



Council

21 October 2019

4:00pm to 6:00pm



Council Agenda Part A (Open Agenda) 21.10.19 4:00pm			Page #
1. APOLOGIES	Ms Newsome	The Chancellor moves that the apologies, be noted .	
2. DISCLOSURES OF INTEREST BY MEMBERS	The attention of Members is drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the Agenda of the meeting as set out in s175 of the Education Act 1989.	The Chancellor moves that the disclosures, if any, be noted and the action taken be endorsed .	
3. CONFERMENT OF DEGREES	In accordance with the provisions of the Conferment of Academic Qualifications and Academic Dress Statute 1992 the Chancellor will confer the degrees listed (as attached) by stating: <i>By the authority vested in me by resolution of The University of Auckland Council I, SCOTT ST JOHN, Chancellor, confer the degrees stated upon those who, within their several faculties, have satisfied the requirements of this University.</i>		10
4. AWARD OF DIPLOMAS	In accordance with the provisions of the Conferment of Academic Qualifications and Academic Dress Statute 1992 the Chancellor will award the diplomas listed (as attached) by stating: <i>By the authority vested in me by resolution of The University of Auckland Council I, SCOTT ST JOHN, Chancellor, award the diplomas stated to those who, within their several faculties, have satisfied the requirements of this University.</i>		13
5. COUNCIL MEETINGS	5.1 Council, Draft Minutes (Part A), 26.08.19	The Chancellor moves that the Minutes (Part A), 26.08.19 be taken as read and confirmed .	14
	5.2 Matters arising from the Minutes (Part A), 26.08.19 not elsewhere on the Agenda With regards to item 10.3: The processions scheduled for Graduation on 24.09.19 had to be cancelled because of the weather.		

		<p>to the Council meeting immediately following;</p> <p>e) Authorise the Vice-Chancellor to authorise faculty Deans to award bursaries (effectively a discount) on international fees on the understanding that this should drive volume, that the published fee remains at the approved rate and that standard University overheads are not compromised; and</p> <p>f) Approve the Compulsory Student Services Fee at \$7.86 per point (GST inclusive),</p> <p>g) Authorise the Vice-Chancellor:</p> <ul style="list-style-type: none"> • To exempt from the CSSF those students outside NZ (e.g. those students on an exchange programme) and those students in non-formal programmes such as New Start • To reduce the CSSF proportionally for those programmes fully delivered at locations where only a subset of student services are able to be accessed <p>h) Approve the attached Other Fees Schedule for 2020</p> <p>i) Consider Sections 5.5, 5.6 and Appendix C in Part B of the meeting.</p>	
	<p>7.4 RŪNANGA</p> <p>7.4.1 Terms of Reference of Rūnanga – revised and current – deferred from the Council meeting of 26.08.19</p>	<p>The Chancellor moves that the revised Rūnanga Terms of Reference be approved</p>	<p>145</p>
	<p>7.5 STUDENT APPEALS COMMITTEE</p> <p>7.5.1 Report, 08.07.19</p>	<p>The Chancellor moves that the Student Appeals Committee Report be received.</p>	<p>150</p>

<p>8 SENATE MATTERS</p>	<p>8.1 REPORT OF SENATE, 23.09.19</p> <p>Part Ai, 1 - 8: Reviews to be received by Council Part Aii, 9 - 12: Policy and other matters requiring Council approval Part B, 1: Matters for noting by Council Part C, 1-2: Matters handled under Delegated Authority</p>	<p>The Chancellor moves that the recommendations in Part A of the Report of Senate, 23.09.19 be adopted and Parts B and C be noted</p>	<p>151</p>
<p>9 CORRESPONDENCE REFERRED BY THE CHANCELLOR</p>	<p>No items received.</p>		
<p>10 OTHER MATTERS FOR DECISION OR NOTING</p>	<p>10.1 SEAL</p> <p>Since the Council meeting on 26.08.19 the seal has been applied to the following document in accordance with the Council resolution of 18.02.1991:</p> <ol style="list-style-type: none"> 1. Deed of Lease – 70 Stanley Street, Parnell- L2 & part of the GF of the Building and car parks as stated in the Deed – Windsor Park Leasing Ltd (Landlord) & The University of Auckland (Tenant) 	<p>The Chancellor moves that the affixing of the seal to the listed document be noted.</p>	
	<p>10.2 RESCINDMENT</p> <p>10.2.1 Memorandum, 08.10.19 from Margaret Allen, Manager, Scholarships and Graduation regarding the rescindment of the Master of Professional Studies (Food Safety) awarded without class of Honours to the above student.</p>	<p>The Chancellor moves that the Memorandum, 08.10.19 from the Manager, Scholarships and Graduation be received and that Council rescind the Master of Professional Studies (Food Safety) conferred in May 2019 to the named student and confer the Master of Professional Studies (Food Safety) with First Class Honours</p>	<p>156</p>

	<p>10.3 PASTORAL CARE OF STUDENTS IN UNIVERSITY ACCOMMODATION</p> <p>10.3.1 Memorandum from the Associate Director Campus Life (Accommodation), Mr Rengers regarding the provision of pastoral care in University of Auckland Student Accommodation.</p> <p>10.3.2 Letter regarding accommodation from the Chief Executive of the Tertiary Education Commission, Mr Fowler to TEI Council Chairs.</p> <p>10.3.3 Pastoral Care in Accommodation</p>	<p>The Chancellor moves that Council note the Pastoral Care of Students in University Accommodation</p>	<p>157</p>
	<p>10.4 HONORARY DEGREES AND AWARDS</p> <p>10.4.1 Memorandum, 29 September 2019 from the Vice-Chancellor regarding proposed amendments to the Honorary Degrees and Awards Statute 1998.</p> <p>10.4.2 Proposed Honorary degrees and Awards Statute 2019.</p> <p>10.4.3 The current Honorary Degrees and Awards Statute 1998.</p>	<p>The Chancellor moves that Council adopt the Honorary Degrees and Awards Statute 2019.</p>	<p>276</p>
<p>11. ELECTIONS - APPOINTMENTS</p>	<p>11.1 REAPPOINTMENT OF SKILLS-BASED MEMBERS OF COUNCIL</p> <p>The Registrar takes the Chair for this item.</p> <p>11.1.1 Memorandum, 09.09.19 from the Vice-Chancellor regarding the reappointment of skills-based members of Council.</p>	<p>The Vice-Chancellor moves that both Scott St John and Jan Dawson be appointed to the University Council as a skills-based members, each for a further term of four years.</p>	<p>280</p>
	<p>The Registrar takes the Chair for the first part of this item.</p> <p>11.2 ELECTION OF CHANCELLOR FOR 2020</p> <p>Note that, under:</p> <ul style="list-style-type: none"> • s177(3) of the Education Act 1989, the Chief Executive, staff members and the student member are not eligible to be elected as Chancellor or Pro-Chancellor. • s177(4) The Chairperson and Deputy Chairperson of a Council each hold office, subject to this section, for 1 year but are eligible for re-election. 		

	<ul style="list-style-type: none"> • The election of Chancellor and Pro-Chancellor will take place for a period starting on 01.01.2020 and ending 31.12.2020. <p>Procedure for Election of Chancellor Council 12.07.1974 resolved:</p> <ol style="list-style-type: none"> 1. The Registrar to call for nominations – each nomination to have a proposer and a seconder. 2. Should one nomination only be received the person nominated to be declared elected. 3. Should more than one nomination be received then a secret vote be held as follows: <ol style="list-style-type: none"> (i) Each member of Council entitled to vote be asked to write the name of the candidate for whom (s)he wishes to vote on a voting paper. (ii) The voting papers to be collected and the Registrar and one other member of the administrative staff to act as scrutineers. (iii) The Registrar to declare the nominee gaining the highest number of votes elected. In the event of an equality of votes the election shall be determined by lot. <p>11.3 ELECTION OF PRO-CHANCELLOR FOR 2020</p> <p>The Chancellor resumes the Chair for this part of the item.</p> <p>S177 of the Act provides:</p> <ol style="list-style-type: none"> 1. At the first meeting of a Council the Council shall elect one of its members to be the Deputy Chairperson of the Council. 2. Whenever a vacancy subsequently occurs in the office of Chairperson or Deputy Chairperson of the Council, the Council shall elect one of its members to fill the vacant office. 3. The chief executive, a member of staff or a student member are not eligible for election as the Deputy Chairperson. 4. The Deputy Chairperson holds office for 1 year. 5. The Deputy Chairperson of the Council of a university may be referred to as the Pro-Chancellor or by such other title as the Council determines. 		
	<p>11.4 ELECTION OF THE STUDENT REPRESENTATIVE ON COUNCIL</p> <p>11.4.1 Memorandum, 11.10.19 from the Returning Officer, Mrs Adrienne Cleland</p>	<p>The Chancellor moves that the memorandum. 11.10.19 from the Returning Officer be received and Mr Junyi (Johnny) Wang be appointed as the student representative on Council for a one year term (1 November 2019 – 31 October 2020).</p>	<p>281</p>
	<p>11.5 SHORTLISTING COMMITTEE FOR THE APPOINTMENT OF THE MĀORI REPRESENTATIVE ON COUNCIL</p>	<p>The Chancellor moves that Council appoint a short-listing committee as mentioned and nominate the one additional member.</p>	<p>283</p>

	11.5.1 Memorandum, 10.10.19 from the Chancellor regarding the Shortlisting Committee for appointment of the Māori representative on Council.		
	11.6 ELECTIONS OF STAFF REPRESENTATIVES ON COUNCIL The elections of one permanent member of the academic staff elected by the permanent members of that staff and one permanent member of the professional staff elected by the permanent members of that staff will run from 12pm on 23.10.19 and finish at 12pm on 06.11.19.	The Chancellor moves that Council note the elections of staff representatives on Council.	
12. FAREWELL	Mr George Barton will be ending his term of office on Council on 31.10.19.	The Chancellor moves that Council thank Mr George Barton for his contribution to the work of Council.	
13. GENERAL BUSINESS	None		
14. LEAVE OF ABSENCE	(for the meeting of 09.12.19)		

PUBLIC EXCLUSIONS

The Chancellor moves that the public be excluded from Part B of this meeting.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:

General subject of each matter to be considered:

Item No. 1.1	Council Meeting Minutes (Part B), 26.08.19
Item No. 2.1.1	Audit and Risk Committee Minutes, 02.10.19
Item No. 2.2.1	Capital Expenditure Committee, Minutes (Part B), 25.09.19
Item No. 2.2.2	Capital Expenditure Committee, Minutes (Part B), 04.10.19 (electronic meeting)
Item No. 2.2.3	Business Case
Item No. 2.2.4	Accommodation Portfolio Summary 2017 to 2028
Item No. 2.2.5	Impact of an above projected Price Increase of 1 %
Item No. 2.3.1	Finance Committee, Minutes (Part B), 25.09.19
Item No. 2.3.2	Financial Performance and Forecast for 2019
Item No. 2.3.3	Recreation & Wellness Centre – Contract Commitment Authorisation
Item No. 2.3.4	Domestic Student Fees 2020 and International Student Fees 2021 (Sections 5.5 and 5.6 and Appendix C)
Item No. 2.4.1	University Honours Committee Reports
Item No. 2.5	Naming Committee Reports
Item No. 3.1	Letter to the Chancellor

Reason for passing this resolution in relation to each matter:

The protection of the interests mentioned below.

Grounds under section 48(1) for the passing of this resolution:

Those in Section 9 of the Official Information Act 1982 namely:

- i) To protect the privacy of the persons referred to in the recommendations and to maintain the confidentiality of those recommendations;
- ii) To enable the University to carry on without prejudice or disadvantage negotiations; and
- iii) To prevent the disclosure or use of Official Information for improper gain or advantage.

AND THAT Adrienne Cleland, Peter Gudsell, Simon Neale, Brendan Mosely, Micheal Rengers, Todd Somerville and Wendy Verschaeren be permitted to remain for this part of the meeting, after the public has been excluded, because of their knowledge of, or need to be briefed about, the matters to be discussed. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because they relate to aspects of the administration of The University of Auckland for which those persons are responsible.

**The University of Auckland
Council Monday 21 October 2019**

CONFIRMATION OF DEGREES

DOCTOR OF PHILOSOPHY

Keegan Jonathan Flood in Mathematics
John Aubrey Hewitt in Civil Engineering
Halvor Hosar in Music
Dillon Alexander Landi in Education
Guangyun Li in Biological Sciences
Tanya Ngaire Eva Ruby Poppe in Optometry
Girish Singh Ramlugun in Bioengineering
Win Min Tun in Bioengineering
Shuqi Wang in Biological Sciences

MASTER OF ARCHITECTURE (PROFESSIONAL) WITH SECOND CLASS HONOURS FIRST DIVISION

Jordan Abraham Breetvelt
Se Jin Chun

MASTER OF ARCHITECTURE (PROFESSIONAL) WITH SECOND CLASS HONOURS SECOND DIVISION

Craig Brian Carvalho

MASTER OF ARTS WITH FIRST CLASS HONOURS

Shannon Hotu Eldridge in Criminology

MASTER OF ARTS WITH SECOND CLASS HONOURS FIRST DIVISION

Khaled Soltan in Media, Film and Television

MASTER OF COMMERCE WITH FIRST CLASS HONOURS

Qi Wang in Marketing

MASTER OF ENGINEERING STUDIES WITH FIRST CLASS HONOURS

Ardila Johan Erdiansyah in Electrical and Electronic Engineering

MASTER OF HEALTH PSYCHOLOGY WITH FIRST CLASS HONOURS

Vinayak Dev

MASTER OF HERITAGE CONSERVATION WITH FIRST CLASS HONOURS

Jean Marilyn Keay in Built Heritage

MASTER OF INTERNATIONAL BUSINESS WITH DISTINCTION

Minh Thuy Tran

MASTER OF LAWS WITH MERIT

Mellina Cristina Bortoli Caliman in Corporate and Commercial Law

MASTER OF LEGAL STUDIES WITH SECOND CLASS HONOURS SECOND DIVISION

Taryn Liaan Muir in Public Law

MASTER OF PHILOSOPHY

Ashna Sharan

MASTER OF PROFESSIONAL STUDIES WITH SECOND CLASS HONOURS FIRST DIVISION

Qian Wang in Education

MASTER OF URBAN PLANNING (PROFESSIONAL) WITH SECOND CLASS HONOURS FIRST DIVISION

Catherine Diana Bannister

BACHELOR OF ENGINEERING (HONOURS) WITH SECOND CLASS HONOURS SECOND DIVISION

Marisa Binti Abdul Manaf in Chemical and Materials Engineering

BACHELOR OF SCIENCE (HONOURS) WITH FIRST CLASS HONOURS

Emma Ann OBrien in Earth Sciences
Gina Grace Swanney in Earth Sciences

BACHELOR OF COMMERCE

Jessica Choy
Connor James Vincent Porter
Fangyi Wan

BACHELOR OF EDUCATION (TEACHING)

Alexandra Ellen Donaldson

BACHELOR OF LAWS

Tamzen Theresa Dunn

BACHELOR OF SCIENCE

Alin Mihai Corpodean
Sparsha Karingula

BACHELOR OF SCIENCE (CONJOINT)

Denisha Chetty

The University of Auckland
Council Monday 21 October 2019

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AWARD OF DIPLOMAS

POSTGRADUATE DIPLOMA IN EDUCATION

Juanyuan Chang

POSTGRADUATE DIPLOMA IN LANGUAGE TEACHING

Fanqi Meng

POSTGRADUATE DIPLOMA IN SCIENCE

Kelly Rebecca Nagy in Environmental Management

POSTGRADUATE DIPLOMA IN SOCIAL WORK

Fuatino Taliaoa Petelo

GRADUATE DIPLOMA IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Mirian Martin Ortega

Council Minutes Part A (Open Minutes) 26 August 2019		
PRESENT:	Mr St John (Chair), Professor McCutcheon (Vice-Chancellor), Mr Daniell, Ms Tarrant, Associate Professor Kawharu, Mrs Dunphy, and Mr Barton	
IN ATTENDANCE:	Professors Morrow and Metson, Mrs Cleland, Mr Gudsell, Ms McNaughton, the Women In Leadership Participants for 2019 and Mrs Verschaeren	
1. APOLOGIES	Mr Ferrier, Sir Ralph Norris, Ms Dawson, Ms Newsome, Associate Professor Sims	RESOLVED that the apologies be noted .
2. WELCOME	The Chancellor welcomed the Women In Leadership Participants for 2019	
3. DISCLOSURES OF INTEREST BY MEMBERS	The attention of Members was drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the Agenda of the meeting as set out in s175 of the Education Act 1989.	No further disclosures were made.
4. CONFERRMENT OF DEGREES	With the authority of Council, the Chancellor conferred the degrees as per the schedule provided to the meeting.	
5. COUNCIL MEETINGS	5.1 Council, Draft Minutes (Part A), 10.06.19	RESOLVED (Chancellor/Ms Tarrant): that the Minutes (Part A) of the Council meeting held on 10.06.19 be taken as read and confirmed .
	5.2 Matters arising from the Minutes (Part A), 10.06.19	No matters arising
6. VICE-CHANCELLOR'S REPORT	<p>The report was taken as read.</p> <p>The Vice-Chancellor presented the Report and he highlighted the following:</p> <p>The University continued to have a very good track record regarding health and safety. However, since the report was written, there had been a second significant health and safety issue involving a contractor. The person involved had suffered a</p>	RESOLVED (Chancellor/Mr Daniell): that the Vice-Chancellor's Report be noted .

	<p>severe cut on their hand when handling a glass panel in the new Engineering building. This incident would be included in the Vice-Chancellor's report for the October meeting. Notwithstanding this incident, the total number of health and safety issues remained very low.</p> <p>In addition to the alumni events mentioned under point 3.19, an additional event took place recently in Tonga; it was held by the Deputy Vice-Chancellor (Strategic Engagement), Professor Jenny Dixon and the Pro Vice-Chancellor (Pacific), Associate Professor Damon Salesa and had been well attended by alumni. Point 3.20 in the second line should read: "...had not only been met, but had also exceeded."</p>	
<p>7. REPORTS OF COUNCIL COMMITTEES</p>	<p>7.1 CAPITAL EXPENDITURE COMMITTEE</p> <p>7.1.1 Minutes (Part A), 19.07.19</p>	<p>RESOLVED (Chancellor/Mr Daniell): that the Capital Expenditure Committee Minutes (Part A), 19.07.19 be received.</p>
	<p>7.2 FINANCE COMMITTEE</p> <p>7.2.1 Minutes (Part A), 24.07.19</p> <p>The Chief Financial Officer (CFO), Mr Peter Gudsell spoke to this item and, more specifically, to the highlights of the Forecast Financial performance for 2019. He drew Council's attention to the continued satisfactory financial performance, which was the benchmark the University held itself to. Of particular interest was that the student numbers continued to grow this year with both domestic and international student numbers rising.</p> <p>In response to a question from a member of Council, the CFO explained that the approval of the new borrowing limit of \$600m was still in progress and it was anticipated that, when the approval would come though, it would include the requirement of monitoring and reporting.</p>	<p>RESOLVED (Chancellor/ Mr Daniell): that the Finance Committee Minutes (Part A), 24.07.19 be received.</p>
	<p>7.3 RŪNANGA</p> <p>7.3.1 Memorandum, 19.06.19 from the Pro Vice-Chancellor (Māori), Professor Cindy Kiro, regarding the Terms of Reference of Rūnanga</p> <p>7.3.2 Terms of Reference of Rūnanga – revised and current</p> <p>The following comments were made:</p> <ul style="list-style-type: none"> The Terms of Reference currently did not refer to the Treaty of Waitangi. One of the duties of Rūnanga was to inform Council on all matters Māori and one of the functions of Council was to acknowledge the principles of the Treaty of Waitangi. It might be appropriate to investigate whether the acknowledgment the principles of the Treaty of Waitangi should also be included in the Terms of 	<p>RESOLVED (Chancellor/Mrs Dunphy) that: Memorandum, 19.06.19 from the Pro Vice-Chancellor (Māori), Professor Cindy Kiro, be received and the revised Rūnanga Terms of Reference be deferred to the October meeting.</p>

	<p>Reference of Rūnanga.</p> <ul style="list-style-type: none"> Although the current membership of Rūnanga included elected members, there had been no elections in the last years, as it had been challenging to get nominations. <p>In the proposed new membership, only the student representatives would be elected (by Ngā Tauira Māori); the other members would be <i>ex officio</i> or appointed by the Pro Vice-Chancellor (Māori). Council noted that Rūnanga was actually an open forum, but, as a statutory body, it also reported to Council and needed to have members who could make the relevant decisions. Council asked if the Pro Vice-Chancellor (Māori) could investigate whether the membership of Rūnanga needed to continue having elected members.</p> <p>Council asked that the above comments be relayed to the Pro Vice-Chancellor (Māori) and deferred the item to the meeting in October.</p>	
<p>8. SENATE MATTERS</p>	<p>8.1 REPORT OF SENATE, 22.07.19</p> <p>This item was presented by Professor John Morrow, Deputy Vice-Chancellor (Academic) (DVC(A)).</p> <p>He drew Council's attention to the following:</p> <ul style="list-style-type: none"> The Review of the Department of Accounting and Finance: This review considered the need for the Accounting programme to enable its students to meet the necessary requirements when entering the accounting profession. The recommendations included in particular the strengthening of the data analytics and finance component of the degree. The Review of Te Kupenga Hauora Māori: this review identified a number of challenges for the unit. These issues derived from its distinctive position in the Faculty of Medical and Health Sciences. It was an academic unit in its own right, but its Head also had leadership responsibilities across the Faculty. A range of CUAP Amendments. These included a number of new programmes; more specifically a new specialisation in Structural Engineering for the Bachelor of Engineering (Honours) which would be managed by the Civil Engineering Department. This specialisation was a response to the post-Christchurch earthquake situation. The second significant new programme was the Master of Marine Conservation. A new Teaching Capability Model: Teaching Well at the University of Auckland (TeachWell@UoA). This framework had been developed by a working group, Chaired by Professor Graeme Aitken. It identified areas of teaching activity and determined criteria for evaluation. The aim was to raise the general teaching quality at the University and improve student experience. The Framework had implications for the Academic Development and Performance Review process. The 2020 Proposed programme Limitations. These were not a matter of 	<p>RESOLVED (Chancellor/Associate Professor Kawharu): that the recommendations in Part A of the Report of Senate, 22.07.19 be adopted and Parts B and C be noted</p>

	<p>controversy this year. A typographical error was noted on p. 37 of the document where in the last column, the proposed limits for the LLB Part II should read 410 and 420.</p> <p>Part Ai, 1 - 4: Reviews to be received by Council Part Aii, 5 - 11: Policy and other matters requiring Council approval Part B, 1: Matters for noting by Council Part C, 1-2: Matters handled under Delegated Authority</p> <p>The CUAP Proposals listed in the above report under Aii,5 were approved by the Vice-Chancellor by delegated authority on 23.07.19 to allow for their submission to CUAP on 01.08.19.</p> <p>Council asked management to look at expanding the content of the Senate Report to provide more detail, especially when a large quantity of documents required Council approval.</p>	
<p>9. CORRESPONDENCE REFERRED BY THE CHANCELLOR</p>	<p>No items received.</p>	
<p>10. OTHER MATTERS FOR DECISION OR NOTING</p>	<p>10.1 SEAL</p> <p>Since the Council meeting on 10.06.19 the seal has been applied to the following documents in accordance with the Council resolution of 18.02.1991:</p> <ol style="list-style-type: none"> 1. Facilities Agreement & Acknowledgement to ANZ Bank New Zealand Ltd from The University of Auckland - University of Auckland (Borrower) and ANZ Bank of New Zealand Ltd (Lender) 2. Facilities Agreement & Acknowledgement to the Hong Kong & Shanghai Banking Corporation Ltd from the University of Auckland - University of Auckland (Borrower) and The Hong Kong & Shanghai Banking Corporation Ltd (Lender) 3. Facilities Agreement & Acknowledgement to MUFG Bank Ltd, Auckland Branch from the University of Auckland - University of Auckland (Borrower) and MUFG Bank Ltd, Auckland Branch (Lender) 4. Facilities Agreement & Acknowledgment to Industrial & Commercial Bank of China (New Zealand) Ltd from The University of Auckland - University of Auckland (Borrower) and Industrial & Commercial Bank of China (New Zealand) Ltd (Lender) 	<p>RESOLVED (Chancellor/Mrs Dunphy): that the affixing of the seal to the listed documents be noted.</p>

	<ol style="list-style-type: none"> 5. Facilities Agreement & Acknowledgement to Commonwealth Bank of Australia, New Zealand Branch from the University of Auckland - University of Auckland (Borrower) and Commonwealth Bank of Australia, New Zealand Branch (Lender) 6. ISDA (International Swaps & Derivatives Association) 2002 Master Agreement – Kiwibank Ltd & The University of Auckland 7. ISDA (International Swaps & Derivatives Association) 2002 Master Agreement – ANZ Bank New Zealand & The University of Auckland 8. ISDA (International Swaps & Derivatives Association) 2002 Master Agreement – Commonwealth Bank of Australia & The University of Auckland 9. ISDA (International Swaps & Derivatives Association) 2002 Master Agreement – The Hong Kong and Shanghai Banking Corporation Ltd & The University of Auckland 10. ISDA (International Swaps & Derivatives Association) 2002 Master Agreement – MUFG Bank Ltd & The University of Auckland 11. ISDA (International Swaps & Derivatives Association) 2002 Master Agreement – Industrial & Commercial Bank of China (New Zealand) Ltd & The University of Auckland 12. Deed of Lease – Part L3, Snelgar Building, Waitakere Hospital – Waitemata District Health Board (Landlord) & The University of Auckland (Tenant) 13. Deed of Surrender of Lease – Part L3, Snelgar Building, Waitakere Hospital – Waitemata District Health Board (Landlord) & The University of Auckland (Tenant) 14. Acknowledgement to the Hong Kong and Shanghai Banking Corporation Ltd – The University of Auckland pursuant to Clause 2 of a negative pledge deed dated 30/6/2011 	
	<p>10.2 UNIVERSITY OF AUCKLAND INVESTMENT PLAN 2020-2022</p> <p>10.2.1 Educational Performance Indicator Commitments (EPIC) and statement from the Director of Planning Mrs Pamela Moss</p> <p>10.2.2 University of Auckland Investment Plan 2020-2022</p> <p>This item was presented by the Director of Planning, Mrs Pamela Moss. She drew Council’s attention to the following:</p> <p>The Investment Plan 2020-2022 has been prepared according to the requirements set out in the Gazette notice: Education (Proposed Investment Plans: Requirements, Content, Submission and Assessment; and Plan Summaries).</p> <p>The Investment Plan was the main document by which TEC approved the funding for the University. It was reviewed by TEC and received a very positive response.</p>	<p>RESOLVED (Chancellor/Mr Barton) that:</p> <ol style="list-style-type: none"> (i) The EPIC and statement from the Director of Planning be received; (ii) The Investment Plan 2020-2022 be approved for submission to the Tertiary Education Commission (TEC); and (iii) The Vice-Chancellor be delegated the authority to vary the document as required to take account of issues arising from discussions with TEC on the funding available for 2020 to 2022.

	<p>The University performance commitments to include in the document were provided by TEC and could not be chosen by the University. The Plan included the University's actual performance since 2014 and its proposed performance commitments. Because of a recent change to the Education Act and the requirements of the Investment Plan, the University was also required to include the performance commitments in the Annual Plan.</p>	
	<p>10.3 GRADUATION PROCESSIONS– UPDATE (tabled at the meeting)</p> <p>Memorandum from the Manager of Scholarships and Graduation, Mrs Margaret Crannigan-Allen</p> <p>Following the Christchurch shootings, the University had held discussions with New Zealand Police regarding increased risk of "Vehicle as weapon" at public events.</p> <p>After further engagement with New Zealand Police, a traffic Management Firm and Auckland Transport on how to mitigate this risk, a new process was proposed for the September Graduation Procession. At this event, the traffic management firm would employ a rolling process using vehicles to block off the streets where and when the procession was passing.</p> <p>Council will receive a report about this at the meeting in October.</p>	<p>RESOLVED (Chancellor/Vice-Chancellor):that the Council note the Graduation Processions – update</p>
<p>11. ELECTIONS – APPOINTMENTS</p>	<p>ELECTIONS – APPOINTMENTS</p> <p>11.1 Memorandum, 29.07.19 from the Chancellor regarding the Council Appointments Statute</p> <p>11.2 Council Appointments Statute – revised</p> <p>11.3 Council Appointments Procedures – revised</p> <p>11.4 Elections Procedures – Revised</p> <p>11.5 Contact List for Expressions of Interest for the Māori member</p> <p>11.6 Statement of Skills and Experiences Sought Relevant to Vacant Positions</p>	<p>RESOLVED (Chancellor/Ms Tarrant): that Council:</p> <p>i) Adopt the revised Council Appointments Statute subject to the correction of typos,</p> <p>ii) Approve the revised Council Appointments Procedures and attached forms</p> <p>iii) Approve the revised Election Procedures;</p> <p>iv) Approve the Contact List for Expressions of Interest for the Māori member; and</p> <p>v) Note the Statement of Skills and Experiences Sought Relevant to Vacant Positions.</p>
<p>12. GENERAL BUSINESS</p>	<p>None</p>	

13. LEAVE OF ABSENCE	(for the meeting of 21 October 2019) No leave of absence was requested.	
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PUBLIC EXCLUSIONS

RESOLVED (Chancellor/Vice-Chancellor): that the public be excluded from Part B of this meeting.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:

General subject of each matter to be considered:

- Item No. 1.1 Council Meeting Minutes (Part B), 10.06.19
- Item No. 2.1.1 Animal Ethics Committee Membership Report
- Item No. 2.2.1 University of Auckland Human Participants Ethics Committee
- Item No. 2.3.1 Auckland Health Research Ethics Committee
- Item No. 2.4.1 Capital Expenditure Committee, Minutes (Part B), 19.07.19
- Item No. 2.4.2 Revised CEC terms of reference and revised delegations to the Vice-Chancellor
- Item No. 2.5.1 Finance Committee, Minutes (Part B), 24.07.19
- Item No. 2.5.2 Financial Performance and Forecast for 2019
- Item No. 2.6. University Honours Committee Reports

Reason for passing this resolution in relation to each matter:

The protection of the interests mentioned below.

Grounds under section 48(1) for the passing of this resolution:

Those in Section 9 of the Official Information Act 1982 namely:

- i) To protect the privacy of the persons referred to in the recommendations and to maintain the confidentiality of those recommendations;
- ii) To enable the University to carry on without prejudice or disadvantage negotiations; and
- iii) To prevent the disclosure or use of Official Information for improper gain or advantage.

AND THAT Adrienne Cleland, Professors John Morrow and Jim Metson, Peter Gudsell, Colleen Seth, Pamela Moss and Wendy Verschaeren be permitted to remain for this part of the meeting, after the public has been excluded, because of their knowledge of, or need to be briefed about, the matters to be discussed. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because they relate to aspects of the administration of The University of Auckland for which those persons are responsible.

The meeting closed at 5.50 p.m.

The meeting went into Public Excluded session at 5.15 p.m.

Approved as a true and correct record.

Scott St John, Chancellor

Date

VICE-CHANCELLOR'S REPORT TO COUNCIL 21 October 2019

1. HEALTH AND SAFETY

Indicators		Last Year	Current Year			
			To Date (1 October)		End of Year	
		Actual	Target	Actual	Target	Forecast
87	Rates of accidents and injuries	515	452	379	≤ 750	≤ 750

Comment:

There have been three notifiable incidents recorded in 2019.

There have been two 'notifiable events' since the last report: one involving a student who received a small splash of concentrated acid to an eye; the other to a contractor who came into contact with a poorly terminated live electrical cable. Neither person was badly injured, but the incidents were reported due to their potential severity. There was also an additional injury to a sub-contractor in the new Engineering building who sustained a badly lacerated hand when a large pane of glass fell from an A-frame. This incident was reported to WorkSafe NZ by the Principal Contractor in charge of the site as the PCBU with primary control. Of the total number of accidents and incidents reported by the University for 2019 to date, 0 are classified as 'notifiable event' involving 'staff', 1 for 'students', 2 for 'contractors' and 0 for 'third parties'.

An update on developments follows:

Current HSW Issues

1. The University Health, Safety and Wellbeing Committee met on 17 September to discuss, inter alia:
 - Changes to health and safety risks recorded on the Enterprise Risk Register
 - Progress update on the asbestos project
 - Policy development on e-scooters and e-bikes
 - Proposed changes to WorkSafe guidance on hazardous substances
2. The University continues to deal with a number of confirmed and suspected cases of measles, the incidence of which is increasing in line with the wider national outbreak. An incident management team has been in place since 7 August, coordinating all communications to classes and other contacts. There have been 21 confirmed cases to date, comprising 15 students, 4 staff, 1 child in care and 1 visitor.

Incident Data

The remaining information provides detailed health and safety lag indicator statistics for the University during the period 01 January– 30 September 2019. The incident data, including accidents, are presented at University level and broken down by Faculty or Service Division level, where appropriate. Additional Faculty and Division information has been provided in Tables 6 and 7.

Table 1: 'Notifiable Event' Occurrences by Month

**Usage is based on approximate employee headcount of 5,250 employees and 41,866 students. Serious Harm is a 'notifiable event' reported to WorkSafe New Zealand. Figures have been adjusted to reflect the date of incident occurrence not the date notified, as per previous reports.*

Notifiable Event	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Employee	0	0	0	0	0	0	0	0	0				0
Student	0	0	0	0	0	0	0	1	0				0
Contractor	0	0	0	1	0	0	0	0	1				1
Third Party	0	0	0	0	0	0	0	0	0				0
Total	0	0	0	1	0	0	0	1	1				3

*Data added in retrospect.

3 Notifiable events for period January to September 2019.

Table 2: Injuries by Month

An Injury is defined as when "an accident has given rise to injury or ill health."

Injury	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Student	0	5	18	11	15	5	3	6	5				68
Employee	18	26	19	17	31	24	25	19	6				185
Contractor	0	0	0	0	0	1	0	0	1				2
Third Party	0	0	3	0	0	0	3	0	4				10
Total	18	31	40	28	46	30	31	25	16				265

Table 3: Incidents by Month

An Incident is defined as "any unplanned event having a potential for injury, ill health or damage to plant, property, equipment or the environment. This may also be termed a 'near-miss' or 'close call'."

Incident	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Student	0	0	5	0	3	1	2	5	0				16
Employee	1	8	16	6	13	9	10	9	7				79
Contractor	0	0	0	0	1	1	0	0	0				3
Third Party	0	1	0	0	0	1	0	2	1				5
Total	1	9	21	7	17	12	12	16	8				103

6

Table 4: Treatment Required by Month

Table only shows treatment for employees.

Treatment	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
No Treatment	3	4	4	2	8	6	5	5	0				37
First Aid	11	16	7	10	15	13	16	13	4				105
Medical Treatments	4	5	8	5	8	5	4	1	2				42
Hospital	0	0	0	0	0	0	0	0	0				0
Total	18	25	19	17	31	25	25	19	6				184

Table 5: Lost Time Injuries by Month

Table only shows LTI for employees.

Lost Time Injury	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Number of LTIs	1	3	5	1	2	0	1	0	0				13
Total Days Off	0	0	0	0	0	0	0	0	0				0

Employee	Notifiable Event	Injury*	Incident	Total
Academic Services	0	7	0	7
Bioengineering Institute	0	0	2	2
Campus Life	0	17	10	27
Chief Digital Officers Office	0	2	0	2
Communications & Marketing	0	0	0	0
Equity	0	3	0	3
Faculty of Arts	0	13	4	17
Faculty of Business & Economics	0	12	3	15
Faculty of Creative Arts & Industries	0	4	3	7
Faculty of Education & Social Work	0	12	2	14
Faculty of Engineering	0	12	4	16
Faculty of Law	0	3	2	5
Faculty of Medical & Health Sciences	0	23	12	35
Faculty of Science	0	28	20	48
Finance	0	2	0	2
Human Resources	0	5	3	8
Information Technology Services	0	2	1	3
Libraries & Learning Services	0	4	2	6
Liggins Institute	0	1	3	4
Māori	0	0	0	0
Org Performance & Improvement	0	3	0	3
Planning & Information	0	0	0	0
Property Services	0	10	6	16
Research Programmes	0	0	0	0
School of Graduate Studies	0	0	0	0
Strategic Engagement	0	7	0	7
Tāmaki	0	0	0	0
UniServices	0	9	4	13
University Management	0	1	0	1
Total	0	180	81	261

**Table 6:
Faculty/Service Division Breakdown Employee**

* Notifiable event is included in the Injury Total. Note - data has been modified and back dated to reflect the changes in the service division restructures.

Employee	Notifiable Event	Injury*	Incident	Total
Academic Services	0	0	0	0
Bioengineering Institute	0	0	0	0
Campus Life	0	0	12	12
Chief Digital Officers Office	0	0	0	0
Communications & Marketing	0	0	0	0
Equity	0	0	0	0
Faculty of Arts	0	1	1	2
Faculty of Business & Economics	0	0	1	1
Faculty of Creative Arts & Industries	0	0	1	1
Faculty of Education & Social Work	0	0	0	0
Faculty of Engineering	0	1	2	3
Faculty of Law	0	0	0	0
Faculty of Medical & Health Sciences	0	31	0	31
Faculty of Science	1	25	7	33
Finance	0	0	0	0
Human Resources	0	0	0	0
Information Technology Services	0	0	0	0
Libraries & Learning Services	0	0	1	1
Liggins Institute	0	0	0	0
Māori	0	0	0	0
Org Performance & Improvement	0	0	0	0
Planning & Information	0	0	0	0
Property Services	0	0	0	0
Research Programmes	0	0	0	0
School of Graduate Studies	0	0	0	0
Strategic Engagement	0	0	0	0
Tāmaki	0	0	0	0
UniServices	0	1	0	1
University Management	0	0	0	0
Total	1	59	25	85

**Table 7:
Faculty/Service Division Breakdown Student**

* 'Notifiable Event' is included in the Injury Total

Table 8: Nature of Report

Number of Incidents	2018	2019	Trend
Illness	0	1	↑ by 1
Incident	135	81	↓ by 54
Injury	375	278	↓ by 97
Near Miss	12	22	↑ by 10
Total	522	382	↓ by 140

* Illness tally has been amended due to events being found to be "non-work related" after investigation. Investigation was done for 2018 and 2019 events.

Costs for Injuries	2018	2019	Trend
Injury Costs for UoA	\$ 96,320.24	\$ 42,620.79	↓ by \$ 53,699.45

2. ACCOMPLISHED AND WELL-SUPPORTED STAFF

2.1 On 10 September 2019, Emeritus Professor Graeme Aitken was formally acknowledged for his distinguished 42-year career with a Lifetime Achievement Award. Presented by Hon. Chris Hipkins, Minister of Education, at the annual 'Prime Minister's Education Excellence Awards', the award was a fitting accolade for a popular and dedicated educator who spent nine years as the Dean of the Faculty of Education and Social Work. Graeme, who formally retired from the Dean's role in 2017, currently works in Vice-Chancellor's Office as the Director of Educational Initiatives, which includes Stem Online NZ.

2.2 Congratulations to Professor Cristian Calude in Computer Science who has been awarded the Romanian National Order 'Faithful Service' in the degree of Knight, by the President of Romania. The citation acknowledges the contribution of Professor Calude to the development of computer science and mathematics, as well as his "dynamic involvement in the sphere of cultural-educational relations between Romania and New Zealand".

2.3 Congratulations to four University of Auckland staff who have received national Tertiary Teaching Excellence Awards in the 2019 round – Associate Professor Andrew Luxton-Reilly, Faculty of Science; Dr Ngarino Ellis, Faculty of Arts; Peter Bier, Faculty of Engineering; and Andrew Eberhard, Faculty of Business & Economics. Dr Ellis was nominated in the Kaupapa Māori category and Associate Professor Luxton-Reilly, Mr Bier and Mr Eberhard in the General Category.

2.4 Alex Thomas has been appointed to the position of Director, Research Strategy and Integrity. Alex has ten years' experience in Research and Impact strategy development and delivery. She brings international experience from the UK, where she was responsible for contributing to the University of Liverpool 2026 strategy and overseeing the delivery of strategy across a devolved research service structure. She has managed major strategic projects, such as the UK Research Excellence Framework (REF) 2014 submission, as well as multi-million pound strategic bids such as the EPSRC Centres of Doctoral Training. Her previous roles in both faculty and central service

divisions gives her a strong understanding of the operating environment of a research-intensive university such as the University of Auckland. This experience, as well as the work Alex has done over the last 12 months to form strong relationships across the University and with our colleagues at UniServices, will make a major contribution to the achievement of our strategic objectives in a very dynamic research landscape.

2.5 Dr Greg Murison has been appointed to the role of Executive Director Strategic Growth at UniServices. Greg trained as an immunologist at the University of Otago and worked as a scientist in the UK and in the School of Medicine at the University of Auckland before joining the New Zealand biotech start-up Genesis Research and Development in 1994. After a long career at Genesis, culminating in the roles of Head of Research and Development (2003-2004) and Chief Scientific Officer (2004-2010), Greg joined AgResearch where he held a number of roles in science leadership and business development, including Partnership and Programme Director (2011-2016) and Research Director (2016-2019). In addition to his knowledge and experience engaging with granting bodies, commercial research partners and National and International research consortia, Greg brings with him the first-hand experiences gained as an active researcher in academia and in business.

2.6 Toni Laming has been appointed Executive Director Business Units at UniServices. Toni has worked in management and corporate strategy and development roles in a wide range of industries including fast-moving consumer goods, manufacturing, dairy and energy, and has led major teams in multiple countries. In addition to significant corporate roles, Toni also worked in the public-benefit arena. She is currently a Board Trustee of World Vision NZ and a facilitator for SpringBoard Trust, New Zealand's Strategic Leadership programme for school principals. Toni has a BSc in Chemistry/Applied Chemistry from the University of Kwazulu, Natal, South Africa and she is also a graduate of the Advanced Management Programme at INSEAD in France. She will take up position on 13 January 2020

2.7 Rachel Stansfield has been appointed to the new position of Associate Director Campus Life, Service Improvement. Rachel has had an extensive career in service improvement, business transformation, customer experience design and product design through a number of roles at Spark over the past 19 years. In this new role, Rachel will work closely with other Campus Life Associate Directors and other leaders across the University to develop student service improvement strategies and initiatives, especially where a great student experience requires work across multiple service areas.

