

Tēnā koutou,

This document aims to outline what I've achieved throughout my second quarter as Education Officer of OUSA. As I said in my first quarter report, 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. Each and every Executive Officer should be accountable to students, and students should be able to see if they have done their job. The framework allows for this to happen – to an extent. Remember to also look for results and changes what occurred last year but bear in mind that change is slow. I'll point out briefly that due to the prescriptive nature of these reports, they don't capture everything we've done. I'd say if you really want to get a gauge of how much I've done, compare the goals section of this quarter and last quarter.

If you don't feel like reading the whole report, here's a quick summary of some of the things I've done this quarter:

- Finished setting up the Education Committee and chaired 4 meetings;
- Ensured that students under investigation for Academic Misconduct are referred to OUSA Student Support;
- Established a Lecture Recordings Working Group (which has met once so far);
- Written and submitted on the DCC Annual Plan, the Tertiary Precinct Parking changes, the Education (Compulsory Student Services Fee) Notice, and the Education (School Donations) Amendment Bill on behalf of OUSA;
- Written the Class Representatives Report and launched the pilot programme for next semester;
- Determined OUSA's emissions and procured a quote from a carbon neutrality accreditation company;
- Worked with NZUSA on their VSM work, and have collected data for them from other students' associations;
- Sat on a ton of Committees, Boards and Working Groups throughout the University;
- Worked to establish University wide guidelines for student consultation on academic proformas;
- Worked on the OUSA Local Body Elections Campaign (including meetings with the Electoral Commission, organising enrolment BBQs, creating policy and general planning).

If you've got any questions following that summary, feel free to flick me an email at [education@ousa.org.nz](mailto:education@ousa.org.nz). I encourage you to read the whole report. While it might be a tad boring, it's probably worth it – you never know what might spark your interest. At the very least, enjoy the read, Critic!

Ngā mihi nui,  
Will Dreyer, OUSA Education Officer

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Education Officer

2<sup>nd</sup> Quarter Report 2019

Submitted 19-03-2019 at 6:00pm

2949 words (including pre-amble), 2545 words (not including pre-amble, not including headings)

## **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 not been required to be a member of the Standing Committee as it has not convened. 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 first meeting of the Education Committee was on the 26<sup>th</sup> of March. Including this meeting, 4 meetings of the Education Committee have occurred this quarter. All committee members have been advised of meeting times, agendas have been prepared and circulated to committee members and the standing orders of the committee have been adhered to.

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

I have taken direction from the Education Committee on all educational matters that have been discussed at the Education Committee, including Class Representatives, Lecture Recordings, and the issues that Pharmacy students have had with placements.

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

The initial membership of the Education Committee had at least one member from every division although unfortunately the member from Commerce has had to step down. I offered them the option of a replacement member from the COMSA exec, but they have not taken me up on that as of yet. We have a representative from Te Roopū Māori on the committee, and a First Year Representative.

**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 am in regular contact with some members of the Welfare Committee, including the LGBTQI Representative, and am in regular close contact with the Thursdays in Black Representative. I have been in regular informal contact with the Welfare Officer around issues relevant to both of our roles, and other issues that I care about (such as the Sexual Misconduct Policy).

**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 am a representative of the Association on the University of Otago Senate. Unfortunately, I was not able to attend 2 of the 3 Senate meetings this quarter, due to timing issues with our SGM and one of our voter enrolment drives. 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, particularly in relation to an interview with Critic around NZUSA's progress on Voluntary Student Membership. I have drafted and submitted on both the Education (Compulsory Student Services Fee) Notice, and the Education (School Donations) Amendment Bill on behalf of OUSA. I have been working with NZUSA on their VSM plans, including both feeding into their plans, and collecting data from Students' Associations around New Zealand on the impact VSM has had on them. I have also met with an official from the Ministry of Education, discussing what OUSA wants to see in the new Tertiary Education Strategy.

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

I wrote a piece for the Exec Column in Critic about MedEntry and Crimson Consulting. I argued that they were a waste of money, and informed students of the free, official resources that they could use to prepare for UCAT. I was interviewed by Critic about NZUSA's progress on VSM. I participated in and helped Postgraduate Officer Dermot Frengley promote the Postgraduate Rally for

Student Allowance. I have helped with the campaign against paid parking around the University (which would impact students' ability to access education), drafting and submitting on the proposed changes on behalf of OUSA, and informing students of the impacts it would have on them, and how they could submit their own views.

