

AUSA Annual Report 2018



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1. Executive Summary

2018 has been a strong year for AUSA. We strive to build a community that gives every student the best experience at the University of Auckland. We do this by running great events, providing welfare to students in need, being strong representatives and advocates on issues affecting students, and providing effective programs for students, such as AUSA Advocacy and our International Buddies program.

This year our membership has grown to its largest ever. We have seen 200 awesome clubs running events to strengthen our student community across It has also been an honour to experience the unique culture of each University campus. Students have seized creative opportunities through our student radio station, 95bFM, which will offer internships to credit towards Arts degrees next year.



Our clubs, associations and members have shown impressive leadership, innovation and involvement this year. A highlight of which was a rally of over 1000 students standing for what they believe in. We also met with numerous staff members, who always listened and were willing to seek new solutions. We hope the University will always be a place that values equality, compassion and listens to students.

We have also successfully advocated for a number of changes to education policy at the University. This year we are reviewing and updating our Student Charter, for the first time in fifteen years. The Student Charter is an empowering document for students. It outlines what expectations students and the University have towards each other and requires that that every University policy aligns with it. This review is an exciting win for furthering the “Students as Partners” model at our University. Furthermore a new assessment policy passed, requiring early assessment feedback for students and that students are tested in a variety of ways, to ensure every student the chance to succeed academically.

We are delighted by the increased focus on the wellbeing of University staff and students this year. Advancements are being made across the board to make the University a more supportive place to study, such as revamping student community spaces and improving the processes for aegrotats, extensions and disciplinary actions. AUSA understands the financial challenges of study, and we have valued providing over 120 welfare grants and 300 food parcels to our students this year. People should never feel forgotten at university.

In addition to growing our core functions, one of the most important things we have focussed on is how to make AUSA an effective and sustainable organisation for the long run. This process lead to a number of safeguards for AUSA's future, including creating a Strategic Plan and an Advisory Board.

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Anna Cusack
2018 President

2. Key Strategic Successes

A key focus for AUSA this year has been reviewing our structure, strategic objectives and governance responsibilities. We are committed to making AUSA a sustainable, independent, and strong organisation for the long-term. To achieve this, we have:

- **Established an Advisory Board.**

This body sits above the Executive in an advisory capacity, and is comprised of five external members with experience in a range of relevant areas, including financial, legal, NGO, and business activities. They provide AUSA with continuity between years, strategic oversight, and valuable advice on complex issues for our Executive team, such as our financial sustainability, the accountability and performance of our various trusts, and strategic direction.

- **Hired a Consultant Director**

We hired Darrin Brinsden as a consultant for three months. He has a wide-ranging work plan, and will present a report at the end of the year with key recommendations moving forward. His work plan includes helping create and operationalise our Strategic Plan and 2019 Annual Plan, scoping out and designing a potential Association Manager position, revising financial, reporting and operational structures, and considering new sources of funding.

- **Created a Strategic Plan**

We created the first Strategic Plan AUSA has had in 6 years. We are in the final stages of consultation, but our draft plan is attached in Appendix One. This has been created in conjunction with staff, the Executive, students, the University, and our Board. It provides strategic direction and objectives for the next year three years.

- **Restructured our Executive**

We have replaced, reformed and created a number of roles to improve the representation and efficacy of our team. This included creating a new Engagement Vice-President, a Satellite Campus Rep, a Post-Graduate Students' rep, and Campaigns Officer. These changes better align with our strategic objectives.

3. Events

The Events and Media department continues to work on improving engagement with UoA students through events on and off campus. The department is responsible for AUSA's larger events such as Orientation, ReOrientation and End of Daze. We also provide smaller events such as quizzes, the International Food Festival and dirty bingo.

Since 2017 AUSA has worked more closely with Campus Life and Event Services on Party in the Park and Winterfest which has enabled us to pool our resources and provide bigger and better events to students.

In this report, we provide quantitative analysis for two of our major events, O-Week and Party in the Park, and some overall trends among our attendees. We then provide some detail on a number of our smaller events. We are happy to provide further detail on request.

Orientation 2018 26th Feb - 2nd March

This year we ran with the same format as O Week 2017 and once again used Albert Park as the main daytime venue for Orientation and Shadows Bar for night time events.