2.8 Sean Smith has been appointed Associate Director Campus Life, Sports and Recreation. For the last ten months, Sean has done an excellent job serving as the Acting Associate Director for Sports and Recreation.

2.9 The embedding of Connect Business Relationship Managers (BRM) into faculties has focused on developing a greater understanding of technology opportunities. This has involved conversations with stakeholders in both Faculties and Service Divisions to better understand how application roadmaps and priorities may support Faculty needs.

Key technology opportunities include:

- The Faculty of Science Flexible IT Workspace (FlexIT) pilot results are being shared with the Science Advisory Board to improve visibility and awareness and to help prepare other Schools for the introduction of FlexIT.
- The new Design School requirements include an interim BYOD approach. Other Design School technology needs include software requirements (approximately 300 individual software items), computer fleet ordering, as well as specialised technical equipment.

- The new Faculty of Engineering Building 405 has a wide range of technology needs to be delivered. At this time, the delivery of technology is on track, including the computer hardware, print devices, a student-bookable room-booking system and a visitor-booking solution.
- The Faculty of Arts have introduced Computer-based exams with no issues reported to date.

2.10 Improvements to the IT Portal have resulted in quicker outcomes that benefit staff and the Staff Service Centre (SSC). These improvements have enabled the proportion of tickets resolved by the SSC (rather than being referred to specialists in Connect) to increase from 45% to 57% over the last three months.

2.11 The New Zealand eScience Infrastructure (NeSI) has established a new range of high-performance computational data science applications to enable cutting-edge research and is facilitating a range of discussions with researchers on improving their computational data science skills and practices.

2.12 The objectives of the Academic Leadership Framework project are to provide clarity and consistency in academic leadership roles, provide a delegations framework that supports effective decision-making and ensure appropriate recognition and support is provided to those in academic leadership roles. VCDD has endorsed generic role descriptions and guidelines for faculty and LSRI leadership roles, which include the roles of Deputy Dean/Director and four core Associate Dean/Director roles. The guidelines cover a set of principles, the support package, workload support and the reporting lines, selection and appraisal. Faculty/LSRI-specific transition plans are to be developed. The Programme Director role is now being considered with the assistance of a number of staff undertaking these roles. Delegation framework principles and structures have been endorsed by Education Committee and Senate.

2.13 The IRiS Benefits Realisation and Transition programme of work continues with a focus on completing in-scope deliverables and transitioning ownership of operational activity and ongoing improvements to functional areas. The programme will close at the end of 2019 and scope to be delivered in that time includes;

- Continued improvements to research reporting
- Agreeing and setting of research KPIs and targets
- Development of a research service improvement plan
- The development of Service Standards for research support and for technical services.
- Continuation of professional development for staff
- Establishment of a CoP for Technical Services
- Research accounting improvements and project budget simplification
- Definition of the BAU governance model for the research and technical services
- Accounting changes to manage research facilities and capabilities
- IT system improvements for pre-award activity
- A review of administrative support requirements for Research Centres

2.14 The Job Evaluation and Remuneration project will deliver a new job classification system for professional staff positions. The objective is to equip the University with a modern, robust, fair and transparent remuneration and reward framework for professional staff.

2.15 The Recruitment Technologies Project is implementing a solution to improve the University's online recruitment and onboarding experience for job applicants and new staff. The project went live on 2 September 2019. This included SmartRecruiters (the applicant tracking software), end-to-end system integration, and standardised business processes to support the recruitment of the best possible candidates through better applicant experience. SilkRoad Onboarding software has been implemented to manage all hires, after offer acceptance. This provides a consistent candidate experience, improves data integrity, reduces the effort to collect candidate data, and ensure acceptance of University policies. Jobs are now published externally on a new careers page on the University website and also through the University Facebook site. An extensive re-design of the HR Recruitment Staff Intranet pages is now available to provide comprehensive advice and guidance.

3. ABLE STUDENTS, SUCCESSFUL GRADUATES AND ALUMNI

Indicators		Last Year	Current Year			
			To Date (1 October)		End of Year	
		Actual	Target	Actual	Target	Forecast
32&37	Total EFTS	33,805	34,280	34,127	34,342	34,207
30,31,35,36	% Research postgraduate EFTS	8.9%	8.9%	8.6%	8.7%	8.8%
29&34	% Taught postgraduate EFTS	16.3%	16.0%	16.0%	16.0%	16.0%

Comments on the KPIs:

At a University level, EFTS have grown by 355 EFTS compared with this time last year (domestic and international). Now that the second semester and the fourth quarter have been finalised, there isn't a lot of movement in the enrolments to be expected for the rest of the year. At the faculty level there is some movement between the current forecasts and the final end-of year-result but the variations between faculties make the current forecast a reliable outcome. The final EFTS forecast will be run in mid-October and will provide the final predicted outcomes for 2019.

Postgraduate taught masters enrolments (7T) have shown good growth this year. The growth has been in international masters enrolments, with domestic enrolments holding at 2018 numbers; this has resulted in overall level 7 taught postgraduate enrolments being above budget. At year-end, the undergraduate EFTS will be about 150 EFTS below budget (-0.5%) and research postgraduate about 20 EFTS (-0.7%) below compared with budget.

Domestic EFTS are at exactly the same level as at this point in 2018, although with a different distribution between the funding levels. Undergraduate EFTS have increased by over 30 EFTS and postgraduate research EFTS by almost 20 EFTS, but taught postgraduate EFTS (mainly associated with pre-service teacher education) have reduced by close to 50 EFTS. The value of the domestic EFTS is around 1% above the TEC-funded allocation and will be funded following the final SDR submission.

International EFTS are already over budget by 170 EFTS, this will likely increase with another 20 EFTS by the end of the year. The taught masters programmes have contributed to the growth with further growth expected as the students associated with articulation agreements between Chinese university partners and the Faculty of Science progress to the honours and masters programmes. Almost 28% of our current international students are enrolled in PGT courses, while only 13% of our domestic-funded students are enrolled at that level.

Indicators		Last Year	Current Year			
			To Date (1 October)		End of Year	
		Actual	Target	Actual	Target	Forecast
41	Doctoral theses completions	394	411	347	520	447
40	Masters theses completions (PBRF eligible)	888	614	670	794	827

Comments on the KPIs:

The number of research masters completions is on track to exceed the target of 794 completions. With 827 completions the forecast for the end of year is slightly lower than 2018, which was an exceptionally good year. The number of doctoral completions is forecast to be lower than the target, but remains above 2018 completions.

The number of commencing doctoral students, which provides the pipeline of future years' completions, is higher than at this point in 2018. With 545 commencing doctoral students now enrolled, that is an increase of 43 students compared to last year. Of the 545 new doctoral students, 248 are local and 297 are from overseas, compared to respectively 229 and 273 in 2018.

3.1 Open Day, the University's key undergraduate recruitment event, was held on 31 August. It was a very successful day with around 10,000 school leavers, family and whanau experiencing the campus, attending lectures and finding out about student life. Attendance appeared to be higher than in 2018, with lecture headcounts at 30,105, an 11.2% increase over 2018. Bus registrations were also up, 30% on 2018 and 76% on 2017. There were 188 sessions delivered on the day, including lectures, tours and activities.

A follow-up message has been sent to attendees who registered and was opened by 60% of them. Feedback included:

"I thought it was so incredible. I was completely sold on going to XX University, however after the Open Day it will be a hard decision for me as I fell in love with Auckland University and the support and campus and facilities etc. I was blown away! Everything was so easy to find, the clear signage and helpful staff made it a breeze."

"Having the HOD of a particular large department turn up personally to present and to talk casually with students really does make an impact."

The International Office and 360 International attended booths and gave presentations at the University Open Day.

The International Office also held Open Days for UP Education, 3 September, and Taylors College, 12 September.

3.2 Mental Health Awareness Week occurred 23-27 September with the theme *Be kind, take time*. A number of events for both staff and students were hosted around the University. This was a University-wide initiative aiming to ensure both staff and students get the required help and support when it comes to mental health and wellbeing.

3.3 The FMHS Waka Ama team competed in the Queen Lili'uokalani Race on the Big Island of Hawaii in early September. They placed 6th in the mixed open category for the 29km paddle and 6th overall in the 12-person double-hull race.

3.4 The Accommodation team achieved level 3 accreditation in UniCAN. The University of Auckland is now the only unit in New Zealand to be awarded level 3. UniCAN: Changing Alcohol Norms, is a 4-level accreditation programme, which comprises a set of national industry standards for university residential service providers to achieve and maintain.

3.5 On 12 September, Te Ako o Te Tui, the University's largest Early Childhood Education Centre in Grafton, received their full operating license from the Ministry of Education.

3.6 A record number of 123 cyclists participated in the Recreation Centre's annual cycling event, Tour de Gym. Overall, the event raised \$515 for the Cancer Society.

3.7 The Women's Tertiary Basketball Team won the women's national final in Christchurch against AUT. University of Auckland student, Olivia Berry, was named the tournament's MVP.

3.8 A "Digital Course Outline" pilot was launched on 16 September 2019. Feedback from Summer School courses will be used to refine the system in time for Semester One, 2020.

3.9 The latest Audio Visual over Internet Protocol (AV over IP) control system was installed in the new B405 Engineering Building. This system allows overflow facilities between any of the teaching spaces in the entire building.

3.10 The teaching technology fit-out is being prepared for the new Manukau Campus for use by 1 March 2020.

3.11 Over the last 12 months, the Student Digital Journey project has been working to improve the experience of University applicants, with the launch of a new 'Apply to Study' system. As of September, this system is now available for applications to all of the University's undergraduate and postgraduate programmes (excluding doctoral) - making for an improved online experience for applicants, advisers and staff.

3.12 The Student Digital Journey team is now progressing the delivery of a new Agent Application Centre for international recruitment agents and a new tool for high-school students to help navigate the often-overwhelming study and career options available. The tool will provide study and career suggestions based on information these students provide about themselves and their interests. University staff have been visiting schools in the Auckland region to involve students in the design of the tool with a pilot scheduled for November

3.13 The admissions process for 2020 is well underway. Overall the number of domestic applicants for semester one is down slightly

(-0.5%) on the equivalent date last year whereas the number of international applicants is up 15%. The decrease in domestic applicants is not unexpected as New Zealand school leaver numbers have been declining in line with demographic trends. The new Apply to Study application platform requires supporting documents to be provided up-front which may have an impact on these year-on-year comparisons through minor delays in the timing of applicant submissions. Having these supporting documents up-front is also expected to shorten University response times.

3.14 Fast-track offers to high-achieving domestic school-leavers will commence the first week of October. The offer process has been extended this year to include new programmes and New Zealand-based international school-leaver applicants.

3.15 Enrolment into all 2020 courses opens on Friday, 1 November 2019, and initiatives are in progress to improve the enrolment experience by reducing the likelihood of students needing to submit concession requests.

3.16 Scholarships - a record number of applications was received for our four main school leaver scholarships – with over 3,000 applications being received by the closing date. The Committees have since met and scholarship offers will be made in the first week in October – many of these with an accommodation component. All committees commented on the high quality of the applications.

3.17 Spring Graduation took place on 24 September with a record 2250 graduands attending in person. Additional measures, including a Traffic Management Plan, were implemented in response to new security concerns and requirements. Unfortunately, the procession was cancelled on the day due to inclement weather.

3.18 On 27 September, the annual Blues Awards ceremony was hosted at the Pavilion on Old Government House lawn. Eight major awards, and 130 Blues, were presented to students who achieved in sports, arts and culture, innovation, and service and leadership. This was the first year the University ran an innovation category.

3.19 The CAI Design Programme will complement the University's comprehensive educational offerings at the intersection of art, design and science. From 2020, the University will offer a Bachelor of Design degree together with a suite of conjoint options that allow students to pursue a second undergraduate degree alongside Design. There are conjoint options for Design and Advanced Science, Arts, Commerce, Engineering, Global Studies, Health Sciences, Law, Music, Property, and Science. A Master of Design degree will be added in 2021. [Dr. Deb Polson](#), Head of Design, had already aligned the Design Programme with the United Nations' Sustainable Development Goals (SDGs) when the University of Auckland was ranked 1st in the world for impact in the inaugural University Impact Rankings by Times Higher Education. Just like the University of Auckland, the Design Programme is about developing the world in a sustainable way and aims to prepare designers to tackle the significant local and global issues of our time, for jobs that don't yet exist and technologies that have yet to be invented. Student enrolment in the undergraduate programme is tracking well. Staff recruitment is complete with key academic positions filled. The construction element of the project commenced in August. Physical works are on track for completion in January 2020.

3.20 The Doctoral Candidature Management project will deliver a personalised end-to-end online process for doctoral candidates, providing a world-class doctoral experience for our students. Haplo, the preferred solution vendor, has been onsite since early July and has commenced development activity. The project is anticipated to run until April / May 2020.

3.21 STEM Online NZ is an interactive online teaching and learning resource for NCEA externally assessed standards in STEM (science, technology, engineering and mathematics) subjects. The online resources are funded by a private donor and the resource is available to all secondary schools in New Zealand, at no cost.

The project team is developing online resources in three subject areas; Mathematics, Physics and Chemistry. In addition to this, the team was contracted by the Ministry of Education to develop six Digital Technologies online courses in both English and Te Reo Māori. Due to the positive feedback from teachers and students to the first courses, the contract has been extended to include the development of a further six online courses. There are now 1,683 students from 96 schools registered and accessing STEM Online NZ resources and a further 211 schools and 5,551 students registered and using the Digital Technologies resources.

3.22 The goal of the Student Services Strategy initiative is to "develop and agree the Student Services Strategy and set up a programme for implementing identified key initiatives." The aspiration or vision for the strategy is to provide a transformative and inspirational student services experience which encourages a lifelong connection with UoA. Themes from 2018 workshops with a diverse group of students and a wide range of academic and professional staff were collated and then distributed to participants in March 2019. Further workshops with stakeholders helped to strengthen the draft strategy which was endorsed by SLT for a two-month university-wide consultation commencing in July. Feedback is being collated and themed and will inform further refinement of the strategy prior to finalisation.

3.23 The following Alumni and Friends events took place in August and September:

- On 14 and 15 August events took place in Melbourne and Sydney, attracting more than 50 guests at each. Both events were hosted by the Vice-Chancellor with the Associate Director of Development, Mary Jane Boland, as MC. Dean of Engineering Professor Nic Smith was guest speaker, addressing the For All Our Futures Campaign question "Can we propel NZ into a new space age?"
- On 20 August an alumni and friends reception was held in Tonga and drew around 60 attendees. It was hosted by Deputy Vice-Chancellor (Strategic Engagement) Professor Jenny Dixon and Associate Professor Damon Salesa (Pro-Vice Chancellor, Pacific). The NZ High Commissioner Tiffany Babington and Dr Sisikula Sisifa addressed the gathering. The Shades, a group of four Tongan and Samoan students, sang to a very receptive audience.
- On 11 September 40 Waikato-based alumni and friends attended an event in Hamilton hosted by the Vice-Chancellor. The guest speaker was Research Fellow, Marine Science, Dr Julie Hope, who addressed the question "Can we have clear rivers and seas?"

3.24 Raising the Bar 2019 was a great success with more than 1300 alumni, staff, students and members of the public participating. On 27 August in 10 bars around central Auckland, 20 University of Auckland lecturers gave talks on a wide variety of subjects. It was the third year in a row that the event has been held in Auckland. The event is a worldwide initiative aimed at making education part of a city's popular culture. There was strong interest from the media, including from RNZ, which will be broadcasting talks nationwide over the coming months.

4. HIGH QUALITY RESEARCH THAT BENEFITS SOCIETY

Indicators		Last Year	Current Year			
			To Date (1 September)		End of Year	
		Actual	Target	Actual	Target	Forecast
59&60	Total external research income earned (\$M)	284.0	183.0	200.1	279.3	296.5

Comments on the KPIs:

The financial forecast and actuals are as at 1 September because the actuals as of 1 October are currently not available. The total external research income remains above target and the forecast has been adjusted to reflect this.

4.1 The 2019 MBIE Endeavour Fund results for Research Programmes and Smart Ideas were announced on 16 September. The University was successful in being awarded two Research Programmes amounting to \$18.9m, and eight Smart Ideas amounting to \$7.9m, representing 11% of the national total of \$240.8m, down on the results for 2018 of 16% of the national total.

5. A SUSTAINABLE, AUTONOMOUS UNIVERSITY

Indicators		Last Year	Current Year			
			To Date (1 September)		End of Year	
		Actual	Target	Actual	Target	Forecast
75	Total revenue (\$M)	1,202.0	905.4	1,085.8	1,213.6	1,247.8
92	Revenue achieved as a % of budget	101.2%	100.0%	119.7%	100.0%	102.7%

Comments on the KPIs:

The current positive position is partially driven by the higher than budget EFTS contributed by international full fee students and by the in-advance payment of Fees Free support. The forecast reflects the increase in international EFTS compared to budget as well as the continued shift to higher-funded courses.

5.1 B405 Engineering is in the final commission and fit-out stages of the project. The construction market and supply chain in Auckland continues to be challenging and the project will handover approximately one month behind programme. The faculty move programme is

on target for all areas to move over the summer break. The Faculty of Engineering is expected to start using the building in some research areas in December.

5.2 Progress on the new Waiparuru Student Hall Site at 35 Whitaker Place continues to be challenging. The programme remains around eight weeks behind and has been impacted by adverse weather conditions. The Contract Completion date, 19 December 2019, will not be achieved, however the majority of the building will be ready for occupation in February 2020.

5.3 Park West B507 remains slightly behind programme due to subcontractor resource issues. Concentration of resources on Stage 1 will enable us to move Tamaki staff and students on time, including Clinics go-live. These resourcing challenges impact Stage 2, but teaching spaces will be ready on time.

5.4 The Thomas Building B110 (SBS) Level 1 fit-out remains on target for completion despite unexpected building faults causing early delays. B110 Level 4 asbestos removal will be complete in mid-October, bringing the bulk of the asbestos works on this project to a close and leaving only a few small well-contained pockets to be addressed at future opportunities.

5.5 The Recreation and Wellness Centre (RWC) Detailed Design continues and the process for selecting the Main Contractor is advancing. Planning continues for the Sector 300 RWC Enabling and Interface Works with the initial preparatory works being undertaken during the Semester One/Two break. Two contractors have been appointed and works will commence as planned on 18 November 2019. Planning continues for the structural and fire upgrades to KEIC B315. A contractor has been appointed and work will commence as planned on 18 November 2019. Works to the temporary gym at 70 Stanley Street will commence in October with the aim of being complete and operational by Semester One 2020.

5.6 The South Auckland/Epsom Strategic Initiatives Programme has three major areas of focus:

1. Relocation of the Faculty of Education and Social Work (FESW), including the Epsom Marae, to the City Campus, and enabling all current Epsom-based teaching to be delivered from the City Campus.
2. Defining the University's presence in South Auckland, post 2019, and provisioning a new Campus to enable that presence once the University vacates its current premises on the Manukau Institute of Technology (MIT) campus.
3. Defining the University's future presence at Tai Tokerau, and preparing a brief for Property Services, that will enable that presence.

The design phase to relocate the Faculty of Education & Social Work from Epsom to the City Campus is well advanced with the completion of Concept Design for all of the discrete buildings and projects that make up the proposed FESW City Campus accommodation. Faculty engagement and briefing is also well advanced with the completion of round two of the FESW user group workshops and a third round to complete by mid-October. The first of the FESW to City enabling projects providing additional Pool Teaching in B201E Levels 3 and 4 has just completed Developed Design with the procurement process to be undertaken before the end of the year, allowing for construction to commence at the start of 2020. Development of the programme of physical works required to ready the spaces for the faculty, is anticipated

to be completed by the end of 2019. Work continues on scoping the aspects of the move that are not accommodation-related and forming and progressing the relevant working groups to support these.

A new South Auckland site has recently been secured at 6 Osterley Way, in central Manukau. The site will enable the continuation of our current activities in South Auckland, as well as additional future activities in regard to an extended Foundation Programme. The provision of a student commons, so that the University's South Auckland-based students can have access to resources, study informally and collaborate at times when they are not attending the City Campus, has also been included in the property brief. Physical works commenced recently, with the intention being to have the campus ready for the commencement of Semester 1, 2020 teaching. Contingency options are being investigated, should the physical works encounter any unforeseen issues.

Given the aging condition of our current facility at Tai Tokerau, a range of options for how we maintain our presence at the site are being developed. A preferred option will be considered by the programme steering committee in November.

5.7 Construction work for the CAI design programme has commenced.

5.8 On 8 September, Prime Minister Jacinda Ardern announced a \$6 million funding boost for mental health services nationwide, across 22 general practices, including the University of Auckland. This funding will allow the University to continue to provide supplementary support to students who are enrolled in the University Health and Counselling Service (UHCS).

5.9 MBIE has released for consultation, its Draft Research, Science and Innovation Strategy. A key focus of this strategy is incentivising research institutions to form a co-ordinated, dynamic network of research across horizons, and placing research infrastructure on a sustainable footing. In **research infrastructure** MBIE will focus on **e-research**, databases and collections, and international scale infrastructure collaborations. The strong focus on e-research has been directly influenced by the New Zealand eScience Infrastructure (NeSI) work on mapping out the New Zealand eResearch Ecosystem and on its own international benchmarking study. NeSI will make a further submission on this strategy before the deadline of 10 November 2019.

5.10 The Business Process Automation (BPA) Project is standardising, improving and automating high-volume processes to improve service quality and speed and to reduce work effort. After the initial benefits release, more processes have been identified for automation including in the Staff Service Centre, the Student support centres, Research Operations Centre and Finance. The Travel process improvement initiative went live with Phase 1 of the improved process late August 2019. The aim of phase 1 was to reduce administrative work, delays and incurred costs when ticketing deadlines are missed caused by late approvals. Overall feedback has been encouraging with the process being more efficient. The project team will follow up with ongoing communications to all users to ensure clarity on financial delegations and approvals. Phase 2 of the initiative has a focus on process automation and will be implemented after a process health check is completed late October. The first Robotics Process Automation course for software engineering students in the Faculty of Engineering kicked off in July as part of the University Academic Alliance with the robotics software vendor UiPath. The interest in the course exceeded expectations with more than 20 students enrolling and working on industry projects from Downer and PWC.

5.11 New Zealand's second national Sustainable Development Goals Summit, hosted jointly by the University of Auckland and AUT, brought together delegates from a wide cross-section of both public and private sectors. The summit's success was due to the quality and diversity of the speakers and the audience. Delegates were inspired by a wide range of perspectives on the progress, challenges and opportunities for achieving the Goals internationally and in New Zealand's unique context. Together they generated actions and plans for implementation. The summit also strengthened the leadership role of the University of Auckland in broadening the conversation to include health and social issues as well environmental issues.

5.12 The following new major gifts and pledges were received by ARD in July, August and September 2019:

- \$1m from John and Rose Dunn for scholarships to support Pasifika medical students;
- \$600k from the Falkenstein University of Auckland Business School Charitable Trust to Vanguard entrepreneurial travel scholarships to Silicon Valley;
- \$300k from the Neuro Research Charitable Trust to support Parkinson's disease research;
- \$300k from The Wallath Trust for scholarships to support medical students;
- \$216k from the estate of Alison Hanham to establish the Alison Herbert Hanham Endowed Scholarships in Arts;
- \$200k from Joanne Wilkes for the Amber McWilliams Memorial Scholarship for postgraduate study in English literature or drama;
- \$150k from the Freemasons Foundation for the Freemasons Centre for Brain Research;
- \$150k from Amelia Pais-Rodriguez and Marcus Gerbich for motor neurone disease research;
- \$100k from Huanjiao Gan for fetal development research;
- \$100k matched funding from Li Ka Shing (Canada) Foundation for fetal development research;
- \$100k from Ian Billings for research into neuroendocrine cancer;
- \$75k from Wellington City Council for earthquake engineering;
- \$60k from the NEXT Foundation for the Summer Learning Journey Project at the Faculty of Education and Social Work;
- \$60k from Dance & Arts Therapy NZ to establish the Kotahitanga Korikori: Dance Movement Therapy for Community Empowerment Scholarship;
- \$56k from the Kate Edger Educational Charitable Trust for a Masters award;
- \$50k from the Sir Thomas and Lady Duncan Trust for motor neurone disease research;
- \$50k from the MSA Charitable Trust for the Summer Learning Journey Project;
- generous support from Rocket Lab to launch the first satellite from students participating in the Auckland Programme for Space Systems;
- a generous gift from Dr Beate Schuler to support the Dr Beate Schuler Science Research Fund;

- \$257k from Walter Linton for the Walter Linton Architecture Fellowship;
- \$250k from an anonymous donor to support the Centre for Science in Policy, Society and Diplomacy (SciPoDS);
- \$198k from The Allan & Joyce Ballantyne Medical & Surgical Education and Research Trust for endometriosis research;
- \$100k from Jasmox Ltd for the Jasmox Scholarship for Maori and Pacific students to study Architecture;
- \$100k from The Wallath Trust for scholarships for medical students;
- \$66k from I Have a Dream Charitable Trust for education research;
- \$65k from the Department of Conservation for cetacean research;
- \$63k from the Hugo Charitable Trust for the Summer Learning Journey Project;
- \$50k from the Sir Thomas and Lady Duncan Trust for motor neurone disease research; and
- a generous donation from Kerry McMillan for general purposes at the Liggins Institute.

5.13 Close to 100 people attended the Fitness, Finance and Philanthropy event on 25 September at the Fale Pasifika. Journalist and alumnus Andrew Patterson hosted a panel discussion which featured Professor Ngaire Kerse on the subject of ageing well, Mary Holm on finances and Pravir Tesiram on philanthropy. The evening was designed to provide helpful information for alumni and friends who are planning their retirement, while also presenting the opportunity to find out more about legacy giving to the University.

6. STRONG PARTNERSHIPS WITH KEY ORGANISATIONS AND COMMUNITIES

6.1 The Accommodation team hosted the Asia-Pacific Student Accommodation Association's (APSAA) inaugural Aotearoa summit on 19-20 September. APSAA represents over 1,000 professionals and 100,000 beds across New Zealand, Australia, and South East Asia.

6.2 The Deputy Vice-Chancellor (Research) was a speaker at the GFCC (Global Federation of Competitiveness Councils) Annual Meeting and Global Innovation Summit in Nur-Sultan, Kazakhstan on 17 and 18 September 2019, where he contributed to a panel on transformation of cities and led a workshop on Universities of the future. That was followed by a visit to the University of Bergen where he held meetings with the Vice-Rector for Global Relations and research collaborators from Hydro Norway.

6.3 The Deputy Vice-Chancellor (Research) attended a meeting of the Go8 Deputy Vice-Chancellors (Research) in Canberra on 2 October 2019.

7. TREATY OF WAITANGI/TE TIRITI O WAITANGI PARTNERSHIPS FOR MUTUAL BENEFIT

7.1 The Office 365 Project has been renamed to Ngā Tira to reflect formation and co-ordination. The name was gifted through the involvement of Kaiārataki, Michael Steedman.

7.2 Progress on agreed key deliverables for the Office of the Pro Vice-Chancellor Māori:

- A Te Reo Language Plan was approved by SLT on 29 August 2019. This Plan will implement the Council's Te Reo Māori policy approved in 2018 with three audacious goals to promote te reo usage and visibility within the University. This Plan is the first of its kind in the world. A Project Manager, Liane Penney, has been employed to develop the business cases and progress this to the next stage over the next few months.
- Discussions have been held with Ngāti Pāoa and nga iwi o Te Tai Tokerau through the Amokura Consortium about an appropriate Māori name for the University of Auckland. Thus far, all have indicated support for the name suggested by Ngāti Whātua. The Kaiarataki will now raise this with Kawerau A Maki. We expect to be able to advise Council by December of the proposed preferred name for the University.
- New Terms of Reference for the Rūnanga, recommending appointment of members by the PVC Māori, have been submitted for approval following discussions with Māori Council members.
- A Noho marae for SLT will be planned for 2020. The PVC Māori and Kaiarataki have been working with Andrew Phipps to plan for the powhiri and arrival of the new Vice Chancellor, Professor Dawn Freshwater, in mid-March 2020.
- A Māori ethics seminar funded by the Pro Vice-Chancellor Māori is currently being planned by Ethics to develop the capability and responsiveness of researchers within the University to ethical considerations where research impacts Māori, or can benefit Māori.
- The Vision Mātauranga working group (Chaired by the Kaiarataki) has submitted a VCSDF application in partnership the Office of Research Strategy and Integrity to establish support frameworks around policy and guidelines developed to guide approaches to engage with Māori in research. The funding, if secured, will also to work towards proposing an establishment of a Māori research advisory committee (Kāhui Rangahau) to oversee the policy and guidelines.
- Te Ope Kaikōkiri Kaupapa is well established with formal monthly meetings. A collection of senior Māori advisors (mainly Kaiārahi) have hosted and given feedback on multiple projects.

7.3 Additional activities:

- During August the PVC Māori was part of a four-person International Academic Review Panel for the Pontificia Universidad Católica de Chile, with a particular focus upon their Santiago and Villaricca campus relationships and strategic development in Southern Chile.
- The PVC Māori delivered a keynote speech to the Women in Public Sector Leadership Conference in Auckland on 26 September.
- The PVC Māori office has delivered a Tiriti o Waitangi workshop to Academic Heads in conjunction with the Chair of the AHAG in August.
- The Kaiarataki has chaired and contributed to a Forum on International Trade and Growth with the Institute of Public Policy in September.

- The PVC Māori is on deferred 2018 Research Study Leave for most of September and October, only returning during this time to assist on the recruitment of the new Dean for the Faculty of Business and Economics and an investigation into Serious Misconduct. The Kaiarataki is Acting PVC Māori in her absence and has chaired the Rūnanga. During October, the PVC Māori will be based at Trinity College, University of Melbourne, where meetings have been arranged with the DVC Research, PVC Indigenous, other Professors and with staff and leadership of the Atlantic Fellowship for Social Equity.

8. A PUBLIC UNIVERSITY OF GLOBAL STANDING

8.1 The University was very pleased with two recent results in international rankings. In the recent THE World rankings, we moved back into the Top 200 at 179. The work of our academic staff is world-class, so it is great to see they have been acknowledged in the result of the recent THE World rankings. The University of Auckland is the highest ranked New Zealand University and ranks 9th in the Australasian region. The University scored highest in the internationalisation pillar which is scored on the basis of the percentage of international staff, students and co-authored publications. AUT was the only other New Zealand university to improve its score in the THE World ranking, it moved up one band from 301 to 250, to the 250 to 200 band. Victoria and Waikato Universities moved down a band to the 501 to 600 band.

8.2 In the QS Employability Ranking we moved up from 71st to 59th. We are again the top-ranked New Zealand University and 5th in Australasia. The University of Sydney is the top-ranked Australasian University at #4 in the world. Our graduate employment rate and employer reputation are key to our high ranking. Only 7 of the 8 New Zealand universities are ranked in the employability ranking. Otago and Victoria Universities are the next ranked New Zealand universities in the 251 to 300 band.

8.3 Auckland Online went live on 1 October 2019. The launch included the new Auckland Online website and the start of a marketing strategy to recruit prospective students for a March 2020 intake. Both the Faculty of Arts and Education & Social Work are on track to begin online course development in October this year. Additional programme recommendations have been presented to the Dean, Faculty of Science, with three high potential candidates for online delivery. Preliminary discussions with the Faculty of Business & Economics have also commenced.

8.4 Our award-winning Media Productions team was second runner-up in the 48hours film festival 2019. Their film 'Toast' was chosen as one of Sir Peter Jackson's wildcards, and came 3rd out of the 530 teams that entered the 2019 competition.

8.5 The International Office was strongly represented at the New Zealand International Education Conference in Auckland, 7-8 August. Shane Ball moderated a panel discussion including Marcelo Credidio on Latin America; Ainslie Moore was a panel member for the *Women in Leadership* session and co-presented the *Building Global Citizens* session. Ainslie Moore and Easter Faasoo-Tuilagi presented on *Supporting Indigenous Student Mobility*.

8.6 William Ho and Grace Zhi attended the International Education Association of Australia Transnational Education Forum in Melbourne, 1-2 August.

8.7 Chandra Leenheer was a speaker at the International Education Association of Australia Learning Abroad Forum in Sydney, 15-16 August.

8.8 The Vice-Chancellor, Deputy Vice-Chancellor (Strategic Engagement) Professor Jenny Dixon and Professor Paul Clark met with senior leadership at Tsinghua and Peking Universities in Beijing on 3 September. The meetings discussed several projects and initiatives in progress.

8.9 On 4 September, the Vice-Chancellor, Professor Jenny Dixon, Professor John Hosking and Mr Brett Berquist attended the official launch of Aulin College at Northeast Forestry University (NEFU), Harbin, China. The joint college and articulation agreement between NEFU and the Faculty of Science was the culmination of three years of collaborations between both institutions. The Joint College with NEFU is named "Aulin College" which takes the first syllable of "Auckland" and the first syllable of "LinYE" meaning Forestry in Chinese. The first cohort of students enrolled in September and will be taught in part by University of Auckland academic staff on NEFU's Harbin campus, transferring to Auckland in July 2022.

8.10 International Office staff attended the annual AmCham Awards Gala on 22 August and were awarded 'highly commended' in the bilateral relations category for their work partnering with and advancing Auckland's commitment to IIE's Generation Study Abroad initiative.

8.11 DVC (Strategic Engagement) Professor Jenny Dixon and International Office Network Manager Deborah McAllister attended the Association of Pacific Rim (APRU) Universities Senior International Leaders Meeting, 18-20 September, hosted by the University of British Columbia, Vancouver, Canada. The meeting focused on student mobility and examined ways in which APRU could enhance mobility programmes across the network.

8.12 International office staff (Brett Berquist, Karen Dorrian and Sarah Sung) attended the European Association for International Education conference in Helsinki, 25-27 September.

8.13 In August and September 2019, International Office staff were involved in recruitment and business development activity in the following countries: USA, Samoa, Tonga, Vietnam, Thailand, Philippines, Singapore, Indonesia, Malaysia and India.

Stuart N. McCutcheon
Vice-Chancellor

Government Meetings

DATE	MEETING	ATTENDING
6 August	Education NZ CE Grant McPherson	DVC(SE), IO Network Manager
6 August	Nanjing University Vice President Professor Ziu Yajin and Vice Dean of International Students Dr Cheng Xu	DVC(SE), International Office (IO) staff
7 August	QS Intelligence Unit Commercial Vice President Jason Newman	DVC(SE), Director Planning Office, Director International
12 August	Chinese Consul General Mr Ruan Ping	VC, DVC(SE) Confucius Institute (CI) Director
16 August	Director-General Public Service Malaysia Mr Borhan Dolah/delegation	DVC (SE), IO staff and UniServices
16 August	University of Denmark Senior Vice President Technical Professor Philip Binning and Laura Hammerschmidt (International Partnership Manager)	DVC(SE), IO staff

Key:

VC Vice-Chancellor
 DVC(SE) Deputy Vice-Chancellor, Strategic Engagement
 IO International Office

Appendix 1

Auckland Bioengineering Institute

August			
30	CIO New Zealand	Kiwi bioengineer off to NASA	Finbar Argus , one of three Kiwis selected programme at the NASA Ames Research Centre.
30	Voxy.co.nz	Bioengineer jets off to NASA to study drones for planetary exploration	Finbar Argus's research is looking at the aerodynamics of aircraft such as drones for planetary exploration, after being awarded NASA scholarship.
29	opengovasia.com	Wearable tech allows people to feel music	Suranga Nanayakkara and team have developed a wearable device that allows the hearing-impaired to feel music, Muss-Bits.
28	University of Auckland	A watch-like device that helps people feel the music	A wearable device developed by Suranga Nanayakkara , allows the hearing-impaired to feel music.
22	opengovasia.com	NZ extends NASA internship opportunity	A student completing his PhD at UoA one of high-performing New Zealand tertiary students to win NASA internship.
	stuff.co.nz	University of Auckland entrepreneurs aim to change the planet	Animate Technologies, under the directorship of Mark Sagar , is an example of innovative businesses incubated within the University.
20	stuff.co.nz	New Zealand companies exciting tech gurus	Soul Machines was spun out of Auckland University and has gone on to raise cash from the likes of Horizons Ventures, an early investor in Siri.
17	Across NZ	HE'S A MOD	Andrew Taberner comments on whether it's safe to 'chip yourself', as Wellington man Ryan Wolstenhome has.
15	article.wn.com	You should go jump off a table	Thor Besier , on why subjecting our bones to stress is likely to be good for them.
	Voxy.co.nz	Best thing for bones is jumping off tables	Thor Besier , on why subjecting our bones to stress good for them
2	nzoptics.co.nz	New testing targets Maori vision	New testing of device developed by Jason Turuwhenua increases health study participation rates among Maori.
September			
24	opengovasia.com	NZ Government to boost Smart Ideas and research projects	Successfully funded projects show the breadth and innovation of the research being done at UoA including ABI .
20	educationcentral.co.nz	Spotlight on STEM: New and exciting courses on offer	ABI option for STEM
18	ssuchronicle.com valleyscw.com tickertech.com	A watch-like device that helps people feel the music	Suranga Nanayakkara wearable device - Muss-Bits (Musical Sensory Substitution Bits) has been described as "life-changing"
17	University of Auckland	Funding shows breadth of research at University	Successfully funded projects show the breadth and innovation of the research being done at UoA including ABI
17	stuff.co.nz	Female students are making waves in STEM	Vickie Shim , developed a mobile app that diagnoses the severity of brain injuries through eye movement
14	Listener	Off the chart	A promising screen-based test is taking the place of eye charts for diagnosing kids with vision problems. GETTY IMAGES
11	Sri Lanka News	Young inventor, shares his "secret formula" for success	Suranga Nanayakkara , believes that a strong visionary leadership is vital to achieve long-term success.
9	University of Auckland	Protecting children with cerebral palsy	Stephanie Khuu, Geoffrey Handsfield and Julie Choisne present research for a brighter future for children with cerebral palsy.

	Voxy.co.nz	New research to protect the bones, muscles of children with cerebral palsy	Stephanie Khuu, Geoffrey Handsfield and Julie Choisne present research for a brighter future for children with cerebral palsy
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Faculty of Arts

August			
	HOME NZ	My favourite building	Linda Tyler: structural innovation of the Wintergardens,
	North & South	WHAT DREAMS MAY COME?	John Bishop: discussion on Great Barrier Island on the theme of death: 'Small Island, Big Ideas Symposium'.
29	National Business Review	UK's Johnson adds to 'no-deal' Brexit	Stephen Hoadley: Suspension of UK d Parliament might be legally sound, but it still sets a bad precedent.
29	Radio New Zealand	No escape: separating from an abusive partner	Vivienne Elizabeth: interviewed about her research into post-separation families.
28	1News	Napier councillors' Facebook feeds trawled	Lara Greaves: comments on a local body election scandal in Napier.
28	Stuff	Selling yourself in a local election	Edward Elder: talks about the best ways to market yourself on a billboard in a local election.
25	e-tangata.co.nz	How can there be justice if the process isn't just?	Margaret Mutu: panel as part of <i>documentary series The Negotiators which is starting on Māori Television.</i>
24	The Spinoff	Meet Cecilia Kang, Fashion Week's first trans designer	Cecilia Kang (alumna): has a solo show at NZ Fashion Week
22	Guardian Australia	Never piss off a poet: colonialism, Sam Hunt & kickboxing	Selina Tusitala Marsh: profiled in a feature on her work and political views ahead
20	Waatea News.com	Language shift shows Hokai Rangī step to reform	Tracey McIntosh: Hokai Rangī strategy shows Government is listening to Waitangi Tribunal report on prisons.
19	RNZ, Morning Report	Prison changes should focus on restoration of mana	Tracey McIntosh: believes the Hokai Rangī prison reform strategy must address restoring mana.
19	Education Gazette NZ	PM Awards keep winners at the top of their games	Felix Marcon Swadel: studying for a BA/BSc in Latin, maths and physics.
18	Three	Chris Wilson on Newshub	Chris Wilson: panel discussion on the alleged Christchurch gunman sending letters to his supporters from prison.
18	stuff.co.nz, Sunday Star-Times	Book review: Attraction by Ruby Porter	Ruby Porter (Alumna): master of creative writing alumna Ruby Porter's first <i>novel Attraction</i> is reviewed favourably.
14	Newstalk ZB	No link	Damon Salesa: Pacific infrastructure boom not large as expected.
9	Radio NZ, Morning Report	Andreas Neef on RNZ	Andreas Neef: addresses Intergovernmental Panel on Climate Change report,
9	Washington Post, Seattlepi.com, ctpost.com, the hour.com, stamfordadvocate.ewstimes.com	Jennifer Curtin quoted in Washington Post	Jennifer Curtin: comments on Government voting in favour of advancing the abortion law reform Bill.
9	NZ Listener, Noted	What Germany can teach NZ about safe, smart cities	Ron Kramer: quoted in a large feature about safe cities, comparing Berlin to NZ cities.

