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## PREFACE

The Auckland University Students' Association (AUSA) is constitutionally required to produce an annual report for its members. This is the third report that has been produced in the last 15 years. This report is required to deal with the activities of the association for the previous year.

This 2013 Annual Report is a record of the Association for the past year. It has been compiled by 2013 President Daniel Haines and the 2014 President Cate Bell. AUSA notes that the individual views expressed in the following reports do not necessarily reflect the views of AUSA or the compilers. Some reports have been truncated for length, and others have been edited to enhance readability. The original versions of these reports are available from the AUSA Office Manager.

As per AUSA policy each Executive member has completed an Annual Plan, a First Semester Report, an Annual Report and a Transition Document. AUSA also reports after each semester on the key areas of Representation, Advocacy and Welfare. The reports detail key activities undertaken, number of students served, key outcomes for students, difficulties encountered and trends the University should be aware of. These reports have been included in the Annual Report. If all of the reports are completed on time the Executive is entitled to receive a \$250 bonus for each semester. This is a token payment for the service and hard work that they do for the Association.

As a student organization AUSA has the unique pleasure of attempting to harness the unfettered ambition of students at University. The Association is not cash rich but has a rich culture of volunteerism and activism.

The President receives honorarium for 40 hours per week. The Administrative Vice-President, Education Vice-President, Treasurer, and Maori Students' Officer receive an honorarium for 20 hours per week. Portfolio positions do not receive honoraria.

AUSA has students who are dedicating their lives to the advancement of a fuller University experience for their peers. Knowing how to harness their motivation and energy to beneficial endeavors is a constant challenge. AUSA supports students to develop their leadership and thinking skill which is valuable to them as graduates.

In summary, this document has been created as a snapshot of the current year so that future current members and future Executive members are able to look back at the events and services that AUSA provided. The real results of the effort the AUSA makes into delivering student voice and student community on campus can be seen each and every day. I encourage every member to take advantage of the services that their Association offers.

Always yours,

Daniel Haines  
2013 PRESIDENT  
9 December 2013

## AUSA EXECUTIVE 2013



**Back Row:** Martin Graham (International Affairs Officer), Jessica Storey (Welfare Officer), Jack Davis (National Affairs Officer), William Velida (Media Officer), Eugene Afanassiev (International Affairs Officer)

**Front Row:** Elesie Dowden (Sports Officer), Vincent Ardern (Treasurer), Daniel Haines (President), Cate Bell (Administration Vice President), Max Lin (Education Vice President), Rangitarea Woon-Ihakara (Maori Students' Officer), Alannah Colley (Women's Rights Officer)

**Absent:** Christopher Haines (Clubs and Societies Officer), Calum Redpath (Craccum Editor), Aditya Vasudevan (Craccum Editor), Paloma Ozier (Environmental Affairs Officer), Daniel William (Grafton Representative), Hikurangi Jackson (Maori Students' Officer), Hannah Williams (Pacific Island Students' Officer), Levi Joule (Queer Rights Officer), Alanna Soupen (Tamaki Representative), Katie Wilson (Women's Rights Officer)

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## PRESIDENT - DANIEL HAINES

2013 was another difficult year for AUSA. This year's executive inherited an employment dispute with the 2012 General Manager, a company in liquidation and a student union building which had been downsized by almost 40% due to the terms of the Deed of Settlement. The love-hate relationship with the University was particularly bad this year and their enforcement of legal rights established in 2009 was the source of many growing pains for AUSA. We lost unfettered access to the Quad, rights to monetize the common space, dealt with the removal of a large amount of signage breaking a contract we had with third suppliers.

Faced with the prospect of the University not entering into a 2013 Service Level Agreement with AUSA, whilst at the same time facing the liquidation of Bacchid Benevolency Limited, AUSA's whare was under attack from all sides. The AUSA Executive General Manager was dismissed in November 2012 for serious misconduct. After his dismissal we went through mediation and employment court, the ultimate result was that our decision to dismiss the General Manager was vindicated and believed justifiable in the circumstances. Unfortunately much to my regret, the General Manager in question is appealing the decision and we won't have closure on the issue until 2014.

Without a General Manager it was the responsibility of the Executive to lead an organizational review to determine what is fiscally responsible. The consequence of the review was that many staff positions were made redundant as part of a shrinking of the organization. Departments such as events, clubs, sports, custodial and advocacy were all reduced as part of the review. Furthermore the actual management of the Association, the performance reviews, approval of leave and strategic oversight was left to the Executive in absence of a General Manager. Many of these duties only possible because of the tireless work of Cate Bell the AVP and incoming President. Without a strong executive team, but her in particular, we couldn't have weathered the storm this year. She has my gratitude and my thanks.

With the closure of Bacchid, the student bar Shadows was transferred to the liquidators Grant Thornton. AUSA needed to negotiate a purchase price for the business and chattels before creating a new company to run Shadows. The ongoing success of the bar was a point of much distress due to University constraints but thankfully it has continued trading all year.

The Voluntary Student Membership Act has forced us to do more with less. Now a critical time to change and retain the assets we built up over many generations, or squander it away through irresponsible governance. New initiatives like Students for Students and the Delegates Program are testament that we as students are able to support each other through the good times and bad.

I have incredible faith in the incoming Executive who is already showing signs of developing a high functioning relationship. I look up to those who have taken on this challenge for another year. Advocating on behalf of students isn't a forgiving role and much time is spent fighting on behalf of the student body. To commit your life to something and be totally unknown takes that something extra which is incredibly admirable.

Kia māia,  
Daniel Haines (President)

## ADMINISTRATIVE VICE PRESIDENT - CATE BELL

2013 wasn't an easy year for AUSA. The Association had to contend with substantial changes in our position resulting from the surrender of space, club administrative duties and the dismissal of AUSA General Manager Tom O'Connor in late 2012. Whilst any of these changes would have placed a huge burden on any organization, the absence of a general manager (and the neglect of matters over the previous years) created a huge administrative workload for the Officers.

As well as putting up with these challenges, we were surprised by the University suddenly and aggressive beginning to exercise its rights to certain spaces surrendered to them under the 2010 Deed. At the same time as we were negotiating the tensions this caused, we also had to contend with the drastic reduction in income we experienced as a result of having no services agreement with the University; forcing us to rely on our own income sources. The University's attitude towards O-Week also impacted our financial position; with the cancellation of the event denying us the vital revenue advertising during O-Week usually provides.

Perhaps the most challenging aspect of my role was dealing with the redundancies which resulted from the 2012 Deed. This was a horrible but necessary first step in dealing with AUSA's ongoing budget deficits. Our efforts in this department will allow the Association, hopefully, to be in surplus by the end of 2014. We also began work on our trusts, appointing independent trustees through a robust service provider to allow student assets to be managed by experts in collaboration with students.

If I could offer one piece of advice to future Executives it would be to have the budget finalised before assuming office so that they can be in command of AUSA's financial position from the start of their term, which will allow them to avoid the same mistakes that previous Executives have made, and continue to improve our financial position to make AUSA stronger. In general, planning is the key to success. If the Executive is able to work out its direction before assuming office, it will allow it to maintain a strategic direction throughout its term in office. The AVP in particular should be sure to plan, so that they don't get so caught up in day to day issues and stop being able to look at the big picture.

As well as repairing damage to the Association, I had the chance to help launch two brand new initiatives - our Delegates Programme, a formal volunteer programme which recognises the hardwork that many people already do for AUSA and the Students for Students donation programme; a way in which students can help fellow students out by donating \$1 a week to AUSA Welfare.

It's been an honour serving as your Administrative Vice-President. Thank you to those who believed in me, inspired me, and supported. Thank you to everyone who helped me through the year. I feel we made gains for students. For that, I am incredibly thankful. The 2013 team were fantastic, and I wish them all the best in their amazing futures!

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Tēnei tō tātou iwi, he iwi kaha ki te tū marae. Heoi anō kei konei e noho ana, engari e kore e putaputa mai, e kore. Koirā te āhua o tō tāua iwi; kia tika rā anō te kaupapa, kātahi anō ka puta mai; kātahi anō ka kite ētahi.

Ngā Mihi,  
Cate Bell  
Administrative Vice-President

## EDUCATION VICE PRESIDENT - MAX LIN

**Introduction/Overview:** Education activities this year has been met with various degrees of success. There were a number of new initiatives, and strong relationships built with other organizations. The role this year, however, involved more than just focusing on education initiatives. These included co-founding the delegates programme, as well as assisting with administrative work such as interviewing and reviewing the boards and trusts. The below will be a summary of the key activities, progress, difficulties and successes throughout 2013.

**Semester One:** In semester one AUSA launched the Dropped-MyDegree campaign. This saw a Facebook page established, and we collected a small number of stories from students affected by the removal of postgraduate student allowances. As part of the campaign Megan Woods and Holly Walker, tertiary spokespersons for both Labour and Green respectively, also came to speak on campus.

AUSA also made submissions to various external bodies. This included a submission to the Kaipatiki Local Board on north shore buses, as well as directly to Auckland Transport on the South Auckland transport line with the help of Jodi Johnston. Another key submission was the Unitary Plan submission, prepared in conjunction with Martin Graham. I also took part in the pride festival debate with Levi Joule, and sits on the Ako Aotearoa Board.

In terms of committees at the university level, I was also involved in First Year Transition which looked at how to best structure orientation for future students. This group conducted itself throughout the whole year. AUSA also passed its AUSA Class Rep Policy in semester one, and reviewed the new mediation process by bringing issues to Equity Committee. AUSA also reviewed the Children on Campus Guidelines as part of that committee. I also observed every council meeting in semester one. AUSA also met with the Dean of Arts and attended the Head of School candidates' presentations. There was also advocacy on behalf of AUES due to the maidment fire. There was also a submission written against the NICAI professional staff cuts and a separate submission written on the FAR Review as part of the Equity Committee.

Administratively, I interviewed, processed and inducted the significant majority of the semester one delegates. The programme also required a large of preparation and coordination in semester one as it was in its infant stages, and we did not have a coordinator at that stage. During this same period, AUSA also conducted the interviews for our trusts, and I was responsible for interviewing the John Weeks Trust and Bar Trust candidates.

**Semester Two:** In semester two we established a very good relationship with the Tertiary Education Union. In the past the TEU had not endorsed zero-fees tertiary education, but this year a joint rally was held which saw both staff and students speak and attend, as well as politicians from all opposition parties, including David Cunliffe. As part of the campaign we also ran an information campaign that leading up to fee-setting, that saw students protest which AUSA spoke at and supported. AUSA successfully lobbied both student councilors to vote against fee rises, and mobilized students to attend the live screening.

In semester AUSA also conducted a survey on the compulsory students services fee and actively met with university management as well as raised them at student consultative group. The feedback included over 500 submissions from students, over 70 pages of feedback, which was presented as a 13-page report. This report was presented to SCG, Finance Committee as well as University Council. It was unfortunate that the feedback did not translate into any major changes, however it did result in proportionally higher funding for health services, pastoral services and clubs funding.

Before the beginning of semester two, we also went on Delegates Camp, where delegates were trained on the university structure and various key policies. There were a lot of information to take in, and while the training was worthwhile, this process should be streamlined and delivered more effectively and earlier on. AUSA also recognized its Delegates in Semester Two, as well as held its official launch that was publicized in UniNews.

AUSA also emailed university communications to promote our Students for Students programme and Delegates programme. There was a productive meeting with the Equity Office on the former, and cooperation and follow-up is required once a website and online payment is established.

AUSA also produced two key internal reports. The first one is the Class Rep Analysis, the second is the Delegates analysis. The Class Rep Analysis produced 67 recommendations after benchmarking various universities in Australasia and the United Kingdom and surveying students. The Delegates analysis produced a similar amount of recommendations.

In semester two the Bar Trust Deed was also finalized and adopted. The Academic Audit report was also completed and submitted to the AQA.

**Concluding Remarks:** The nature of my role this year has been more than just education, as with all roles on AUSA, often responsibilities will arise which will limit your ability to focus on the projects you had in mind. Overall, this year there has been a higher focus on campaigns, new initiatives and restructuring. The highlights would be major reports and reviews conducted this year, as well as the delegates programme. There could have been a greater focus on the committees. While attendance was not the problem, it was often the consultation, research and inferences required to make the contribution meaningful. Further details can be found on the Annual Report, the Transition Document, and some of the recommendations below. I have enjoyed working with the 2013 Executive and want to thank them for their help, what they have taught me and an amazing year.

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**Recommendations (not exclusive):**

- That the EVP follow up on the Academic Audit next year, and present the submission if possible.
- That the EVP track the implementation of the recommendations made on First year Transition.
- That the EVP meet with the Tertiary Education Union regularly to collaborate on issues and projects.
- That the EVP review the efficacy of the Class Rep Policy after it comes into effect in 2014.
- That the EVP contacts NZUSA to sit on the Student Allowance Review Panel.
- That the EVP seek representation on the Ako Aotearoa Board.
- That the EVP manage the implementation of the recommendations from the Class Rep Policy.
- That the EVP manage the implementation of the recommendations from the Delegates Plan.
- That the EVP establish a ‘focus group’ to consult with for committees and submission on a regular basis.
- That the EVP submit on individual bus lines and areas that come up for consultation as part of the Auckland Regional Transport Plan.
- That the EVP conduct another CSSF report.
- That the EVP carry out the counselling survey which has been drafted.
- That the EVP monitor developments of the FAR review, especially over the Summer School period.
- That the EVP continue to run campaigns with external organisations and political parties.
- That the EVP monitor the opt-out system of lecture recordings, as well as the Academic Integrity course which comes into effect.
- That the EVP review the representation and education teams for delegates and train and manage them more effectively.

## TREASURER - VINCENT ARDERN

The Treasurer did not complete an Annual Report.

## CLUBS AND SOCIETIES OFFICERS - KIT HAINES

The CSO lapsed on the 12 December 2013 and did not complete an Annual Report.

## CULTURAL AFFAIRS OFFICER - PUAU ROBERTS

The CAO lapsed on the 7 October 2013 and did not complete an Annual Report

## ENVIRONMENTAL AFFAIRS OFFICERS - PALOMA OZIER

The EAO did not complete an Annual Report.

## GRAFTON REPRESENTATIVE - DANIEL WILLIAMS

**Overview:** The Grafton Representative serves as a link between Grafton and City campuses; this means promoting AUSA initiatives at Grafton, seeking assistance from AUSA in Grafton initiatives. These initiatives can range anywhere between social or sports events, to advocating student needs. Additionally the Grafton Rep may have to engage the Faculty in discussions regarding student affairs, and make proposals on behalf of students.

During this year I've worked on establishing a Grafton Sports Competition; this was touted as an idea in 2012, but there wasn't enough time to bring this to fruition in the previous year. Unfortunately, this has taken up most of my time during the year meaning I've had little time to continue the Advocacy and Welfare support AUSA Grafton initially had in 2012 but was forced to suspend in 2013.

**Work:** The most intense period of work is at the start of the year in the run-up and during Fresher's and Orientation Week. This is when we run the main AUSA recruitment drive at Grafton. This requires the transportation of hundreds of O-Week packs from City to Grafton campus, as well as organizing for Executive members to assist at the AUSA stall.

Workload during the year is intermittent, with spikes of activity centered on main events we run e.g. BBQs, sports events. Between high-activity periods, it's appropriate to meet with executives from other associations on campus to discuss how AUSA can facilitate their current aims and goals.

### Recommendations

I recommend that:

1. The main focus of the Grafton Representative shouldn't be about throwing enormous awesome parties and attempting to create an amazing student atmosphere on the campus because
  - a. The core associations on campus already provide the deep student connections
  - b. Being a semi-professional campus with clinics and teaching facilities, the campus isn't suited to activities that might be suitable at City or Tamaki campuses e.g. music in the Quad
  - c. Attempting to effectively organize pub-crawls, Steins, etc. is far too much for one student to undertake

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2. The Grafton Representative should attempt to facilitate the needs of the current student associations on campus where possible.

3. Since the existing associations provide excellent network to students the Grafton Representative should attempt to maximize our relationships with these associations and thereby reaching the constituents on a departmental (i.e. Medicine, Nursing, Pharmacy, etc.) basis.

4. The student associations on campus already provide a relatively vibrant environment at Grafton; the Grafton Representative/AUSA should be seen as an integral support to these student associations. This means:

- a. Augmenting their current capabilities and activities
- b. Assisting in advocacy and welfare requirements of students

**Concluding Remarks:** The role of the Grafton Representative is a harder compared to other campus representatives since the individual does not have another committee at Grafton campus to help the organization and managing of student affairs. This is why it is more appropriate for the Grafton Representative/AUSA to be seen as the benevolent student association that works in the background to ensure students get the best experience at University as possible.

## INTERNATIONAL AFFAIRS OFFICERS - MARTIN GRAHAM

**Overview:** The IAO continues to occupy the space between political organizer for AUSA and advisor for political/social justice clubs. Given the limited funds and appalling lack of activity amongst internationally-aware clubs, this vague position forced upon and not necessarily sort by myself or past IAO's. Despite this, I've have continued to fight for a revival for global interest amongst the student body that is a) sustainable, b) realistic and c) student and club-led rather than AUSA led. Further, like IAOs past, I also became the de facto campaign organizer for candidates for AUSA elections. This is a proud tradition and should be maintained with highest Machiavellian honours.

### Work:

**Clubs/Events:** Increasingly I have had more hands on approach with a few clubs such as generationZero, Koaka/Oxfam, Solidarity with West Papua and recently the Falun gong UOA to name a few. This allowed me better advise and give guidance where my experience dictated. I enjoyed supporting them and their events, and despite my own political conflicts, I support clubs that a well-run, inclusive, fiscally intelligent and interested in reaching as many people as possible. Key events were the genZero/Unitary Plan forum in Strata Café and Koaka Opening Night, both of which pulled large audiences, were informative and fun. They are good templates for clubs seeking to build large numbers.

**Political stuff:** I began to take on the organizing role for AUSA opposition towards recent Government announcements and University fee hikes. This is important work that needs

to be quadrupled in 2014. The highlight was the Fight the Fees rally, which had a number of high-profile speakers. I liaised with underground student activists who see to add extra dimension to the protests which I think is effective. Further

**Policy:** I have finished work on a Memorandum of Understanding Policy born from increased attraction of student unions to build information-sharing alliances. This is an effective and key stone to realizing a strong international student union that can articulate our concerns at global level. Further, I wish to finish off a Human Rights Policy that I hope AUSA will adopt in order to remain in accordance with basic human basic liberties guarantees for students.

### Recommendations

The issue of merging IAO with other positions into a Political Affairs Officer is increasingly relevant one. The benefits are clear. A more robust and challenging workload. Better focus and coordination of student issues. The drawbacks could be less of engagement on particular area of concern (such as international affairs) and less diversity in events and student support. However, such drawbacks could be remedied if robust criteria are included in the PAO's job description.

As such I recommend that:

- 1) the IAO, the NAO and the EAO are merged into a Political Affairs Officer;
  - a) That International Affairs, National Affairs and Environmental Affairs become sub-roles with the PAO's position;
  - b) That the position be a co-elected role, ensuring shared workload and accountability;
  - c) The position be focused on campaigns and be activity based as well as offer pastoral club support;
  - d) Be engaged in on and off-campus activism.

Should IAO remain an independent position I offer the following recommendations:

- 2) That AUSA move to set aside funds for regular international affairs weekly or section in Craccum:
  - a) that is run and edited both by Craccum staff and the IAO;
  - b) not be just 'news from the world' but contain serious academic articles and independent polemics.
- 3) The IAO spearhead project to build networks and alliances with both national and overseas student unions;
- 4) Continue to update the Clubs and Event Guidebook with feedback from working with clubs and picking up on strengths and weaknesses
- 5) The use of the old Student Card space into a campaign workshop;
  - a) Donations materials and tools to build a permanent and

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bookable space for campaigns, not to be used for social hangout times.

b) The IAO to be responsible for the space.

**Concluding remarks:** I think the IAO often acts as the refreshing voice in sometimes inward-focused bureaucratic environment. It is clear to me after two years of IAO that activism and militancy are needed now more than ever. This of course should be adapted to the realities of increasingly privatized University life but this tragedy won't change without increasing our agitation amongst students in political ways. In a way we allowed ourselves to become victims of Campus Life and the University because there exists an ideology of knee-jerk reaction towards centralism and compromise with the university, where instead there should tactical militancy and agitation. Of course, new activism should not ignore the perils of left-wing corpulence that allowed mutations like Tom-O'Connor and his idiot defenders to manifest. Nor should it allow for ignorance of fiscal matters that often build into embarrassing and expensive legal ones that end up losing student assets. But if we become content on just stamping out all matters of corruption anywhere and everywhere, we will paralyse ourselves into bureaucratic stasis locked into a losing battle with a sinister University administration while all the while becoming less and less relevant to students and our allies.

## INTERNATIONAL STUDENTS' OFFICER - EU-GENE AFANASSIEV

The ISO did not complete an Annual Report.

## MEDIA OFFICER - WILL VELIDA

### Policy Goals Review

To increase awareness of AUSA and what we do to the students through media avenues

- Increasing promotion of AUSA activities through relevant Media channels such as Facebook, Twitter, and AUSA TV etc: Our Facebook likes increased from just over 3,000 to over 6,221 likes which was a positive. I didn't get control of the twitter account till July which was frustrating. AUSA TV was also a poor performing area for me. More planning would help me organize time and resources into this area in the future.
- Ensure that each executive member is supported for all their media needs: Impossible for me to judge without input from other exec members. Retrospectively it took me a long time to get the hang of media releases, so this must be an area to improve next year.
- Promotion such as posters and flyers: This responsibility really belonged to Nick, but I really should have involved myself more in the design process.
- Ensure that the executive contribute to Craccum: Grafton wrote a column once, so this must count as achieved.

- Ensure that the executive contribute heavily to the O-week magazine: Perhaps the balance between informative and entertainment wasn't achieved but the executive contributed nonetheless.

To raise national awareness and attention to matters which affect Auckland University students through the appropriate media avenues.

- Utilizing high quality media releases for maximum effect: I wasn't involved as much as I thought I would be in the writing of media releases but that wasn't really a hindrance to my job. I took me too long to figure out the proper procedure of sending out media releases which can't happen next year. This year was a good example of what not to do, but luckily I have next year to get this right.
- Frequent liaison with key media people: I didn't really devote that much time into this objective. It would be interesting to see what other executive members think about how this can be achieved.
- Promotion of such matters to the students of AU: While media releases were eventually put up on AUSA's website, we should put them out on Facebook.

Ensure that the clubs and faculties events and activities are promoted through AUSA media channels effectively

- Liaise with members of respective executives for proper information: This was achieved most of the time. When other faculty associations contacted me about events they were hosting I would usually post these up on Facebook and Twitter.
- Utilize the appropriate media channel based on the demands of the situation: As above.

### University Goals

Run a O-week magazine that is both informative and entertaining to the students

- Ensure that all the executive have an input into the magazine: This was done.
- Strike a balance between informative and entertaining: In my opinion, this wasn't achieved. I'm glad that next year that instead of an O-week mag, we let Craccum do an O-week edition which will contain some information about AUSA in a pamphlet or handbook form. This will allow Craccum to hit the ground running in week 1.
- Ensure that the cover design is both attractive and relevant to AUSA: The cover was effective.

Expand AUSA TV and assist in the development of Craccum TV

- Ensure that the executive are included on relevant videos: Despite the lack of videos, Exec members were included when necessary.
- Have a video camera ready: I had a camera available.

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- Get AUSA delegates to help with the editing of footage: *When needed, AUSA delegates helped me with the footage which was a great help.*

*Attend as many AUSA meetings and events as possible*

- Exec meetings, Student Forum Meetings: *This was done.*

*Increase AUSA awareness on the three satellite campuses; Tamaki, Grafton and Epsom.*

- Coordinate promotion for events and activities with execs: *This really needs to be assessed by the relevant people. Epsom didn't really exist this year so this wasn't achieved.*

## NATIONAL AFFAIRS OFFICER - SHANE MALVA

The NAO lapsed on the 10 June and did not complete an Annual Report.

## SPORTS OFFICER - ELESE DOWDEN

**Introduction/Overview:** 2013 has been a very interesting year in terms of the changes for both AUSA's role with regard to clubs, as well as the structural shifts on the tertiary sports frontier. I have thoroughly enjoyed my year and have connected with many sports clubs and other University students and staff, particularly through my involvement in organizing teams for the 2013 Unigames. It is important to note that while not all the work I performed under AUSA was always sport-related, I have worked to ensure that the needs of sports clubs at the University of Auckland were catered to throughout the year.

### Semester One

Project / Summary	Personnel
<b>Held a Sports Club forum with Nikki Henderson:</b> I made a short presentation on what I could do for clubs. Clubs were very responsive and friendly and the forum was a success, with the University putting on drinks and nibbles for the sports clubs that attended. We ought to run these throughout the year so she will be in contact regarding the 2014 dates.	Nikki Henderson, Hamish Rogers, Sports Clubs, Sport NZ.
<b>Shot footage of the Karate club with Vincent:</b> The footage was passed on to the media officer. It would be great to work with AUSA TV on this to get more footage of sports clubs and provide more coverage of sports on campus. Clubs can sometimes be somewhat passive so you really need to be proactive in seeking out their training times and	Delegates Coordinator, Media Officer, Treasurer.

**Organised the AUSA Ball with Cate Bell and Jess Finucane:** This was extremely time-consuming but very rewarding. Should you wish to get involved with the reorganization of this next year please let me know.

**Organised a large proportion of UniGames and helped many teams find flights and accommodation:** The University was not particularly keen to fund or organise it so I was the key contact for this. We managed to secure funding for some clubs in the end which was great.

**Elese Dowden, Sports Clubs.**

### Semester Two

Project / Summary	Personnel
<b>Attended a day-long sports forum on the future of University Sport in New Zealand:</b> Sports Managers from around the country came together to discuss a new structure for University sport. Lou Rattray will be sending through a draft of the outcomes of that meeting very soon and the implementation of this will begin shortly.	
<b>Contributed heavily to the organisation of a Sports Injury Talk held by Kenneth Craig:</b> His daughter, Jacqui Craig is involved with Campus Christian Movement and she organised the main components. I helped her with advertising (via posters, notices in OGGB, the AUSA Facebook, Twitter and Craccum) and set up on the day. I am sure they will want to run it again in 2014.	Jacqui Craig (jacquicraig1@gmail.com)

### Full Year/Ongoing

Project / Summary	Personnel
<b>Wrote a weekly philosophy article for Craccum:</b> I would have liked to do a sports one instead but there weren't many clubs that wanted to put forward material and the University covers Interfaculty sport fairly well. There is scope to cover University club events or to write a general sports column each week, although this year Craccum did have a sports writer.	Craccum Editors, Education Vice President, Nick Withers (Design).