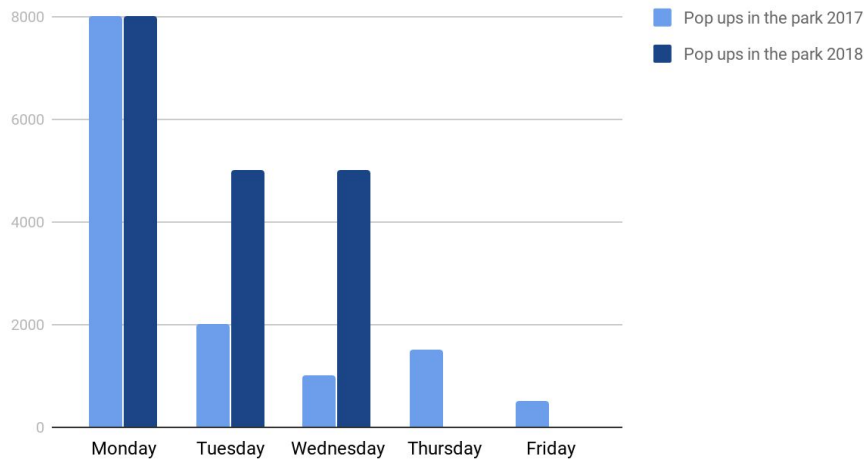
Nighttime events in Shadows remain popular with the Monday night opening Orientation gig (Savage) once again reaching capacity.

Event	Attendance
Savage (480)	480
David Dallas (383)	380
Comedy (102)	102
Tomorrow People (410)	410

Note: Attendance is noted at the time the band/act comes onstage. We only started recording attendance for Shadows Orientation gigs in 2018 so do not have the previous year's data to compare to.

We had the most successful pop ups in the park thanks to the sunny weather and having the clubs expo in Albert Park. We reduced the number of days from 5 to 3 which made the event easier to manage with Party in the Park pack in on Thursday the 1st of March. The feedback from clients on this change was positive as the change did not result in less numbers.

Attendees

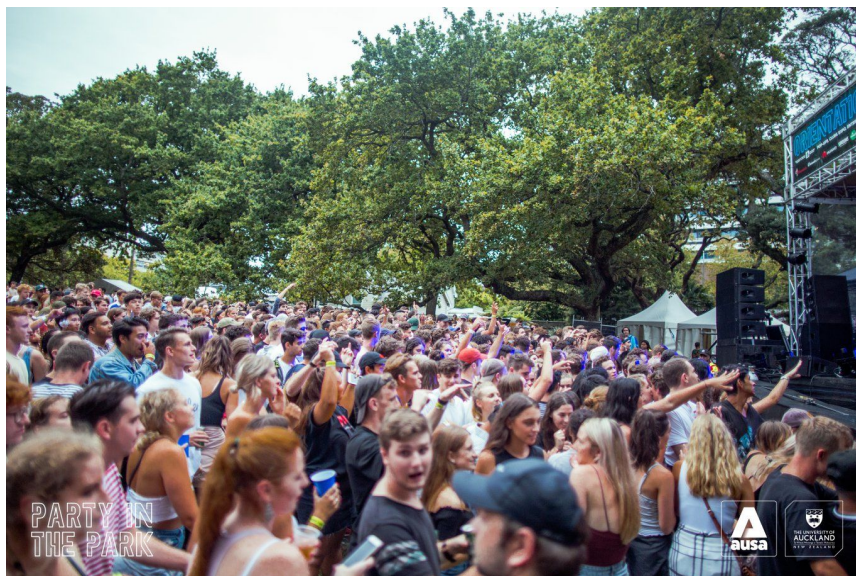


Note: Number of attendees is an estimate based on sample giveaways. This number does not reflect the number of active participants which is hard to measure due to the nature of the venue

Party in the Park 2018 1st March Albert Park

Party in the Park continues to grow in popularity and this year we saw an increase in tickets sold even though the act was (arguably) less popular with students. The mini festival has developed a reputation with artists and booking agents as the Auckland Orientation event to be involved in. This year we had Chase & Status headline with Sachi, BAYNK and Melodownz supporting.