6	publicnow.com	System-Wide Implementation of CE Board Decisions	Jan Beagle (Distinguished Aluma): UN Secretary General announced Jan Beagle as 'Special Adviser.
5	Across NZ	Trump's military chief visits NZ	Stephen Hoadley: US Secretary of Defence Mark Esper's visit
2	Radio NZ - National	No link	Ngarino Ellis: joins a panel discussion on artist Theo Schoon,
1	Sydney Morning Herald, and other Aus	Jacinda Ardern tested by construction on sacred land	Margaret Mutu: on Ihumatāo: "Colonisation relies on the indigenous people remaining in poverty,
31	New York Times	Margaret Mutu	Margaret Mutu: Discusses the issue at Ihumatāo.
September			
25	Decoration & Style MSN New Zealand homestolove.co.nz	Auckland's Wintergardens innovative architecture	Linda Tyler admires the structural innovation of the Wintergardens.
24	Taranaki Daily News and around NZ	KiwiSaver kickers for mothers	Jennifer Curtin. Quoted on poverty
23	foreignaffairs.co.nz	Strong appetite for investments	Jamie Newth. Quoted in story about Strong appetite for investments that deliver social and environmental impact.
23	University of Auckland	Graduation procession returns to Auckland CBD	Spring graduation.
23	Voxy.co.nz	Care credit proposed to help close gender pension gap	Jennifer Curtin. Quoted on poverty in article about taxpayer-funded 'care credit' for women.
23	stuff.co.nz	Taxpayer could pay stay-at-home mums'	Jennifer Curtin. Quoted on poverty in article about taxpayer-funded 'care credit' for women.
23	newsroom.co.nz	Two Pacific states drop Taiwan for China	Stephen Hoadley. Two Pacific states last week dramatically switched diplomatic allegiances from Taiwan to China.
22	Radio New Zealand	Youngest local body election candidate in Auckland	Isaac Mercer (student). Young people's voices have been neglected and a change is needed.
20	Radio NZ - National	No link provided	Damon Salesa. NZ response to Pacific climate change.
19	Radio New Zealand	Damon Salesa - embrace Pacific innovators and leaders	Damon Salesa. Call for greater recognition of Pacific innovators and leaders.
19	newsroom.co.nz	Powers want Pacific rewards without responsibility	Andreas Neef. Mentioned in article about climate change.
18	The Big Idea	CLNZ/NZSA Research Grants 2019 Awarded	Former student Ghazaleh Golbakhsh and Joanne Drayton, win awards.
18	Radio 531pi	No link	Brianna Frewen (student). Received the Ambassadors of Conscience Award for Amnesty International.
17	95bFM	No link	Aroha Harris. Comment on proposed NZ history curriculum.
17	Radio NZ - National	No link	John Gerritsen. Education Ministry report on racism in school using data from the University.
14	Spinoff	Māori history must not be a spray tan to brown up the past	Aroha Harris. Comment on proposed NZ history curriculum.
12	Newshub / Magic Talk	English auction house selling 18th-century hei-tiki pendant	Ngarino Ellis. Comment on auction of tiki at English auction house.
12	scimex.org	Honouring whanau to break the cycle of Maori incarceration	Nga Pae o te Maramatanga. Paper on whanau and whakapapa within the criminal justice system.
1	New Zealand Heritage	LIGHT	Madison Pine (student). 'Dark museums' - subject of her Master of Heritage Conservation dissertation.

1	Sunday Star-Times	Last chance saloon to effect change in a democratic society	Lara Greaves. Comment on role of petitions.
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Faculty of Business & Economics

August			
29	newsroom.co.nz	Business Roundtable has a Damascus moment	Tim Hazledine move by American corporations to sign a pledge moving away from 'profit is king' economics.
27	saultthisweek.com,	Danyon Stowers takes a chance on northern Alberta	Grande Prairie Centaurs fly-half Danyon Stowers plans to head finish his BCom degree at the University of Auckland.
	Hawke's Bay Today	Growth centre boss to share some Icehouse insights	Andy Hamilton , CEO of The Icehouse, on the insight and wisdom necessary to help businesses grow and succeed.
24	newindianexpress.com	In India, business studies are focussed on MBA:	Christine Woods more focus on commercialisation of start-up ideas to create entrepreneur eco-systems for students.
22	The Conversation, eveningreport.nz,	India has it right:	PhD candidate Nicholas Borroz writes an opinion piece about the need for nations to join the space economy.
21	Kapiti News	Accessibility a basic human right	A story about age friendly communities refers to Claire Dales' "Smart cities are age-friendly cities" opinion piece.
17	ONE News, NBR, PaymentsCompliance	IR lays out ruling on how to pay staff in cryptocurrency	Alex Sims comments on the possible issues of paying salaries in cryptocurrencies.
	National Business Review	Reserve Bank's direction raises new fears	Robert MacCulloch comments on issues with the activities of the Reserve Bank"
16	National Business Review	Will Choice be a game-changer in the banking sector?	Alex Sims comments on financial technology start-up Choice, saying they are the way of the future.
15	LiveNews.co.nz	Business School entrepreneur honoured in Asia	Entrepreneur-in-Residence, Mitchell Pham (alum) , honoured in, for his contribution to entrepreneurial leadership
14	Newshub	NZ is between Huawei and a hard place	Natasha Hamilton-Hart (opinion) GCSB denying Spark's request to use Huawei equipment in its planned roll-out of 5G services.
14	stuff.co.nz	Valuation shows ANZ's Hisco mansion sale under by \$4m	Jilnaught Wong comments on the allegations that the ANZ sold house at discount.
13	NZ Herald, Daily Post, BoP Times, Sharechat.co.nz, Business Desk	Govt too blasé about AI threat, visiting professor warns	London School of Economics professor Robert Wade warns upheaval will encourage authoritarian style rule - officials in Wellington are too blasé about the impact of AI.
	fq.co.nz	Girl you need to know:	Kiwi entrepreneur Iyia Liu is featured about her life and work including her time being a student at the Business School.
12	Newstalk ZB	No link	Gehan Gunasekara , people need to vigilant about CCTV cameras

11	Channel NewsAsia	Did aggressive land bidding incr Singapore property prices?	Zhi Dong mentioned - top 10 developers took up more than 76 % percent of private property sales 1995 - 2009 in Singapore.
	NZ Herald, Herald on Sunday, Equities.com	How an All Blacks advertisement is made	Dr Bodo Lang comments on adverts featuring the All Blacks ahead of the Rugby World Cup.
9	Idealog, StopPress NZ, Radio NZ	Is NZ dragging the blockchain?	Alex Sims comments on blockchain technology.
9	Interest.co.nz	Who do we trust? how policy can enhance trust	Ryan Greenaway-McGrevy blog post on the benefits of interpersonal trust.
8	stuff.co.nz	Workplace bug-bears:	Barbara Plester workplace behaviour that can upset co-workers.
7	Newstalk ZB	No link	Bodo Lang on Porirua City Council's rebranding,
7	NZ Herald	Corporate citizens - recognising the value of workers	Susan Watson opinion piece about the need for corporations to recognise and value workers.
6	National Business Review	From university project to a \$20m business	Profile of success business assisted by the University of Auckland's Velocity \$100k start-up challenge.
6,	Greymouth Star, Otago Daily Times,	What are fees-free students actually studying?	Otago medical and UoA business courses have had the highest number of students enrolled due to the fees-free funding.
5	NZ Herald	Auckland Transport hiring PR firms for heavy workload	Bodo Lang issues with Auckland Transport hiring PR firms to work with communities on projects
3	The Press NZ	The week in good news: life and death, wind and fossils	Countdown's move to ban the sale of highly caffeinated energy drinks to those under 16 is backed by Dr Bodo Lang .
1	spaceconnectonline.com.au	Australia and NZ need to co-ordinate space efforts	Nicholas Borroz Australia and NZ must to work together, play to strengths and avoid replicating each other's efforts.
1	Magic Talk, Three	No link	Bodo Lang Air NZ's new safety video,
1	NZ Local Government	Leaky building claims	Michael Rehm leaky building stigma found properties remediated realised the same price as non-leaky buildings.
September			
30	CIO New Zealand	Perfecting digital platform strategies	Ilan Oshri on how many firms prefer to focus on technology delivery rather than cultural change and business alignment.
28	vox.com, MSN Entertainment, Responsesource, publicnow.com	Xbox and Playstation manipulate their marketplaces — and customers — just like Google, Amazon and Apple	A new study that includes researchers from the University of Auckland shows that it's not just search giants that are controlling what products you see.
27	stuff.co.nz	Are diet soft drinks better for me?	Bodo Lang comments on some of the issues with Diet drinks, which have saturating the market.
27	farmersweekly.co.nz	Farmers give thumbs-up	Mike Lee Fonterra's new strategy and honesty are a hit with its dairy farmers despite lack of a dividend
27	Newstalk ZB	No link	Bodo Lang on National's attack ads

27	Dominion Post, Taranaki Daily News, Waikato Times, The Press, stuff.co.nz	Christmas in September	Mike Lee on the long lead up to Christmas.
25	NZ Herald	Do good investment set to grow to \$5.9 billion in next 5 years	Jamie Newth on amount of money Kiwis are investing into businesses that have a positive environmental and social impact
24	Radio NZ	No link	Jamie Newth surprised at how quickly responsible investment is catching on.
19	newsroom.co.nz	Auckland housing wasn't always unaffordable	Michael Rehm how housing market became so unaffordable and suggests an unpopular path to reverse it.
18	stuff.co.nz	Air NZ 'not actively pursuing' attempt to trademark Kia Ora	Alex Sims on Air New Zealand's attempt to trademark its Kia Ora magazine logo.
18	Voxy.co.nz	Meet the youngest candidate for Auckland Elections	Isaac Mercer studying Engineering and Commerce student at UoA.
18	Newstalk ZB	No link	Mike Lee on gender pay gap of 23.7% in financial services sector.
18	Nelson Mail, Stuff.co.nz	What makes a winning sign?	Edward Elder on what makes a good election sign.
17	Newstalk ZB, autotalk.co.nz, sciencemediacentre.	Auckland jet fuel crisis: Digger blow ruptured pipe	Basil Sharp on issues with Auckland's jet fuel supply
17	stuff.co.nz	Here's how former PMs now make a living	Bodo Lang comments on what former prime ministers go on to do for a living when they're no longer on the ninth floor
17	CIO New Zealand	In depth: Changing lanes - the platform-service strategy	Ilan Oshri on taking advantage of digital business processes and services to create an ecosystem of suppliers.
17	NZ Herald	Ruakaka pipeline crisis: Action needed to safeguard fuel supply	Tava Olsen on Auckland's fuel infrastructure needing immediate investment.
17	Newstalk ZB	No link	Basil Sharp disruption of Auckland's jet fuel supply emphasised the importance of investing
15	Sunday Star-Times	Building costs	Tim Hazledine letter to the editor about the cost of building a house.
14	Listener	Collective thinking	Carla Houkamau comments on the Māori Identity and Financial Attitudes Study, or MIFAS.
13	National Business Review	Water boss sends tertiary students to Silicon Valley	Tony Falkenstein , is featured about his gift to the University to allow students to travel overseas for work experience.
12	Guardian Australia, ucnews.in	Ship of horrors: life and death on the lawless high seas	Christina Stringer on research into the appalling conditions for workers aboard deep-sea fishing fleets.
	Radio New Zealand	Middle aged and moonlighting: Kiwis working multiple jobs	Elizabeth George comments on the gig economy and the ups and downs of working multiple jobs.
	stuff.co.nz	Countdown hoping to shift shoppers' with latest collectibles	Bodo Lang Countdown can expect a greater share of the grocery market during its latest giveaway promotion
12	Across NZ	Outrage as Air NZ attempts to trademark Maori greeting	Alex Sims on issues with Air New Zealand wanting to trademark Kia Ora, the name used for their inflight magazine.
11	Daily Mail Australia	'What a bloody cheek':	Alex Sims Air New Zealand wanting to trademark Kia Ora, the name used for their inflight magazine.

10	NBR , Voxy.co.nz LiveNews.co.nz,	Water maven sends tertiary students to Silicon Valley	Tony Falkenstein , says the country is not always getting the best out of its business schools
10	Newshub, Travel & Tour World, ucnews.in	NZ Government spent \$8 million on influencers since 2012	Mike Lee on how the New Zealand Government has spent \$8 million on influencer advertising since 2012.
9	Across NZ	Kiwi designer accused of 'copying' big-name labels	Alex Sims intellectual property issues under copyright law.
9	New Zealand Herald	NZ dark side shaded by the happiness paradox	Robert MacCulloch opinion piece about the link between inequality and suicide rates.
8	National Business Review	NZ warned of brave new digital world	Features the inaugural Auckland Trade and Economic Policy School (ATEPS) at the University of Auckland.
4	newsroom.co.nz	Whitewashing the 'ruthless pillaging' by top execs	Tim Hazledine opinion piece about the pledge by US chief executives to lead for all stakeholders, not just shareholders,
1	NZ Mortgage Magazine	Compliance talk	Article references Michael Rehm - for leaky buildings, post-remediation stigma does not exist in Auckland

Faculty of Creative Arts and Industries (CAI)

August			
28	ODT RNZ	Big Sing choirs flood into city The Big Sing Finale	James Tibbles adjudicates national finale of the Big Sing choral competition.
	Rotorua Now	Students visit BOP to design ideas for Food Hub	Discussion weekend between Kai Rotorua and a group of post grad students from School of Architecture
	Whanganui Midweek	Children's choirs to perform in The Kids' Sing festival	Alumni Megan Flynn adjudicates regional The Kids' Sing festival.
	RNZ	University of Auckland head of music resigns	Martin Rummel , head of the School of Music, has resigned.
26	Rotorua Daily Post	Kai Rotorua food hub plans step closer to reality	Discussion weekend between Kai Rotorua and a group of post grad students from School of Architecture
	demm.co.nz	Competition inspires collaboration & innovation	Architectural designer, Ziyi (Jacky) Zheng and engineer Jiahui (Tony) Wang (students) win ArchEngBuild competition
	The Press stuff	A futuristic world where humans meet aliens	Ziyi Zheng (student) wins nationwide design competition by Weta Workshop.
	viva.co.nz	Favourite Things: Artist Nikau Hindin	Gisborne-based artist Nikau Hindin (Alum)is passionate about reviving the lost art of making Maori tapa cloth.
	ODT	THE CLASSICS	Upside Downwards. Trio Antipodes.
	Greymouth Star	Letterpress printing revival	Alumni Renee Hadlow is using old printing presses for bespoke printing, and for letterpress printing workshops.
23	The Dominion Post	The influence of McCahon	Auckland Art Gallery Toi o Tamaki marks the centenary of the birth of Colin McCahon – ELAM tutor
22	architecturenow	Up all night: 24-Hour Design Competition	Dorita Hannah, and Chris Barton judged 24-Hour Student Design Competition, organised by SANNZ.
22	National Business Review	New Infrastructure Commission board announced	Hon Doc Alan Bollard chair of the new independent New Zealand Infrastructure Commission, Te Waihanga.

	Wanaka Sun	Chamber Music Workshop in Wanaka	Katherine Moorhead tutor in a workshop-style intensive to learn more about chamber music.
	Archwomen	Hilary Scully	Profile of alumna
	Whanganui Chronicle	Preston to rock musicians' club	Jan Preston (alumna) and former Coup D'Etat member on NZ tour
21	RNZ	No link	Panel discussion comments on controversial The Lighthouse by Michael Parekowhai in the Auckland Waterfront,
	Gisborne Herald	Victorian printing press gets new lease of life	Alumna Renee Hadlow using old printing presses for bespoke printing, and for letterpress printing workshops.
	NZ Herald	PAST & PRESENT	Alumna Nikau Hindin shares five favourite things
	kaiparalifestyler	Call for entries in art awards	Former Professor Carole Shephard judges Kaipara Art Awards.
	Franklin & North Waikato	Dancing for Gold in Phoenix	Gold Medal hip hopper Ben Lowe planning a dance degree at Auckland
	archwomen.org.	Ann O'Meagher	Alumna profile
18	Auckland Now	New exhibition imagines NZ with 'better architecture'	Andrew Barrie curates exhibition, gives a glimpse of what New Zealand could look like with 'better architecture'
	SST	Architecture at cutting edge	Andrew Barrie exhibition, NZ with 'better architecture',
17	The Spinoff	Things I Learned at Art School	Simon Denny (Alumnus) talks about his experiences at ELAM
	Weekend Herald	I STILL AM	In the centenary year of Colin McCahon's birth, four leading artists talk about his influence.
16	Voxy.co.nz	How technology is changing the music	Fabio Morreale: we need to study the impact of technology on music with a critical mind to understand and design the future
	Whakatane Beacon Eastern Bay Life	Apple and Iti collaborate in Ruatoki The Billy and Tame show	Alumnus Billy Apple and Tame Iti will exhibit together Te Rewarewa Marae.
15	constructionnews	ArchEngBuild competition inspires collaboration	Architectural designer, Ziyi (Jacky) Zheng and engineer Jiahui (Tony) Wang (students) win ArchEngBuild competition
	NZ Herald	Small world for big picture of architecture	Andrew Barrie's exhibition of miniature paper models showcases work of the award-winning RTA Studio
	Opotiki News	3D art award open for entries	Ruth Watson guest judge of 2020 Molly Morpeth Canaday Award
	MSN NZ Newshub	Exhibition shrinks NZ's famous buildings	Andrew Barrie's exhibition of miniature paper models showcases work of the award-winning RTA Studio
	Newshub	Recyclable exhibition shrinks famous buildings	Andrew Barrie's exhibition of miniature paper models showcases work of the award-winning RTA Studio
	Whakatane Beacon	3D award opens for entries	Ruth Watson guest judge of Molly Morpeth Canaday Award
12	Yorkshire Business	Leading Yorkshire Arts Philanthropist Dies	Obit Professor Barrie Pettman (1944 – 2017) , who sponsored the Pettman National Junior Academy of Music
11	NZ Herald	One of Auckland's oldest and grandest villas may be bulldozed	Elizabeth Aitken Rose comments on proposed demolition of one of Auckland's earliest and grandest homes
	Herald on Sun	Grand dame for the wreckers?	Elizabeth Aitken Rose on proposed demolition
10	Timaru Herald	Modern, playful sculpture	Alumnus, Carl Sydow was a pioneering figure in NZ sculpture,
9	fq.co.nz	Thinking of applying for uni?	Alex Su (Student) profiled
	Hamilton News	Art award winner	Alumna Ayesha Green won National Contemporary Art Award
	Devonport Flagstaff	Artist expands palette for first exhibition on own patch	Alumnus Aaron King-Cole solo exhibition, Holotype, at The Depot Artspace

8	NZ Herald	Kiwi singer Navvy on her devastating Breakup EP	Alumna Navvy's debut EP arrives next week but she's already thinking of her next – and her next.
	Hawke's Bay Today	Focus on Jan Nigro's work	Alumna Jan Nigro at the Boyd-Dunlop Gallery
	viva.co.nz ucnews.in	Favourite Things: Auckland Museum Curator Grace Lai	Applied arts and design curator Grace Lai (alumna) shares her most adored objects
5	Girl.com.au	Megan Sidwell Piece of Me Interview	Alumna Megan Sidwell embodies the perfect balance of an edgy, chuck - wearing rocker with the pure heart of a country belle.
	Local Matters	Boogie piano maestro at Sawmill	Alumna Jan Preston , on tour.
	RNZ	Building Act Reforms	Bill McKay : how people can help themselves better upfront, when building a new house or doing alterations.
3	Listener	Our modernist master	Colin McCahon centenary
2	Idealog	Objectspace maps out the built environment of NZ	Andrew Barrie curated an exploration of the historical, cultural and environmental influences on the design of building
	Aus WW - NZ	Potting mix	Alumna Jo Raill -artist
	Gulf News	Pianist for Whittakers live at five	Alumni Lawrence Wong performance
1	Our Auckland	A place to paint	Auckland Art Gallery Toi o Tamaki marks the centenary of the birth of Colin McCahon – ELAM tutor
September			
	Architecture NZ	THE WOOD PAVILION	Architecture and Planning students- Leo Zhu, Dorien Viliamu, Daniel Fennell and Wenhan Ji –took 419 pieces of 90x45mm timber on an exploration into the materiality of timber.
	Architecture NZ	Future context	Richard Naish (author) intrigued to be able to count on only one hand the houses we have designed with flat roofs.
	Architecture NZ	Exhibition	Exhibitio Vitruvian Tunnel Matt Liggins can do lots of things, but he doesn't sit easily in the usual categories.
30	Radio New Zealand	Why we need embrace density	Bill McKay opinion
	Radio New Zealand	Bill McKay -The Festival of Architecture	Bill McKay how activists are changing the way architecture and urban design are done.
	ocula.com	Karyn Taylor	NZ artist Karyn Taylor captures presences of matter and light.
20	University of Auckland	Outstanding achievers outside the classroom	Auckland Blues Awards for 2019 include Clovis McEvoy Most Meritorious Performance in Arts and Culture
28	Listener	The Te Kooti art trail	References Judith Binney's 1995 biography of Te Kooti,
27	noted.co.nz	The religious writings of Te Kooti unearthed from history	References Judith Binney's 1995 biography of Te Kooti
	CIO New Zealand	Working with the 'master of disruptive technologies' - AI	John Pye , AI has been gaining momentum over time in the research areas of the university ,
26	University of Auckland	Teaching architectural students to listen to the people who often aren't heard	Dr Karamia Müller graduated with a PhD in Architecture and is believed to be the first Samoan woman in the world to do so, and certainly the first from the University of Auckland.
	University of Auckland	Starship doctor becomes Doctor of Music	40 years after graduating as a medical doctor from UoA, Louise Webster has become a doctor again, this time in music.

25	Voxy.co.nz	Teaching architectural students to listen to the people who often aren't heard	Karamia Müller will formally graduate this week with a PhD in Architecture and is believed to be the first SÄ• moan woman in the world to do so, and certainly the first from the UoA
	Radio New Zealand	In-demand Kiwi conductor Tianyi Lu brings the music to life	Vulnerability, accessibility and psychology is what drives Kiwi conductor Tianyi Lu (alumn) who is home to conduct the APO.
	architecturenow.	Fast Forward lecture series:	UoA lectures
25	Decoration & Style MSN NZ homestolove	Wintergardens an example of innovative architecture	Linda Tyler admires the structural innovation of the Wintergardens,
24	Radio NZ -	No link	Marie Ross Clarinet Weekend every year at UoA
22	RNZ	Hoda Afshar	Gus Fisher Gallery exhibition
21	NZ Herald	Choreographer Sarah Foster-Sproull on dancing through life	Sarah Foster-Sproull about to start dream job at UoA
	Weekend Herald	Putting the WOW into the show	Choreographer Sarah FosterSproull is not shy of taking risks,
20	ABC Online	Tenor Manase Latu wins Australian Singing Competition	Manase Latu , (alum), has won the 2019 Australian Singing Competition
	heartofthecity.co	Serious About Seville: An Exhibition of Student Work	Part of the Festival of Architecture 2019, exhibition of student work from the 2019 first semester
	Taupo Times	Music day approaches milestone	Taupo's annual Big Music Day assisted by UoA music students
17	newsroom.co.nz	Solving our housing crisis will require a change of tack	Lee Beatty – to urgently address the housing crisis affecting NZ major cities, there are vital measures we must take first.
	architecturenow	Inside look: Brick Bay Folly 2019	Architecture and Planning students- Leo Zhu, Dorien Viliamu, Daniel Fennell and Wenhan Ji
	RNZ	Kiwibuild reset and what's next?	Bill McKay Kiwibuild reset is nothing to get excited about, describing it as more of an apology than a vision of what's next.
	aucklandmagazine.com	Opera Scenes	The University of Auckland School of Music is proud to present Opera Scenes 2019.Love, Italian style.
14	Weekend Herald	FEATHERED FRIENDS	Photographer Edin Whitehead (PhD student) travelled the length of New Zealand to capture images for a new book on birds.
11	LiveNews.co.nz	University of Otago announces 2020 Arts Fellowship recipients	The Caroline Plummer Fellowship in Community Dance UoA PhD student Kristie Mortimer
10	TVNZ 1	No link	Interview with Auckland University's Dr Fabio Morreale.
10	architecturenow.	Brick Bay Folly 2019: The Wood Pavilion	students- Leo Zhu, Dorien Viliamu, Daniel Fennell and Wenhan Ji , structure converges to a more personal space.
9	aucklandmagazine.	Auckland Youth Orchestra	Guest soloist the pianist Kent Isomura (alumn)
7	Hawke's Bay Weekend	Cellist joins pianist for feast of chamber music	British cellist Matthew Barley, partnered by New Zealand pianist Stephen De Pledge (alum), are the featured artists
6	stuff.co.nz	If students feel tokenised, it's no wonder there's a lack of Pasifika professors	This story was originally published by Noted and is republished with permission. Lana Lopei (ELAM alum)
5	heartofthecity.co	The Slipping Away: Art and the Ocean Deep	Gus Fisher Gallery stands on the city's original shoreline.
	newsroom.co.nz	Like sport, competition is a blight on dance	Opinion Nicholas Rowe
	UoA Voxy.co.nz	About architecture, but not rich people's architecture	Making Ways is the curatorial vision of Kathy Waghorn - looking at new ways of practicing architecture

2	noted.co.nz	Students feel tokenised, no wonder a lack of Pasifika professors	A new study points out just five Pasifika professors and deans are employed at New Zealand universities. Lana Lopesi (alum)
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Faculty of Engineering

August			
28	stuff.co.nz	John Tamihere's and his double-decker bridge	Rick Henry comments on Tamihere's plan for a two-storey bridge, as theoretically feasible but costly and disruptive.
27	Franklin County News	Traffic jam changed her life	Doug Wilson , comments on dangerous stretch of SH22.
19	TVNZ 1	Panel Discussion	Panel Discussion with Auckland mayoral candidates, refers to Dr Rick Henry's on viability of new harbour bridge.
17	stuff.co.nz	Tamihere's 18-lane Bridge plan	Rick Henry , on viability of a new harbour bridge.
17	Weekend Herald	Training scheme offers a brighter future	Alumnus Sam Lucas , running social enterprise project in Cambodia.
14	West Coast Messenger	Virtual reality earthquake	A virtual reality game that could save lives during an earthquake Vicente Gonzalez (and student) Zhenan Feng
10	Bay of Plenty Times	Nanogirl at Stemfest Festival	Former staff, Michelle Dickenson , inspiring women into science, technology, engineering and mathematics,
8	NZ Herald	Disabled youth a work experience	Interview with first year Engineering student, Samuel Morgan ,
8	Independent Herald	Library options explored	Ken Elwood to facilitate a group of construction and engineering industry experts on the Central Library building.
3	stuff.co.nz	An unhealthy climate in DHB priorities	Middlemore working with UoA to capture anaesthetic gases.
September			
	Next	Meet our 30 WOMEN OF THE YEAR	Making a difference in the world is the number one goal of these incredibly inspiring achievers who share attributes of
28	opengovasia.com	University of Auckland's MOU with Japan to advance technological cooperation	The cooperation will develop ground-breaking technology products that will create jobs and multi-million-dollar revenues for both nations.
	New Zealand Herald	Is JT's super harbour crossing vision really a bridge too far?	COMMENT Extra capacity for crossing the harbour is not a new idea.
26	University of Auckland Vozy.co.nz	Now there are five, all civil engineers, all in the family	Nature and nurture led Katrina Browne to graduate (with honours, the third generation of civil engineers in the family
25	Magic Talk	No link	Interview with Emeritus Professor Geoff Duffy .
	Cook Islands News	Miss Cook Islands: For Maruia, women can do everything!	After a four-year degree, Maruia graduated as an Engineer in 2017. In her class, the ratio of males to females was 70:30.
	Radio NZ - National	No link	Robotic software company UiPath partnering UoE Auckland to speed-up the adoption of automation in the workforce.
21	NZ Herald, Weekend Herald Hawke's Bay W/nd BoP Times	Brian Gaynor: Where's the fight in Kiwi company directors?	Mentions Rosalind Archer
19	Radio New Zealand	Shaped by the wind	Mechanical engineers use New Zealand's largest wind tunnel to help them understand the impact of...
18	stuff.co.nz	'You only won because you're a girl': Auckland Uni engineering student on sexism at school	In her first year of an engineering degree Mikyla Stokes is on a mission to get more girls into STEM.
	Radio NZ - National	Regular Segment: Our Changing World – no link	Rajnish Sharma and PhD student Nicholas Kay talk about how the wind tunnel is helping understand the impact of turbulence on small UAVs or drones.

	Voxy.co.nz	Meet the youngest candidate for Auckland Elections	Meet the youngest candidate for Auckland's 2019 Local Body Elections, Isaac Mercer (Student)
17	Newstalk ZB	Auckland jet fuel crisis: Digger blow ruptured pipe	It's lucky the rupture happened in a location that was easy to access, says the inquiry.
	sciencemediacentre.co.nz NZ Herald	Marsden Point pipeline rupture inquiry – Expert Reaction	Nirmal Nair "brought into focus the unprepared attitude of successive governments towards a serious national fuel emergency policy
	stuff.co.nz	A growing number of female students are making waves in STEM	Heide Friedrich quoted and student case study
	New Zealand Herald	PIPELINE CRISIS: How it happened	Nirmal Nair "brought into focus the unprepared attitude of successive governments towards a serious national fuel emergency policy
12	scimex.org	Experts available: Covering Climate Now	Golbon Zakeri and Sandeeka Mannakkara on expert list
4	University of Auckland	Rocket Man appointed to University	Space industry pioneer, Peter Beck, as Adjunct Professor in Aerospace Engineering.
4	Otago Daily Times Newstalk ZB	University honours Rocket Lab founder	HE never went to university, but now Rocket Lab visionary Peter Beck can call himself a professor.
	Otago Daily Times NZH	Rocket man Peter Beck NZ's newest professor	Invercargill-raised space industry pioneer Peter Beck is given the title of adjunct professor of aerospace engineering

Faculty of Education and Social Work

August			
30	Voxy.co.nz	Superstar sought to help kids avoid the 'summer slide'	Summer Learning Journey: funding needed for reading programme in low-decile Northland schools over summer.
27	Southland Times	Brittany Keogh	Karen Miller: 7000 books donated by University staff and alumni for 20 new libraries in Tonga.
26	schoolnews.co.nz	Curriculum design model attracts global interest	Elizabeth Rata: new curriculum design model developed by the Knowledge and Education Research Unit (KERU)
26	schoolnews.co.nz	New app brings history and te reo alive	Ruth Lemon, with Hemi Dale: is the writer and researcher of a new primary school teaching app
24	Stuff	Why Auckland photographer won't Photoshop her Insta pics	Anna Vasilyeva: PhD student - how young women are affected by manipulated images on Instagram
23	educationcentral.co	Beauty tyranny in the age of Instagram	Anna Vasilyeva: how young women are affected by manipulated images on Instagram
22	Radio New Zealand	Tech and children's relationships at school	Mohamed Alansari: how devices have changed the way children relate to each other at school.
20	New Zealand Herald	'Business as usual' on teaching kids to read - ministry	Stuart McNaughton: supplement materials for children who aren't picking up letters and sounds in current books.

10	Canvas	The Beauty Burden; 30 years on and still a rallying cry?	Anna Vasilyeva: quoted - nearly 30 years since Naomi Woolf's <i>The Beauty Myth</i> was published.
9	Newstalk ZB,	No link	Ian Hyslop: disproportionate number of Māori and poor children being uplifted from their families
6	worldwide	AI is here to stay but how can we ensure all New Zealanders benefit?	Stuart McNaughton: one of the authors of an influential report on AI, and how New Zealanders can benefit.
5	educationcentral.co	Mentoring programme engaging vulnerable youth	Pat Bullen and Kelsey Deane: Campus Connections Aotearoa, pairs young people with University mentors
2	Victoria University of Wellington	Public seminar series addresses child welfare system	Ian Hyslop: speakers at public seminars addressing the role of the state in New Zealand's child welfare system.
September			
20	UoA release	Kaupapa Maori project to increase rights of children in state care	Susan Kemp. Nearly \$1m in funding for a major project to improve Māori child
19	RNZ Player.fm	Challenging negative stereotypes of Gen Z	Pat Bullen. Her ongoing research debunks the myth that adolescents are rude, lazy.
		Challenging negative stereotypes of millennials	Pat Bullen. Her ongoing research debunks the myth that adolescents are rude, lazy.
	RNZ	Challenging negative stereotypes of millennials	Pat Bullen. Her ongoing research debunks the myth that adolescents are rude, lazy.
17	UoA release	Funding shows breadth of research at University of Auckland	Susan Kemp. Nearly \$1m in funding for project to improve Maori participation in child protection planning and decision-making.
	aucklandmagazine.com	No link	Find out how postgraduate study could advance your career in education.
	Radio NZ - National	No link	Māori and Pasifika teenagers more likely to suffer racial discrimination from teachers than other groups.
	newsroom.co.nz	The NZ history curriculum - a Trojan horse	Elizabeth Rata. The introduction of a standard course of NZ history in schools should be a start, not an end.
16	Voxy.co.nz	Why women aren't continuing in physics despite being high achievers	Steven Turnbull (student). High achieving female students discontinue physics in favour of life sciences.
13	NZ Herald and across NZ	Theatre group honoured for connecting homeless people	Peter O'Connor. Award for theatre group that gives voice to the homeless.
13	Gisborne Herald	Theatre group honoured for connecting homeless people	Peter O'Connor. Award for theatre group that gives voice to the homeless.
12	University of Auckland	Homeless play wins friends and awards	Peter O'Connor. Award for theatre group that gives voice to the homeless.
12	stuff.co.nz	Does speaking two languages make you smarter?	Stephen May. Research suggests that learning a second language while young makes it easier to learn a third.
12	The Big Idea/NZ Herald	Homeless play wins friends and awards	Peter O'Connor. Award for theatre group that gives voice to the homeless.
11	newsroom.co.nz	The rough seas and smooth sailing of learning te reo	Aorewa Nahi (student). Students share the ups and downs of learning te reo.
10	schoolnews.co.nz	Why are boys ditching school rugby?	Blake Bennett. Why boys are ditching rugby – follow-on from controversy over girl playing in first XIV.

9	Hokitika Guardian	Department refuses to rule out funding antiabortion charities	Liz Beddoe. Crown grants scheme funded antiabortion charities. Comment from Beddoe.
8	stuff.co.nz	Is the women's sports movement just a temporary fad repeating history?	Toni Bruce. The women's sports movement could be just another temporary 'boom'. Comment.
8	Sunday Star Times	Is women's sports boom just a phase?	Toni Bruce. The women's sports movement could be just another temporary 'boom'.
8	Sunday News	Is women's sports boom just a phase?	Toni Bruce. The women's sports movement could be just another temporary 'boom'. Comment from Bruce.
6	Radio NZ	Department refuses to rule out funding anti-abortion charities	Liz Beddoe. Crown grants scheme funded antiabortion charities. Comment.
4	educationhq.com	New te reo Maori interactive bi-lingual app aims to deepen understanding	Teaching fellow Ruth Lemon. A new app to generate a wider appreciation and deeper understanding of te reo
4	Radio NZ - National	No link	Liz Beddoe. Crown grants scheme funded antiabortion charities.
4	Radio New Zealand	Anti-abortion counselling service received \$330k taxpayer money	Liz Beddoe. Crown grants scheme funded antiabortion charities. Comment from Beddoe.
2	WEB Education Gazette	Te reo classes go digital	Wolf Fisher Centre. In a first of its kind, a cluster of schools in Northland is using a specialist digital teacher for e-learning in te reo Maori
	Education Gazette NZ	Te reo classes go digital	
1	New Zealand Principal	Leading effective goal pursuit in schools-making the right tweaks	Linda Bendikson, Frauke Meyer and Deidre Le Fevre. Every year, schools submit a copy of their annual plan to the Ministry.

Faculty of Law

August			
30	Dominion Post, Waikato Times	What's it really like to drive a bus?	Bill Hodge on the employment conditions of bus drivers.
28	Magic Talk, Newshub, Three	Difficult to fairly judge appropriate pay for MPs – employment law expert	Bill Hodge calls for MPs to open their books to the public after a review of their wages.
27	Radio NZ, Magic Talk, Three	Mark Lundy makes a last ditch attempt to clear name	Mark Henaghan on the appeal by Mark Lundy to the Supreme Court
26	Radio NZ	Incorporating tikanga Maori into a written constitution	Claire Charters on the need for a written constitution that incorporates tikanga Māori.
	NZ Herald	Family's dental nightmare	Jo Manning comments on the Health and Disability Commissioner appeal process
24	Weekend Herald	Disabled teen's parents sue HDC	Jo Manning on parents of an intellectually disabled teenager suing Health and Disability Commissioner
22	Newshub, Three, Magic Talk	27-year meth sentence won't stop the drug's spread - law expert	Mark Henaghan on one of the harshest jail sentences for importing methamphetamine.
22	stuff.co.nz, Dominion Post, Timaru Herald.	Ihumatao: London street artists show solidarity with Ihumatao protest	Claire Charters, Ihumatao had been repeatedly addressed by UN human rights tribunals.
21			
20	Noted	NZ's bitter pill: No justice for medical negligence	Jo Manning inconsistencies in the procedural treatment in complaints to Health & Disability Commissioner.

19	Scoop	Outrage over babies taken by the state	Mark Henaghan on whether Oranga Tamariki's custody orders should have been granted.
19	NZ Herald	Is there a lawyer in the House? Yeah, stacks	MPs with law degrees are featured, including alumni from Auckland Law School.
13	Newstalk ZB	Youth Court scrutinised after teen accused of sex attack avoids charges	Mark Henaghan on an 18-year-old sports star who won't face jail time for sex assault on two girls
	Manukau Courier, Dominion Post, Weekend Press,	Cops can tell Govt 'to get stuffed'	Bill Hodge on calls for PM/ Government to remove police from Ihumatao,
	Australian Ageing Agenda	No sense of urgency for regulatory reforms, inquiry hears	Paterson not much progress in the regulator's agility to respond adequately since their review,.
12	Across NZ	Ministry to analyse public OIA submissions	Jane Kelsey on the difficulty of accessing official information, the Act is long overdue for an overhaul.
11	NZ Herald	Peter Ellis hopes to clear his name, and live to see the results	Mark Henaghan "unreliability" of evidence by an "expert" psychiatrist and the children themselves.
10	NZ Herald	The interview: Anna Rawlings on making a fair playing field for all	Alumna Anna Rawlings is featured as the new chair of New Zealand's Commerce Commission.
9	Across NZ	Prison snitches 'rush to testify like vultures to rotting flesh'	Scott Optican comments the issues of using jailhouse informants in criminal trials.
8	NZ Herald	Rare mercy by judge in sentencing, say experts	Julia Tolmie on the case of Whanganui woman who has avoided life sentence for murdering her granddaughter,
7	NZ Herald	Corporate citizens and saluting workers' value	Susan Watson (Opinion) calling for good corporate governance towards workers.
5	The Daily Blog	GUEST BLOG: Bryan Bruce – Remember the TPPA?	Jane Kelsey is referenced in a story about the Regional Comprehensive Economic Partnership.
2	Newstalk ZB	No link	Professor Jane Kelsey comments on issues with a new trade deal being negotiated in Shanghai.
1, 2	LawTalk, lawsociety.org.nz	Professor Penelope Mathew Refugees and the University of Auckland	Professor Pene Mathew , Dean of the Auckland Law School is featured about her life and work.
September			
27	Hauraki Herald	Capacity crowds at candidate meetings	David Williams moderator for the candidate meetings
262 5	NZ Herald, Otago Daily Times,	Assault victim dies, but attacker can't be charged	Mark Henaghan on the issue of causation following the death of Nigel Landreth.
25	noted.co.nz	Child testimony: Could the Peter Ellis case happen again?	Mark Henaghan on issues with the conviction of Peter Ellis for child sex abuse charges.
19	Howick Pakuranga Times	'There's light at the end of tunnel'	Joshua Sade Inia features - a conjoint law, politics student.
18	TV One	Action against Southern Response	Nikki Chamberlain on the class actions opt out lawsuit against Southern Response.
17	National Business Review	No link	Nikki Chamberlain is interviewed on video about the class action lawsuit against Southern Response.
16	Stuff	Landmark ruling allows NZ's first 'opt out' class action lawsuit	Nikki Chamberlain , on how class actions are more efficient by letting similar claims be heard together.
13	Otago Daily Times	Ellis appeal should continue	Mark Henaghan on issues with the conviction of Peter Ellis for child sex abuse charges.

14	Across NZ	Annual leave with no pay	Bill Hodge comments on employment law, including annual leave entitlement following parental leave.
11	UK Constitutional Law Association	The Limits of the Rule of Law's Demands	Hana Wilberg (opinion) Limits of the Rule of Law's Demands: Where Privacy International Abandons Anisminic.
10	Gisborne Herald	No more blushing on the inside	Puna Whakaata Maniapoto-Love , (student) - the importance of te reo Māori .
9	NZ Herald	Peter Ellis case: Was he a scapegoat for prejudice?	Mark Henaghan comments on issues with the Peter Ellis case.
5	Three/ Magic Talk / Prime	No link	Bill Hodge comments on convicted Christchurch Creche child sex offender Peter Ellis's case.
	Times Newspapers Online, Botany & Ormiston Times	Burns survivor: `The pain was excruciating'	Joshua Sade Inia features about his life including currently being a conjoint law, politics student
1	LawTalk	PEOPLE IN THE LAW ON THE MOVE	Update of various Auckland Law School graduates.
1	Our Auckland	Power up	Student Chesta Fa'otusia writes an opinion piece about how to achieve Auckland's goal of a sustainable future.

Liggins Institute

August			
23	New Zealand Doctor Online	Babies missing out on heart screening	Elza Cloete, Frank Bloomfield: Unequal access to newborn test across district health boards and population groups
22	Business Wire, BioPortfolio, NZ Medical Devices, itbnews.info, argus-press.com, NZ Medical Devices	Digestive Tracker FoodMarble Secures Clinical Validation	David Cameron-Smith FoodMarble, the Irish-based digital health company, has received clinical validation from a leading international digestive health research group.
22	Across NZ	Simple, cheap test saving lives in NZ - some babies not getting it?	Elza Cloete: A simple test is saving several newborn babies' lives a year in NZ. But there's a catch,
15	farmersweekly.co.nz, Farmers Weekly	FROM THE RIDGE: Keeping a close eye on recidivist sheep	Peter Gluckman feeding levels of pregnant females, the impacts of poor feeding and epigenetics.
14	NZ Doctor	Taranaki whanau get year-long support for active lifestyle	A home-grown, whanau-centred, child-obesity intervention is reaching those who need it most Yvonne Anderson.
6	New Zealand Herald, nzherald.co.nz, Whanganui Chronicle	How a child obesity programme got kids to lose weight	Yvonne Anderson: The key to helping an obese child lose weight is not to shame them, focus on 'healthy lifestyle change'.
	New Zealand Herald, nzherald.co.nz	NZ's preschool obesity rates are unique.- why?	Wayne Cutfield, Yvonne Anderson. After decades of rising child obesity rates, NZ may have turned a corner
	95bFM	Ready Steady Learn interview	Luling Lin: Nutrition for preterms
3	Across NZ	US business mogul injects \$2.7m into NZ health research	Julian Robertson has given \$2.7 million to Liggins to train a new generation of researchers.
September			
25	TVNZ 1 (Breakfast)	No link.	Anna Ponnampalam on menopause as a workplace issue.

