<sup>th</sup> December 2008.

[Executive Officer's note: a copy is on the web at: <http://committees.intranet.uwa.edu.au/page/41063>]

- Australian Learning and Teaching Council (ALTC) Awards: Members joined the Chair in congratulating UWA's successful nominees for the 2008 ALTC Awards in the following categories:

*Awards for Teaching Excellence*

Early Career

**Dr Peter Whipp**

Neville Bonner Award for Indigenous Education

**Ms Violet Bacon**

*Awards for Programs that Enhance Learning*

The First-Year Experience

**UniSkills**

**Student Services – Mr Jon Stubbs, Dr Judy Skene, Ms Sarah Evamy and Ms Megan Henderson**

- Learning and Teaching Performance Fund (LTPF): the Chair briefly updated members on the latest information with regard to the LTPF. At this early stage indicators of performance looked promising for UWA. The LTPF, comprising \$70m in 2009, would be allocated on the basis of excellence and improvement, with funding split 50:50. It was anticipated that the outcome would be announced by DEEWR before the end of the year.

- ALTC Senior Fellowship Forum: The First Year Experience and Curriculum Design: An updated program for the ALTC forum was circulated. Members noted the late change of venue.

[Executive Officer's note: a copy is on the web at: <http://committees.intranet.uwa.edu.au/page/41063>]

- UWA scoops Premier's Science Awards: The Chair informed members that researchers, teachers and students at UWA had filled every available place in the final nominations for the WA Premier's Science Awards. Members joined the Chair in extending congratulations to these nominees.

[Executive Officer's note: further information is available on the web at <http://www.news.uwa.edu.au/business-briefing/uwa-scoops-premiers-science-awards>]

The Chair briefly commented on progress with regard to the Review of Course Structures, the work of the Achieving International Excellence Working Party and the University's AUQA portfolio.

## 7. NEXT MEETING

Members noted that the next meeting of the Committee would be held on Thursday, 5<sup>th</sup> March 2009.

The Chair closed the meeting and reiterated his thanks to all members for their valuable contribution to the work of the Committee and its sub-committees during the year and invited all members to join him in a celebratory drink.

### ITEM FOR INFORMATION FOR ACADEMIC COUNCIL FROM THE TEACHING AND LEARNING COMMITTEE MEETING HELD ON THURSDAY, 6<sup>TH</sup> NOVEMBER 2008

## 8. REPORT FROM THE STUDENT LEARNING OUTCOMES COORDINATING GROUP (FORMERLY OBE COORDINATING GROUP) REF: F2633, F8596

At its meeting held on 6 March 2008, the Teaching and Learning Committee had considered and approved a final report from the Student Learning Outcomes Coordinating Group and referred the report for endorsement to the Academic Council (endorsed by R23/08). At that time, the Committee noted that, although the work of the Group had been finalised, IRU would oversee a final survey on progress within the faculties in implementing student learning outcomes, and circulate results in due course.

Members had before them the IRU Report on Implementation of Student Learning Outcomes at UWA.

### RESOLVED – 34

Academic

Council that the IRU Report on Implementation of Student Learning Outcomes at UWA, as attached to the  
Only Agenda, be noted and referred to Academic Council for its information.

Confirmed

Chair

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## 4. BUDGET

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### (1) 2009 Budget Submission

Every year the Teaching and Learning Committee is invited to submit a request for funding to the Planning and Budget Committee. These funds are used by the Committee to support teaching and learning priorities established on a triennial basis by the University, via the Operational Priorities Plan.

The following budget submission was submitted to the Planning and Budget Committee. Following its submission, the Chair agreed to reduce the bid by \$20,000 in light of current financial restraints. Consequently the Senate has allocated the sum of \$715,000 to the Teaching and Learning Committee for 2009. This reduction will be absorbed by the budget allocation for Distinguished Visitors to UWA.



THE UNIVERSITY OF  
WESTERN AUSTRALIA

### Report of the Teaching and Learning Committee to the Planning and Budget Committee

#### 2009 BUDGET SUBMISSION

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The Planning and Budget Committee has requested a budget submission from the Teaching and Learning Committee along the following lines:

- The amount allocated in 2008
- A report on expenditure incurred so far during 2008
- Projects earmarked for 2009
- Funding level sought for 2009

Taking each section in turn:

#### 1. THE AMOUNT ALLOCATED IN 2008

For 2008 the Senate approved a budget allocation of \$710,000 to the Teaching and Learning Committee.

