

SUMMARY

This report provides information on AUSA's activities in the areas of Representation, Advocacy and Welfare during the second semester of 2014, as per the 2012 Deed of Settlement between AUSA and the University.

GROWING ADVOCACY AND WELFARE

AUSA this year has continued to grow its core services in Representation, Advocacy and Welfare in 2014, which are already some of the most robust services in these areas in the country. Advocacy and Welfare especially are areas in which AUSA believes there is capacity for growth, particularly in light of increasing cuts to student support from the current government, rising fees, and tighter student budgets. Growing use of both Welfare and Advocacy services compared to previous years reflects increasing demand.

An increased need for support when it comes to Advocacy and Welfare has seen development in the provision of our services this year. One of our key aims was to ensure that we are sufficiently communicating the services we offer to students. The rebrand of AUSA Advocacy to the AUSA Student Advice Hub has provided an opportunity to both clarify the service with students, and refresh staff knowledge of the services we provide. We have appreciated the enthusiasm and support from many parts of the University in promoting the Student Advice Hub. In response we have seen a large increase in the number of students visiting the Hub compared to 2013 each month., beyond our usual increases. One of the challenges for the Student Advice Hub is to consistently keep the profile of the Hub high, and to ensure new and existing staff continue to refer students with advocacy requirements to the advocates at the Hub. Any opportunities for staff or students to be informed about this service would be appreciated.

With increasing exposure, our services become more in demand. In light of this, we have adapted our services in both the Advocacy and Welfare areas. The election of the first Welfare Vice-President at the end of May allowed for an expansion of our services. This has meant increased availability to students, and a focus on expanding our welfare services, including the administration of the new Optometry Grants, expansion of our Hardship Scheme, and an increased focus on mental health, with AUSA organising a Pride Week and co-organising the Mental Health Awareness Day in conjunction with the Counselling Service. Similarly, the Student Advice Hub will be taking on additional volunteers for 2014, and we are investigating the ability for cooperation with faculties other than Law to provide volunteers on placement and support the Hub. It currently looks like we will potentially have the help of students from the Faculty of Education to support Hub services at both the City Campus and the Epsom Campus in 2015.

INCREASING PRESSURE ON SUPPORT SERVICES

However, as we expand our services, we increase the pres-

sure on our existing resources. The election of the new Welfare Vice-President has increased our ability to fundraise, providing more stability for our welfare services. However, we continue to rely heavily on private donations (for example, donations of 4000+ items to our foodbank this year) for some of our services. In addition, this limits our ability to provide meaningful support. Frequently, the students who come to us for support require more than the "tiding over" we can give them. To some extent this is clearly a government problem – the vast majority of the students we see via Welfare are struggling to secure the most basic necessities, let alone save for emergencies.

Similarly, as we expand the Student Advice Hub, we have increasing pressure on space. The need for confidentiality means that we require individual offices for staff and volunteers to meet with students; as we take on more volunteers our current spaces become more difficult to work in. If we go ahead with recruitment of more volunteers, reassessment of the space used in the current Hub in Old Choral Hal, and the need for additional office space, may be required.

STRONG REPRESENTATION ON CAMPUS

In regard to representation, AUSA's Class Representative system continues to prosper. This year 2038 Class Representatives were elected. This number sits at a similar level to previous years, and represents strong representation in most faculties, marking the extent to which the Class Representative system has become entrenched in university life. We are pleased to see this level of engagement with the system, although it is to be noted that there are still significant time delays in communication with some particular faculties and departments, creating difficulties in training and contacting Class Reps, particularly early in the semester. Given the high numbers of Class Representatives, our focus is now primarily on ensuring robust training for all. While attendance at Class Rep Training has significantly increased since its institution, it remains difficult to coax over 2000 students to attend training and open their emails (although free pizza does help)!

Representation of the student voice at both a University and national level has continued. Appointment and election of students to University committees has been supplemented by increased relationships and regular meetings with service divisions such as the International Office and the Examinations Office. While such meetings are a valuable way for student views to be communicated to the University, and information to be communicated to students, they are not to be considered a replacement for student representation on decision-making bodies such as committees. For this reason AUSA is concerned about the change of the IT Committee to a body that does not include student representation, and potential changes to other committees. This is particularly of concern considering these changes are not always communicated to AUSA, even when AUSA is responsible for facilitating election of students.

AUSA is also playing an increasing role in representation of students at a national level. The national election gave an opportunity to promote student issues on a national stage, and encourage students to become involved. The AUSA campaign

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with students was highly successful, with many politicians brought onto campus to interact with students, a voting booth on campus, and promotion of student issues. However, AUSA is increasingly unable to rely on external bodies for guaranteed support and research. NZUSA is finding itself increasingly under-resourced, and its future is uncertain following recent criticism from student associations around the country. This puts increased pressure on AUSA Executive members to stay on top of national issues without sufficient support, and may become of more concern in the future depending on developments within NZUSA.