24	opengovasia.com	NZ Government to boost Smart Ideas and research projects	Successfully funded projects show the breadth and innovation of the research being done at the University of Auckland.
21	Listener (Health)	Precocious puberty	Wayne Cutfield on the earlier onset of menstruation.
20	ONE News	Most fish oil supplements sold in NZ not true to label	Past Liggins research into fish oil supplements mentioned in coverage of a (subsequently retracted) Canterbury study
	Newshub	Fish oil capsules on sale in NZ could have half the omega-3 they claim	Past Liggins research into fish oil supplements mentioned in coverage of a (subsequently retracted) Canterbury study
	New Zealand Herald	Consumers still short-changed over fish oil, study suggests	Past Liggins research into fish oil supplements mentioned in coverage of a (subsequently retracted) Canterbury study
15	Across NZ	British MPs want women to be offered menopause leave. Should NZ do the same?	Anna Ponnampalam on the call in the UK for workplace policies for menopause.
13	Voxy.co.nz	Steroids help preterm babies and mums - research	Caroline Crowther: Two common forms of a life-saving steroid treatment shown to be equally effective and safe
6	hit.com.au	Being An Older Sister Increases Chance Of Becoming Overweight	Wayne Cutfield's study found first-born sisters are more likely to become overweight than their younger sisters.
1	Sunday Star Times	2019 Women of Influence Awards finalists announced	Jane Harding is a finalist in the Science and Innovation category of Stuff Women of Influence.

Faculty of Medical and Health Sciences

August

Media coverage: Highlights and analysis

- FMHS, its researchers and their work were mentioned in 602+ media items this month.
- Over a third – 237 – were about the measles, and featured comments by Helen Petousis-Harris (the majority) and Nikki Turner.
- Most Australian coverage concerned the measles outbreak.
- Topics included therapeutic psychedelics, superbugs, health star rating system review, 5G cellphone technology, health inequities, e-scooter injuries, and ageing well.

Generated stories and OpEd pieces

Date	Link	Academic	Pickup
1	Virtual supermarket shows how food taxes could work	Cliona Ni Mhurchu	<i>NZ Herald, New Zealand Herald, stuff.co.nz, scimex.org, Newshub Live at 6pm (TV Three), Timaru Herald, Marlborough Express, Manawatu Standard, Southland Times, Taranaki Daily News, Nelson Mail, Waikato Times</i>
4	'Complex, fragmented' health system is fueling health inequities	Felicity Goodyear-Smith	<i>RNZ Sunday feature interview, rnz.co.nz, sciemex.org, Magic Talk (10am, 11am, 12pm news), Newstalk ZB (10am news) newshub.co.nz, Eastern Courier, East and Bays Courier</i>

5	Study reveals unique genetic insight into how NZ children could age	Caroline Walker (GuiNZ)	<i>TVNZ 1 News, Waatea News, Magic Talk (1pm news), nzherald.co.nz, stuff.co.nz, scimex.org, RNZ (12pm news), The Westport News</i>
	Science: when it's time for the sex talk	Siouxsie Wiles	stuff.co.nz
13	Cannabis legalisation... OK idea, bad timing	Grant Christie	Newsroom, msn
7	Pacific women more likely to show depression in pregnancy	Lisa Underwood, Jacinta Fa'alili Fidow	<i>Stuff.co.nz, scimex.org, The Westport News, NZ Doctor Online, Radio531PI</i>
17	Fallen stars: most of our packaged food is ultra-processed, unhealthy	Sally Mackay	<i>Weekend Herald, nzherald.co.nz, Otago Daily Times, Northern Advocate, Newstalk ZB (7am, 10am, 12pm, 1pm news), rnz.co.nz, newshub.co.nz, RNZ (8am, 10am news), TVNZ 1 News, NewstalkZB.co.nz, Newstalk ZB Mike Hosking, The Westport News</i>
19	New Zealand needs to join the rest of the world and ban prescription medicine ads	David Menkes	The Spinoff
19	Ebola drugs show promise, even as stigma persists	Siouxsie Wiles	stuff.co.nz, and Stuff-owned newspapers
20	More child head injuries from recreational than team sport	Stuart Dalziel	<i>Nzherald.co.nz, New Zealand Herald, Newstalk ZB (6am news), scimex.org, nationaltribune.com.au, scienmag.com, horsetalk.co.nz, nzdoctor.co.nz, 4BC Brisbane radio, tvnz.co.nz, newshub.co.nz, 2SM Sydney radio, rnz.co.nz</i>
22	West Auckland community ready to take action on unhealthy food	Sarah Gerritsen	<i>Stuff.co.nz, educationcentral.co.nz, bFM,</i>
22	Fact check: travelling seminars of vaccine distortion	Helen Petousis-Harris	Newsroom
23	Drug boosts survival for diabetes after pancreatitis	Max Petrov, Jaelim Cho	<i>Tvnz.co.nz, bFM</i>

September

Media coverage: Highlights and analysis

- FMHS, its researchers and their work were mentioned in 334+ media items this month.
- About 30 were about the measles, and featured comments by **Helen Petousis-Harris** (the majority) and **Nikki Turner**.
- Other topics included: vaping for smoking cessation, cannabis reform, cellphone radiation, stem cell clinics, a link between HRT and breast cancer, a link between scabies and rheumatic fever, primary care reform, health inequities.
- Feature interviews and articles included the 14 September *New Zealand Listener* cover story about [blood pressure](#), which covered **Julian Paton's** research programme in depth and profiled Manaaki Mānawa/Centre for Heart Research ahead of its launch.
- A feature spread about the [Auckland Cancer Trials Centre](#) and **Sanjeev Deva** ran in the *Weekend Herald*.
- **Richard Faull** was interviewed by Kerre McIvor on the *NewstalkZB* morning show.
- *The Conversation* ran an article about Nathan Consedine's research into disgust's role in consumption of [sustainable food](#) alternatives, which was republished by several Australian sites.
- **Matire Harwood** was quoted at length in a *stuff.co.nz* [story](#) on lifting the Māori and Pacific health workforce.

- **Anna Ponnampalam** gave an interview on menopause and the workplace on TVNZ *Breakfast* and in *Stuff*, which ran in eight newspapers.
- Research led by **Vanessa Selak**, about a new cost-benefit calculator for aspirin, gained substantial international coverage, including on [CNN's website](#), and US-based health media.

Generated stories and OpEd pieces

Date	Link	Academic	Pickup
2	\$2m to tackle heart health inequities	Matire Harwood, Vanessa Selak, Corina Grey	Gisborne Herald
5	Why are vaccinated people getting measles?	Helen Petousis-Harris	Sciblog
6	Cannabis legalisation and young people	Benedikt Fischer	Newsroom
6	Conflicts of interest a threat to health	David Menkes	Newsroom
10	Vaping helps smokers quit	Natalie Walker, Chris Bullen, George Laking	Nzherald.co.nz (2), tvnz.co.nz, NewstalkZB (5pm news), stuff.co.nz, scimex.org, Otago Daily Times, The Press, Marlborough Express, newshub.co.nz, Franklin County News, Magic Talk (Drive), Bay of Plenty Times, Daily Post
10	Calls to regulate fast food in 'Heart Attack Alley'	Sarah Gerritsen	Newsroom
12	University of Auckland regains place in elite global top 200	n/a	-
13	Vegetarian and vegans: lower heart risk, but higher stroke risk?	Kathryn Bradbury (while at University of Oxford)	<i>Coverage referred to University of Oxford</i>
17	Daily aspirin – yes or no?	Vanessa Selak	38 websites, mostly US-based, including: Cnn.com, drugs.com, doctorslounge.com, Healthday.com, healio.com, usnews.com, physiciansbriefing.com, rnz.co.nz
17	Funding shows breadth of research at University of Auckland	Susan Morton	-
19	Dementia doesn't care what age you are	Brigid Ryan	Newsroom
20	'Polypill' could save more people from heart attacks and strokes	Vanessa Selak	NewstalkZB (6am, 7am News), Weekend Sun
25	Starship doctor becomes doctor of music	Louise Webster	-
27	Using data in a good way, and making breathing exercises fun	Cass Byrnes	-
27	NZ researchers at forefront of hunt for acute pancreatitis drugs	Jiwon Hong, Anthony Phillips, John Windsor, Colin Green, Ilva Rupenthal	Nzdoctor.co.nz
30	Paracetamol best for pain relief in bone, muscle injuries	Peter Jones	NewstalkZB , newstalkzb.co.nz, nz.herald.co.nz, New Zealand Herald
30	Why we need to pay more attention to scabies in NZ children	Simon Thornley, Gerhard Sundborn	Rnz.co.nz, RNZ (8am, 11am News), nzherald.co.nz

Faculty of Science

August			
30	Noted	Māori and Pasifika scholars under-represented at NZ universities	Tara McAllister co Maori and Pasifika researchers under-represented at NZ universities
28	1 News (Breakfast)	Maori and Pasifika scholars under-represented at NZ universities	Tara McAllister research showing Maori and Pasifika researchers under-represented at NZ universities
	1 News	Plastics pollution in Auckland's Hauraki Gulf a growing concern	Andrew Jeffs backs Government's plan to invest more money to restore shellfish beds in Hauraki Gulf
27	Newsroom	The Science of Wine	Rebecca Deed talks about the science of wine in the lead-up to her talk at Raising the Bar
26	Herald Sun/ Daily Telegraph Aus	WHAT'S THE EXCUSE FOR STILL PUSHING THIS DROWNING-ISLANDS FALSEHOOD?	Murray Ford and Megan Tuck new study questions theories that some Pacific islands are sinking
	The Australian	Pacific Islands leaders get a free kick	Murray Ford and Megan Tuck new study questions theories that some Pacific islands are sinking
23	3 News (6pm)	Turns out we're drinking microplastics in our water	Duncan McGillivray we are drinking microplastics but don't know long-term effects
	RNZ	WHO report microplastics in drinking water	Duncan McGillivray drinking microplastics
	TV3 (AM show)	Relationship advice on conflict	Rachel Low discusses five things to help resolve relationship conflicts
22	Radio NZ	Panel discussion at City Gallery Wellington in association with RNZ	Annette Henderson is a panellist at event looking at contemporary issues affecting women
	Radio NZ	Does it matter where academic funding comes from?	Shaun Hendy argues it is important that funding for science is transparent
21	RNZ (Our Changing World)	Using sound to brew better beer	Andrew Jeffs discusses his research which uses sound in the beer brewing process
	The Conversation	Time out shouldn't be your go-to parenting tool but can be useful if it's well planned	Melanie Woodfield says time out shouldn't be go-to child parenting tool but can be useful in stressful times
19	Radio NZ	Microplastics' impact on the marine ecosystem	Julie Hope discusses proliferation of microplastics in marine environment
16	Chemistry World	Profile of Margaret Brimble	Profile of Margaret Brimble in Chemistry World
	scimex.org	Short bursts of high intensity exercise good for the brain	David Moreau's study suggests even short bursts of exercise are good for your brain
15	Newsroom	What NZ has to offer in an AI future	Michael Witbrock NZ has much to offer in an AI future
14	1 News (Breakfast)	Shaun Hendy research showing climate sceptics get 47% more media coverage	Shaun Hendy climate 'contrarians' get 47% more media coverage than scientists
	NZ Herald (and regional papers)	Short burst of exercise can boost your brain power, kiwi scientist says	David Moreau's study suggests even short bursts of exercise are good for your brain

	SunLive	Short and intensive exercise better, says research	David Moreau's study suggests even short bursts of exercise are good for your brain
9	1 News (Breakfast)	Serial rapists and rehabilitation	Gwen Willis talks about how we should place more emphasis on rehabilitation of serial sexual offenders
	Radio NZ	Element of the week	Nicola Gaston the element of the week: Galium
8	NZ Doctor	2019 Kiwinet award winners	Margaret Brimble wins two major awards at this year's Kiwinet commercialisation awards
6	beijingbulletin.com	AI is here to stay	Juliet Gerrard AI already in use in some sectors,
	mexicostar.com	AI is here to stay	Juliet Gerrard AI is already in use in some sectors
	sydneynews.com	AI is here to stay	Juliet Gerrard AI is already in use in some sectors
	Aus Science	AI is here to stay.	Juliet Gerrard AI
	The Conversation	AI is here to stay. Now we need to ensure that everyone benefits	Juliet Gerrard AI is already in use in some sectors, now we must ensure the technology benefits everyone
1	Radio NZ	The most boring chemical element	Rebecca Jelley tongue-in-cheek piece for Nature Chemistry
September			
28	Radio NZ - National	No link	Joerg Wicker influence of culture on perception of emotions associated with different colours
	Listener	Listener Banana drama	Rochelle Constantine whales 'share' their songs during a meet-up at the Kermode Islands
	stuff.co.nz	Why New Zealand will never fully embrace the flight-shaming movement	Shaun Hendy reducing airline travel to lower our carbon footprint
	newsroom.co.nz	Uni scientists: Why we're marching today	Faculty reasons for taking part in the Climate Strike
26	AllAfrica.com thedallasnews.net Turkey News	Southern Africa: Dugongs - Looking to the Past May Guard Its Future	Shane Lavery lack of genetic diversity of Madagascar dugong points to a bleak future
	phys.org	High-powered computer sees red	Joerg Wicker influence of culture on perception of emotions associated with different colours
25	BusinessTelegraph.co.	Links between colours and emotions are often universal, study finds	Joerg Wicker influence of culture on perception of emotions associated with different colours
	Daily Mail Australia	The international language of COLOURS:	Joerg Wicker influence of culture on perception of emotions associated with different colours
	Herald Sun Daily Telegraph Aus	UN BOSS FEARS NATURE GODS: 'NATURE IS ANGRY... NATURE IS STRIKING BACK'	Murray Ford and Paul Kench the ability of Pacific islands to adapt to climate change
	Taranaki Daily News	Dealing with eruption disruption	Shane Cronin new hazard protocols for an extended volcanic eruption
	sciencemediacentre.	Census 2018: first stats and data quality report — In The News	Thomas Lumley is a member of the expert panel which reviewed flaws in the 2018 Census
22	Sunday News	Mt Taranaki eruption 50/50	Shane Cronin new hazard protocols for an extended volcanic eruption
21	stuff.co.nz	Breaking news	Shane Cronin new hazard protocols for an extended volcanic eruption
	Radio New Zealand	Richard Easter- what can a new interstellar comet tell us?	Richard Easter implications as a new comet enters our Solar system
	New Zealand Herald	Simon Wilson: We can fix the climate crisis if we want to	University mentioned in story on climate change and how seaweed could be used as food in agriculture
	Gisborne Herald	Professor gives up flying for year	Quentin Atkinson discusses his no-fly year

19	Times of India	Even unborn babies can be affected by pollution	Jennifer Salmond new study showing unborn babies can be affected by pollution
	Jakarta Post	Black carbon from air pollution found in placentas: Study	Jennifer Salmond comments on a new study showing unborn babies can be affected by pollution
	New Zealand Herald	School children increasingly grappling with eco-anxiety	Niki Harre dangers of climate change are a cloud of younger children's future
18	ABS-CBN News	Black carbon from air pollution	Jennifer Salmond unborn babies affected by pollution
	Newshub	Ways pregnant women can minimise their inhalation of black carbon particles	Jennifer Salmond study showing unborn babies can be affected by pollution
	TVNZ 1	No link	Thomas Lumley personality differences between people who have tattoos and those that don't
	SBS.COM.AU Malay Mail Bangkok Post	Black carbon from air pollution found in placentas, study shows	Jennifer Salmond study showing unborn babies can be affected by pollution
	Radio New Zealand	How school children are coping with 'eco-anxiety' as they worry about climate change	Niki Harre dangers of climate change are a cloud of younger children's future
	healthcentral.nz	Air pollution may enter the placenta	Jennifer Salmond comments on a new study showing unborn babies can be affected by pollution
	Breitbart.com AFP	Black carbon from air pollution found in placentas: study	Jennifer Salmond unborn babies can be affected by pollution
	TVNZ 1	No link	Shaun Hendy tries to lessen his carbon footprint
	stuff.co.nz	Climate Lessons: Eating kina could become more difficult	Mary Sewell climate change
	The Westport News	Dugong in big trouble	Shane Lavery bleak future for remarkable animals
	Newstalk ZB (Wellington)	No link	Dion O'Neale females are choosing to take other parts like medical science and bioscience instead.
16	TVNZ 1	No link	Sean Hendy discusses no-flying and alternative forms of transport
	stuff.co.nz	NZ's chance to name an exoplanet and star	Nick Rattenbury kiwis' chance to name a planet
	Otago Daily Times	Carbon gets personal	Niki Harre people making changes to reduce footprint
15	stuff.co.nz	The last Pakeha: how Auckland's superdiversity and ethnoburbs shape racism	NZ Attitudes and Values Study mentioned in story on changing shape of racism in suburban Auckland
	New Zealand Herald	Edin Whitehead: Brilliance of Birds	Edin Whitehead spectacular wildlife images
13	Choice	Why 5G isn't a health hazard	David Krofchek discusses the science of 5G and whether it is a health hazard
	Interest.co.nz	Eric Crampton on the perils of fake news climate change and the joyful contrarian	Thomas Lumley critiques from of the statistics behind a news story on littering
	phys.org	Madagascar's unique dugongs in danger	Shane Lavery bleak future for remarkable animals
	Newshub	Why new 'super-Earth'planet K2-18b isn't an option	Richard Easter K2-18b might be able to sustain life but that doesn't necessarily mean it does
	New York Times	In the South Pacific, a Humpback Whale Karaoke Lounge	Rochelle Constantine whales 'share' their songs during a meet-up at the Kermadec Islands

	Magic Talk/TV3	Scientists have found water on planet K2-18b that's 110 light-years away	Richard Easter says K2-18b might be able to sustain life but that doesn't necessarily mean it does or that humans could live there
10	stuff.co.nz	The Detail: Eco-flying is far, far away	Shaun Hendy his year of no-flying
9	newsroom.co.nz	The tree sucking carbon from our air	Cate McInnis-Ng Pinus Radiata versus native trees
5	phys.org	Humpback whales change their tune	Rochelle Constantine whales 'share' their songs
4	London's Biggest Conversation	Humpback whales learn new songs as they migrate, scientists say	Rochelle Constantine whales 'share' their songs
	Swanseasound Exeter FM. 3FM Wessex FM, (UK radios)	Humpback whales learn new songs as they migrate, scientists say	Rochelle Constantine whales 'share' their songs
	Sky News	Humpback whales learn new songs as they migrate, scientists say	Rochelle Constantine whales 'share' their songs
	scimex.org	Whales trade songs when they meet in the Kermadecs	Rochelle Constantine whales 'share' their songs
	The Westport News	Microplastics in our drinking water	Duncan McGillivray a major WHO study on microplastics in drinking water
1	e-tangata.co.nz	Why aren't universities made for people like me?	Tara McAllister the lack of senior academics who are Pasifika or Māori

Chair Approved but not confirmed by the Committee

Audit and Risk Committee MINUTES | PART A

02 October 2019

Meeting Room 105-210, ClockTower

08.00am to 10.00am



Present: Jan Dawson (Chair), Andrew Ferrier (Via-Phone), Rachael Newsome, Cecilia Tarrant and Scott St John		
In Attendance: Peter Gudsell, Rachele Miller, Angus Clark, James Harper, John Pye, Sharmaine Naidoo, Ian Olan, Anthony Steele, Michelle Chaloner and Jacqui Metcalf		
1. Apologies	No apologies were made.	
2. Disclosures of Interest	Ms Dawson advised of an AIG conflict of interest with regards to Part B – Item 11.0: Insurance Renewal Strategy	
3. Minutes of Audit and Risk Committee of 24 May 2019	<p>Item No 3.1: Minutes, Part A</p> <p>Item No 3.2: Matters Arising from the Minutes, Part A, not elsewhere on the agenda.</p>	RESOLVED (Chair Scott St John) that the Minutes, Part A, of the Audit and Risk Committee held on 24 May 2019 be taken as read and confirmed.
4. Other Matters for Decision or Noting	No other matters were noted.	
5. Leave of Absence	<p>No leave of absence was requested for the next meeting.</p> <p>Chair requested the next meeting to be rescheduled so all committee members could attend, and for the meeting to be extended to 3 hours.</p>	
6. Public Exclusions	<p>The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:</p> <p>General subject of each matter to be considered:</p> <p>Item No 7.1: Audit and Risk Committee Meeting 24 May 2019, Minutes Part B</p> <p>Item No 7.2: Audit and Risk Committee Meeting 24 May 2019, Matters Arising from Minutes, Part B</p> <p>Item No 8.0: Combined Assurance Report</p>	RESOLVED (Chair Cecilia Tarrant) that the public be excluded from Part B of this meeting AND THAT Mr Gudsell, Mrs Miller, Mr Steele, Ms Chaloner, Mr Clark, Mr Harper, Mr Pye, Mr Olan, Mrs Naidoo and Mrs Metcalf be permitted to remain for this part of the meeting, after the public be excluded, because of their knowledge of the matters to be discussed. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because they relate to aspects of the administration of the University of Auckland for which those persons are responsible.

7.1

Chair Approved but not confirmed by the Committee

	<p>Item No 9.0: Health and Safety Update Item No 10.0: Cyber Security Programme Update Item No 11.0: Insurance Renewal Planning Item No 12.0: Internal Audit Programme 2020 (Draft) Item No 13.0: Enterprise Risk Register Item No 14.0: Risk Policy & Framework Update Item No 15.0: Audit Plan 2019</p> <p>Reason for passing this resolution in relation to each matter: The protection of the interests mentioned below. Grounds under section 48(1) for the passing of this resolution: Those in Section 9 of the Official Information Act 1982 namely:</p> <ul style="list-style-type: none"> i) To protect the privacy of the persons referred to in the recommendations and to maintain the confidentiality of those recommendations; ii) To enable the University to carry on without prejudice or disadvantage negotiations; and iii) To prevent the disclosure or use of Official Information for improper gain or advantage. 	
<p>The meeting moved in to a Public Excluded Session at 08.03am The meeting closed at 10.24am</p> <p>Approved as a true and correct record.</p> <p>_____</p> <p>Chair, Jan Dawson 2019</p>		

7.1

Capital Expenditure Minutes Report – PART A 25 September 2019 Lippincott Meeting Room, 105-214, ClockTower 10.00am to 11.30am		
PRESENT:	Mr St. John (Chair), Professor McCutcheon (Vice-Chancellor), Ms Tarrant, Mr Daniell	
IN ATTENDANCE:	Ms Cleland, Mr Gudsell, Mr Neale, Mr Rengers, (for Item 7), Mr Divers (for Item 7), Ms Cappel	
1. APOLOGIES	Ms Dawson	
2. DISCLOSURES OF INTEREST BY MEMBERS	The Vice-Chancellor disclosed that he had a friend who was on the Board of Haydn + Rollett, one of the contractors for the Carlaw Park 3 project, and that they had been discussing with him a possible governance contribution after his term as Vice-Chancellor ends. With this in mind, he suggested that should the Committee recommend that Council authorise the project, then it also recommend that both he and the Deputy Vice-Chancellor (Operations) & Registrar execute the lease agreement for this project. This was agreed by the Committee.	
3. MINUTES OF THE CAPITAL EXPENDITURE COMMITTEE, 20 NOVEMBER 2018	Minutes, Capital Expenditure Committee 19 July 2019	RESOLVED (Chair/Ms Tarrant) that Part A of the Minutes of the Capital Expenditure Committee meeting held on 19 July 2019 be taken as read and confirmed .
4. MATTERS ARISING FROM PREVIOUS MINUTES – not addressed elsewhere in the agenda	Matters Arising from Minutes 19 July 2019	No matters arising.
5. PUBLIC EXCLUSIONS	<p>The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:</p> <p>General subject of each matter to be considered:</p>	RESOLVED (Chair/Mr Ms Tarrant) that the Public be excluded from Part B of this meeting.

- Item No 6.1: Minutes Part B, CEC Meeting 19 July 2019**
- Item No 6.2: Matters Arising from Minutes Part B, CEC Meeting 19 July 2019**
- Item No 7.1: Carlaw Park 3 Business Case**
- Item No 7.1.1: Appendix A – Architectural Plans for Carlaw Park 3**
- Item No 7.1.2: Appendix B – Draft Development Agreement and Lease Agreement**
- Item No 7.1.3: Appendix C – Accommodation Portfolio Summary 2017 - 2028 | Projected Revenue Over Direct Costs**
- Item No. 7.1.4: Appendix D – PwC Review of NPV Modelling**
- Item No. 7.1.5: Appendix E – PwC Memo: Rental Research**
- Item No 8.1: Capital & Strategic Projects Update**

Reason for passing this resolution in relation to each matter:

The protection of the interests mentioned below.

Grounds under section 48(1) for the passing of this resolution:

Those in Section 9 of the Official Information Act 1982 namely:

- i) To protect the privacy of the persons referred to in the recommendations and to maintain the confidentiality of those recommendations;
- ii) To enable the University to carry on without prejudice or disadvantage negotiations;
and
- iii) To prevent the disclosure or use of Official Information for improper gain or advantage.

AND THAT Adrienne Cleland, Simon Neale, Peter Gudsell, Micheal Rengers, Paul Divers and Alise Cappel be permitted to remain for this part of the meeting, after the public be excluded, because of their knowledge of the matters to be discussed. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because they relate to aspects of the administration of the University of Auckland for which those persons are responsible.

The meeting closed at 11.03am.

Approved as a true and correct record.

.....
Scott St. John, Chair

.....
Date

7.2

7.3.1

Chair Approved but not confirmed by the Committee

Finance Committee Agenda | PART A

25 September 2019

Meeting Room 105-210, Council Room, ClockTower

08.00am to 10.00am



Present: Michael Daniell (Chair), Scott St John, Sir Ralph Norris, Cecilia Tarrant, Associate Professor Alex Sims, Associate Professor Amokura Kawharu and George Barton

In Attendance: Adrienne Cleland, Peter Gudsell, Jacqui Metcalf, Andrew Creahan, Professor Jim Metson and Alex Thomas

1. Apologies	Catherine Dunphy was noted as an apology.	
2. Disclosures of Interest	<p>Mr George Barton noted, in reference to Item No 13.0: Domestic Student Fees 2020 and International Student Fees 2021, that he is the President of the AUSA and a current student.</p> <p>Cecilia Tarrant, in reference to Item No 13.0: Domestic Student Fees 2020 and International Student Fees 2021, that she currently pays student fees.</p> <p>Associate Professor Alex Sims noted, in reference to Item No 13.0: Domestic Student Fees 2020 and International Student Fees 2021, that she currently pays student fees and that her daughter may be attending the University next year.</p>	RESOLVED (Chair Scott St John) the disclosures, if any, be noted and the action taken be endorsed.
3. Minutes of Finance Committee of 24 July 2019	<p>Item No 3.1: Minutes, Part A</p> <p>Item No 3.2: Matters Arising from the Minutes, Part A, not elsewhere on the agenda.</p>	RESOLVED (Chair Sir Ralph Norris) that the Minutes, Part A, of the Finance Committee held on 24 July 2019 be taken as read and confirmed.
4. Other Matters for Decision or Noting	No other matters for decision were noted.	
The following section has been approved for insertion in Part A section of the minutes. It contains the highlights of the Forecast Financial Performance for 2019 report to the Finance Committee.		

7.3

Chair Approved but not confirmed by the Committee

Table 1 – Financial highlights

EFTS / \$000s	2019				2018 Actual	2019 vs 2018		2017 Actual
	Forecast	Budget	var	var %		var	var %	
EFTS								
Undergraduate	26,113.6	26,323.6	(210.0)	(0.8%)	25,847.6	266.0	1.0%	25,600.6
Postgraduate	7,674.0	7,614.7	59.4	0.8%	7,490.6	183.4	2.4%	7,447.2
Other	419.8	403.5	16.3	4.0%	466.5	(46.7)	(10.0%)	317.9
TOTAL	34,207.4	34,341.7	(134.3)	(0.4%)	33,804.7	402.7	1.2%	33,365.7
Domestic	28,347.0	28,722.6	(375.6)	(1.3%)	28,345.6	1.4	0.0%	28,533.6
International	5,440.6	5,215.6	225.0	4.3%	4,992.6	448.0	9.0%	4,514.2
Other	419.8	403.5	16.3	4.0%	466.5	(46.7)	(10.0%)	317.9
TOTAL	34,207.4	34,341.7	(134.3)	(0.4%)	33,804.7	402.7	1.2%	33,365.7
RESEARCH & CONTRACT Revenue								
University	231,420	214,920	16,499	7.7%	206,858	24,562	11.9%	164,891
UniServices (excl subcontracts)	61,896	62,531	(635)	(1.0%)	76,268	(14,372)	(18.8%)	95,426
	293,316	277,451	15,865	5.7%	283,126	10,190	3.6%	260,317
RESEARCH Overhead Recoveries								
University	51,586	47,392	4,195	8.9%	48,801	2,785	5.7%	32,639
UniServices	855	265	590	222.7%	4,644	(3,789)	(81.6%)	7,486
	52,442	47,657	4,785	10.0%	53,445	(1,003)	(1.9%)	40,125
OVERVIEW								
Total revenue	1,247,830	1,213,624	34,206	2.8%	1,202,245	45,586	3.8%	1,149,434
Total expenditure	1,206,609	1,173,165	(33,445)	(2.9%)	1,143,559	(63,050)	(5.5%)	1,110,387
Net surplus	41,221	40,459	762	1.9%	58,685	(17,465)	(30%)	39,047
Less unusual items					13,600			9,750
Adjusted Net surplus	41,221	40,459	762	1.9%	45,085	(3,865)	(9%)	29,297
%	3.3%	3.3%	(0.0%)	(0.9%)	3.8%	-0.4%	(12%)	2.5%
Operating cash flows	199,359	191,929	7,429	3.9%	165,565	33,794	20.4%	201,090
Cash and ST investments (net)	(212,520)	(219,970)	7,450	3%	27,807	(240,327)	864%	158,787
Capital Expenditure	437,053	436,222	(831)	(0.2%)	319,628	(117,425)	(37%)	191,735
Net assets	3,031,743	2,804,914	226,828	8.1%	2,724,871	306,872	11.3%	2,724,871
Teaching Rev \$ per EFTS	20,124	20,108	16	0.1%	19,531	593	3.0%	18,976

Highlights

- International student numbers continue to grow strongly in 2019. While the 9.0% overall growth rate is slowing fractionally as the postgrad taught programme in B&E matures, the rate of growth in new undergraduate enrolments is accelerating. This is a positive lead indicator for the future.
- Domestic student numbers stabilise halting a long run contraction trend.
- Domestic EFTS reflect Semester 2 enrolments and fall short of budget. This has impacts on both fee revenue and TEC funding. The budget for TEC funding was set assuming the University would take advantage of some of the potential 2% additional funding available where agreed EFTS levels are exceeded.

Chair Approved but not confirmed by the Committee

	<p>Highlights</p> <ul style="list-style-type: none"> • Current domestic EFTS forecasts, although a fraction above the TEC agreed funding level, are 1.3% short of budgeted EFTS resulting in little of the up to 2% incremental funding being available. TEC funding is therefore forecast 1.6% or \$5.4m below budget. • Material mix shifts in the student population continue to occur as growth in internationals and STEM disciplines predominate, increasing average revenue even as total student related revenue in 2019 slips below budget. • The results of the PBRF quality assessment have been announced and the University dominates in terms of numbers of the most highly ranked academics. The financial impact is \$1.2m lower than budget due to the dilution of the national pool of funding. • The mix of growth and contraction across various student cohorts makes for a challenging resourcing environment. Incremental costs of teaching are forecast lower than budget, enabling Faculties to deliver additional surplus in the short term despite the net revenue shortfalls. • Lower than budgeted teaching costs reflect academic staffing recruitment pressures especially in high growth Faculties combined with the transfer of some professional staff as part of IT and Finance centralisation initiatives. • Research revenues and overhead recoveries are tracking well ahead of budget, reflecting the previous Public Good successes, especially in Science and MHS but with improvement also in Engineering and Bioengineering. <ul style="list-style-type: none"> • A new borrowing limit of up to \$600m has been agreed by Council, in advance of approval from TEC. This increase in the limit, if approved, would allow more flexibility in the period out to 2025. • The financial performance of the underlying core activities of the University remains strong, with enough flexibility to respond to 	<ul style="list-style-type: none"> • UniServices forecast reflects the 30 June results as provided to their Board on 2nd August. At that point a \$1.2m incremental net surplus was reported reflecting reduced property costs. • Sizable but isolated asset-related costs are being faced by Property Services. These are depreciation and building write-downs in the main. The revaluation of the University's buildings at 31 December 2018 saw the value of buildings rise by over 13%, naturally having a material impact on depreciation. Incremental unbudgeted costs approaching \$11m are expected to be incurred in 2019. • Cashflow forecasts indicate higher operating cash flows compared with budget. Surpluses are expected to be close to budgeted levels despite a step up in non-cash depreciation and building write-downs. The effective net substitution of cash costs with non-cash naturally leads to a higher cash generation from operations. • Capital expenditure is forecast very close to budget at a total of \$437.1m with the capital-intensive conclusion of three major building projects driving record capital expenditure in 2019 after some delays in 2018. The building related capex in 2020 is expected to be materially lower with the conclusion of these major projects. • The majority of the building project capital expenditure in the medium term is associated with major projects that have yet to commence, meaning cash flow projections are less certain. Cash and funding requirements for the medium term are being reassessed alongside building programme scheduling. Borrowing will remain for the medium term, with the bank facility now formally re-established. This is as expected and planned for within the LTACP. <p>variability in student numbers, research levels and asset and investment related costs.</p> <ul style="list-style-type: none"> • Overall the University's financial performance for 2019 is expected to be satisfactory.
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7.3

Chair Approved but not confirmed by the Committee

<p>5. Leave of Absence</p>	<p>No Leave of Absence was noted for the next meeting.</p>	
<p>6. Public Exclusions</p>	<p>The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:</p> <p>General subject of each matter to be considered:</p> <p>Item No 7.1: Finance Committee Meeting 24 July 2019, Minutes Part B</p> <p>Item No 7.2: Finance Committee Meeting 24 July 2019, Matters Arising from Minutes, Part B</p> <p>Item No 8.0: Forecast Financial Performance for 2019</p> <p>Item No 9.0: Treasury Management, Compliance and Cash Flow Report</p> <p>Item No 10.0: Outlook for Research Revenues</p> <p>Item No 11.0: UniForum University Briefing</p> <p>Item No 12.0: Recreation & Wellness Centre – Contract Commitment Authorisation</p> <p>Item No 13.0: Domestic Student Fees 2020 and International Student Fees 2021</p> <p>Reason for passing this resolution in relation to each matter:</p> <p>The protection of the interests mentioned below.</p> <p>Grounds under section 48(1) for the passing of this resolution:</p> <p>Those in Section 9 of the Official Information Act 1982 namely:</p> <ul style="list-style-type: none"> i) To protect the privacy of the persons referred to in the recommendations and to maintain the confidentiality of those recommendations; ii) To enable the University to carry on without prejudice or disadvantage negotiations; and iii) To prevent the disclosure or use of Official Information for improper gain or advantage. 	<p>RESOLVED (Chair Scott St John) the public be excluded from Part B of this meeting AND THAT Mrs Cleland, Mr Gudsell, Mr Creahan, Professor Metson, Ms Thomas and Mrs Metcalf be permitted to remain for this part of the meeting, after the public be excluded, because of their knowledge of the matters to be discussed. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because they relate to aspects of the administration of the University of Auckland for which those persons are responsible.</p>

7.3

Chair Approved but not confirmed by the Committee

The meeting moved in to a Public Excluded Session at 8.06am

The meeting closed at 10.00am.

Approved as a true and correct record.

Chair, Michael Daniell
| |2019

7.3.2



7.3

Domestic Student Fees 2020 and International Student Fees 2021

Briefing to Finance Committee *(Council Meeting – PART A: Redacted Version)*

The purpose of this paper is to explain and recommend a schedule of 2020 domestic fees and 2021 international fees for consideration by the University's Finance Committee and Council

*Professor Stuart McCutcheon, Vice-Chancellor
Adrienne Cleland, Deputy Vice-Chancellor (Operations)*

25 September 2019

1. Summary

This memorandum presents the fees recommendations for domestic students for 2020 and international students for 2021. The University's medium-term financial forecasts, as contained in the Long-term Academic and Capital Plan, indicate that planned strategic investments to enhance quality and reputation of provision, and the planned capital programme, can continue to be funded without breaching prudential requirements.¹ This is the case provided:

- Fees are increased as recommended
- International student numbers grow as projected
- Research contributions perform as projected
- The cost of administrative transactional activity continues to reduce as planned
- Other costs are contained in line with EFTS and student-to-staff ratios, acknowledging that the Faculty of Education & Social Work will in the short term require additional budget support in excess of standard ratios in 2020

The following section (Section 2) provides the environmental and strategic context for the fees decisions. The University of Auckland continues to be New Zealand's highest ranked university, and in the 2020 Rankings, released in 2019, we have improved our position slightly in the two main global ranking systems. The THE rankings (released 12th September 2019) have us return to the Top 200 ranked universities (179) after a drop to below 200 in 2018. Our marginal improvements in rankings do not represent a significant improvement in the quality of our outputs but a considerable investment in maximising every opportunity provided by our current performance. Our performance in the rankings remains severely constrained by our relatively high student:staff ratios, combined with our relatively limited access to revenues including public and private research revenues (compared with lower ranked universities). Maintaining a high ranking is important to the University, its staff and students as it allows us to attract world-class researchers, gives us access to international collaborations and opportunities, ensures we attract high-quality international students, and increasingly, is a factor for domestic students. The University's ranking also influences the potential and continued membership of international networks that enable valuable research and educational linkages for our staff and students, and the willingness of our

¹ Please note that continuing building cost pressures will require on-going focus, careful prioritisation and sequencing to maintain this position.

alumni and friends to support us. Sustaining and improving our ranking requires us to invest in academic capability and world-class facilities. To do that we require higher average revenues per student as well as appropriate cost structures.

Section 3 summarises the expected University movement in costs. For 2020 specifically, the University's costs are expected to increase by 5.7% (3.2%, 2019). For 2021, the University's costs are expected to rise by a further 2.4%. The cost rises for 2020 are driven by increases in people costs (1.8%), other operating costs (0.5%), and asset-related costs (3.5%), and are expected to occur despite active initiatives to reduce the cost of administrative transactions.

Section 4 outlines the recommended 2020 fees for domestic students, which are tightly controlled by Government policy. Domestic student fees would have to increase by 12.2% (6.0%, 2019) to maintain revenue per EFTS at the same level as 2019 in real terms, but the Annual Maximum Fee Movement regulations limit increases to only 2.0%. If the recommended domestic student fee increases are not approved for 2020, the University will carry the full revenue impact of that decision for the life of the Annual Maximum Fee Movement regime. **The recommended tuition fees represent an average increase per full-time domestic student of \$197 per annum** and overall additional revenue from domestic students of \$5.8 million. A loss of this amount of revenue would require, for example, a reduction in staffing by approximately 51 positions in addition to the significant operational pressures resulting from the insufficiency in government funding increases for 2020.

Section 5 outlines the recommended 2021 fees for international students. International tuition fee increases are not limited in the way that domestic fees are, so a combination of cost and market factors have been taken into account in reaching a recommendation.

Section 6 provides the recommendations for increases in the Compulsory Student Services Fee and reflects cost rises to maintain our ability to provide current services, together with a modest increase to enable the addition of services as outlined.

Section 7 examines Other General Fees.

Section 8 then provides a conclusion and provides all recommendations on Student Fees. These include:

- For 2020 undergraduate programmes, postgraduate taught programmes, research masters, bachelors honours programmes and doctoral programmes, that the maximum allowable increases of 2.0% under the Annual Maximum Fee Movement regulations are applied for domestic students.
- For 2021 international tuition fees, that an average increase of 3.7% be applied.
- For the 2020 Study Abroad fee, that the current rate of \$12,950 be applied.

[REDACTED]

- For the Compulsory Student Services Fee, that a fee of \$7.86 per point (GST inclusive) or \$942.61 per full-time student, is applied. This reflects cost rises to maintain our ability to provide current services, together with a modest increase to enable the addition of services as outlined.

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7.3

2. Context

New Zealand continues to have one of the most efficient university systems in the world in terms of the quality of education received relative to cost.

Ranking

This efficiency is illustrated by figure 1 below, which plots ranking on the Times Higher Education- world ranking of universities (the top 200) against expenditure per student (expressed in \$US on a purchasing power parity basis).

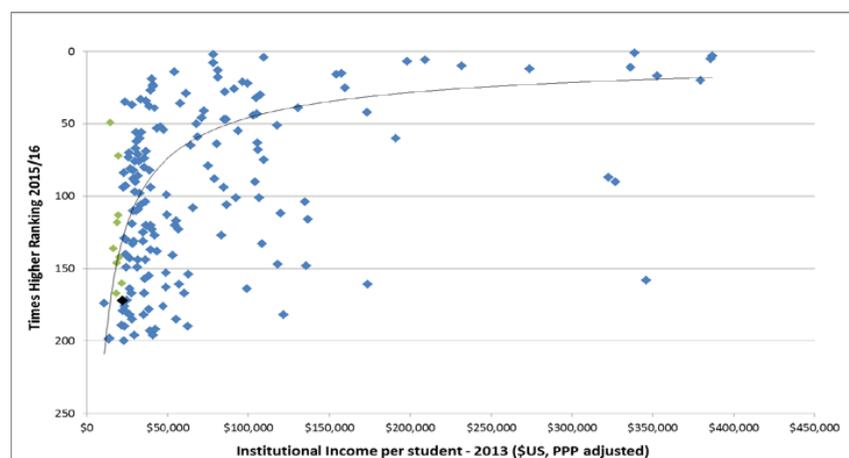


Figure 1. Institutional income versus Times Higher ranking 2015/16

Source: Times Higher dataset.

Note: Universities in green are those with less income than UoA, but higher ranking.

Rankings of universities in the Times Higher and QS systems typically improve with increased income per student. Under the Times Higher Rankings system only nine of the world's top 200 universities have a lower income per student but higher ranking than the University of Auckland (shown in Figure 2 below). In the case of the QS system the number is just one (Trinity College, Dublin).

