

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	218
Faculty of Arts	384	398
Faculty of Education	8	27
Faculty of Engineering	21	0
Faculty of Law	45	29
Faculty of Medical & Health Sciences	94	87
Faculty of Science	229	182
NICAI	55	61
Total	1073	1002

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%
TOTAL	417	42%

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
TOTAL	48

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 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 Backbenchers 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
Total Applications	19

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 postgraduate 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.

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