#### 2. REPORT ON EXPENDITURE INCURRED SO FAR DURING 2008

Attached (**Attachment A**) is a spreadsheet outlining the Teaching and Learning Committee's expenditure and commitments for 2008. As is the Committee's practice, the budget is plan driven and continues to focus its activities on the teaching and learning priorities outlined in the Operational Priorities Plan (OPP) and the Teaching and Learning Strategy. From 2006 - 2008 the teaching and learning strategic objective is *"To improve the quality of the student learning experience"*. Operational objectives in support of this strategy include:

- To extend good teaching approaches and improve learning outcomes
- To diversify the experience of UWA students
- To improve access to and participation in UWA courses
- To further develop the links between teaching, learning and research
- To improve the student learning environment and provision of facilities and services both within and beyond the classroom

It is anticipated that these strategic and operational objectives will, in the main, continue into the next iteration of the University's Operational Priorities Plan 2009 – 2013. Preparation of that Operational

Priorities Plan will be influenced by consideration of the paper, written under the auspices of the Teaching and Learning Committee, on the educational attributes of the world's 'top 50' universities.

The Committee is also cognisant of the impact on teaching and learning in light of external factors including national priorities selected by the Australian Learning and Teaching Council (ALTC), and DEEWR requirements for the Learning and Teaching Performance Fund. In addition, the Committee will take into account the recommendations anticipated at the end of 2008 from the Review of Higher Education.

During the year, the Committee has continued with a number of projects and schemes that have impacted on its budget, as outlined below:

## **2.1 REWARD AND RECOGNITION OF EXCELLENCE IN TEACHING AND TEACHING SUPPORT**

### ***Faculty Awards***

<http://www.teachingandlearning.uwa.edu.au/page/102336>

With effect from 2007 the Excellence in Teaching Awards were embedded in the Faculties and the School of Indigenous Studies. This process included the University-wide adoption of criteria for assessing excellent teaching for both the awards processes and also for promotion and professional development review as part of the academic portfolio requirements.

The Faculty-based process for excellence in teaching awards is dovetailed with the University's central selection process for the Australian Learning and Teaching Council's (ALTC) national awards. \$55,000 was set aside for faculty awards in 2008, bearing in mind that the awards are supplemented by the faculties by use of their Learning and Teaching Performance Funds or other resources. A small increase, as outlined below, is recommended for 2009:

<b>2009 Allocation</b>	<b>Recipient</b>	<b>Total</b>
\$6,000	Nine Faculties	\$54,000
\$3,750	School of Indigenous Studies	\$3,750
Funding for the Award Ceremony to be included in Teaching Month costs	Centre for the Advancement of Teaching and Learning	Nil
<b>TOTAL</b>		<b>\$57,750</b>

### ***Distinguished Teaching and Learning Award for Schools***

<http://www.teachingandlearning.uwa.edu.au/page/74872>

This biennial Award, which encourages, promotes and rewards excellence in teaching at the school level, was offered in 2006 and awarded in early 2007 to the School of Humanities. In addition the Graduate School of Management received a high commendation. The Award is again offered in 2008 and will be judged and awarded in early 2009.

A component of this prestigious Award is the provision of 0.5 FTE at Lecturer Level B for a period of one year (\$45,000). The position is intended to support the School in its priorities in teaching and learning. These might be curriculum design, teaching initiatives, on-line learning etc.

\$45,000 in support of this Award has been earmarked from 2008 funds. Further funding will be sought in the Committee's 2010 submission.

### ***UWA Awards for Excellence in Teaching***

<http://www.teachingandlearning.uwa.edu.au/page/78633>

In 2008 the Teaching and Learning Committee introduced the UWA Awards for Excellence in Teaching to complement the faculty-based awards. These Awards, offered each year, will be selected from the UWA nominees for the Australian Learning and Teaching Council (ALTC) awards and are awarded at the University's Teaching Award Ceremony held during Teaching Month. The Award categories will be considered each year and might include such categories as early career, team teaching, postgraduate supervision, teaching and learning support, sessional teaching. In 2008 eleven UWA Awards for Excellence in Teaching were awarded.

At this stage the Teaching and Learning Committee has agreed that these awards are for prestige, with the announcement by the Vice-Chancellor during Teaching Month and the provision of a framed certificate for display. There is no monetary reward.

### ***UWA Nominees to the national Australian Learning and Teaching Council (ALTC)***

(<http://www.teachingandlearning.uwa.edu.au/page/93423>)

In December 2007 the Vice-Chancellor hosted a celebration of excellence in teaching and learning at UWA. A component of this celebration was the acknowledgement of all nominees to the then Carrick Awards for Australian University Teaching as a commendable achievement for UWA teachers and teaching support staff. Nominees who had not been successful in receiving a Carrick Award were financially rewarded by UWA, namely \$1,000 for citation nominees and \$2,500 for individual and program award nominees. The Committee has agreed that this practice should continue and has set aside funds in 2008 and is seeking \$35,000 to support this practice of reward and recognition for 2009.