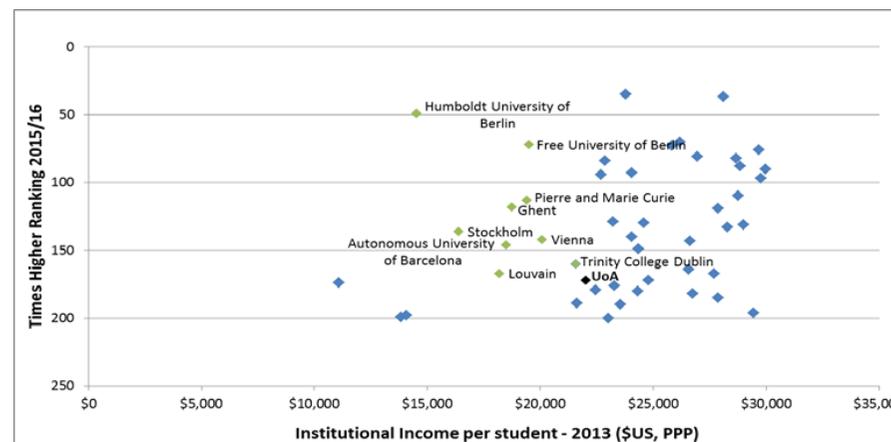


Figure 2. Institutional income per student versus Times Higher ranking 2015/16 – (universities with <\$30,000)

Source: Times Higher dataset.

We have analysed the characteristics of those universities that have a higher rank than the University of Auckland but lower incomes per student. These universities are all European universities with long histories and very strong reputations e.g. numerous Nobel Prize winners. It is higher scores on the teaching, research and citations category scores (together contributing 90% of the score) that drive the higher rankings of these universities under the Times Higher methodology. Under the QS methodology the University of Auckland performs relatively better, driven by a better performance on the reputational elements of the ranking score (which contributes a higher proportion of the total score than in the Times Higher system).

7.3

Government Support

There is significant variation in the cost of tertiary education and the level of support available to students across the OECD. Together with Australia, the UK, the US, Canada and the Netherlands, New Zealand falls into a group of countries with high tuition fees and well-developed student support systems according to OECD's categorization.

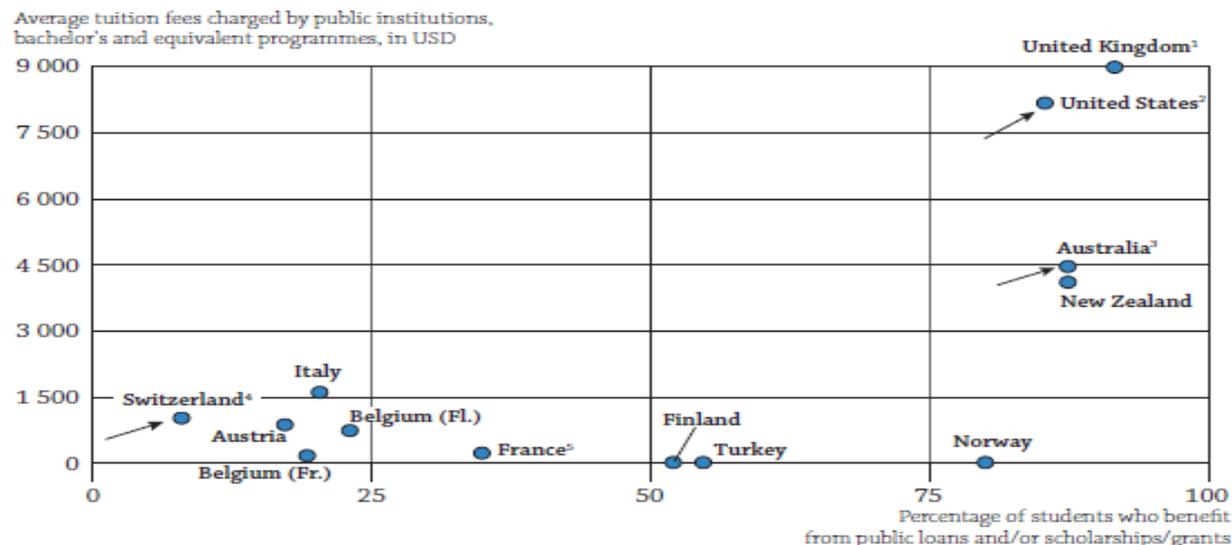
New Zealand spends a high proportion of GDP on tertiary education relative to the OECD. However its expenditure on institutions is relatively low. OECD information on the relative investment levels has not been updated to include the impact of the Government's "fees-free" policy. Information published before the introduction of the fees-free policy, showed that only 52% of public investment in tertiary education is on the institutions, and 48% on support of students compared to an average of 67% invested in the institutions in comparable countries across the OECD.² The relatively high level of student support in New Zealand, even before the introduction of Fees-free, reflects a well-developed student financial support system with a high level of public support for students designed to ensure that participation is not compromised by the existence of tuition fees, and is consistent with, but higher than, the picture seen in other countries where tuition fees are relatively high, for example Australia (35% of funding in support of students), and the Netherlands (29%).³

As is shown in the chart below from *Education at a Glance 2015* New Zealand students benefit from a robust student financial support system, and one that compares favourably to systems in other OECD countries in which fees are charged.

² As a percentage of total public expenditure on education and GDP, for tertiary education (2011). OECD, 2014, *Education at a Glance 2011 OECD Indicators*. Table B5.4 Public support for households and other private entities

³ OECD (2014). *Education at a Glance 2014*, p. 265.

Chart 1. Average tuition fees charged by public institutions related to the proportion of students who benefit from public loans and/or scholarships/grants at bachelor’s and equivalent level (2013-14)
For full-time national students, in USD converted using PPPs for GDP, academic year 2013/14



Note: Arrows show how the average tuition fees and the proportion of students who benefit from public support have changed since 1995 further to reforms.

1. Tuition fees refer to England only.

2. Reference year 2011-12.

3. Only includes the major Australian Government scholarships programmes. It excludes all scholarships provided by education institutions and the private sector.

4. Swiss data refer to the financial year 2013 and the academic year 2012/2013.

5. Tuition fees range from USD 215 to USD 715 for university programmes depending from the Ministry of Higher Education.

Sources: OECD, Tables B5.1a and B5.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933284064>

Student Debt

Concerns about mounting student debt are frequently raised in connection with New Zealand universities’ annual fee setting. We have examined student loan debt trends in New Zealand and reviewed the limited evidence from NZ and overseas on some of the wider social and economic consequences of student debt (e.g. home ownership; family formation; entrepreneurial activity).

Focusing on university graduates only, average annual loan amounts have gradually increased between 2006 and 2016 largely reflecting rising student fees, and for Masters and Doctorate students the increases also appear to relate to the policy change in 2013 whereby postgraduate students are less likely to qualify for student allowances. The graph below illustrates the student loan trend.

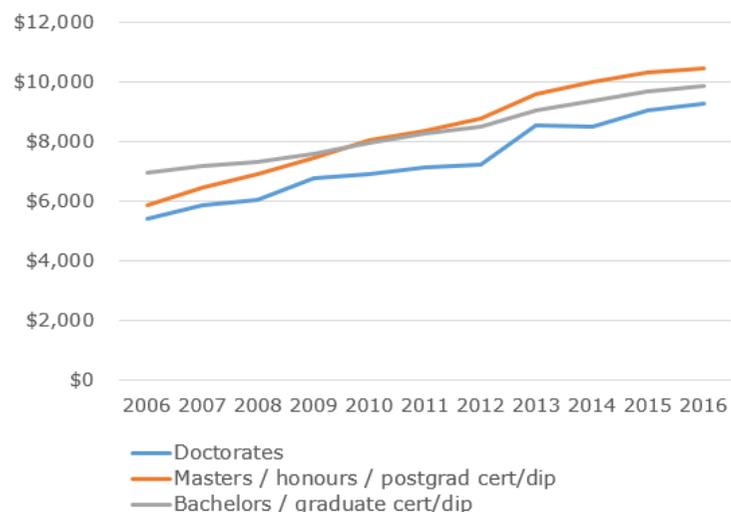


Figure 3: Average amount borrowed by level of study (annual, nominal)
 Source: Ministry of Education. Student Loan Scheme Annual Reports 2017, 2013, 2011 data.

There is little evidence of costs inhibiting enrolment of Māori and Pacific students. In 2018 approximately 66% of school leavers who achieved UE (in NCEA) went on to enrol at a New Zealand university. The proportion for Māori and Pacific participation was similar at 64%.

New Zealand evidence on the wider impact (e.g. on house purchase, partnering) of student loan debt is limited to survey evidence. While there is some evidence from overseas pointing towards negative implications of student debt (from the US and the UK where student debt levels are significantly higher, and the findings are therefore not necessarily applicable to New Zealand), this evidence must be considered together with the impact of attaining a degree on an individual’s life-time earnings. There is certainly compelling evidence from New Zealand, as there is from elsewhere, that a degree is a worthwhile investment for an individual. Degrees attract a significant earnings premium in New Zealand. As recent data released by Universities New Zealand (2016) reveals, a typical graduate with a *bachelor degree* will earn around \$1.4 million more over their lifetime than a non-graduate, and this is after accounting for years lost earnings while studying and student loans.⁴ For medical graduates the figure is closer to \$4 million.

The value of a university education is even greater for Māori and Pacific graduates who earned 2.9x NZ median earnings in 2012 compared to the overall population where graduates earn on average 2.6x median earnings. All of which explains the very significant increase in numbers of students choosing to go to university over the last 20 years.

⁴ Universities New Zealand (2016). Press Release – 16 February 2016: A Degree is a smart investment. Available: <http://www.universitiesnz.ac.nz/node/854>

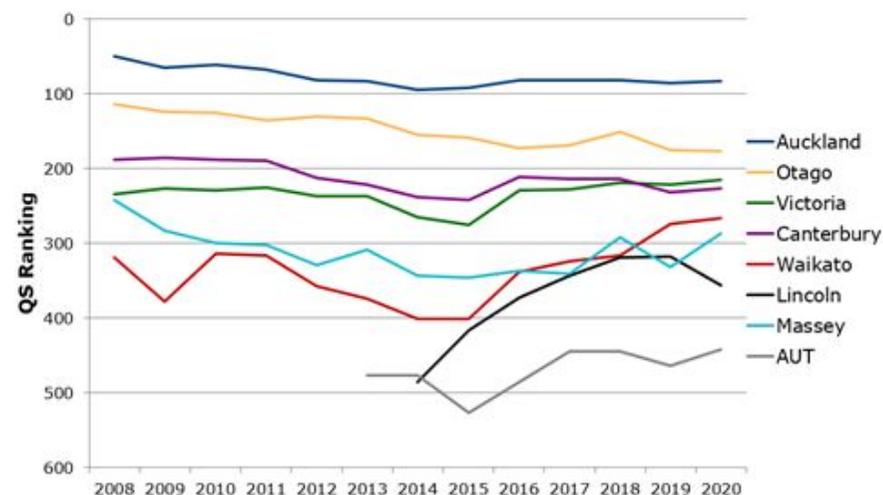
Context Summary

Thus the context in which we are setting fees is one in which our students have access to a high quality university at a modest per student cost and with high levels of government support. The context for the University is one in which we are trying to create, on behalf of students and the country, an institution that is truly world-class with revenues that are extremely low by international standards and strongly controlled by government policy. The University remains committed to high entry standards but with strong support for those who were disadvantaged in the compulsory sector, of offering a high quality, research-based, internationally connected academic experience to students and of supporting them with a high level of extracurricular and support activities, and in the provision of world-class facilities.

While New Zealand universities rate well in terms of quality compared with cost, the trend across the New Zealand sector is for continued decline in rankings compared to international institutions. Figure 4 below plots the QS rankings of each New Zealand University over time, with the trend amongst the universities ranked in the top 200 being overwhelmingly downward (aside from the 2015 improvement in the rankings of some universities resulting from a methodological change in how citations are handled).

This trend is linked to continuing falls in the real contribution made by revenue streams controlled by Government.

Figure 4: NZ University QS rankings 2008-2019



The University of Auckland continues to be New Zealand's highest ranked University. For the University to move sustainably up the rankings, new investments are required, especially in academic staffing, expressed in the rankings as student:staff ratios, where the University does not perform well. In both major rankings our high student:staff ratio is a significant constraint on our overall place and impacts on our reputation. The University needs to increase average revenue per student and to increase the number of high quality academics and research teams.

Given the wide use and influence of the international university rankings, including restrictions being made based on rank (e.g. availability of scholarships in some countries from which we source international students), it is important to have at least one highly ranked New Zealand University. This will help ensure high quality world-class researchers and academics who continue to want to come to New Zealand, that New Zealand is not excluded from international collaborations or scholarships, and that international students (and their parents or caregivers) continue to find New Zealand tertiary education attractive.

New Zealand's entire higher education system is likely to be held in higher regard if at least one university is ranked in the top tiers.

7.3

3. Projected Cost Movements

Our objective must be to ensure the University can operate sustainably in the medium and long term. In order to maintain our quality and competitiveness objectives as well as deal with financial constraints, we must align cost and revenues as much as possible. Therefore, the recommendations for fee increases reference projected cost movements for the following years.

3.1 Projected Cost Movements 2020

Expected cost increases expected for 2020 can be grouped under three headings:

- **People Costs:** The Reserve Bank of New Zealand’s Monetary Policy Statement (May 2019) is forecasting annual labour costs inflation of 2.0% for 2020, reaching 2.3% by 2021. The University is currently projecting a small increase in base salaries with promotions, mix shift, superannuation participation and competitive pressures being the major factors resulting in an overall increase of 3.0%.
- **Other Operating Costs:** An inflation factor of 1.9%, based on the current Reserve Bank CPI forecast for 2020, has been used as an estimate of the baseline cost increases expected in 2020.
- **Building & Asset-Related Costs:** Building and asset-related costs (e.g. depreciation, maintenance, cleaning, utilities, security, insurance), which in a number of cases are driven by previous spends of capital expenditure, continue to increase at a faster rate than CPI reflecting the current highly competitive market place together with new projects and sites coming on stream; with a projected increase for 2020 of 21.5%. This is unsurprising given the very large amount of past and current investment, continuing increase in building valuations and asset related costs as well as the addition of significant new buildings. Significant one-off costs of \$11.70m, largely related to preparedness for the RWC construction, are part of this increase.⁵ Even though these costs are real and impactful, given their one-off nature they have been excluded from the Compulsory Student Services Fees Calculation in section 6.

These costs have been considered in some detail over the medium term and Table 1 shows the 2020 impact.

Table 1: Projected overall cost increases for 2020

COST TYPE	% INCREASE	% MIX OF COSTS	AGGREGATE
People costs	3.0%	59.3%	1.8%
Other Operating Costs	1.9%	24.7%	0.5%
Building & Asset-related costs	21.5%	16.0%	3.4%
			5.7%

This estimate in overall cost increases of 5.7% compares with the 3.2% movement in costs used as the basis for the 2019 fee-setting process, and reflects, in particular, an increased proportion of costs moving towards building costs.

3.2 Projected Cost Movements 2021

Using the same methodology described above for the calculation of the 2020 projected cost movements, the overall cost increases for 2021 over 2020 can be calculated as follows:

- **People Costs:**
An overall net increase of 3.3% is projected reflecting the higher labour cost inflation forecast for 2021.
- **Other Operating Costs:**
An inflation factor of 1.9%, based on the current Reserve Bank CPI forecast for 2021.

⁵ Without these one-off costs the increase would be 14.2%.

• **Building & Asset-Related Costs:**

Building and asset-related costs continue to increase at a much faster rate than CPI over the medium term, as depreciation costs from new building projects and sites come on stream. The stabilisation in cost is the result of one-off asset write-off costs in 2020 of almost \$12m which by their nature do not reoccur. The underlying Building & Asset-Related cost drivers remain consistent however as evidenced by the RLB non-residential building cost index which indicates an increase in the national market of 3.5% in 2021.

As for 2021 these costs have been considered in some detail over the medium term and the table below shows the 2021 impact. As part of our normal cycle these figures will be revised before part of next year’s paper.

Table 2: Projected overall cost increases for 2021

COST TYPE	% INCREASE	% MIX OF COSTS	AGGREGATE
People costs	3.3%	59.3%	2.0%
Other Operating Costs	1.9%	25.0%	0.5%
Building & Asset-related costs	(0.1)%	15.7%	(0.0)%
			2.4%

4. Domestic Tuition Fees 2020

4.1 Impact of the shortfall between Government domestic funding rates and projected cost increases

Based on a 5.7% increase in costs and an inadequate 2.1% increase in Government Student Achievement Component (SAC) funding rates, the increase in student fee revenue required to maintain the same real revenue per EFTS would be 12.2%, as shown in the table below.⁶ This compares to a 6.0% increase in student fee revenue required to maintain the same real revenue per EFTS in 2019.

Table 3: Fees Increase Required to Maintain Constant Real Revenue per EFTS in 2020

	BUDGET 2019	INCREASE %	INCREASE \$	NOTIONAL 2020
Student Component	\$336.6m	2.1%	\$7.0m	\$343.6m
Domestic Fees	\$188.9m	12.2%	\$23.0m	\$211.8m
Total	\$525.5m	5.7%	\$29.9m	\$555.4m

If increases in Government funding rates fully reflected movements in the University's costs, they would need to increase by 5.7% for 2020. In fact, Government Student Component funding rates for 2020 are only increasing by an average 2.1%, effectively a cut, or an increase in Government underfunding, of \$19.2m, as shown in Table 4.

The overall deficit, after taking account of the proposed increase in domestic student fees is shown in Table 4. The \$19.2m deficit is the equivalent of approximately 168 staff positions (on average each full-time position in the University incurs costs of approximately \$114,000 per annum).

⁶ Note that the 2.1% is higher than the budget figure of 1.8% due to the student mix assumptions.

Table 4: Fees Increase Required to Maintain Constant Real Revenue per EFTS in 2020.

	BUDGET 2019	INCREASE %	INCREASE	NOTIONAL 2020	DEFICIT
Domestic Teaching Costs	\$525.5m	5.7%	\$29.9m	\$555.4m	\$0
Government contribution required for zero fee included	\$336.6m	8.9%	\$29.9m	\$366.5m	\$0
Actual Government contribution	\$336.6m	2.1%	\$7m	\$343.6m	\$23.0m
Domestic Fees required to make up deficit	\$188.9m	12.2%	\$23.0m	\$211.8m	\$0
Student Fees recommended	\$188.9m	2.0%	\$3.8m	\$192.7m	\$19.2m

The University continues to pursue administrative efficiencies as part of its operational effectiveness programme in order to reduce the impact of the lack of indexation of government funding. Multiple functional reviews, for example, have allowed for the recycling of administrative costs per EFTS. These include the Libraries and Learning Services (LLS) Functional Review the IT Functional Review and the Finance Function Review carried out in 2018 and 2019. These reviews continue to build on administrative efficiencies through the use of benchmarking and process improvement techniques. In addition, a reduction in the ratio of space per student is expected to be achieved on completion of the consolidated campus strategy i.e. the exit of Tamaki, which is in progress, and Epsom campus scheduled over future years, thereby reducing the impact of the general increases being experienced in asset-related costs.

However more than offsetting these efficiency initiatives are: increased cost pressures related to our property services portfolio such as depreciation,

preliminary costs, demolitions, and increased repairs and maintenance; the need to invest in new and improved services, for example new academic positions and programmes, including the new Design Programme and increasing our online offerings; internship and employability services; increased health and safety support; and externally imposed costs, for example, the impact of compliance with, amongst other legislation, hazardous materials regulations, minimum wage legislation, and the Vulnerable Children Act.

It is also clear that students value well-specified fit-for-purpose facilities as well as having sufficient space for their individual and team learning and social needs. Recently Council has approved in principle a fit-for-purpose Recreation and Wellness Centre, and surveys show demand for greater access to informal study spaces. The opening of the new Science Tower was indicative of this demand with high occupancy of the ground-floor space within minutes of opening. Students currently report increasing difficulty in finding space on campus to study between lectures and to undertake group work.

Reducing the ratio of academic staff to students would reduce the overall cost per EFTS. However this would also impact the quality of education offered which would be to the detriment of students and therefore inappropriate. It would also negatively impact the University rankings. The University continues to pursue a strategy of improving rather than reducing quality and plans to continue the policy, whilst fiscally feasible, of allocating resources to faculties to enable the student:staff ratios of the Go7 to be matched by discipline.

4.2 Undergraduate Fees

The Annual Maximum Fee Movement for 2020 is in consultation at 2.0% and anticipated to be set by Government at 2.0%.⁷ The Student Achievement Component funding increase was set at 1.8% by Government and evolves to 2.1% as we apply our student mix assumptions. This Annual Maximum Fee Movement for 2020 is the same as for 2019, 2018 and 2017 and is a reduction from the 3% for 2016 and 4% prior to that.

⁷ Subsequent to production of the paper for Finance Committee the 2% has been confirmed.

⁸ We are changing the programme structure from 120 to 150 points to move all three programmes to the same length to increase the efficiency of delivery while also anticipating higher accreditation standards. Unfortunately, short-term our competitors remain in market

The University has two principal options to consider for undergraduate fees: increase all undergraduate fees by the Annual Maximum Fee Movement or increase all or a selection of undergraduate fees by less than the Annual Maximum Fee Movement.

Given that the application of the maximum allowable fee increase of 2.0% is well below the estimated fee increase of 12.2% required to maintain the same real revenue per EFTS in 2020, fee increases of less than the maximum allowable cannot be justified.

We therefore recommend that all undergraduate courses are increased by 2.0%, the maximum allowable under the Annual Maximum Fee Movement regulations with the only exception being to the Graduate Diploma of Teaching.⁸

4.3 Postgraduate Fees

As with undergraduate fees and using the same rationale, we recommend that the Annual Maximum Fee Movement of 2.0% apply to postgraduate fees.

4.3.1 Postgraduate Taught Programmes

While recognising that broader financial issues remain important for students, when considering fee levels for postgraduate taught programmes our conclusion is that price is not the major influencer of choice, for several reasons:

- Most students report they are taking these programmes with an expectation of career enhancement, in the form of promotion and/or earnings. An expectation of greater earnings is usually associated with a willingness to invest to achieve that outcome.
- The University's brand and reputation is valuable to these students.
- In the case of many such programmes, particularly in professional areas, a proportion of students will have their fees wholly or partly covered by their employer.
- To a certain extent cheaper programmes can be indicative of a lower value product.

at 120. We believe that other providers will find they need to increase their secondary programmes in length in order to meet new accreditation requirements. An increase to fees in this area at this time would make the apparent price increase vs our competitors larger.

As with the undergraduate programmes, the maximum allowable fee increase for postgraduate taught programmes under the Annual Maximum Fee Movement regulations of 2.0% is below the estimated fee increase of 12.2% required to maintain the same real revenue per EFTS in 2020.

Our recommendation therefore, is that all postgraduate taught courses are increased by 2.0%, the maximum allowable under the Annual Maximum Fee Movement regulations.

4.3.2 Research Masters, Bachelors Honours Programmes & Doctoral Programmes

On average, the University of Auckland's fees for research masters, bachelors honours programmes and doctoral programmes are similar to those of New Zealand's other major universities.

Auckland's high world ranking and leading local status are valued highly by postgraduate students, since the reputation and value of a research-based programme is closely linked to the reputation of the University from which it is gained. There are therefore no grounds, based on comparison with other universities, to restrict fees growth. Indeed, if we were able to charge appropriately we would command a price premium over the other NZ Universities.

Again, as with undergraduate and taught masters programmes, the maximum allowable fee increase for research masters, bachelors honours programmes and doctoral programmes under the Annual Maximum Fee Movement regulations is, at 2.0%, below the estimated fee increase of 12.2% that would be required to maintain the same real revenue per EFTS in 2020.

Our recommendation therefore is that fees for all research masters, bachelors' honours programmes and doctoral programmes are increased by 2.0%, the maximum allowable under the Annual Maximum Fee Movement regulations.

5. International Tuition Fees 2020

In line with best practice, the University sets international student fees two years in advance to maximise the efficiency of our recruitment efforts and to allow interested students and their families to plan for their investment.

5.1 Market conditions

2018 saw strong growth of 8.4% in international EFTS at the University and 2019 targets have been met ahead of Q4 enrolments from the Graduate School of Management suite of programmes. 2020 targets in the University's current strategic plan (2013-2020) were met two years early in 2018.

Progress on our four key strategies is as follows:

1. Post-graduate taught masters (PGT) – nearly doubled since 2015
2. Transnational education (TNE) – first cohort of 55 students from Southwest University into Science, and launched AULIN College with Northeast Forestry University in September. TNE enrolments in 2019 increased fourfold.
3. Non-award (Study Abroad) – 7% growth in 2018
4. Outbound – 24% outbound participation in 2018

Competition continues to intensify with many of our traditional source markets also competing to attract international students. Geopolitical tensions are high with increased discussion of optimal balance and capacity for international students in higher education systems.

Our pivot from individual (retail) recruitment to partnership (wholesale) is advancing well in China. Engagement with India has taken off with seven of eight faculties planning leadership time in-market. Joint PhD agreements are in negotiation with eight universities in China and India.

New Zealand now has the world's most progressive work rights policy for international students but we continue to suffer from low marks in market perception for employability and quality. Increased focus and communications in these areas are needed to build our brand prestige in key markets.

Faculties continue to increase their market share of international students in New Zealand overall and most programmes wish to maintain current market positioning at the top of the NZ price range and at the lower end of the Group of Eight.

5.2 Consultation for 2020 international tuition fees

We consulted faculty leadership (Deans, Directors of Faculty Finance, etc.) to examine their satisfaction with current and forecast future market positioning, primarily against New Zealand universities and the Group of 8 (Go8). These are based on several assumptions: 2016 to 2019/2020 actual fees, 2020-2023 forecast fees for the competition based on their historical rate of increase as calculated from available data. In addition, we consulted a bespoke survey of Australia and New Zealand international tuition fees produced by StudyMove for Universities New Zealand.

The fees are set to increase at different rates for each faculty based on modelling the fees position in 2021 which affords the opportunity to align different programme fees in positions against similar programmes offered by the benchmarked groups of the NZ universities and the Australian Go8. Generally speaking, optimal positioning for each programme is above NZ universities but at low-range Go8. The difference in fees increases reflects our efforts to place or keep University of Auckland programmes in this niche. Whilst we have posited previously that international UG students are relatively impervious to modest pricing fluctuations, the international PG student is comparison-shopping from a broad market and is cost-sensitive. Consequently, we have maintained our current market positioning with some adjustments for particular programmes.

We suggested a 4% increase in the first instance, but presented each faculty with a range of scenarios based on a 2% to 5% increase.

We produced data to support the meetings and discussed:

- Current EFTS
- EFTS targets
- International market outlooks
- New programmes in development
- Student shopping habits
- Price differences between UoA and competitors
- Discipline specific market share in NZ
- Recruitment performance (apps, offers and enrolments. Conversion etc.)

Discussion was dependent on the needs of each faculty. This helped the International Office and faculties identify the optimum price positioning to balance revenue growth through fees increases with recruitment of new international EFTS by weighing up the various factors.

Figure 5 illustrates the average weighted increase for 2021 as well as the 10-year average.



Figure. 5. Average rate of increase in international tuition fees, last 15 years

5.3 Recommendation for 2021 international tuition fees

As a result of our consultation, we recommend the following increases by faculty for 2021, as illustrated in Table 5 below.

2021	B&E	ENGR	SCI	Arts	CAI	Law	FMHS	EDSW
UG	4.0%	4.0%	4.0%	4.0%	4.0%	3.0%	0%	4.0%
PG	4.0%	4.0%	4.0%	3.0%	4.0%*	5.0%	0%	2.0%
Study Abroad Fee:		\$12,950 - 0% increase for 2021						

*CAI 4% PG with exception of Master of Fine Arts, with 0% proposed

Table 5. Recommended international tuition fee increases by faculty for 2021

Our assessment of EFTS weighting by faculty and study level, assuming 2020 projected EFTS enrolment levels at the proposed 2021 international tuition rates, represents an overall weighted increase of 3.7% of international full fee tuition revenues university-wide for 2021. The notable exception above for MHS is the recommendation for a second year of 0% fees increase to re-position the pricing of the Bachelor of Medicine and Surgery fees to a more suitable place. To support progress towards newer enrolment targets of up to 30 new international students per year, 0% is recommended following stiff competition from competitor institutions in the UK and Australia, where UoA is currently at a pricing disadvantage for graduate entry enrolment for the total cost of degree acquisition. We focussed on the largest EFTS bearing programme, MBCHB and equivalents, for our benchmark this year and used the total cost of procuring the qualification, which would enable a student to become a medical doctor. It is shown that the total cost of the degree is one of the most expensive against its competitors in both the dollar value and the time it takes for a student to qualify.

Taking into account 2020 EFTS projections, an overall increase in revenue from international full fees from 2020 to 2021 is 4.2%. This figure is likely to increase as new projections are made, taking into account EFTS increases from 2019 and the 2020 forecast.

7.3

5.4 Study Abroad Fee

Recommendation: Hold at current rate of NZD\$12,950

We raised the Study Abroad fee 1.6% to \$12,950 in 2019.

Analysis of 2018 trends across NZ universities indicate a slowing of study abroad enrolments from both the US and Europe (Auckland remained the first choice destination for European students and a close second for US students). While contrary to the rest of the NZ market, Auckland experienced substantial growth in 2018 and semester 1 2019, semester 2 enrolments have followed the NZ trend.

In 2021, we recommend holding at \$12,950 as we consolidate at this higher fee.

The average fee for Study Abroad programmes in 2019 in New Zealand is \$12,537 (\$12,531 in 2018) and \$14,359 for the Go8 in Australia.

This fee is benchmarked in the chart below (Figure 6).

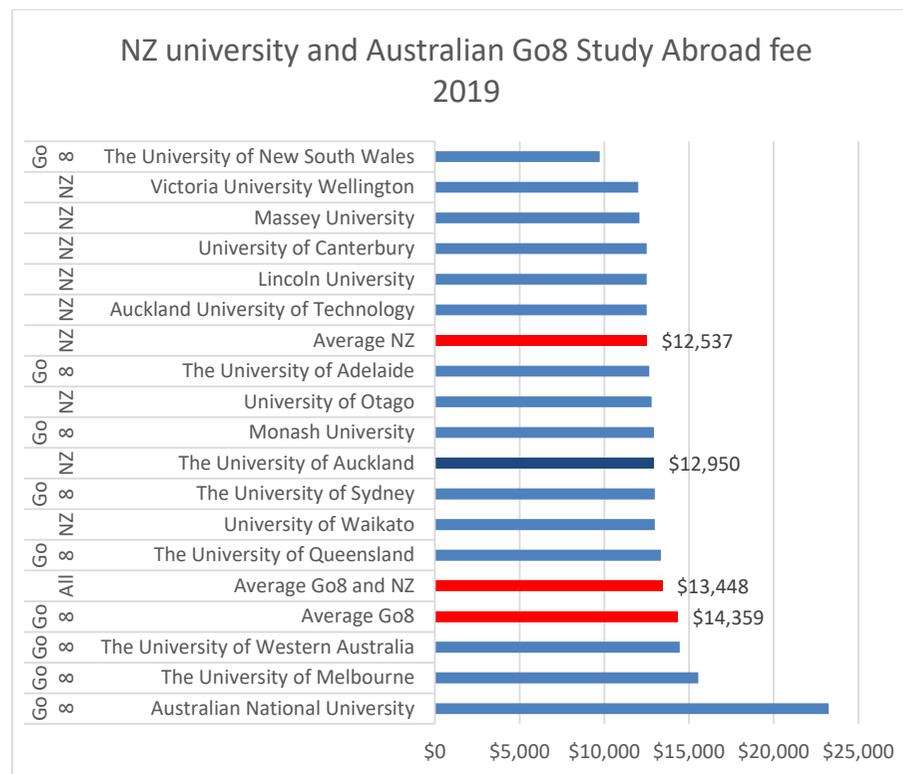


Figure.6. Average international tuition fees for Study Abroad programs in Australia and New Zealand. (Source: Huckel, D., Ramirez, K. (2019). Comparative Analysis of international Tuition Fees in Australia and NZ. Sydney, Australia: StudyMove)

7.3

Student Fees Paper – Final Version 3.0 dated 01 October 2019

5.5 Study Group 2020 to 2022 fee increases

This section has been removed so that this paper can be included in the agenda for Council – Part A.

5.6 Request for expansion of international tuition discount authority

This section has been removed so that this paper can be included in the agenda for Council – Part A.

6. Compulsory Student Services Fee

6.1 Compulsory Student Services Fee (CSSF)

The Government passed legislation in 2011 that provides the Minister of Tertiary Education the power to prescribe the range of services that may be funded by compulsory student services fees. The current Ministerial direction on compulsory student services fees prescribes the eligible range of services as follows:

- (a) **Advocacy and legal advice:** Advocating on behalf of individual students and groups of students, and providing independent support to resolve problems. This includes advocacy and legal advice relating to accommodation.
- (b) **Careers information, advice and guidance:** Supporting students' transition into post-study employment.
- (c) **Counselling services and pastoral care:** Providing non-academic counselling and pastoral care, such as chaplains.
- (d) **Employment information:** Providing information about employment opportunities for students while they are studying.
- (e) **Financial support and advice:** Providing hardship assistance and advice to students on financial issues.
- (f) **Health services:** Providing health care and related welfare services.
- (g) **Media:** Supporting the production and dissemination of information by students to students, including newspapers, radio, television and internet-based media.
- (h) **Childcare services:** Providing affordable childcare services while parents are studying.
- (i) **Clubs and societies:** Supporting student clubs and societies, including through the provision of administrative support and facilities for clubs and societies.
- (j) **Sports, recreation and cultural activities:** Providing sports, recreation and cultural activities for students.

A comparison of 2019 non-tuition fees for New Zealand Universities is shown in the table below.

Table 9:

* 2019 - Current CSSL comparison, based on full time study (120 points)

NZ\$ (GST inclusive)	Building Levy	Student Amenities Levy	Welfare and Recreation	Student Services	Foundation Levy	TOTAL - 2019	TOTAL - 2018	% change vs. 2018
Canterbury				\$827.00		\$827.00	\$811.00	2%
Massey (Manawatu)	\$30.20		\$75.20	\$573.60	\$24.00	\$703.00	\$695.50	1%
Massey (Albany)			\$154.80	\$573.60	\$24.00	\$752.40	\$744.40	1%
Otago				\$813.74		\$813.74	\$798.00	2%
Waikato				\$700.00		\$700.00	\$519.00	30%
Victoria		\$27.60		\$790.00		\$817.60	\$756.00	9%
Auckland				\$847.53		\$847.53	\$813.00	4%
AUT	\$71.00			\$646.00		\$717.00	\$696.70	3%

* the decline from 2017 to 2018 for Massey (Albany) was due to the removal of the Student Amenities levy which was previously charged for Students at the Albany campus.

Appendix E provides a full breakdown of the distribution of the University's CSSF income by service category.

6.2 Student Consultation

In 2019 the annual consultation on the CSSF was undertaken between May and August. Multiple channels for communication and feedback were utilised as part of the consultation processes and an outline of the process and findings are summarised below.

Consultation on the CSSF began in May at the Student Consultative Group (SCG) meeting with an overview of the CSSF, services covered by the fee and the 2019 timeline for consultation. Following feedback from students in previous years that the 'Consultation Document' was too text heavy, a new format of report was introduced this year with information provided in a more visual way with funding organized by theme rather than organizational unit. The report (Appendix E) outlined key information on the CSSF, including a definition, an overview of the defined categories, details of the 2018 spending allocations by theme, benchmarking of levy fees at other New Zealand universities, and linked to the website for further information.

On 1 July the Consultation Document was made available to view on the University website, it was also circulated to all SCG members and Faculty support teams. In addition to the Consultation Document, a joint University and AUSA survey was conducted to seek feedback from the student body.

The survey sought student feedback on:

- the importance placed on the services covered by the levy, from both an individual and whole student body perspective
- the correct mix of services to be supported (preventative vs. reactive)
- any other services which should be funded by the levy

The survey provided links to the Consultation Document so that respondents could find further information about the CSSF. A link to the survey was made available on the University of Auckland website from the 1 July and was promoted to students via:

- social media
- e-screens
- student e-mails

The survey was open for a period of 5 weeks until late July. 667 respondents

were verified as enrolled students and their responses are reported below.⁹ Following the closure of the survey, Campus Life and AUSA met to further discuss the results and consider recommendations for 2019 allocation, including areas for additional funding. At the SCG meeting in August, Student Engagement Manager, Campus Life (Louise Jackson), Student Groups Team Leader (Gemma Skipper) and Associate Director – Student Wellbeing and Engagement (Anne-Marie Parsons) delivered a presentation outlining the key feedback from the survey and made recommendations for additional expenditure in the areas of Student Groups and Student health, wellbeing and conduct. A copy of the presentation is appended to this paper (see Appendix F).

Key Survey Findings

Survey response and structure

- 667 respondents were verified as an enrolled student (verification was a new process for this year, so we do not have previous data for comparison)
- 633 respondents completed at least one question in the survey
- 552 respondents completed all questions in the survey

The students were asked:

- Of the services currently funded through the levy, how important are these services to you personally?
- Regardless of whether you have used these services yourself, how important are these services for the whole student body?

For the above two questions, students were provided with a 5 point scale (not important at all, not very important, neutral, important or very important) against which they had to assess each service

- What do you think is the right mix of services to be supported by the student levy
 - Services that react when something goes wrong
 - Services that aim to prevent or minimise a negative outcome before something goes wrong

For the above question, students were asked to allocate a percentage split across the two options.

⁹ Last year the survey received 1125 responses, in 2018 and 2017 responses were around 770.

Level of importance of services

Students were asked to rank the importance of services to them personally and to the whole student body. The key findings were:

- Health and Counselling continues to be the most important service for students, (83% of respondents consider it to be important or very important to them personally, 91% considered it to be important or very important to the whole student body).
- Employment information (information about employment opportunities for students while they are studying) was deemed to be the 2nd most important service to them personally and 4th most important service to the whole student body.
- Careers information, advice and guidance (supporting students' transition into post-study employment) was ranked the 3rd most important service to them personally and 2nd most important service to the whole student body.
- Financial support and advice was considered to be the 4th most important service to them personally and 3rd most important service to the whole student body.

Figure 7:

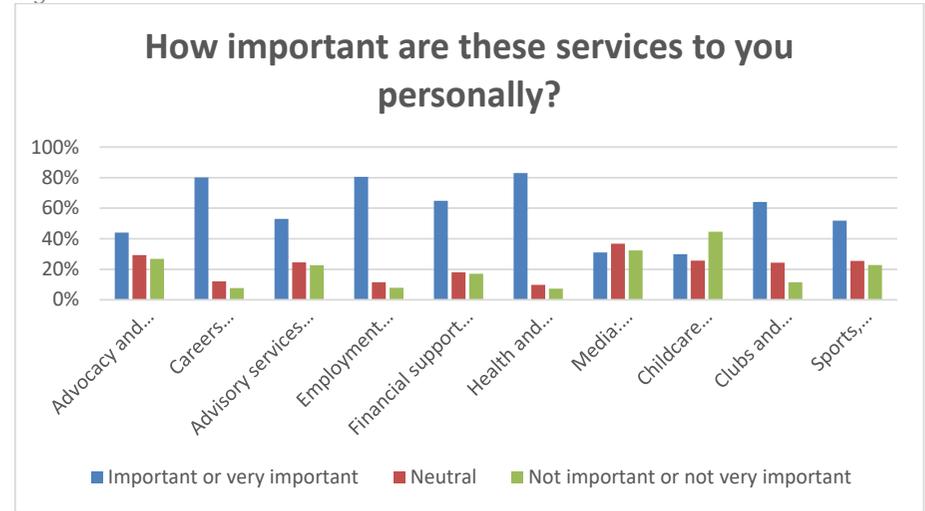
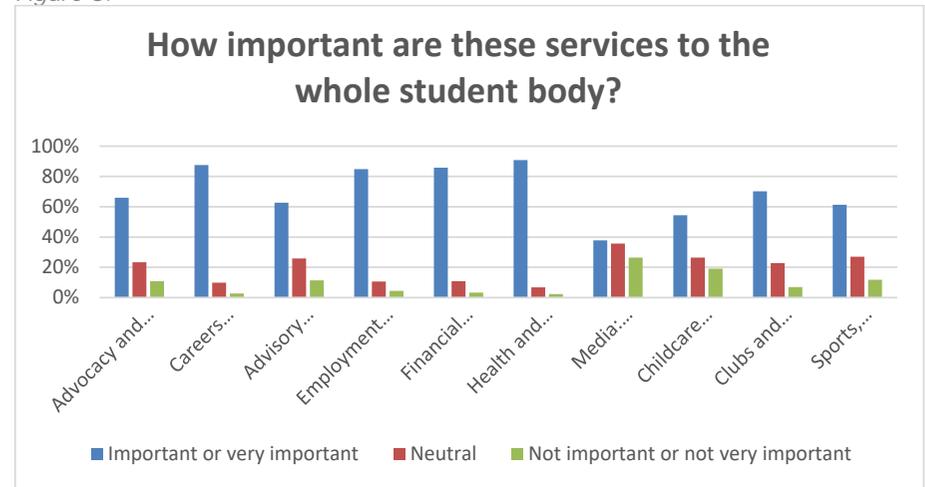


Figure 8:



The table below outlines the rankings for all service areas surveyed.