AUSA OVERVIEW 2014

- 2038 Class Representatives elected, trained and supported
- 108 students volunteered to contribute to campus culture as AUSA Delegates
- Over 75 events held on campus throughout the year, ranging from concerts to debates to carnivals
- 753 students helped by the Student Advice Hub
- 261 students granted welfare support (and many more given advice and counselling through the Welfare Office and other support groups, such as the Queer Rights Officer and the Women's Rights Officers)
- 2 safe spaces maintained for students (Womenspace and Queerspace), as well as 3 spaces for all students to spend time
- 24 issues of Craccum published

REPRESENTATION

CLASS REPRESENTATIVES

The Class Representative system continues to function well, with the programme coordinated by the AUSA Representation and Engagement Manager. Students are given training, supported throughout the semester through any problems that arise, and rewarded at the end of the semester for particularly good performance.

AUSA reviewed the Class Rep system in 2013, and the recommendations developed at the time continue to be implemented. These include an increased focus on support at satellite campuses (with training now provided at the Epsom campus), and more online material given to class reps via email and on the AUSA website.

This semester 910 Class Representatives were elected, compared to 1073 in Semester 1 2014. This reflects continued increases in the number of Class Reps from the Faculty of Education, NICA1 and the Business School, but a decrease in the number of Representatives from the Faculty of Science and the Faculty of Arts.

There were particular difficulties in obtaining contact details for Class Representatives from the Faculty of Engineering, an ongoing trend. While we are aware that Year Representatives are being elected (as some occasionally spontaneously come to training of their own accord having seen posters advertising the training), we rarely receive information from the Faculty despite attempts at contact from our end.

Faculty	S2 2012	S2 2013	S2 2014
Business School	175	203	221
Faculty of Arts	330	405	296
Faculty of Education	4	23	54
Faculty of Engineering	0	5	0
Faculty of Law	15	16	31
Faculty of Medical & Health Sciences	57	108	91
Faculty of Science	244	220	169
National Institute of Creative Arts and Industries	0	30	48
Total	825	1010	910

Training

Training for all class representatives is available at the beginning of each semester, on both the City Campus and the Epsom Campus. Attendance is steadily increasing, with 58% of Class Reps attending training in the second semester.

Faculty	S2 2013	S2 2014
Business School	102	142
Faculty of Arts	167	165
Faculty of Education	6	9
Faculty of Engineering	1	3
Faculty of Law	5	4
Faculty of Medical & Health Sciences	10	12
Faculty of Science	67	54
National Institute of Creative Arts & Industries	0	8
Total	358	397

Class Representative Awards

Awards for the best Class Reps are given out annually, based on nominations from students and staff members. This year a total of 134 nominations were received, significantly more than in the past, and 17 awards were given out. These generally went to Class Representatives whose peers had nominated them for doing a particularly good job dealing with problems or taking student concerns to staff.

The awards were granted at the Class Rep and Delegate Awards Ceremony, held in the Graduation Marquee on the 3rd of October. The event was well attended, and Deputy Vice Chancellor (Academic) John Morrow attended as a guest speaker.

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While we were very pleased with the increased number of nominations we received this year, we would appreciate better communication within departments to ensure that staff are aware of the awards. Information about the awards and the nomination process were sent to our department contacts, but informal feedback from academic staff and the number of nominations received from staff suggest that there was little awareness of the process among the staff who interact with class reps.

Difficulties

AUSA is heavily reliant on departments to hold class representative elections and communicate their details to AUSA promptly. There are often delays across multiple departments, which mean that their class representatives miss out on training.

This year we struggled particularly with obtaining details for class representatives in the Faculty of Engineering. This meant that this semester we had contact with no engineering representatives. This will be followed up with the faculty.

This would be improved by increased clarity within departments of who is responsible for communicating with AUSA around class reps, and ensuring that they passed on messages from AUSA to relevant staff.

STUDENT REPRESENTATION

Formal Representation

AUSA continues to provide formal student representation through appointment or election of students to University committees and bodies, including:

- Senate
- Education Committee
- Teaching and Learning Quality Committee
- Library Committee
- Equity Committee
- International Committee
- Schools Liaison Committee
- Academic Programmes Committee
- Human Ethics Committee
- Discipline Committee
- Student Consultative Group

We have also appreciated the increasing inclusion of students on Working and Reference Groups, such as the Mental Health Working Group and the First Year Transition Reference Group. Students have a unique perspective to contribute to such groups, particularly at the decision-making and policy-shaping stage. We have also had very positive reactions from students when we have communicated relevant details through our face-

book page or in relation to inquiries. We would appreciate more student inclusion at this level across the University.