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**Attended multiple national tertiary meetings between Nikki Henderson, Kahlia Finch (AUT), Sarah Wymer (Massey), Richard Neale (Unitec) and two representatives from Waikato:**

During these meetings we discussed, organized and planned the national-level tertiary events for the Northern region in 2013. There was a meeting approximately every 2-3 months.

**Opened up my Craccum column to sports clubs:** I sent out emails every couple of months reminding clubs that I was keen to get material for Craccum from them so that we might advertise their clubs. Only the Underwater Club took this up but others might be more responsive in 2014.

Northern Tertiary Representatives.

Craccum Editors, Clubs (Active Clubs email group).

**Concluding Remarks:** Being the Sports Officer in 2014 was a wonderful experience and I am sincerely happy that I was afforded the chance to take on the role. I do not think I was as effective as I realistically could have been, as I could have been more proactive in gaining more exposure for clubs in the Craccum and on AUSA TV. Despite this, I formed many new friendships and connected with a large range of people, and I am extremely grateful to the AUSA Executive and in particular, the Officers for all doing what they do to keep such an excellent organization running.

Nonetheless, I am excited about the future of University Sport in New Zealand and am pleased that I had the chance to be involved in its shaping. Due to the changing face of University sport, and because of the shifting role of AUSA in relation to University clubs however, the role of the AUSA Sports Officer has become significantly less relevant, and it is important that future Sports Officers maintain their relevancy by attending tertiary meetings and events and by asserting their representative role in the student domain.

**Recommendations:** Having an open dialogue with Hamish and Nikki was very helpful. Nikki in particular is a wealth of knowledge and is always willing to assist you.

The University's current sporting focus is on higher-level sporting events with a slightly lesser scope for a more social style of sporting activity. This is a great opportunity for the AUSA Sports Officer to hold fun, lesser-known social sporting events to cater to the wider University student populace and to get as many students engaged as possible.

It was helpful for both the sports clubs and myself for me to go and introduce myself to them at their stalls during orientation week. When sports clubs know your name and your face and see that you care about them they are more likely to communicate more effectively with you so that you can perform your role to a higher level.

Attending as many national-level sporting activities as possible is key to ensuring that other tertiary institutions recognize you and AUSA as the legitimate student representative for the Uni-

versity of Auckland. This is important as your voice is extremely valuable as a student representing other students in the sporting arena.

## STUDENT FORUM CHAIR - JACK DAVIS

**Introduction/Overview:** The role of the Student Forum Chair is to survey student opinion on issues that are then relegated back to the Executive table, and to provide a meeting point where students can make their voices heard. This mainly consists of ensuring a competent and effective Forum is run most Wednesdays during term time at 1PM. Despite the dilapidated state of the Student Forum post-2012, generally, 2013 has been a successful year. The highlight of the year has been organizing a steady flow of Forums during both semesters that have resulted in interesting motions being sent back to the Executive, and stimulating debate on topical issues. Compared to the previous year, the Forum has enjoyed recognition for its role every week, and has seen regular attendance by members of the Executive and others. Advocacy occurred for students at a grassroots level, and students made their feelings known. In the future, it would be helpful to have greater advertising initiatives and sponsorship, so there is more incentive for students to come along every week. I want to thank the 2013 AUSA Executive for their assistance- Guys, it has been a pleasure to work with you.

**Semesters One and Two:** I have combined my detailing of the year's work into one bloc. This is because I believe the work of the Forum does not change dramatically over two semesters, its focus should be on a smooth year-long operation.

It was unfortunate to hear that in 2012, Forum had hardly ever managed to gain quorum. This resulted in the Forum almost becoming redundant. As such, it was challenge bring it back up to standard during first semester. The first forum got off to a good start, motions were passed criticizing Campus Life's administration of Orientation Week, and we offered free giveaways to attendees. This paved the way for excellent student feedback regarding ongoing mismanagement by Campus Life.

Moreover, First Semester saw the affiliation of approximately 15 clubs. These were all affiliated unanimously and boosted AUSA's capacity to deal with clubs. A very good result.

Throughout the year, quorum was gained at nearly every single Forum that was held. This resulted in Quad regulars become familiar once again with the Forum, and the concept of representation. I am proud to say that the Forum can now once again be called part of the AUSA establishment.

Despite this, there were some struggles along the way. Unfortunately, I was able to gain no sponsorship other than from the Exec to help with giveaways and other aspects of Forum. I believe this resulted in fewer numbers attending than could possibly have. Also, I would ask future chairs to revisit the advertising of Forum. It is extremely hard to organise a competent advertising system (e.g. lecture drops, chalking) for something that happens every Wednesday- a lot of effort is required. New chairs should see what can be done in the way of new and exciting advertising methods.

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**Concluding Remarks:** 2013 has largely been successful, particularly in reestablishing the Forum as a weekly custom, and running it in the way it was envisaged by past Executives. It definitely gained brand recognition. I have had an amazing chairmanship, and want to once again thank the 2013 AUSA Executive for all their hard work and help.

**Recommendations:** This section should be particularly relevant to future chairs coming into the position. I recommend that:

1. The agenda always be prepared at least 48 hours before the Forum. If anything needs to be added, that is fine, but the backbone of what is going to be discussed should always be set up in advance.
2. New forms of advertising should be implemented to maximize attendance at Forum. I will leave it to future chairs to decide exactly what is the best way to go about this.
3. A competent secretary should be appointed who will get minutes out each week. This should ensure that the Exec is aware when Forum is on.
4. The lapsing of Exec members should be taken seriously, and a lapse-o-meter should be implemented to encourage as much attendance as possible.
5. In 2014 and the near future, motions directed towards Campus Life should be passed with gusto. These have had a very good reaction during my time as chair.
6. Methods of sponsorship should be set up. This is perhaps unrealistic, but I believe the prospect should be revisited in future years.
7. Even if the numbers of attendees tally just below 50, I recommend using a value judgment to announce quorum anyway. It is my firm belief that it is better to have a continuous record of forums rather than having none as in 2012. That task severely weakened the forum.
8. Try and organise some cultural activities to be held just before Forum. This would require excellent organizational skills, but could contribute to greater numbers.

Lastly, to future chairs: I wish you only the best of luck with your chairmanship of the Forum. It is a daunting task to take on, but I'm sure you'll be able to handle it. Though you may encounter trials and tribulations along the way, stay strong, and at all times—go with your gut feeling and do it YOUR way.

Semper fi,

Jack Davies

Student Forum Chair 2013

## QUEER RIGHTS OFFICER - LEVI JOULE

The position of Queer Rights Officer is a new one and it has been a privilege to have been elected in the 2012 May by election to this role. Given the role has not been well defined, it has been my job to establish the position and I am thankful that I will have

one last year in 2014 to continue to do so.

**LGBTI Equity advisory group:** The University of Auckland is in the process of working through a LBGTI equity policy as well as establishing staff and students rainbow group. I have been an active member of this group and we are making very good progress on creating a more safe and inclusive environment on campus that is supportive of diversity as well as working on strategies to deal with discrimination and raising awareness of the rainbow community with both staff and students.

**LGBTI Student Staff Network:** The establishment of the LGBTI student/staff network has been a collaboration between AUSA and the University of Auckland. The LGBTI network provides:

- Opportunities to meet
- Information about services, news and events
- A voice for LGBTI students and staff
- A central record of LGBTI issues and activities across the University

**Marriage Equality Campaign:** In September last year, Louisa Wall's Marriage (Definition of Marriage) Amendment bill was drawn and came up for debate. As AUSA's queer rights officer, I campaigned around campus informing students of the issue and the need to complete a submission

In addition to raising awareness of the issue on campus, I made a written submission on behalf of AUSA in support of the bill, spoke in front of the select committee and organised Auckland's largest party in celebration of the bill's passage in April at Shadows bar.

While also getting the chance to be part of a campaign to change NZ's Marriage laws which are currently discriminatory it has also allowed me to raise awareness in general of discrimination LBGT students still face and why there is a significant need for a Queer Rights Officer on the AUSA executive.

**QueerSpace:** A significant focus needs to be given to the creation of a queer space on campus for LBGTI and questioning students to have a safe space and the chance to form a community,. In July 2012, a motion was passed by the AUSA executive to support the creation of a queer space, all that is now needed is the space to be finalised and to begin to fill the space. In February of 2013, AUSA allocated space, this has been the biggest single reform for LBGTI student introduced by AUSA and us long overdue. Renovations of the space are continuing.

**Engagement with wider LGBTI community:** Raising visibility of the LBGT community as been something I have been focused on, in October, in conjunction with the Faculty of Arts First year experience program, we ran a Queer Quad event which was designed to raise visibility of the community. We are hoping to carry events like this on throughout 2014. I have also been committed to ensuring that a profile of AUSA and the Queer Rights Officer has been established in LBGT media such as gaynz and Express magazine, in order to make it known to the wider community that AUSA is committed to ensuring the needs to our queer students

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are being met.

**More effective sexual health promotion:** At the end of 2013, I started to lay the ground work for a sexual health awareness campaign/group. 2014 will be on promotion of sexual health issues, with a focus on queer sexual health and issues such as HIV/AIDS which is still shockingly high for young gay and bisexual males. While sexual health promotion will have a focus on queer students, it will not be exclusive to queer students only.

**University of Auckland Pride Week 2014:** This will be a major focus of 2014, where there will be the very first AUSA Pride Week to ever be held.

**Counselling services with a focus on queer issues:** Since coming into the role, I have been in discussions with First Year Experience in the Arts Faculty, as well as Student Health over how to better cater for students who are in the coming out process. Discussions are ongoing, but it has been agreed that there needs to be more resources and attention paid to this area.

Over the course of the last year and a half, the position of Queer Rights Officer has been well established and ground work for 2014 has been laid in continuing to make the long overdue gains that have needed to have been made for queer students on campus. I look forward to continuing on with the role in 2014.

## TAMAKI REPRESENTATIVE - ALANNA SOUPEN

**Introduction/Overview:** This year has generally been a success for the Tamaki Students' Association. We believe we have achieved the following:

- Run several successful events
- Built up our rapport with students
- Developed networks with various motivated and interested students
- Developed stronger ties with academic and management staff at Tamaki
- Developed stronger connections with AUSA more widely and other student associations on campus

Although the Tamaki Executive and I are generally pleased with the work that we have conducted, there is substantial room for improvement for next year. As there was no handover between the last Tamaki Rep and myself, this year involved the setting up of appropriate processes as much as it did planning for advocacy, student support and events. Thus, much of the work we have done has not been obvious, but has nevertheless been important. These procedural standards will be described in more detail in the report.

We are aware that students still want to see more happening at Tamaki. We do not view this as a failure, but as students' right to demand more and better performance from their student associations. In addition, we value criticism because it enables us to become better. We also have judged our successes in compari-

son with the previous two years at Tamaki. We have been told by students, as well as other AUSA executive members and Tamaki staff, that substantial improvement has been made,

Jess Truong who is the Tamaki Rep for next year is an incredibly competent and dedicated individual who will be excellent in this role. I am sure she will contribute to both TSA and wider AUSA in meaningful ways. The candidates for her TSA exec are also of a very high caliber and with a diverse set of skills and experience. I am confident that if they are elected in at the next general meeting, they will as a team make innovative progress on what has already been done.

### Semester One

This semester was our chance to establish rapport with students and increase their knowledge of our activities and purpose. I worked in conjunction with executive members to create the initial annual plan. The following are the key areas of action we undertook:

- **Building stronger relationships with staff:** I met with the management staff at Tamaki at the start of the year and presented an annual plan to them. We discussed what I wanted to achieve in the context of management's restrictions. I also had the valuable opportunity to gain from management's perspective on the culture of Tamaki, and the diversity of its student body. I continued to meet with staff in Semester Two. The result of this is that I gained a more complete picture of what was realistically achievable at Tamaki, and the kinds of barriers that we might face. In addition, I developed a mutually respectful relationship and supportive relationship with staff.
- **Executive training and support:** I conducted one official training day with executive, although I tried to support them in an ongoing manner. This involved:
  - An outline of AUSA's structure, TSA's position and the position of AUSA/TSA in relation to other university organisations
  - Requiring exec to actively develop their role descriptions for their portfolio. This was done so that exec would be accountable to descriptions that they themselves had created, and which had been approved by me.
  - Tools for event planning and organisation were provided
  - Guidelines for conduct and conflict resolution were established.
- **Support and advocacy:** Two of our exec acted as employment and education reps who were contacts for students seeking volunteer work opportunities. We also connected with a number of class reps to ask them for their input into what they thought TSA should be doing as an organisation. Our staff member Anita also acted as the contact for AUSA student advocacy and support services. However, not many people approached her, possibly because the information commons moved two years ago and is now located at a different end of the building to the TSA office.

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- **Events:** A main focus for us in Semester One was developing a sense of student culture at Tamaki by hosting social events, which also provided opportunities for us to engage with our students in person. These included:
  - AUSA presence at Tamaki Orientation day including AUSA signups and talking to new students about TSA.
  - Welcome BBQ in Orientation week, which was very successful.
  - Tamaki Touch Tournament. This was not a very successful event due to bad weather which led to the event being rained off several times
  - Tamaki Stein. This was a fairly successful event for TSA which was run in conjunction with the Faculty of Science Students' Association.

## Semester Two

In semester two we sought to strengthen student support services, connect with student leaders, and planning a successful end of year celebration for Tamaki students.

- **Reopening the TSA office:** Due to the loss of our staff member (through voluntary redundancy) and our lack of access to a key for the TSA office, students were not able to access the office toward the end of Semester Two and beginning of Semester One. After we had obtained a key, I and one other exec member took turns staffing the office a couple of days a week. However, students usually only used the office to hire out the pool and sports equipment, rather than for advocacy/support services.
- **Setting up the AUSA advocacy service:** One Tamaki student who was willing to act as advocate began holding office hours twice a week at Tamaki. However, although this position was advertised via Facebook, email and through posters, students generally did not seek support from this service. I do not think this is because the service is not valuable, but because the TSA office is located so far away from where most of the students are.
- **Connecting with student leaders:** We began connecting with class reps and other interested individuals who would like to volunteer with planning the end of year celebration for TSA. The aims of this were to offer volunteer opportunities to students, to assist us in the planning and running of the event, and to identify those individuals with leadership qualities who might be interested in volunteering with TSA next year, or becoming members of the TSA exec.
- **Tamaki end of year celebration:** This was a small but successful event that was run by myself, the TSA exec and very dedicated and talented student volunteers. We charged students \$30 per ticket which included entry, dessert finger food and subsidized drinks, photographers and a DJ for the night. We made a profit of \$460, which will be used to set up a TSA Hardship Grant for 2014.

## Concluding Remarks

This year TSA faced two major obstacles: firstly, the cuts to our funding, and secondly, the location of the TSA office; as the information commons have moved, the office is located far away from students and students are unlikely to come to the office to use our services. To compensate for this we have tried to act as a contact between students and staff by relaying student concerns that come to us to management.

Despite these limitations, we feel that this year has been fairly successful, particularly due to the limited funding relative to previous years. We built a relationship with students, developed the structure and functioning of TSA as an organisation, and began building a positive and engaged student culture at the Tamaki campus. We also accomplished this with minimal cost to our students and with virtually no handover between the 2012 and 2013 exec.

## Recommendations

Based on my experiences this year and feedback from students and exec, I would like to make the following recommendations:

- A longer and more detailed training period for executive members. Given that we now understand more about how the organisation works, there are more components which could be added to the training resources in order to equip exec members with the appropriate skills. I am working on preparing this with Jess.
- The TSA office, or at least the advocacy services it provides, should be moved closer to the information commons. AUSA's advocacy services provide support for a number of common problems faced by students. In my experience, many students at Tamaki remain unaware that it exists, or will not go to the office because it is far away from the commons and their classes. I feel it is essential that students are able to easily access these services. While given the relocation of Tamaki over the next few years it may be unwise to relocate the entire office, I would advise that the advocacy service books rooms near the IC and works out of there twice a week.
- Advertising and media are the key to successful events and effective services. Tamaki has a relatively disengaged student population, perhaps because in previous years students have not witnessed TSA playing a strong role in student life. For this reason, promotion of services and events needs to occur well in advance and should be delivered through a variety of mediums. While Facebook is easy to use, Facebook advertising needs to be creative. Emailing students a newsletter twice a semester via the Tamaki management also proved a useful marketing tool. However, face-to-face contact with students is also essential.
- A Health Science or Population Health student association should be set up in preparation for the transition to the new location. This will provide some stability for students once the campus moves, after which a Tamaki Students' Association equivalent might not exist (for example, if the degree moves to Grafton). It is also possible for a Sports and Exercise Sci-

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ence association to be set up; however, the Faculty of Science already has a student association.

The 2014 TSA exec should focus on delivering only a few, successful events. Based on this year, I would recommend that they do one orientation event and one social event per semester, and one sports tournament during the year. The sports tournament however should be planned in conjunction with individuals with experience in running these as this was our least successful event this year.

The 2014 TSA exec should focus on strengthening student support and advocacy at Tamaki. Given the location of the office, the exec may need to seek other ways of supporting students. This could include open meetings twice a semester with class reps and any other students to address any concerns and support needs, as well as surveying students online each semester about support they would like to see.

The majority of clubs and associations at the University are based at the City Campus. It might be worthwhile investigating whether students would like to set up clubs based at the Tamaki campus. TSA could in conjunction with Campus Life and/or AUSA hold a clubs workshop at Tamaki to gauge student interest and inform students about the necessary steps and support resources available for setting up a club.

## WELFARE OFFICER - JESSICA STOREY

This report is designed to be read in conjunction with the Welfare Annual Report, which contains statistical information for the year, which will be complete near the end of November.

**Overview:** The role that the Welfare Officer performs is, in my view, one of the most important functions of AUSA. The primary role of the Welfare Officer is to continue to provide basic emergency support to students, in the form of the foodbank and the Hardship Grant system. This year, running these services, and fundraising to support them, has taken up the bulk of my time as Welfare Officer.

### Daily Work

- **Foodbank Supply:** This year the size of foodbank parcels has been greatly increased to around ten items in each parcel. The parcels have been more varied, and I have made an effort to ensure they are balanced. They have also been made available during Summer Semester, exam leave, and semester breaks. While in first semester the number of parcels collected was fewer than last year, in second semester we have seen an increase in parcels collected, meaning that 2013 has seen the largest number of parcels ever collected from Welfare.
- **Hardship Grants:** This year we have had 35 applications and awarded just under \$4000 in grants.
- In the past Welfare Officers have had difficulty structuring meetings and ensuring sufficient participation from executive members. This year we did not select a Welfare Committee from the Executive, but instead made all portfolios members

of this committee and took note of those who were particularly keen. This has been sensible in that it means I could ask whoever was available to take part in the meetings. I think this ad hoc style of meeting has worked successfully and should continue. Thanks very much to all those who have helped with grant meetings this year, in particular Elese, Martin, Vince, Max, Cate, Dan and Denise.

### Projects

- **Foodbank:** Sourcing food for the foodbank this year has been very successful. Donations have been successfully sought from several companies, and donations have once again been received approximately monthly from CCM. Several donations from other students have also been received. This means that the foodbank is in a more sustainable position than previously. The size of foodbank parcels has been vastly increased, and I have been able to give students extra supplies, particularly when they have families. I have also been able to advertise the foodbank more than in the past, and invite particularly needy students to receive more than their allotment of three parcels a semester if necessary.

The expansion of the foodbank has required greater storage space. For most of the year, food has been stored a little haphazardly across several of AUSA's storage space. Currently I am working with Nick to secure a permanent foodbank room, in which the food will be sorted and stored in a more organised fashion on purpose-built shelves. I have also sourced a fridge/freezer to be stored in that room once ready.

- **Food distribution:** Particularly in first semester, I had a larger focus on distributing fresh food. In first semester, we often received donations of sausages and bread from the Meat Club. Previous Welfare users were notified of the availability of bread by email and could collect it from Reception. Sausages were bagged into useable portions and frozen for students to collect during office hours. Likewise, in order to replace Exam Lunches and Dinners, frozen meals were donated by CCM, which were frozen and distributed to students as required. I attempted to expand these services further and tried to source weekly donations of bread, which was largely unsuccessful. I also have been in contact with an organisation that picks fruit for charities, who may deliver fruit to us next year. I think this is a good service that should be grown in future. Frozen meals, in particular, is a service that should be communicated to Welfare Recipients more frequently, especially around exam time. This will be easier with a designated fridge/freezer on site (which I have had donated this year and will be stored on Campus next year).

- **Increased Material Support:** This year the Welfare Office has also used both Lost Property, CCM resources and donations to provide extra material support where needed, including curtains, carpet, clothing, shoes and a heater. I would certainly recommend the Office continue to do this where possible. Our ability to do so is limited to a degree by the small numbers of people we serve and our lack of storage space, meaning it is difficult to proactively source and store goods. However, consideration could be given to a budget and grants process to formalize this, or simply to a better system for

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asking for particular donations, for example advertising in Craccum or a monthly/periodic request for particular goods to a group of Welfare supporters.

- Textbook Grants:** The structure of textbook grants and the information surrounding them is confusing and unclear. This year I have rewritten the forms and reviewed the purposes and structure of the grants. Following a meeting of the Welfare Committee, we have agreed that the focus should be more on supporting those who need financial help, rather than rewarding those who have performed well. Next year this should give more structure and purpose to advertising, application forms and decisions around awarding funds. This should be reviewed next year by the Officers and the Welfare Officer.

## Events

- Lost Property Sale:** Only one Lost Property Sale was completed this year, as I did not realise soon enough that traditionally one was held each semester. The Lost Property Sale that we did hold was very successful, and raised \$5119.30 (including sales on Trademe), which was not far off the years in which two sales have been held. Delegates were incredibly helpful both during and prior to the sale, although it would have been nice to have more executive members present, as I was not comfortable leaving Delegates in charge of the stall. Denise came over and helped out for a while, which was very helpful. Elesa and I sorted out the most valuable items and have sold many of them on Trademe. I also endeavoured to return as many of the items as I could, including around half a dozen iPhones.
- Welfare Lunches:** This year we did not hold Exam Lunches and Dinners as we have done in the past. This was largely because CCM, who have provided food and organisation in previous years, were not comfortable continuing to do so. Instead, in conjunction with the Delegates I helped to organize a 'Soup Day' outside AUSA House. While this had a few bumps, overall I think it was very successful and something Welfare should continue to do, and perhaps consider doing during exam period.
- CCM's Royal Gala:** This year CCM kindly organised a Charity Fundraiser for us in the form of a Royal Gala, which raised over \$3,000. This was an excellent idea, and Jacqui and the rest of CCM did a phenomenal job. AUSA helped to advertise the event, and a contingent from AUSA attended. In future, if possible, we should continue to work with CCM on similar events. Alternatively, AUSA could consider hosting similar events itself, perhaps for staff, students, or the wider community.

## Recommendations

- Welfare Vice President:** To do a good job as Welfare Officer in the job as it stands now takes at least ten hours a week, and often more. In my opinion, the Welfare Office could and should be doing more to help students. As a result, it is my strong view that the Welfare portfolio should be turned into an Officer role, an idea that I believe has been advocated for by

several previous Welfare Officers. Incoming Welfare Officers need to know the commitment involved, and need support to enable them to do the role. Given the need to often urgently deal with problems at the expense of other commitments, and the potential scope of the job, I think the position warrants a larger honorarium. I also think that there should be incentives and expectations acting on Welfare Officers to continue to develop and expand the role. For this reason I would recommend the Welfare portfolio become an Officer role, with expectations of 10-20 hours a week depending on what other responsibilities were integrated into the role.

- Wider Reach:** I believe that the position Welfare is now financially will allow it to expand to a larger number of students next year. Historically, the Welfare Officer has been nervous about increasing advertising and services, on the basis that financial restrictions would mean such help could not be provided. Given we are now in a more secure position, in future Welfare services should be advertised more widely. This year I have informed clubs and groups of our activities, and advised several areas of the University. This should be stepped up in future, as even many support services on Campus are unaware of our services. Likewise, advertising in social media, online and around Campus should be increased.
- Increased Communication and Lobbying Role:** The Welfare Officer is in a unique position in that they are talking directly to the students we particularly want to lobby for, who are often students who would not otherwise approach AUSA. While this is difficult to coordinate, I think there should be increased use of the Welfare Officer's access to students and Welfare data for information for campaigns and lobbying. While this will need to be finely balanced, in that Welfare recipients obviously should not have their information used for political purposes because they have sought out help, I think there is room for closer monitoring of trends visible in Welfare (and likely Advocacy as well), and closer integration between the Welfare and Advocacy departments and the Media/Lobbying functions of AUSA, so that we can use this invaluable information. I think this is particularly true in regard to communication with the University – much of the information gained through Welfare would be beneficial to those representing AUSA in regard to Equity or Education issues. This may be solved with a Welfare VP, but regardless there needs to be a focus on communication between Welfare and the Education Rep and the rest of the University.
- Funding:** Fundraising and locating new sources of revenue should continue in future. It is my position that excess funds should be held over for future Welfare offices, in case AUSA should in future be unable to provide the support they currently do. This is scope, perhaps, for use of the Welfare Trust in this regard.

I think in particular more funding should be sought from within the University community. This should include drives for funding and food donations from students and staff, as well as continuing to push Students for Students, a successful initiative this year.

