



Preamble

Kia ora! The following formal document outlines some of my achievements in my second quarter as Education Officer. I've put together some highlights in a more informal preamble to provide you with a summary so you can be up to date without having to go through the whole report!

This quarter was a step up for **Student Engagement**, with our Exec Recap Videos reaching over 20,000 total views and the Student General Meeting getting 120 attendees. The Student Engagement group I chaired provided us with some great ideas going forward which, alongside the momentum we're building, should lead to even better things in Semester Two - one of which being fortnightly meetings in MCR for debate, discussion, and accountability.

Academically this has been a successful quarter. I've been in contact with a growing number of student associations which, when relevant, our Divisional Board reps are getting in touch with to gain feedback on academic changes. This is all following a new reporting system I've put together - meaning more students than ever are feeding into changes around the Uni. Andre, one of my First Year Reps on EduCom, presented a memo to the DVC/PVC Group (meeting of Deputy- and Pro-Vice-Chancellors) around new interdisciplinary degrees to great success and my academic "Know Your Rights" should be ready to roll out on our website early Semester Two. Starting Semester Two I'll also be rolling out the Class Representatives Review - a chance for everyone to have their say on the future of Class Reps.

As a **general Executive Officer**, this has been a particularly interesting quarter. A significant moment would have to be the Critic debacle (or period-gate as one Stuff reporter called it) where hundreds of copies of the Critic were removed by Campus Watch due to the 'offensive' cover. This understandably led to a massive backlash. I was proud to take part in a student protest outside the Clocktower and lead the organisation from OUSA's end - all in all resulting in a pretty good outcome. (Shout out to Will and the students that brought that all together). The protest was important in a broader sense too, showing the Uni that there are repercussions to their actions and that students will not take these things lying down. We had a good Referendum turnout and overall a good quarter for the Exec.

I took part in the **Ministry of Education NCEA Reference Group**, representing NZUSA and 400,000 tertiary students on the future of NCEA, and will be leading NZUSA's submission on this later in the year. It was also my privilege to speak to the **Education and Workforce Select Committee** on the Education Amendment Bill - specifically around increasing student council seats to two - and to attend the **Ministry of Education 'Education Summit'** which started the national conversation around the future of education. I believe all of these subjects would be great topics for upcoming fortnightly public meetings (and maybe some articles in Critic?!)

This second quarter has been a good one for OUSA and students - I'm looking forward to the remainder of the year so we can keep doing the mahi and getting the treats.

All the best,
James



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Education Officer
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Duties of the Education Officer

1.1 Assume all the powers and duties of the President in the absence of the President, the Administrative Vice-President and the Finance Officer.

This quarter I was not required to assume these powers and duties.

1.2 Be a member of appropriate internal committees of the Association, including, but not limited to:

1.2.1 Standing Committee of the Executive;

1.2.2 Education Committee; and

1.2.3 Postgraduate Students Committee.

This quarter I have been a member of the Standing Committee of the Executive. The Postgraduate Students Committee does not exist in a form that requires my attendance - making this clause irrelevant and in need of change. I have been a member of the Education Committee.

1.3 Chair monthly meetings of the Education Committee, ensuring that all committee members are advised of meeting times, that the agenda is prepared and circulated beforehand and that the standing orders of the committee are adhered to.

This quarter the Education Committee, now selected and appointed, has formally met once. At this meeting I ensured that all members were advised of meeting times, that the agenda was prepared and circulated beforehand, and that the standing orders of the committee were adhered. In addition to this, I maintained email correspondence with relevant members.

1.4 Take direction from the Education Committee on all educational matters relevant to the Association and its members.

I took direction from the Education Committee and plan to significantly include them in future projects.

1.5 Where reasonable, ensure that as many different representatives of student educational issues are present on the Education Committee as possible.



The new structure of the Education Committee is the most academically representative it has been in years - though this is still an area of the Education Committee I would be interested in improving upon. As the year progresses I plan on assessing this and identifying areas of improvement.

1.6 In order to provide feedback and information, liaise weekly with members of the Welfare Committee, including, but not limited to:

1.6.1 Welfare Officer

I have informally met with the Welfare Officer weekly in the office. The Educational and Welfare issues of our students are closely interlinked - so a close relationship between these two officers is vital.

1.7 Be one of the Association's representatives on:

1.7.1 University of Otago Senate; and

1.7.2 Standing Committee of Senate.

I represent the Association, and students, on these committees.

1.8 Where appropriate, act as the Association's spokesperson on all education related issues, briefing the President on national and local tertiary sector educational issues and representing the educational interests of students on local body committees and boards.

It has not yet been appropriate for me to fulfil any of these obligations however I am always ready and willing to do so.