Similarly, this semester we have improved our relationship with many service departments in the University, keeping up meetings with the International Office to give feedback and hear of new initiatives, and developing a relationship with the Examinations Office. We will continue these regular meetings next year, and expand to other areas of the University where students feel feedback is particularly needed, for example when it comes to IT.

Informal Representation

In addition, we provide informal representation based on complaints and issues as they arise. This semester, this has included contact with staff from the Library, the Examinations Office, the Faculty of Science, the Faculty of Arts, the Equity Office, Academic Services and many others. Many of these queries are small in scale and are resolved quickly by staff. One notable exception is improved recognition of transgender issues, particularly when it comes to “outing” through use of legal names rather than preferred names, which continues to be a problem.

Student Input

AUSA aims to represent the views of all students, whether members of AUSA or not. We gain feedback from students in multiple ways. First, we receive spontaneous contact from students frequently, through the website, in person, and to each of the representatives on the executive, each of whom holds a position designed to represent a different constituency.

In addition, we frequently informally poll students through social media, or bring particular issues to their attention. This is supported by formal surveying on particular issues. This year we have surveyed students on the use of their Student Services Levy, transgender issues on campus, their introduction to the University from school, the use of bikes on campus, their experience with club support, and many other issues. This allows us to accurately report the feelings of a wide group of students on a number of issues.

This is supplemented by our contact with different groups and clubs on campus, for example through the Clubs and Societies Officer, the Sports Officer and the Environmental Affairs Officer, each of whom have a large amount of contact with relevant student groups.

This is also bolstered by the existence of the AUSA Delegates programme. This year 108 students have signed up to be Delegates, and volunteer to contribute to life on campus. This has meant a wide range of events organised by students of all interests and ages, but also contributions and feedback from such students.

Concerns

It should be noted, however, that some recent changes to committees have seen the exclusion of students (for example the Information Technology Advisory Committee, and potential changes to other academic committees). Exclusion of students

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at this level make it difficult for AUSA to keep track of changes and provide feedback in all areas without personal relationships with staff, which are hard to maintain with changing student representatives each year.

While the Student Consultative Group provides one opportunity for communication with students (and a wide range of students, which is positive), this provides for only limited representation given the limited number of meetings each year, and the format, which attempts to cover many topics in few one-hour sessions. While this is a valuable forum for communication of high-level changes to a wider group of students, it does not allow for in-depth understanding or feedback in particular areas. This is far better facilitated by inclusion of individual student representatives on committees or other groups in specialised areas, in addition to the Student Consultative Group to keep student representatives updated on all general issues at a superficial level. Consequently this should not be seen as an alternative to student representation on committees (or their reconstituted form).

In addition, we would like to see increased focus from the Student Consultative Group on constructive ways to address long-term change. It was evident from the discussion around the Student Services Levy that SCG has insufficient procedures for collating student views from year to year with a view to making substantive changes rather than minor tweaks. This is exacerbated by the limited time and resources provided to SCG. AUSA is of the opinion that more joint committees or working groups between staff and students, potentially reporting back to SCG, would ameliorate the situation. This would provide for more robust and in-depth student consultation on student issues, bringing the University of Auckland further in line with other institutions such as the University of Victoria, at which the Advisory Committee for the Student Services Levy provides a more collaborative and focused approach to setting the Student Services Levy, with a committee of equal representation from the University and VUWSA.

ADVOCACY

AUSA provides free, independent and confidential advocacy and advice to all students through the newly re-branded Student Advice Hub.

Semester 2 has been the first full semester functioning as the Student Advice Hub, which has provided a more streamlined and accessible system. While advocacy case numbers have consistently increased every year since the services' inception, we have seen a considerably larger increase month-to-month following the increase.

