# Functions of EA Oxford

Any EA student chapter fulfils certain functions such as running outreach events, maintaining contact with other EA chapters, or maintaining a chapter website. Some of these functions are more critical than others, in that they contribute more to the chapter's long term flourishing.

One frequent failure mode for student groups is that they can't find successors to run the chapter in the way that it's been run by the previous administration. This could mean that there are no people to maintain the most important functions of the chapter, or that the chapter loses focus on its long-term goals and only spends time on low-impact activities without improving.

To mitigate this we propose a framework of Tiers that will help us and succeeding generations to prioritise their activities with regard to their committee structure. This provides a framework for thinking about what sort of committee roles to have in EA Oxford at any particular time.

## Tier 0

Scenario:

*Zombie apocalypse scenario.*
*Things are going very badly and there are very few people with sufficient interest and enthusiasm to work on EA Oxford. There is a real risk that in the following year EA Oxford will be abandoned.*

*Number of committed members (willing to volunteer substantial time [5h per week]): 2 or fewer*

Functions to prioritise performing:

1. ***Maintaining contact with other EA groups and CEA***
2. ***Finding successors to maintain EA Oxford at Tier 0***
3. ***Finding successors to grow EA Oxford to Tier 1***
4. ***Maintain and improve on (where possible) EA Oxford's strategy framework and long-term goals [Safekeeping]***

## Tier 1

Scenario:

*A core group of passionate people work hard on EA Oxford, keeping the flame of Peter Singer burning bright. The key functions are no longer in life-threatening condition and they push towards making EA Oxford Tier 2*

*Number of committed members: 2-5*

*It would seem that most student chapters are at Tier 1.*

*Functions to prioritise performing:*

1. *Maintaining contact with other EA groups and CEA*
2. *Finding successors to maintain EA Oxford at Tier 1*
3. *Maintain and improve on EA Oxford's strategy framework and long-term goals [Safekeeping]*
4. ***Finding successors to grow EA Oxford to Tier 2***
5. ***Impact evaluation***
6. ***Tracking engagement***
7. ***Organizing repeat events for outreach and engagement***

## Tier 2

*Scenario:*

*There is lots of interest in effective altruism amongst students and many are looking for opportunities to get actively involved. There aren't enough roles in a Tier 1 committee structure to accommodate all those who want to play a part in EA Oxford.*

*Number of committed members: over 5*

*It would seem that large student chapters such as Oxford and Cambridge are currently at Tier 2.*

Functions to prioritise performing:

1. *Maintaining contact with other EA groups and CEA*
2. *Maintain and improve on EA Oxford's strategy framework and long-term goals [Safekeeping]*
3. *Finding successors to maintain EA Oxford at Tier 2*
4. *Impact evaluation*
5. *Tracking engagement*
6. *Organizing repeat events for outreach and engagement*
7. ***Ensuring that there are *highly competent* successors to maintain EA Oxford at Tier 0 and then Tier 1***
8. ***Team support***
    a. ***Providing resources to support new student EA projects (e.g. an x-risk reading group, a prioritisation research group)***
    b. ***Co-ordinating and supporting diverse student EA projects to work together to pursue the 'central goal'***
9. ***Organising showpiece events with high-profile speakers***
10. ***Maintaining an excellent brand-presence (e.g. social media, website)***

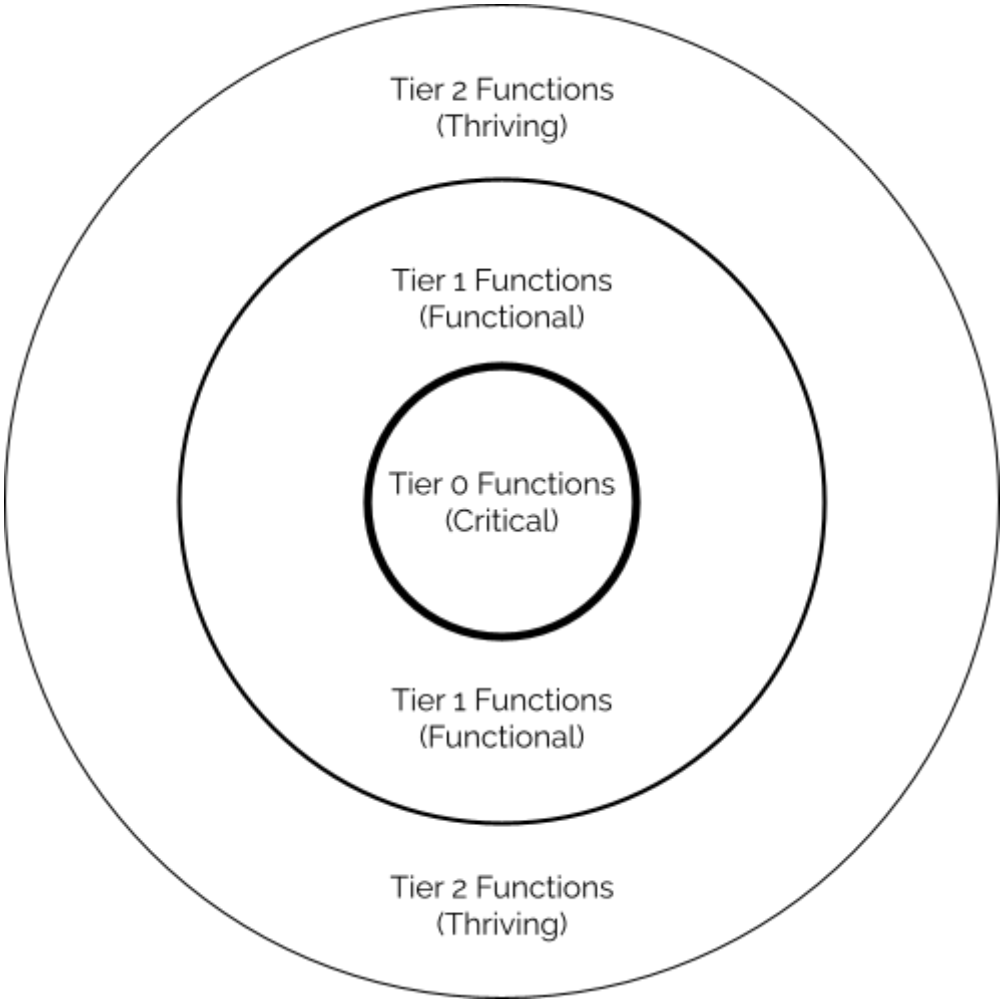



Image 3: Tiered functions of an EA student chapter

*This tiering structure should be re-evaluated annually to ensure that it remains a useful guide, and should be updated with experience. Things we want to test include:*

- *What are the most important functions for a student chapter to have in order to maximise its impact?*
- *Are the current distinctions in functions meaningful and useful, or do they hinder flexibility and creativity?*
- *Are there any functions that need adding?*

## Action Plan

1. Re-evaluate tiering structure at the end of every Trinity term, making changes if necessary
2. Re-evaluate committee structure at the end of every term, making changes if necessary