



Tēnā koutou,

This document aims to outline what I've achieved throughout my first quarter as Education Officer of OUSA. The framework it's based on is dry, formulaic, prescriptive and honestly a little boring to read, but in my eyes, the report needs to be done in this manner. As an Executive Officer, we need to be held to account, and unfortunately formulaic and prescriptive reports provide a good baseline for this accountability.

Due to the way that these reports are set out, whilst they provide a baseline of accountability, they also miss out a lot. For example, this report does not capture - apart from in this particular paragraph - the hours I spent reading through the minutiae of the Performing Arts and Music proformas that were sent through to me for consultation, reaching out to as many music students as I could find to get their perspective, and the following up of the students' and I's recommendations, questions and advice. I do not point this out just to be salty, rather to indicate that there's a lot of work that gets done outside of the confines of this report.

In an effort to make this report a little more digestible, here's a quick summary of things I've done this quarter that appear in this report:

- Almost completed the process of setting up the Education Committee;
- Contacted as many Academic Students' Associations as I could;
- Organised the Humanities Tutors meetings, and followed up with the University;
- Organised OUSA's involvement with the Dunedin School Strike 4 Climate;
- Re-written the Class Representatives Policy, set to be trialled Semester 2;
- Facilitated Student Representation on a variety of Boards/Committees throughout the University;
- Sat on a ton of Committees, Boards and Working Groups throughout the University;
- Began working on my goals (these are actually digestible if you want to read them fully – page 9);
- Worked on the OUSA Local Body Elections Campaign (including meetings with the Electoral Commission, the Returning Officer and the DCC).

If you do brave your way through the rest of it (sorry Critic), good luck. If anyone has any questions, feel free to hit me up at [education@ousa.org.nz](mailto:education@ousa.org.nz).

Ngā mihi nui,

Will Dreyer, Education Officer



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1<sup>st</sup> Quarter Report 2019  
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## **1. 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.**

During this quarter I have not been required to assume the powers and duties of the President.

### **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.**

During this quarter I have been a member of the Standing Committee. See 1.3 for information on the Education Committee. I have not been a member of the Postgraduate Students Committee as it has not yet convened.

### **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.**

The Education Committee has not yet convened, so I have not chaired its meetings this quarter. I started advertising for positions in mid-January but (I suspect) due to people not yet being back in Dunedin, we did not get much uptake. Advertisements nearer the start of semester were much more successful and I began meeting with applicants. Unfortunately, I became very ill and had to cancel almost all of my meetings, which set the convening of the committee back another two weeks (some people couldn't make meetings the week after week I was ill). I have sent the appointments of people to the Education Committee through for the agenda of the Executive meeting and will have the first official Education Committee meeting in the first week of Quarter 2.

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

As detailed in 1.3, the Education Committee has not yet convened. I have however, been in contact with all individual applicants for the Education Committee and discussed with many of them educational matters. I have also reached out to a variety of student associations, including:



- Anthropology Society;
- Commerce Students' Association (COMSA);
- Geography and Environmental Management Society (GEMS);
- Otago Students Geological Society (OSGS);
- New Zealand Dental Students' Association (NZDSA);
- New Zealand Association of Pharmacy Students Otago (NZAPS-O);
- Otago Computer Science Society (OCSS);
- Otago Mathematics Students' Association (OMSA);
- Otago Postgraduate Association (OPA);
- Otago University Animals, Aquatic, Plants, Ecological Society (AAPES);
- Otago University Dietetic Students;
- Otago University Literary Society;
- Otago University Medical Students' Association (OUMSA);
- Otago University Nutrition Association;
- Pacific Island Law Students' Association (PILSA);
- Pacific Island Health Professional Students Association (PIHPSA);
- Philosophy Club;
- Students of Physical Education New Zealand (SPENZ);
- Planning Students;
- Politics Students' Association (POLSA);
- Society of Otago University Law Students (SOULS);
- Science Students' Pacific Island Association (SSPIA);
- Science at Otago Students' Association (SOSA);
- Te Roopū Pūtaiao;
- Te Roopū Whai Pūtake;
- Te Tai Tuarā;
- University of Otago Classical Society;
- University of Otago College of Education Students' Association.

I have also been in contact with a number of individual students in order to gain their perspective on educational matters.