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- **Mental Health Initiatives:** One of the areas where I think AUSA could do more to help students is in providing more Mental Health awareness and support. I have been approached by several groups in the community late this year with suggestions for cooperation in regard to mental health initiatives, which I think AUSA would be wise to build on next year. I have also met with the Counselling Office to discuss ways in which AUSA and Counselling can recommend each other's services. In future I think there is scope for events and support designed to raise awareness of mental health issues on Campus.
- **Better Record-Keeping:** I found it very difficult to transition in to the role because of the lack of supporting documents. Because of the need for consistency from year to year, I think there needs to be some kind of system around communicating processes and information to the new Welfare Officer, as, for example, there traditionally has been in the Women's Rights role. While I largely have only my own documents to pass on, future Welfare Officers should ensure that previous years' information is not lost, and that it is kept accessible for the future.
- **Family Support:** One of the most difficult aspects of the Welfare Office is dealing with student parents. We are often not in a position to provide them with the help they need, particularly given we aim at providing short-term assistance. In my opinion, we should make an exception to this policy for families. I think there is scope for considering what more we could do for student parents in future. This may include a special fund or higher cap for hardship grants to families. Alternatively, this could include increased support for childcare services, perhaps in the form of a grant, or lobbying to the University to provide similar support.

## Conclusion

This year has been successful in strengthening the role of the Welfare Office, with increased resources for future years. Several very positive initiatives, including Welfare Lunches and Students for Students, have also been launched. In future, with more resources and support, I am looking forward to the expansion of AUSA Welfare.

Thank you so much to all those who have helped me this year. I have learned a lot, and have truly enjoyed my time as Welfare Officer (so much so that I have been convinced to give even more of my soul to AUSA next year!). Thanks in particular go to the Officers, Dan, Max, Vince and Cate, who have answered all my questions all year, to Elese who has been a stalwart with helping with all my requests, and to Will, who has helped me (wo)man the ridiculous number of barbecues we have run more than anyone else, even if reluctantly!

## WOMEN'S RIGHTS OFFICER - KATIE WILSON AND ALANNAH COLLEY

The following WRO report has been taken from the WRO Book which cannot be published here for length.

### End Of Year AUSA Portfolio Report 2013

The role of the AUSA Women's Rights Officer is to represent and advocate for all women on campus. This is mainly done by being a voice for women on the AUSA Executive and by running a range of events which cater to the needs to women. The position of WRO has a long and proud history of amazing women, interesting events and engaging activism. This year we have done our very best to carry on this tradition.

When we decided to run for this position we had many ideas and plans for all the amazing things we wanted to achieve in our term as WRO should we win. One of the major goals we had was to make to position accessible to all women not just those who are already active within the feminist sphere. To make WRO relevant to all students and to show the why the services we offer such as womenspace and our direct advocacy are needed to all students.

In addition to this role we wanted to host the best Womensfest that this campus has ever seen (a goal I think all new WRO's should have)! To promote safety on campus, continue the commitment to Thursdays in Black, and to hold regular office hours for students to be able to come and voice their concerns.

### Work in 2013:

To work towards our major goal for the year we decided to have a stall at O-Week. The intention behind this was to reach out to new students and those who might have missed the memo about what our job as WRO was, to inform them also about the services not just us but AUSA offers and to point out where Womensace is. We had a signup sheet for people who were interested in helping us out throughout the year and handed out "it's not okay" tote bags filled with a letter written by us explaining what our roles are etc., a 2012 edition of Kate, information about Thursdays in Black, It's Not Okay, and also lollipops and condoms. At our stall we met many amazing people who became really helpful volunteers for us, as well as people who we would later see in Womenspace or coming to our office hours. We believe that this stall was the reason that the patronage of Womenspace went up during our term as WRO. We would highly recommend that the WRO's continue to do this stall and would suggest that perhaps the Welfare Officer, Queer Rights Officers and Advocacy Team do this also.

We worked with a group of planning students and Leonie Morris from the Auckland Women's Centre around campus safety. They have complied the safety audits of the past few years as well as created a plan of action of how to best address the concerns these reports show. This work is incredibly valuable because it became aware to us during this process that Campus Safety Audits were done and then submitted but nothing ever happened afterwards. It is important that now we have all this information collected together that work is done towards implementing the recommendations from the report.

We have increased the WRO's interaction with outside organisations who also focus on Women's Issues by attending and speaking at various events something which we believe has not been done so much in the past few years. We have attended

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many events run by the Auckland Women's Centre, been present at Suffrage day celebrations, International Womens day, sexual violence workshops, living wage forums, council candidate meetings, this has increased our visibility with other activist and advocacy groups and has created relationships where they want to help out us and future WRO's towards their goals. We strongly suggest that the future WRO's continue these relationships.

We have also been holding office hours all year both together and separately so that students can visit us with their concerns. Often these concerns have been beyond Allanah and I's scope to deal with as we were not given any training on how to deal with any issues to do with sexual violence or abuse. Another issue which really hampered our ability to help students was our lack of understanding on how the Advocacy team work because we do not know if referring them on would be best.

Office Hours have also given us time to see to the upkeep of Womenspace and to do any AUSA work that needs to be done.

We have also updated the AUSA Harassment Policy which needed to be done after the changes in the structure of AUSA and the University after last year. The update was essentially removing the General Manager from the policy as well as the now defunct Mediation Services. While also adding in Delegates which is new this year, we believe that these changes should be made but that each new WRO should look at the Harassment policy to keep it up to date.

- **Womensfest:** We decided to host Womensfest in May. 12 events were run throughout the week of May 20th - 24th to explore a range of different issues concerning women today and to celebrate being a woman. A range of students attended the events, were very impressed with student turnout at key events like the Tea Party with Successful Women, Film Screening of Miss Representation, Backbenchers Women's Edition and Debate about Female Quotas. Had fantastic feedback from students, guests and women's organisations within the community saying the event was incredible and it is important to keep having these debates and awareness-raising events.
- **Kate:** We published Kate Magazine which unfortunately took longer at the printers than we anticipated which resulted in having less time to be able to distribute the magazine. We had a range of submissions from students which led to a Kate which covered various issues. We are incredibly proud of the magazine and in our personal opinions it is the best yet.
- **Thursdays In Black:** We have run 23 Thursdays in Black over the year which has raised not just awareness to the cause and campaigns such as 'it's not okay' and 'everyone needs the right help'. We have also raised funds towards Women's Refuge and talked about the amazing work that they do. We highly recommend that future WRO's continue this because it is a great way to raise awareness both of the issue and of AUSA and WRO amongst students.

## Concluding Remarks

We believe that we have achieved our major goal this year in

making the position of WRO available to everyone and for reasserting the importance of safe spaces on campus such as Womenspace. We also believe that our Womensfest and Kate Magazine as well as our other work have added to the long history of WRO in a positive way we can be proud of. There is lots more stuff we wish we could see finished such as the campus safety report and lots more stuff we which we had the time to do such as more work around abortion related issues and a Take Back the Night. We wish the best of luck to Tessa and Izzy because we know that where we did well they can be so much better.

## Recommendations

- That AUSA trains the Executive portfolios who deal with student advocacy directly such as WRO, WRO and WO alongside the advocacy team. We believe this is important because it is difficult to refer people on to a system you don't understand. Also it creates a way a clearer process in how to deal with issues.
- That AUSA trains the WRO and QRO in how to deal with issues of a sensitive nature such as sexual violence and abuse so that they may better help students.
- That AUSA implements some referral system be set up which allows Executive Portfolio holders such as WRO, QRO and WO refer students to the University Counselling Services.
- That a budget line be given to Womenspace of no less than \$1000.00
- That WRO's be given more input into committees such as Equity that directly relate to their portfolio.
- That the 2014 WRO's hold Womensfest and publish Kate in separate semester.
- That Kate be published earlier in semester 2.
- That the 2014 WRO's have their own O-Week Stall.
- That the relationships built with other women's organisations be continued.
- That the WRO's continue the Thursdays in Black stall and office hours.
- That the WRO's should consult the WRO-Book or the Council of Ex-WRO's when the need arises.

## 2013 EXECUTIVE COMMITTEE

**President**

Daniel Haines

**Cultural Affairs Officer**

Puau Roberts

**International Students Officer**

Evgueni (Eugene) Afanassiev

**Student Forum Chair**

Jack Davies

**Administrative Vice-President**
**President**

Cate Bell

**Environmental Affairs Officer**

Paloma Ozier

**Media Officer**

William Velida

**Tamaki Representative**

Alanna Soupen

**Education Vice-President**

Max Lin

**Epsom Representative**

Lilien Scudder

**National Affairs Officer**

Shane Malva

**Welfare Officer**

Jessica Storey

**Treasurer**

Vincent Ardern

*Ex officio, President Epsom*
*Tai-Tokerau Students'*
*Association*
**Pacific Islands Students' Officer**

Hannah Williams

**Women's Rights Officer**

Katie Wilson

Allanah Colley

**Maori Students' Officer**

Hikurangi Jackson

Rangitarewa Woon-Ihakara

**Grafton Representative**

Daniel William

**Queer Rights Officer**

Levi Joule

**Craccum Editors**

Aditya Vasudevan

Calum Redpath

**Clubs & Societies Officer**

Kit Haines

**International Affairs Officer**

Martin Graham

**Sports Officer**

Elese Dowden

## 2013 AUSA TRUST MEMBERSHIP

**UBS TRUST**

Daniel Haines

Robert Knox (Chair)

Bob Lack

**AUSA SUMMER SHAKESPEARE**

Kit Haines

Alannah Colley

Sam Durbin

Michael Hurst

Donald Trott

Norman Wong

Tom Bishop

**AUSA SERVICES TRUST**

Arena Williams

Bowen Liu

Helen Mobberley

Alistair Shaw

**AUSA WELFARE TRUST**

Rob Campbell (resigned October)

Juliet Moses

Susan St John (resigned October)

Glen Riddel

Denise Lazelle

Max Lin

Elese Dowden

**AUSA MEDIA TRUST**

Cate Bell

William Veldia

Ella Henry (until April)

Chris Hocquard (until April)

Paul Taylor

Simon Telfer (from April)

**AUSA PROPERTY TRUST**

John Brown (Chair)

Richard Innes

Cate Bell

Vincent Ardern

Mark Sigglekow

Josh Coburn

**THE KENNEDYS LIMITED BOARD**

Daniel Haines

Cate Bell

Hamish Stevens (Chair) (from August)

Clare Morgan (from August)

**JOHN WEEKS TRUST**

Dr Peter Shand

Kit Haines

Bryn Roberts

Gael Thompson (from April)

## 2013 AUSA GENERAL ELECTION RESULTS

**President**

Daniel Haines (1140)  
 Antonia Verstappen (459)  
 No Confidence (121)  
 No Vote (53)  
 Informal (1)  
 Blank (14)

**Administrative Vice President**

**President**  
 Cate Bell (1145)  
 Harry Wilde (399)  
 No Confidence (48)  
 No Vote (53)  
 Informal (1)  
 Blank (14)

**Education Vice President**

Max Lin  
 Levi Joule  
 No Vote (128)  
 No Confidence (54)  
 Informal (3)  
 Blank (17)

**Treasurer**

Vincent Ardern (936)  
 Rhiannon Lahatte (521)  
 No Vote (173)  
 No Confidence (64)  
 Informal (1)  
 Blank (20)

**Clubs & Societies Officer**

Kit Haines (572)  
 No Vote (230)  
 No Confidence (121)  
 Informal (0)  
 Blank (65)

**Cultural Affairs Officer**

Puau Roberts (293)  
 Alex Yuen (253)  
 Bruce Allan (160)  
 No Vote (209)  
 No Confidence (66)  
 Informal (2)  
 Blank (53)

**Environmental Affairs Officer**

Paloma Ozier (398)  
 Adam Hollis (0)  
 No Vote (275)  
 No Confidence (85)  
 Informal (1)  
 Blank (76)

**International Affairs Officer**

Martin Graham (410)  
 Davy Mahon (331)  
 No Vote (165)  
 No Confidence (56)  
 Informal (2)  
 Blank (45)

**International Students Officer**

Eugene Afanassiev (559)  
 No Vote (227)  
 No Confidence (100)  
 Informal (0)  
 Blank (82)

**Media Officer**

William Velida (326)  
 Tom James (282)  
 Julia Goode (81)  
 No Vote (166)  
 No Confidence (49)  
 Informal (1)  
 Blank (56)

**National Affairs Officer**

Shane Malva (353)  
 Michael Lai (263)  
 No Vote (236)  
 No Confidence (77)  
 Informal (1)  
 Blank (81)

**Queer Rights Officer**

Levi Joule (430)  
 Paul Hung (357)  
 No Vote (143)  
 No Confidence (59)  
 Informal (3)  
 Blank (44)

**Sports Officer**

Elese Dowden (593)  
 No Vote (269)  
 No Confidence (90)  
 Informal (2)  
 Blank (82)

**Student Forum Chair**

Jack Davis (588)  
 No Vote (239)  
 No Confidence (116)  
 Informal (1)  
 Blank (20)

**Tamaki Representative**

Alanna Soupen (548)  
 No Vote (309)  
 No Confidence (88)  
 Informal (0)  
 Blank (91)

**Welfare Officer**

Jessica Storey (618)  
 No Vote (249)  
 No Confidence (89)  
 Informal (0)  
 Blank (80)

**Women's' Rights Officer**

Allannah Colley & Katie Wilson (306)  
 Bonnie Hartfield (154)  
 No Vote (68)  
 No Confidence (16)  
 Informal (1)  
 Blank (37)

**Craccum Editor**

Calum Redpath and Aditya Vasudevan (503)  
 Monica Hill (279)  
 No Vote (132)  
 No Confidence (59)  
 Informal (2)  
 Blank (59)

## 2013 AUSA STAFF

**Administration Department**
**Office Manager**

Darien Pearce

**Receptionist**

Armel Chou-Lee

**Clubs and Events Department**
**Student Central Manager**

Vivian Gan (until March)  
 Chanelle Lim (until March)

**Clubs and Sports Events Manager**

Hannah Newton (until

March)

**Custodial Department**
**Building Manger**

Albie Mawdsley (until April)

**Custodians**

Nick Ele

**Finance Department**
**Financial Controller**

Harry Zhang

**Financial Assistant**

Sharon Zhang

**Media Department**
**Design & IT Manager**

Nick Withers

**Advertising Manager**

Aaron Haugh

**AUSA Advocacy Department**
**Advocacy Manager**

Denise Lazelle

**Senior Advocate**

Anton Smith

Alice Stacey-Jacobs

**Class Representative Coordinator**

Chanelle Lim (from March until May)

**Class Representative Coordinator and Club Advocate**

Rosalin MacKenzie (from June)

**Tamaki Administrator**

Anita Harris (until March)

**Epsom Administrator**

Margaret Lewis

## 2013 CRACCUM STAFF

<b>Craccum Editor</b> Aditya Vasudevan Calum Redpath	<b>Advertising Manager</b> Aaron Haugh	<b>Music Editors</b> Celeste oram Rayhan langdana	<b>Arts Editor</b> Grayson Zhang Phoebe Driver
<b>Sub Editor</b> Paul "Paul Bear" Hung	<b>Chief Proofer</b> Jessica Storey	<b>Theatre</b> Grayson Zhang	
<b>Technical Editor</b> Nick Withers	<b>Film Editor</b> Nevin Govindasamy	<b>News Editor</b> Sam Bookman	

## 2013 AUSA COMMITTEES

<b>Club Support Committee</b> Daniel Haines Cate Bell Marie-Jo Wilson Lou Rattray Julia Hohl (Secretary) Laura Marley (Secretary)	<b>Sports Blues Selection Panel</b> Lou Rattray (Chair) Nick Tongue Marissa Carter Cate Bell Jane Skeen	<b>Craccum Administration Board</b> William Velida (Chair) (ex-officio) Daniel Haines (ex-officio) Calum Redpath and Aditya Vasudevan (ex-officio) Katie Wilson Jessica Storey Vincent Ardern (ex-officio) Aaron Haugh (ex-officio) Nick Withers (ex-officio)	<b>Media Complaints Tribunal</b> Daniel Haines (ex-officio) William Velida (Chair) (ex-officio) Calum Redpath and Aditya Vasudevan (ex-officio) Sam Bookman Paul Hung Kit Haines Martin Graham Katie Wilson
<b>Blues Committee</b> Jane Skeen (Chair) Daniel Haines Cate Bell Bill McKay Lou Rattray Marie-Jo Wilson Julia Hohl (Secretary) Laura Marley (Secretary)	<b>Leadership and Service Blues Selection Panel</b> Lou Rattray Jane Skeen Bill McKay Dan Haines Cate Bell Kristal Sawatzke (in place of Marie-Jo Wilson)	<b>Disciplinary Committee</b> No member was appointed	
<b>Cultural Blues Selection Panel</b> Bill McKay (Chair) Margaret Henley Elizabeth Aitken Rose John Elmsly Michael Rengers (in place of Marie-Jo Wilson) Daniel Haines	<b>Clubs Grants Committee</b> Arena Williams Daniel Haines Lou Rattray Marie-Jo	<b>Finance Committee</b> Vincent Ardern (Chair) Daniel Haines Cate Bell Max Lin Harry Zhang	

## 2013 AUSA AFFILIATED CLUBS

### **Academic and Specialist**

ACE Architects and Civil Engineers  
Art History Society  
Auckland Land Economy Society  
Chiasma  
Classical Society Classoc  
Computer Science at Auckland University  
Egyptological Association  
Elam Students' Association  
Engineering Art & Design Society  
Engineering PGSA  
Engineers Without Borders  
English Society  
Korean Architecture KASA  
Korean Political Studies Students Association  
Linguistics and Languages Society  
Maths Club  
NASA (Nursing)  
NZ Optometry  
PGSA (Post Graduate Students Association)  
Pharmacy Students' Association  
Psychology Students' Association  
School of Music Students' Association  
Society of Food Related Disciplines  
Sociology Society  
Software Engineers Students Assoc  
Student Association for the Medical Sciences

### **Cultural**

Advanced Korean Language Group  
AIESEC Auckland  
AU Cook Islands Students Association  
AU Pacific Island Student Association (AUPISA)  
Australasian Union of Jewish Students  
Buddhist Youth Club  
Cantonese Students Society  
Chinese Student Association  
Commerce Association for Pacific and Maori  
Debating Society  
ENLACES

Filipino Students' Association  
Gone Ni Viti: Fijian Students' Association

Hong Kong Engineering Students' Association  
Hong Kong Students' Association

Indian Club

Indonesian Students' Association  
JAM +

Korean Students' Association AKSA  
KPOP Planet

Niue Students Association  
NTM

Omani Student Association  
Pacific Islands Law Students' Association

Pakistan Students' Association

Samoan Students' Association

Singapore Students' Association

Spanish Club

Taiwanese and New Zealand Students Association

Thai Society of Auckland University  
Tongan Students' Association

Traditional Chinese Calligraphy and Painting

Tzu Chi Collegiate Youth Association

UMNO Auckland

Union of Malaysian Students in Auckland

University of Auckland Muslim Students' Association

Vietnamese Students' Association

### **Faculty**

AU Arts Student Assoc (AUASA)

AU Engineering Students Assoc (AUESS)

AU Law Students Assoc (AULSS)

AU Medical Students' Assoc (AUMSA)

AU Students Commerce Assoc (AUSCA)

Faculty of Science Students Association (FOSSA)

### **Performing Arts**

Acappella Chorus  
Glee Club

Medical and Health Sciences Student Symphony Orchestra

Mixtape: Musician & Gig Network

Poetry Society  
Stage Two

### **Political**

ACT on Campus

Alfred Street National Greens on Campus

International Socialists Club  
Parliament Street Pirates

Princes Street Labour  
Socialist Aotearoa on Campus

Symonds Street New Zealand First

Wynyard Street Mana/ Mana on Campus

### **Social Responsibility**

Amnesty on Campus

Animal Rights Group  
Campus Feminist Collective

ProLife Auckland

Synergy

O'Rorke Hall Residence Association

### **Environmental/ Social Responsibility**

Fairtrade Auckland Uni

Generation Zero

KOAKA

Plastic Diet

Sustainability Network

The Veda Club

### **Religious**

AhlulBayt Islamic Society

AU Christian Club

Auckland Overseas Christian Fellowship

Baha'i Club

Believer's Love World

Campus Christian Movement

Equippers Uni

Evangelical Union

Faith Hope Love

Immanuel Club

International Youth Fellowship  
Korean Bible Study Club

Korean Young-Adults Christian Fellowship  
Lords Church of Auckland

Navigators Club  
Newman Club- Catholic

REAL  
S.O.U.L. Club - Students of Universal Love

Studentlife  
The Way: Adventist Christian Movement

True Jesus Church Auckland Campus Fellowship

Yes+

YWAM

### **Social**

AMERICA

Anime Club

App Club

AU Cosplay Associaiton

AU International Social Network  
Auckland Microfinance Initiative

AUKE Korean Engineers

Beer Society

Beta Alpha Psi BAP

Book Club

Bridge Club

Campus TV

Change Universities

Club de Nerdfighting

Creative Writing on Campus

Dessert Club

DIY Lovers Club

Enactus UoA (previously called SIFE)

German Club

Kiwi Asian Club

Management Consulting Club

Mature Students Club/ New Start

Meat Club

MTG Club

Oxfam on Campus

P3 Foundation on Campus

Photo Society

Reason and Science Society

Rotoract

Scooter and Motorcycle Club

Sports Medicine Club

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Students for Justice in Palestine	AU Engineering Sports Club	Cycle Club	Running Club
The PokéVarsity of Auckland	AU Karting Challenge	Fencing Club	Soccer Football Club
UN Youth On Campus	AU Rock and Alpine Club (AU-RAC)	Goju-Ryu Karate Club	Squash Club
UniQ Auckland	AU Tramping Club	Handball Club	Table Tennis Club
UoA Volunteers	AU Ultimate Club	Hockey Club	Tennis Club
Video Game Club	AU Underwater Club	Kitesurfing Club	Touch Rugby Club
World Vision on Campus	Auckland Uni Volleyball	Lacrosse Club	UoA Snowsports Club
Yoga Meditation Club	Badminton Club	Lawn Bowls Club	
	Basketball Club	Netball Club	
<b>Sport</b>	Canoe Club	Orienteering Club	
AU Power Sports Club	Cheerleading Club	Rowing (Auckland University Boat Club)	
Archery Club	Cricket Club	Rugby Football Club	

## 2013 UNIVERSITY COMMITTEE STUDENT MEMBERSHIP

<b>University Council</b>		Martin Graham	<b>Student Consultative Group</b>
Craig Riddell			Daniel Haines
Nathan Ngatai			Cate Bell
<b>Senate</b>			Max Lin
Daniel Haines			Rob Tedesco
Cate Bell			Anaise Irvine
Max Lin			Hikurangi Jackson
Vincent Ardern			Rangitarewa Ihakara-Woon
Elese Dowden			Hannah Williams
Sam Bookman			Alanna Soupen
<b>Academic Grievances</b>			Daniel William
Cate Bell			Julia Espinoza (resigned 22 July)
<b>Academic Programmes Committee</b>			Craig Riddell
Max Lin			Nathan Ngatai
<b>Discipline Committee</b>			Martin Graham
Daniel Haines			Levi Joule
Cate Bell			Bowen Liu
Max Lin			Sam Bookman
	<b>Education Committee</b>	<b>Library Committee</b>	Hayden Hughes
	Max Lin	Levi Joule	Vincent Ardern
	<b>Equity Committee</b>	<b>Occupational Health and Safety Committee</b>	Elese Dowden
	Max Lin	Martin Graham	Camille Butters
	<b>Finance Committee</b>	<b>Research Committee</b>	
	Craig Riddell	Anaise Irvine	
	<b>Honours Committee</b>	<b>Schools Liaison Committee</b>	
	Not appointed.	Elese Dowden	
	<b>Human Participant Ethics Committee</b>	<b>Student Appeals Committee</b>	
	Cate Bell	Not Appointed	
	<b>Informational Technology Strategy and Policy Committee</b>	<b>Teaching and Learning Quality Committee</b>	
	Bowen Liu	Max Lin	
		Hayden Hughes	
	<b>International Committee</b>		

## 2013 NGA TAUIRA MĀORI EXECUTIVE

<b>Māori Student Officers</b>	<b>Treasurers</b>	<b>Secretary</b>	<b>Sports</b>
Rangitarewa Woon	Puau Roberts	Apenti Tamanui-Fransen	Krystyna Short-Wilcox
Hikurangi Jackson	Rawiri Pakinga		Cherie Mangu
		<b>Social</b>	
		Ashleigh Webster	

2013 TAMAKI STUDENTS' ASSOCIATION EXECUTIVE

<b>President</b>	<b>Education/ Employment Reps</b>	<b>Media Reps</b>	<b>Community &amp; cultural Reps</b>
Alanna Soupen	Lamees Alafesheit Ishani Gupta	Yongchie Chansavang Harshani Wickeramasinghe	Rewena Mahesh Dominique Fabillaran
<b>Treasurer</b>	<b>Student &amp; staff engagement Rep</b>		
Alanna Soupen	Jess Truong		

## 2013 EPSOM TAI-TOKERAU STUDENTS' ASSOCIATION EXECUTIVE

**President**

Lilien Skudder

**Welfare Rep**Julia Espinosa (resigned 22  
July)  
Manhara Goordeen**Pasifika Rep**Carlos Tupu  
**Sports Rep**  
Sharon Sione**Secretary (Epsom Adminis-  
trator)**

Margaret Lewis

## 2013 AUCKLAND UNIVERSITY PACIFIC ISLANDS STUDENTS' ASSOCIATION EXECUTIVE

**President**Hannah Williams  
Tiria Tiria**Treasurer**

Jona Nabalarua

**Pacific Islands Students****Officers**  
Hannah Williams  
**Cook Islands Students Officer**  
Roimata Wichman  
**Tongan Students Officer**  
Melaia Mahina**Samoan Students Officer**Sera Ofe  
**Public Relations Officers**  
Angelene Ah Kuoi  
Moe Fatialofa  
Fay Nanai**SPIES Representative**

Inna Schwalger

**PILSA Representative**

Iva Hitila

## AUSA MEDIA TRUST

### TO 31 MARCH 2014

**Current Trustees:** This needs clarification. Paul Taylor has been a Trustee historically and remains involved in monthly meetings. Simon Telfer is helping to advise the Trust but is not a formal Trustee. Cate Bell as AUSA President also attends Trust meetings.

**Introduction/Overview:** The Trust is going through a period of transition. Over the past few years the Trustees were in name only and were not overly active in the Trust.