1.9 Actively inform the student body of issues relating to their education, via publications, promotions and campaigns.

This quarter I have been finishing off a "Know Your Rights" pamphlet for students - a small document that condenses University Policy and Procedures into one handy little place. This publication will be ready for Semester Two, initially planned for Facebook and the OUSA Website, and later as a designed pamphlet after Marketing and Comms receives it.

1.10 Maintain a good working relationship with relevant OUSA staff, including the Student Support Centre Manager, meeting with them weekly where possible and liaising with them on relevant educational issues as they arise.

I believe I maintain a very good working relationship with all OUSA staff - including the Student Support Centre Manager. In particular, when outlining the plan for the Class Representatives review to gain their valuable perspective and wealth of knowledge, and generally speaking through my work around OUSA.

1.11 Act as the Executive's representative to the Class Representative system and the OUSA Teaching Awards and assist the Student Support Centre in their promotion.



Last quarter I outlined a plan for a complete review and eventual restructuring of the Class Representative system. Starting Semester Two, we will start the consultation period of this review, circulating a discussion document I have put together that aims to bring in feedback from across campus. This is a project that will have a lasting impact on OUSA and the University.

1.12 Facilitate a variety of student representation on education related University Committees and Divisional Boards.

I facilitate the student representation on the four Divisional Boards of the University - providing members with support and advice. This also includes assisting them with submissions on academic changes and consultation.

1.13 Maintain a good working relationship with the University, particularly with:

1.13.1 The Deputy Vice-Chancellor (Academic); and

1.13.2 The Director of Academic Services; and

1.13.3 The Director of Summer School.

I believe I maintain a healthy working relationship with the University - the above positions included.

1.14 Liaise with the Recreation Portfolio Executive Officer to assist those affiliated clubs that have a focus on student education.

This year I have given this aspect particular focus. I have worked on building stronger communication and relationships with the Academic student associations of the University of Otago. These associations are key members of our community and fundamentally important for OUSA to engage with. So far I have been in contact with/attended the executive meetings of;

- Science at Otago Students Association (SOSA)
- Otago University Medical Students Association (OUMSA)
- New Zealand Association of Pharmacy Students Otago (NZAPS-O)
- New Zealand Dental Students' Association (NZDSA)
- Otago University Physiotherapy Student Executive (PSE)
- Otago University Politics Students Association (POLSA)
- University of Otago Commerce Students' Association (COMSA)
- Society of Otago University Law Students (SOULS)
- University of Otago Classical Society (ClassSoc)
- Te Roopū Whai Pūtake (TRWP)
- Te Rōpu Pūtaiao (TRP)
- Students of Physical Education New Zealand (SPENZ)
- Otago University Computer Science Society
- Otago University Nutrition Student Association
- Pacific Island Health Professional Students Association



This list does not include all members of the 24 association emailing list I use for contact - just those who I have met with, helped with issues, or received emails from. As always I plan on improving how I interact with these associations.

1.15 Be available via cellular phone at all practical times.

I have been available via phone, both in terms of email and calls, at all practical times.

1.16 Perform the general duties of all Executive Officers.

See following "General Executive Duties" section.

1.17 Where practical, work not less than twenty hours per week, from January 1 until December 31.

I am confident so far this quarter I have worked no less than twenty hours per week.

General Executive Duties

2.1 Where reasonable, all Executive Officers are expected to assist as volunteers for OUSA events and functions, including, but not limited to:

2.1.1 Assisting at the OUSA Tent City marquee and other activities during Summer School, Orientation and Re-Orientation;

N/A

2.1.2 At an individual Executive Officer's discretion, be a safety contact during Orientation, Re-Orientation and other OUSA events throughout the year;

N/A

2.1.3 Collecting for the capping charity; and

N/A

2.1.4 Assisting with elections and referenda where appropriate, including but not limited to advertising the election and collecting votes.

This quarter I helped promote the OUSA Referenda - including sharing posts, talking at lecturers, and working at the OUSA stand.

2.2 Where reasonable, all Executive Officers are to be available for Executive meetings, national conferences, national and local campaigns, Executive training sessions and Executive planning sessions.



Where reasonable I have always been available for Executive meetings, national conferences, national and local campaigns, Executive training sessions and Executive planning sessions.

2.3 All Executive Officers with control of budget lines, or who have been allocated a budget line, shall maintain detailed budgets and not exceed their budgeted expenditure.

I communicate with our Finance Officer my intended expenditure of my budget line.

2.4 All Executive Officers, where possible, shall maintain regular, publicised office hours, and are expected to regularly check and respond to all correspondence received.