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

Although the Education Committee has not yet met, I have ensured in my appointments that there are students from every academic division of the University on the Committee. In addition, I have revised the Terms of Reference of the Committee to include a first year *who does not hold any other position on*



*the committee* in order to ensure they can dedicate their position on the Committee to representing first years.

**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**

As the Welfare Committee has not yet convened, I have not been able to liaise with the members of the Committee. I have been in regular informal contact with the Welfare Officer however, where we have discussed important issues.

**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.**

Whilst I am a representative on the University of Otago Senate, I was unfortunately unable to attend the February meeting due to illness. I am not a representative of the Association on the Standing Committee of the Senate - this should be updated.

**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.**

During this quarter, where it has been suitable, I have been the Association's spokesperson on education related issues, specifically when talking to Critic. I have kept up to date on the Vocational Education reforms currently underway, as a part of this I attended the consultation session at Otago Polytechnic with the Minister of Education, Chris Hipkins. I have been in contact with NZUSA regarding education issues. Due to the tragic terrorist attacks against Al Noor Mosque and the Linwood Islamic Center, the Whole of Tertiary Education hui, hosted by the TEU at Waikato University which I hoped to attend via Zoom, has been cancelled.

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

I actively hosted meetings and attempted to inform the student body regarding issues around tutors' pay in the Humanities. Whilst much of this was very short notice, we had very little time to inform and gather information due to organised meetings with members of the University. I was also actively promoting the School Strike 4 Climate rally on March 15<sup>th</sup>, which allowed students to exercise their education and call for rapid, transformational action on climate change.



**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'm pretty sure that I maintain a good working relationship with OUSA staff in general. In particular I have been working with the OUSA Student Support Manager around reforming the Class Representatives system for Semester 2.

**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.**

This quarter I have continued the work initiated by last year's Education Officer, James Heath, on the Class Representatives system. Based on the submissions collected from students and academics last year, I have revised the Class Representatives system, and drawn up a new policy and framework, working with the OUSA Student Support Manager. This will be trialed in Semester 2, and if successful extended throughout the University next year.

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

I have facilitated the appointments of students to the 4 Divisional Boards, the Executive appointments, and am in the process of advertising for student representation in the School of Arts. I also taught the Health Sciences Divisional Board Representative and the Commerce Divisional Board Representative how the proforma system works and what to look out for.

**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 strive to maintain a good working relationship with all members of boards and committees that I sit on and work with.

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

As in 1.4, I have contacted many clubs that have a focus on student education. Not all of those clubs have gotten back to me, but I have been clear that I am available to help them work through any issues they may have.

**1.15 Be available via cellular phone at all practical times.**



I'm a heavy sleeper but otherwise I strive to be available at all practical times.

**1.16 Perform the general duties of all Executive Officers.**

See 2.1 through to 2.5.

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

I am certain that during this quarter, on average, I have not worked less than 20 hours per week.



## **2. GENERAL DUTIES OF AN EXECUTIVE OFFICER**

**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;**

I helped at the OUSA Tent City, the Union Lawn tent and worked the BBQ and did surveying throughout Summer School. I also volunteered with Radio 1 during Tent City and 'Are You Okay?' on the night of Mardi Gras.

**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;**

As in 2.1.1 I volunteered with 'Are You Okay?' on the night of Mardi Gras.

**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.**

N/A

**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.**

I have attended every Standing Committee, Executive meeting, local training session, executive planning session and national conferences (that have been made available for me to attend) this quarter.

**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.**

Whilst I have been allocated a budget, I have not yet used any of it, so I have thus not maintained receipts. Rest assured, when the time comes, I will maintain a scrupulously detailed budget.

**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.**



I was unaware until writing this report that I was meant to maintain a regular, publicised office hour, but I have now set my office hour as Mondays 4-5pm.

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

During this quarter, I have worked with Generation Vote, an OUSA-affiliated club that is working to increase civics education among youth, especially high schools. As of Term 2, we will be teaching in Otago Girls over the course of 7 weeks. Additionally, I have begun working with the local Otago branch of Thursdays in Black. Overall, I am more than confident that I have done 5 hours of voluntary service which contributes to the local community.