In September 2013 Simon Telfer became involved in the Trust and now facilitates monthly meetings that involve Cate, Paul, Manu Taylor (bFM Station Manager) and the AUSA media Officer.

The two key areas of focus for the Trust over this time are:

- Reviewing the Trust structure and whether Craccum should join bFM as an operating company sitting within the Trust and
- Creating a clear strategy for bFM over the next 5+ years that ensures it remains relevant and financially sustainable

These remain work in progress.

**Financials:** bFM's financial statements are being sent to external accountants for review in May.

#### Recommendations:

- AUSA Executive complete consultation as soon as possible to determine Craccum's relationship with AUSA Media Trust.
- AUSA Executive provide guidance to the Trust as to the role they see bFM playing in achieving the aims and objectives of AUSA.

Simon Telfer  
28 April 2014

## JOHN WEEKS MEMORIAL TRUST

**Trustees:** Kit Haines; Bryn Roberts (Elam Rep); Assoc Prof Peter Shand (Chair); Gael Thompson

**Introduction/Overview:** The John Weeks Trust has responsibility for a small sum of monies and a collection of works of art. Its purpose is to advance the interests of Elam graduates and to provide opportunities for exposure and understanding of art to the wider student population.

All Trustees are newly appointed; Ms Thompson the most recent, being appointed in March 2013.

#### Semester One/ First half of year

- The new Trust Board met twice in Semester 1.

- The Fire in the Maidment Theatre exposed one painting by Don Binney to smoke and the Director of the Centre for Art Study Assoc Prof Linda Tyler altered the insurer. There was no damage but the work was removed to safe storage.
- Assoc Prof Tyler also brought to the Chair's attention possible questions of ownership of *Turamakau*, a work by Toss Wollaston. This situation is as yet unresolved and will require assistance from AUSA to follow-up on possible documentation in the AUSA files.
- The Trust supported a project led by Ms Roberts to exhibit the majority of Trust works as part for the programme for Window – the prominent student initiative. This resulted in valuable discovery of works and consolidation of the bulk of the collection for exhibition. It also revealed some issues with storage that were promptly resolved with the assistance of Assoc Prof Tyler.

#### Semester Two/ Second half of year

- The principal activity related to the Window exhibition. In support of the Trust's work, Trustees endorsed financial support for the exhibition in the form of photographic documentation of the works being made and payment to all night security for one night due to the exhibition over that short period of the exhibition's run of the Colin McCahon painting in the Collection. This latter consideration was a condition of the work being loaned for the purposes of display by the University, which acts as kaitiaki of the painting. Total expenditure for the show was \$1176.20

- The exhibition at Window opened on August 27th.
- Towards the end of the year, I received an email from some former Trustees. Though responded to and circulated, Trustees have, regrettably not yet found an opportunity to meet.

**Concluding Remarks:** The Trust is small and in an induction and consolidation phase. There are a number of matters to attend to in order to more effectively advance the purposes of the Trust. These have been hampered somewhat by the fact that I am on Research and Study leave for July 2013-June 2014.

#### Recommendations

- That this report be received.

## AUSA SUMMER SHAKESPEARE TRUST

#### Allanah Colley

**Introduction/Overview:** The AUSA Summer Shakespeare Trust is responsible for putting on annual Summer Shakespeare performances and fostering student involvement in dramatic productions. The Trust hires the director and producer of a company and has significant practical involvement in the production process. The Trust currently operates at a well-deserved profit. These profits are going to be invested into a scholarship for

university students to contribute to amateur theatre and to encourage the creation of new productions.

**Semester One/ First half of year:** The first half of the year was largely spent reconciling the accounts from the King Lear production in 2013. There have been troubles with auditors but this seems to have been sorted now. As King Lear operated at a profit and earned the Summer Shakespeare organisation significant praise, opportunities to help students were given great consideration. The trust then embarked upon the process of hiring the director and producer, choosing the play and beginning the 2014 season. I was involved with this process, even invited to be part of the interviews for directors. The trust embarked on a large grant application process in order to obtain funds for the production. There has been significant work to develop relationships with funders to ensure sustainable funding for Summer Shakespeare productions.

**Semester Two/ Second half of year:** The second half of the term was largely concerned with ensuring budgets were met and the production was ticking along smoothly. At the close of the season, comprehensive accounts were examined and there seems to be some discrepancies in this regard. However, the trust is on top of this and is quick to ensure that all processes are put in place to accurately reconcile the season. The trust will soon be creating and interviewing for a new Production Manager role which will be part time. The role is designed to ensure there is consistency across seasons and that the trust operates effectively on a daily basis. This role will improve the trust's operation greatly. Although the 2014 production of Pericles did not perform financially as well as desired, the season can still be called successful. The trust certainly has learnt from the type of production chosen and next year plans to choose a more 'well-known' Shakespeare play to attract audiences, and particularly High Schools to attend.

**Concluding Remarks:** The Summer Shakespeare Trust is successful and offers crucial opportunities for Drama students to become involved with a comprehensive production. The trustee members are all highly professional and contribute crucial skills to the trust. The role of AUSA students on the trust is currently limited, however, it is important for representatives to continue to be involved. I was disappointed at the lack of attendance by Kit Haines and it would have been more beneficial to have two students on the Trust so as to consistently provide a 'true' student voice. The Trust is made up of academic staff from the university and Arts practitioners – there is a noticeable lack of student representation for a Trust that aims to give back to students and provide them with performance opportunities.

I have thoroughly enjoyed my time on the trust and feel that it is under-recognised by AUSA for the work it does and its success as part of the university, and associated with the Student's Association.

## Recommendations

- Continue to have AUSA representatives on the Trust but ensure that both representatives are consistently involved and feedback to the Association on the Trust.

- Introduce two-year terms where possible for student representatives so that there is consistency in representation and that the students are effectively able to contribute to the Trust on what is best for students.
- Work directly with the Trust to provide scholarships to drama students and increase support for students embarking on careers in the Arts.

## AUSA WELFARE TRUST

Max Lin, Elese Dowden, Rob Campbell, Juliet Moses, Susan St John, Glen Riddell, Denise Lazelle

**Introduction/Overview:** One in five students in New Zealand are living in extreme financial distress. Students are the only sector in society who are expected to borrow to live. The simple fact is that students are living hand to mouth and when unexpected emergencies occur they often need support to get them through.

To combat this, the ASUA Welfare Trust was created in 2012 to grow an asset base outside of the association which would be dedicated to alleviating students who are experiencing financial hardship.

The external trustees were recruited onto the Welfare Trust with the understanding that the Welfare Trust would have to identify investors to seed the initial capital necessary to make this Trust successful. AUSA however was in financial difficulty both in 2012 and the beginning of 2013 and was unable to provide a large upfront financial contribution to the Trust.

Due to a combination of reasons the performance of the Welfare Trust failed to meet expectations. The two principle reasons being a lack of seed money to make the project function and the goodwill and relationship that was lost when Sam Bookman's term as EVP ended. He had been instrumental in founding the trust and his departure left the project vulnerable.

**Semester One/ First half of year:** Max Lin as the student rep had organised a joint meeting of the Trustees with some push back. As AUSA was unable to make a significant up-front financial contribution to the Trust, the Trustees felt they were unable to do any work.

**Semester Two/ Second half of year:** The Trust hasn't met in the second semester and there had been issues with the currently appointed trustees. Juliet Moses felt the delay in beginning work had reduced his enthusiasm to continue as a Trustee, this sentiment was supported by Susan St John and Rob Campbell and they also gave notice of their resignation.

The AUSA Executive however organised some very successful fundraising activities such as the implementation of a "students for students" donation scheme, a charity ball and lost property sales. The total revenue generated from these donations exceeded \$20,000.

**Concluding Remarks:** The creation of a Welfare Trust is very

sensible. The role of AUSA is twofold, a representative body and a service provider. There are many charities and organisations who have sympathies for the poor living conditions many students suffer through to become educated. By creating a trust they can donate to specifically it ensures that the money they are donating is tagged to welfare services. The prospect of a significant nest egg of funds tagged specifically for welfare services is something AUSA should continue to work towards.

**Recommendations:** Tender for new Trustees and ensure that the Trust functions in the way it was designed.

## UBS TRUST

Bob Lack, Robert Knox and Daniel Haines

**Background:** The trust was originally established in 1966. The trustees hold all the shares in University Bookshop Ltd (UBS), on behalf of AUSA. UBS retails books and stationery, primarily to students and to academic staff and institutions. The AUSA President and General Manager are trustees ex officio, and AUSA appoints two independent trustees. Since the company operates in a competitive market it publishes no operating results, however the trustees are fully informed and AUSA is consulted in all substantial matters.

**2013:** For the calendar year 2013 the trustees were Bob Lack (chair), Robert Knox and Daniel Haines (President, AUSA). The fourth trustee position was vacant since there was no AUSA General Manager.

During 2013 the trustees were involved in several changes to the company's board:

- Carol McKenzie-Rex resigned after many years of valuable service to the company.
- Tom O'Connor, former AUSA General Manager, resigned following his departure from that position.
- Bob Browne, who has been UBS Company Secretary since 1966, was appointed to the board.
- After consultation with AUSA and UBS the trustees selected Michael Moynahan to replace Sir John Graham, who had announced his intention to retire at the company's 2014 AGM.

At the date of writing the UBS directors are Mike Ferrand (chair), Bob Browne, Ken McIntyre and Michael Moynahan, and the General Manager is Rachael Bergquist.

UBS and the trust each operate on a September financial year, since that fits best with the company's activities. The company performed well during the year to September 2013, with profitability well ahead of budget and of the previous year. The company paid dividends to the trust in accordance with the agreed policy, and from these the trust made grants totalling \$563,000 to AUSA.

**Future:** After 48 years of existence the trust and the company continue to perform successfully, providing service to customers

and funds to AUSA. The market for book retailing is changing quickly, but the trustees are confident that the board has the appropriate mix of skills and experience to meet the challenges ahead.

Bob Lack – Chair, UBS Trust  
5 April 2014

## THE KENNEDYS LIMITED BOARD REPORT

Hamish Stevens, Clare Morgan, Daniel Haines and Cate Bell

**Introduction:** The Kennedy's Ltd was established to operate the assets of the Shadows campus bar at the University of Auckland. The University of Auckland was required to give its consent to the operation and the granting of a liquor licence to the bar and this was conditional upon the bar being operated by a separate company with a board of directors including two independent directors. The bar obtained its liquor licence in March 2013. Initial cash flow forecasts provided to the prospective independent directors in April 2013 showed that the bar would not generate positive cash flows in 2013. As a result the prospective independent directors declined to join the board and instead assisted AUSA in seeking alternative operating arrangements with third party bar operators. By August 2013 no third party operators had been secured. However the bar had generated a higher level of cash flows than had earlier been predicted, and in these circumstances independent directors Hamish Stevens and Clare Morgan joined the board of The Kennedy's Ltd.

The table below shows the profit and loss statement for 2013.

\$000s	4 mths to 30-Jun-13	6 mths to 31-Dec-13	2013
Sales	313	292	605
Cost of sales (incl rebates)	-100	-102	-202
<b>Gross margin</b>	<b>213</b>	<b>190</b>	<b>403</b>
GM%	68%	65%	67%
Salaries	-76	-99	-176
Security	-36	-36	-71
Advertising	-15	-15	-30
Entertainment	-13	-24	-37
Cleaning	-12	-11	-23
Accounting & legal	-6	-15	-21
Director fees	-6	-8	-13
Other	-8	-26	-33
Total costs	-170	-233	-403
<b>Net profit</b>	<b>42</b>	<b>-43</b>	<b>-1</b>

## ANNUAL REPORT, 2013

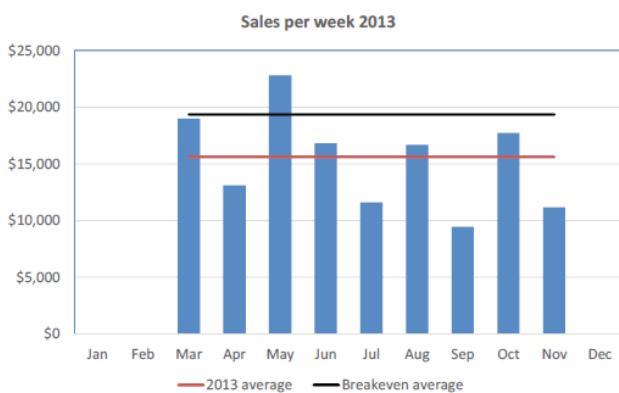
**Semester One (four months to 30 June 2013):** The bar operated profitably in Semester 1 with average weekly sales of \$18k, and generating a profit of \$42k for the four months from March to June. The key reason for this was the high level of sales in March driven by Orientation Week but for which no high-cost entertainment events were provided. The first half of the year was also assisted by the fact that no costs were incurred in the low revenue months of January and February.

The bar produced good cash flows and the \$30k working capital loan from AUSA was able to be repaid in full.

**Semester Two (six months to December 2013):** The bar did not perform as well in the second half of the year with average weekly sales from July to November of only \$13k. Further, costs were incurred in December even though there was no revenue for this period.

The bar lost \$43k in the second half of the year. The result is that cash flow has been negative and the loan from AUSA to cover working capital over the 2013/14 summer period has so far not been able to be repaid in 2014 in line with the scheduled repayments.

**2013 overall:** The Shadows Bar is operating below the level of sales required to make a profit. Based on a full year's expected costs, the bar needs revenue of around \$750k p.a. to make a profit (although this is still assuming no rent is charged to the bar). A bar the size of Shadows should be able to generate revenue well in excess of \$750k p.a. and indeed has done so around 5 years ago. The following chart shows 2013 weekly sales. The average for the year was \$15.6k and the breakeven requirement is for round \$19k per week – a 25% difference.



**2014:** The bar remained open through the summer months of January and February and incurred further losses. March 2014 profit was well below March 2013 due to substantial expenditure on Orientation Week entertainment events which did not increase sales sufficiently. This has led to a worsening of the cash position in the first half of 2014.

The board and management are currently trialling a number of initiatives to increase sales. These include encouraging AUSA to support more events in the bar and a change to serving sizes. A survey has also been undertaken to gauge student awareness, attitude and use of the bar.

While the board and management will consider all options to

increase revenue at the bar, it appears there has been a fundamental shift in student use. This is likely to be a combination of demographic changes among the student body, the increasing number of alternative entertainment options available in the city, and lack of development of the Shadows venue. Unfortunately, the bar is not in a financial position to undertake any large capital or operational expenditures in expectation of future revenue increases.

Unless the bar is able to reach a breakeven sales level, the operation will require a cash subsidy from AUSA in 2014. If AUSA is not able to subsidise the bar, the board will be obliged to consider and if appropriate, recommend closure options in 2014.

Hamish Stevens  
Chair  
The Kennedy's Ltd



We reviewed the class rep system, received 87 submissions and analysed 8 other class rep systems from *New Zealand, Australia and the United Kingdom* and produced 67 recommendations. We passed the AUSA Class Rep Policy which comes into effect in 1 January 2014.

# 1733

Compared to S2 2012, there was an increase in the number of Class Reps for Business School, Faculty of Arts, Faculty of Education, Faculty of Engineering, Faculty of Law, Faculty of Medical and Health Sciences and NICAI. 1733 individual class reps. That's 1733 different students engaging with AUSA and the University (increase from 2012) assuming all class reps do their job.



We formed a team of volunteers that included 124 delegates of which 15 were involved in representation and education.



There was an increase in the number of new class reps attending training sessions facilitated by AUSA.

21 class reps nominated for a class rep award, three of which received a significant number of nominations and praise from their peers.



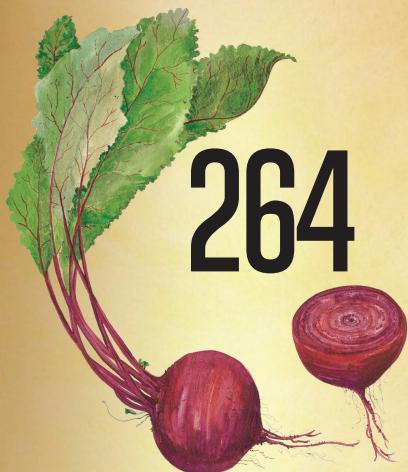
In S2 we started an online newsletter for class reps that was distributed monthly.





\$5,000

worth of textbook grants awarded to students persevering with study despite hardship



264  
cans of beetroot given away



207  
food parcels collected by hungry students



\$4,125

given as hardship grants to students in need

# 5

We made 5 major submissions to external bodies, including the Unitary Plan, Auckland Transport, Tertiary Education Strategy, Council Changes and the Academic Quality Agency.

We collaborated with and advocated for faculty associations including the Arts Association and the Engineering Society on courses and Maidment insurance.

We sat on external bodies such as Ako Aotearoa Board and the Student Allowance Review Panel.



We conducted the first compulsory student services fee survey, and received 713 submissions from students and produced 32 recommendations.

We reviewed policies *including* the Childcare Guidelines, Teaching and Learning Plan and lecture recordings.

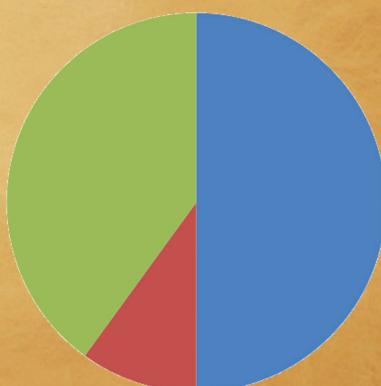
We held joint events with the *Tertiary Education Union* and collaborated on submissions and campaigns, including a *debt-free education rally*.

We held rallies that saw media and political parties attending including Labour, Greens, New Zealand First and Mana. Attendees included David Cunliffe, Leader of the Opposition and Tertiary spokespersons Megan Woods and Holly Walker.



We sat on *working groups* including First Year Transition, Evaluation and Surveys, and the Equity Committee working group that submitted on the Faculty Administrative Review.

We surveyed over 30 general education courses which are to be compiled in our general education course survey.



We submitted on the restructure of professional staff at NICAI and reduced the reduction of essential staff.

We attended the Faculty of Arts Head of School candidate presentations to present the student voice in the selection process.

AUSA compiled a breakdown of all compulsory student services fees in the country through Official Information Act requests.



# ANNUAL REPORT, 2013

The Deed of Settlement 2012 requires a written report to be submitted to the University after every semester to outline AUSA's work in areas of advocacy and welfare. These are included in the next few pages.

## REPRESENTATION

**Introduction:** This report will outline the introduction and progress of Student Representation during Summer School and the overarching task of introducing processes for Class Representatives (herein referred to as CR) for Summer School.

AUSA organizes and supports students on several University committees. Their involvement ensures that student perspectives are heard and considered by the University when making decisions. In this section, you will also find information pertaining to the AUSA appointed Committee Representatives and the student appointed Committee Representatives and their roles in AUSA. Further to this, AUSA seeks to have wider representation outside of the university.

### Semester Objectives

- To redevelop and rebrand the Class Rep System
- To ensure Summer School students are adequately represented through the Class Rep System
  - That all Summer School courses have an AUSA Class Rep
  - Issues are relayed and addressed
- To improve representation
  - Increase accountability and reporting for University Committees
  - Submit to local and national bodies
  - Seek to represent AUSA on external Boards.
  - To train and assist committee representatives so they can make a substantial contribution to the work on their committees.
  - AUSA/Student representatives on committees been asked to complete a committee report after every meeting which goes to the AUSA Executive so all elected representatives are aware of any issues arising through areas within the University and creates a more efficient system. Confidential Committees are reporting simply outlining what meeting it was and when with no details about the meeting for better accountability to the executive that appoints them.

### Key Activities

- Assisting student representation on University Committees (that have sat already this year)
  - Occupational Health and Safety Committee
  - Education Committee
  - Teaching and Learning Quality Committee
  - Student Liaison Committee
  - Discipline Committee
  - International Committee
  - Council
  - Senate
- Preparation and Accountability for Committees
  - Committee Templates developed
  - Compulsory reporting from Committees
- Revamping the Class Rep Handbook
  - Categories and content simplified
  - Responsibilities expanded
- Rebranding under 'AUSA Delegates'
  - More incentive to be a class rep through restructure and tangible and intangible benefits
  - The current system for the AUSA Class Representatives

sees one volunteer or elected student of each University course represent the common interests of their fellow classmates to their lecturers, departments, and faculties. They are essentially a first point of contact for students and act as a liaison between students and staff members. Class Reps attend Staff-Student Consultative Committee (SSCC) meetings twice a semester to report and address specific issues raised by students. This way AUSA gains representation of the student body on many levels within the University.

- Overall, the AUSA Class Reps provide student representation to the University within an academic context. The idea of creating the 'AUSA Delegate' as identification for many areas AUSA is involved in, is to reach further and represent students on a much wider network. In terms of Class Reps, the AUSA Delegate system would see an organic approach of Class Reps also being a liaison between students and the Students' Association. In 2012, over 900 students held Class Rep titles. By utilising this ever-increasing numbers, AUSA will be able to serve students through correspondence and advocate for the student body on a much larger scale.
- Policy is currently being developed to make the AUSA Class Rep system compulsory on all campuses, schools, and faculties of the University of Auckland. AUSA has making the Class Rep system and processes more enticing and enriching for students to voluntarily join. This includes building on incentives (for example, promoting the idea of improving leadership skills for future employment) and benefits (such as a 10% membership discount at the University's Rec Centre) that the students will gain from bring a Class Rep. We believe the AUSA Delegate structure can pull more students into volunteering to be their course's Class Rep, thus improving the whole Class Rep system's appeal.
- Developing the AUSA Delegate Network
  - Website planned
  - Categories and features drafted
- Reconsider the AUSA Class Rep Policy in Teaching and Learning Quality Committee
  - Reviewed
  - Tabled pending the extent of operational details
- Wider Representation
  - First Year Transition Working Group for Academic Orientation 2014
  - Ako Aotearoa Advisory Board which is a government funded group which funds research projects that improves Teaching and Learning Quality and adminsiteres the Teaching Ing Excellence Awards
- Pride Festival
  - AUSA did a debate in conjunction with the Writers' and Author's Society representing Queer Students
- DroppedMyDegree
  - Preparing for campaign to reinstate student allowance and reverse education cuts
  - Website being designed with email, petition and stories function
  - Contacted groups such as TEU, PGSA and faculties for endorsements

- Auckland Regional Transport
  - AUSA reviewed the Kaipatiki Submission on the Regional Transport Plan for the next decade
  - AUSA intends to review individual routes as they open up for further consultation
  - AUSA is preparing a submission on cheaper public transport
- General club support
  - Attended clubs Forum
  - Attended sports Forum
- Faculty Association Support
  - Regular catch ups with faculties
  - Some financial support for projects
- Reviewed Discipline Committee Procedures
  - Too excessive fine
  - Inconsistency between statutes
  - Possibility of double punishment
  - Inconsistency and over-extending of powers to Faculties and Individuals
- Education Vice-President appointed on the Working Group
- To work closely with the TEU on common interests and goals

## **Key Outcomes**

- 21 courses represented by the Class Rep system
- Liaising with IT Services to improve the system of capturing CR contact details and authorise the student's role as a CR for that course.
- During the Summer school we fielded 34 queries from CR and CR Coordinators.
- As students had already launched into their Classes, the queries we receive were mostly advising us that they were CR, requesting the dates of the SSCC meetings, and what did they need to do to complete their role
- Departmental queries from CR Course Co-ordinators were mostly about providing CR details, advising who the new CR Coordinator was and whether using Facebook to communicate between CR and students was appropriate.
- The students mostly reported that they were satisfied with their courses.
- One commented that their "lecturers kept students well informed about upcoming issues such as non-recorded lectures".
- Another mentioned that the lecturers were helpful advising them about assignments. Because of this help there were no issues with the course at all or any difficulties.
- One CR was surprised to report that "the First Lecturer was unaware of what a Class Rep" was.
- Additional help with extra tutorials were organised when students raised this as an issue.
- Examples of work were posted after class on Cecil when requested by the CR.

## **Difficulties**

- A lack of time and staff resources to organise class rep system before the start of the Summer School in 2013.
- In the interim a provision system was organised and a new system will be in place for 2014 Summer School.
- Only the Science and Arts faculties reported that they organised CR's over Summer School.
- Difficulties passing class rep policy because faculties had

problems with the operational details- it is currently still under review.

- Faculty discrepancies of treatment and importance of class representatives

## **Trends**

That overall the Class Representatives reported that the classes were well run.

## **Key Statistics**

- 23 Class Reps for Summer School.
- Arts and Science Faculties only selected CR's.
- Maths and FTVM classes were best represented.
- 12 class rep certificate requests to date.

## **ADVOCACY**

**Introduction:** The Advocacy Service provides independent and confidential support for individual students at the University of Auckland. The aim of the service is to support students who encounter problems while they are studying, either in their personal or academic lives, to be resolved quickly to minimize the impact on their ability to study successfully.

The Advocacy Service follows a model of Legal Advocacy with a focus on Empowerment Advocacy. It is based on the belief that it is better to support students to uphold their own rights and resolve their own issues within the Universities Student Charter and Grievance Procedures.

## **Semester Objectives**

- To provide an advocacy service independent from the university which represents and advocates for students
- To ensure prompt and effective resolution of disputes
- To ensure students are aware of their rights
- To promote the advocacy service to new students on campus
- To promote the advocacy service to students in general
- To provide a prompt 24 hour response for initial enquiries
- To offer general legal information and referral for personal issues
- To ensure our service is in accordance with fairness, respect & the law.
- To offer professional, quality support to all students with grievances and concerns about academic matters.
- To develop working relationships with other University student services.

## **Key Activities**

- Assisted several students to resolve a number of academic issues about enrolment
- Assisted in the resolution of a number of potential academic grievances.
- Referred a number of students to relevant websites
- Referred students to a number of other service providers
- Provided brochures as required to students seeking advice on general issues.

## **Key Outcomes**

- A student successfully defended their honesty at a Disciplinary committee meeting, thus enabling them to graduate

- and commence work immediately.
- All cases were dealt with quickly.
- Information and options were considered to help resolve concerns.
- Thus far the Service has continued to operate efficiently and effectively with an increase in student contact during January.