Table 10:

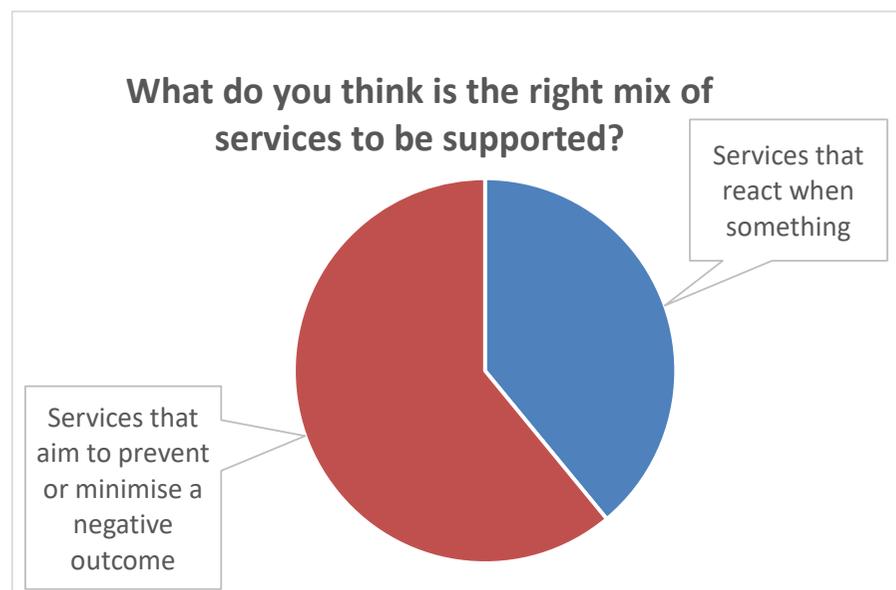
Category rankings – important or very important	Importance to students personally (%)*	Ranking (importance to students personally)	Importance to the whole student body (%)*	Ranking (importance to whole student body)
Health and counselling services: providing health care and related welfare services	82.91	1	90.90	1
Careers information, advice and guidance: supporting students' transition into post-study employment	80.22	3	87.54	2
Financial support and advice: providing hardship assistance and advice to students	64.92	4	85.77	3
Employment information: providing information about employment opportunities for students while they are studying	80.57	2	84.94	4
Clubs and societies: supporting student groups with funding, resources, facilities and administrative assistance	64.13	5	70.23	5
Advocacy and legal advice: advocating on behalf of individual students and groups of students	43.92	8	65.86	6
Advisory services and pastoral care: providing non-academic advice and pastoral care	52.94	6	62.74	7
Sports, recreation and cultural activities: includes sporting programmes, competitions, co-curricular awards and events	51.90	7	61.30	8

Childcare services: providing affordable childcare services while parents are studying	29.89	10	54.46	9
Media: supporting the production and dissemination of information by students to students	31.01	9	37.85	10

*% rated as very important or important

Level of priority of services

When considering the correct blend of preventative and reactive services, students considered a heavier focus on preventative spending to be the correct approach, with the average response being 61% preventative, 39% reactive.



7.3

Key themes highlighted through the survey were:

- Focus to be on preventative measures
- Access to Health and Counselling services remains a priority for students
- Careers/Employability services are increasingly important for students
- Access to financial support needs to be improved/better resourced
- Student clubs remains an important aspect of University provision

2020 Expenditure

Campus Life and AUSA representatives met during August to discuss the feedback of the survey and possible proposals to be put forward. There are two proposals for additional expenditure which were presented to SCG at its August meeting (see a copy of the presentation at Appendix F).

Service Area	Campus Life proposal, supported by AUSA and Student Consultative Group
<p>Student Groups</p> <p>Student Groups were ranked 5th in terms of level of importance of services for both the individual and student body.</p> <p>Comments received through the survey: <i>'Invest more into the overall student experience through clubs. UoA has been known to have "no culture", by investing more into this area, you would be able to build up this culture.'</i></p> <p><i>'More funding should be moved from University organised sports, cultural and social activities, to student organised activities. Supervision, advice and guidance should be provided by the university to ensure diversity, safety of the students, and fairness is maintained. Ultimately the student led clubs, associations, and organisations should have more resources and responsibilities.'</i></p>	<p>An additional \$50k be made available for the student groups' grant fund.</p> <p>Student Groups are a vital part of the student experience and add a level of activity and engagement for students which the University would be unable to resource. Delivery of and engagement with student-led events has increased considerably in recent years and Campus Life are keen to further build on this model.</p> <p>Campus Life currently supports over 250 student groups with room bookings, equipment, event management and funding.</p> <p>The current funding available in the student groups grant fund is \$350k yet requests of over \$1 million were made in 2018, this was made through 347 grant applications from 141 student groups. Each group requested an average of over \$7500, with over \$2500 approved.</p> <p>The additional \$50k would enable the Student Groups network to expand its current level of activity and in turn add value to the student experience on campus.</p>

Health, wellbeing and conduct	\$200k be made available to introduce a case management approach to health, wellbeing and conduct issues faced by students.
<p>Health and counselling were deemed the most important service for both the individual and student body.</p> <p>Respondents believe spending should be more heavily weighted to preventative measures (average response 61% preventative, 39% reactive).</p> <p>Comments received through the survey: <i>'Preventative mental health services, which try to identify if people have mental health issues without them actively seeking help from the health and counseling clinic'.</i></p> <p><i>'Definitely more work towards the discriminatory behaviour we have witnessed this year'.</i></p>	<p>Current approach to managing student wellbeing is often disjointed support for students, stress for the referrer, and an uncoordinated effort across the University.</p> <p>This funding sought would support implementation of a case management approach which aims to offer opportunities for early intervention, improved risk assessment of students through (appropriate) sharing of information, one co-ordination point for concerns and appropriately trained staff to receive and respond to referrers and students. The case management approach would also look to intervene in bullying, harassment and discrimination matters to aid early and effective outcomes.</p> <p>The proposed initiative would try to address the University's current gap between proactive (wellbeing initiatives) and reactive services (crisis interventions).</p>

7.3

6.3 Recommendation for 2020 Compulsory Student Services Fee

As with the other fees it is important to understand the cost movements in the underlying cost types. Overall cost increases for 2020 based on the assumption of a 30/20/50 split between People, Other Operating, and Asset-related costs leads to a weighted cost increase of 8.3%. This is shown in Table 8 below.

Table 11:

COST TYPE	% INCREASE	% MIX OF COSTS	AGGREGATE
People costs	3.0%	30%	0.9%
Other Operating Costs	1.9%	20%	0.4%
Building & Asset-related costs	14.1%	50%	7.0%
			8.3%

Recommendations

Please note that significant one-off costs of \$11.70m have not been included in the Building & Asset-related cost increase or the following recommended increases. While a one-off levy could have been imposed it seems counter-intuitive to charge current students for this activity.

We also need to simplify the way the CSSF is charged. Over time exceptions to the fee payment have been established that are not well aligned to the use of the services provided by the Fee and do not take into account changes for individuals provided by the Fee-Free policy.

We recommend that from 2020, CSSF be charged on the basis of the points in which the student is enrolled for all formal enrolments; other than where the courses are for students outside of New Zealand, such as while the student is overseas on an exchange, or non-formal programmes of study such as New Start; and on the basis of an appropriate proportion of the points in which the student is enrolled in programmes fully delivered at locations where only a subset of student services are able to be accessed.

The Compulsory Student Services Fee (CSSF) be amended in 2020 as follows:

1. An increase of \$70.68 (8.3%) per full-time student, being the University's projected cost movement for 2020 as outlined in Table 11 above, and
2. An increase of \$24.40 (2.9%) per full-time student (\$865k, in aggregate) to fund: an increase in the Student Groups Grant Fund (\$50k); increases in Counselling, proctor, residential assistants and pastoral care services (\$635k), and development of a sexual assault and harassment action plan (\$180k). Case management resources to support health, wellbeing and conduct issues faced by students to be prioritised within the current resource pool.
3. But no levy increase to recover the one-off costs of \$11.70m relating to demolition costs required for the Recreation & Wellness Centre, which the University will bear.

We note that the annual per full-time student charge would increase by 11.2% or \$95.08 from \$847.53 in 2019 to \$942.61 in 2020 enabling all funded services to be maintained at their current level, and a limited increase in the range of services provided, albeit that the University finances will bear the full cost of the one-off Building & Asset related costs.

7. Other General Fees

A full list of general fees is included in Appendix D.

These are proposed unchanged for 2020.

8. Conclusion and Recommendations

For 2020 undergraduate programmes, it is recommended that the maximum allowable increases under the Annual Maximum Fee Movement regulations are applied for domestic students.

For all 2020 postgraduate taught programmes, research masters, bachelors honours programmes and doctoral programmes, it is recommended that the maximum allowable increases under the Annual Maximum Fee Movement regulations are applied for domestic students.

Detailed schedules of the recommended domestic tuition fees for 2020 are attached as Appendix A. **The recommended tuition fees represent an average increase per full-time domestic student of \$197 per annum.**

For 2021 international tuition fees it is recommended that an overall weighted increase of 3.7% be applied.

For Study Abroad it is recommended that the fee be held at the current rate of \$12,950 for 2021.

[REDACTED]

Expanding the Vice-Chancellor's delegations:

- to exempt from the CSSF those students outside NZ (e.g. those students on an exchange programme) and those students in non-formal programmes such as New Start
- to reduce the CSSF proportionately for those programmes fully delivered at locations where only a subset of student services are able to be accessed.

Detailed schedules of the recommended international tuition fees for 2021 are attached as Appendix B.

For the Compulsory Student Services Fee, a fee of \$7.86 per point (GST inclusive) or \$942.61 per full-time student, is recommended.

All other fees are set as outlined in Appendix D.

It is recommended that Finance Committee recommend to Council:

THAT this report be received

THAT Council approve the attached Domestic Fees Schedule for 2020

THAT Council approve the attached International Fees Schedule for 2021

THAT Council authorise the Vice-Chancellor to assign any new programmes, or programmes becoming newly available to international students in 2021, to an appropriate band to enable offers to be made during the recruitment cycle, and report these decisions back to Council

THAT Council authorise the Vice-Chancellor to set fees for University programmes delivered offshore and to report those to the Council meeting immediately following

THAT Council authorise the Vice-Chancellor to authorise faculty Deans to award bursaries (effectively a discount) on international fees on the understanding that this should drive volume, that the published fee remains at the approved rate and that standard University overheads are not compromised

THAT Council approves the Compulsory Student Services Fee at \$7.86 per point (GST inclusive)

THAT Council authorise the Vice-Chancellor:

- to exempt from the CSSF those students outside NZ (e.g. those students on an exchange programme) and those students in non-formal programmes such as New Start
- to reduce the CSSF proportionately for those programmes fully delivered at locations where only a subset of student services are able to be accessed.

THAT Council approve the attached Other Fees Schedule for 2020

THAT Council consider this report in PART A of its meeting with the exception of Sections 5.5, 5.6 and Appendix C which should be considered in Part B

Professor Stuart McCutcheon
VICE-CHANCELLOR

Adrienne Cleland
DEPUTY VICE-CHANCELLOR (OPERATIONS)

Appendix A



2019 - 2020 Domestic Fees projection by Fee band

		2019		Projected	2020			Projected
		EFTS	Fee/pt	Revenue	EFTS	Δ	Fee/pt	Revenue
Faculty of Arts								
Undergraduate								
AUC-STD	UG-Arts Standard	3,596.5	\$51.00	\$ 22,010,402	3,562.5	2.0%	\$52.02	\$ 22,238,320
AUC-PRM	UG-Arts Premium	225.0	\$58.82	\$ 1,587,871	218.6	2.0%	\$60.00	\$ 1,573,790
Postgraduate								
APT-STD	PGT-Arts Standard	222.8	\$69.99	\$ 1,871,122	241.2	2.0%	\$71.39	\$ 2,066,039
APT-STD-EXT	PGT-Arts Standard (Ext)	0.2	\$34.99	\$ 828	0.2	2.0%	\$35.69	\$ 960
APT-PRM	PGT-Arts Premium	22.1	\$77.29	\$ 204,781	26.7	2.0%	\$78.84	\$ 252,591
APT-PRM-EXT	PGT-Arts Premium (Ext)	0.2	\$38.65	\$ 852	0.2	2.0%	\$39.42	\$ 910
APR-STD	PGR-Arts Standard	100.3	\$62.88	\$ 756,964	108.7	2.0%	\$64.14	\$ 836,807
APR-STD-EXT	PGR-Arts Standard (Ext)	7.2	\$31.43	\$ 26,986	7.8	2.0%	\$32.06	\$ 29,989
APR-THEO	PGR-Theology	0.3	\$62.88	\$ 2,180	0.3	2.0%	\$64.14	\$ 2,409
APR-PRM	PGR-Arts Premium	13.5	\$71.09	\$ 115,100	14.1	2.0%	\$72.51	\$ 122,530
APR-PRM-EXT	PGR-Arts Premium (Ext)	0.5	\$35.55	\$ 1,959	0.5	2.0%	\$36.26	\$ 2,091
Faculty of Business and Economics								
Undergraduate								
BUQ-STD	UG-Business Standard	3,525.1	\$54.95	\$ 23,244,370	3,477.1	2.0%	\$56.05	\$ 23,387,249
Postgraduate								
BPT-STD	PGT-Business Standard	100.2	\$77.81	\$ 935,602	105.5	2.0%	\$79.37	\$ 1,005,211
BPT-STD-EXT	PGT-Business (Ext)	-	\$38.90	\$ -	-	2.0%	\$39.68	\$ -
BPR-STD	PGR-Business Standard	31.9	\$71.64	\$ 274,589	32.0	2.0%	\$73.07	\$ 280,747
BPR-STD-EXT	PGR-Business (Ext)	0.9	\$35.82	\$ 3,691	0.9	2.0%	\$36.54	\$ 3,853
BPQ-MBA1	PG-MBA Part 1	95.3	\$152.09	\$ 1,739,826	98.0	2.0%	\$155.13	\$ 1,824,059
BPQ-MBA2	PG-MBA Part 2	41.3	\$231.64	\$ 1,146,908	42.6	2.0%	\$236.27	\$ 1,207,480
BPQ-PROMSR	PG-Professional Masters	55.5	\$146.25	\$ 973,842	57.2	2.0%	\$149.18	\$ 1,023,818
Faculty of Creative Arts and Industries								
Undergraduate								
CUQ-ARCSTD	UG-Architecture Standard	151.3	\$55.75	\$ 1,012,180	144.4	2.0%	\$56.87	\$ 985,598
CUQ-ARCPRM	UG-Architecture Premium	119.2	\$68.02	\$ 972,635	113.7	2.0%	\$69.38	\$ 947,004
^ CUQ-DESIGN	UG-Design	-			61.5		\$69.38	\$ 512,024
CUC-DMSTD	UG-Dance & Music Standard	58.0	\$51.00	\$ 355,058	56.6	2.0%	\$52.02	\$ 353,153
CUC-DMPRM	UG-Dance & Music Premium	319.9	\$58.82	\$ 2,258,040	311.9	2.0%	\$60.00	\$ 2,245,939
CUQ-FA	UG-Fine Arts	180.6	\$58.82	\$ 1,274,855	178.7	2.0%	\$60.00	\$ 1,286,382
CUQ-PLNSTD	UG-Urban Planning Standard	90.8	\$55.75	\$ 607,673	86.7	2.0%	\$56.87	\$ 591,715
CUQ-PLNPRM	UG-Urban Planning Premium	31.0	\$68.02	\$ 252,769	29.6	2.0%	\$69.38	\$ 246,108
Postgraduate								
CPT-ARCSTD	PGT-Architecture Standard	96.7	\$70.92	\$ 822,690	107.1	2.0%	\$72.34	\$ 930,008
CPT-DESIGN	PGT-Design							
CPT-MUSSTD	PGT-Music Standard	1.3	\$69.99	\$ 11,274	1.3	2.0%	\$71.39	\$ 10,744
CPT-MUSPRM	PGT-Music Premium	34.9	\$77.35	\$ 323,955	32.6	2.0%	\$78.90	\$ 308,737
CPT-PASTD	PGT-Dance Standard	-	\$69.99	\$ -	-	2.0%	\$71.39	\$ -
CPT-PAPRM	PGT-Dance Premium	12.0	\$77.35	\$ 111,015	10.7	2.0%	\$78.90	\$ 101,250

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		2019		Projected	2020		Fee/pt	Projected
		EFTS	Fee/pt	Revenue	EFTS	Δ		Revenue
CPT-PLNSTD	PGT-Planning Standard	-	\$70.92 \$	-	-	2.0%	\$72.34 \$	-
CPT-UBDSTD	PGT-Urban Design Standard	50.8	\$77.29 \$	471,555	56.3	2.0%	\$78.84 \$	533,085
CPT-UBDPRM	PGT-Urban Design Premium	22.5	\$86.06 \$	232,428	24.9	2.0%	\$87.78 \$	262,738
CPR-ARC	PGR-Architecture	111.2	\$63.98 \$	853,766	90.5	2.0%	\$65.26 \$	708,692
CPR-ARC-EXT	PGR-Architecture (Ext)	1.7	\$32.00 \$	6,629	1.4	2.0%	\$32.64 \$	5,458
CPR-DESIGN	PGR-Design							
CPR-FA	PGR-Fine Arts	67.7	\$68.20 \$	554,310	81.0	2.0%	\$69.56 \$	676,012
CPR-FA-EXT	PGR- Fine Arts (Ext)	0.5	\$34.10 \$	2,108	0.6	2.0%	\$34.78 \$	2,570
CPR-MUS	PGR-Music	8.9	\$71.09 \$	75,782	10.0	2.0%	\$72.51 \$	86,941
CPR-MUS-EXT	PGR-Music (Ext)	0.2	\$35.55 \$	842	0.2	2.0%	\$36.26 \$	966
CPR-PA	PGR-Performing Arts	5.2	\$71.09 \$	44,783	5.6	2.0%	\$72.51 \$	49,046
CPR-PA-EXT	PGR-Performing Arts (Ext)	-	\$35.55 \$	-	-	2.0%	\$36.26 \$	-
CPR-PLN	PGR-Urban Planning	-	\$63.98 \$	-	-	2.0%	\$65.26 \$	-
Faculty of Education and Social Work								
Undergraduate								
DUQ-STD	UG-Education	1,100.2	\$51.00 \$	6,733,505	1,056.2	2.0%	\$52.02 \$	6,593,131
Postgraduate								
DPT-STD	PGT-Education Standard	275.0	\$64.12 \$	2,115,765	323.4	2.0%	\$65.40 \$	2,537,708
DPT-STD-EXT	PGT-Education Standard (Ext)	1.3	\$32.05 \$	5,129	1.4	2.0%	\$32.69 \$	5,629
DPR-STD	PGR-Education Standard	53.2	\$62.88 \$	401,067	60.9	2.0%	\$64.14 \$	469,049
DPR-STD-EXT	PGR-Education Standard (Ext)	2.4	\$31.43 \$	9,086	2.7	2.0%	\$32.06 \$	10,370
DPQ-GDTCH	PG-Grad Dip. Teaching	351.5	\$64.12 \$	2,704,199	537.1		\$52.32 \$	3,372,354
DPQ-PGCPS	PG-Grad Cert. Prof Supervision	-	\$64.12 \$	-	-	2.0%	\$65.40 \$	-
DPQ-PGCAP	PG-PGCert. Acad Practice	1.9	\$69.99 \$	15,748	1.9	2.0%	\$71.39 \$	16,063
Faculty of Engineering								
Undergraduate								
EUQ-STD	UG-Engineering Standard	2,516.6	\$68.02 \$	20,541,521	2,528.0	2.0%	\$69.38 \$	21,046,848
Postgraduate								
EPT-STD	PGT-Engineering Standard	682.7	\$86.06 \$	7,050,718	711.1	2.0%	\$87.78 \$	7,490,055
EPT-STD-EXT	PGT-Engineering Standard (Ext)	0.2	\$43.03 \$	1,279	0.5	2.0%	\$43.89 \$	2,724
EPR-STD	PGR-Engineering Standard	40.5	\$80.43 \$	390,561	34.0	2.0%	\$82.04 \$	334,627
EPR-STD-EXT	PGR-Engineering Standard (Ext)	0.3	\$40.20 \$	1,384	0.2	2.0%	\$41.00 \$	1,204
EPQ-LGTMTL	PG-PG Cert. Eng in Light Metals	-	\$287.70 \$	-	-	2.0%	\$293.45 \$	-
EPQ-PGCGT	PG-PGCert. Geo Energy Tech	-	\$86.06 \$	-	-	2.0%	\$87.78 \$	-
EPQ-DISMGT	PG-Master of Disaster Mgmt	2.9	\$146.25 \$	50,530	2.9	2.0%	\$149.18 \$	52,063
Faculty of Law								
Undergraduate								
LUQ-STD	UG-Law Standard	1,385.5	\$54.95 \$	9,135,838	1,445.9	2.0%	\$56.05 \$	9,725,314
Postgraduate								
LPT-STD	PGT-Law Standard	107.2	\$84.22 \$	1,082,906	104.7	2.0%	\$85.90 \$	1,079,261
LPT-STD-EXT	PGT-Law Standard (Ext)	1.0	\$42.11 \$	4,856	0.9	2.0%	\$42.95 \$	4,854
LPR-STD	PGR-Law Standard	3.3	\$71.64 \$	28,192	3.7	2.0%	\$73.07 \$	32,132
LPR-STD-EXT	PGR-Law Standard (Ext)	0.6	\$35.82 \$	2,516	0.7	2.0%	\$36.54 \$	2,994

7.3

		2019		Projected	2020			Projected
		EFTS	Fee/pt	Revenue	EFTS	Δ	Fee/pt	Revenue
Faculty of Medical and Health Sciences								
Foundation								
MFQ-CTHSC	Foundation-Cert Health Sci	56.4	\$8.87	\$ 60,022	58.0	2.0%	\$9.05	\$ 62,989
Undergraduate								
MUC-LAB	UG-Med Lab	22.9	\$66.19	\$ 181,798	24.9	2.0%	\$67.51	\$ 201,918
MUQ-HSCSTD	UG-Health Science Standard	117.8	\$51.00	\$ 721,041	118.1	2.0%	\$52.02	\$ 736,981
MUQ-HSCPRM	UG-Health Science Premium	471.3	\$58.82	\$ 3,326,313	486.2	2.0%	\$60.00	\$ 3,500,461
MUQ-HSCLAB	UG-Health Science Lab	52.9	\$66.19	\$ 420,109	53.3	2.0%	\$67.51	\$ 432,099
MUQ-MBCHB	UG-MBChB	1,285.2	\$130.76	\$ 20,165,947	1,298.1	2.0%	\$133.38	\$ 20,776,764
MUQ-NURSE	UG-Nursing	190.8	\$58.82	\$ 1,346,942	208.9	2.0%	\$60.00	\$ 1,504,361
MUQ-OPTOM	UG-Optometry	200.3	\$74.41	\$ 1,788,758	189.0	2.0%	\$75.90	\$ 1,721,838
MUQ-OPTOM-EXT	UG-Optometry (Ext)	0.3	\$37.21	\$ 1,497	0.3	2.0%	\$37.95	\$ 1,439
MUQ-PHARM	UG-Pharmacy	261.0	\$66.19	\$ 2,072,698	266.1	2.0%	\$67.51	\$ 2,155,874
Postgraduate								
MPT-CLNIMG	PGT-Clinical Imaging	8.3	\$77.29	\$ 77,200	8.4	2.0%	\$78.84	\$ 79,592
MPT-STD	PGT-Med Standard	1,092.9	\$77.29	\$ 10,136,438	1,161.4	2.0%	\$78.84	\$ 10,988,000
MPT-STD-EXT	PGT-Med Standard (Ext)	0.7	\$38.65	\$ 3,151	0.7	2.0%	\$39.42	\$ 3,473
MPR-STD	PGR-Standard	136.5	\$71.09	\$ 1,164,072	139.8	2.0%	\$72.51	\$ 1,216,208
MPR-STD-EXT	PGR-Standard (Ext)	3.6	\$35.55	\$ 15,166	4.0	2.0%	\$36.26	\$ 17,247
MPR-OPTOM	PGR-Optometry	0.5	\$72.38	\$ 4,517	15.3	2.0%	\$73.83	\$ 135,395
MPQ-DPPAE	PGR-Dip Paediatrics	0.3	\$47.22	\$ 1,790	0.3	2.0%	\$48.16	\$ 1,826
Faculty of Science								
Undergraduate								
SUC-STD	UG-Science Standard	1,267.3	\$51.00	\$ 7,755,590	1,292.6	2.0%	\$52.02	\$ 8,068,818
SUC-PRM	UG-Science Premium	4,192.8	\$58.82	\$ 29,594,618	4,269.7	2.0%	\$60.00	\$ 30,741,481
SUC-LAB	UG-Science Lab	16.3	\$60.58	\$ 118,850	16.6	2.0%	\$61.79	\$ 123,335
Postgraduate								
SPT-STD	PGT-Science Standard	69.2	\$73.22	\$ 608,199	71.1	2.0%	\$74.68	\$ 637,542
SPT-STD-EXT	PGT-Science Standard (Ext)	0.4	\$36.60	\$ 1,717	0.4	2.0%	\$37.33	\$ 1,795
SPT-PRM	PGT-Science Premium	390.6	\$77.29	\$ 3,622,509	420.4	2.0%	\$78.84	\$ 3,977,382
SPT-PRM-EXT	PGT-Science Premium (Ext)	0.4	\$38.65	\$ 2,057	0.5	2.0%	\$39.42	\$ 2,220
SPR-STD	PGR-Science Standard	14.4	\$66.71	\$ 115,137	14.7	2.0%	\$68.04	\$ 120,083
SPR-STD-EXT	PGR-Science Standard (Ext)	0.6	\$33.36	\$ 2,206	0.6	2.0%	\$34.03	\$ 2,272
SPR-PRM	PGR-Science Premium	216.5	\$71.09	\$ 1,847,122	225.2	2.0%	\$72.51	\$ 1,959,358
SPR-PRM-EXT	PGR-Science Premium (Ext)	12.3	\$35.55	\$ 52,652	12.9	2.0%	\$36.26	\$ 56,245
University Programmes								
^ UFQ-TFC	Foundation-TFC/Cert Acad Prep	302.2	\$6.21	\$ 225,220	326.0		\$52.00	\$ 2,034,413
UFQ-FCEAP	Foundation-Cert Acad Purposes	-	\$50.98	\$ -	-	2.0%	\$52.00	\$ -
UFQ-FSTCT	Foundation Studies Certificate	-					\$52.00	\$ -
UFQ-NWSTRT	Foundation New Start	10.7	\$79.59	\$ 102,418	15.0	2.0%	\$81.18	\$ 146,124
URQ-DOC	PG-Higher Doctorate	78.1	\$59.24	\$ 555,544	78.7	2.0%	\$60.42	\$ 570,427
URQ-PHD	PG-PhD	2,173.8	\$59.24	\$ 15,452,848	2,241.5	2.0%	\$60.42	\$ 16,251,455
URQ-MPHL	MPhil	-	\$59.24	\$ -	-	2.0%	\$60.42	\$ -
UUQ-EXCHGE	Inbound Exchange COPEX	189.2	\$0.00	\$ -	189.9	2.0%	\$0.00	\$ -
UUQ-EXOUT	Outbound Exchange	-	\$51.00	\$ -	-	2.0%	\$52.02	\$ -

7.3

	2019 EFTS	Fee/pt	Projected Revenue	2020 EFTS	Δ	Fee/pt	Projected Revenue
	28,766		\$ 216,961,164	29,424			\$ 227,708,813
Student Services Fee		\$7.06	\$ 24,370,342		11.3%	\$7.86	\$ 27,735,733

Notes:

Extention for research courses have normal fee bands but are charged at 50% of the full rate.

Fees for New Start are non-SAC funded and are not subjected to Annual Maximum Fee Movement Policy

^ subjected to TEC approval

Public Excluded

Appendix B



2019 - 2021 International Fees projection

		2019			2020			2021			
		EFTS	Fee/pt	Pro. Revenue	EFTS	Fee/pt	Pro. Revenue	EFTS	Δ	Fee/pt	Pro. Revenue
Faculty of Arts											
Undergraduate											
AUC-STD	UG-Arts Standard	511.2	\$248.70	\$ 15,257,454	563.9	\$258.65	\$ 17,503,424	590.9	4.0%	\$269.00	\$ 19,073,280
AUC-PRM	UG-Arts Premium	14.3	\$291.96	\$ 500,702	15.9	\$303.64	\$ 578,127	16.3	4.0%	\$315.79	\$ 618,560
Postgraduate											
APT-STD	PGT-Arts Standard	113.3	\$280.73	\$ 3,816,582	123.4	\$291.96	\$ 4,324,551	130.2	3.0%	\$300.72	\$ 4,698,503
APT-STD-EXT	PGT-Arts Standard (Ext)	-	\$140.37	\$ -	-	\$145.98	\$ -	-	3.0%	\$150.36	\$ -
APT-PRM	PGT-Arts Premium	2.9	\$329.87	\$ 114,175	3.0	\$343.06	\$ 125,484	3.2	3.0%	\$353.35	\$ 135,036
APT-PRM-EXT	PGT-Arts Premium (Ext)	-	\$164.94	\$ -	-	\$171.54	\$ -	-	3.0%	\$176.69	\$ -
APR-STD	PGR-Arts Standard	6.0	\$280.73	\$ 202,462	6.4	\$291.96	\$ 225,955	6.8	3.0%	\$300.72	\$ 247,184
APR-STD-EXT	PGR-Arts Standard (Ext)	0.6	\$140.37	\$ 9,677	0.5	\$145.98	\$ 8,551	0.5	3.0%	\$150.36	\$ 9,013
APR-THEO	PGR-Theology	0.5	\$280.73	\$ 16,883	0.4	\$291.96	\$ 12,303	0.4	3.0%	\$300.72	\$ 12,672
APR-PRM	PGR-Arts Premium	2.2	\$329.87	\$ 88,727	2.5	\$343.06	\$ 102,076	2.7	3.0%	\$353.35	\$ 115,234
APR-PRM-EXT	PGR-Arts Premium (Ext)	-	\$164.94	\$ -	-	\$171.54	\$ -	-	3.0%	\$176.69	\$ -
Faculty of Business and Economics											
Undergraduate											
BUQ-STD	UG-Business Standard	1,129.5	\$294.77	\$ 39,953,250	1,155.2	\$309.51	\$ 42,906,282	1,160.7	4.0%	\$321.89	\$ 44,833,469
Postgraduate											
BPT-STD	PGT-Business Standard	107.5	\$294.77	\$ 3,800,826	112.3	\$306.56	\$ 4,132,981	127.7	4.0%	\$318.82	\$ 4,886,000
BPT-STD-EXT	PGT-Business (Ext)	-	\$147.39	\$ -	-	\$153.29	\$ -	-	4.0%	\$159.42	\$ -
BPR-STD	PGR-Business Standard	19.0	\$294.77	\$ 673,556	19.4	\$306.56	\$ 712,842	22.0	4.0%	\$318.82	\$ 842,799
BPR-STD-EXT	PGR-Business (Ext)	-	\$147.39	\$ -	-	\$153.29	\$ -	-	4.0%	\$159.42	\$ -
BPQ-MBA1	PG-MBA Part 1	10.1	\$372.76	\$ 451,493	10.8	\$387.67	\$ 503,272	11.4	4.0%	\$403.18	\$ 551,588
BPQ-MBA2	PG-MBA Part 2	0.2	\$372.76	\$ 8,629	0.2	\$387.67	\$ 9,561	0.2	4.0%	\$403.18	\$ 9,943
BPQ-PROMSR	PG-Professional Masters	398.0	\$309.80	\$ 14,794,432	426.4	\$322.19	\$ 16,486,277	426.4	4.0%	\$335.08	\$ 17,145,851
Faculty of Creative Arts and Industries											
Undergraduate											
CUQ-ARCSTD	UG-Architecture Standard	37.5	\$322.42	\$ 1,449,767	33.8	\$335.32	\$ 1,361,752	32.4	4.0%	\$348.73	\$ 1,356,592
CUQ-ARCPRM	UG-Architecture Premium	31.2	\$322.42	\$ 1,208,045	28.2	\$335.32	\$ 1,134,704	27.0	4.0%	\$348.73	\$ 1,130,404
CUQ-DESIGN	UG-Design	-			15.0	\$316.53	\$ 569,754	34.5	4.0%	\$329.19	\$ 1,362,847
CUC-DMSTD	UG-Dance & Music Standard	3.0	\$291.96	\$ 104,479	3.0	\$303.64	\$ 110,962	3.1	4.0%	\$315.79	\$ 115,693
CUC-DMPRM	UG-Dance & Music Premium	18.2	\$291.96	\$ 637,125	19.7	\$303.64	\$ 719,146	17.7	4.0%	\$315.79	\$ 672,556
CUQ-FA	UG-Fine Arts	31.1	\$291.96	\$ 1,089,886	34.5	\$303.64	\$ 1,256,249	27.4	4.0%	\$315.79	\$ 1,036,757
CUQ-PLNSTD	UG-Urban Planning Standard	7.1	\$291.96	\$ 248,200	6.4	\$303.64	\$ 233,130	6.1	4.0%	\$315.79	\$ 232,252
CUQ-PLNPRM	UG-Urban Planning Premium	2.1	\$291.96	\$ 73,541	1.9	\$303.64	\$ 69,076	1.8	4.0%	\$315.79	\$ 68,815
Postgraduate											
CPT-ARCSTD	PGT-Architecture Standard	12.8	\$343.06	\$ 525,412	16.1	\$356.78	\$ 688,958	13.1	4.0%	\$371.05	\$ 585,200
CPT-DESIGN	PGT-Design	-			-			5.5		\$357.06	\$ 235,660
CPT-MUSSTD	PGT-Music Standard	-	\$291.96	\$ -	-	\$303.64	\$ -	-	4.0%	\$315.79	\$ -
CPT-MUSPRM	PGT-Music Premium	1.3	\$291.96	\$ 43,794	2.0	\$303.64	\$ 72,308	1.3	4.0%	\$315.79	\$ 51,148
CPT-PASTD	PGT-Dance Standard	-	\$343.06	\$ -	-	\$356.78	\$ -	-	4.0%	\$371.05	\$ -
CPT-PAPRM	PGT-Dance Premium	1.8	\$343.06	\$ 72,246	2.1	\$356.78	\$ 90,596	2.0	4.0%	\$371.05	\$ 89,684
CPT-PLNSTD	PGT-Planning Standard	-	\$291.96	\$ -	-	\$303.64	\$ -	-	4.0%	\$315.79	\$ -
CPT-UBDSTD	PGT-Urban Design Standard	13.1	\$343.06	\$ 541,174	16.6	\$356.78	\$ 709,626	13.5	4.0%	\$371.05	\$ 602,756
CPT-UBDPRM	PGT-Urban Design Premium	5.9	\$343.06	\$ 241,689	7.4	\$356.78	\$ 316,921	6.0	4.0%	\$371.05	\$ 269,192
CPR-ARC	PGR-Architecture	15.6	\$343.06	\$ 642,809	23.1	\$356.78	\$ 988,559	27.3	4.0%	\$371.05	\$ 1,217,339
CPR-ARC-EXT	PGR-Architecture (Ext)	-	\$171.54	\$ -	-	\$178.40	\$ -	-	4.0%	\$185.54	\$ -
CPR-DESIGN	PGR-Design	-			-			0.5		\$357.06	\$ 21,424
CPR-FA	PGR-Fine Arts	5.5	\$343.06	\$ 226,395	4.2	\$343.06	\$ 174,936	3.0	0.0%	\$343.06	\$ 124,198
CPR-FA-EXT	PGR-Fine Arts (Ext)	-	\$171.54	\$ -	-	\$171.54	\$ -	-	0.0%	\$171.54	\$ -
CPR-MUS	PGR-Music	2.0	\$291.96	\$ 70,097	2.0	\$303.64	\$ 72,902	2.0	4.0%	\$315.79	\$ 75,819

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		2019			2020			2021			
		EFTS	Fee/pt	Pro. Revenue	EFTS	Fee/pt	Pro. Revenue	EFTS	Δ	Fee/pt	Pro. Revenue
CPR-MUS-EXT	PGR-Music (Ext)	-	\$145.98	\$ -	-	\$151.82	\$ -	-	4.0%	\$157.89	\$ -
CPR-PA	PGR-Performing Arts	6.5	\$343.06	\$ 267,624	5.7	\$356.78	\$ 242,647	5.7	4.0%	\$371.05	\$ 254,826
CPR-PA-EXT	PGR-Performing Arts (Ext)	-	\$171.54	\$ -	-	\$178.40	\$ -	-	4.0%	\$185.54	\$ -
CPR-PLN	PGR-Urban Planning	-	\$291.96	\$ -	-	\$303.64	\$ -	-	4.0%	\$315.79	\$ -
Faculty of Education and Social Work											
Undergraduate											
DUQ-STD	UG-Education	61.4	\$250.38	\$ 1,845,705	79.7	\$260.40	\$ 2,489,431	92.5	4.0%	\$270.82	\$ 3,007,243
Postgraduate											
DPT-STD	PGT-Education Standard	35.6	\$280.73	\$ 1,199,233	32.0	\$286.34	\$ 1,099,125	32.1	2.0%	\$292.07	\$ 1,126,621
DPT-STD-EXT	PGT-Education Standard (Ext)	-	\$140.37	\$ -	-	\$143.18	\$ -	-	2.0%	\$146.04	\$ -
DPR-STD	PGR-Education Standard	9.4	\$280.73	\$ 318,167	8.2	\$286.34	\$ 281,050	8.2	2.0%	\$292.07	\$ 287,037
DPR-STD-EXT	PGR-Education Standard (Ext)	0.1	\$140.37	\$ 1,387	0.1	\$143.18	\$ 1,757	0.2	2.0%	\$146.04	\$ 3,940
DPQ-GDTCH	PG-Grad Dip. Teaching	33.9	\$217.10	\$ 883,310	31.6	\$221.44	\$ 839,474	32.1	2.0%	\$225.87	\$ 871,195
DPQ-PGCPS	PG-Grad Cert. Prof Supervision	-	\$280.73	\$ -	-	\$286.34	\$ -	-	2.0%	\$292.07	\$ -
DPQ-PGCAP	PG-PGCert. Acad Practice	-	\$217.10	\$ -	-	\$221.44	\$ -	-	2.0%	\$225.87	\$ -
Faculty of Engineering											
Undergraduate											
EUQ-STD	UG-Engineering Standard	274.5	\$362.15	\$ 11,928,678	282.3	\$373.01	\$ 12,637,048	271.6	4.0%	\$387.93	\$ 12,641,429
Postgraduate											
EPT-STD	PGT-Engineering Standard	390.9	\$343.06	\$ 16,093,458	397.7	\$356.78	\$ 17,027,003	429.5	4.0%	\$371.05	\$ 19,126,006
EPT-STD-EXT	PGT-Engineering Standard (Ext)	-	\$171.54	\$ -	-	\$178.40	\$ -	-	4.0%	\$185.54	\$ -
EPR-STD	PGR-Engineering Standard	23.3	\$343.06	\$ 960,062	24.3	\$356.78	\$ 1,038,768	24.4	4.0%	\$371.05	\$ 1,084,379
EPR-STD-EXT	PGR-Engineering Standard (Ext)	0.9	\$171.54	\$ 18,789	1.0	\$178.40	\$ 21,800	1.0	4.0%	\$185.54	\$ 22,504
EPQ-LGTMTL	PG-PG Cert. Eng in Light Metals	-	\$343.06	\$ -	-	\$356.78	\$ -	-	4.0%	\$371.05	\$ -
EPQ-PGCGT	PG-PGCert. Geo Energy Tech	3.7	\$421.71	\$ 186,612	4.1	\$438.58	\$ 214,100	4.5	4.0%	\$456.12	\$ 244,920
EPQ-DISMGT	PG-Master of Disaster Mgmt	8.8	\$345.39	\$ 363,113	9.0	\$359.21	\$ 390,041	9.9	4.0%	\$373.58	\$ 444,769
Faculty of Law											
Undergraduate											
LUQ-STD	UG-Law Standard	34.2	\$291.96	\$ 1,199,849	39.0	\$306.56	\$ 1,435,951	39.0	3.0%	\$315.76	\$ 1,479,045
Postgraduate											
LPT-STD	PGT-Law Standard	23.1	\$297.60	\$ 824,069	24.7	\$309.50	\$ 918,678	28.6	5.0%	\$324.98	\$ 1,117,098
LPT-STD-EXT	PGT-Law Standard (Ext)	-	\$148.81	\$ -	-	\$154.76	\$ -	-	5.0%	\$162.50	\$ -
LPR-STD	PGR-Law Standard	-	\$297.60	\$ -	-	\$309.50	\$ -	-	5.0%	\$324.98	\$ -
LPR-STD-EXT	PGR-Law Standard (Ext)	-	\$148.81	\$ -	-	\$154.76	\$ -	-	5.0%	\$162.50	\$ -
Faculty of Medical and Health Sciences											
Foundation											
MFQ-CTHSC	Foundation-Cert Health Sci	-	\$0.00	\$ -	-	\$0.00	\$ -	-	0.0%	\$0.00	\$ -
Undergraduate											
MUC-LAB	UG-Med Lab	1.2	\$355.05	\$ 52,717	1.3	\$355.05	\$ 53,463	1.3	0.0%	\$355.05	\$ 53,476
MUQ-HSCSTD	UG-Health Science Standard	6.9	\$286.34	\$ 238,224	7.1	\$286.34	\$ 242,489	7.2	0.0%	\$286.34	\$ 248,620
MUQ-HSCPRM	UG-Health Science Premium	30.3	\$286.34	\$ 1,041,714	30.5	\$286.34	\$ 1,048,287	30.9	0.0%	\$286.34	\$ 1,063,389
MUQ-HSCLAB	UG-Health Science Lab	1.0	\$286.34	\$ 34,741	1.0	\$286.34	\$ 35,363	1.1	0.0%	\$286.34	\$ 36,257
MUQ-MBCHB	UG-MBChB	84.4	\$644.40	\$ 6,528,019	102.1	\$644.40	\$ 7,892,417	112.0	0.0%	\$644.40	\$ 8,663,345
MUQ-NURSE	UG-Nursing	13.6	\$286.34	\$ 467,182	14.9	\$286.34	\$ 513,575	20.0	0.0%	\$286.34	\$ 688,736
MUQ-OPTOM	UG-Optometry	3.6	\$459.58	\$ 199,917	2.3	\$459.58	\$ 125,282	3.4	0.0%	\$459.58	\$ 188,845
MUQ-OPTOM-EXT	UG-Optometry (Ext)	-	\$229.79	\$ -	-	\$229.79	\$ -	-	0.0%	\$229.79	\$ -
MUQ-PHARM	UG-Pharmacy	10.5	\$369.25	\$ 464,230	11.2	\$369.25	\$ 495,714	12.2	0.0%	\$369.25	\$ 540,370
MUQ-MEDIMG	UG-Medical Imaging	-	\$ -	\$ -	-	\$ -	\$ -	-		\$ -	\$ -
Postgraduate											
MPT-CLNIMG	PGT-Clinical Imaging	-	\$644.40	\$ -	-	\$644.40	\$ -	-	0.0%	\$644.40	\$ -
MPT-STD	PGT-Med Standard	57.6	\$369.25	\$ 2,552,918	59.5	\$369.25	\$ 2,637,714	60.1	0.0%	\$369.25	\$ 2,661,799

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		2019			2020			2021			
		EFTS	Fee/pt	Pro. Revenue	EFTS	Fee/pt	Pro. Revenue	EFTS	Δ	Fee/pt	Pro. Revenue
MPT-STD-EXT	PGT-Med Standard (Ext)	-	\$184.63	\$ -	-	\$184.63	\$ -	-	0.0%	\$184.63	\$ -
MPR-STD	PGR-Standard	12.8	\$369.25	\$ 565,703	17.3	\$369.25	\$ 766,814	18.7	0.0%	\$369.25	\$ 829,056
MPR-STD-EXT	PGR-Standard (Ext)	0.2	\$184.63	\$ 5,131	0.1	\$184.63	\$ 2,770	0.1	0.0%	\$184.63	\$ 2,991
MPR-OPTOM	PGR-Optometry	-	\$369.25	\$ -	-	\$369.25	\$ -	-	0.0%	\$369.25	\$ -
MPQ-DPPAE	PGR-Dip Paediatrics	0.5	\$89.09	\$ 5,879	0.6	\$89.09	\$ 5,917	0.6	0.0%	\$89.09	\$ 5,917
Faculty of Science											
Undergraduate											
SUC-STD	UG-Science Standard	481.1	\$291.96	\$ 16,854,716	519.9	\$303.64	\$ 18,944,784	549.6	4.0%	\$315.79	\$ 20,828,709
SUC-PRM	UG-Science Premium	697.0	\$291.96	\$ 24,418,206	785.6	\$303.64	\$ 28,623,839	863.0	4.0%	\$315.79	\$ 32,701,331
SUC-LAB	UG-Science Lab	4.2	\$291.96	\$ 148,861	4.8	\$303.64	\$ 173,433	5.2	4.0%	\$315.79	\$ 195,648
Postgraduate											
SPT-STD	PGT-Science Standard	46.9	\$343.06	\$ 1,932,261	66.3	\$356.78	\$ 2,840,664	70.8	4.0%	\$371.05	\$ 3,150,885
SPT-STD-EXT	PGT-Science Standard (Ext)	-	\$171.54	\$ -	-	\$178.40	\$ -	-	4.0%	\$185.54	\$ -
SPT-PRM	PGT-Science Premium	154.8	\$343.06	\$ 6,372,374	183.6	\$356.78	\$ 7,859,804	197.6	4.0%	\$371.05	\$ 8,799,875
SPT-PRM-EXT	PGT-Science Premium (Ext)	0.1	\$171.54	\$ 1,402	0.1	\$178.40	\$ 1,531	0.1	4.0%	\$185.54	\$ 1,672
SPR-STD	PGR-Science Standard	3.3	\$343.06	\$ 134,657	2.9	\$356.78	\$ 123,519	3.0	4.0%	\$371.05	\$ 134,880
SPR-STD-EXT	PGR-Science Standard (Ext)	-	\$171.54	\$ -	-	\$178.40	\$ -	-	4.0%	\$185.54	\$ -
SPR-PRM	PGR-Science Premium	51.9	\$343.06	\$ 2,134,520	57.8	\$356.78	\$ 2,475,220	60.2	4.0%	\$371.05	\$ 2,679,369
SPR-PRM-EXT	PGR-Science Premium (Ext)	2.2	\$171.54	\$ 45,509	1.6	\$178.40	\$ 33,669	1.6	4.0%	\$185.54	\$ 36,446
University Programmes											
UFQ-TFC	Foundation-TFC/Cert Acad Prep	-	\$0.00	\$ -	-	\$0.00	\$ -	-	4.0%	\$0.00	\$ -
UFQ-FCEAP	Foundation-Cert Acad Purpose	95.0	\$172.75	\$ 1,969,217	100.0	\$179.25	\$ 2,151,813	100.0	4.0%	\$186.42	\$ 2,236,653
UFQ-FSTCT	Foundation Studies Certificate	-			174.9	\$231.67	\$ 4,862,290	255.9	4.0%	\$231.67	\$ 7,114,122
URQ-DOC	PG-Higher Doctorate	-	\$342.59	\$ -	-	\$356.29	\$ -	-	4.0%	\$370.54	\$ -
URQ-PHD	PG-PhD	1.0	\$342.59	\$ 41,111	-	\$356.29	\$ -	-	4.0%	\$370.54	\$ -
URQ-MPHL	MPhil	-	\$342.59	\$ -	-	\$356.29	\$ -	-	4.0%	\$370.54	\$ -
UUQ-EXCHGE	Inbound Exchange COPEX	0.7	\$0.00	\$ -	0.7	\$0.00	\$ -	0.7	4.0%	\$0.00	\$ -
UUQ-STDABD	Study Aboard	267.8	\$215.83	\$ 6,936,485	291.1	\$215.83	\$ 7,539,244	303.1	0.0%	\$215.83	\$ 7,849,287
UUQ-EXOUT	Outbound Exchange	-	\$229.93	\$ -	-	\$229.93	\$ -	-	0.0%	\$229.93	\$ -
		5,438		\$ 196,099,257	6,033		\$ 224,287,752	6,382			\$ 244,850,157
Student Services Fee			\$7.06	\$ 4,607,427		\$7.86	\$ 5,686,819				

Notes:

Extension for research courses have normal fee bands but are charged at 50% of the full rate.