This quarter I have, where possible, regularly checked and respond to all correspondence received. I maintained regular publicised office hours however at times have been unavailable - to my knowledge this has not been an issue.

2.5 All Executive Officers shall every quarter undertake five hours of voluntary service which contributes to the local community.

This quarter I have been volunteering with Life Matters Suicide Prevention Trust - providing them with assistance on issues of governance, internal structures, policy, and generally speaking helping them out with their policy goals.

Attendance and Involvement in OUSA and University Committees

Over the course of this quarter and last I have attended/been a member of the following *formal* OUSA, University, and external Meetings;

- Standing Committee of the OUSA Executive
- OUSA Executive
- OUSA Finance and Expenditure Committee
- OUSA Volunteer Strategy Meeting
- Committee for the Advancement of Learning and Teaching
- Quality Advancement Committee
- Ministry of Education NCEA Review Reference Group
- Board of Undergraduate Studies
- 150th Anniversary Project Operational Committee
- Course Advising Group
- 2018 Tertiary Teaching Excellence Awards Panel
- Health Science First Year Strategic Management Committee
- Academic Integrity Working Group
- Summer School and Continuing Education Committee
- Deputy-Vice-Chancellors / Pro-Vice-Chancellors Committee
- OUSA Student Engagement Hui
- Education and Workforce Select Committee (Parliament)



- Ministry of Education 'Education Conversation'

This does not include multiple informal meetings and pre-meeting catch ups that I have done this quarter. Some examples include members of the Health Science First Year Strategic Management Committee and Summer School and Continuing Education Board, and the Academic Dean of Humanities, Pro-Vice-Chancellor of Humanities, Manager Policy and Compliance, and the National President of the New Zealand Union of Student Associations.

General

This quarter Roger Yan, our Campaigns Officer, and myself have continued to produce weekly "Exec Recap" videos and publishing them on our Facebook page and website. These provide students with a 3 minute recap of what OUSA and the Executive have been up to in the past week as well as highlighting upcoming dates and events. So far our videos have a combined 20K views - a sign of positive engagement - and we are constantly looking at improving and changing how we present them. These videos have led to specific students emailing in and commenting concerns - another positive sign.

This quarter I assisted with OUSA's Education Amendment Bill Submission. At the end of the quarter, I presented this submission to the Education and Workforce Select Committee (meeting was at Parliament however I video-conferenced in). I took questions from Members of Parliaments and highlighted the important aspects of our submission.

I helped promote relevant information to students via our Facebook page, such as a PhD student's research into the effect of vaping on students and information around Course Evaluations for the University's Quality Assurance department.

I helped Andre Castaing, my First Year Representative on the Education Committee, progress on getting the University to consider a Bachelor of Science and Commerce and Bachelor of Arts and Commerce. This involved initial conversations with the Deputy-Vice-Chancellor of Academic, Vernon Squires, then helping Andre put together a proposal outlining this idea and retrieving statistics from the University Planning and Funding department around the current Bachelor of Arts and Science. Andre and I then took this proposal, after running it through the Education Committee and Executive, to the Deputy-Vice-Chancellors / Pro-Vice-Chancellors Committee at which it was presented it to a great reception. I want to personally commend Andre with his work on this project.

Generally speaking I have also personally helped some students and members of the community. This has involved resolving academic issues, contributing to projects, answering concerns, and emailing relevant members of the University. Examples include but are not limited to;

- A couple of students, Laura and Monique, approached me regarding Content Forecasting. This was initially championed by Danielle Pope, the 2017 Welfare Officer, and was passed onto relevant University committees. I followed this up with the Ethical Behavior Committee and Higher Education Development Centre who have recently been and touch - leading to a meeting early in the third Quarter to discuss.



- A member of our community, Paul MacDonald (Mac) Gourlie, identified an issue with the Ministry of Education consultation processes - namely that English is the only language used when communicating with school children. This creates a serious barrier to engagement for our multi-ethnic communities, particularly recent refugees and immigrants, and should be addressed. I raised this at the Ministry of Education 'Education Summit' on behalf of Paul and the Dunedin Multi Ethnic Council.
- I have worked with another member of the Dunedin Community to put together a Terms of Reference for a Dunedin Public Relationship Advisory Committee. The purpose of this Committee is to improve the relationship between the Dunedin Public and Public Services Providers, this is including but not limited to LGBTQIA+, Māori, Pasifika, victims of sexual violence and assault, people with disabilities, refugees, and, of course, students.
- A student, John Laurenson, approached me looking for help with a project intending on getting men talking about Mental Health - specifically through activities such as gardening and construction. I connected John with Paul MacDonald (Mac) Gourlie, the facilitator of the Dunedin Peace Garden, and after multiple meetings am currently helping them both with a combined project. This project aims to not just address Mental Health issues but also foster a green healthier space for students to use near campus.
- On behalf of OUSA, working with organisers of a student protest against the removal of copies of the Critic. This meant developing a clear document outlining why the protest was taking place which all parties could agree on. It was fantastic to lead OUSA's involvement and work with the group of students on this - exactly the sort of work OUSA should be doing more often.