## Difficulties

- The relocation of the office space and time to advertise the new location.
- Resource cuts despite increased numbers of students requesting assistance.
  - Specifically, the lack of offices given to AUSA by the University for Advocacy. Last year prior to the move, a University rep showed an AUSA rep around the buildings and AUSA were shown nine offices that would become 'ours'. However, since that period AUSA has only received six offices leading to hugely complicated sharing situations that cannot sustain the advocacy demands during semester time. We thoroughly encourage the University to reconsider its allocation due to the highly confidential nature of advocacy services.
- University staff imposed restrictions to promote the Advocacy Service to students facing Discipline Committee hearings.
- The disestablishment of the Mediation Service
  - AUSA is extremely worried that the triage process will be ineffectual in resolving disputes
  - AUSA is extremely concerned that the triage process could prejudice certain groups by having issues resolved in a manner that suits the employers – the university.
  - AUSA feels that contacting the direct manager may not be appropriate or taken seriously as a student expressed to us recently following a complaint submitted to senior management at the University.
  - AUSA is also concerned that reporting and application to have an issue heard by an external mediator is extremely difficult and can result in conflicts of interest
  - AUSA is concerned of the availability of such a mediator and their availability to be accessed by students
  - AUSA is also extremely worried that this new process or the existence of mediation is not well publicised to student body at large

## Trends

- Issues in relation to flatting problems, an employment scam and Studylink funding for limited full time study increased.
- Regulations on academic standards are affecting more students trying to re-enter study.
- On line enrolment problems particularly if course changes haven't been updated on the system thus affecting FTE and students meeting allowance requirements.
- Impact starting to become evident about changes to Studylink entitlement.

## Key Statistics

- 38 students (up to 19th February), sought help from AUSA Advocacy Service.
- 5 students sought advice about academic issues- increase of 12% from 2012.

- 4 students had problems enrolling- 15% increase from 2012.
- Overall there was an increase of 150% increase of students using the service in January.
- 13 Students sought help in the period to 18th February.
- Most cases involved not being entitled to Student Allowance.
- 1 student tried to lay a fairly serious complaint against a University staff member but was unable to do so due to the disestablishment of the mediation service.

## WELFARE

**Introduction:** AUSA provides Welfare Services to students in need. This is vital to ensure that there is a safety net for those students who because of circumstances beyond their control need assistance. The uptake in Summer School has historically been limited, thus the extent of our services offered this semester are not as wide as Semester One and Two.

This semester has been focusing on readjustment with our move and developing new projects for the year. Due to unforeseen financial constraints our welfare office has been creative and working hard to generate new sources of revenue, but there needs to be more support from the university.

## Semester Objectives

- Move the Welfare office and AUSA Foodbank to new location in Old Choral Hall
- Set up framework through which to contact new donors to support the AUSA Foodbank
- Prepare systems and improve knowledge to limit any issues with changeover from previous Welfare Officer to current

## Key Activities

- Moving office and AUSA Foodbank
- Contacting potential donors
- International Students Magazine
- General Welfare
- Foodbank
- Lost Property
- Satellite Campus's
- ParentsSpace
  - Started moving
- QueerSpace
  - Requested for funding
  - Preparing press release
- Alternative Calendar
  - Drew up calendar for GenEd
- Welfare Trust
  - Diaries
- Projects in progress
  - Clothing bin
  - Perishable foods
  - Planning for foodbank weeks
  - Sponsorships

## Key Outcomes

- Food packs being collected from AUSA reception since the 5th of February
- AUSA Foodbank and Welfare Office fully prepared for beginning of Semester One

- International Students Magazine
  - International Magazine being translated to multiple languages
  - International Magazine written for the first time ready to be published as a PDF.
  - Magazine provides key information on
    - Accommodation
    - Profit
- Lost Property
  - AUSA to start collecting lost property for student benefit.
- Satellite Campus's
- Set up ParentsSpace in its new location with access to adequate facilities
- WomenSpace
  - Maintenance of resource facilities in WomensSpace
  - International Women's Day organised by Zonta Foundation in conjunction with Auckland Council.
  - Drafting committee on sexual health and restrictive user-pay system of healthcare to be considered at the Equity Committee
- Ensuring all first year students are aware of our welfare services
  - Alternative sources of revenue, food and
  - Diaries – AUSA had to charge for diaries this year due to no advertising revenue coming in from O-Week.
  - Services Agreement, Sponsorship and Advertising
  - Welfare Trust

## Difficulties

- Financial constraints
- Lack of a services agreement despite AUSA offering a huge amount of services to the University of Auckland students- AUSA thoroughly recommends the University negotiate such agreement with AUSA due to the impact its non-existence is having on our welfare services fundamental to students mental health and well-being.
  - No funding for ParentSpace and subsequently, compromised facilities
  - No funding for QueerSpace and subsequently, compromised facilities
  - No funding for Lost Property and subsequently, compromised service.
  - Sponsorship funding for O-Week that allows us to do basic student association things like funds used to produce Craccum were cut to a state of non-existence this year, placing a huge financial constraint on AUSA.
  - No funding for WomenSpace and subsequently, compromised facilities
- Lack of resources such as office space following the Kate Edgar/Old Choral Hall transition. AUSA does not have enough offices to sustain its advocacy and welfare needs as it took a reduction in offices following the office swap. This has led to hugely complicated sharing situations that cannot sustain the advocacy demands during semester time. We thoroughly encourage the University to reconsider its allocation due to the nature of such services and the impact on the services to students by the University failing to offer space. AUSA had to move ParentSpace out of AUSA House into Old Choral Hall as we do not have enough offices to accommodate our executive

and the growing needs of marginalised group spaces such as QueerSpace and WomenSpace.

## Additional Concerns by AUSA

- The relationship between Campus Life, some University senior management and AUSA.
- The behaviour of some University staff towards AUSA

## ACKNOWLEDGEMENTS

Prepared by Cate Bell and Max Lin on behalf of Auckland University Students' Association

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- Levi Joule- Queer Rights Officer- Auckland University Students' Association Committees: Library Committee
- Allannah Colley- Women's Rights Officer- Auckland University Students' Association Committees: N/A
- Katie Wilson- Women's Rights Officer- Auckland University Students' Association Committees: N/A

## REPRESENTATION

### CLASS REPRESENTATION

**Introduction:** This report focuses on the Auckland University Class Representative (CR) system and AUSA's role in coordinating it from week 1 through to the 2nd week of exams, Semester 1, 2013. It is important to note that AUSA did not have anyone employed in the CR Advocate role for 1 month (approx.) to allow a thorough and adequate employment process to occur. Since this time though, we have employed someone with a background working for Otago Students' Association and M.I.T in this role and Rosalin has been the newest member of our AUSA team for 3 weeks.

Rosalin has created the statistics in this report by going through old emails before her time (Queries Table). This does not provide an accurate account of how many class rep queries actually came through as there may have been phone calls and appointments that were not recorded. Emails may have also been deleted.

#### Semester Objectives

- To proactively promote and incentivise the CR System.
- Have every paper represented by a student.
- Continuous improvement of representation systems and processes.
- Gather CR details for sending out end of semester certificates.
- Research ways to further incentivise and "glamorise" the CR system.

#### Key Activities

- On-going support for CRs seeking assistance including advice on how to resolve problems within a department.
- Support for CRs Coordinators seeking assistance.
- Facilitating CRs training sessions.
- Organising certificates for CRs who have completed the AUSA training and have attended SSCC meetings.

#### Key Outcomes

- There was a percentage increase (6%) in the number of class reps who attended the 4 training sessions during March.
- Increases in the number of Faculty of Education, Faculty of Arts and National Institute of Creative Arts Industries (NICAI) CRs.
- 592 different papers represented.

#### Difficulties

- While CR queries were dealt with while there was no one employed in the role (Advocacy Manager answered all emails), having no one employed to specifically coordinate the CR system meant AUSA played a less proactive role (e.g. no newsletter was sent out this semester) during the later months of

the semester.

- It seems some coordinators are still not giving CR details to AUSA. We received no Faculty of Engineering class rep details.

#### Trends

Continued increase in the percentage of CR attending the training sessions.

- In 2011 28% of CRs attended
- In 2012 36% of CRs attended
- In 2013 42% of CRs attended

Majority of enquiries from both CRs and CR Coordinators are administrative in nature.

#### Key Statistics

##### Overall CR Statistics for each Faculty

FACULTY	2012	2013
Business School	237	<b>218</b>
Faculty of Arts	384	<b>398</b>
Faculty of Education	8	<b>27</b>
Faculty of Engineering	21	<b>0</b>
Faculty of Law	45	<b>29</b>
Faculty of Medical & Health Sciences	94	<b>87</b>
Faculty of Science	229	<b>182</b>
NICAI	55	<b>61</b>
Total	1073	<b>1002</b>

Note: Some CRs represent more than one paper. There are 913 different students who are CRs.

##### CR Training Attendance (Grouped by Faculty)

FACULTY	Number of class reps who attended training	Percentage of Faculty's Class Reps
Business School	112	51%
Faculty of Arts	157	39%
Faculty of Science	82	45%
Faculty of Medical & Health Sciences	35	40%
Faculty of Engineering	2	N/A*
Faculty of Law	9	31%
Faculty of Education	13	48%
NICAI	7	11%
<b>TOTAL</b>	<b>417</b>	<b>42%</b>

Note: Engineering reps are not in the database so we can't offer

the percentage of Class Reps that attended the training session.

### **CR and CR Coordinator Queries Table**

CR enquiry - Social event for department	1
CR enquiry - Certificate for 2012	4
CR enquiry – advice/advocacy	6
CR enquiry - would like to use AUSA as a reference	1
CR enquiry - semester 1 certificate	3
CR enquiry - training information /missed training session	9
CR Coordinator enquiry - information packs and CR database enquiry	6
CR Coordinator enquiry - details of new CR Coordinator/advising advocate they are no longer CR Coordinator	18
<b>TOTAL</b>	<b>48</b>

### **Objectives for Semester 2**

- Proactively engage with class reps by sending out regular CR newsletters. These newsletters will focus on AUSA events, news and any other tertiary education updates (e.g. changes to StudyLink).
- Continue the trend of increasing training session attendance.
- Improve the number of Faculty of Engineering CR's in our database.
- Plan an end of year function/awards ceremony.
- Email out a "CR Experience" survey so AUSA can continue to improve its coordination of the CR system
- Send out a CR newsletter after Semester 1 exams have finished hopefully advertising some of AUSA Semester 2 activities.

### **CLUB ADVOCACY**

In the experience of many students involved in clubs, the handover from AUSA to Campus Life has not been particularly smooth which has created a large backlog of work for AUSA Club Advocacy. Several clubs have been provided with different or conflicting information by Campus Life in regards to their administration of clubs.

A notable advocacy issue that arises is clubs feeling as though they were being treated unfavourably as they had decided not to disclose their membership list to Campus Life. Clubs are allowed to withhold such a list and give it to AUSA to check as per the deed signed late 2012. While it is understandable that Campus Life wants to check that clubs membership complies with constitutional requirements, if a club does not wish to disclose their membership list then they should not be made to feel that they are obligated to. Clubs expressed that they were happy for an officer from AUSA to check whether their membership list complied with their constitution, and clubs entrust AUSA to subsequently email Campus Life to inform them of their findings. Some clubs feel marginalized by this and we ought to aim to

accommodate these clubs as best as we possibly can.

It would seem that the majority of problems that clubs are having are a clear result of miscommunication. Several clubs noted at the forums that they were very confused as to who their main point of contact was at the University. One club stated they were "sick of getting replies from different people within Campus Life". This is an issue which may be solved quite easily by giving clubs a clear point of contact. I am sure that this has probably already been addressed with the establishment of the Clubs contact but many clubs feel as though the person responding to them should always be the person to whom the enquiry was made, or at least someone who informed as to the process.

Our Clubs and Societies Officer Kit Haines also feels that his role within AUSA has been threatened by Campus Life. He is an advocate for clubs but finds it very hard to advocate when he feels as though his position is slowly being made redundant and hindered. We are lucky to have an officer that enjoys having a job to do but unfortunately he has recently found this hard as he has had to come up with ways to help clubs so as to make his position more relevant in the current climate. After having worked with clubs for over a year as well as being the President of a Club, he has gained experience, and knowledge and has invaluable relationships with key people in clubs. Many clubs feel comfortable speaking with him about the issues that they have, as he is a fellow student and is able to represent them but also to empathise with their viewpoints.

We have also had several advocacy enquiries for Clubs this semester from a variety of different clubs. Much of the discontent stemmed from problems during the organisation of O Week and more recently, around the organisation of Re O Week. Many clubs were upset about not being consulted about the changes to O Week, and there were several miscommunication issues surrounding where they were placed and where they were allowed to set up. Five of the sports clubs were extremely unhappy about the Re O Week organization and we have consulted with around 10-15 clubs who were extremely unhappy around the lack of consultation or understanding.

Several clubs have expressed their concern about a lack of office space and the possibility of having offices in Short Street. While this benefits some clubs, it is inadequate for others. We have seen positive action in spaces being offered for rehearsal to certain clubs, which is a great step in the progress towards helping clubs. AUSA has been in touch with the Clubs Support Committee as we will be offering club offices/hot desks in semester two.

Rosalin and Cate (during the period of no club advocate being employed by AUSA) have dealt with a range of large disputes internally within clubs on their executive and between executive and members. As requested by the clubs, the University has not been notified of these disputes however the majority of them have been resolved adequately for all parties involved. Currently, one major dispute is being worked out by AUSA mediating an internal club issue.

## AUSA DELEGATES

AUSA Delegates is a student-run network of volunteers that has been set up by students at the Auckland University Students' Association (AUSA) to serve other students and members of the wider community. It's a great way for students to meet new and different people that they might not usually engage with, and a great way to support the AUSA. The AUSA Delegates programme helps students to attain valuable experience volunteering, and to develop their personal and inter-personal skills. As the programme is student-run for the benefit other students, many delegates feel a strong sense of empowerment and are strongly committed to making positive change to the lives of others. The independent, students-for-students nature of the programme means that AUSA Delegates runs very organically, and the programme is designed to produce the leaders and philanthropists of tomorrow.

When a student wishes to apply for the Delegates programme, they are required to go through a formal application process where their skills and interests are matched with current AUSA divisions requiring help or further development. While delegates can get involved in AUSA-initiated activities and assignments, the programme also provides an opportunity for students to initiate their own projects with the encouragement and support of the AUSA exec and staff. The delegates also contribute to how the programme is run and help set the programme's long and short term goals in conjunction with the AUSA Executive. It is important that the delegates feel empowered to shape and contribute to AUSA and the wider student/Auckland community in meaningful ways. Many delegates had been involved in University leadership programmes and workshops prior to their engagement with the AUSA Delegates programme, but felt that the most meaningful way to give back to the student body and to their communities was by getting involved in student-run, student-led events and projects.

### Delegates teams

**AUSA Media Team:** The Media Team works alongside Craccum (the student magazine) and AUSA TV. This is a team for those who have creative and practical skills that they wish to develop in a positive and constructive way. The team's main engagements have included writing articles, designing, photography, script-writing and filming events on campus.

**AUSA Education Team:** The Education Team works closely with the Education Vice-President to review university policy. This is the team for those who are interested in policymaking and the functionings of the university. Stakeholder analysis and attention to detail is important. This team is also involved with activism on campus.

**AUSA Welfare Team:** The Welfare Team works alongside AUSA Advocacy and the Welfare Officer to ensure student needs are looked after. This includes helping with fundraisers, Welfare Day, and raising awareness of our key advocacy and welfare services.

**AUSA Events Team:** The Events Team helps with the organisation and promotion of AUSA Events. This includes our annual AUSA Ball, but also smaller events throughout the year. We are

always looking for people who are fun, creative, organised and well-networked.

**AUSA Representation Team:** The Representation Team helps AUSA communicate and collect feedback to and from students. They are also a point of liaison with the staff of the university. This includes helping with AUSA RateMyCourse and speaking in lectures.

**AUSA General:** The General Team are for delegates who want to challenge themselves and become involved across all Delegate Teams. They are also the Delegates who we contact for miscellaneous work.

In July 2013, AUSA took 30 delegates on camp to Hot Water Beach along with 6 AUSA Executive Members and 1 AUSA Staff Member. The trip was a huge success and involved a day of workshops on everything from how the University functions, which was led by EVP Max Lin, to AUSA Strategic Direction and Long Term Succession Planning, led by AVP Cate Bell. Fantastic ideas were brought and all the delegates involved learned a lot and shared much of their knowledge. The AUSA executive has taken on board their ideas. The delegates set their own objectives for the programme for semester 2, which are as follows.

### Semester 2, 2013 Objectives – 2013 Strategic Planning Session

- Support delegate-initiated welfare projects for other students
- Participate in more activities that benefit charities and community groups
- Organise regular personal and professional development workshops for volunteers with guest speakers and community leaders
- Organise regular team-bonding exercises, such as theatre sports and social events
- Support our delegate volunteers helping out with the "Ride to Cure Cancer" in November
- Plan a delegates end-of-year camp or event
- Organise further fundraisers for AUSA welfare
- Support delegate-initiated projects for fun student-led, student-run events
- Engage delegates with AUSA TV and showcase clubs and events on campus
- Empower delegates to make real and positive change by students, for students

## COMMITTEE REPRESENTATION

AUSA sits on a number of central committees at the University of Auckland. A significant portion of this representation is done through the Education Vice-President. This report gives a brief summary of the issues and activities that have arisen and been carried out by AUSA.

AUSA has passed the AUSA Class Rep Policy through Teaching and Learning Quality Committee and Education Committee in Semester One. The Policy sets out clearly the obligations of faculties and AUSA Class Reps which includes the frequency and composition of meetings in an enforceable manner. The AUSA Class Rep Guidelines were also amended to align the purpose

the new policy.

AUSA has helped amend the Use of Third Party Assistance Policy through the Teaching and Learning Quality Committee to greater reflects the wider of use of technology not just by students but also by supervisors. Accordingly, track changes to proof read work will be regarded as the same as annotating a hard copy and not considered cheating.

The Equity Committee established a Working Party to write a submission for the Faculty Administrative Review. The student on the committee was part of the Working Party. Issues were raised on the lack of visibility for Maori and equity staff, and to frontload the importance of equity in relevant sections. AUSA Advocacy was also recommended to be inserted when students are aggrieved during the transition process.

On the Equity Committee AUSA further raised a number of issues regarding mediation changes at the university. AUSA is happy that the university is very cooperative in making the new process work for students. AUSA has met with the new proctor to raise these issues directly. Particularly concerning is how the proctor reports to campus life, and who to approach for staff complaints as these appear to be the line manager. Clarity was also sought for the relationship between the Resolution of Academic Disputes and Complaints Statute and the mediation process – they are parallel.

The Equity Committee is very supportive of AUSA's contribution to queer issues. Our Queer Rights Officer was instrumental in working with the Equity Office in starting the staff-student LGB-TIAQ network. At the first meeting, the student representatives raised a number of issues, such as using inclusive language, identifying LGBT courses, stamping down bullying in halls, raising awareness of bullying policies, and focusing on transgender students.

AUSA has also contributed to the review of the Childcare Guidelines regarding students on campus. AUSA has offered its ParentSpace to staff, and the guidelines were amended accordingly. AUSA is also supportive of numerous changes to the UTAS admission scheme to include other indicators of need beyond the traditional indicators.

AUSA sat on a working party established by the Discipline Committee early in the semester to review the disciplinary statutes. This review is not so concerned about why but how the statutes would work. Issues raised include potential overlap of the Academic and Non-academic statutes and differing penalties.

AUSA is seeking to establish a working group next semester through TLQC to look at credited courses for more internships i.e. working for a NGO or lobbying for a political party. This standard exists in many university committees. AUSA has signed on to be part of to be part of the working group for Student Surveys. The dates however are during the holidays where student representatives are away. Feedback should be submitted.

On Schools Liaison Committee, AUSA has worked with the International Office to polish and promote our International Students Guide.

## STUDENT CONSULTATIVE GROUP

The Student Consultative Group (SCG) is a new committee; it was created after a proposal from the director of Campus Life to merge Student Affairs and Student Representative Vice Chancellor Committee. This happened to avoid issues of duplication. AUSA however has some reservations about the value of the committee in its current form.

The majority of the student members who make up the SCG membership are also office holders of the Auckland University Students' Association executive. Having a majority of AUSA members has allowed a full understanding of its effectiveness.

As a newly established committee there have not been many meetings of which to gauge its progress. However, there are some concerns that we would like to raise:

**Limited time for consultation:** Often the meetings cover such a wide range of issues there isn't enough time to consider the issues debated. The terms of reference states: “[SCG] provides for student input into decision-making on major University issues that are likely to affect students.” However this is unable to take place as the agendas are so weighty there is no ability for consultation. Consultation in its current form is lip service.

### Ways for improvement:

- Written reports could accompany the agenda so people are briefed on the issues before we attend the meeting
- Meetings could be held more regularly
- Meetings could be longer in length

**Misplaced onus for consultation:** After the briefings at SCG students are expected above their normal duties to seek out the relevant information for consultation. Instead of establishing a pathway where feedback could be provided, it is up to the students to engage in high level consultation. The University could do more to make it easier to provide student feedback on issues.

Often it is recommended that if there is student input to be made this should be directed through the Chair via email. This process is not very transparent and it is easy for input to be lost.

### Ways for improvement:

- Clear pathways for consultation to occur post-meeting
- Reporting in the follow up meeting on what happened with the feedback

**Lack of perceived impact:** It seems as though none of the suggestions made by the student reps are taken into consideration. The body doesn't make joint decisions. Rather students are informed and nothing constructive happens after the meeting.

### Ways for improvement:

- Reporting on how the feedback has been incorporated

**Problems with scope:** What the meeting has powers to deal

with is unclear. In the terms of reference the meeting isn't established to deal with anything else that is addressed in other committees within the University. But the students are often unsure as to whether they have the power to address issues at the meeting. Additionally with the disestablishment of SCG where faculties are reporting issues to is unclear. The meeting has faculty reps, and assumedly faculty issues should be addressed at this meeting.

### **Ways for improvement**

- A diagram showing the appropriate pathways to address issues
- Change the scope to show coherence

## **FEMALE STUDENTS REPRESENTATION**

AUSA Women's Rights Officer and Advocacy Team began work reviewing the University of Auckland's Harassment Policy. This team is also working on the Greens-led Everyone Needs the Right Help Campaign, which was launched in November 2012 and includes sending postcards to Parliament with statements about why proper crisis safety need to be implemented. We ran this in conjunction with Thursdays in Black. Another project that the AUSA Womens Rights Officer and Advocacy team worked on was with a group of planning students undertaking their honours degrees. The group chose to focus on Campus Safety at Auckland University, particularly within Albert Park. We had many meetings with these students and discussed our ideas for improvement, and allowed them access to the resources that we had gathered from previous campus safety audits. We worked collectively and cohesively to develop a plan of attack for improving campus safety. This was a multi-faceted exercise and included audits, literature research, lobbying ideas and processes, awareness-raising campaign ideas and acquiring contacts at the Auckland Council. These planning students have now produced their final report as a result and we plan to utilise this as a guideline/platform to continue the campaign to improve safety.

Womensfest was held from May 20th - 24th and we held 12 events throughout the week, exploring a range of different issues that women today face. The festival also celebrated womanhood. A range of students attended the events, and the Womens Rights Officer and Advocacy Team were very impressed with student turnout at key events like the Tea Party with Successful Women, the Film Screening of Miss Representation, the Back-benchers Women's Edition as well as the Debate about Female Quotas. We had fantastic feedback from students, guests and women's organisations within the community. Many said that the events were incredible and it is important to keep having such debates and holding similar awareness-raising events.

AUSA has also maintained a Thursdays in Black Stall every Thursday of Semester 1 in order to raise money for Women's Refuge. There was also a big push on the Thursday of Womensfest for a larger-scale fundraiser. To date, we have raised \$228.90 for Women's Refuge.

## **QUEER STUDENTS REPRESENTATION**

AUSA has been a long time supporter of queer students and marriage equality.

- A submission was made on behalf of AUSA supporting Louisa Wall's Marriage Equality bill,
- AUSA campaigned heavily on marriage equality and held a very successful viewing party in Shadows the night the bill was passed into law.
- The AUSA Queer Rights Officer has been made a project advisor on the LBGT equity policy. Monthly meetings of the group have been held. He has also had interviews with Express magazine and Auckland City Harbour News about the new role and its benefits for queer students at UoA.
- AUSA has had further meetings and discussions have been had with Jono Selu, who works in the field of sexual health for the Auckland DHB about options and the establishment of such a group.
- The Queer Rights Officer has also been in discussions with Stephen Olsen who works for NZUSA about the establishment of a blog focused on queer issues.
- Due to the lack of a services agreement between AUSA and the University, the funding for QueerSpace and ultimately ensuring queer students on campus are looked after limited amounts of funding has come from equity committee and faculty funding.

## **INTERNATIONAL STUDENTS REPRESENTATION**

AUSA wrote a submission to the International Student Office regarding long processing lines. Our comments and suggestions were welcomed.

- Attending meetings with the International Office in regards to matters affecting International Students.
- Had discussions with the Director of International office over visa policies.
- Investigation of the International Office frontline staff over visa renewal policies.
- Discussion had with International Marketing management over ISO magazine.
- The International Student Officer has had heavy involvement within many AUSA run events.
- Attendance and involvement within International events.
- Creating the international students magazine.

The International magazine is a new initiative committed to making the experience at the University of Auckland for international students as easy as possible.

The project hopes to do many things, firstly it intends to bring together a wide range of people who have researched what it is like to live in New Zealand as an international student. By using their collective experiences the International Students' Officer will write a magazine to help international students assimilate as quickly as possible with local students.

## **GRAFTON STUDENTS REPRESENTATION**

Due to the lack of a services agreement this year, AUSA has

been unable to sustain an administrator and advocate at Grafton. AUSA is currently reviewing its options to ensure that an advocate is available at Grafton for students and to ensure that Lost Property is collected and distributed back to correct students at Grafton as has previously been the case.

AUSA Grafton has presented a report to the faculty in an attempt to encourage the University to implement ideas brought up during the 2012 Grafton Transport Survey Compile. AUSA Grafton has focussed this semester on making Grafton students aware of AUSA services and activities that are easily accessible to city-based students such as welfare services, clubs & societies, sports, AUSA events. AUSA Grafton has also been using the Grafton office as a secondary student information centre advertising its service to students at University info sessions so they know where the office is, what we do and how we can support them.