## **2.2 DISTINGUISHED VISITORS TO UWA**

### ***Distinguished Visiting Teachers Fund***

(<http://www.teachingandlearning.uwa.edu.au/page/74871>)

The Distinguished Visiting Teachers Fund is administered by the Teaching and Learning Committee to encourage visits to the University by teachers with a national or international reputation. The principal purpose of the Fund is to enhance the quality of teaching and learning at UWA, at either or both undergraduate and postgraduate levels, and thereby improve the quality of the student learning experience. Visitors are expected to engage in a variety of areas, such as: curriculum development methodology; scholarship of teaching and learning in a particular discipline or field; and new approaches to student learning. In the first half of 2008 the Fund has supported national and international visitors from the eastern states and Canada. Approximately \$40,000 remains in the Fund for the remainder of the year, and it is expected that there will be funds carried forward into 2009. The Teaching and Learning Committee, based on expenditure over the last three years, recommends a further slight decrease in the allocation to this Fund from 2009 to \$30,000 per annum.

### ***Selected International Visitors from Leading International Universities***

In 2007 and 2008 the Committee has earmarked a total of \$50,000 from the Distinguished Visiting Teachers Fund to specifically support high profile international visitors to UWA from one or a number of leading international universities at the invitation of the Deputy Vice-Chancellor (Education).

A small reference group has recently been established to consider and formulate a 1.5 to 2 day symposium for UWA leaders in teaching and learning, around the theme of the shape of global undergraduate education, which will involve international and national speakers. At this early stage consideration is being given to leaders in teaching and learning from the National University of Singapore, the University of Hong Kong and the United States. It is anticipated that the symposium will take place during Teaching Month 2009.

In addition to the funds set aside over the last couple of years (noted above), the Committee is seeking an additional \$20,000 in 2009 to support this international symposium.

## **2.3 TEACHING AND LEARNING DEVELOPMENT FUND**

The Teaching and Learning Development Fund was established by the Committee in 1999 so that it might finance schemes, from year to year, with a focus on priorities outlined in the Operational Priorities Plan and the Teaching and Learning Strategy. The following table summarises the schemes that the Fund has supported to date:

<b>Year</b>	<b>Project</b>
1999	Teaching and Learning Initiatives Scheme (2 <sup>nd</sup> round) (web location: <a href="http://www.admin.uwa.edu.au/reg/sec/99tlis.htm">http://www.admin.uwa.edu.au/reg/sec/99tlis.htm</a> )
2000	Funds held in support of the Teaching Internship Scheme for when USF funding expired
2001	Curriculum Planning and Development Scheme (web location: <a href="http://www.teachingandlearning.uwa.edu.au/tl/committee/awardsschemes/cpds">http://www.teachingandlearning.uwa.edu.au/tl/committee/awardsschemes/cpds</a> )
2002	Outcomes Based Education Scheme (web location: <a href="http://www.teachingandlearning.uwa.edu.au/tl/committee/awardsschemes/obe_schem">http://www.teachingandlearning.uwa.edu.au/tl/committee/awardsschemes/obe_schem</a> )

	e)
2003	Outcomes Based Education Scheme – Process Grants (web location: <a href="http://www.teachingandlearning.uwa.edu.au/tl/committee/awardsschemes/obe_schem e">http://www.teachingandlearning.uwa.edu.au/tl/committee/awardsschemes/obe_schem e</a> )
2004	Outcomes Based Education Scheme – Grants (web location: <a href="http://www.teachingandlearning.uwa.edu.au/tl/committee/awardsschemes/obe_schem e">http://www.teachingandlearning.uwa.edu.au/tl/committee/awardsschemes/obe_schem e</a> )
2005	Funds used to supplement the USF funded project “A package of Teaching Related Activities”, including such schemes as the Introduction to University Teaching and the UWA Teaching Scholars Program
2006	Course Experience Questionnaire (CEQ) Scheme (web location: <a href="http://www.teachingandlearning.uwa.edu.au/page/92312">http://www.teachingandlearning.uwa.edu.au/page/92312</a> )
2007	Improving Student Satisfaction at UWA Scheme (web location: <a href="http://www.teachingandlearning.uwa.edu.au/page/118950">http://www.teachingandlearning.uwa.edu.au/page/118950</a> )

The Committee believes that continuation of the Fund is an efficient and flexible way in which to support teaching and learning priorities as they evolve from year to year and are consolidated in the OPP and the Teaching and Learning Strategy. However, the introduction of the Learning and Teaching Performance Fund and the flow-on of these funds to the faculties has diminished the need for faculty-based grants specifically directed at improving the student learning experience.