7.3

Appendix D**Fees Schedule A - All Students**

	Fee
Admission (domestic students only) *	
Admission ad eundem statum through overseas tertiary study	\$100
Admission ad eundem statum through overseas secondary study	\$85
Discretionary Entrance, Special Admission	\$60
<i>* Fees for admission assessment (ad eundem statum) will be offset against tuition fees.</i>	
Admission (international) *	
Admission ad eundem statum through overseas tertiary study	\$100
Admission ad eundem statum through overseas secondary study	\$85
<i>* Admission fee will be offset against tuition fees. Fee does not apply to applicants applying through a registered Agent, under an Articulation Agreement with partner institutions, through Study Abroad Agreements or to NZ Aid Scholarship applicants.</i>	
External Transfer Credit	
Each application from any study undertaken at another tertiary institution (eg, Summer School, concurrent enrolment at another institution)	\$85

Each application from any study undertaken at an overseas tertiary institution	\$85
Enrolment Fees	
Enrolment after enrolment closing date and before the addition/deletion date	\$60 per course
Late enrolment after addition/deletion date and before the last day of lectures	\$120 per course
Reinstatement/Late Reinstatement	
Course reinstatement fee, per course (after an enrolment in a course has been cancelled or deleted)	\$30
Refund Processing	
Refund processing fee	\$60
International admission administration fee (applies to new international students only) charged at time of refund	\$1,000
Instalment Payment, Deferred or Delayed Payment Surcharge	
Instalment payment, deferred or delayed payment surcharge	\$60
Late Payment Fee	
Late Payment Fee (tuition fees and student services fees)	\$120

Late Payment Fee (examination fines and charges)	\$60
Academic transcripts and letters	
ID card replacement	\$20
Hard copy transcript or official letter	\$30
Hard copy transcript or official letter – urgent delivery	\$120
Each additional hard copy - transcript or official letter	\$10
Special statements (eg, admission to the Bar)	\$30
Reconsideration of Academic Standing	\$60
Reconsideration of Academic English Language Requirements discontinuation	\$60
Digital transcript for Graduands/Alumni via My eEquals from 2010 onwards	NIL
Digital transcript via My eEquals – with any changes to enrolment post-Graduation or for students who have not completed a formal award or for Alumni graduated prior to 2010	\$30
Digital letter via My eEquals	\$30
Degree or Diploma Certificate	
Hard copy certificate at Graduation or in Absentia	NIL

Digital certificate via My eEquals - following Graduation	NIL
Replacement of hard copy certificate	\$85
Courier and handling charges	
Within New Zealand	\$10
To Australia	\$30
To all other countries	\$60
Examinations	
Recount of marks, each course (refundable if successful)	\$60
Examination script (per copy)	\$15
Aegrotat and Special Conditions	
Each examination application (per course)	\$30
– up to maximum of	\$50
Each test application (per course)	\$10
Examinations sat in New Zealand but outside University of Auckland campuses	
Application for single examination per venue	\$140
Application for each additional examination at the same venue	\$30

Examinations outside New Zealand	
Application for single examination per venue	\$175
Application for each additional examination at the same venue	\$30
Examinations sat outside the timetable	
Application for single examination on a day other than timetabled	\$120
Application for further examination on a day other than timetabled	\$30
* Declined applications will receive a 50% refund of the relevant examination application fee	
Student Services Fee*	
Student Services	\$7.86 per point

*Student Services Fee Exceptions

On application to the Director, Academic Services, the following students may be exempted the requirements to pay the Student Services Fee to use Student Services if they are:

- Students living outside Auckland and not using University facilities other than the Library.
- Students enrolled in programmes/courses taught by distance learning or other such programmes/courses as advised by the Director, Campus Life from time to time.

- Students enrolled under approved University exchange schemes.
- Students enrolled in Tertiary Foundation Studies programme.

To apply for an exemption, please complete the AS-04 Student Services Fee exemption form at https://uoa.custhelp.com/app/answers/detail/a_id/3346/kw/exceptions%20fee

Note: Full-time Staff Members who are enrolled for programmes may not use Student Services except on payment of standard charges for non-student users.

STUDENT LEVY

The Student Levy, or Compulsory Student Services Fee, is the fee paid by an enrolled student for student support services provided by the University.

The fee is \$7.06 per point (on average that works out to be \$847.53 per year for a typical undergraduate taking eight papers in a year). Both international and domestic students pay the same amount. Postgraduates are charged the same fee per point as undergraduate students.

The fee is collected at the same time that tuition fees are billed. For first year students whose fees are being covered under the Fees-free government policy, your Student Levy will also be covered by this initiative for the first year of your study.

Each year, the University collects approximately \$22m in student levies.

The Education Amendment Act (2011) directs universities on the categories of services that the student levy can be used to fund, these are displayed on this page.

**Figures have been rounded to the nearest thousand.*



Appendix E



Health and Counselling Services

The levy helps to provide health care (like doctors and nurses) and related welfare services such as counselling and disability services.

\$2,693,000



Childcare services

The levy subsidises childcare for students at the University's six Early Childhood Centres. In 2018 a new childcare facility was built at Grafton Campus, providing affordable childcare services while parents are studying.

\$971,000



Media

The levy supports the production and dissemination of information by students to students in journals, blogs, newsletters and publications such as Craccum.

\$262,000



Employment information

This includes the provision of information about employment opportunities during study, such as Student Job Search.

\$197,000



Advocacy and legal advice

The levy helps to advocate on behalf of individual students and groups of students, and provides independent support to resolve problems. This primarily includes AUSA's Advice Hub and executives, along with designated spaces to undertake these activities.

\$476,000



Sport, recreation and cultural activities

The levy covers a range of activities including sporting programmes, competitions and support, awards for extra-curricular success like Blues Awards, support for overseas competitions and events including reorientation and end of year volunteer celebrations. The levy is also used to subsidise student memberships at the Recreation Centre.

\$3,605,000

Recreation Centre

A portion of the levy has been collected every year since 2012 to contribute towards the construction of a new recreation centre. Considerable student consultation took place to ensure the new build meets the needs of the student body.

\$6,900,000



Career information, advice and guidance

This focuses on supporting students' transition into post-study employment, largely through Career Development and Employment Services. This includes a career service management system, workshops, small group and individual appointments, expos and other recruitment activities.

\$1,918,000



Advisory services and pastoral care

This includes services which provide non-academic advice and pastoral care throughout different parts of the student experience. It includes orientation programmes, mentoring, tuakana, religious spaces and support, residential advisors, international student support and support advisors.

\$4,021,000



Clubs and societies

The levy supports over 200 student clubs and societies through the provision of direct funding to student groups, organisation of expos, and co-ordination of equipment, resources, workshops, administrative assistance, facilities and support.

\$1,454,000



Financial support and advice

This includes the provision of hardship, textbook and dental grants, along with financial advice from AUSA and the University.

\$102,000

7.3

CONSULTATION PROCESS

The Student Consultative Group is the consultation forum for the levy. This group is made up of student and staff representatives and is chaired by the Vice-Chancellor. This group makes recommendations to the Finance Committee and Council in September. Council sets fees in October.

Students can talk directly with their representative on the Student Consultative Group to make their views known on the levy. To find out who is on SCG, visit the [website](#).

Students can also make their voice heard by completing a short online survey at: www.auckland.ac.nz/levy.



* 2019 - Current CSSL comparison, based on full time study (120 points)

NZ\$ (GST inclusive)	Building Levy	Student Amenities Levy	Welfare and Recreation	Student Services	Foundation Levy	TOTAL - 2019	TOTAL - 2018	% change vs. 2018
Canterbury				\$827.00		\$827.00	\$811.00	2%
Massey (Manawatu)	\$30.20		\$75.20	\$573.60	\$24.00	\$703.00	\$695.50	1%
Massey (Albany)			\$154.80	\$573.60	\$24.00	\$752.40	\$744.40	1%
Otago				\$813.74		\$813.74	\$798.00	2%
Waikato				\$700.00		\$700.00	\$519.00	30%
Victoria		\$27.60		\$790.00		\$817.60	\$756.00	9%
Auckland				\$847.53		\$847.53	\$813.00	4%
AUT	\$71.00			\$646.00		\$717.00	\$696.70	3%

* the decline from 2017 to 2018 for Massey (Albany) was due to the removal of the Student Amenities levy which was previously charged for Students at the Albany campus.

Appendix F

Student Levy

7.3



Today's session

- Feedback from the survey
- Key themes
- Proposals for 2020
- Discussion on proposals made

Public Excluded

Intro

New report format for 2018 spending

7.3

STUDENT LEVY

The Student Levy, or Compulsory Student Services Fee, is the fee paid by an enrolled student for student support services provided by the University.

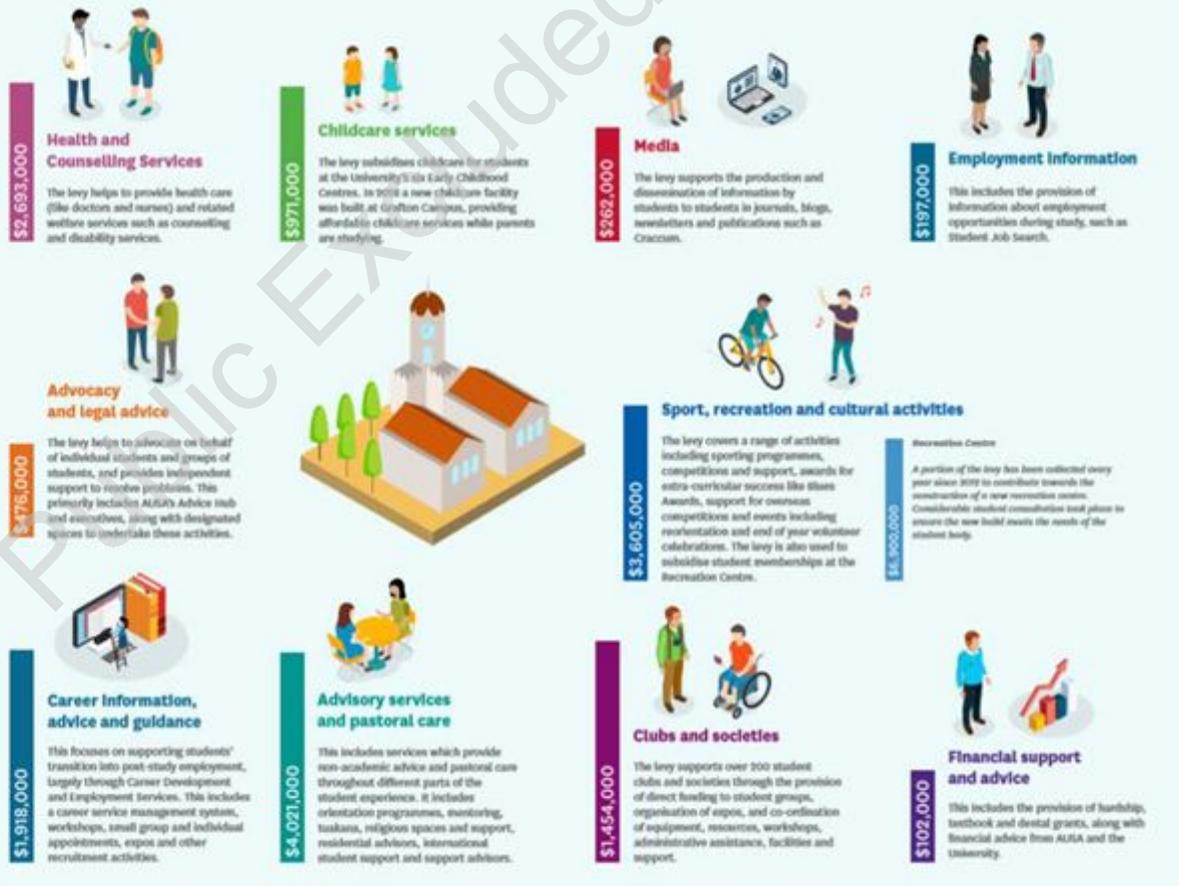
The fee is \$7.06 per point (on average that works out to be \$847.20 per year for a typical undergraduate taking eight papers in a year). Both international and domestic students pay the same amount. Postgraduates are charged the same fee per point as undergraduate students.

The fee is collected at the same time that tuition fees are billed. For first year students whose fees are being covered under the Fees-free government policy, your Student Levy will also be covered by this initiative for the first year of your study.

Each year, the University collects approximately \$22m in student levies.

The Education Amendment Act (2011) directs universities on the categories of services that the student levy can be used to fund, these are displayed on this page.

*Figures have been rounded to the nearest thousand.



Results

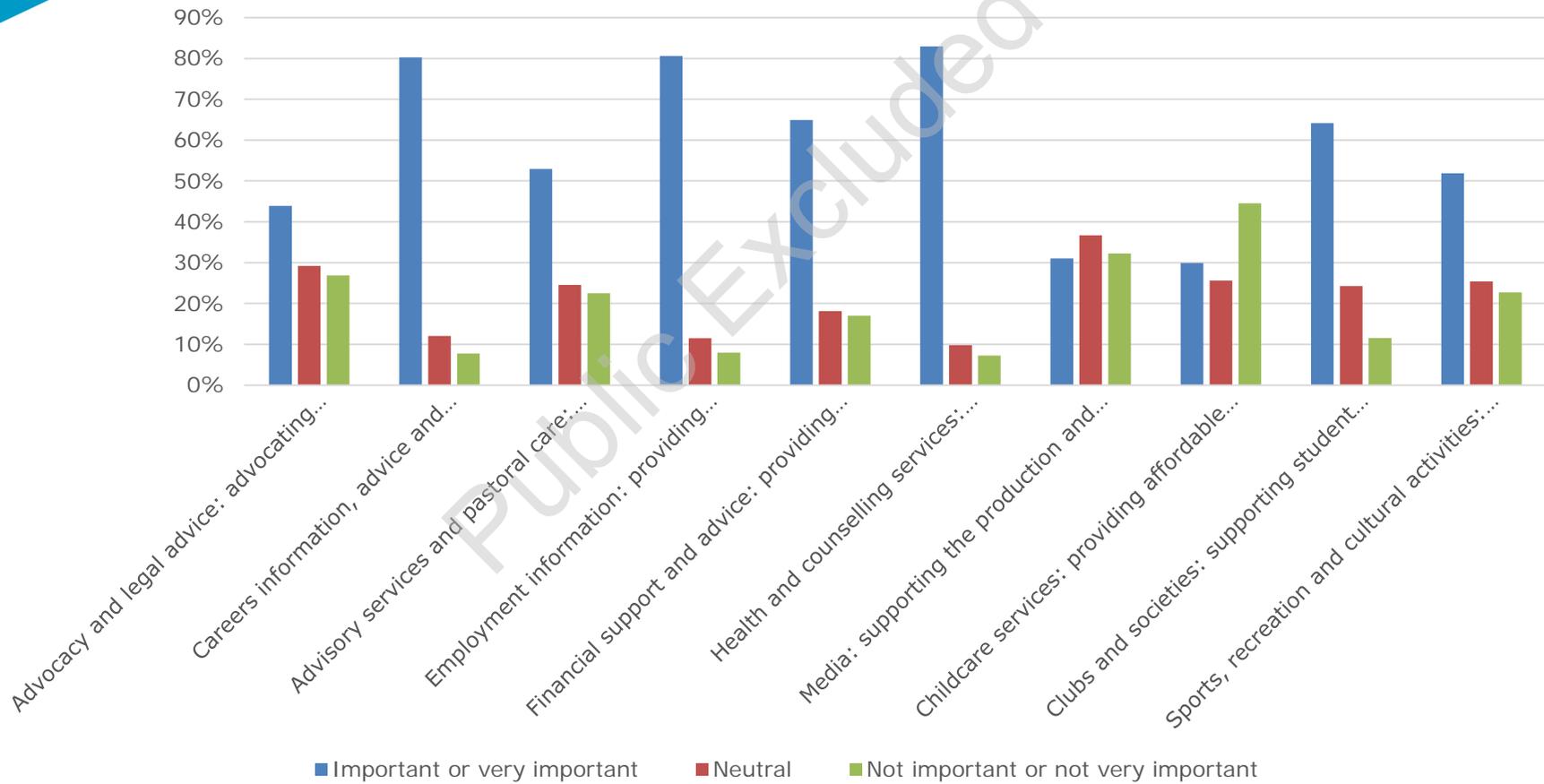
7.3

Response

- Survey opened on the 1st July and closed on the 2nd August (open for 33 days in total)
- 667 respondents were verified as an enrolled student
- 633 completed at least one part of the survey
- 552 completed all questions (excluding optional comments)

Results

How important are these services to you personally?



7.3

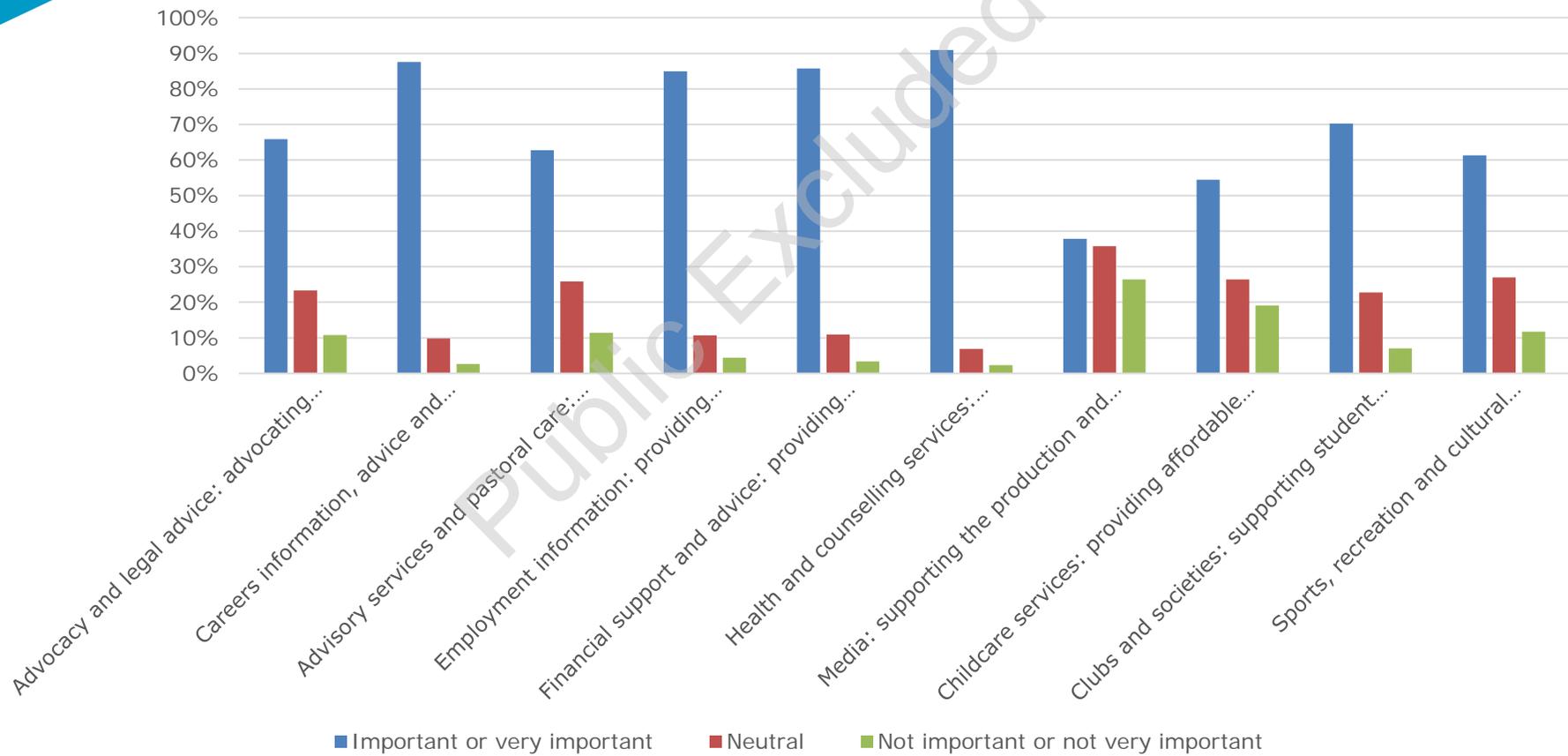
Results

Trends

- Health & wellbeing, getting a job while at unit and getting a job after uni are the three most important categories – same as 2018
- Employability support saw the largest increase from 2018 – an increase of 16% points
- Support for student clubs increased on 2018 by 5% points
- Advisory and Pastoral Care remained about the same as 2018
- Media and childcare the only two categories showing less importance

Results

How important are these services to the whole student body?



7.3

Results

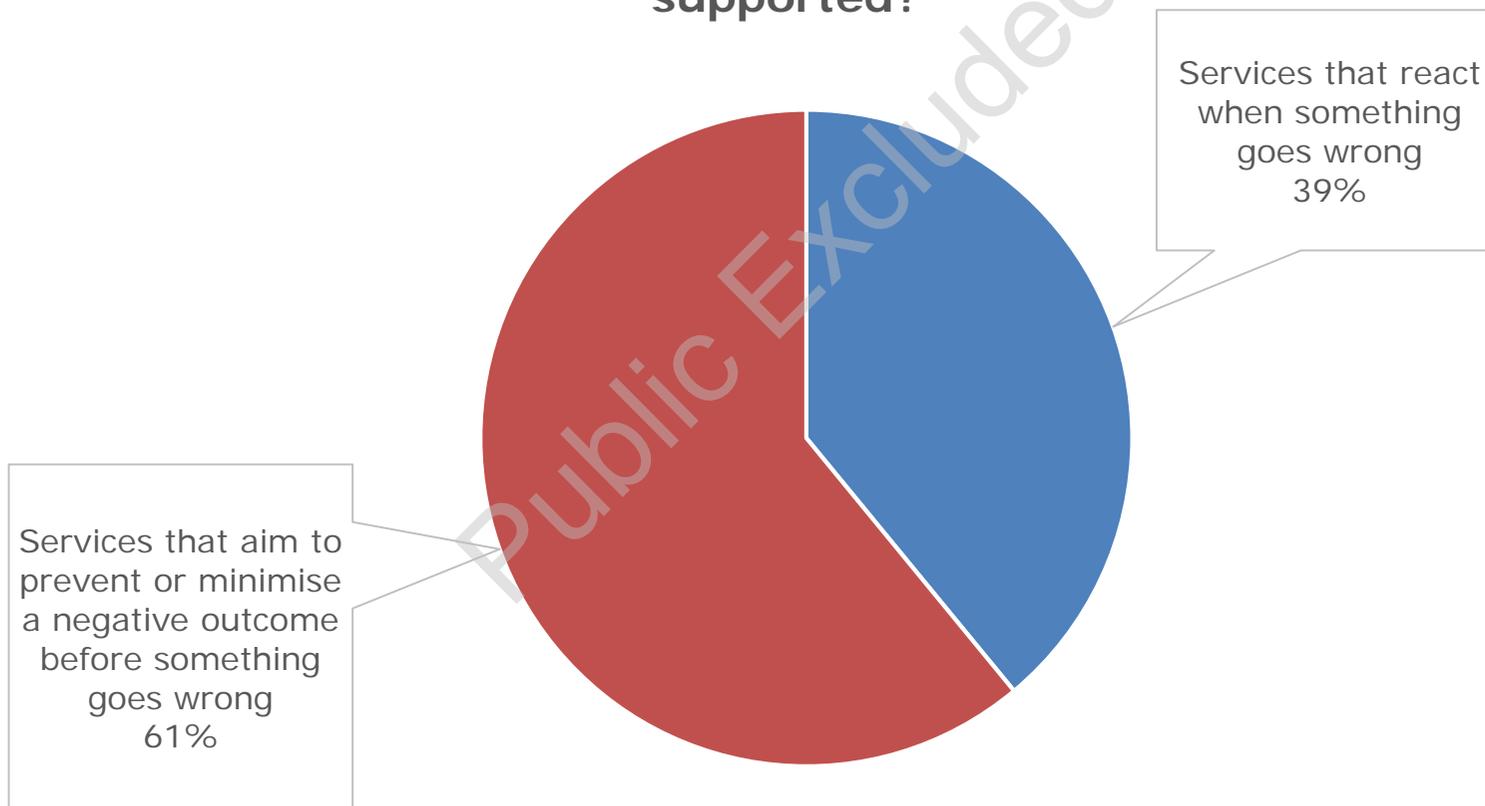
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Trends

- No major movements compared to 2018 feedback
- Roughly, the level of importance of all categories remains the same
- Media is the only category that LESS than 50% of respondents think is important for the whole student body
- Increase in importance of financial support
- Health & wellbeing, employability and career support remain top three services

Type of support

What do you think is the right mix of services to be supported?



Feedback

7.3

More money should be spent on **supporting students to find jobs**. That is, after all, why we are in university in the first place

Invest more into the overall student experience through clubs. UoA has been known to have "no culture", by investing more into this area, you would be able to build up this culture

Preventative mental health services, which try to identify if people have mental health issues without them actively seeking help from the health and counseling clinic.

Financial Support and Advice is grossly underfunded

Sexual health support, safe space counseling for students suffering from things such as abuse, mental illnesses

The **student levy is high** when compared to other universities

The Levy should be in part used to **reduce our environmental impact** to protect the futures of current and future students

Can we have **more student spaces?** Importantly places to nap...students need sleep and it's so hard to get enough when you have to work and study!

Key themes

Key themes	What is happening/being proposed in these areas?
Focus to be on preventative measures	<ul style="list-style-type: none"> • Student Wellbeing Plan • BHD modules & training • Sexual assault & harassment action plan • Case management funding requested
Access to Health and Counselling services remains a priority for students	<ul style="list-style-type: none"> • Introduced E-therapy • Introduced Puawaitanga (phone counselling) • WebChat coming
Careers/Employability services are increasingly important for students	<ul style="list-style-type: none"> • To be looked at as part of the Student Services Strategy

7.3

Key themes

Key themes	What is happening/being proposed in these areas?
Financial support needs to be a focus and requires more resourcing	<ul style="list-style-type: none"> • Introduction of financial advice clinics • Financial support for those requiring specialist medical care • Review of University-wide financial welfare provision in 2020
Student Groups remain an important aspect of University service provision	<ul style="list-style-type: none"> • Additional funding for Student Groups requested
Additional student spaces are required	<ul style="list-style-type: none"> • Exam mode project • New buildings/spaces coming

7.3

Proposals

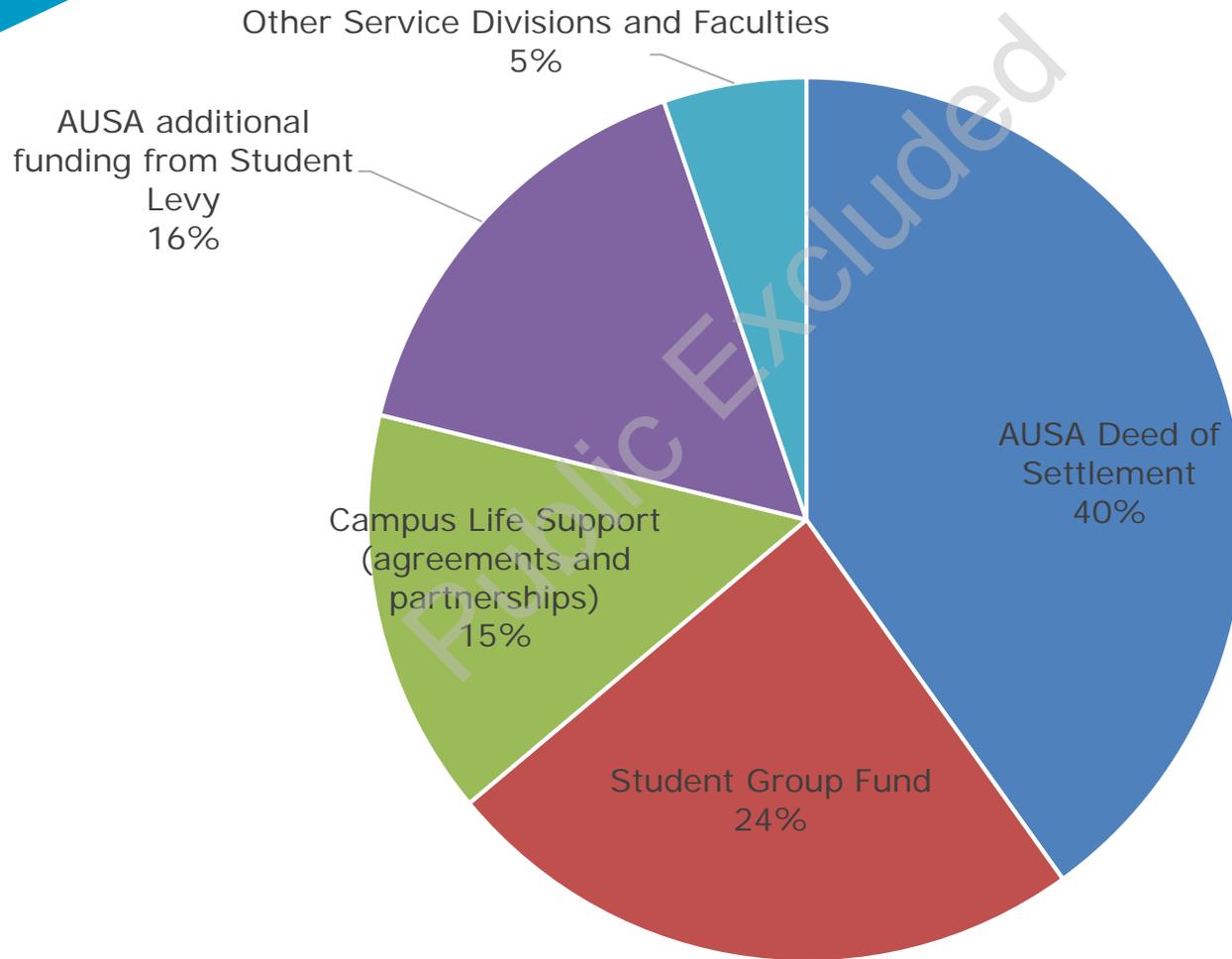
Increased
funding for
Student
Groups

Introduction of
case
management
approach

7.3

Proposal: Clubs Grants

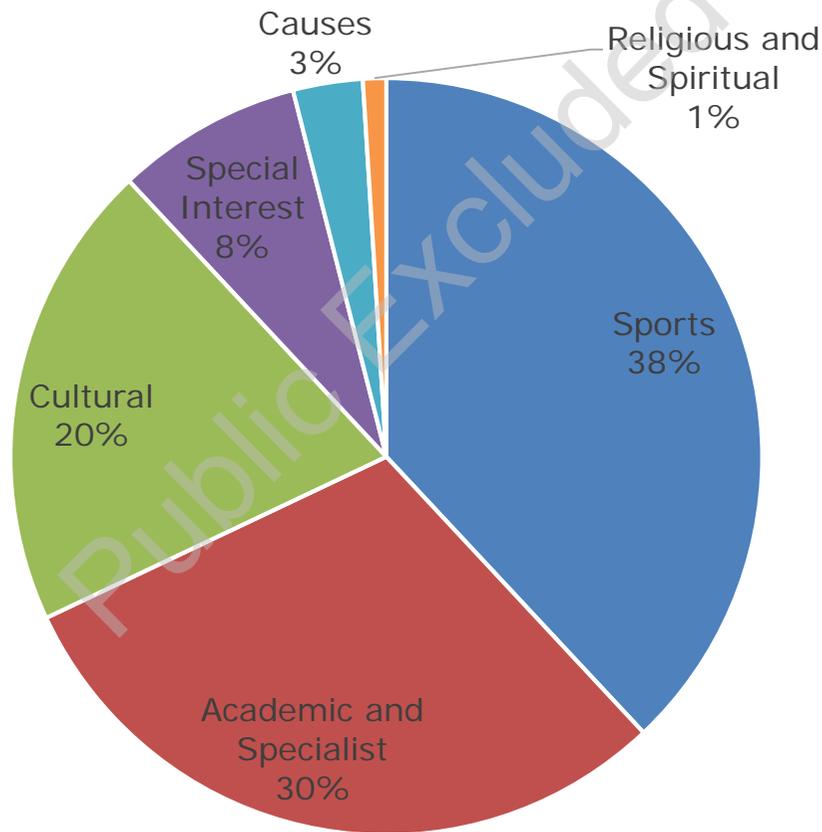
2018 Funding provided to student groups



7.3

Student Group Fund

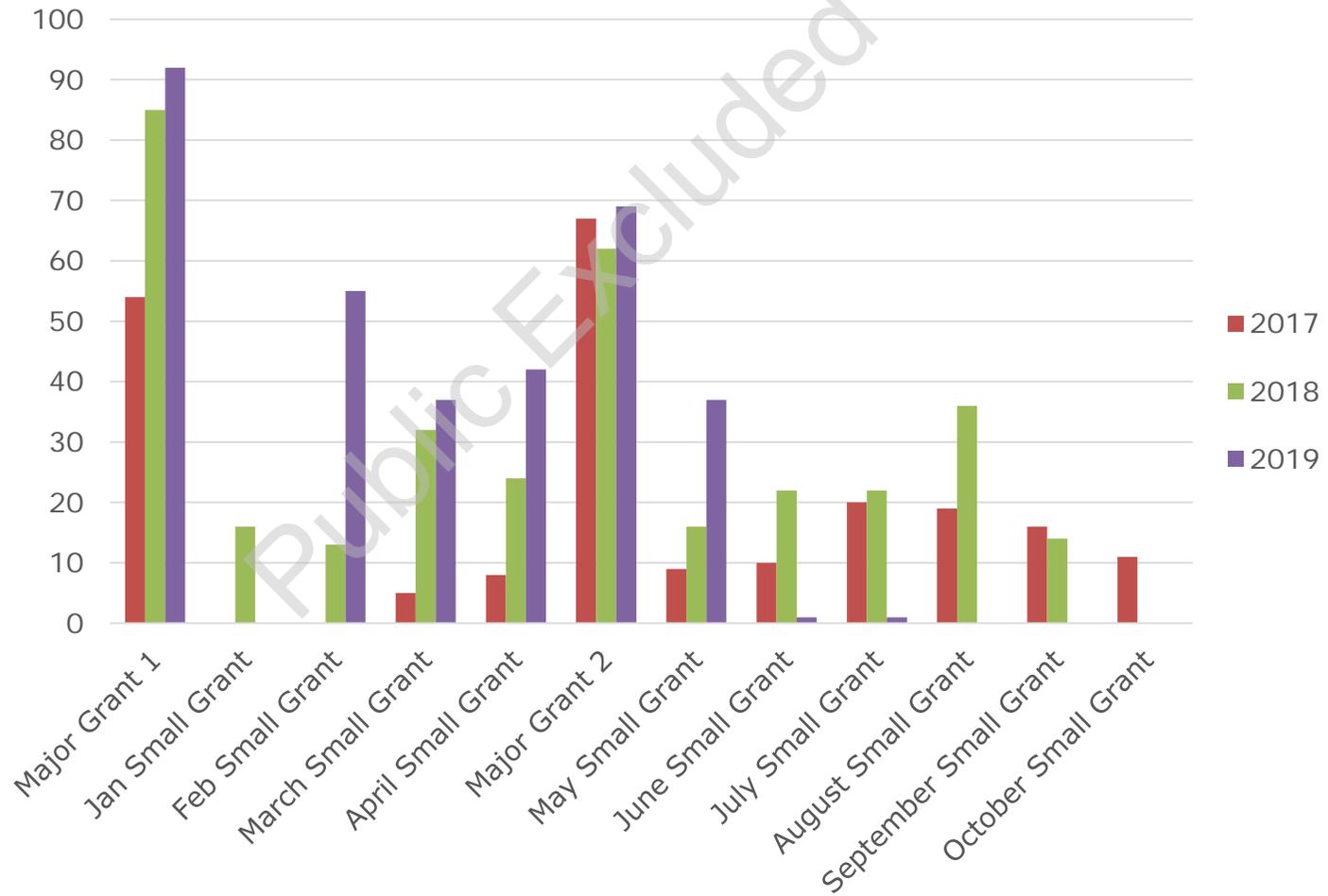
2018 Student Group Fund distribution



7.3

Demand over time

Number of grant applications received



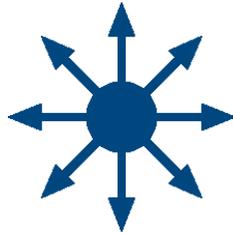
Case Management

7.3



Causes for concern

7.3



Students struggle with a range of issues during their studies:

- Stress and anxiety
- Health issues
- Financial concerns
- Poor academic performance
- Loneliness
- Bullying, harassment and discrimination

There is a range of support services to help students address these barriers to a successful University experience.

The mix of problems means that they are seldom overcome by one service alone.

Without early intervention, issues are likely to worsen resulting in a more distressed student.

Acting on concerns



Someone who is concerned about a student has the burden of deciding whether it is important enough to refer, and then which service is most appropriate. That person is not always well placed, or qualified, to do either.



When deciding whether to intervene or refer, a staff member is usually doing so in isolation, without knowing whether there is concerns about the student from other parts of the University.



Referrals are usually made to Counselling, rather than by undertaking an informed assessment of a students' needs. Counselling is often not the appropriate service, but as no coordinating service exists students are sent there by default.



For complex cases, multiple support services are required with case management falling to the referrer, the initial service provider, the student - or worse, it just doesn't happen.

The result is disjointed support for students, stress for the referrer, and an uncoordinated effort across the University.