## TAMAKI STUDENTS REPRESENTATION

Due to the lack of a services agreement this year, AUSA has been unable to sustain an administrator and advocate at Tamaki. AUSA is currently reviewing its options to ensure that an advocate is available at Tamaki for students and to ensure that Lost Property is collected and distributed back to correct students at Tamaki as has previously been the case. AUSA Tamaki regularly brings concerns from student to management of the campus.

Tamaki Management are very receptive and welcoming of student concerns and work hard to ensure AUSA and therefore student interests are protected whilst ensuring University best practice is followed. AUSA is proud of the relationship it has with the Tamaki Campus Management.

## EPSOM STUDENTS REPRESENTATION

The fire at Epsom Campus on May 13th has had a big impact on the delivery of services to the students at the Faculty of Education. Queries have been answered and information disseminated largely through phone and email contact.

Only this week has K Block been cleared because of high levels of mercury contamination. The Ettsa computer and printer have been decontaminated, and a new office space has been secured in G Block (G106). While this location is not as central as the old one, it is in the gym complex which has high student traffic. The fate of K Block is still uncertain.

Faculty management have been very willing to be of assistance in re establishing Ettsa's presence on campus. I have been in daily contact with Raymond Dixon and have met with the new Faculty Manager, Martin Shepherd.

Priority at the beginning of semester 2 will be advertising the new location and re-establishing services. The Parent Space, Prayer Room, student lockers, the Foodbank, and the student kitchen have been lost in the fire, so new locations for these services will have to be found.

On a more positive note, the Student Forum meeting prior to

the fire was well attended by class representatives, both from Epsom and city campus.

## OTHER REPRESENTATION

AUSA wrote a submission on the unitary plan. AUSA focused on the affordability of housing, the necessity of residential zones, and aligning infrastructure and parking with transport needs of students.

AUSA also attended the first stage consultation for the Regional Transport Plan, which is the Southern Line. We raised issues surrounding reduced connectivity by consolidating routes, and congestion by over-utilizing these routes, especially for students who must attend 8.00am classes when buses only run from 7.00am for peak time.

AUSA is writing a draft proposal to the SCG about how consultation can be improved.

As part of the First Year Transition Group AUSA has contributed to how the university can better deliver information and engage with new students.

NZUSA has appointed an AUSA onto the student allowance review board to ensure that there is a student perspective and expertise when it comes to student allowance appeals.

AUSA has started work on the IT Online Survey for 2013 after the success of the survey in 2012. AUSA will ask for student feedback via an online survey to determine how students expect to be using their mobile devices in the next few years. The results from this survey will then be able to be used by IT services and academic staff to guide their IT strategies.

## ADVOCACY

**Introduction:** The AUSA Advocacy Service provides independent and confidential support for individual students at the University of Auckland. The aim of the service is to support students who encounter problems while they are studying, either in their personal or academic lives, to be resolved quickly to minimise the impact on their ability to study successfully.

The Advocacy Service follows a model of Legal Advocacy with a focus on Empowerment Advocacy. It is based on the belief that it is better to support students to uphold their own rights and resolve their own issues within the Universities Student Charter and Grievance Procedures. Student Advocacy operates independently to the University which means that Student Advocates can assist students without bias or influence from the University.

### Semester Objectives

- To provide a principled service in accordance with fairness, respect & the law.
- To offer professional, quality support to all students with grievances and concerns about academic matters.
- To explain and help students understand the university policies and procedures.
- To assist students to attempt to reach informal outcomes before proceeding to formal processes.
- The goal is not to take the place of the student and complete the task, but rather to plan with and empower the student with skills the student learns or is developed through the resolution process.
- Assist students to identify appropriate staff, services or departments to address issues.
- Serve as a resource to the campus community to identify any trends that negatively impact on the student experience.
- To assist students by assisting them to resolve any concerns they have so that their time on campus is productive and enjoyable.

### Key Activities

- Provided a fulltime ‘drop in’ service for all students at UoA.
- Created an “information leaflet” for students who are weighing up accommodation options for the mid semester international orientation.
- We have highlighted difficulties faced by postgraduate students to the university with the relevant academic staff members.
- Provided tips for students on a range of common issues on the AUSA website including how to apply for compassionate consideration, how to manage finances, flatting tips etc.
- Provided ‘tips’ for postgraduate students for the midyear orientation.

### Key Outcomes

- An increase of 26% of student enquiries compared to semester 1 2012
- All student enquiries have been responded to within 24 hours of the initial contact.

- Assisted several students to resolve a number of tenancy problems relating to bond recovery.
- Supported several students in meetings with staff about their academic conduct, academic performance and allegations of plagiarism.
- Have assisted several students to resolve issues with their Studylink and WINZ applications and benefits.

### Difficulties

- Space constraints have plagued the advocacy service throughout the year. In the interim the SAN’s and the Class representative coordinator have been sharing a room, but when university students ‘drop’ in someone has to leave the room. This creates a reduction in productivity and displaces someone who would otherwise be working. The situation isn’t sustainable and we haven’t been able to resolve the issue. AUSA has lodged this issue at SCG but both Campus Life and AUSA have not been helpful. The response that there is underutilised space elsewhere in the student union building doesn’t adequately fix the problem. Any other space is unsuitable as its location isn’t a professional space capable of delivering high quality services. AUSA would like to formally ask again, in our second report of the year for an extra advocacy office to be made available in Old Choral Hall to sustain the demanding needs of the advocacy service.
- Many students have complained that their access is blocked to the people who are in charge and are supposed to help them. Instead they are told to contact a call centre with employees who have no or limited idea about the processes they are asking help for.
- We have dealt with a number of complaints about Unilodge this semester. The complaints relate to the failure of Unilodge to provide the services it advertises such as access to the internet and a study-appropriate environment.
- International students find themselves with few legal options if anything goes wrong with renting if the landlord lives on the premises.
- There continues to be many international students who run into problems with tenancy contractual arrangements or trying to recover bonds.
- Post graduate students look to their supervisors to advise them on the feasibility of completing in a timely manner. Sometimes they have been encouraged to expand their research which results in long delays in collecting and processing masses of data.
- Some Masters students have complained about access to laboratories at critical points of their research.
- It was unclear what the relationship was between the Resolution of student Academic Complaints and Disputes Statute and the new Proctor’s role in disputes resolution. This required clarification.
- A barrier for students making a complaint has been highlighted in the Academic Disputes Statute when students had to submit a complaint about their HOD to that same person.
- Students have complained about requests for meetings that are vaguely described as informal, only to find that they are being accused of a major disciplinary matter. They arrive at these meetings unprepared to defend themselves and on their own.

- Alternately, students have attend a meeting after receiving a frightening email only to find that they are being accused of some minor indiscretion.
- Several international PHD students have felt aggrieved by the lack of resources for them to complete their research quickly and efficiently.
- Problem with on and off campus residential arrangements.
- Problems accessing student loans, Studylink/and WINZ benefits that result in financial pressure that have adversely affected their living conditions.
- Many International PHD students have issues that essentially relate to their expectations of what a PHD is and what it requires of them

## Trends

- Issues in relation to students renting a room in a house occupied by the owner and their limited legal rights if there is a dispute.
- Internationals students facing problems with their accommodation.
- Many postgraduate students find they are unable to meet early or final phase landmarks in their research due to the large scope of their research.
- Evidence of meeting practice that may breach the Principles of Natural Justice and limit students' ability to defend allegations of academic misconduct such as not giving students adequate notice of the hearing and withholding information that is to be relied on to reach a particular decision.
- Financial challenges that have a negative impact on student's ability to finance their lifestyle and study.
- Problems with higher degrees research supervision or with research timelines.

## Key Statistics

- 213 students sought help from AUSA Advocacy Service between March and the 21st of June.
- In addition, there were 32 short general enquiries about a range of student related matters (245 in total).
- 7.5% of postgraduate students had academic related complaints.
- 14.5 % of undergraduate students had academic complaints or concerns.
- 7% were enrolment issues that were consistently raised over the semester and 5% were coursework related.
- 13% of general issues were related to financial challenges.
- 11% of students needed legal advice on a number of matters including insurance claims.
- 12% of students were in personal crisis.
- 8% of students had accommodation issues with either boarding, flatting or with tenancies.

## WELFARE

### FOOD BANK

Parcels Collected	89
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There has been a slight decrease in the number of food parcels collected this semester, down to 89 from 100 in the first semester last year.

This is compared with previous years:

- 2012: 202 (100 collected in Semester 1)
- 2011: 164
- 2010: 158
- 2009: 98
- 2008: 90

This can perhaps be attributed to wider Welfare services and increased parcel size, as discussed below. Marketing of the food bank has increased towards the end of the semester, and will continue to do so next semester. As most food bank users hear about the food bank via Word of Mouth and Advocacy, the use of flyers and posters will hopefully reach a wider audience. However, this must be finely balanced as too much advertising means those who do not truly need to access our services may use it, depleting our resources.

### HARDSHIP GRANTS

Accepted	11
Declined	7
Pending	1
<b>Total Applications</b>	<b>19</b>

As with the food bank, the number of applicants for the Hardship Grant Scheme has declined from Semester 1 last year, which similarly saw fewer applications compared to Semester 1 in 2011:

- A total of 24 grants in 2012, totalling \$3855 (including 14 granted from 22 applications in Semester One)
- A total of 53 grants in 2011, totalling \$6100
- A total of 62 grants in 2010, totalling \$6080
- A total of 38 grants in 2009, totalling \$3,675
- A total of 18 grants in 2008, totalling \$1,640
- A total of 14 grants in 2007, totalling \$1,105.

It is difficult to say why the number of applicants has declined. As discussed below, this could in part be due to the additional help the Welfare Office has offered this year. As we have been helping students in ways other than with cash grants, for example by sourcing curtains, clothes and heaters for students, and providing much larger food parcels for those with dependants, it is possible that some students who would otherwise have applied for a Hardship Grant have not done so.

However, fewer applicants in Semester One combined with savings due to donations to the food bank meaning we have not had to buy food to stock the food bank means that we can advertise the Hardship Grant Scheme more extensively in Semester Two.

## TEXTBOOK GRANTS

Granted	13
Declined	6
Total	19

AUSA in conjunction with UBS gives out \$2,500 worth of grants twice a year, at the beginning of each semester. This semester saw a large number of applications, and the \$2,500 split between 13 applicants.

## CONTACT

Office Contact	25
Email Contact	19
Hardship Grants	19
Other	4
Total	67

The new location of the Welfare Office has meant fewer 'drop-ins' from students (last year 40 students visited the Welfare Office). This will hopefully change as students get used to the new location in Old Choral Hall. Most in-office contact has been due to students coming to collect fresh food I have emailed them about. This is really valuable as meeting students means I am much better able to tell them about what we have on offer and encourage them to come to us with any further concerns than if they just drop in to Reception. I intend to alter the Food Parcel Forms next year encouraging students to come and see me for further help.

## FOOD BANK

In Semester One 2013, 89 food parcels were collected from AUSA Reception. This represents a drop in the number of food parcels collected from 100 in Semester One 2012, however this can in part be attributed to other forms of food distribution, discussed below. More promotion is underway and will continue next semester.

- The gender distribution of food parcels, as was the case last year, is relatively even.
- The proportion of food parcel recipients who are employed is slightly down from 25% last year to just under 20%.
- The proportion of food parcel recipients who are international students, while still small in comparison to domestic students, is up on last year, from 10% to around 12%. As discussed below, international students are often some of the hardest-off of food parcel users.
- The vast majority of food bank users are undergraduate students. However, over 60% of postgraduate students accessing the food bank are also international students. This is a

trend reflected by Hardship Grant applicants.

- The majority of food bank users self-identified as Maori, New Zealanders/Kiwi or as Pakeha/NZ European.
- Around 18% of food bank users have dependants. While parcels have increased in size, they are still not sufficient to feed a family. Those with dependants who have accessed the food bank have been encouraged to visit me for a larger parcel, and this will be continued in Semester Two.
- The vast majority of food parcel users are renting. All of those who wrote they were living with their parents noted that they were paying rent or contributing to mortgage repayments. Some of those listed as renting may be living in HNZ homes as this is not listed as a separate category on the forms, which could be something to add when the forms are rewritten.
- Most food bank users have weekly incomes of \$0 or between \$151-251. The number of users that claim to live off an income of \$0 is concerning. This may represent students suffering delays in accessing Studylink, as a higher proportion of students accessing the food bank towards the beginning of the semester listed their income as \$0 than towards the end. It may also be explained by the fact that some students do not consider parental subsidies, Studylink Living Costs or Student Allowances as 'income'. The prevalence of students with incomes of \$151-251 suggests that the majority of students accessing the food bank live solely off an allowance or off their living costs. All but two students with an income over \$350 had dependants.
- The vast majority of students accessing food parcels pay between \$101-200 rent each week. While this indicates that most users are paying very reasonable rent when compared to averages for apartments within a reasonable distance from the city, when compared to the Weekly Income data, it is clear that for most food parcel users, the majority of their income is put towards their rent, with little left over for food or other amenities. Just under a third of food bank users may more in weekly rent than they receive in weekly income.
- The number of food parcels collected peaked in May. While food parcels were available for the first time in Summer Semester this year, they were not advertised, hence the low number. However, there is clearly still a need for them over the Summer Semester (they were made available due to requests), and so this is a move that I feel should be continued. Food parcels will also be available to be collected over the inter-semester break.

## HARDSHIP GRANTS

In the first semester of 2013, twenty students have applied to the AUSA Welfare Hardship Grants Scheme. Of these twenty students, twelve applications have been approved by the Welfare Committee and students granted up to \$200, seven applications have been declined, and one is outstanding pending further information from the applicant. The Hardship Grant Scheme has thus given a total of \$1.950 in Semester One. This represents a drop in total money granted from 2012, when \$2,150 was granted. This reflects a drop in the proportion of applicants that are successful (70% of complete applications were granted in Semester One 2012, as opposed to 63% of complete applications

in 2013), as well as a slight drop in the number of applicants (twenty-two applicants in 2012 as opposed to twenty in 2013). While this is something to keep an eye on next semester, it seems unlikely that this change represents any general trend. In part it could be accounted for by the fact that the Welfare office has been helping those who request advice with more than just food parcels and grants; this semester I have sourced donated curtains, clothes (for adults and children), and a heater for students. Likewise, I have been giving out larger and more frequent food parcels to a small number of students in need of extra help, which may have meant that those students are helped before they need to apply for a Hardship Grant.

Grants can be anywhere up to \$200, and reflect the needs of the individual applicant. This semester all grants have been within the \$100-\$200 range. Those applicants granted the maximum available all had dependants. The AUSA Hardship Grant Scheme helps those who are facing short-term and unexpected hardship that threatens their university study. Students have to apply within four categories; medical, food, accommodation or transport assistance. This year eight applicants applied for assistance in more than one area, which in some instances indicates the depth of their hardship. This semester two applicants applied for help outside the scope of these categories. These applications were declined.

- The gender balance was roughly equal. In the past the gender balance of applicants has often skewed towards females, as many women with dependants applied. This year we have had both male and female applicants applying for help with dependants.
- Those applicants with dependants represented some of the applicants in need of the most help. As a result, all four applicants with dependants (that provided full information) were allowed a grant. These grants also represented the four largest grants allowed this semester.
- 42% of applicants self-identified as either New Zealand European/Pakeha or Maori, or both.
- While only 20% of applicants were international students, these students, along with those with dependants, often presented with the most need. All of the international students who applied to the Hardship Grant Scheme were postgraduate. This reflects the fact that a considerable number of those coming to the Welfare Office in need of help or advice, with no knowledge of where else to go for help, are international students, the majority of which are studying at post-graduate level.
- The vast majority of those applying to the Hardship Grant Scheme are studying at undergraduate level. Of the six applicants studying at postgraduate level, four are international students, reflecting the trend in food bank collection that those postgraduate students relying on welfare tend to be international students.
- Most applicants' weekly income is between \$150-300. Those applicants with incomes over \$300 were all declined except for one applicant with dependants. It is worrying to note those applicants with no income. This year, those with no income had either faced problems with Studylink that took a long time to be resolved, and thus faced long periods with no support at all, or were international students who relied on

scholarships from overseas that unexpectedly cut off.

- The majority of applicants pay rent of \$100-200, more than reasonable compared to the average rent for a room in suburbs close to the university. Those applicants paying above \$250 have children living with them at least some of the time. It is concerning to note that over 26% of applicants pay more rent than their weekly income.

## INTERNATIONAL STUDENTS

The number of international students in difficulty who have approached the Welfare and/or Advocacy Offices this year so far has been concerning. Such students face problems ranging from having vastly insufficient income to survive in New Zealand, to having funding or scholarships cut off unexpectedly or devalued due to exchange rate fluctuations, to having a serious lack of knowledge about what they are entitled to in New Zealand and about how to seek help. This last issue, that students have a lack of knowledge about how to access services, is particularly concerning. This year we have helped students, for example, who do not know how to claim under the insurance policy they have paid for, nor what they are entitled to. In addition, the Welfare Office has helped international students living in extreme poverty, some with dependants, and have helped by providing international students with basic necessities such as clothes and shoes.

While it is difficult to know what the solution is for international students, it is clear that some need more help and support than they currently know how to access. Many of the services appear to exist, but those students either do not know how to or cannot access such support.

As of next semester, information about Advocacy and Welfare services provided by AUSA will be placed in International Students' packs, so it will be interesting to see how this trend develops in the future.

## STUDYLINK PROBLEMS

Towards the beginning of the semester we had a large number of applicants to the Hardship Scheme needing short-term help due to delays accessing Studylink funding. In particular, students found there were long delays in receiving approval for both new and existing allowances. Communication was poor, with students being told allowances had been approved or would be approved by a certain date, and then facing further delays. This may also account for the large number of food parcels collected in the first few weeks of semester, and the higher proportion of food parcel users noting no weekly income.

Students facing these problems were directed to Advocacy for further help, but generally the best we could do was to help support them in the meantime with Hardship Grants and food parcels until funding was approved. Hopefully increased media attention and work done by NZUSA at the beginning of this year will limit delays next year.

## FURTHER WELFARE WORK- FOOD INITIATIVES

**Foodbank:** This semester has been very successful in terms of increasing the stock of the food bank. Fifteen companies have been approached with requests for donations, with three positive responses so far. The most successful of these was a donation from Watties of 4256 tins. While some of these tins are difficult to use (600 are 3kg tins, and more than a thousand contain beetroot) this means the food bank is more secure than it ever has been in the past. In addition to these cans, there have been two further, smaller, donations this semester from Sealord and from Sanitarium. In addition, this means that our existing donor, Campus Christian Movement, is able to purchase goods that supplement canned goods, and so we have a wider range of foods in the food bank. Approaching companies has proved to be an effective strategy for gaining resources this semester and we will continue to do so next semester. However, there is a high proportion of refusal. Moreover, these donations represent one-offs, and it would still be desirable to have regular donations from a corporate sponsor.

Having a larger, more secure food bank has meant that the size and quality of food parcels picked up from AUSA Reception has increased. Food parcels now usually contain 9-10 items: 2 cans of spaghetti, 1 can of baked beans, 2 cans of vegetables, 1 can of protein, 1 can of fruit, 1 can of white sauce/tinned tomatoes, and 2 packets of instant noodles (or 1 larger bag of pasta/rice). In addition, those students who approach the Welfare or Advocacy Offices about food or apply for a Hardship Grant are often encouraged to visit me for a larger food parcel according to their needs. While students are still technically limited to only three food parcels a semester from AUSA Reception, students who reach their limit are able to visit me personally to collect other food items. Students who visit our welfare office personally are also offered as many large 3kg cans as they can carry!

**Fresh Food Distribution:** In addition, there has been increased distribution of fresh food this semester. The donation of a fridge/freezer to Welfare has made this much easier, and will be even more helpful when it is moved on to campus. All those who have contacted Welfare or Advocacy about food are emailed when fresh food is available, and food is usually distributed through Reception or from the Welfare Office. Several hundred frozen sausages have been donated in bulk over the course of the semester, mostly from the Meat Club and other groups on campus who hold sausage sizzles, and these have been repackaged into small quantities and frozen, and given out over the year. A similar number of sausages have also been given out via free Welfare sausage sizzles. Likewise, several hundred donated loaves of free bread have been distributed via Reception, as well as fruit.

In addition, this year while Exam Dinners haven't taken place, AUSA Welfare has worked with Campus Christian Movement to make frozen meals in takeaway containers for Welfare users. Once again, these are frozen and have been distributed to Welfare users during the exam period. This is an initiative that will continue next semester.

The increase in additional food beyond food parcels available, combined with the larger food parcels, might go some way towards explaining the decrease in food parcels collected.

Hopefully next semester we will be able to expand on the quantity of fresh food offered. At the moment, Jess Storey, AUSA Welfare Officer is working on having a regular day of picking up bread from Baker's Delight, so that fresh bread would be available at university one day a week.

Jess has had several meetings with a man working on reducing food wastage from Auckland supermarkets. These discussions have centred around collecting leftover and otherwise wasted food from supermarkets and either giving it away to students or selling it for a nominal fee. This looks possible.

## FURTHER WELFARE WORK- WIDER SUPPORT

As discussed earlier in this report, the Welfare Office has been attempting to go beyond food and cash grants to support students. This includes sourcing other resources and providing more substantial food support. This will continue next semester.

In addition, we have provided more food on campus, for example free sausages at Student Forum. Such events will continue next semester, and will hopefully be extended to initiatives like free breakfasts.

## TAUIRA MŌ NGĀ TAKE TAUIRA-STUDENTS FOR STUDENT AFFAIRS

This past semester, AUSA has been working on a new initiative to supplement its welfare programme with direct support from students. This programme will ask students to donate as little as \$1 a week to help out fellow students in need. This system provides students with a way to give back to their fellow students, and also provides further hardship grants and welfare funding for those students who we would have been otherwise unable to provide for. AUSA Welfare helps students faced with unexpected crises which have the potential to stop them from studying, and this service has proved to be invaluable to many different students over the years. We have been distributing food parcels and hardship grants of up to \$200 to tide over students in pressing situations. These food parcels have become larger in the past semester thanks to the hard work of our welfare officer with the support of other students involved in AUSA.

Even when students plan and budget carefully, things can go wrong, and no student is an exception to this rule. AUSA Welfare is one of the few places students can turn to when they are faced with a problem that will prevent them from studying, and often from eating or paying rent. With the help of other students, AUSA will be able to help more students in desperate situations. Money donated to AUSA Welfare goes directly to students. Our Welfare Officer and delegates volunteer tirelessly so that all welfare money goes directly to helping students, in the form of Hardship Grants administered by the Welfare Committee.

## LOST PROPERTY

AUSA has continued to collect, store and attempt to distribute lost property to its rightful owners at no cost to students. This is a time consuming and lengthy process, and it is a service that has proved to be very important to many that have lost things of value, both sentimental and monetary. The stress that comes from losing something precious can often cause great distress and hinder one's study. AUSA has been providing this service to help students for a very long time and it remains to be one of the only cohesive Lost Property system on campus. We have also started a Facebook page for Lost Property that has facilitated this service to a greater extent. This page has been very well used and we have had great feedback from students at the University.

## DIFFICULTIES

AUSA Welfare is facing enormous financial constraints because of the lack of a services agreement between AUSA and the University. AUSA thoroughly recommends the University negotiate such an agreement with AUSA due to the impact its non-existence has on our welfare services. These services are fundamental to student's mental health and well-being, and many are shocked when they find out that no part of their student levy goes to AUSA when there is such extensive student support offered by the organisation.

The following areas are desperately stretched for resources and require funding.

- No funding for ParentSpace and subsequently, compromised facilities
- No funding for QueerSpace and subsequently, compromised facilities
- No funding for Lost Property and subsequently, compromised service.
- No funding for WomenSpace and subsequently, compromised facilities
- No funding for AUSA FoodBank and subsequently, compromised service.
- No funding for AUSA Hardship Grants and subsequently, compromised service.
- No funding for AUSA Textbook Grants and subsequently, compromised service.

## ACKNOWLEDGEMENTS

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## REPRESENTATION

### INTRODUCTION

This report focuses on the Auckland University Class Representative system and AUSA's role in coordinating it from the second week of exams in Semester 1 through to the 11th of November 2013.

The AUSA Class Rep Advocate is responsible for coordinating the University of Auckland Class Representative System. This involves communicating with departmental Class Rep Coordinators and Class Reps across all faculties, organizing Class Rep training, organizing certificates for Class Reps at the end of each semester, organizing a social function(s) for Class Reps and proving support to CR Coordinators and Class Reps when needed.

This semester a few changes were made to the way Class Rep training was facilitated with the introduction of Delegates presenting information about AUSA during the first 5minutes of the training. E-newsletters using mailchimp were used instead of hard copies and PDF versions of the Class Rep Newsletter used in previous years. An analysis of the Class Rep system has been undertaken with the Education Vice President. This included a class rep survey distributed to class reps in mid-October. Recommendations for 2014 will be formulated from the analysis which has been finished by the end of November.

### SEMESTER OBJECTIVES (OBJECTIVES SET IN S1, 2013)

- Proactively engage with class reps by sending out regular Class Rep newsletters. These newsletters will focus on AUSA events, news and any other tertiary education updates (e.g. changes to StudyLink).
- Continue the trend of increasing training session attendance.
- Improve the number of Faculty of Engineering Class Reps in our database.
- Plan an end of year function/awards ceremony.
- Email out a "Class Rep Experience" survey so AUSA can continue to improve its coordination of the Class Rep system.
- Send out a Class Rep newsletter after Semester 1 exams have finished hopefully advertising some of AUSA Semester 2 activities.

### KEY ACTIVITIES

- Semester 1 Class Rep certificates
- 4 training sessions 1st week of August (358 attendees)
- 3 monthly CR newsletters (August, September & October)
- CR survey (87 respondents)
- 2013 CR Analysis (in progress)
- CR and Delegate Awards – September 25th
- On-going support for CRs seeking assistance including advice on how to resolve problems within a department (see enquiries table).
- Support for Class Rep Coordinators seeking assistance
- Meeting with University of Auckland Careers department re-

garding potentially promoting their services to Class Reps.