	Party in the Park 2017	Party in the Park 2018
Tickets Sold	1983	2727



General Events Statistics

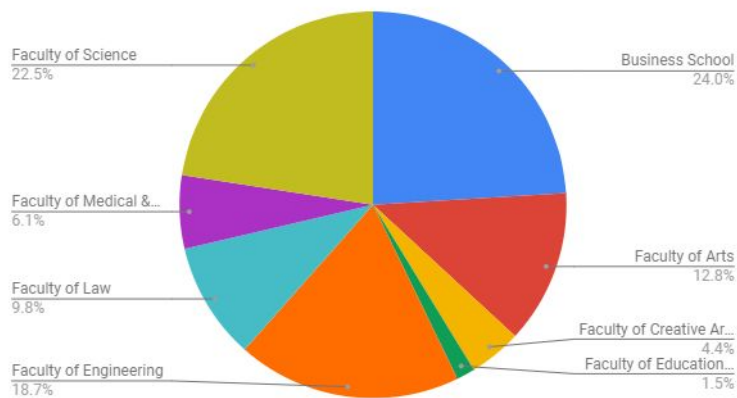
for 2018

Faculty Breakdown

Most attendees belong to the Faculty of Business with the Faculty of Science coming in a close second. AUSA struggles to get attendees from the Faculty of Education and Social Work and the Faculty of Creative Arts and Industries.

Note: The data collected is from ticketed events. These events are not held on campus/in shadows so may not be an accurate representation of attendee information for all our events.

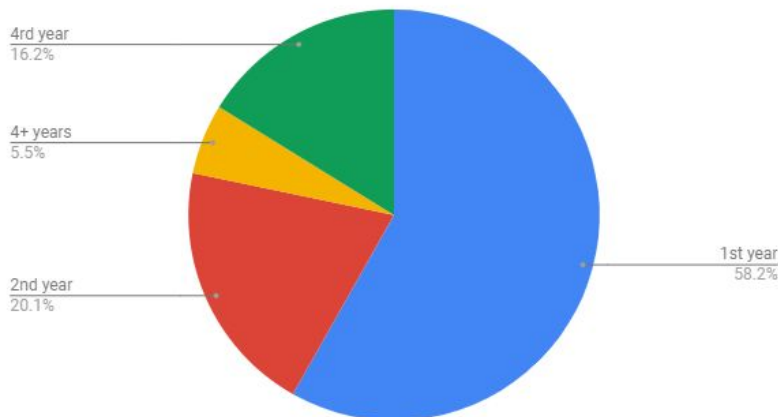
Attendee breakdown - Faculty



Attendee breakdown - year of study

Most attendees are first years with the number dropping for every subsequent year.

Attendee Summary - Year of Study



Summary of other key events throughout 2018

Here is a list of some of our other big events run this year:

- Re//Orientation
- The Decisive Disney Pixar Quiz
- The Ultimate Showdown Marvel Pub Quiz
- Dirty Bingo
- Battle of the Bands
- The Fire and Ice AUSA Ball
- End of Daze
- The Barracks



4. Welfare

Overview

The AUSA welfare service is an independent student-run service that is seen by students as a safe, and accessible first port of call when they are in need. It provides diverse assistance in order to best respond to students' needs. The two key limbs of the service are the foodbank and the grants scheme. The grants scheme includes a general hardship grant, textbook grants, CAI materials grants, dental grants, and childcare grants. In Semester One, AUSA welfare was able to help 242 members of our student community through our various schemes.

The fact that AUSA is student run means that the welfare service is flexible and is able to stay effective in meeting students' needs. An example of this flexibility is this year the amount budgeted for the hardship grant has more than doubled, enabling AUSA to give more meaningful support to the members of our student community in need. Similarly in 2017, two new grants, the dental grant and CAI materials grant, were created in response to student demand.

Hardship Grants

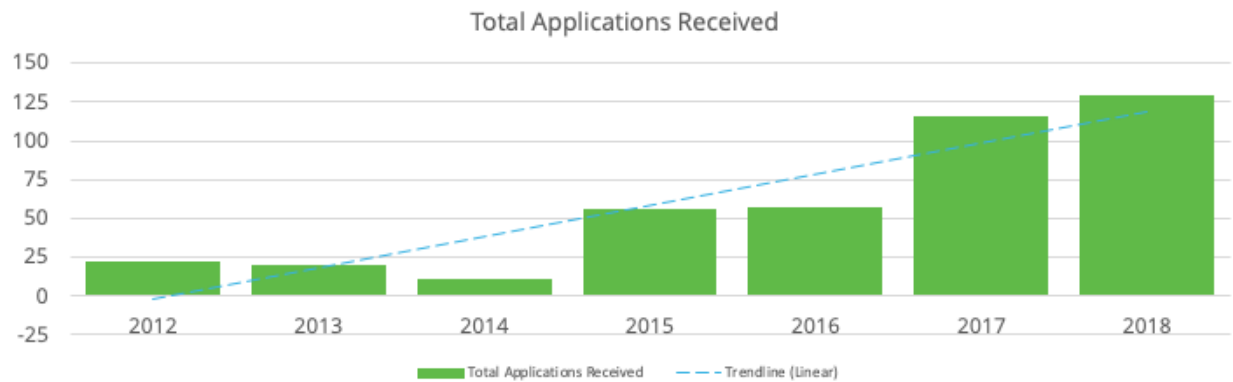
The Hardship Grant is the most significant of the Welfare services AUSA provides. It is funded by the sale of lost property, donations, AUSA's other resources and money given to AUSA at the end of last year from the student emergency fund for the purpose of supporting its grants scheme.