This semester we have dealt with 354 cases. Overall our case-load has increased by 37% from the same period in 2013, There has been a steady increase of cases each month as compared to 2013

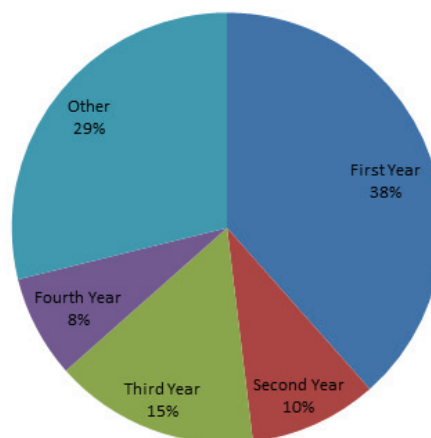
STUDENT ADVICE HUB CASELOAD

Month	2013	2014	Increase
January	25	41	64.00%
February	37	34	-8.11%
March	74	76	2.70%
April	49	62	26.53%
May	52	81	55.77%
June	51	65	27.45%
July	58	94	62.07%
August	69	76	10.14%
September	41	71	73.17%
October	58	99	70.69%
November	36	54	47.22%
December	32		
Total	582	753	

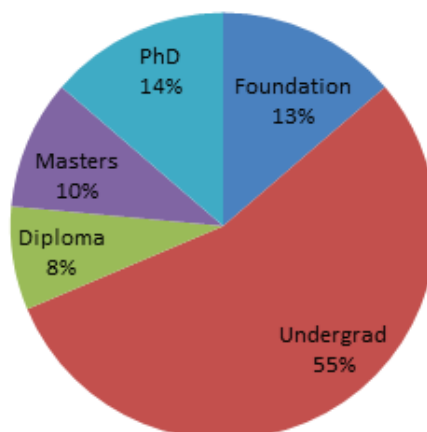
DEMOGRAPHIC INFORMATION

While 38% of students who visit us are first years, we continue to see a significant number of postgraduate students. These also tend to bring more complex cases. Consequently it is important to bear in mind that as the physical location of students at the University changes, the Hub will need to adapt to continue serving all students, even if some are based at Newmarket Campus.

Year Level



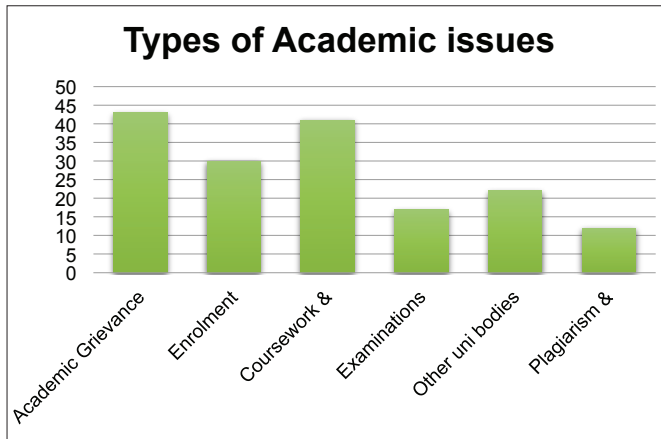
Level of Study



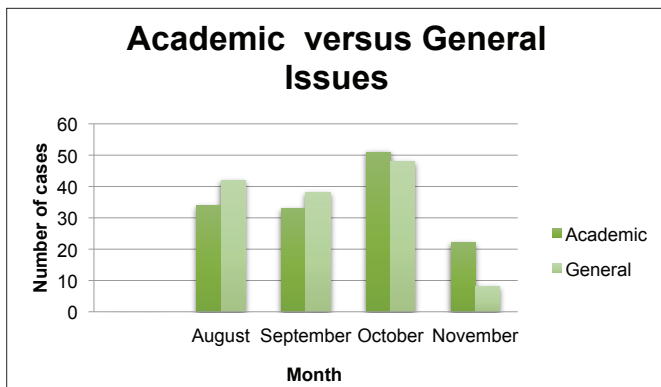
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CASE TYPE

Most students come to the Advocacy Service for academic appeals, allegations of academic misconduct, student complaints, accommodation related help, and financial support. Generally, the majority of the cases we handle are academic issues as distinct from general issues.



With the rebrand of the Student Advice Hub, we are emphasising that the advocates can help with more general issues, such as help with Studylink and W&I, tenancy problems and employment issues. Largely this merely involves redirection to other services, or information about the services available. Increasingly we see that students do not know how to access support that they are entitled to, and struggle to deal with Studylink or W&I.



STAFF AND VOLUNTEERS

The Hub is staffed by a combination of paid staff and volunteer students, generally from the law school, which offers credit to students who volunteer for two hours a week at the Hub. This allows us to be the only students' association in New Zealand that offers student-to-student advocacy. This year we recruited 19 volunteer student advocates, from a pool of around 40 applications. This includes advocates from a wide range of backgrounds, with an effort made to recruit those from diverse backgrounds so that students seeking advice can interact with those they feel comfortable with.

Volunteers generally report that being involved in the Student Advice Hub has provided them with an opportunity to practice

their skills learnt at university, and to give back to the University community. The work tends to be highly varied, including legal advice and representation; media and communications, and administration and office support. In addition, students receive credit for the experience as community placement towards their law degree. We are currently in communication about starting a similar programme with the Faculty of Education to allow for a wider pool of students, and increased advocacy on the Epsom Campus.

