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Academic Representative
1st Quarter Report 2023
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Part One: Executive Officer Position Description Duties

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

I have not had to assume all the powers and duties of the President this quarter.

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

9.2.1 Standing Committee of the Executive; and;

9.2.2 Academic Committee.

This quarter I was a member of the Standing Committee of the Executive and 2023 Academic Committee as chair.

9.3 Chair monthly meetings of the Academic 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 Academic Committee has not met this quarter due to the difficulties of engagement to meet the required makeup to have a meeting. However, I am confident that the first meeting for this committee can occur next quarter with great discussion points.

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

I am intending to take direction from the Academic Committee on educational matters as they arise, this quarter I have been taking direction from communications directly with students through email, due to the business of this first quarter.

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

I am in the process of adhering to the minimum membership of the terms of reference, as well as reaching out to a number of other student bodies and organisations to encourage a broad range of membership.

9.6 Be one of the Association's representatives on:

9.6.1 University of Otago Senate;

9.6.2 University of Otago Board of Undergraduate Studies; and;

9.6.3 Other University committees, boards, advisory groups and working parties as appointed by the Executive.

This quarter I have attended meetings of a range of University committees, boards, advisory groups and working parties, including but not limited to:

- Summer School Operational Group
- All Staff Forum- Tuakiritaka
- Programmes and Papers Working Group
- Academic Committee
- Board of Undergraduate Studies
- Teaching Award Panel
- OUSA Exec Meetings
- Academic Integrity Advisory Committee
- Humanities Divisional Board
- Quality Advancement Committee
- Student Transition Network

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

I have facilitated in the appointment and referral of students to be representatives on Committees and Boards and will continue seeking student representatives for such. These include Health Sciences DAB, Interprofessional Learning Centre and School Leadership Team. My efforts will continue to ensure that university staff are reminded of the voluntary nature of students' contribution and aim to reinforce the importance of compensating students for their time if they are appointed as representatives. Compensation is still a work in progress.

9.8 Where appropriate brief the President on national and local tertiary sector educational issues and represent the educational interests of students on local body committees and boards.

Quintin and I have been meeting on a weekly basis to catch-up on any matters that have arisen, or topics I would like further support on. We will continue to meet on a weekly basis to ensure my goals can be reached, and extra advice can be given. I have kept him informed on the outcomes of many of the committee meetings I have attended, and how we can utilise the agendas of such to benefit students.

9.9 Facilitate and provide feedback and consultation for academic pro forma.

I have continued to facilitate and provide feedback and consultation for academic pro forma.

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

Our focus this quarter has mainly been on getting the exec's faces out across campus for student support. We are doing weekly columns in the Critic with one exec per week. These columns provide our contact information and roles, which is hopefully creating some more awareness of the OUSA Exec. We have further promotions for student welfare coming up next quarter.

9.11 Maintain a good working relationship with relevant Association staff, including the Student Support Centre Manager and the Class Representative Coordinator, and liaise with them on relevant educational issues as they arise.

I have maintained a good relationship with relevant association staff. I have meetings with staff from both teams within the next fortnight. Communication has been positive thus far.

9.12 Act as the Executive's representative to the Class Representative system and assist in their promotion.

As classes are still looking for their class reps for 2022, I have not yet met with the class reps to assist them in their role. My goal is to create a good relationship with them and work on how they can be more active in their roles and feel their feedback is valued.

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

9.13.1 The Deputy Vice-Chancellor (Academic); and;

9.13.2 The Director of Summer School.

9.13.3 The Director of Academic Integrity.

9.13.4 The divisional Associate Dean Academics; and;

9.13.5 The Director of Distance Learning

I have monthly meetings with Helen (Deputy Vice Chancellor Academic), as well as meeting with the other directors and many other staff through sitting on the same committees as them. I have scheduled upcoming meetings with SLT and Student Support to build a good working relationship and discuss student matters. Overall, my working relationship with university staff has been a great experience so far and I am looking forward to hopefully meeting more of them in person.

9.14 Establish a good working relationship and communication with academically orientated clubs or societies, liaising with the Clubs and Societies Representative as and where needed.

This area of my role has not been very active this quarter, as most clubs and societies are still navigating how to organise themselves throughout the beginning of the semester. Reid (the Clubs and Societies Rep) has been taking the lead on this and ensuring consistent messages to clubs.

9.15 Be available via cell phone at all practical times.

I have been available and communicative via cell phone at all practical times.

9.16 Perform the general duties of all Executive Officers.

I have performed all general duties as required

9.17 Where practical, work not less than twenty hours per week.

I have worked not less than 20 hours per week when practical this quarter.

Part Two: General Duties of all Executive members

3.1 The appointed term for all OUSA Executive Officers shall commence from the 1st of January and will terminate on the 31st of December of that same year.

My term commenced on the 1st of January, and it will terminate on the 31st of December.