In 2018 we received 129 completed applications, 93 of which were approved by the AUSA Welfare Committee. Successful Hardship Grants had a combined value of \$25,491. This is a dramatic increase from last year, in which the total amount awarded was \$16,000. This increase was made possible in a large part due to the diversion of leftover funds from the University's Student Emergency Fund at the end of 2017.

The Welfare Committee may grant an applicant who meets the criteria up to \$250 if the applicant has no dependents, and up to \$400 if the applicant has dependents. The actual amount awarded depends on the Welfare Committee's assessment of the applicant's level of need. This assessment is based on information provided in the application, including the applicant's own break-down of their weekly budget, the applicant's transaction history as shown in the bank-statement provided as part of the application, and any other information that the applicant includes in their application.

Comparison with Previous Years

As the below table shows, the number of applications for hardship grants has consistently increased over the last few years:



Year	Total Applications Received
2018	129
2017	115
2016	57
2015	55
2014	11
2013	19
2012	22

Foodbank

The foodbank is AUSA's most used welfare support service. Every student is entitled to three food parcels per semester. The specific contents of food parcels is somewhat varied depending on stock in the foodbank. However, they tend to include canned tomatoes and vegetables, protein (eg tinned tuna), instant soup/noodles, pasta/rice, breakfast cereal, and some treat items such as biscuits or Shapes. In total 318 Food Parcels were collected in 2018 by over 200 individual students.

In semester one we trialled making Grocery Only Countdown Vouchers of a roughly equivalent value to the food parcels available at the Te Tai Tokerau Campus. This was to respond to difficulties with both delivery and storage at that campus. In semester two the trial was expanded to the Epsom Campus, where their storage and delivery to students is managed by the Education and Social Work Students Association. This has dramatically improved the Foodbank's availability to students.

Comparison with Previous Years

Over the past six years we have doubled the amount of food parcels we give away and are continuing on an upward trend. Semester Two last year we gave away 134 food parcels.

As the below table shows, the numbers of food parcels collected has been on a strong upward trend over the last ten years. The outlier semester of 2017 Semester One indicates that there is still work to be done in making students aware of the foodbank service, and that in future Foodbank usage could be expected to be much higher.



Year/Semester	Parcels Collected
2008	90 (total)
2009	98 (total)

2010	158 (total)
2011	164 (total)
2012 Semester One	100
2013 Semester One	89
2014 Semester One	110
2015 Semester One	120
2016 Semester One	124
2017 Semester One	242
2017 Semester Two	134
2018 Semester One	160
2018 Semester Two	158

Textbook Grants

The AUSA and UBIQ textbook grant is run in equal partnership between AUSA and UBIQ, with each party contributing \$3000 towards the grant (\$1500 per semester). In 2018 there were 38 grant applications, 28 of which were successful.

The Welfare Committee determines eligibility for a textbook grant by assessing the student's financial situation and the necessity of the textbook (i.e. is owning the textbook compulsory for the course or does the student have reasonable access to it another way).

CAI Materials Grant

The CAI Materials Grant is available to students enrolled in CAI faculty subjects who cannot afford the necessary materials for their courses. Students are eligible if they are able to demonstrate that their financial situation is such that they cannot afford to purchase their materials and if they have a letter of support from their tutor, supervisor, or lecturer that the materials are necessary for the student's study. Up to \$150 may be granted,

In semester one three grants were awarded, for a combined value of \$450. In Semester Two, there were four applications for CAI grants received, two of which were approved. In total six CAI grants were approved for a total of \$900. This is an increase from 2017, in which four grants were awarded all year.

Dental Grant

The AUSA and Alpers dental grant is funded entirely by Alpers Dental for students based in Auckland. There are 10 such grants available per year. The grant includes a dental exam, x-rays, hygiene and up to \$200 towards general dental treatment if required. AUSA contributes to the cost of dental care for students based at the Te Tai Tokerau campus through the hardship grant.

In 2018 we received 13 applications for dental grants, of which 9 were approved.