SATELLITE CAMPUSES

We have made a concerted effort to expand the services available through the Student Advice Hub to the satellite campuses. Throughout the second semester we have had a staff member available on the Tamaki, Epsom and Grafton campuses at least one day a week each, for students to drop in or attend appointments. We have also increased our communication with staff at Tai Tokerau, and have helped students via email. Generally, this has worked very well and will continue next year. This is especially the case given the limited existence of the students' associations formerly active on these campuses (for example ETTSA, whose functions have decreased over recent years).

COMPLAINTS – TRENDS AND DIFFICULTIES

Many students met with through the Student Advice Hub felt their student experience was inherently stressful. They felt disconnected and didn't feel cared for by the University. These factors impacted their ability to study and achieve academically. In light of this progress made by the University through the Mental Health Working Group seems to be a very positive step. However, it highlights that there is a clear group of students who are struggling while at University, and the need for greater emphasis on support services. Some students have blamed elevated distress levels to the number of assessment across papers and the number of lectures per paper.

There have been some continued trends in relation to discipline processes this year that Hub staff are concerned about. First, there is a lack of clarity about the correct process in the resolution of academic complaints in regard to the role of the Dean. Some of this may be due to a disparity between the information on the UOA Website in relation to disputes and complaints and the Resolution of Academic complaints and disputes statute about the role the Dean takes. Second, there has been some consternation about the unlimited length of time for the Proctor to report back to students who complain about another student. Examples within the University Statutes for reporting back are typically 20 working days which may be considered a more reasonable time frame.

WELFARE

AUSA is proud to provide much needed support for students in need through our welfare services. AUSA aims to provide quick, personalised and accessible welfare services that supplement other support services, such as Studylink. This support is most important in Auckland City as the cost of living rises year to year but the support from StudyLink such as Student Allowances, Living Costs, and Accommodation Supplements remain capped. AUSA thus provides a crucial safety net for students in need who suffer from inadequate support.

The services AUSA provides focus on the basic necessities. AUSA has continued to provide hardship grants, text book grants, food parcels, and tangible goods such as clothing and blankets. In addition, this year AUSA has also teamed up with Campuspecs to offer an optometry grant. There is however an increasing need to address particular student groups. One such group is student parents who particularly struggle having to address their children's needs whilst studying. We would like to provide better services to this group both in terms of childcare and an adequate Parentspace.

Provision of wider welfare support cannot be fully accomplished without a more sustainable funding model. There is far more that could be done in the realm of student welfare, and there is scope for larger projects. AUSA has seen great progress in our capacity for providing welfare services this year with the creation of a Welfare Vice President role. While this will enable us to focus more on welfare and expand focus and projects, such expansion is necessarily limited by the absence of sustainable and adequate funding.

FOOD BANK

The same number of food parcels were collected in semester one and two 2014. This brings the total for the year up to 220 parcels. This is 42 more parcels than were collected in 2013.

This is compared with previous statistics:

- 2014: 220
- 2013: 175
- 2012: 202
- 2011: 164
- 2010: 158
- 2009: 98
- 2008: 90

The increased advertising and rebranding of the Student Advice Hub this year has resulted in a higher usage of welfare services, in particular the foodbank. It has also made it easier to identify which students are deserving of larger parcels. Our foodbank is currently adequately stocked due to our focus on sourcing external donations. This means we have been able to help students

with larger and more beneficial packages.

It appears that there are a number of students that have collected more than one parcel this semester. This is likely to represent ongoing hardship for these particular students, particularly given the large size of our current parcels.

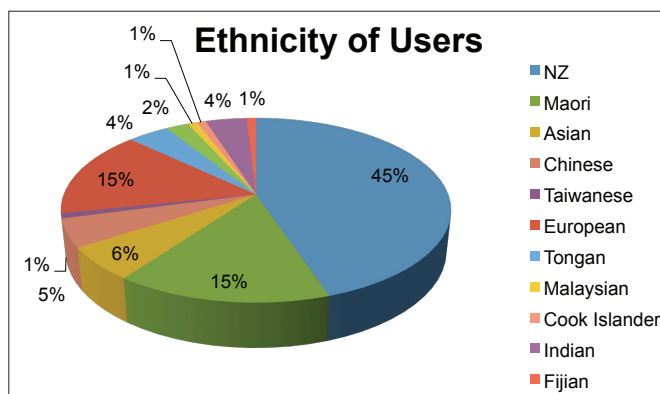
Early this year we sent a large quantity of food to be distributed on the Tai Tokerau campus. This is the first year we have done so. As discussed in the previous report we are still working on better ways to enable recording at this campus.