In 2008 the Teaching and Learning Committee has set aside monies within this Fund pending proposed changes to UWA policies, practices and priorities which might be brought about by the outcomes from such reviews as course structures, equity and access, the University’s Operational Priorities Plan and the educational attributes of the top 50 universities globally. Consideration of the best use for the Fund will be considered later in the year when these reviews have been further progressed. In 2008 and 2009 the focus will be at the University-wide level.

To support this broader focus, the Committee requests \$125,000 for the Teaching and Learning Development Fund in 2009.

#### **2.4 POSTGRADUATE TEACHING INTERNSHIP SCHEME**

(<http://www.teachingandlearning.uwa.edu.au/page/78181>)

The Postgraduate Teaching Internship Scheme was introduced in 2000 with support from the University Strategic Fund and mainstreamed into the Teaching and Learning Committee’s budget with effect from 2003. From 2007 the Scheme was increased to provide for a cohort of 24 interns.

The Scheme aligns with the University’s priorities to “attract, develop and retain high quality staff” with demonstrated teaching skills, as well as the commitment to a strong inter-relationship between teaching and research. Each intern, who is a postgraduate student, is required to teach within their area of research. Additionally, the Scheme received, in 2006, a Carrick Award for Programs that Enhance Student Learning.

The Teaching and Learning Committee recommends that the cohort be retained at 24 interns and \$180,100 be provided in 2009 to support the continuation of this successful Scheme.

#### **2.5 TEACHING FELLOWSHIP SCHEME**

(<http://www.teachingandlearning.uwa.edu.au/page/74870>)

The Teaching Fellowship Scheme was introduced in 2005, with the annual provision of five Fellowships. The Scheme is designed to support the University’s teaching and learning priorities as identified in the current Operational Priorities Plan and is flexible so that it may adjust as the OPP is adjusted. The Scheme has been successful over the last four years with eighteen Fellowships being awarded to the following Schools and Faculty:

- Surgery and Pathology
- Social and Cultural Studies
- Graduate School of Management
- Medicine and Pharmacology
- Humanities

- Mechanical Engineering
- Anatomy and Human Biology
- Psychology
- Computer Science and Software Engineering
- Faculty of Life and Physical Sciences
- Music
- Earth and Geographical Sciences
- Animal Biology

The success of this Scheme was reviewed in early 2008 and the Committee aims to continue the Teaching Fellowship Scheme in 2009 with the provision of four Fellowships (\$22,000 each) at a cost of \$88,000.

## **2.6 SUPPORT OF TEACHING AND LEARNING VIA THE CENTRE FOR THE ADVANCEMENT OF TEACHING AND LEARNING (CATL)**

### ***Improving Student Learning Grants Scheme***

(<http://www.teachingandlearning.uwa.edu.au/page/88773>)

With support from the Teaching and Learning Committee, CATL piloted in 2006 and 2007 a small grants scheme – Improving Student Learning Grants Scheme. A review of the pilot indicated a strong demand for these small grants which are aimed at encouraging teachers to make practical and innovative changes to their units to improve current practice. Consequently, the Teaching and Learning Committee agreed that the Improving Student Learning Grants (ISL) Scheme be supported by the Committee on an ongoing basis from 2008 at a cost of \$30,000 per annum.

More information on the Scheme and its outcomes is available on the above website.

### ***WA Teaching and Learning Forum***

The WA Teaching and Learning Forum has been held annually since 1992 and is a cooperative venture between Curtin University, Edith Cowan University, Murdoch University and UWA. The Forum is recognised locally and nationally as an effective mechanism to bring practising academics together to demonstrate and discuss teaching. Since 1998 the Teaching and Learning Committee has provided funds to subsidise attendance for UWA staff and postgraduate students.

A sum of \$5,000 is requested in 2009 to provide subsidies for up to 50 UWA registrants to the WA Teaching and Learning Forum.

### ***Teaching Month***

(<http://www.catl.uwa.edu.au/page/89171>)

'Teaching Month' was introduced by CATL in 2006 as a focus for teaching and learning at UWA. The focus in 2008, its third year, continued the theme of valuing teaching and focussed on Diversity in Teaching.