5. Advocacy

AUSA Advocacy provides independent, confidential support to all University of Auckland students to resolve issues that impact on their ability to focus on their academic study. We advise students about the relevant University Policies, Statutes and Procedures to assist them to resolve their issues as quickly as possible

Highlights

- We attended many events for undergraduate and postgraduate students throughout the year to promote our service including Class Rep Training, Uniguide, TFC, RA, International student's and Tertiary foundation Orientations. We were also involved in faculty based events such as the AULSS Stress Less, and all PHD inductions.
- We promoted the Mental Health Foundation's 5 ways to wellbeing over one week prior to the exam period on Facebook which included giveaways for students. Earlier in the year we also created the "AUSA Advocacy's Guide to a Stress Less Life" pamphlet.
- The Advocacy team organised two fundraisers, the Lost Property and Coat Sale when winter set in, to raise money for the AUSA Hardship Grant fund.
- We had many referrals from University staff including MAPAS, International Students office, University Health and Counselling, TFC, and the Proctors. Conversely, we have been able to refer a lot of students towards hardship grants, textbook grants and food parcels.
- We attended and reported to the Education and Social Work Faculty SSCC meetings.
- We were involved in the Student Charter review and a number of Faculty Student Consultative Meetings about the Code of Conduct development.
- Our promotion focused on producing engaging videos i.e. 73 Questions with AUSA Advocacy, which increased the service's media presence within the university. From this we have developed a long term promotional strategy plan to initiate in 2019.

Key Statistics

Most Common Cases

Our 5 most common case types for the year were:

- A1 (undergrad academic grievances) - 16.5%
- A2 (postgrad academic grievances) - 12.9%

- G1 (legal issues/information) - 10.5%
- G4 (accommodation predicaments) - 8.5%
- A3 (enrolment issues) - 7.6%

Comparison to 2017

The total number of cases this year (March – October) was 447 and the total number of enquiries was 474. The total number of cases in 2017 (March – October) was 469 and the total number of enquiries was 592. However, in understanding these numbers it is important to note that:

- a) We had no social work intern this year as we did in previous years (which greatly affected the number of enquiries as they were based permanently in the reception);
- b) We had website maintenance this year which we noted impacted how many students contacted us;
- c) This year we had a number of student advocates start at a later date than the rest of the group unlike previous years;
- d) The international office this year moved locations from our area. This meant there were fewer students being referred to us or making enquiries at our reception.

Key Messages

- Students are not being referred by university staff to the Advocacy Service in a timely manner or not at all. This often results in months of delay to resolving issues that continue to leave students distressed and not knowing what their rights are. Often they have failed courses when an appropriate referral, such as to a mental health service, may have alleviated their distress and allowed them to resolve their issues quickly and continue with their study.
- Many students sought advice about how to resolve issues with their supervisors. This included relationship breakdowns and differences in focus and lack of clarity about their research output. A significant number of post graduate students have expressed concerns about more serious issues such as supervision.
- We have also found that many International PHD students have found their programme more challenging than they anticipated and have struggled to maintain focus towards completion.
- There continues to be a significant number of students struggling financially particularly if they have dependent children. Many of these students were not able to afford food, rent, and basic costs.
- Often students report feeling overwhelmed stressed and are unsure who to turn to for advice. Mental health awareness continues to be a significant issue for many students we meet with. They often seem unaware of the services the university provides or are afraid to voice their concerns in case they are judged harshly. A university focused strategy to support students' wellbeing is urgently needed.

- We are concerned about the lack of engagement with our service by Maori and Pacific students. The students who did meet with us had complex personal issues and often family responsibilities that impacted them significantly. We need to find a pathway to work more closely with Tuākana and Pacifica and Maori faculty advisors.
- Several students met with us to discuss their choice of degree. They complained that they could have been told earlier in their degree that it was not the right fit for them as they had met with academic staff to seek advice as they were struggling. The university seemed take no initiative to have this type of conversation with students that may have benefited from guidance about what courses to take.
- We have continually had students in the Teaching, Social Work, MHS and Psychology upset with their practicum/internship feedback and how to appeal their marks. There seems to be a gap in effective communication between the staff and the students regarding their performance in their professional practice earlier on which could allow them to review their practice before they fail. This seems to particularly be an issue in the Education Faculty.
- Many of the students who meet with us find university life stressful and demanding. They report that they are depressed and overwhelmed with continuous assessment that impacted on their ability to cope. Many students have also indicated they do not wish to raise a formal complaint against a lecturer, even if they have good grounds for doing so, for fear that their following assignment and exams will be unfairly marked. This is because their submissions are not anonymous.
- Some International students found it difficult to meet the strict deadline for residency status, and changes from international to domestic fees was an issue for several students. We noted that international students in particular are struggling with financial hardship. Many of them have overseas loans which place financial pressure on them. We noticed during some periods of the year a very high percent of students seeking accommodation advice were international students who were often trying to find cheaper accommodation.
- Several international students contacted us when they were accused of plagiarism. We understand this stems from additional issues they face such as entering into an unfamiliar academic system as well as pressures from family, debt, immigration, and accommodation issues.
- There were a large number of cases from students studying science this year. This may point towards a lack of student pastoral care from the faculty. Students were fearful and lacked confidence to complain in case bringing the issue forward prejudiced their grades (as was also the case in other faculties).
- In regards to compassionate consideration or aegrotat applications we found that often students failed to understand the requirements, many feel that they have not been made sufficiently aware of available options, or have been given misleading or incorrect information by their lecturers.
- We were contacted by a lot of students experiencing personal crises such as relationship and family issues, which usually stemmed into housing, financial hardship and employment type queries.