Foodbank User Trends

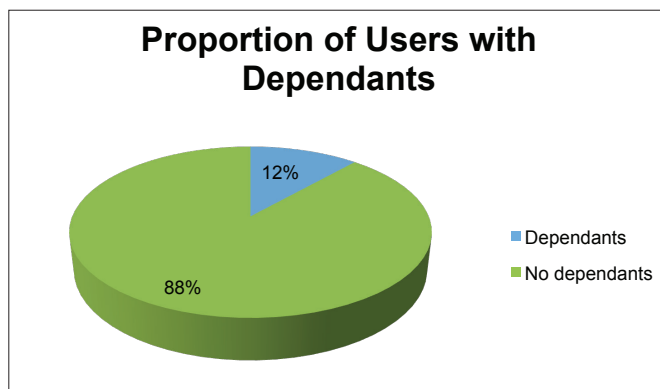
Increasingly, we are seeing employed students using the food bank, with the proportion of recipients employed much higher (28%) than 2013 (20%).

The proportion of International Students collecting parcels in the second semester is considerably higher than in the first semester, bring the percentage of international recipients for the year to 10% from 7% in the first semester. We are working with the International Office alongside our International Students Officer to ensure international students are sufficiently aware of our services.

The majority of food bank users self-identified as Maori or NZ/Kiwi/NZ European/Pakeha (60%).



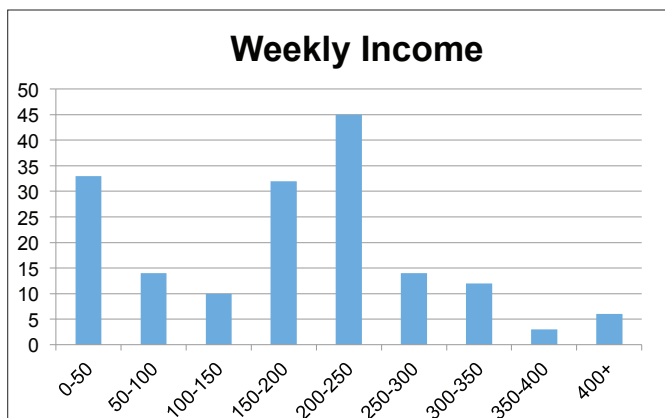
The number of food bank users with dependants is closer to what is expected for the year as a whole, compared to the value seen in semester 1. 12% of food bank users have a dependant, which is still slightly less than 2013 however we have given out a large amount of larger food parcels for families. This means they are less likely to collect several parcels at once.



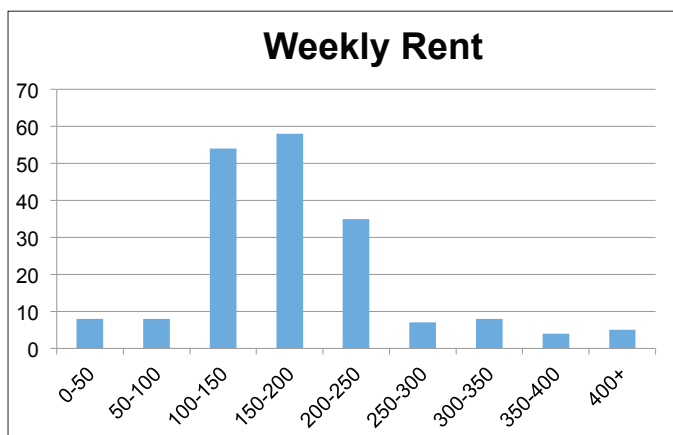
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There are a large number of food bank users that state an income of \$0. This is concerning. While some of these users may be living with their parents, there is still a majority amount of users who are renting and claim to live off no income. This suggests that the majority of students are living solely off student allowance or living costs.

The majority of food bank users that have a listed some source of income indicated this is in the \$150-\$250 range, as was for the first semester. This would not cover much more than rent in many Auckland locations.



The majority of students accessing food parcels pay between \$100 and \$250 in rent. This is reasonable, and a typical amount for rent for students a reasonable distance from the city. However compared to the income data it appears that the majority of user's income consists of their rent costs, leaving little for food and other amenities. There are also many users that have higher rent costs than they receive in weekly income which is a concern.



Difficulties

At present we have a large amount of stock in our food bank. We received a large donation from Watties this semester, a large pasta donation last semester, and receive continuous contributions from Campus Christian Movement. We also conducted a food drive to increase our stocks in the second week of semester 2 which was relatively successful. However, this could be improved if we had better forms of communication with staff, giving them the opportunity to donate easily. Our stock is also made up of some leftover cans from the previous year.