**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 positive that my relationship with OUSA staff is good on the whole. I have been working with the Student Support Manager and the Class Representatives Coordinator on the Class Representatives revitalisation, and the pilot programme that will be running in 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 drafted a Class Representatives Report based on the submissions collected from students and academics last year. From this report the Class Representatives Co-ordinator and I have launched a pilot programme for a revised Class Representatives system for Semester 2. I have drawn up guidelines for Lecturers, Class Representatives and the Class Representatives Training for this pilot programme. I have attended Class Representatives training sessions to better understand the current system, and to provide feedback on how they could be improved.

I have not been the representative for the OUSA Teaching Awards as there was no budget allocated to the awards last year – therefore, they are no longer running.

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

I have facilitated the appointments of 6 students to 3 School of Arts internal committees. This included advertising the positions through the Facebook page and the Class Representatives email system, meeting and interviewing candidates, choosing the candidates and appointing them to the committees. I met with and gave advice and help to the 2 students appointed to the Board of Studies for Biomedical Science. I appointed a member of the Education Committee to the Student App Governance Committee.

**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. With the departure of Vernon Squire, the DVC(A), I organised to meet with his replacement Pat Cragg before she entered the position and have maintained a good working relationship with her.

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

To be frank, I have not liaised with the Recreation Officer to assist affiliated clubs that have a focus on student education. I have however met with affiliated clubs that took up my offer to attend one of their executive meetings and have been in contact with the New Zealand Association of Pharmacy Students Otago around the placement issues. I have been clear to all affiliated clubs that I contacted in quarter 1 that I am there for them to try and help them work through any issues they may have.

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

I'm still a heavy sleeper but I've had less sleep this quarter, so I've been available more than I was last quarter. Other than sleeping and showering, I'm available at all other 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 I have not worked less than 20 hours per week. There have been times where I have tried to work less due to assignments but have still hit 20 hours.

## **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:**

I have done administrative organisation for the two Tertiary Open Days that were held this quarter, including organisation of the BBQ, food and executive members. I also participated in the BBQing for both the Open Days and sat on the OUSA booth at the Open Day expo.

I have also done administrative organisation for the 4 voting enrolment BBQs that we have done so far, ensuring that enough executive members would be present at the BBQs. I have also helped set up all of the BBQs and worked the BBQs.

#### **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**

I did not collect for the capping charity, although I did volunteer to usher one of the Capping shows.

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

I put up posters, lecture bashed, and found and hammered voting signs for the referendum into Union Lawn.

### **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 Executive meeting and executive planning sessions that have occurred this quarter. I have been particularly involved in the Local Body Elections campaign.

### **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 have not had to spend any of my budget this quarter.



otago uni **students'** association

**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 have attended all of my office hours. They were 4-5pm, but due to a meeting change are now 3-4pm. I asked the Administrative Vice-President to publicise these office hours.

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

Throughout this quarter, I have worked with Generation Vote, an OUSA-affiliated club that is working to increase civics education among youth, especially high schools. We have successfully taught a series of seven workshops at Otago Girls' High School, of which I attended 6. I also helped craft these workshops and attended the weekly meetings.

I have also been a part of Thursdays in Black Otago, helping to poster, helping with events, attending and participating in all exec meetings and helping to write press releases.

I have done far more than 5 hours of voluntary service this quarter.

### **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;
- OUSA Finance and Expenditure Committee;
- OUSA Executive;
- Executive Planning Team;
- Academic Committee;
- Humanities Divisional Board;
- Academic Integrity Working Group;
- Quality Advancement Committee;
- Senate;
- Lecture Recordings Working Group;
- IT Governance Board;
- Summer School and Continuing Education Board;
- Continuing Education Fund Committee;
- Learning and Teaching Spaces Committee;
- NZUSA National Education Committee;
- Health Sciences First Year Strategic Management Committee;
- OUSA Education Committee.

In addition, I've also attended meetings about the Green Impact Awards, met with the TEU, met for a sub-meeting of the Academic Integrity Working Group, met with Library staff, met with the Student Development team, met with staff from the ORC, and much more.



## **4. GOALS**

### **4.1 Consultation**

In terms of consultation, my focus this semester has been ensuring that academics complete proper consultation with students when creating new papers. Last year James Heath passed through BUGS a new section of the Form 3 and DIV ST (which academics must complete when creating a new paper or filling an empty special topic shell) called "Academic Consultation with Students." I've found that there has been a wide variety of approaches to this consultation, many of which I have found to be lacking. At Academic Committee, Finance Officer Bonnie Harrison and I put forward best practice guidelines to student consultation. I'm currently working with the Academic Committees and Services Office to make these guidelines universally applicable at the University. The working group that I referenced in this section last quarter has not formed yet. To be honest, I have not followed up on this as my time only goes so far, but it is something that I will be following up next quarter.