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

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

3.2.2 Assisting with elections and referenda where appropriate.

I have volunteered at OUSA Tent City, and the Flattening Carnival this quarter. When election season begins, I will assist with promotion and support.

3.3 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 all meetings and planning sessions this quarter, except for one Programmes and Papers Working Group meeting due to a timetable clash.

3.4 All Executive officers shall:

3.4.1 Keep up to date with the Finance and Strategy Officer's Executive budget, bringing to the finance and strategy officer any spending proposals, keeping track of their spending and ensuring they do not exceed budgeted expenditure;

I have not sought to spend any money this quarter.

3.4.2 Educate themselves on needs and experiences relevant to historically marginalised demographic groups including intersectionality and promote and encourage all demographics to participate, where relevant, in clubs, societies, committees and OUSA events;

I have endeavoured to receive feedback from a diverse range of students from a range of academic areas and highlight their concerns where appropriate, as well as acting as a communicator between these students and staff where appropriate.

3.4.3 Prioritise sustainability and minimization of environmental impacts in all aspects of their role and keep up to date with environmental issues;

This has not yet been relevant in my role.

3.4.4 Every quarter undertake five hours of voluntary service which contributes to the local community.

I have not undertaken five hours of voluntary service this quarter due to the busy nature of other commitments.

3.4.5 Regularly check and respond to all communications.

I continue to be regularly online and communicative.

Part Three: Attendance and involvement in OUSA and University Committees

This quarter I have attended the meetings of:

- Summer School Operational Group
- All Staff Forum- Tuakiritaka
- Programmes and Papers Working Group
- Academic Committee
- Board of Undergraduate Studies
- Teaching Award Panel
- OUSA Exec Meetings
- Academic Integrity Advisory Committee
- Humanities Divisional Board
- Quality Advancement Committee
- Student Transition Network

For all I read the distributed agenda ahead of time and engaged within the meetings on student perspectives and issues.

Part Four: Goals

Course Advice Drop-in Sessions at Halls

Due to the confusing nature of paper/course selection, especially for first year students, I am wanting to introduce bi-annual course advice drop-in sessions for students at halls towards the end of each semester. I believe having these sessions will reduce the stress of choosing papers for Semester 2 and/or the student's next year of study, with extra support from course advice experts. I have contacted Student Development Team to begin planning these sessions.

Increasing Number of Papers Available for PASS

After reviewing the numbers in paper enrolments, it is clear that a larger range of papers (than PASS currently provides) are necessary for additional tutoring. The University currently offers PASS for 21 papers, which is an incredible amount. However, there is still the need for more papers to be available, which I am currently looking into. To truly see the benefits of providing these papers at PASS Tutorials, it is relevant to gain student feedback on such. I will be planning either a survey or question on the upcoming referendum, as well as feedback from my colleagues on thoughts regarding this. I have an upcoming meeting with SLT to discuss these matters in the near future.

Student Representation on Academic Associations

Due to the lack of student representation on academic associations, I am really pushing for class reps to be able to sit in on these meetings and provide their input and feedback on the content from such. I am in the process of referring and appointing students on the School Leadership Team (thanks to Tim Cooper) and Health Science Divisional Board. With this representation, I would love for students to be compensated for their time and efforts on these boards, by providing their invaluable time outside of studies.

Māori Language Policy on Course Outlines

As a means of acknowledging the significance of te reo Māori as a taonga, which is safeguarded under the Treaty of Waitangi, the University supports the entitlement of its students and staff to utilise te reo Māori in all academic evaluations. Although the university website explains policy surrounding assignments in te reo, I would like to make this policy explicitly available in every course outline to reinforce the university's vision statement for te reo Māori "that te reo Māori becomes an ordinary, useful, relevant, vibrant and inspiring language as a medium of communication in a wide range of contexts". I aim to making these changes with the vice chancellor.

Part Five: General

Kia ora koutou,

First quarter of the year complete!

What a busy start to the semester it has been. The working year started with an overwhelming number of meetings and committees to sit on, which I quickly settled into. My first official workshop began just before the start of semester 1, with the Student Transition Network Session. I found this workshop to be very valuable in understanding the wide range of student support that is out there! Don't forget to contact the OUSA Student Support Centre for any

assistance at uni you may need this amazing group is continuously welcoming students for support.

Our OUSA Executive Training Day was incredibly valuable for all exec. Not only did it provide a great opportunity for all members of the exec and staff to come together and collaborate, but it also served as a platform for sharing ideas and strategies for the rest of the year. This day included a variety of workshops, presentations, and team-building exercises that helped to strengthen our individual and collective leadership skills. It was also a great opportunity to develop our goals for the year.

These numerous meetings have been invaluable, and I am looking forward to the positive change to come from the rest of this year. I have learnt to adapt to the number of weekly changes that occur in this role and managing my time to balance studies and representing students. I am continuously learning to educate myself on the diversity of students across the university and am committed to representing the voices of all of our students.