We have also made ourselves available to drop off larger parcels for those who can't pick them up due to either the package's size or family commitments. Most of these recipients have dependants and therefore need food to support not only themselves but their dependants. It has increased efficiency having two welfare positions for the second half of the year as it means we have been able to share this load and take turns transporting.

Sponsorship letters were sent to various companies however very few were successful. We have also sought sponsorship for food parcel bags and have so far been unsuccessful. The food parcels we provide require a strong bag due to the volume of cans in each package. If the University has any leftover bags from Orientation or other events, we would be extremely grateful if they were able to be donated!

HARDSHIP GRANTS

Applications

Accepted	34
Declined	5
Pending further information	2
Total Applications	41

The number of applicants for the Hardship Grant has increased from previous years (excluding 2010 & 2011).

- A total of 41 grants in 2014, totalling \$7225
- A total of 35 grants in 2013, totalling \$4125
- A total of 24 grants in 2012, totalling \$3855
- 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.

We have increased the amount of hardship grant promotion this semester due to a low number of applications in first semester. This was successful as the number of applications have risen and are an increase on the previous three years. The amount granted has drastically increased, mainly due to the increase in grant threshold.

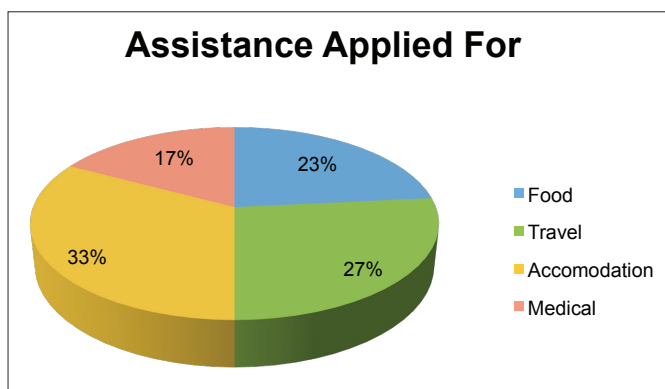
As discussed in the previous report, we saw a need to lift the grant limit due to increasing cost of living and the large amount of student parent applicants. As a result, we have recently lifted the threshold for grants to \$250 for students, and \$400 for student with dependants. This came into effect second semester. This has allowed us to better meet applicants' needs, especially in the case of students with dependants, as we are able to provide them enough to help support their dependants as well.

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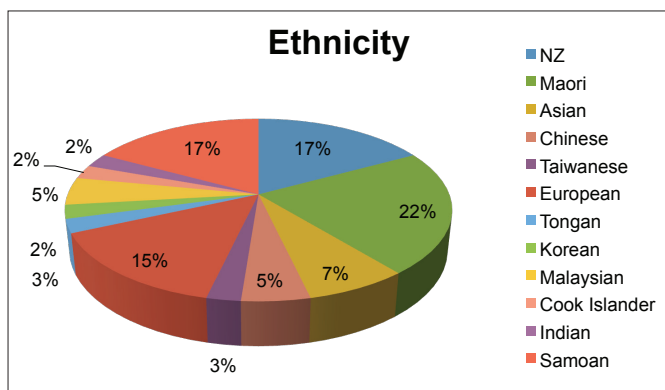
We have also had a large quantity of applications from Tai Tokerau campus, due to giving students the ability to apply online. We are glad that we have been able to extend our scope further to this campus.

Applicant Trends

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. Accommodation cost was the most common category that students applied for assistance for in 2014. This reflects the limited accommodation support available for students. AUSA is lobbying the government alongside NZUSA to increase accommodation support for students.

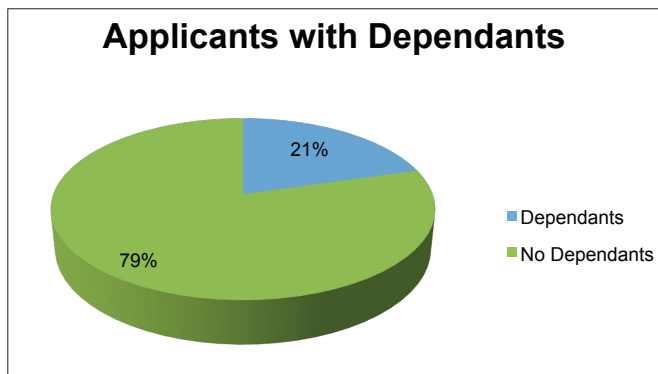


39% of applicants self-identified as either New Zealand European/Pakeha or Maori, or both. European (17%) and Samoan (15%) applicants were also common.