### **3. ATTENDANCE AND INVOLVEMENT IN OUSA AND UNIVERSITY COMMITTEES**

Following is the list of committees that I am on that have met this quarter (in no particular order):

- Committee for the Advancement of Learning and Teaching;
- Board of Undergraduate Studies;
- Micro-Credentials Working Group;
- Otago Teaching Awards Panel;
- OUSA Financial and Expenditure Committee;
- Standing Committee of the OUSA Executive;
- OUSA Executive;
- Executive Planning Team;
- Academic Committee;
- Humanities Divisional Board;
- Academic Integrity Working Group;
- Quality Advancement Committee;
- Senate.\*

\* Did not attend due to illness

In addition, I've met with numerous individuals from around the University in an informal manner – for example with members of the IT Governance Board that shall soon be established, members of the Academic Integrity Working Group and the Pro-Vice Chancellor of the Humanities.



## **4. GOALS**

### **4.1 Consultation**

Throughout this year I am aiming to improve the methods of consultation of both OUSA and the University. At an OUSA level, this means working with students and academic student associations where appropriate as academic issues arise. It also means engaging with students outside of the 'OUSA bubble' – read section "Academic Student Associations" for more information. At a University level I shall be working with an upcoming working group (name TBC), aimed at resolving a number of commonly arising 'student issues.'

### **4.2 Lecture Recordings/Podcasting**

I believe that the lack of a uniform policy on lecture recordings/podcasting is detrimental to the students at the University. Some students are time poor, working more, some have children, some have health issues – there's a wide range of reasons why students will not always be able to make it to a lecture. Getting a universal pro-lecture recording policy (through the new IT Governance Board) will make life much more equitable at Otago.

### **4.3 Fight VSM**

VSM has had a huge impact on student associations all throughout New Zealand. While OUSA has survived in a state better than most, it still has an effect on our independence as a student association. Due to the nature of this issue, while we are still setting our direction (working out what end-goal we want), this is a campaign that really needs to be done through NZUSA, thus I shall be working with NZUSA on this issue.

### **4.4 Sustainability**

As an organisation, OUSA needs to take responsibility for its emissions and waste. It also needs to hold the University and wider community to account and push them to be better than they currently are. As such, we will be pushing hard in the Local Body Elections to make sure that candidates for the DCC have strong environmental policy.

### **4.5 Academic Integrity**

Academic Integrity is a wildly important part of being at University. At the same time, we must ensure that when students have committed academic misconduct, we take into account the whole picture – rather than just the academia itself. I'll be working on getting OUSA Student Support involved in the process, allowing for a holistic manner of addressing the misconduct.



#### **4.6 Class Representatives**

Class Representatives have an integral function in the University – they are the ones that ensure that classes actually function *for* students. As it stands however, the system is not perfect, many people do not see the point in Class Reps, most people do not want to be a Class Rep. I'm aiming to revamp the system with the help of OUSA Student Support and make it a system that people want to be a part of.

#### **4.7 Academic Student Associations**

In my view, Academic Students Associations are the backbone of student experience at Otago. They provide social events, academic support and more. They are also an extremely apt place to go for consultation. At Otago, whilst we have a number of Academic Student Associations, there are also many holes in the net, so to speak. I'm looking to build more of these associations, using EduCom as the vehicle for this construction.



## 5. GENERAL

This section could, in reality double the length of this report, but I shall refrain from doing that. Instead, here's a quick list of some stuff:

- Met with the Electoral Commission;
- Met with the Returning Officer and DCC;
- Organised electoral enrolment boxes for the Colleges;
- Organised who among the Executive sat on which boards and committees;
- Updated the OUSA Committee/Board list to make sense;
- RA work;
- Nomination for the Board of Graduate Studies vacancy;
- NZUSA Conference;
- Consultation on the Otago Sexual Misconduct Policy;
- Met with a variety of staff throughout the University;
- Worked on the University of Otago Procurement Policy;
- Radio One volunteering;
- Animal Ethics Forum;
- Humanities Tutors meeting;
- OCCNET events;
- Helped OMSA with their scholarship regulations;
- Organised OUSA's involvement in School Strike 4 Climate.

My final general point, is simply that I love doing this work, making (slow) but good change for students. It's not a job that you forget about when you leave the office, it's not a job that lets you have late nights (apart from last minute Committee agendas), but it is a job that gives you satisfaction. It's both the most frustrating job I've ever had and the most rewarding and, while it drains me it also refreshes me. I'm looking forward to working with everyone this year and making good (OUSA) green change.