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

This quarter I took a proposal to the Committee for the Advancement of Learning and Teaching for the establishment of a Lecture Recordings Working Group, that would aim "to support the institutional integration of Lecture Recordings into teaching and learning." This was successful, and a Lecture Recordings Working Group has been established of academics from CALT that I chair. Our first meeting was toward the end of this quarter, but further work will be done on this throughout the rest of the year.

### **4.3 Fight VSM**

As mentioned earlier in the report, I have been working with NZUSA on their plans for VSM alternatives. I have also been collecting information from other students' associations on their resources, capability, strength etc. before and after VSM. This information provides context, background information and evidence for a need of change to any plans we create, and any proposals that NZUSA put forward to MPs.

### **4.4 Sustainability**

This quarter I have collected information about OUSA's emissions and energy usage. From this information I have procured a quote from CarbonZero, a company that helps other companies achieve carbon neutrality. We are currently in discussions around our next move. I have also worked to amend the University's Procurement Policy to include sustainability as a principle to be considered when procuring things. This was absent from the policy beforehand. It is currently out for consultation.

### **4.5 Academic Integrity**

This quarter I put forward a proposal to the Academic Integrity Working Group to “ensure students under investigation for Academic Misconduct (Level 1 & 2) have the option of Student Support, through an opt-out system, in meetings with Heads of Department.” This was unfortunately unsuccessful, as the Working Group believed that an opt-out system would be a breach of students’ privacy. However, an alternative arrangement was established so that students who are notified that they need to meet with their HoDs will have it recommended to them that they bring a support person, with the contact details for OUSA Student Support included. After the investigation is complete, they will once again be referred to Student Support for any help they may need with academic adjacent issues that may have led them to committing Academic Misconduct.

#### **4.6 Class Representatives**

As mentioned earlier, this semester I wrote the Class Representatives Report, and have launched (with the help of the Class Representatives Coordinator) a pilot programme for a modified Class Representatives system. I have also written guidelines for lecturers, the Class Representatives Training, and Class Representatives for this pilot programme. We have enough lecturers signed up to the pilot programme for a roll out next quarter.

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

The expansion of Academic Student Associations is something that I have largely delegated to the Education Committee. Jack Manning and Patrick Manning have drawn up a list of subjects that do not have Student Associations. Patrick is now in the initial process of setting up a Music and Performing Arts Student Association, and Georgia M-Gray (with others not on EduCom such as Kayli Taylor) is setting up a School of Arts Student Association. If all goes according to plan, then further associations will be set up in the coming two quarters.

## 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 Chief Electoral Officer of the Electoral Commission;
- Visited every College in a day to check on Enrolment boxes;
- Organised OUSA's Tertiary Open Day events (two BBQs and one stall);
- Attended 3 vigils for the Al Noor Mosque and Linwood Islamic Centre shootings;
- Met with the TEU;
- Wrote the terms and conditions for the College Enrolment Prize;
- Helped brainstorm and plan the Valid Voter campaign, and the general Local Body Election campaign;
- Wrote an Executive Column for Critic;
- Wrote and submitted on the DCC Annual Plan;
- Orally submitted on the DCC Annual Plan;
- Spoke to motions at the SGM;
- Researched commonly broken University Policies that academics must follow;
- Met with the Library to propose longer opening hours;
- Established a trial period of longer opening hours for the Marsh Study Centre;
- Wrote and submitted on the Tertiary Precinct Parking changes;
- Attended a meeting organised by Student Voice with DCC staff around the parking changes;
- Reviewed enrolments (in EFTS) of all Departments/Programmes;
- Met with the Quality Advancement Unit;
- Submitted on the new Interdivisional Degrees on behalf of the Exec;
- Had a meeting with NZUSA about Local Body Elections;
- Represented OUSA at a Graduation Ceremony;
- Met with the organiser of the University's new culture campaign;
- Met with an official from the Ministry of Education about the new Tertiary Education Strategy;
- Investigated the current fees for My eQuals;
- Worked with Bonnie to create the OUSA LBE Policy/Pledges.

My final general point is simply that I love doing this work. It's slow, frustrating and at times tedious, but at the same time it absolutely is the most satisfying job I've ever had. I love doing the work I do for students, and hope that they get some benefit out of what I've been doing (and will continue to do). There are some people in particular who have been absolute gems in terms of helping me do good work, you know who you are, thank you.