Teaching Month activities are designed to:

- increase the general awareness of the importance that the University places on teaching and learning activities
- celebrate excellence in teaching through the recognition of award winners
- expose UWA staff to different perspectives through presentations by visiting distinguished teachers
- provide opportunities to generate intra-faculty discussion around faculty-specific issues of teaching and learning
- provide opportunities for inter-faculty collaborations and discussions around teaching and learning aspects of common interest
- provide opportunities for staff and students to participate together in out-of-class activities.

Highlights from 2008 include the Diversity Hypothetical, facilitated by Rev Canon Richard Pengelly, at the opening of Teaching Month and the UWA Awards for Excellence in Teaching.

Teaching awards were celebrated in a new way in 2008 with the introduction of Faculty based teaching awards, winners of which were announced by the respective Deans, certificates of participation and completion awarded to the 2007 Postgraduate Teaching Interns, and UWA Awards for Excellence in Teaching winners were presented with certificates of recognition. The event was held in Winthrop Hall, with an address by Professor Carmen Lawrence, and was followed by a

reception at the Lawrence Wilson Art Gallery. It is intended that this prestigious celebration and acknowledgement of excellence in teaching as a major component of Teaching Month be continued into 2009.

The profile of Teaching Month has grown since its inception in 2006, and it is intended that it continue to expand over future years. For example, the proposed symposium noted under item 2.2 will provide a national and international context. Bearing in mind this planned growth and associated costs including the awards ceremony, support provided to faculties for the provision of faculty events, involvement of students via the Guild, the PSA and the faculties, the Teaching and Learning Committee has agreed to continue to contribute towards the annual event and requests \$20,000 for 2009.

## **2.7 ADMINISTRATIVE, RESEARCH AND PROJECT MANAGEMENT SUPPORT**

In 2008 the Teaching and Learning Committee requested and received as a component of its budget, \$75,000 for administrative, research and project management support for the teaching and learning/education portfolio. A major component of these funds, approximately \$60,000 to date, is the ongoing support for the Carrick/ALTC Support Initiative, which has and is continuing to enhance the University's capacity to seek external funds in support of teaching and learning. The ALTC provides a range of opportunities via its funding schemes such as Fellowships, Discipline Based Initiatives, Competitive Grants programs, Leadership and Priority Projects Programs. It is anticipated that University-wide support will need to increase in 2009 in order to attract these external funds and continue our success in receiving national recognition for excellence in teaching via the teaching awards.

In order to continue this support the Teaching and Learning Committee requests a slight increase in this component to \$100,000 for 2009.

## **2.8 OTHER ALLOCATIONS AND FLEXIBLE FUNDS**

The Committee has a number of ad hoc commitments in support of its activities and development of its members. For example, it provides a travel grants scheme for its members. The aim of the scheme is to broaden and strengthen the knowledge and experience of Committee members with regard to teaching and learning issues, both nationally and internationally. Attendance at teaching and learning related conferences, forums and symposia is seen as both a benefit to the members' home school and faculty and as personal professional development.

In addition, the Committee has a number of sub-committees that come under its purview - for example, standing committees, including two that focus on issues of eLearning and assessment, a range of committees with delegated authority to administer the abovementioned schemes, and ad hoc working parties established to undertake specific reviews. A full list of the Committee's standing committees and ad hoc working parties is available on the web at <http://www.teachingandlearning.uwa.edu.au/tl/committee>. In some instances, funds for administrative/research/survey support are provided.

In addition, the Committee from time to time funds various teaching and learning pilots, programs, forums and workshops which are in support of teaching and learning and over the next five years at least will be focussed on improving the student learning experience.

Approximately \$40,000 was set aside for 2008 under these flexible funds and it is anticipated that a minor increase will be required for 2009.

## **3. PROJECTS EARMARKED FOR 2009**

As mentioned above, the following projects have been earmarked for continuation in 2009:

<b>Project</b>	<b>Budget</b>
Reward and Recognition of Excellence in Teaching and Teaching Support	
• Excellence in Faculty Teaching Awards	\$57,750
• Provision of support to UWA nominees to the Carrick/ALTC Awards	\$35,000
Distinguished Visitors to UWA:	
• Distinguished Visiting Teachers Fund	\$30,000
• Selected International Visitors from Leading International Universities	\$20,000

<b>Project</b>	<b>Budget</b>
Teaching and Learning Development Fund	\$125,000
Postgraduate Teaching Internship Scheme	\$180,100
Teaching Fellowship Scheme	\$88,000
Improving Student Learning (ISL) Grants Scheme	\$30,000
Teaching and Learning Forum – Provision of UWA subsidies	\$5,000
Teaching Month	\$20,000
Administrative, Research and Project Management Support	\$100,000
Ad-hoc support for OPP and Teaching and Learning Management Plan/Strategy priorities including pilots, programs, forums and workshops and the day to day support of the Committee and its sub-committees/working parties	\$44,150
<b>TOTAL</b>	<b>\$735,000</b>