Goals

These are some of my goals for 2018. One particular point I think is worth noting, is that the day-to-day requirements of Education Officer can at times get in way of creating and progressing goals. For example, on one particular week I; worked with Sam Smith our Commerce Divisional Rep and COMSA, to submit and successfully delay proposed changes to the Commerce degree at the Board of Undergraduate Studies, coordinated a submission on behalf of OUMSA, NZAPS-O, NZDSA, and the PSE on a proposed POPH126 paper via the Health Science First Year Strategic Management Committee, and led OUSA's submission on the proposed changes to the Humanities Division. This was also on top of meetings, study, and my requirements as a general Executive Officer. Though a very productive week I did not have time to progress on my goals - an opportunity cost I am aware of this year.

Know Your Rights

This year I am putting together a document that will outline students academic rights at University in a clear and easy to follow pamphlet. This involves going through relevant policy and procedures and



pulling out pieces of information that are relevant to students. Here is an example of the sort of content I am talking about;

You are allowed to enter exams up to **forty-five minutes** after the beginning of the examination. If you are a **finalist or postgraduate and miss your exam** due to "genuine error," such as mistaking the time or date, you may apply to sit a special examination at a later date.

Progress on goal; This document will be ready for the start of Semester Two, a couple of weeks after the submission of this report. I am happy with how this has progressed.

Class Representatives System

As previously mentioned I am looking at reviewing and restructuring the Class Rep System. Starting just after this reporting date, members of Student Support and myself will put together a 'manifesto' outlining what we would like to see from the system then, following comprehensive consultation led by myself, we will consolidate everything into a single master plan. This is a project that will have a lasting impact on OUSA and the University.

Progress on goal; The 'manifesto' mentioned above has now become a 'discussion document' which I have prepared for distribution at the start of Semester Two. This will go to both the student body and a wide number of University committees. I have set up an email address (classreview@ousa.org.nz) to aid with consultation and flagged this with my Education Committee - as their assistance on this will be vital.

Engagement

This year I would like to lead more student engagement from OUSA - both in terms of students coming to us and us going to students. My short term goals are to establish an engagement committee which will oversee and advise OUSA's engagement - a committee that should be widely representative of the varying communities of our University and community - however a more general one would be to see OUSA Election Voter Turnout increased as a rough litmus test of engagement.

Progress on goal; The above mentioned student engagement committee met for the first time this year - a hui that represented our diverse student culture. It was incredibly productive and has helped Roger and I develop some great ideas for the remainder of the year - such as fortnightly meetings in the MCR to facilitate culture and debate.

Following on from this discussion, we used some of the ideas from this meeting to promote the first Student General Meeting (SGM) of the year - specifically less conventional hand-drawn signage. I believe this proved to be extremely effective and a success - with a 120 student turn out.

Internship policy

I am also interested in drafting an internship policy for OUSA - laying the foundations for bringing interns into the operational arm of our association. Students should be at the heart of OUSA - both



in terms of governance and operations. This is a two way relationship, offering students valuable industry experience while providing OUSA with the fresh talent and vibrance that only students can bring. It is important to make it clear that any OUSA internship program will be one of value and respect - at the end of the day the student is and always will be the highest priority.

Progress on goal; This quarter Marketing and Comms have begun to trial an intern within their department. I am particularly interested in seeing how this developed and whether or not we can expand this across OUSA. I am yet to begin the actual internship policy this quarter as my priorities had to shift however, if time allows, I will aim to have it drafted before the start of Semester Two.

Suicide Prevention Policy

This year I want to, working alongside our Welfare Officer, see the University make substantial and genuine steps towards Suicide Prevention Policy. This is a difficult task however I can see many options on which this can be achieved - specifically around work being done by the Healthy University Advisory Group (HUAG).

Progress on goal; The Welfare Officer and I have had some brief discussions around the Suicide Prevention Policy of the University and she has kept in the loop as to HUAG's progress. Separate to my work at OUSA, I have also been conducting research into best practice Suicide Prevention policies and practices and working with Life Matters Suicide Prevention Trust. In saying this, I do believe there is a lot of work still needed on this goal and progress, compared to others, has been slow. I look forward to making more substantial progress during the third quarter.

(Goals section **939** words - separate to formal word count)