

## 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 5 minutes 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 turned 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 NICA 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 of 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 Storey, 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

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
<b>Total</b>	<b>117</b>

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

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

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.

## 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 executive 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 as 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 referred 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 other 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

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### 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 department 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 though 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	24
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
<b>Total</b>	<b>19</b>

Semester Two Granted	15
Declined	5
<b>Total</b>	<b>20</b>

## FOOD BANK

Parcels collected	
Semester One	89
Semester Two	118
<b>Total</b>	<b>207</b>

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

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