This year there was a large number of postgraduate students that applied for the Hardship Grant Scheme compared to previous years (33%). This is likely to reflect changes to governmental support of postgraduate students.

21% of applicants had dependants to support. We suspect that this amount is disproportionate compared to the number of students with dependents. In recent years, a continuous trend of a significant number of applicants having dependents has been noted, and has led to the altered threshold for those with dependants.



CAMPUSPECS OPTOMETRY GRANT

This year we have partnered with Campuspecs to provide a grant for those needing financial assistance with eye related appointments glasses if necessary. This was implemented in semester two, with ten grants generously donated by Campuspecs. This will continue next semester.

We have also been in communication with the University's Optometry School around what they can provide for students. This kind of specific grant seems to work well, and there may be potential for expansion in future if we can find more partners.

DIFFICULTIES

The altered threshold has allowed us to help students, especially those with dependants, with amounts that are more useful for the situations they are facing. However there are still students that apply for much larger amounts in dire situations and could benefit from an ever higher threshold. Generally in these cases we would refer these students to the Student Emergency Fund.

Through our grants this semester we have noticed a couple of recurring financial issues in applicants. Firstly, we have had first year nursing students that have been uninformed that they are expected at the end of their first year to have a certain amount of immunisations before they can be accepted into second year. As they were unaware and unable to budget for this, they have struggled to pay for them.

Another recurring issue has been students that have had financial difficulty due to practicum components of their studies. During practicum there are several financial difficulties that often present themselves, especially if the student has dependants, such as increased travel costs or inability to work part-time therefore unable to meet usual costs.

TEXTBOOK GRANTS

Granted	24
Declined	42
Total	66

In conjunction with UBS, AUSA allocates \$2,500 worth of grants twice yearly, at the beginning of each semester. Semester Two

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2014 saw 33 more applications than Semester One 2014, and the \$2,500 was split between 24 successful applicants. Notably, this included a couple of students from Tai Tokerau. We specifically targeted Tai Tokerau students and sent textbooks to them.

This semester saw the largest number of applicants yet at 66 over double the number of applicants in previous years:

Year	Number of applicants	Number of awards
2012	19	13
2013	20	14
Semester 1 2014	32	22
Semester 2 2014	66	24

Faculty Breakdown

Faculty	Total	Successful	Unsuccessful
Arts	27	12	15
Science	4	1	3
Law	1		1
Commerce	11	2	9
Commerce/Law	3	1	2
COP or TFC	2	1	1
Law/Arts	7	4	3
Engineering	3	1	2
NICAI	1		1
Other	7	2	5
	66	24	42

STUDENT SUPPORT

WOMEN'S RIGHTS OFFICER AND QUEER RIGHTS OFFICER

Through the Queer Rights Officer and the Women's Rights Officer, AUSA provides targeted support to both female students and those who identify as queer. Notably this is facilitated through provision of safe spaces on campus for both groups, which are monitored and looked after by their relevant executive members.

These executive members also lobby on behalf of their constituents, raise relevant issues, facilitate debate on campus, and host events for the community. This year has seen the annual Womensfest, a week full of events centred around women's issues, and publication of AUSA's women's magazine, Kate. In addition, the QRO worked with Equity Office to host the inaugural Pride Week.

Events in these two portfolios tend to be very well received

and well attended, with strong communities on campus backing their representatives. However, there are two ongoing issues discussed with the University from these two portfolios; the first being the issue of use of preferred names for transgender students, and the second the issue of hazards on campus, identified through the Women's Rights Officers' Take Back the Night event. Both these concerns have been raised with relevant university departments, but have yet to be resolved.

STUDENT PARENTS

AUSA continues to be concerned about support for students with children, and their ability to cope throughout study. We were extremely disappointed to see the closure of the parent room in the General Library, and in addition the closure of facilities for parents in other locations around the University, for example at the Law School. This was particularly concerning given the lack of oversight of these facilities, meaning that no-one within the University seemed to notice that there was a considerable decrease in the facilities available to parents across the University. This also must be seen in the context of a much smaller Parentspace provided by AUSA since 2012 due to space constraints.

However, we have been pleased by the recent response from Campus Life in regard to a potential new Parentspace in Old Choral Hall, with shared responsibilities. AUSA is more than happy to continue to help to provide facilities for parents, and provision of extra space by the University, leading to the provision of a space with joint responsibilities, seems like a constructive step. We are very hopeful that this will go ahead.

In addition, there appears to be considerable scope for wider support for student parents in the form of targeted financial relief, and/or through additional support for childcare, particularly in emergency situations.

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