- One-off training session for Graduate of Management Masters students.
- Semester 2 Class Rep Certificates
- Class Reps utilised for RateMyCourse survey distribution.
- Class Rep Policy was passed

### KEY OUTCOMES

- Updated the Class Rep training presentation
- With input from the AUSA Delegates, the Class Rep training was updated to include specific information on Class Rep responsibilities and advice on how to elicit and communicate feedback.
- A number of AUSA Delegates gave 5 minute presentations on AUSA and how Class Reps can get more involved.
- Updated Class Rep Newsletter to a more accessible email version (mailchimp). This took away the back and fro between the Designer and Class Rep Advocate.
- Coordinated and hosted the end of year Class Rep and Delegate Awards – 25th of September.
- Function was in the Old Government House instead of the Graduation Marquee. This tuned out to be a good venue for the awards ceremony as it was more suited to the number of attendees we had.
- We had 174 RSVPs with approximately 40 of these being Delegates.
- Deputy Vice Chancellor Academic John Morrow attended the function as guest speaker.
- Class Rep Analysis
- With the help of the Max Lin, the Education Vice President, we conducted an analysis of the current Class Representative system which included a combination of analysing current research, analysing what other Students' Associations do and surveying 2013 class reps. Recommendations will be formed from the analysis and implemented for 2014.

### DIFFICULTIES

#### Class Rep Advocate

- Getting all papers represented
- There was some difficulty getting all papers represented. This will hopefully be less of a problem next year as the new Class Rep policy will come into effect at the beginning of 2014.
- Sign-up process/class rep contact details
- Some Lecturers/Class Rep Coordinators are inputting Class Rep contact details into the AUSA database late so we miss advertising the Class Rep training sessions to their new Class Reps. Again, hopefully the new Class Rep policy will stop this happening in 2014.
- Getting up-to-date contact details for current Class Rep Coordinators
- Some Class Rep Coordinators don't tell AUSA when they are no longer in the position and fail to let us know who the new Class Rep Coordinator is. If a Class Rep Coordinator is not on our contact list we can't send them the updated sign-up

forms and promotional material.

## Class Reps

- Class Reps noted that eliciting feedback both negative and positive as the hardest part of their Class Rep role.
- Not having access to Cecil to post announcements to other students means contacting ALL their class mates is difficult.
- Note: AUSA has been trying to incorporate the class rep system into Cecil with ITS but ITS can no longer work on this project because of resourcing problems.

## Trends

- Like 2012, the vast majority of Class Rep enquiries are administrative in nature and were resolved with only needing to send one email.
- The majority of enquiries were regarding the Class Rep & Delegate Awards, Class Rep certificates, the AUSA RateMyCourse surveys and Class Rep training.
- Continued increase in Faculty of Education and NICAI Class Reps.
- Increase in the percentage of new class reps attending a training session.

## KEY STATISTICS OVER CLASS REP NUMBERS FOR SEMESTER 2, 2013

Faculty	S2 2012	S2 2013
Business School	175	203
Faculty of Arts	330	405
Faculty of Education	4	23
Faculty of Engineering	0	5
Faculty of Law	15	16
Faculty of Medical & Health Sciences	57	108
Faculty of Science	244	220
National Institute of Creative Arts and Industries	0	30
<b>Total</b>	<b>825</b>	<b>1010</b>

Note: 820 individual Class Reps for S2, of which 184 were repeat class reps from S1.

Faculty	Number
Business School	102
Faculty of Arts	167
Faculty of Education	6
Faculty of Engineering	1
Faculty of Law	5
Faculty of Medical & Health Sciences	10
Faculty of Science	67
National Institute of Creative Arts & Industries	0
<b>Total</b>	<b>358</b>

56% attendance for S2 Class Reps (this number takes into account repeating Class Reps who attended the class rep training in semester 1).

## Class Rep and CR Coordinator Enquiries

Class Rep Enquiries	Number
S2 CR certificate enquiries and requests	29
Request to be removed from CR email list	1
Request for survey results	1
RateMyCourse enquiries	19
SSCC enquiries	3
CR Coordinator enquiries (includes requests to be taken off mailing list because they are no longer in the role)	28
One-on-one meetings with CRs who couldn't attend training	2
CR training topic suggestion	1
Handbook Request	10
S1 (2013) CR certificate request	11
CR training (S2) enquiries	33
Advocacy related enquiries - Assignment remark enquiries	3
Advocacy related enquiries - Problem with structure of course	1
Welfare related enquiries - Hardship grant	1
Student enquiries about how to become a class rep	3
AUSA CR database enquiry (CR Coordinators & CRs)	4
Enquiries from lecturers (CR training and sign-up form info)	2
S2 (2012) CR certificate request	1
<b>Total</b>	<b>180</b>

## Class Rep Certificates

Semester	Number of Certificates emailed
Semester 1 2013	570
Semester 2 2013	417

## Objectives 2014

- Formulate a plan to provide better support for Class Reps on other campus (Grafton, Tamaki, Tai Tokerau)
- Implement recommendations from the 2013 Class Rep analysis
- Update the Class rep training presentation to include recommendations from Class Rep Analysis.
- Look into creating a facebook group for Class Reps to engage with other Class Reps, the Education Vice President and the CR Advocate.
- Look into providing a separate training session for post graduate Class Reps.
- Update promotional material, Class Rep & CR Coordinator handbooks and information on the website.
- Send mass email out to get updated contact details for 2014

Class Rep Coordinators.

- Review the 67 recommendations in the class rep analysis for implementation.

## CLASS REP AND CLUBS ADVOCATE

### INTRODUCTION

This report focusses on AUSA's involvement in club advocacy during semester 2.

The AUSA Club's Advocate provides independent advice and advocacy for individual club members and for clubs as a whole. This involves mediating between two individuals, advocating on behalf of an individual during internal conflict and advocating on behalf of a club during conflict between external parties.

### SEMESTER OBJECTIVES

- Provide a confidential advocacy service for individual club members and clubs as a whole.
- Provide mediation between two club members when needed.

### KEY ACTIVITIES

- Supported a club committee individual during a time of conflict between the individual and another club committee member.
- Supported a club committee during a time of conflict with a club member.
- Provided general advice on room bookings and updated processes
- Provided general advice to constitutions to club committee members.

### KEY OUTCOMES

- Helped resolved conflict between two club committee members (matter resolved at AGM)
- Mediated an SGM to ensure the right process was undertaken to elect new committee members.

### DIFFICULTIES

#### Clubs

- One club reported that Semester two sign-ups were significantly lower than semester 1 sign ups. They believed this was because clubs day was in the rec centre as opposed to the quad where there is more foot traffic.
- One club noted that they were unsure how the affiliation process worked and how long it would take for the process to be finalised.

### Trends

- Problems with Club constitutions.
  - The two biggest Club Advocacy cases this year were the result of constitutions not being adhered to therefore causing conflict within club committees.
- As was the case in semester 1, clubs seem to be unhappy with the set-up of Re-O-week/O-week clubs day.

### Key Statistics

Details of Club Advocacy Case	Number of Cases	Resolved	Referral
Internal Conflict between two Club Committee members (supported one party throughout conflict)	1	yes	No
Internal Conflict between two Club Committee members (supported two parties throughout conflict)	1	yes	No
General Advice - Room Bookings	1	Yes	Yes - Campus Life
General Advice - Constitution	2	Yes	No
Mediation during SGM	1	Yes	No

### 2014 Objectives

- Promote AUSA's club advocacy service to clubs at the beginning of 2014.
- Implement any relevant recommendations from the 2013 Clubs Analysis.
- Continue to provide support and advice to all University of Auckland affiliated clubs.

## AUSA DELEGATES

### INTRODUCTION

This report focusses on the AUSA Delegates Programme during Semester 2, 2013.

The Delegates programme currently functions as eight informal teams (listed below).

- Education Team
- Representation Team
- Media Team
- Welfare Team
- Events Team
- Community Team
- General Team
- Admin Team

Delegates are able to choose what teams they would like to be part of and can join as many teams as they like.

The AUSA Delegates programme continues to grow at a steady pace. During semester 2 we had 44 new sign ups. Delegates also initiated two of their own events (planned and executed with little help from AUSA Exec and Staff) which were incredibly well organized and executed.

AUSA continues to improve the programme and the Delegates Committee is currently undertaking an analysis. Short term and long term recommendations and goals will be developed from this analysis and implemented in the following years.

## **SEMESTER OBJECTIVES (TAKEN FROM THE SEMESTER 1 DELEGATE'S STRATEGIC PLANNING WORKSHOP)**

- Support delegate-initiated welfare projects for other students
- Participate in more activities that benefit charities and community groups
- Organise regular personal and professional development workshops for volunteers with guest speakers and community leaders
- Organise regular team-bonding exercises, such as theatre sports and social events
- Support our delegate volunteers helping out with the “Ride to Cure Cancer” in November
- Plan a delegates end-of-year camp or event
- Organise further fundraisers for AUSA welfare
- Support delegate-initiated projects for fun student-led, student-run events
- Engage delegates with AUSA TV and showcase clubs and events on campus
- Empower delegates to make real and positive change by students, for students

## **KEY ACTIVITIES**

### **Delegates**

### **Media Team**

- Lost Property Sale – Filming and Documentation
- End of Daze – Graphic Design
- Students for Students – Banner Painting
- Student Forum – Flyer Design, Filming and Documentation

### **Welfare Team**

- Te Tai Tokerau/Epsom – Delivered Foodbank Items
- Cheap Lunches - fundraiser for AUSA Welfare

### **Community Team**

- Ride to Conquer Cancer
- Local Body Elections - Enrolment Drive with GenZero

### **Events Team**

- Ice Breaker
- Class Rep & Delegate Awards

### **Education Team**

- Counselling services proposal

### **Representation Team**

- Tertiary Women’s Focus Group – Workshop facilitated by Arena Williams
- RateMyCourse
- Assisted the Class Rep Advocate with Class Rep training

### **General Team**

- AUSA WGM – Flyer dropping, Setting Up
- Student Forum – Flyer dropping, setting up
- Re-Orientation Week – Scavenger Hunt
- A Royal Gala: Welfare Charity Dinner
- Rally: Reclaim the University
- AUSA Delegates’ Office Painting

### **Admin Team**

- Ministry of Youth Development funding applications x2
- TWFG funding applications x2

### **Delegates Coordinator**

- Delegates Launch (August)
- Class Rep & Delegate Awards (September)

### **Delegates Committee**

- Class Rep analysis
- Questionnaire/feedback form distributed to all Delegates

## **KEY OUTCOMES**

- Delegates worked on 22 projects over semester 2.
- The programme was officially launched in August with Kate Sutton and the Vice Chancellor attending as guest speakers at the launch function held in the Old Government House.
- A group of Delegates hosted a speed dating event called “Ice Breaker”. This was attended by 80 students over the course of the night and was held in Shadows.
- The Welfare Team initiated a project called “AUSA Cheap Lunches”. With the help of the Welfare Officer Jessica Storrey, they handed out pumpkin and tomato and lentil soup for students (gold coin donation) and raised approximately \$90 for AUSA Welfare.
- The Class Rep & Delegate Awards function was held in the Old Government House in September. Eighteen Delegates

- were presented with awards (16 team awards and 4 trophies).
- AUSA was awarded a grant for the Tertiary Women's Focus Group (project initiated by Cate Bell and Delegates) from Zonta.
  - Applied for MYD grants (outcome announced 29th November).

## KEY STATISTICS

In 2013, 117 students applied to join the Delegates Programme. One-on-one meetings were arranged and occurred with 95 of these applicants. Of those that we met in person, 50 were active at various times over 2013. 22 students were contacted to meet up but as of yet, have not replied.

Number of Students who have applied to join the Delegates Programme	117
Number of Delegates who we have one-on-one	95
Number of active (participated in at least one project) Delegates	50

How students found out about the programme	Number
Class rep training	44
AUSA Website	13
Friend/word of mouth	12
AUSA Exec member	7
Current Delegate	7
Flyer	7
Auckland University Website	5
Email	5
Facebook	5
Lecture Bash	3
Craccum	2
AUSA Reception	1
AUSA Staff	1
AUSA Student Forum	1
International Student Centre	1
Notices	1
Random internet search	1
Orientation Week Magazine	1

First Degree	Number
Bachelor of Commerce	42
Bachelor of Arts	36
Bachelor of Science	16
LLB	11
Bachelor of Health Sciences	4
Bachelor Engineering	2
Bachelor of Fine Arts	2
Bachelor of Architecture Studies	1
Bachelor of Business and Information Management	1
Master of Engineering Studies	1
Master of Science	1
Total	117

Teams	Number
AUSA General Team	61
AUSA Media Team	42
AUSA Education Team	37
AUSA Representation Team	44
AUSA Events Team	60
AUSA Welfare Team	41

## 2014 OBJECTIVES

- Implement recommendations from the 2013 Delegates Analysis.
- Empower delegates to make real and positive change by students, for students.
- Support delegate-initiated projects for fun student-led, student-run events.
- Complete the 2014 Delegates Handbook for the Semester 1 recruitment drive.
- Continue to find alternative ways to fund the programme.
- Organise communication, leadership, event management, diversity 101, and public speaking and teamwork workshops for semester 1, 2014.
- Organise regular team-bonding exercises, such as theatre sports and social events.
- Organise a camp for April 2014.

Second Degree	Number
Bachelor of Arts	14
LLB	9
Bachelor of Commerce	7
Bachelor of Science	7
Bachelor of Health Sciences	2
Bachelor of Music	1
Bachelor of Property	1

Year of Study	Number
1st Year	49
2nd Year	37
3rd Year	23
4th Year	4
5th Year or above (Undergraduate)	3
Postgraduate	2

## COMMITTEE REPRESENTATION

The following is a summary of key activities under a number of university's committees.

Under TLQC and Education Committee the university conducts a number of 'surveys' for teaching and learning. There are two kinds, formal and informal for students. The formal survey is the

one which is taken at the end of the course. This is part of a formal 3-year review of each course. As part of the working party, the EVP looked at how to encourage lecturers to do more formal student surveys (and peer-reviews as well), as well as informal surveys.

OEHASC is a complex committee and not really 'accessible' to students. After a TEU meeting the Education Vice-President met with Barry Hughes to discuss how OEHASC can be improved for students and staff. He has expressed willingness to meet again soon, but at this stage this is a project which is ongoing. In the meantime, the Education Vice-President has also submitted a number of issues to OEHASC, including safety at halls of residence, as well as cycling safety (also to Auckland Transport).

The next big project is our submission to the AQA for the Academic Audit. The President and the Education Vice-President had a preliminary meeting with student leaders on how to approach the audit. This is due later in the year.

At senate, it was proposed by a member that Senate take a greater role in fee setting. After the meeting the EVP has asked specifically for this to be noted in the minutes and sought some advice on this. This could be an initiative for next year's exec where senate either works closer with council or makes its own official suggestion to council, just like finance committee and AUSA (for CSSF) does.

For First Year Transition the proposed model for orientation was considered by the Senior Management Team. Our model has a consolidated model, which separates and prioritizes Maori and International orientation day. The Senior Management Team has come back to us with a few concerns, mostly regarding capacity. We are looking at having online modules and under "essential services" AUSA should make a video of its welfare services and safe spaces. The committee is also looking at how we can best develop an early academic warning system. We are looking at the implementation of mid-term grades and orientation modules that assist with the students' learning. Tuakana was also discussed.

## STUDENT CONSULTATIVE GROUP

SCG this semester was dominated by two key issues. Firstly, the issue of fees, and secondly the issue of the compulsory student services fund. AUSA engaged in a variety of activities on these two matters within and beyond the ambit of the group; however this section will focus solely on the matters related to this committee.

AUSA conducted an extensive survey and information campaign on the compulsory student services fund in order to produce a submission that could be tabled at SCG, to be submitted to Finance

Finance committee and Council. The survey produced over 70 pages of data, which was summarized into a 13-page report that included a breakdown and recommendations. The categories in the survey align with the categories used in the university's own breakdown for consistency, and were produced after two detailed meetings between the Education Vice-President and

President and Andrew Creahan.

We sought a response on our CSSF submission. The VC has indicated some willingness to work with next year's executive on building a more robust pathway for CSSF consultation. The EVP would urge next year's executive to look at our procedural recommendations and meet with the university and adopt them.

On the fees issue, AUSA responded to the information provided on fees, as well examined the council papers and raised concerns at SCG. AUSA had a unified position at SCG against fee rises.

There were a number of difficulties with SCG this year. The meeting was often too short and there were always very little time to discuss general business. We have passed on concerns to Brendan who is keen to work with us to make SCG better moving forward.

## FEMALE STUDENTS REPRESENTATION

We worked with a group of planning students and Leonie Morris from the Auckland Women's Centre around campus safety. They have complied the safety audits of the past few years as well as created a plan of action of how to best address the concerns these reports show. This work is incredibly valuable because it became aware to us during this process that Campus Safety Audits were done and then submitted but nothing ever happened afterwards. It is important that now we have all this information collected together that work is done towards implementing the recommendations from the report.

We have increased the WRO's interaction with outside organisations that also focus on Women's Issues by attending and speaking at various events something which we believe has not been done so much in the past few years. We have attended many events run by the Auckland Women's

Centre, been present at Suffrage day celebrations, International Women's day, sexual violence workshops, living wage forums, council candidate meetings, this has increased our visibility with other activist and advocacy groups and has created relationships where they want to help out us and future WRO's towards their goals.

We have also been holding office hours all year both together and separately so that students can visit us with their concerns. We have refereed students on to other services that AUSA offers such as Welfare and Advocacy where required and also to University Services such as Health Services and Counselling.

We have also updated the AUSA Harassment Policy which needed to be done after the changes in the structure of AUSA and the University after last year. The update was essentially removing the General Manager from the policy as well as the now defunct Mediation Services. This is still pending passing with AUSA.

We have run 23 Thursdays in Black over the year which has raised not just awareness to the cause and campaigns such as 'it's not okay' and 'everyone needs the right help'. We have also raised funds towards Women's Refuge and talked about the amazing work that they do. Thursdays in Black is also a

great time where we interacted with the student population and got to talk at a grass roots level about how best to help female students on Campus.

We published Kate Magazine which was very well received by the student population. It raised awareness about the issues that face young women today and allowed students to contribute to a student run magazine. It also contained information about how to access a range of support system and groups both on and off campus.

## QUEER STUDENTS REPRESENTATION

2013 has been AUSA's biggest year yet for queer rights and advocacy.

In January, AUSA presented a written and oral submission in front of a Parliamentary select committee in favour of Louisa Wall's marriage equality bill. We did so, because AUSA strongly believes that all our students should have equal marriage rights and we continued to campaign very strongly on the issue throughout 2012 and 2013, leading up to the final vote in which a party was held in Shadows with over 400 people in attendance, including media.

Increasing visibility has been a key part of our work in queer rights this year. In addition, provision of services for LBGTI students has been another key focus. In 2013, AUSA Queerspace was opened and provides a safe and inclusive environment for queer and queer friendly students.

In addition, AUSA has worked with health and counselling services and outside groups such as Rainbow Youth to ensure that the space and the students who use the space are well equipped with the information and resources needed.

AUSA has had a strong collaboration with the University of Auckland Equity Office and together we have established the LBGTI Student Staff Network which provides an important support network for both staff and students.

## INTERNATIONAL STUDENTS REPRESENTATION

This year we have identified a range of issues faced by international students and have taken the appropriate steps to reach a solution. One issue in particular has been raised to our office by a number of disgruntled students. The Visa Renewal Office of the University of Auckland has had issues with long wait lines and with the high demand some applications have been delayed and others have been overlooked. Certain international students had unpredictable and urgent timeframes where their application needs to be processed.

The Head of the Visa Renewal Office had agreed that this was a large issue within the University Structure. We have followed up on the meeting by making a number of recommendations for the Visa Renewal Office. After having made these recommendations we have set up meetings with the Director of the International Office on campus we discussed the range of recommendations proposed by AUSA. One of the outcomes was the potential intro-

duction of a new queue system where student would be alerted of their place in a queue through their cellular phones. This issue has been raised to the government, who have stated that they will try to move the Visa Renewal forms to an online medium sometime in the near future.

## EPSOM STUDENTS REPRESENTATION

The ETTSA office has been temporarily located in G Block following the fire. The location is not ideal as it is "off the beaten track" and away from other student services. The decision has been made to demolish K Block, so a new location for the office will need to be found. Martin Shepherd Faculty manager is very mindful of the fact that students need to have easy access to the services provided by ETTSA.

As the use of the pool tables, ping pong table and the swimming pool have all been affected by the fire; ETTSA has purchased some tennis rackets to loan to students.

The ETTSA President Lilian Skudder and members of the FOEPI-SA have raised funds to take a group of student teachers to Niue to work in the local schools.(Report will be included at the end of next semester).

## OTHER REPRESENTATION

AUSA wrote a submission against the proposed council changes. Steven Joyce has proposed various changes to council, including reducing the size of council and removing staff and student representation as of right. In preparation for the submission, The Education Vice-President has met with Alistair Shaw, and also attended the Senate Hot Topics Committee and Senate regarding this submission.

AUSA also wrote a submission on the Tertiary Education Strategy in conjunction with NZUSA. We have also approached Grant, Tracey and Gareth from the opposition to ask for their advice and to join in a campaign if required. AUSA also wrote letters to councilors and demonstrated against fee rises.

AUSA has also written a submission on the proposed changes to the South Auckland Transport line.

Advocacy at a faculty level includes a clarification document on arts courses. In light of the page regarding the alleged slashing of arts courses, the EVP met with the Deborah Montgomerie Associate Dean (Students) from the Faculty of Arts and discussed in detail whether this was true, and to prepare a summary of facts (and submission if required) on the matter. The page is incorrect in saying arts courses have been slashed, the 'not offered' courses were simply the natural rotation of courses in a large and diverse programme. A submission has been written, and disseminated. It is attached. The Faculty has also responded by making their information clearer.

AUSA also helped overturn a blanket ban on children at the Tai Tokerau campus. The ban was in contravention of university policy.

## ADVOCACY

### INTRODUCTION

The Advocacy Service provides independent and confidential support for individual students at the University of Auckland. The aim of the service is to support students who encounter problems while they are studying, either in their personal or academic lives, to be resolved quickly to minimise any impact on their ability to study successfully.

The Advocacy Service follows a model of Legal Advocacy with a focus on Empowerment Advocacy. It is based on the belief that it is better to support students to uphold their own rights and resolve their own issues within the Universities Student Charter and Grievance Procedures. Student Advocacy operates independently to the University which means that Student Advocates can assist students without bias or influence from the University.

### SEMESTER OBJECTIVES

- To provide a principled service in accordance with fairness, respect & the law.
- To offer professional, quality support to all students with grievances and concerns about academic matters.
- To explain and help students understand the university policies and procedures.
- To assist students to attempt to reach informal outcomes before proceeding to formal processes.
- The goal is not to take the place of the student and complete the task, but rather to plan with and empower the student with skills the student learns or is developed through the resolution process.
- Assist students to identify appropriate staff, services, outside agencies or departments to address their issues.
- Serve as a resource to the campus community to identify any trends that negatively impact on the student experience.
- To assist students by assisting them to resolve any concerns they have so that their time on campus is productive and enjoyable.
- To disseminate information to students on how to deal with overarching problems that all students may face during their time as a student.

### KEY ACTIVITIES

- To provide a fulltime 'drop in' service for all students at UoA.
- Recruit, supervise and coordinate a student-to-student advocacy service (SAN).
- AUSA Advocacy is completely independent of the University and operates in complete confidence from other entities, including AUSA.
- AUSA Advocacy provides free, confidential and quality advice to students who encounter problems both within and outside the university setting.
- Provide and support an independent quiet space for students who are parents where they use with or without their children.
- To ensure a standard of services and deportment of staff

and volunteers are known for their professionalism and enthusiasm.

- Monitor the advocacy, welfare and representative needs of students.
- To liaise with AUSA Executive and with other identifiable student groups and associations at Auckland University with advocacy needs.

### KEY OUTCOMES

- 537 students have sought help from the Advocacy Service to the 15<sup>th</sup> November.
- The advocates have helped people resolve, or better manage disputes, by reaching agreements with staff or other students, by obtaining their cooperation to find mutually agreeable solutions.
- Supported a number of students at both the Tenancy Tribunal and Employment Relations Authority.
- We have highlighted difficulties faced by postgraduate students to the university with the relevant academic staff members.
- Supported a number of students at meetings with staff in relation to accusations of plagiarism.
- Students seek our help because the strategies they have already tried have not helped them resolve their dispute. We have consistently been able to negotiate with the university to get the desired outcome.
- At meetings where we support students to manage or resolve problems, the discussion that takes place with is often reported as different from previous discussions the students have had with staff even thought the same people are talking about the same issues. The advocate had helped by slowing down the conversation, clarifying, and asking questions to promote understanding between the two parties.
- We have worked in a collaborative manner with university staff and with external agencies
- We have provided resources devoted to advocacy for training and skills-building activities to enable student advocates to be more effective in their role.
- We have responded to enquiries within 24 hours consistently.
- The scope of the work initiated from enquiries has included research, face-face meetings, email and phone interactions, referral to other agencies as appropriate.
- The advocates have produced publications, information sheets for quick self advocacy.
- The advocates have attended orientation events for international and postgraduate students, and Tamaki MAPAS events.
- We continue to review and develop our website and the information available for students.
- We have a high level of visibility and effective relationship-building within the university community.
- We continue to build strong networks through helping to organise the monthly Doctoral Morning Teas, judging in Exposure and by joining the new LGBTI group this semester.
- Anecdotally, other students consistently refer fellow students to use our service as they have heard or experienced positive results as an outcome of our help.
- 55 students have visited the AUSA Parents Space during the semester mainly to study with or without their children (includ-

ing grandparents babysitting during exams for new born), or to express milk. They have also consistently used the microwave, phone, eat their lunch (or levitate as one commented), yoga, sleep, collect their thoughts, change their babies, or read. One commented "A great spot- thank you!"