6. Representation and Class Reps

Providing a strong voice for students

2018 has been a year of change at the University, and AUSA has provided a strong student voice on these changes, and on new initiatives and policies.

Student representation exists at all levels throughout the University. We sit on a total of 16 formal committees, excluding a number of smaller working groups and projects across the University. The bulk of the work is led by the AUSA Education Vice President and Student Voice Coordinator. In their role, they elect, train and support class representatives, but also represent student voice. We are a strong believer in the importance of student voice, and students being treated as partners in decision-making. This enhances the quality of learning and teaching at the University, and leads to a better University experience for all of us.

Key achievements this year include:

- Running a successful and productive student response to the Library and Learning Services restructure, engaging over 4000 students.
- Developing a new Student Charter, which is about to be released for consultation.
- Through large surveys of the student community, we have contributed to a number of key policy changes including:
 - Running a survey of 2000 students and lobbying for the Lecture Recording policy;
 - Running a survey of almost 1000 students about changes to assessment policy, and successfully lobbying for multiple amendments to this policy that reduce the emphasis on examination in assessment.
- Revising the Class Representative Policy and Guidelines
- Submitting to national Government on changes to the Education Act, and presenting a strong voice to media on issues affecting students.

Class Representation

In Semester two, 1,229 class representatives were elected from every level of undergraduate and postgraduate study. AUSA trains and supports our class representatives - who are a key component of student representation at Auckland University. We have one of the strongest class rep systems in the country, with policy (developed jointly by the University and AUSA) requiring class reps in all courses. Although the work of representatives is to consult with and engage the students they represent actively in their class, this act of representation further provides students with the opportunity not just to share feedback on their course experience, but to collaborate with university staff as partners to shape their academic experience.

Key Activities

Support and Service Delivery

There are a number of core ways that we support our class reps. This year we:

- Provided continuous support to class representatives with queries or reps seeking information about their role.
- Provided ongoing support to the university staff with questions about the class rep process.
- Issued 682 qualified reps in semester two a certificate of achievement.
- Introduced the new SSCC minutes template and operational changes to the university's professional staff (Group Services managers and Group Services Administrators).
- Informed the Group Services Administrators about the changes to the class rep data collection, and increased collaboration between AUSA and Group Services Managers and Administrators. In particular, we improved class rep registration both online and paper (as per the request of some of the GSAs) to help reduce duplication of information.
- Redesigned the AUSA Class Reps resources and website to increase and improve the information available to staff and students. This included creating an AUSA class rep promotional video, and a 'find your class rep' tool on the AUSA website.
- Expanded class rep trainings (including an online module, and advanced training)

Training

Overall, we ran eleven training sessions for representatives in weeks three and four of semester two 2018. We run three types of training: Basic training, Advanced training (for returning class reps), and online training modules.

In our basic training sessions, we trained 490 class reps in semester one, and 637 class reps in semester two. In our advanced training sessions, we trained 253 class reps in semester 1, and 310 in semester 2. Advanced class reps training were a new initiative this year run in conjunction with Career Development and Employability Services and a professional teaching fellow from the university. For our online modules, which are primarily targeted to class reps who cannot attend our physical training sessions and were also a new initiative, we had 71 participants in semester 1, and 146 in semester 2. These numbers show an increase in participation, reflecting an overall increase in quality of our training, and diversity of options for our class reps.