#### 4. FUNDING LEVEL SOUGHT FOR 2009

As detailed above, the Teaching and Learning Committee requests an allocation of \$735,000 in support of University-wide teaching and learning/education priorities for 2009. The Planning and Budget Committee will be aware that a considerable proportion of the funds allocated to the Committee are returned direct to the Faculties/School of Indigenous Studies via its various schemes and programs. It is further noted that this submission seeks a very small increase from 2008 (3.5%) in the Committee's allocation, as the University's central pool of funds in direct support of teaching and learning and of the University's strategic objective of improving the quality of the student learning experience.

Professor Don Markwell  
Deputy Vice-Chancellor (Education)  
4<sup>th</sup> July 2008

File Ref: F12152

<b>Teaching and Learning Committee Expenditure/Commitments for 2008</b> Projects	2008 Budget Allocation and Funds Brought Forward	Funds returned during 2008	2008 Expenditure/ Commitments
<b>2008 Budget Allocation</b>	\$710,000		
<b>Funds Carried forward</b>	\$214,530		
<b>Funds Returned during 2008 (Postgraduate Teaching Internship Scheme \$2,525, Teaching Fellowship Scheme \$8,757)</b>		\$11,282	
<b><u>Reward and Recognition of Excellence in Teaching and Teaching Support</u></b>			
<b><i>Excellence in Teaching Awards:</i></b>			
Faculty Based Teaching Awards for 2008, including contribution to Award Ceremony			\$55,000
<b><i>Distinguished Teaching and Learning Award for Schools:</i></b>			
2008 Award			\$45,000
<b><i>UWA Nominees to the national Australian Learning and Teaching Council (ALTC):</i></b>			
Provision of support to UWA Nominees to the Carrick/ALTC awards			\$30,000
<b><u>Distinguished Visitors to UWA</u></b>			
<b><i>Distinguished Visiting Teachers Fund:</i></b>			
Balance of funds available for grants from 2007			\$30,404
Funds allocated DVTF in 2008			\$20,000
<b><i>Selected International Visitors from Leading International Universities:</i></b>			
Funds earmarked to support high profile international visitor(s) to UWA from one or a number of leading international universities at the invitation of the Deputy Vice-Chancellor (Education)			\$50,000
<b><u>Teaching and Learning Development Fund</u></b>			
Teaching and Learning Development Fund 2008 Scheme			\$125,000
2004 OBE Scheme -allocated to CATL for utilisation in learning outcome related matters			\$8,902
<b><u>Postgraduate Teaching Internship Scheme</u></b>			
2008 Cohort of 17 Interns			\$95,250
2008 funds for 17 Interns to be allocated Dec 08 on receipt of final reports			\$38,250
Funds remaining			\$55,025
<b><u>Teaching Fellowship Scheme</u></b>			
Four Fellowships at \$22,000 awarded 2008			\$88,000
Funds remaining			\$40,757
<b><u>Support of Teaching and Learning via the Centre for the Advancement of Teaching and Learning (CATL)</u></b>			
<b><i>Improving Student Learning Grants Scheme:</i></b>			
Funds allocated to CATL for Scheme in 2008			\$30,000
<b><i>Teaching and Learning Forum - 2008:</i></b>			
Funds allocated to CATL for UWA subsidies for 2008 Forum			\$5,000
<b><i>Teaching Month:</i></b>			
Funds allocated to CATL for 2008 Teaching Month			\$15,000
<b><u>Administrative, Research and Project Management Support</u></b>			
Carrick 0.4 FTE Academic Co-ordinator Carrick Support Initiative			\$58,496
General administrative, research and project management support			\$16,504
Provision of Support for the Carrick Project - Teaching Indicators Project			\$17,583
<b><u>Teaching Related Activities - Supplementation for USF Grants</u></b>			
a) Support for the 2005 USF Funded package of Teaching Related Activities			\$86,516
b) Improving the Administration and Usefulness of Student Learning Experience and Engagement Evaluations (SURF, NSSE, FSSE, CEQ) - USF shortfall			\$4,132
<b><u>Support Study of Student Engagement</u></b>			
Funds allocated to IRU to support study of Student Engagement (AUSSE)			\$6,000

