

Faculty Executive Sub-committee,
Learning and Teaching
Terms of Reference

Faculty of Medicine, Dentistry and Health Sciences
University of Melbourne

1. Roles and Responsibilities

The Learning and Teaching Faculty Executive Sub-committee (L&T SFEC) provides oversight for the implementation and monitoring of the MDHS Learning and Teaching strategy. The Learning and Teaching SFEC reports and makes recommendations to the MDHS Faculty Executive Committee. Two committees report to and make recommendations to the L&T SFEC— the Academic Programs Committee and the Clinical Placements Committee.

Responsibilities

Specifically, the Learning and Teaching L&T SFEC:

- Advises the Faculty Executive Committee on the development and implementation of key learning and teaching strategic initiatives;
- Provides a forum for schools and relevant units to discuss developments, issues, and opportunities in Faculty learning and teaching;
- Supports inter-professional learning in the Faculty.

2. Membership, meeting frequency and papers

Membership

Membership of the Learning and Teaching Strategy SFEC consists of the following:

- Associate Dean, Learning and Teaching (Chair)
- MDHS Learning and Teaching Academic Development Fellow (Executive Officer)
- Director of Learning and Teaching or equivalent from each School
 - Chair Undergraduate Committee, Biomedical Sciences
 - Director of Learning and Teaching, Medical School
 - Director of Learning and Teaching, Dental School
 - Director of Learning and Teaching, Health Sciences
 - Director of Learning and Teaching, Population and Global Health
 - Convener, Academic Innovation, Psychological Sciences
 - Director, Graduate Programs, Melbourne Medical School
- Professor of Work Integrated Learning
- Academic Director, Interprofessional Education and Practice
- Academic Director, Custom and Professional Education (Health)
- Director, MDHS Honours Program
- Director, MDHS Learning and Teaching Unit or nominee
- Representative, Faculty Clinical Placements Committee
- Representative, Faculty Academic Programs Committee
- MDHS Education Programs Lead
- Optimisation Lead, MDHS Learning and Teaching Portfolio Management Group
- Teaching staff nominees (up to six, with a nominee from each school)
 - Biomedical Sciences
 - Dental School
 - Health Sciences
 - Population and Global Health
 - Psychological Sciences
- Student representative (two with the expectation one will attend each meeting)

The majority of Learning and Teaching SFEC memberships and the duration of those memberships are determined by respective learning and teaching roles (eg. Associate Dean, Learning and Teaching and Director of Learning and Teaching).

Exceptions are as follows:

Teaching staff nominees: In addition to members with designated learning and teaching roles, there is one teaching staff representative (preferably teaching and research or teaching specialist) for each of the MDHS schools, appointed in consultation with the Head of School and the School's Director of Learning and Teaching. Appointments are for a duration of two years, and representatives may extend their membership for a further two years. Memberships are normally expected to be at the academic level of B or C. This level, and the membership duration, are intended to enable leadership opportunities for MDHS academics, and diversity in L&T SFEC membership.

Student representatives: Student representatives are appointed by the University of Melbourne Graduate Student Association (GSA). Appointments are for a duration of one year. Representatives may extend their membership for a further year subject to their wishes and liaison with L&T SFEC Executive Officer. Student representatives receive training by the GSA in committee membership.

Replacements: If members cannot attend a meeting, they can nominate a replacement, in which case they should contact the L&T SFEC Executive Officer.

Meeting frequency

Meetings are held monthly between March and December.

Meeting papers

All meetings papers are available at the Committee's [Records Managed Sharepoint site](#).

3. Charter

The Charter describes how we work together to collectively consider, debate and decide on major issues facing the Faculty. Our Charter is underpinned by our Faculty Values, outlining what we stand for and the principles that form the basis of our decision-making.

Faculty values

We work to improve the health and wellbeing of the communities we serve, and we invest in developing the careers and wellbeing of our students and staff, fostering a culture that supports us all to do our best work. We are guided by the following values in our pursuit of excellence:

- Collaboration and teamwork
- Compassion
- Respect
- Integrity
- Accountability

Committee operating principles

- 1. Representation** Members are expected to bring a range of perspectives to deliberations and decision-making. These include individual school or portfolio responsibilities, those of specific cohorts within or outside the Faculty, and a 'Faculty-wide' perspective.
- 2. Confidentiality** All Committee deliberations will be confidential to ensure members can engage in free and frank discussion.
- 3. Timeliness and decision-making** The Chair will prioritise matters for decision and ensure there is sufficient time allocated to support full discussion. It is expected that decisions will be taken transparently in-meeting.
- 4. Collective responsibility** Regardless of the range of views put forward by members during deliberations, once decisions are arrived at, they are collectively supported. All members are accountable and responsible for decisions made in the committee.
- 5. Implementation** Members will on occasion be asked to lead the development and implementation of a Committee decision on behalf of the Faculty.
- 6. Regular review** The Terms of Reference will be reviewed annually.