We also made an effort to reach out to different campuses and programs at the University. In order to provide support to all class reps, we ran:

- seven training sessions held at city campus (Four basic and three advanced training sessions).
- two training sessions held at Epsom campus and Grafton campus.
- One-off training session held at Graduate School of Management every quarter.
- One-off training session held at Tai-Tokerau campus.
- an online training module for class reps who couldn't attend the physical training sessions.

Challenges from 2018

- Getting all the class reps' details by the end of week two. Some of the departments were late in sending the elected reps details which meant some reps could not attend the training session as no training information was sent to them. Some departments were still registering new class reps in week six. This is obviously a problem as it reduces the support we can provide to class reps, and
- The number of postgraduate class representatives participating in class representation is low, despite the policy changes at the start of the year.
- Turnout of class reps to SSCC meetings are still low for some faculties. We welcome any faculties struggling with low class rep attendance at these meetings to work with AUSA to increase turnout.
- We do not always have up-to-date contact details of the current Group Services Administrators in the university. This reflects issues with communication between AUSA and the University from an administrative perspective.
- Lack of student consultation on various university-wide issues before a decision is reached.
- There are few CANVAS pages set up for newly elected class reps. We encourage the University to enable class reps' details to be put on Canvas, and to allow class reps to use CANVAS to consult their class prior to SSCC meetings.

Provisional 2019 Action Plan

Building off our growth this year, and the challenges we have faced, here is a provisional action plan for 2019:

- Introduce an 'e-voice diary' – a weekly update from reps (embedded to the representation/voice page).
- Introduce a new representation (voice) menu tabs on the AUSA website while continuously improving on the availability/support system in place for UoA students.
- Increase the class representation awareness (voice) across the faculties, and also work more closely with the postgraduate students.
- Create a standardised operational structure for the faculty of education (courses and practicum), business (runs quarterly), and medical and health sciences (courses are run in modules).
- Continue to encourage class reps to organise a social event among course mates at the end of the semester which in turn can contribute positively to the overall student experience.
- Continue to provide on-time support to all Class Reps via various channels, i.e. website, email, face-to-face, phone etc.
- Continue to work with class reps to increase collaboration with the university staff during the semester by initiating a meet-up session with the staff in week seven to give an update of the course.
- Create a tool that can identify courses that are without class reps so that AUSA can intervene.
- Continue to update the class rep resources, i.e. the training material, handbook, promotional material etc.
- Plan a one-off training session at Tai-Tokerau campus in semester one.
- Plan an end of the year function (volunteer celebration event) for all 2019 class reps.

- Look into the possibility of developing a team of reps volunteers.

Class Rep Numbers

CLASS REPS BY DEPARTMENT	SEMESTER ONE 2018	SEMESTER TWO 2018
Business School	241	331
Faculty of Arts	351	283
Faculty of Creative Arts & Industries	86	123
Faculty of Education	25	28
Faculty of Engineering	13	28
Faculty of Law	42	37
Faculty of Medical & Health Sciences	71	100
Faculty of Science	279	299
Total	1108	1229

7 AUSA buddy program

Without support and friends, life is empty. A life International students expect when coming to New Zealand is full of dreams and expectations. The reality isn't so easy and a lot of times students are struggling to connect to the new country and culture. AUSA's Buddy Program aims to ease that transition, addressing to the unique needs of international students and offering a welcoming environment. An AUSA Buddy is an existing domestic or international students that gets paired with a new international student to offer them this support and guidance.

Key Activities

Events

During 2018 the events promoted social interaction, environmental awareness, cultural / city adaptation and language development. Our events were generally well attended, with 30-50 students attending each event. We also have a strong group of core volunteers who regularly attend and participate our events.