<b><u>Calliope - Unit Outlines Online</u></b>			
Service Level Agreement for 2008- CSP (March 08 - Feb 09)			\$3,000
Service Level Agreement for 2007- CSP (March 07 - Feb 08)			\$1,250
<b><u>Travel Grants:</u></b>			
P McMenamin Travel Grant for attendance at Creativity Showcase Brisbane 7 Dec 08			\$1,128
<b><u>Teaching and Learning Committee (and sub-committees)</u></b>			
General Support			\$456
Production costs for Teaching and Learning Indicators (estimated)			\$4,000
<b><u>Funds Earmarked for Allocation</u></b>			
G. Meyer Travel Expenses Carrick Leadership Conference Melbourne Dec 07			\$1,365
<b><u>Funds Not Allocated</u></b>			
			\$3,794
Total	\$924,530	\$11,282	\$935,812

4 July 2008

(2) 2008 Budget Allocation and Expenditure as at December 2008

TEACHING AND LEARNING COMMITTEE  
Expenditure/Commitments for 2008

Projects	2008 Budget Allocation and Funds Brought Forward	Funds returned during 2008	2008 Expenditure/Commitments
<b>2008 Budget Allocation</b>	\$710,000		
<b>Allocated Funds Carried forward:</b>	\$214,530		
<b><u>Reward and Recognition of Excellence in Teaching and Teaching Support</u></b>			
<b><i>Excellence in Teaching Awards:</i></b>			
Faculty Based Teaching Awards for 2008, including contribution to Award Ceremony			\$55,000
<b><i>Distinguished Teaching and Learning Award for Schools:</i></b>			
2008 Award			\$45,000
<b><i>Provision of support to UWA nominees to the Carrick/ALTC awards:</i></b>			
Provision of support to UWA nominees to the Carrick/ALTC awards.			\$18,500
<b><u>Distinguished Visitors to UWA</u></b>			
<b><i>Distinguished Visiting Teachers Fund:</i></b>			
Funds allocated to Distinguished Visitors in 2008			\$18,455
Funds remaining in DVTF (inc. funds returned to DVTF Jan 2008 (M. Huber \$176, J Sachs \$259))		\$435	\$32,384
<b><i>Selected International Visitors from Leading International Universities:</i></b>			
Funds earmarked to support high profile international visitor(s) to UWA from one or a number of leading international universities at the invitation of the Deputy Vice-Chancellor (Education)			\$50,000
<b><u>Teaching and Learning Development Fund</u></b>			
Teaching and Learning Development Fund 2008 Scheme deferred to 2009			\$125,000
Funds returned to TLDF from Faculty of Architecture, Landscape and Visual Arts - 2007 ISS Scheme		\$2,478	\$2,478
Teaching and Learning Development Fund - OBE Scheme - transferred to CATL 22/5/08			\$8,902
<b><u>Postgraduate Teaching Internship Scheme</u></b>			
2008 Cohort of 17 Interns			\$95,250
2008 funds for 17 Interns to be allocated Dec 08 on receipt of final reports			\$38,250
Funds c/forward from previous Schemes and returned to Scheme (2008)		\$2,525	\$25,965
<b><u>Teaching Fellowship Scheme</u></b>			
Four Fellowships at \$22,000 awarded 2008			\$88,000
D Hesterman & B Stone Returned funds (2006 Scheme)		\$8,757	\$8,757
Funds held in reserve for add. financial support for Fellowship projects of demonstrable value			\$32,000
<b><u>Support of Teaching and Learning via the Centre for the Advancement of Teaching and Learning (CATL)</u></b>			
<b><i>Improving Student Learning Grants Scheme:</i></b>			
Funds allocated to CATL for Scheme in 2008			\$30,000
<b><i>Teaching and Learning Forum - 2008:</i></b>			
Funds allocated to CATL for UWA subsidies for 2008 Forum			\$5,000
<b><i>Teaching Month:</i></b>			
Funds allocated to CATL for 2008 Teaching Month			\$15,000
<b><u>Administrative, Research and Project Management Support</u></b>			
ALTC 0.4 FTE Academic Co-ordinator ALTC Support Initiative			\$58,496
Production costs for ALTC documentation			\$1,070
Provision of Support for the ALTC Project - Teaching Indicators Project			\$17,583
<b><u>Teaching Related Activities - Supplementation for USF Grants</u></b>			
a) To support the 2005 USF Project - Package of Teaching Related Activities			\$86,516