- We have included tips for students on a range of common issues on the AUSA website including how to apply for compassionate consideration, how to manage finances, flatting tips etc.
- Provided a leaflet for the Post Grad Reorientation as a guide to Supervision.
- Produced a leaflet for the International Reorientation packs on "What is the difference between a flatmate and boarder?"
- We recognise that our ability to build strong relationships and networks are
- vital to increase our capacity for effective advocacy across the university.
- We recognize the importance of having full-time dedicated staff with
- legislative and communications experience.
- The Student Advocacy Network worked efficiently and maintained a professional level of support to students.
- The calibre of the Law students applying for a position on the SAN team has been consistently high in the last three years. For example, it's worth noting that one of the team members has been awarded a Rhodes scholarship in 2014.

The feedback from students experience as a volunteer with the Advocacy Service was 100% positive and they commented on their experience as follows-

1. "Being a SAN member has been a highlight of my university experience".
2. "It is really interesting and diverse work, and is a volunteer opportunity which allows you to feel you have really benefited someone, not for just CV filler".
3. "I have found being a member of the SAN team immensely rewarding and enjoyable".
4. "My time as a SAN student advocate has been a fantastic experience from both personal and professional perspective".
5. "I have been able to significantly enhance my client interviewing, case management, letter writing and legal research skills during my time with SAN".
6. "Thanks for a wonderful year. Advocacy has helped me develop a number of skills, especially in researching and writing advice, which will definitely be useful in the future".
7. "Being a SAN member is one of the most rewarding experiences I have had while at university".
8. "Being part of the SAN was an invaluable opportunity to gain real-life experience as an advocate and develop substantial knowledge and experience in a range of legal areas".

## DIFFICULTIES

- Students often seek our help as likely alternatives to advocacy may be undesirable. For example, they could decide to just live with the conflict, quit university, make an informal complaint against the person with whom you are in conflict, file

a formal grievance or try to work things out in a one-on-one conversation with the person with whom you are in conflict. In comparison with these options, advocacy often looks like their best alternative.

- Although there is a general awareness of international students' perceptions of their academic challenges and experiences, it seems that less is known about the physical and mental health and wellbeing of these students despite a growing recognition that their academic performance is related to their health, and social and psychological wellbeing. This continues to be a challenge to put in place processes to support these vulnerable students.
- Many advocacy interviews take longer than the duration of the time available to the volunteers and part time staff. They often find that they are working beyond their allocated schedule.
- The Advocacy Services conducts a wide range of activities to influence decision makers at various levels within the University. This includes capacity building, network formation, relationship building and communication. As the numbers of students using these services increase yearly, there are time challenges to focus on such activities.
- There continues to be issues for International students who wanted to return home early and then want to end Fixed Term tenancies before the end of the contract.
- We continue to have complaints by students who feel that they have been unfairly treated when they attend meetings with staff where they are surprised they are being disciplined.
- There have been many problems with students accessing student loans, Studylink/and WINZ benefits that result in financial pressure that have adversely affected their living conditions.
- Advocacy efforts are experiencing high-intensity levels of activity and advocates have little time to pause for administration of the database and track shared information.
- There appears to be a lack of onus on supervisors to provide information to students about their rights in relation to Intellectual Property.
- Staff and students should ensure that intellectual property matters are discussed, defined, agreed and documented, subject to the terms of UoA Intellectual Property created by staff and students Policy.
- There were a number of cases where there has been a misunderstanding of the impact of collusion where one student is alleged to have helped another student and then received a penalty as it was discovered.

## TRENDS

- Most international students encounter more complexities and challenges than the average local student, particularly if the international student's first language is not English and the home country culture is strikingly different from the Kiwi culture.
- Internationals students facing problems with their accommodation.
- There are concerns about the levels of daily financial stress associated with individuals' perceptions of their manageability and internal control regarding their financial situation.

These factors, in turn, directly influenced the students' levels of psychological well-being.

- The number of students affected by financial crisis increase at the beginning of each semester and often towards the end of post graduate study.
- Financial challenges have had a negative impact on student's ability to finance their lifestyle and study.
- Concerns about assessment are not uncommon. Issues may range from confusion about how a mark was derived or what went wrong in an assignment or exam to more complicated matters regarding marking procedures or the conduct of the assessment.
- Negotiating post graduate students relationships with their supervisor are sometimes difficult. Due to the intense nature of this relationship, if any issues arise, students often feel that they are impossible or difficult to resolve.
- Post grad students not knowing what their rights around post graduate study and supervision.

## KEY STATISTICS

- 21.26% increase in numbers of students contacting the service compared to 2012.
- 248 students sought help between July and mid November.
- 70 students sought help with undergraduate academic grievances with an increase of 10.71% this year.
- 45 Post graduate students sought help with issues during year.
- There was an increase of 11.25% of cases in the second quarter of this semester compared to 10.12% in the first. This can be compared to only 3% of cases related to Postgrad issues in the first quarter of 2013. The percentage remained around 10% of cases for the rest of the year.
- Over the two semesters 66 students sought help with financial issues and increase of 13.10% and decreasing to 5% in the second semester, a difference of 20% of cases in the first quarter of the semester.
- Issues with enrolment accounted by students increased to 13.10% in the first quarter of this semester.
- Overall there were 55 student enquiries about their enrolment status.
- 25 students sought help with allegations of plagiarism and misconduct. There was an increase in the second quarter for both semesters with 7% and 6.35%.
- The other significant number of enquires was in relation to coursework problems, usually about grades.
- 26 Student have discussed issues around financial hardship, which is less than semester 1 (overall 66 welfare cases).
- 31 students sought help with a range of accommodation issues including Tenancy hearings, fixed term contracts and standard of compliance to building codes.

## WELFARE

Hardship Grants Granted	<b>24</b>
Declined	10
Pending	1
Total Applications	35

In 2013, a total of 35 applications were made to the AUSA Hardship Grant Fund, of which 24 were successful. A total of \$4,125 was granted, \$1,950 to 12 applicants in Semester One, and \$2,175 to an additional 12 applicants in Semester Two. This represents the same number of grants as in 2012, with a slightly higher total amount granted:

- A total of 24 grants in 2012, totaling \$3855
- A total of 53 grants in 2011, totaling \$6100
- A total of 62 grants in 2010, totaling \$6080
- A total of 38 grants in 2009, totaling \$3,675
- A total of 18 grants in 2008, totaling \$1,640
- A total of 14 grants in 2007, totaling \$1,105.

Grants can be anywhere up to \$200, and reflect the needs of the individual applicant. The Welfare Committee makes an effort to ascertain the needs of each individual applicant and grant an amount accordingly.

This year grants have ranged from \$75-\$200. Of the 24 grants accepted, 13 amounted to grants of the maximum amount of \$200. This has not been the case in recent years, and reflects the extent of the need of many applicants to the Hardship Grant Fund. 9 of the applicants this year have had dependants, all of whom were awarded grants. Given this, it may be necessary in future to consider raising the cap of \$200.

The majority of students who apply to the hardship grant are undergraduates, with only 20% of applicants studying at postgraduate level. There is a relatively even gender split. The majority of students applying are domestic students, although there were a concerning number of international students in desperate need particularly in Semester One. During Semester Two, the number of international students applying has decreased.

The largest group of applicants are those identifying as both Maori and Pakeha, followed by those who identify as Pakeha and those identifying as from the Pacific Islands. There have also been several applicants identifying as African and South American.

Weekly income of applicants has ranged from \$0 to \$453.25. Most applicants have incomes between \$150-300, and live largely or exclusively off Studylink support. Only five applicants stated that they were able to save money each week.

Hardship Grants can be granted for need in any of the following areas: accommodation, food, medical or transport assistance. This year 13 applicants applied for help in more than one of our areas, perhaps indicating the depth of their need. Over half of applicants have applied for accommodation assistance, with a growing proportion towards the end of the year applying for help with medical costs.

## TEXTBOOK GRANTS

AUSA in conjunction with UBS gives out \$2,500 worth of grants twice a year, at the beginning of each semester. This year saw a large number of applications, and the \$2,500 split between 13 applicants in Semester One and 15 applicants in Semester Two.

This year we saw very high quality applications in Semester One, with fewer applications of a similar quality in Semester Two. Applications in Semester Two indicated that there was some confusion both for applicants and the Committee judging the applications as to whether the grants were designed for high-achievers or for those in financial need persevering regardless. In light of this, the textbook grant application forms and purpose have been revised, with a stronger focus on support for those in financial need who are continuing to study. This will require further monitoring in 2014.

Semester One Granted	13
Declined	6
Total	19

Semester Two Granted	15
Declined	5
Total	20

## FOOD BANK

Parcels collected	
Semester One	89
Semester Two	118
Total	207

While there was a slight decrease in the number of food parcels collected in Semester One, there was a large increase in the number collected in Semester Two, marking the largest number of collections in a single semester over the last few years. This may be partially accounted for by extension of food parcel collection to during university breaks and exam leave.

This is compared with previous years:

- 2012: 202
- 2011: 164
- 2010: 158
- 2009: 98
- 2008: 90

Across the year, the majority of foodbank users have been undergraduate domestic students. Just over 10% of recipients have been international students, although all international students using the foodbank have returned more than one. There have been a large number of repeat users across the year.

Just fewer than 20% of users are employed. A high proportion of users have income between \$151-251, indicating that many users survive solely off Studylink living costs or Student Allowances. The rate of food parcel collection has increased towards the end of the year (and each semester), indicating perhaps that

students are attempting to live off savings from holiday jobs during the semester.

## ADDITIONAL WELFARE WORK

**Food Distribution:** Particularly in first semester, I had a larger focus on distributing fresh food. In first semester, we often received donations of sausages and bread from the Meat Club. Previous Welfare users were notified of the availability of bread by email and could collect it from Reception. Sausages were bagged into useable portions and frozen for students to collect during office hours. Likewise, in order to replace Exam Lunches and Dinners, frozen meals were donated by CCM, which were frozen and distributed to students as required. A fridge/freezer has been donated to AUSA Welfare and will be onsite next year.

This year, in conjunction with AUSA Delegates, AUSA Welfare also organized a 'Soup Day' outside AUSA House. Soup and bread was given away to students for a gold coin donation.

**Food bank Development:** The size of the foodbank has been massively expanded this year, thanks in large part to donations from several companies. In addition, food donations have been sought from students and student groups.

As a result, the foodbank is in a more sustainable position. This has meant that the size of foodbank parcels has increased from around 6 items to over 10 items. In addition, I have been able to give students extra supplies, particularly when they have families. The expansion of the foodbank has required greater storage space, and currently AUSA Welfare and the AUSA Custodian are working to establish a foodbank room with purpose-built shelves, which will also store the Welfare fridge/freezer.

**Further Material Support:** This year the Welfare Office has also used Lost Property, CCM resources and donations to provide extra material support where needed, including curtains, carpet, clothing, shoes and a heater. I would certainly recommend the Office continue to do this where possible. Our ability to do so is limited to a degree by the small numbers of people we serve and our lack of storage space, meaning it is difficult to proactively source and store goods. However, consideration could be given to a budget and grants process to formalize this, or simply to a better system for asking for particular donations, for example advertising in Craccum or a monthly/periodic request for particular goods to a group of Welfare supporters.

**Students for Students:** This year, AUSA has developed a new donation scheme to encourage students to donate to student welfare initiatives. Students and other members of the University community are encouraged to set up an automatic payment to donate from \$1 a week to help students in need. In Semester Two flyers have been dropped and a banner hung of AUSA House to encourage students to set up the payment, with growing enthusiasm. This should continue in future years, in conjunction with bucket collections and food drives, to provide AUSA Welfare with an additional source of funding. The Equity Office has demonstrated a keen interest in helping AUSA get staff involvement in donating to the fund which would be helpful.

## ACKNOWLEDGEMENTS

Prepared by Cate Bell and Max Lin on behalf of Auckland University Students' Association

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- Jessica Storey- Welfare Officer, Auckland University Students' Association Committees: N/A
- Denise Lazelle- Advocacy Manager, Auckland University Students' Association.
- Rosalin Mackenzie- Class Rep Coordinator & Clubs Advocate, Auckland University Students' Association.
- Margaret Lewis -Ettsa Administrator, Auckland University Students' Association
- Eugene Af- International Students Office, Auckland University Students' Association, Committees: N/A
- Alanna Soupe n- Tamaki Representative, Auckland University Students' Association. Committees: SCG
- Levi Joule- Queer Rights Officer- Auckland University Students' Association. Committees: Library Committee, SCG,
- Allannah Colley & Katie Wilson- Women's Rights Officer- Auckland University Students'

**Auckland University Students' Association Incorporated  
Annual Report  
For the year ended 31 December 2012**

# **Auckland University Students' Association Incorporated**

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### **for the Year Ended 31 December 2012**

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# **Auckland University Students' Association Incorporated Directory**

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## **President**

Daniel Haines (2013)  
Arena Williams (2012)

## **Vice-President**

Catherine Bell (2013)  
Daniel Haines (2012)

## **Treasurer**

Vincent Ardern (2013)  
Bowen Liu (2012)

## **Education Vice-President**

Max Lin (2013)  
Sam Bookman (2012)

## **Registered Office**

4 Alfred Street  
Auckland

## **Auditors**

Walker Wayland Auckland  
P O Box 2175  
Auckland

## **Bankers**

Bank of New Zealand  
Auckland Branch  
Auckland

National Bank of New Zealand  
University Branch  
Auckland

## **Solicitors**

Jackson Russell  
P O Box 3451  
Auckland



## INDEPENDENT AUDITOR'S REPORT

To the Members of Auckland University Students' Association

### **Report on the Non-consolidated financial statements**

We have audited the non-consolidated financial statements of Auckland University Students' Association on pages 4 to 10, which comprise the Non-Consolidated Statement of Financial Position as at 31 December 2012, the Non-Consolidated Statement of Financial Performance, and Non-Consolidated Statement of Movements in Accumulated Funds for the year then ended, and a summary of significant accounting policies and other explanatory information on a non-consolidated basis.

#### *The Executives' Responsibility for the Non-consolidated financial statements*

The Executive is responsible for the preparation of non-consolidated financial statements in accordance with generally accepted accounting practice in New Zealand and that give a true and fair view of the matters to which they relate, and for such internal controls as the Executive determines is necessary to enable the preparation of non-consolidated financial statements that are free from material misstatement, whether due to fraud or error.

#### *Auditor's Responsibility*

Our responsibility is to express an opinion on these non-consolidated financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the non-consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the non-consolidated financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the non-consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of non-consolidated financial statements that give a true and fair view of the matters to which they relate in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates, as well as evaluating the presentation of the non-consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Other than in our capacity as auditor we have no relationship with, or interests in, the Auckland University Students' Association.

#### *Opinion*

In our opinion the non-consolidated financial statements on pages 4 to 10

- Comply with generally accepted accounting practice in New Zealand;
- Give a true and fair view of the non-consolidated financial position of the Auckland University Students' Association as at 31 December 2012, and of its non-consolidated financial performance for the year then ended.

*Emphasis of Matter*

- In forming our opinion we have considered the adequacy of the disclosures made in the financial statements regarding the going concern concept. The financial statements have been prepared on a going concern basis, the validity of which depends upon future financial support from related parties AUSA Media Trust, AUSA Services Trust, AUSA Property Trust and UBS Trust. If the Association was unable to continue in operational existence for the foreseeable future, adjustments may have to be made to reflect the situation that the assets may need to be realised other than at the amounts at which they are currently recorded in the Non-Consolidated Statement of Financial Position. In addition, the Association may have to provide for further liabilities that might arise, and to reclassify fixed assets and long-term liabilities as current assets and liabilities.

*Restriction of Scope – Non-Consolidated Financial Statements*

The scope of our audit has been restricted to the non-consolidated financial statements of the Association. Generally accepted accounting practice in New Zealand requires the Association to present consolidated financial statements.

Our audit was completed on 31 July 2013 and our opinion is expressed as at that date.

*Walker Wayland Auckland*

**Chartered Accountants**



**Auckland University Students' Association Incorporated**  
**Non-Consolidated Statement of Financial Performance**  
**For the year ended 31 December 2012**

	Note	<b>2012</b>	<b>2011</b>
<b>TOTAL INCOME</b>	3	<u>\$2,408,789</u>	<u>\$2,414,758</u>
<b>NET SURPLUS / (LOSS)</b>		(\$348,130)	(\$85,471)
<b>After Charging:</b>			
Fees Paid to Auditors for:			
Walker Wayland - Auditing Financial Statements		18,000	16,800
- Other Services		-	3,600
Staples Rodway - Auditing Financial Statements		12,836	5,700
Depreciation Expense		47,577	71,723
Interest Expense		26,820	45,694
Lease Expense		9,894	13,788
Doubtful Debt - Bacchid Benevolency		246,049	-
<b>and After Crediting:</b>			
Interest Received		100	-
<b>NET SURPLUS / (LOSS) FOR THE YEAR</b>		<u>(348,130)</u>	<u>(85,471)</u>

The accompanying notes form part of these financial statements.

**Auckland University Students' Association Incorporated  
Non-Consolidated Statement of Movements in Accumulated Funds  
For the year ended 31 December 2012**

	<b>2012</b>	<b>2011</b>
<b>MEMBERS FUNDS AT BEGINNING OF YEAR</b>	309,858	395,329
Add Net Surplus / (Loss) for the Year	(348,130)	(85,471)
<b>MEMBERS FUNDS AT END OF YEAR</b>	<u>(\$38,272)</u>	<u>\$309,858</u>

The accompanying notes form part of these financial statements.

**Auckland University Students' Association Incorporated**  
**Non-Consolidated Statement of Financial Position**  
**As at 31 December 2012**

	Note	<b>2012</b>	<b>2011</b>
<b>MEMBER FUNDS</b>			
Total Member Funds		(\$38,272)	<u>\$309,858</u>
Represented by:			
<b>CURRENT ASSETS</b>			
Accounts Receivable		50,624	166,202
Related Party Receivable - Auckland University	4	196,549	100,000
Related Party Receivable - Bacchid Benevolency	4	26,049	18,084
Provision against Related Party Receivable	4	(26,049)	-
Other Current Assets and Prepayments		19,027	24,921
Ski Club Loan	6	5,750	9,500
		271,950	318,707
<b>Less CURRENT LIABILITIES</b>			
Bank Accounts	5	207,032	119,953
Accounts Payable		111,313	138,046
Trade Creditor - Bacchid Benevolency	4	10,757	8,624
Sundry Creditors and Accruals		83,795	186,569
Student Activities Payable		40,414	117,415
		453,311	570,607
<b>WORKING DEFICIT</b>		(181,361)	(251,900)
<b>Add NON-CURRENT ASSETS</b>			
Fixed Assets	7	143,089	132,617
Related Party Receivable - Auckland University	4	-	429,141
Related Party Receivable - Bacchid Benevolency	4	635,906	415,906
Provision for Related Party Receivable	4	(635,906)	(415,906)
		143,089	561,758
<b>NET ASSETS</b>		(\$38,272)	<u>\$309,858</u>

For and on behalf of the Executive;




Date 30/07/13

# **Auckland University Students' Association Incorporated**

## **Notes to the Non-Consolidated Financial Statements**

### **For the year ended 31 December 2012**

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#### **1. STATEMENT OF ACCOUNTING POLICIES**

##### **REPORTING ENTITY**

Auckland University Students' Association Incorporated is an incorporated society registered under the Incorporated Society Act 1908.

##### **MEASUREMENT BASE**

The financial statements of the Auckland University Student's Association Incorporated have been prepared in accordance with Generally Accepted Accounting Practice.

The accounting principles recognised as appropriate for the measurement and reporting of earnings and financial position on an historical cost basis have been used, with the exception of certain items for which specific accounting policies have been identified.

Reliance is placed on the fact that the Association is a going concern, the validity of this concept is dependent on continued distributions from the AUSA Media Trust, AUSA Services Trust, AUSA Property Trust and UBS Trust.

##### **NON CONSOLIDATED FINANCIAL STATEMENTS**

These financial statements have been prepared on a non-consolidated basis.

##### Particular Accounting Policies

###### **Differential Reporting**

The Association qualifies for Differential Reporting as it is not publicly accountable and is not large as defined by the New Zealand Institute of Chartered Accountants Differential Reporting Framework. The Association has taken advantage of all Differential Reporting exemptions available to it.

##### **SPECIFIC ACCOUNTING POLICIES**

The following specific accounting policies which materially affect the measurement of financial performance and the financial position have been applied:

(a) Accounts Receivable

Receivables are stated at their estimated realisable value. Bad debts are written off in the year in which they are identified.

(b) Leases

Lease payments under operating leases where the lessor effectively retains substantially all the rewards and benefits of ownership of the leased item are charged as expenses in the periods in which they are incurred.

Leases of fixed assets where substantially all the risks and benefits incidental to the ownership of the asset are transferred to the company are classified as finance leases. Finance leases are capitalised recording an asset and a liability equal to the present value of the minimum lease payments, including any guaranteed residual value. Leased assets are amortised over their estimated useful lives. Lease payments under operating leases are charged as expenses in the

# **Auckland University Students' Association Incorporated**

## **Notes to the Non-Consolidated Financial Statements**

### **For the year ended 31 December 2012**

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periods in which they are incurred.

(c) **Revenue Recognition**

Revenue is recognised to the extent that is probable that the economic benefits will flow to the entity and the revenue can be reliably measured.

Revenue earned from advertising in magazines, student diary and planners is recognized when the editions are issued to the students. Rental Income, sponsorship amounts and grants are recognized when the right to receive the revenue has been established.

(d) **Taxation**

The Inland Revenue Department has granted the Association exemption from taxation on the condition that certain provisions of the Income Tax Act 2007 are met each year. These provisions require that the Association remains a Charitable Association and that no individual profits from the activities of the Association.

Should the current charitable nature of the operation change, taxation may be payable on profits from trading operations with non-members.

(e) **Fixed Assets & Depreciation**

Fixed assets are recorded at cost less accumulated depreciation.

Depreciation is provided on a straight line basis for all fixed assets that will write off the cost less residual value over their expected useful lives. The current rates of depreciation are:

Plant and Equipment	2.5 - 48.00% SL
Motor Vehicle	20.00% SL

(f) **Goods & Services Tax (GST)**

These financial statements have been prepared exclusive of GST, with the exception of receivables and payables, which include GST.

(g) **Changes in Accounting Policies**

There have been no changes in accounting policies during the year. All policies have been applied on bases consistent with those used in previous years.

2. **NATURE OF BUSINESS**

The Association is engaged in the business of supplying student services.

# **Auckland University Students' Association Incorporated**

## **Notes to the Non-Consolidated Financial Statements**

### **For the year ended 31 December 2012**

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**3. INCOME**

University of Auckland	907,803	1,177,326
Distributions from Related Party Trusts	1,074,216	800,353
Other Income	426,770	437,079
	<u>2,408,789</u>	<u>2,414,758</u>

**4. RELATED PARTIES**

Balances (payable) / receivable at year end:

Bacchid Benevolency Limited - Trade Creditor	(10,757)	(8,624)
Bacchid Benevolency Limited - Trade Debtor	26,049	18,084
Provision against Bacchid Benevolency Limited Debtor	(26,049)	-
Advance to Bacchid Benevolency Limited	635,906	415,906
Provision against Advance to Bacchid Benevolency	(635,906)	(415,906)
Current Portion - Auckland University Trade Debtor	196,549	100,000
Non-Current Portion - Auckland University	-	429,141
	<u>185,792</u>	<u>538,601</u>

During the year normal arms length transactions have been conducted with the following related parties:

Bacchid Benevolency Limited  
University of Auckland

During the year the Association reached a resolution with the University of Auckland regarding the Occupancy and Services Agreements that were in place between them. The items agreed on relate to the receipt of rent allocations due to the Association and the payment of utilities to the University. This resolution is embodied in the "Deed of Settlement on the 19 November 2012". The new deed consolidated three streams of revenue from the University of Auckland to one.

The Association is related to Bacchid Benevolency Limited and Campus Radio bFM Limited by being the ultimate beneficiary of the Trusts that control these Companies. The Association is related to the AUSA Property Trust, AUSA Services Trust, AUSA Media Trust and UBS Trust by being the beneficiary of these trusts.

In the year to 31 December 2012 distributions were received from the AUSA Property Trust: \$600,000 and UBS Trust: \$474,216 (2011: AUSA Property Trust: \$240,000 and UBS Trust: \$560,353).

During the 2007 year the Association provided a loan of \$400,000 to Bacchid Benevolency Limited ("Bacchid"). A further \$200,000 was advanced in 2008. At 31 December 2008 this loan was assessed as doubtful and was provided for in full. During 2012 a further \$220,000 was advanced to Bacchid. On 31st October 2012 the AUSA Services Trust appointed liquidators for the Company. Based on the Liquidators six monthly report dated 27 May 2013 it is unlikely that the Association will recover any outstanding amounts. The remainder has been provided against in full.

# **Auckland University Students' Association Incorporated**

## **Notes to the Non-Consolidated Financial Statements**

### **For the year ended 31 December 2012**

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The Association is related to the University of Auckland by virtue of common trustees. During the year a new arrangement was entered into with the University of Auckland. Previous amounts due from the University were received during the year and an amount of \$196,549 is owed to the Association at balance date under the previous arrangement. The balance receivable from the University is unsecured, and non interest bearing.

#### **5. BANK OF NEW ZEALAND OVERDRAFT**

The AUSA Property Trust has provided a guarantee for \$525,000 to the Bank of New Zealand in respect of the Association's borrowings.

#### **6. SKI CLUB RECEIVABLE**

On 5 June 1998 the Association advanced \$85,000 to the University of Auckland Ski Club Incorporated, secured by way of fixed and floating charge over all assets of the Ski Club. The loan is non-interest bearing and repayable on demand.

#### **7. FIXED ASSETS**

	<b>2012</b>	<b>2011</b>
Plant & Equipment		
At cost	909,633	1,227,624
Less Accumulated Depreciation	766,544	1,095,007
Total Fixed Assets	<hr/> <u>\$143,089</u>	<hr/> <u>\$132,617</u>

#### **8. SUBSEQUENT EVENTS**

There are no events subsequent to balance date.

#### **9. COMMITMENTS**

The Association has commitments under operating leases as follows:

Current	(13,503)	(13,503)
Non Current	(12,208)	(24,874)
	<hr/> <u>(25,711)</u>	<hr/> <u>(38,377)</u>

#### **10. CONTINGENT LIABILITY**

There were no material contingent liabilities at balance date.