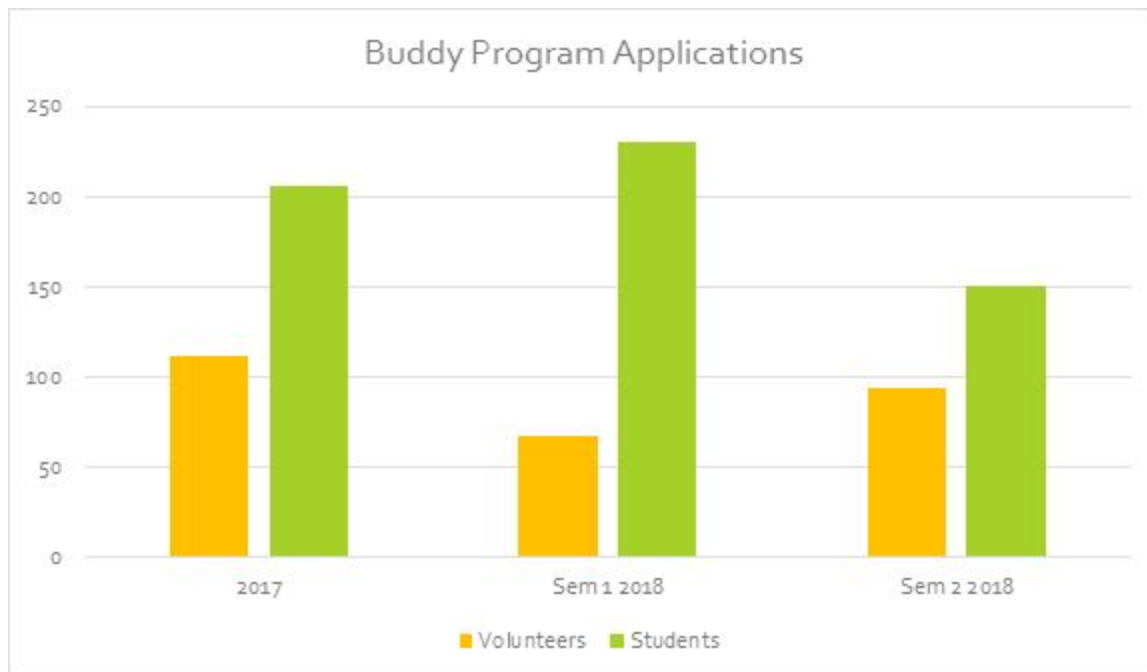
- International Orientation Semester 1
- Amazing Race
- Buddy Program Training (2 sessions)
- Easter Party
- ANZAC Day Movie Night
- Chillax Day Out –Mission Bay
- Orientation Semester 2
- Amazing Race
- Welcome Tea
- Adjusting to Kiwi Life
- Buddy Program Training (2 sessions)
- Sorting it out – Waste in NZ
- Volunteers Support Catch up
- Wellness day
- Let's Catch Up – Afternoon tea and Video shooting
- Buddies Party Time – End of semester

Buddies and Mentoring

We match up volunteer buddies with new international students. Currently applications are open all year round and each volunteer is the mentor of 2 to 4 students, aiming to form a small group of friends that can connect and share experiences.

Buddies are trained twice each semester. We organise trainings alongside CDES, International Office, Volunteer Hub, AUSA Welfare and Advocacy were invited to participate, explain about their services and answer questions. A guideline about “How to be a Buddy” was created and delivered to each Buddy to help during the mentoring process.

The Buddies program is new, having been started in 2017. Engagement in our program has increased significantly this year: as the graph below shows, in semester one of 2018 we had more students involved in the program than in all of 2017.



Communication

Over the past few months the Buddy Program has expanded ways to communicate with students. We have created a new Facebook page with over 400 members, linked to AUSA website, a new Logo and Marketing material (including flags and flyers).

A promotional and informative video was recorded during semester two and will be launched to promote AUSA Buddy Program 2019.

Opportunities to grow

AUSA Buddy Program is in constant evolution because each semester students bring a different vision and expectations towards this experience. With communication and survey is possible to identify the need to:

- Introduce a Volunteer Development Program;
- Interview each volunteer before they become a Buddy to emphasize the commitment.
- Create more outdoor events and cultural experiences;
- Facilitate regular events / catch ups during first few weeks to strengthen the sense of a supportive community;
- Create a group of volunteers to help the program with administrative and creative roles, helping the program to keep growing.

Student Feedback

“Personally, my buddy made my life a lot easier by sharing his challenges that he had went through during his 1st semester at UoA. This helped me to tackle the challenges and struggles that I faced so far. Therefore, I would say my experience at UoA so far has been quite decent and enjoyable.” (New International Student)

“Buddy program has supported me before I even arrived to New Zealand by providing me with basic do's and don'ts which is so important. For example, my buddy guided me in prior which data service would be cheap and where to get it. It just saved me from hassles. For me it's PERFECT...” (New International Student)

“Every day going to the university and attending the lectures never really brings out the insight of oneself to talk and joke around as everyone only discuss the course and leaves but after attending three buddy events, I actually met people and interacted with different groups of cultures and yummy food which helped me gain my self-confidence. Thank you Tatiane and other buddies for being so supportive.” (New International Student)

“I really appreciated that another person (buddy) was willing to show me around the city and help me get my SIM card set up along with showing me the places to get groceries. It really helped me feel more comfortable in Auckland knowing I wasn't doing it alone”. (New International Student)

Appendix One

Association Structure (2019)