Projects	2008 Budget Allocation and Funds Brought Forward	Funds returned during 2008	2008 Expenditure/ Commitments
b) To support the 2006 USF Project - Improving the Administration and Usefulness of Student Learning Experience and Engagement Evaluations (SURF, NSSE, FSSE, CEQ, etc)			\$4,132
<b><u>Support Study of Student Engagement</u></b>			
Funds allocated to IRU to support study of Student Engagement (AUSSE)			\$6,000
<b><u>Calliope - Unit Outlines Online</u></b>			
Service Level Agreement for 2008- CSP (March 08 - Feb 09)			\$3,000
Service Level Agreement for 2007- CSP (March 07 - Feb 08)			\$1,250
<b><u>UWA Cultural Diversity and Inclusive Practice Toolkit</u></b>			
Funds allocated to CATL for development of resource to support cultural sensitivity in teaching and learning - outcome from the report of the Review of English Language Skills of UWA Graduates Working Party (Phase 2)			\$51,000
<b><u>Travel Grants</u></b>			
P McMenamin Travel Grant for attendance at Creativity Showcase Brisbane 7 Dec 08			\$1,128
J Stubbs Travel Grant for attendance at ALTC Awards Ceremony Canberra Nov 08			\$1,201
<b><u>Teaching and Learning Committee (and sub-committees) - general support</u></b>			
Associate Deans' Meetings and sub-committees			\$1,338
Production costs for Teaching and Learning Indicators 2008			\$4,070
Production costs for Teaching and Learning Indicators (updated 2009) - estimate			\$4,000
Production costs for Student Learning Experience Strategy and Management Document - estimate			\$4,000
<b><u>Funds Carried Forward</u></b>			\$0
Total	\$924,530	\$14,195	\$938,725

## 5. TEACHING & LEARNING AT UWA

<http://www.teachingandlearning.uwa.edu.au/page/133646>

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The attached document entitled “The UWA Student Learning Experience: Strategy and Management” provides an overview of teaching and learning under the following major components:

**i) The Context and Planning Framework for UWA to Support the Student Learning Experience**

This section provides an overview of the University’s planning and accountability framework which provides the focus and direction to the education portfolio and its strategic objective “To improve the quality of the student learning experience”.

**ii) Management of the UWA Student Learning Experience**

This section presents an outline of some of the ways in which the University manages its activities and provides a comprehensive and cohesive framework to enable high quality teaching, learning and assessment practices at UWA to flourish in a devolved environment. They describe some of the key structural, procedural and policy parameters that relate to a high quality student learning experience.

**iii) The Education Strategy 2009 - 2013**

An integral component of the University’s planning framework is the formulation of a University Operational Priorities Plan, which flows into the faculties and schools with the formulation of faculty and school-based operational priority plans.

The Operational Priorities Plan (OPP) is designed to progress the University’s vision of achieving international excellence. It does this by identifying a focused and selective set of objectives that are expected to further the vision and are to be given the highest priority across the University over the next five years. For each priority (strategic and operational) objective, key implementation strategies are identified, performance indicators and associated targets are specified and executive responsibility and accountability for each strategic objective is assigned.

The current OPP comprises four sections: education, research and research training, external relations and community engagement, and people and resources. The OPP is available on the web at <http://intranet.uwa.edu.au/page/40949>. The education section provides the University with an Education Strategy for the period 2009 – 2013.

The work of the Teaching and Learning Committee and expenditure of its budget is guided by the Operational Priorities Plan and more specifically the education component, namely the Education Strategy.

The OPP for 2009 – 2013 is still being developed with regard to implementation schedules, performance indicators and targets at both faculty and university levels. Historical data (2006-2008) is available on the web at <http://intranet.uwa.edu.au/page/40948>

The 2009 - 2013 OPP is being progressed so that targets and strategies are in place by the University’s Planning and Budget Workshop scheduled in early May 2009. This process will be driven by the Senior Deputy Vice-Chancellor in liaison with the four OPP Working Parties (one for each section) and will include consultation with the Faculties prior to final endorsement by the University Executive. Membership of the Education OPP Working Party comprises: Deputy Vice-Chancellor (Education), Pro Vice-Chancellor (Teaching and Learning), Director (Planning Services) and Manager of Education Policy Services. The Teaching and Learning Committee will be informed and consulted as the OPP is progressed to the next stages.

## 6. TEACHING AND LEARNING PERFORMANCE INDICATORS

[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)

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Teaching and learning performance indicators are compiled by Planning Services on an annual basis. This information is available on the Executive Information Systems (EIS) and a hard copy circulated to members at the beginning of each year. A copy of the indicators published in January 2009 is attached to this Handbook for new members.

The University encourages use of these indicators to identify ways of improving further, in all fields of study, the quality of education that UWA offers.

Please contact Ms Sue Smurthwaite the Manager of Education Policy Services ([sue.smurthwaite@uwa.edu.au](mailto:sue.smurthwaite@uwa.edu.au)) if you require access to the EIS.