Case study

Behaviour and concerns escalate over a three year period



In their first year the student receives extensive support from three service divisions, two faculties and Accommodation on campus – all working independently.



After two years the student's behaviour has become problematic for other students and the several external agencies have become involved.



After three years the Proctor becomes case manager. The situation is eventually resolved after hundreds of hours have been spent, most uncoordinated.



With an earlier and dedicated case manager the ultimate outcome for the student may have been the same although reached earlier, with less harm to others and the student.

Best practice



Improved risk assessment of students through (appropriate) sharing of information.



One coordination point for concerns



A mechanism for anonymous reporting of bullying, harassment and discrimination.

Provides opportunity for anonymous reports.

Improved collation of anonymised data for reporting and planning



A low-burden 'if-in-doubt-refer' portal for referring concerns or for students to self-identify.



Trained staff to receive and respond to referrers and students.



Opportunities to act early with a case management approach.

Examples



Office of Support and Safety Assessment promotes the health and safety of the campus community and fostering the health, well-being, and successful experience of community members.

Focus on mental health and safety.

Phone or online reporting form with anonymous option.



Safer Community Unit focused on identifying and reducing risks to the safety and wellbeing of our students, staff and wider community at Monash.

Carries out investigations, manage and aim to reduce any risks involved.

Online reporting form with anonymous option.



Student Interest and Conflict Resolution team working across the University to respond to and resolve issues in a supportive and non-adversarial manner.

Assesses risks and identifies support needs.

Email contact.

Causes for concern

Model for supporting student health, wellbeing and conduct and other behavioural matters

<p>Examples: Transition Communications Orientation Website and Digital Media Events & Activities</p>	<p>Examples: Student Wellbeing Plan 'Creating the Conditions for Wellbeing' Self-Help Resources & Workshops Awareness & Training (BHD, SASH) Security on Campus</p>	<p>Examples: AUSA Advocacy & Student Advice Hub Pastoral Care in Faculties (eg Tuakana, Mentors) Ask Auckland Individual Staff Residential Advisor or Manager</p>	<p>Examples:</p>	<p>Examples: Counselling Health Service Disability Services Health Improvement Practitioner Health Coach Proctor Discipline Committee Legal Team Student Risk Intervention Team</p>	<p>Examples: Psychiatric assessment Learning assessment Scans</p>
<p>Promotion Broad-Scale Whole of community</p>	<p>Prevention Broad-Scale Whole of community</p>	<p>Advisory Individual or Group based</p>	<p>Early Intervention Individual or Group based Reactive but earlier before difficulties become overwhelming Not 'obvious' but cause for concern</p>	<p>Specialist Services Reactive Individual Face to Face Self-determined or when obvious</p>	<p>Referral Specialist care required beyond University capacity</p>



How could it work here?

Any member of the University community is able to call, email or fill in an online form to report a concern about a student.

Case Manager:

- Contacts the student
- Seeks additional information
- Conducts needs assessment and develops support plan
- Case managers referrals to other services

Possible actions:

- Register referral, no action required
- Refer student to self-help resources
- Refer to academic or student support services
- Refer to external services

Case management and communication:

- Direct communication with student
- Follow-up communication back to referrer or academic head as appropriate
- Central point of communication for support services engaged
- Communication of high risk cases to Risk Intervention Team
- Liaison with external agencies
- Monitoring and review of support plan

Proposals

Increased funding for Student
Groups - \$50k

Introduction of case
management approach - \$200k

7.3

Results

7.3

Summary

- \$250k is just over 1% of the total amount collected by the levy
- For every student at the university it is approximately \$6 per year
- Both proposals respond to feedback given in the levy survey
- Increased funding for student groups = more student-led activities on campus
- Funding for early intervention case managers = better support for health, wellbeing & conduct

Feedback

Do you support the proposed initiatives seeking additional funding from the levy?

How do you think they might benefit students?

Do you have any concerns?

7.3

Rūnanga

Terms of Reference

- To support the University to meet its obligations to acknowledge the principles of the Treaty of Waitangi.
- To advise Council on the appropriateness of relevant sections of the Charter, Strategic Plan, Graduate Profile and Council policies in terms of the University's aspirations to partner with Māori and support Māori development.
- To advise Council on the progress and achievements of the University towards its strategic objectives for Māori.
- To advise management on operational matters relevant to the delivery on strategic objectives for Māori.
- To consider and advise appropriate Senate committees, and through them Council, on academic matters that have direct relevance to Māori curriculum content, delivery and research.
- To provide to Council and senior management such other advice as may be requested from time to time
- Members (other than ex-officio) to be appointed by the Pro Vice-Chancellor Māori with an alternate able to attend if the representative is unable to attend
- Membership to be reviewed every three years

Notes:

The Rūnanga will comply with all University policy as a Committee of Council.

Meetings will be open to all Māori Staff at the University of Auckland and consensus sought on decisions, though only members will be able to vote.

The Rūnanga reports twice yearly to Council.

Membership

- Pro Vice-Chancellor (Māori) – Chair
- Deputy Pro Vice-Chancellor (Māori), Kaiarataki - Deputy Chair
- Pro Vice-Chancellor (Equity) – ex officio
- Pro Vice-Chancellor (Pacific) – ex officio
- The two ~~co~~-Presidents of Ngā Taura Māori-Representative

Appointed by the Pro Vice-Chancellor (Māori)

- Waipapa representative
- Deputy Dean/Associate Dean representative
- Māori Research Centre representative
- Te Mātanga Reo representative
- Kaiārahi representative

Committee members and term of office

Pro Vice-Chancellor (Māori)		Holds office until
Professor C Kiro - Chair		Ex-officio
Deputy Pro Vice-Chancellor (Māori) Kaiarataki		Holds office until
Mr M Steedman – Deputy Chair		Ex-officio
Pro Vice-Chancellor (EO)		Holds office until
Ms T McNaughton		Ex-officio
Pro Vice-Chancellor (Pacific)		Holds office until
Associate Professor D Salesa		Ex-officio
Waipapa Marae		Holds office until
Professor T McIntosh		Until 31.07.2022
Ms R Rāwiri (alternate)		
Deputy Dean/Associate Dean Māori		Holds office until
Professor P Reid Te Kupenga Hauora		Until 31.07.2022
Dr T K Hoskins (alternate) Te Puna Wānanga		

Māori Research Centres		Holds office until
Professor L Nikora Ngā Pae o te Māramatanga Dr M Muru-Lanning (alternate) James Henare Māori Research Centre	Until 31.7.2022	
Te Mātanga Reo Committee		Holds office until
Mr H Dale (Chair) Dr S Tamati (alternate)	Until 31.7.2022	
Kaiārahi		Holds office until
Mr G Hema Uniservices Ms C Dunphy (alternate) Faculty of Engineering	Until 31.7.2022	

Ngā Tauria Māori		Holds office until
<u>Co-President NTM</u> Mr W Maniapoto-Love (alternate)	Co-President until 31.12.19	
<u>Co-President NTM</u> Ms D Rapana	Co-President until 31.12.19	

Committee Secretary

Ms J Rameka
Phone: +64 9 373 7599 ext 82525
Email: j.rameka@auckland.ac.nz

7.4



The University of Auckland

REPORT OF STUDENT APPEALS COMMITTEE 8 July 2019 (10 am)

Present: Mr Andrew Ferrier (Chair), Associate Professor Alexandra Sims, Ms Catherine Dunphy, Ms Rachael Newsome

In attendance: Mrs Anna Harding-Schofield (Committee Secretary), Appellant, Associate Director International Student Services Ms Rebecca Walkinton, Careen Jack AUSA Advocacy.

1. APPEAL AGAINST THE DECISION OF DISCIPLINE COMMITTEE

A student appealed against the decision and the penalty imposed by the Discipline Committee in regard to a breach of the Statute for Student Discipline.

The student attended the meeting. Following the departure of the Secretary and the appellant, the Committee commenced deliberations. After considering the evidence, the Student Appeals Committee **RESOLVED:**

The decision and penalty of the Discipline Committee on 15 May 2019 is upheld.

THE UNIVERSITY OF AUCKLAND
MATERIAL FOR COUNCIL FROM
THE MEETING OF SENATE 23.09.19

PART A:**i) RECOMMENDATIONS FROM SENATE REQUIRING TO BE CONSIDERED/RECEIVED BY COUNCIL****REVIEWS****1. Review of the Department of Mechanical Engineering:**

- **The Review of the Department of Mechanical Engineering:**

The Review Panel had made a number of recommendations. It noted the collegial spirit of the Department, its effective leadership, the strong role of technical staff and its initiatives designed to improve the recruitment and retention of Māori and Pacific students.

The Review also identified a number of challenges. The Department, in its Implementation Plan, took, what Education Committee considered, a satisfactory approach to address these. The challenges included:

- Achieving gender balance of students and staff which was an ongoing priority for the Faculty;
- Utilising spaces designed to enhance active learning;
- Increasing student exposure to big data and data analytics.
- Integrating social and ethical responsibility in the earlier stage of the programme, paying particular attention to courses that were not well received by students.
- Overcoming the silo effect by coordination across courses; and
- Identifying the need to integrate Māori and Pacific content in its curriculum.
- With regards to its research activity, focusing on the changes in its staff profile. Retirement of senior staff members had led to the recruitment of early career academics and the Department should consider ways to support and mentor the new staff members.
- Reviewing its current equipment and taking a systematic approach to future needs.

Senate 23.09.19 recommends to Council that it receive the Review of the Department of Mechanical Engineering

2. Review of School of Medical Sciences: Year-on Progress Report

Senate 23.09.19 recommends to Council that it receive the Year-on Progress Report and that a further Progress Report on the Faculty's Māori and Pacific strategy be submitted to the Education Committee meeting in September 2020.

3. Review of Initial Teacher Education: Year-on Progress Report

Senate 23.09.19 recommends to Council that it receive: the Year-on Progress Report and that a further Progress Report on Point 5.2 be submitted to the Education Committee meeting in September 2020.

4. Review of the Department of Mathematics: Year-on Progress Report

Senate 23.09.19 recommends to Council that it receive: Year-on Progress Report and that a further Progress Report on Points 6, 7 and 8 be submitted to the Education Committee meeting in September 2020.

5. Review of the Department of Physics: Further Progress Report

Senate 23.09.19 recommends to Council that it receive: Further Progress Report as a final response to the 2014 Review of the Department of Physics.

6. Review of the Disciplinary Area of History: Further Progress Report

Senate 23.09.19 recommends to Council that it receive: Further Progress Report as a final response to the 2016 Review of the Disciplinary Area of History.

7. Review of the Department of Information Systems and Operations Management: Further Progress Report

Senate 23.09.19 recommends to Council that it receive: Further Progress Report and a further Progress report on recommendations 2 and 11 be submitted Education Committee meeting in September 2020.

8. Review of the MA, BA(Hons), and PGDipArts: Further Progress Report

Senate 23.09.19 recommends to Council that it receive: Further Progress Report as a final response to the 2014 Review of the MA, BA(Hons), and PGDipArts.

ii) RECOMMENDATIONS FROM SENATE REQUIRING COUNCIL CONSIDERATION/APPROVAL

ACADEMIC MATTERS AND REGULATIONS

9. REGULATION AMENDMENTS

Senate, 23.09.19 RECOMMENDS that Council approve the following Regulation Amendments:

- a) **Regulation Amendment 2019/952**: Academic Statutes and regulations – General regulations – Credit Regulations, Bachelor Honours Postgraduate Degrees, Masters Degrees, Postgraduate Diplomas, Postgraduate Certificates.

1. To introduce notes to the General Regulations – Bachelors Honours Postgraduate Degrees

2. To introduce notes to the General Regulations – Postgraduate Certificates
3. To amend the Completion of Requirements, Tuition Fees for Extensions of Time and Submission clauses in the General Regulations – Bachelors Honours Postgraduate Degrees, General Regulations – Credit Regulations, Masters Degrees, Postgraduate Diplomas
4. To amend the Honours clause in the General Regulations – Bachelors Honours Postgraduate Degrees.

This amendment introduced Third Class Honours for Bachelor Honours Postgraduate Degrees. The proposal to introduce Third Class Honours originated from the Faculty of Engineering; it pointed out that there were students undertaking the four year Bachelor of Engineering Honours Programme, passing that Programme, but not graduating with Honours.

The amendment also proposed to align the terminology regarding research exercises with the revised CUAP definitions.

Senate asked the following:

With regards to amendment 2019/952, **clause 6c:**

- whether **6.94** was a typographical error and should not rather be 6.99; and
- whether the Grade Point Average (GPA) should be between **0** and 3.94 or 1 and 3.94.

The DVC(A) would verify whether these points were intended.

Senate also suggested that, for the GPA, it might be better to consider thresholds than ranges. However, it was decided this would be considered at a later stage.

b) Regulation Amendment 2019/957: General Statutes and regulations – Conferment of Academic Qualifications and Academic Dress

To amend regalia specifications for the Degree of Bachelor of Global Studies.

10. Postgraduate Research Examination Procedures

Memorandum, 11.09.19 and the 2020 Examination of Postgraduate Research by Thesis, Research Portfolio, Dissertation or Research Project Procedures.

Senate, 23.09.19 RECOMMENDS that Council approve the Postgraduate Research Examination Procedures

11. 2020 Assessment (Coursework, Tests and Examination) Procedures

Memorandum 11.09.19 and the 2020 Assessment (Coursework, Tests and Examinations) procedures

Senate, 23.09.19 RECOMMENDS that Council approve 2020 Assessment (Coursework, Tests and Examination) Procedures

12. Delegations Framework – Recommendations

This document listed the difficulties that occurred with the current approach to delegations which had grown organically and it included a series of recommendations to address these difficulties.

Senate, 23.09.19 RECOMMENDS that Council approve the Delegations Framework – Recommendations

PART B: ITEMS FROM SENATE FOR NOTING BY COUNCIL**1. Reports on Leave**

Name	School/Department
Professor Barker-Collo	Psychology
Professor Gavin Brown	Learning, development and professional Practice
Professor Mark Costello	Marine Science
Professor Andrew Jull	Nursing
Professor Jadranka Travas-Sejdic	Chemical Sciences
Assoc Prof Geoff Braatvedt	Medicine
Assoc Prof Warren Moors	Mathematics
Dr Lee Beattie	Architecture and Planning
Dr Gretel Boswijk	Environment
Dr J J Eldridge	Physics
Dr Stephen Knight-Lenihan	Architecture and Planning
Dr Anna Miles	Psychology
Dr Anna Santure	Biological Sciences

Senate 23.09.19 RECOMMENDS that Council **note** the following research and study leave reports:

PART C: MATTERS RECEIVED AND APPROVED UNDER DELEGATED AUTHORITY**1. ACADEMIC MATTERS****a) Academic teaching Dates 2023**

Senate, 23.09.19 advises Council that the following academic matter was approved: Academic teaching Dates 2023

b) Delegation of Powers for approval of non-formal ELA courses

Senate, 23.09.19 advises Council that Senate:

- a) delegate to the Chair of the Academic Programmes Committee its function and power to approve non-formal courses to be delivered by the English Language Academy; and**
- b) authorise the Chair of the Academic Programmes Committee to delegate this function and power to a member of staff of the University or to a relevant committee.**

2. NEW SCHOLARSHIP & AWARD REGULATIONS

Senate, 23.09.19 advises Council that the following 10 new Scholarship, Award and Prize Regulations were approved:

1. Alumni Scholarship for Tertiary Foundation Certificate Students
2. Dudley Freeman Prize in Photographic Practices and History
3. Faculty of Arts Auckland Schools Scholarship
4. Julia Metcalfe Award in Medical Imaging
5. Māori and Pasifika Master of Public Policy Scholarship
6. New Zealand Business and Parliament Trust Prize
7. Orbit World Travel Award
8. Pong, Tams and Ko Scholarship for Students with Disabilities
9. Pratt-Ritschl Award in Theology, Religious Studies and Philosophical Theory
10. Tonkin + Taylor Masters Scholarship in Coastal Engineering

10.2.1

Internal
Memorandum



THE UNIVERSITY OF AUCKLAND
NEW ZEALAND

To: Education Committee Chair	
From: Margaret Crannigan Allen – Manager, Scholarships and Graduation, Academic Services	
Copy: Joanna Browne, Director Academic Services	
Date: 8 October 2019	Telephone Ext: 87539
RE: Rescind Master of Professional Studies – Pooja Mane	

10.2

Council conferred the Master of Professional Studies (Food Safety) in May 2019

The above student was awarded a qualification without a Class of Honours as this had not been added to their official record.

This is to request that the earlier qualification of the Master of Professional Studies (Food Safety) be rescinded and re-conferred to reflect the award of First Class Honours.

Margaret Crannigan Allen
Manager Scholarships & Graduation

10.3.1**INTERINTERNAL
MEMORANDUM**

Date:

To: Council

From: Micheal Rengers, Associate Director Campus Life
(Accommodation)Subject: Provision of Pastoral Care in University of Auckland in
Student Accommodation

Building Name,
Floor, Number, Street,
Auckland, New Zealand
T +64 9 123 4567
W auckland.ac.nz
The University of Auckland
Private Bag 92019
Auckland 1142
New Zealand

The purpose of this report is to detail the provision of pastoral care in the University of Auckland's student accommodation.

Overview

In the university context, pastoral care is a concept that encompasses the safety and security, health, wellbeing, social and emotional competence, community engagement and academic support of students in accommodation.

Pastoral care in University of Auckland accommodation takes a holistic approach focused on the students and helping them become independent learners. Ensuring physical and mental safety is a primary component in creating a safe environment for students to grow into their full potential. Building a community of students who know and care about each other and understand the support available to them and who are the providers of the support is critical to the success of pastoral care, and the concept of 'caring communities' is widely promoted.

The accommodation team has a wellbeing framework in place (the 'Waka of Wellbeing', encompassing Social, Spirit, Environment, Mind, Body, Staff Support) that guides the learning objectives we have for students in accommodation. We focus



on creating meaningful, intentional interactions, with a schedule to proactively check in with every student at regular intervals as an early intervention technique, and to be proactive in identifying issues that may occur. These conversations also provide support for students adjusting to self-catered flatting or communal living. Our programmes focus on positive relationships, developing life skills, and supporting the learning journey our students are undertaking with the university.

Other components of pastoral care include making sure students are connected to the support systems offered by both the University and external agencies, a 24 hour on-call system to support students in crisis and importantly the residential pastoral care providers knowing the students in their care.

University Accommodation does not operate in isolation; it operates as part of a much wider student support ecosystem. It is integrated with the University Health & Counselling team, the International Office, the Equity Office, Safety and Security and Faculty student support and engagement teams. We also work with community agencies to support students in need when required.

10.3

Accommodation provision at the University of Auckland

Please refer to Appendix A '2019 Pastoral Care in Accommodation Matrix' for full details of:

1. Stocktake of accommodation facilities;
2. Number of students currently using accommodation facilities and services;
3. Breakdown of which facilities are University owned and managed versus those owned by third parties. Also how services are provided at each property; and
4. Number, role and expectations of Residential Assistants employed at those facilities;

Pastoral Care providers in University halls



All pastoral care providers in University accommodation, whether owned or leased, are employees of the University and are police vetted. The pastoral care team includes professional staff and trained student peer advisors (known as Resident Advisors, or RAs.)

Every hall and residence have a team of Resident Advisors who live in the accommodation with the students. Resident Advisors are University students who have been trained for the role, and they are each responsible for the first-line pastoral care of a specific group of residents. Resident Advisors know 'their' students well and are generally the first to notice any change in the group.

Every hall and residence have a Resident Manager. In school leaver catered accommodation the Resident Manager lives on site. Because of the volume of accommodation at the University of Auckland, we divide the residences into two "areas" (Grafton/Symonds Area, and Domain/Whittaker Area). Each area has an Area Manager who is responsible for a group of residences, with the support of Resident Coordinators who work afternoons and evenings.

www.auckland.ac.nz/en/on-campus/accommodation/university-accommodation/resident-support/your-accommodation-management-team.html

The purpose of the roles in the Accommodation Services structure is as follows:

Role	Role Purpose
Associate Director (Accommodation)	Identify and seek approval for developments that will meet the expansion targets, oversee the operation of the existing portfolio to meet all performance (financial and other) targets and to improve systems and support structures. Quality assurance, leadership on critical incidents.
Area Manager	Full responsibility for halls and flats in each area and is responsible for all students and accommodation staff residing in the residences within their area. Responsible for all finances in their area, including budget planning, budget control, and forecasting income and expenditures.



Role	Role Purpose
Resident Manager	Responsibility for a specific residence or residences and all of the students residing in their portfolio. Is an on-call officer for their local area. In residences with a fully catered school leaver accommodation, the Resident Manager lives in that residence.
Resident Coordinator	Support the Area Manager to enable the provision of an environment that supports the emotional, physical, and academic well-being of all students in our residences. Provide administrative support and front-line customer service to residents, and other tasks as directed by the Area Manager.
Resident Advisor	Fixed-term, part-time, live-in role for student staff members, to support students to achieve the best they can during their University studies. Model exemplary behavior, know their student group, provide first line pastoral care, help students access various support services, assist them engage with the many clubs and social activities, and monitor individual progress.

10.3

Further details are available in Appendix B, '*Overview of 2019 Accommodation team role descriptions*'

The level of pastoral care provided varies depending on need.

School leavers and other first year students are placed in catered accommodation which is provided the greatest level of support with the ratio of RAs to students averaging 1:33. A Resident Manager also lives on site.

Returning undergraduate students and postgraduate students are placed in self-catered student flats and apartments. For these properties the average ratio of RAs to students is 1:46. Planning for new self-catered accommodation is higher 1 RA for 50 to 75 students based on the design and professional staff coverage. The higher ratio of RAs to students are in buildings where there is 24-hour professional staff coverage.

Resident Advisor training



Resident Advisor training comprises three parts – induction training in October the year before, two weeks’ combined RA training in February (with a blended learning approach) and situational combined RA training sessions throughout the year. The training covers the domains of:

- Crisis Management (prevention and intervention)
- Educational Services (personal development, community development, academic initiatives, advising)
- Student behavior (student conduct and conflict resolution)

Detailed training sessions are held on the following topics, and trainees are thoroughly assessed after each training.

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • The RA role, and working at the University of Auckland • Facilitating the residential experience • Interpersonal skills and relationship building • Effective communication • Leadership development • Time management and self-care • International student support • Health & safety policies • Academic role modelling & referral • Equity support services (Maori, Pasifika, rainbow, disability) • Campus Life services • Professionalism and the Privacy Act | <ul style="list-style-type: none"> • Supporting student wellbeing • Alcohol and drugs • Mental health assistance • Responding to students in distress • Step up: bystander intervention • Responding to sexual violence and assault • Consent • Family / relationship violence • Community building • University health services • On duty and on call requirements |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

RAs also receive checklists and training on the technical skills that they need – emergency procedures, administration, resident rules and conduct policies, meeting planning, addressing vandalism, resident experience planning and so on.

For full details of the training programme, please refer to Appendix C '*Resident Advisor Induction and Training 2019*'.

Ensuring our students safety:



1. Proactive: Caring Communities/pastoral care team

When a school-leaver arrives to live in a catered Hall of Residence, the programme is designed so that the RAs get to know the students under their care, but it is equally important that all students on a floor get to know each other as well. Developing relationships between the RA and their fellow students is a critical part of a community that cares for itself. There are floor meetings and developmental activities designed to create a strong sense of belonging. During the year RAs continue to have fortnightly floor meetings. If fellow students, RAs or professional staff have concerns about any resident these are followed up immediately. In some cases there will be students who for a variety of reasons the RA or professional staff are concerned about and in these cases a plan is developed to support the student and ensure their safety, including seeking advice and service from other areas of the University. The plans will vary but often will involve regular check-ins with the students.

In self-catered accommodation the students are older and, in most cases, have already lived away from home. In these residences it is equally important that the students know their RAs and each other. This is done at the beginning of year with events planned to encourage engagement of students throughout the building and ensuring that all students know about the support systems and tools available to them for self-care. Students living together in an apartment may not socialise together, but they understand they are a community jointly responsible for the common areas in the apartments and for looking out for each other. In self-catered accommodation where there are rooms on floors that share bathrooms and cooking facilities the dynamic is similar to catered accommodation. For students who live in studio apartments, it is critical that the RAs, front desk staff and professional staff get to know the students, their usual habits and movements. All of the buildings have common areas but not all students choose to play games, cook or study together in these spaces. The role of the RA is to support creating a culture of care and to be aware of anything that seems out of place. The RAs will also arrange regular flat chats with those in flatting environments, or group chats with those in studio environments throughout the year. These usually start when professional staff identify times of the year when students are particularly stressed. These chats ensure that the RAs are taking a proactive approach to offer support before they reach a critical point. The feedback loop is closed with the RAs reporting the information to professional staff.



2. Reactive: Concern initiated by others (student, parent, faculty etc.)

Per the table below there are four levels of emergency call available for all students at all times, and parents can (and frequently do) contact accommodation staff if they have concerns about their child. These are acted upon immediately.

Level	Role	Duties
Level 1	Reception staff (business hours) or Resident Adviser (after hours)	Identify, triage to make safe and refer up
Level 2	Resident Manager and Resident Coordinator	Carry out response, pastoral care, and inform. Liaise with service providers and coordinate
Level 3	Area Manager	Advise on process, policy and procedure. Support staff, manage resources
Level 4	Associate Director (Accommodation)	Quality assurance, leadership on critical incidents. Enacts the University chain for critical incidents, supports and advises.

10.3

The University has very clear and detailed guidelines and flowcharts for supporting distressed students, and detailed procedures to follow for critical incidents. These include the following scenarios:

- Death of a student
- Serious injury or illness of a student
- Assault of a student
- Serious mental health episode of a student
- Attempted suicide of a student
- Arrest of a student
- Student out of touch or missing
- Civil or family disaster in a student's home region
- Student incident offshore

For further details, please refer to Appendix D 'Supporting Distressed Students', Appendix E 'Students in Distress – Guidelines for University Staff' and Appendix F 'Student Critical Incident Response Plan'.

~END~

10.3.2

**Tertiary Education
Commission**
Te Amorangi Mātauranqa Matua



30 September 2019

To: TEI Council Chairs

Level 9, 44 The Terrace
PO Box 27048
Wellington, New Zealand 6141
P +64 4 462 5200
www.tec.govt.nz

Dear Council Chair

You will have seen news reports last week regarding the tragic death of a student at a University of Canterbury student accommodation. Our thoughts are with the student's family and friends, and the university's staff and students at this time. We appreciate this will be a distressing time for all those involved.

I am aware that your organisation may provide student accommodation services for domestic and/or international students. It is important at times like these that we recognise our students may need additional support and care. As you will appreciate, student safety, wellbeing, and care is paramount in our tertiary education system.

On Wednesday 25 September I wrote to your Vice-Chancellors/Chief Executives to ask them to urgently undertake necessary measures to ensure every student, both domestic and international, that use your institution's accommodation services are safe, have been checked, and have the relevant support they need. Relationship Managers from the TEC then followed up to discuss your institution's actions to date. I have really appreciated the alacrity with which those responses came in.

While I acknowledge and appreciate the autonomy of your institutions, I consider it is in the public interest that all tertiary education institutions are able to provide assurances with regard to the safety of every student enrolled at your institution, particularly those using your accommodation services.

Therefore, I am requesting that you undertake a process to reassure me, your students and the public that your institution has effective systems and procedures in place to ensure the pastoral care for all of the students who use your institution's accommodation services. This request applies irrespective of whether those students are international or domestic or whether the accommodation services are delivered by you directly or via a third party arrangement.

The request has two components. First, I would appreciate that you provide a stocktake and overview of the accommodation services and current arrangements you currently have in place. I realise and appreciate that some of your institutions have provided TEC information already however I would also like the following:

- Stocktake of your accommodation facilities;
- Number of students currently using your accommodation facilities and services;
- Breakdown of which facilities are run and services are provided by third party arrangements;
- Number, role and expectations of Residential Assistants or equivalents employed at those facilities; and



We ensure New Zealand's future success.

10.3

- An overview of your standard operating procedures and/or codes of practice for your accommodation facilities and services.

I am requesting that you provide this information to me in writing by **Friday 18 October**.

Second, I would also ask that as a Council, you conduct a review process, preferably independent, that reassures your Council and me that the processes, systems and procedures utilised within your wider accommodation services can give you confidence in the safety and wellbeing of students. My expectation is that you should complete it and report back to me with findings before **29 November 2019**.

This information will be extremely useful to us as we build a picture of accommodation provision around the network and assure your students and the wider public of safety at your accommodation facilities.

If you would like to discuss this request in more detail, please contact Sandra Ramsay, Manager Relationships - Investment on 027 311 3165 or at Sandra.ramsay@tec.govt.nz.

Yours sincerely



Tim Fowler
Chief Executive

cc: TEI Chief Executives

10.3



We ensure New Zealand's future success.

10.3.3

Appendix A

2019 Pastoral Care in Accommodation Matrix

10.3

COUNCIL PART A OPEN AGENDA 21.10.19 - 10. OTHER MATTERS FOR DECISION OR NOTING

University of Auckland
Pastoral Care Matrix

Role Definition	Type of Hall	Operating Model	Area- (Area Manager)	Resident Manger	Resident Coordinators	Resident Advisers
	1. Catered/School leavers 2. Self-catered/returning students and older new students 3. Family Accommodation/Primarily post-Graduate Students	1. University owned/operated 2. Leased- fully operated by University 3. Leased- pastoral care provided by Universit, property management by owner's representative	The Area Manager has full responsibility for halls and flats in a designated area and is responsible for all students and accommodation staff residing in the residences within their area. Supported by University Finance, the Area Manager is responsible for all finances in their area, including budget planning, budget control, and forecasting income and expenditures. Other responsibilities include: Student welfare and pastoral care; Academic mentoring ; Staff management and leadership; All financial aspects; Facility management; Health and safety; General resident support	The Resident Manager has responsibility for a specific residence or residences and all of the students residing in their portfolio. Responsibilities include: Student welfare & pastoral care; Academic mentoring; Student staff management and leadership; Operational management; Facility management; Health and safety; General resident support. Financial responsibility is limited to ensuring fees payment and managing the activities budget. The Resident Manager is an on-call officer for their local area. In portfolios with a fully catered school leaver residence, the Resident Manager lives in that residence.	Resident Coordinators have a dual focus. Firstly to support the Area Manager to enable the provision of an environment that supports the emotional, physical, and academic well-being of all students in our residences. Secondly, Resident Coordinators provide administrative support and front line customer service to residents and other tasks as directed by the Area Manager. These tasks occur particularly in the evening. The Resident Coordinator will also be required to be on emergency call for the Area on a rotation basis with other senior staff. Resident Coordinators work Tuesday – Saturday 2:30pm – 10:30pm	The Resident Adviser (RA) position is a fixed-term, part-time, and live-in role for student staff members, who support students to achieve the best they can during their University studies. To achieve this, the RA will provide exemplary pastoral care, help students access the various support services, assist them engage with the many clubs and social activities, and monitor individual progress in an unobtrusive way so that the University has an opportunity to offer appropriate support if it is suspected that a student is experiencing personal or studying difficulties. The role is crucial to ensure that the overall environment of the Hall or Residence is conducive to academic achievement and the development of a strong and caring community supportive of people from diverse backgrounds with differing aspirations and interests.

Hall/Residence	Total # beds	Type of Hall	Operating Model	Area- (Area Manager)	Resident Manger	Resident Coordinators	Resident Advisers	Ratio RA:Students
Grafton Hall	324	1. Catered/School leavers	1. University owned/operated	Grafton/Symonds	Resident Manager-- Lives on site	Resident Coordinator - shared between Grafton Hall, Flats & Huia Residence		9 1:35
O'Rorke Hall	366	1. Catered/School leavers	1. University owned/operated	Grafton/Symonds	Resident Manager-- Lives on site	Resident Coordinator shared between UniLodges and O'Rorke Hall		11 1:32
Goldies*	10	Homestead for Wine Science Students	1. University owned/operated	Grafton/Symonds	Resident Manager for Grafton Hall & Flats has responsibility for residents	Resident Coordinator - shared between Grafton Hall, Flats & Huia Residence		NA
Grafton Student Flats	56	2. Self-catered/flats and houses for returning students and older new students	University owned/operated	Grafton/Symonds	see above	Resident Coordinator - shared between Grafton Hall, Flats & Huia Residence		2 1:27
Huia Residence	321	2. Self-catered/rooms on common hallway for returning students and older new students	3. Leased/pastoral care by University of Auckland/property managed by others	Grafton/Symonds	Resident Manager	Resident Coordinator - shared between Grafton Hall, Flats & Huia Residence		7 1:45
55 Symonds	343	2. Self-catered/studios for returning students and older new students	3. Leased/pastoral care provided by the University/property managed by owner's rep	Grafton/Symonds	Resident Manager for UniLodge 55 Symonds and UniLodge Whitaker	Resident Coordinator shared between UniLodges and O'Rorke Hall		7 1:48
UniLodge Anzac/Beach	341	2. Self-catered/studios for returning students and older new students	3. Leased/pastoral care provided by the University/property managed by owner's rep	Grafton/Symonds	Resident Manager for UniLodge Anzac/Beach	Resident Coordinator shared between UniLodges and O'Rorke Hall		7 1:47
UniLodge Whitaker	300	2. Self-catered/studios for returning students and older new students	3. Leased/pastoral care provided by the University/property managed by owner's rep	Grafton/Symonds	see above	Resident Coordinator shared between UniLodges and O'Rorke Hall		6 1:49
University Hall- Towers	442	1. Catered/School leavers	1. University of Auckland owned/operated	Domain/Whitaker	Resident Manager for Towers, Apartments and Waikohanga House -Lives on site	Resident Coordinator shared between University Hall (Towers & Apartments), Waikohanga House & Whitaker Hall		13 1:33
University Hall- Apartment	106	1. Catered/School leavers	1. University of Auckland owned/operated	Domain/Whitaker	see above	Resident Coordinator shared between University Hall (Towers & Apartments), Waikohanga House & Whitaker Hall		4 1:25
University Hall- Waikohanga House*	47	3. Family Accommodation/apartments for post-Graduate Students	1. University of Auckland owned/operated	Domain/Whitaker	see above	Resident Coordinator shared between University Hall (Towers & Apartments), Waikohanga House & Whitaker Hall	Resident Advisers in University Hall - Apartments look after this facility.	
Whitaker Hall	172	1. Catered/School leavers	1. University of Auckland owned/operated	Domain/Whitaker	Resident Manager - Lives on site	Resident Coordinator shared between University Hall (Towers & Apartments), Waikohanga House & Whitaker Hall		5 1:33
Carlaw Park Student Village	682	2. Self-catered/rooms in apartments for returning students and older new students	2. Leased- fully operated by University of Auckland	Domain/Whitaker	Resident Manger for Carlaw Park and Parnell Student Village	Resident Coordinator shared between Carlaw Park and Parnell student Village		15 1:44

10.3

COUNCIL PART A OPEN AGENDA 21.10.19 - 10. OTHER MATTERS FOR DECISION OR NOTING

Hall/Residence	Total # beds	Type of Hall	Operating Model	Area- (Area Manager)	Resident Manger	Resident Coordinators	Resident Advisers	Ratio RA:Students
Parnell Student Village	91	2. Self-catered/rooms in townhouses for returning students and older new students	2. Leased- fully operated by University of Auckland	Domain/Whitaker	see above	Resident Coordinator shared between Carlaw Park and Parnell student Village		3 1:29

Appendix B

Overview of 2019 Accommodation team role descriptions

10.3

Overview of 2019 Accommodation team role descriptions

Associate Director (Accommodation), Campus Life

Student Accommodation plays an important role in the achievement of the University's strategic objectives by providing high quality on-campus accommodation to 3000 students. This allows the University to attract and retain high quality students in a competitive environment, provide them with a high-quality student experience and provide sufficient critical mass of students on campus to enable support services and activities to be offered to the wider student body. The operating budget for Accommodation is ~\$38m with plans to more than double the existing bed numbers with capital investments of ~\$800m over the next 8 years. Overseeing a team of 55 FTE staff, the role of the AD is to identify and seek approval for developments that will meet the expansion targets, oversee the operation of the existing portfolio to meet all performance (financial and other) targets and to improve systems and support structures.

10.3

Area Manager

The Area Manager has full responsibility for halls and flats in a designated area and is responsible for all students and accommodation staff residing in the residences within their area. Supported by University Finance, the Area Manager is responsible for all finances in their area, including budget planning, budget control, and forecasting income and expenditures.

Responsibilities include:

- Student welfare and pastoral care
- Academic mentoring
- Staff management and leadership
- Operational management
- All financial aspects
- Facility management
- Health and safety
- General resident support

In addition, each Area Manager has responsibility for a business portfolio ensuring consistency across all the business. One portfolio is Residential Experience (Engagement, Wellbeing, Conduct, Academic support, student staff training and recruitment, summer guests). The other portfolio is Facilities and Operations (Catering, Cleaning, Repairs & Maintenance, stock control).

Resident Manager

The Resident Manager has responsibility for a specific residence or residences and all of the students residing in their portfolio. Responsibilities include; student welfare & pastoral care, academic mentoring, student staff management and leadership, operational management, facility management, health and safety, and general resident support. Financial responsibility is limited to ensuring fees payment and managing activities budget.

The Resident Manager is an on-call officer for their local area. In portfolios with a fully catered school leaver residence, the Resident Manager lives in that residence.

Resident Coordinator

Resident Coordinators have a dual focus. Firstly to support the Area Manager to enable the provision of an environment that supports the emotional, physical, and academic well-being of all students in our residences. Secondly, Resident Coordinators provide administrative support and front line customer service to residents and other tasks as directed by the Area Manager. These tasks occur particularly in the evening. The Resident Coordinator will also be required to be on emergency call for the Area on a rotation basis with other senior staff.

Resident Coordinators work Tuesday – Saturday 2:30pm – 10:30pm

10.3

Resident Adviser

The Resident Adviser (RA) position is a fixed-term, part-time, and live-in role for student staff members, who support students to achieve the best they can during their University studies. To achieve this, the RA will provide exemplary pastoral care, help students access the various support services, assist them engage with the many clubs and social activities, and monitor individual progress in an unobtrusive way so that the University has an opportunity to offer appropriate support if it is suspected that a student is experiencing personal or studying difficulties.

The role is crucial to ensure that the overall environment of the Hall or Residence is conducive to academic achievement and the development of a strong and caring community supportive of people from diverse backgrounds with differing aspirations and interests.

Appendix C

Resident Advisor Induction and Training 2019

10.3



THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

10.3

Resident Advisor Induction & Training 2019



Contents:

1. Section One: Introduction
2. Section Two: Foundational Theory
3. Section Three: Educational Objectives & Strategy
4. Section Four: Assessment
5. Section Five: Facilitation of training
6. Section Six: Resource library

10.3

Document control:

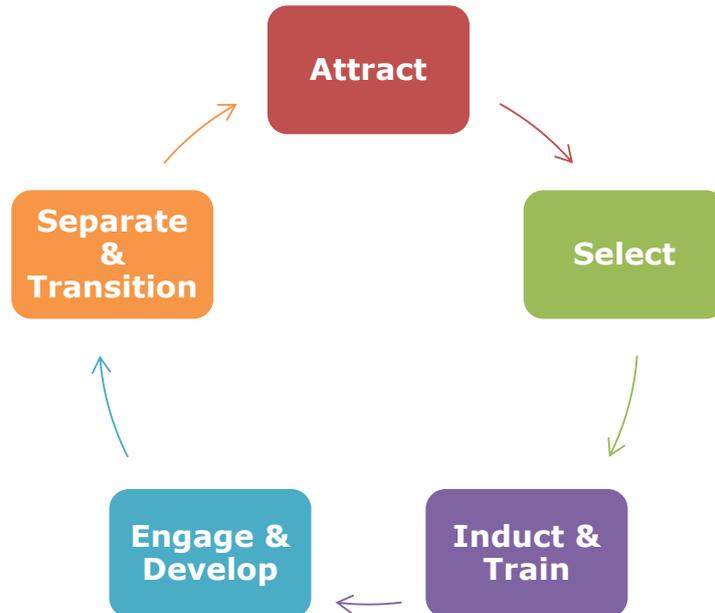
Prepared by: Jacob Waitere | Area Manager (Residential Experience)
Approved by: Micheal Rengers | Associate Director (Accommodation)

University of Auckland | Campus Life | Accommodation

Introduction



2019 Resident Advisor Lifecycle



10.3

Attract:

- Advertisements and job postings
- Answering enquiries
- Accept applications
- Promotion of the department
- "We are a great company" – "What a great company"

Engage & Develop:

- Engaging with role
- Performance in role
- On-going development
- Regular communication
- "You're good at your job, and you're getting better" – "I'm learning, growing, being successful and making a difference"

Select:

- CV and application review
- Interview
- Reference check
- Offer made and accepted
- Pre-employment communication
- "We like you. Especially you" – "They Like me"

Separate & Transition:

- Exit planning
- Completion of projects and final presentation of work
- "Thank you for your great work" – "I might want to come back"

Induct & train:

- Resident Advisor training
- Performance planning and development
- Preparing for Resident Arrival
- "Welcome. Here's what you need to know" – "They are happy to have me"



2019 Resident Advisor Induction and Training

Introduction:

A positive induction and training period can lead to high morale and engagement and Resident Advisors feeling prepared and confident in their role.

Accommodation takes responsibility and a proactive approach for ensuring Resident Advisors receive a good induction and training. The Associate Director (Accommodation) heads up the induction and training of Resident Advisors, delegating specific functions to the Area Manager (Residential Experience) for the practical implementation of RA training.

Resident Advisor training is designed in three parts. Part one is an end of year induction in October the year before, combined RA training in February (with a blended learning approach) and situational combined RA training sessions throughout the year.

Aim of this document:

The aim of this document is to provide overarching information to Accommodation staff on RA training, the theory behind some of the sessions and other key information.

Timeframe for Resident Advisor RA training:

- RA Induction day – 13th February 2018
- RA Combined training – 7th/11th February – 22nd February 2019
- Situational RA training – Throughout the year

Aims for Resident Advisor training:

Resident Advisor training at the University of Auckland aims to:

- Have Resident Advisors understand their dual status of staff and student of the university and how to maintain those boundaries
- Educate Resident Advisors on critical incident management & mental health awareness
- Introduce Resident Advisors to the Accommodation team and their colleagues
- Increase Resident Advisors understanding of leadership development within the University
- Educate Resident Advisors on community development and student advisory services
- Familiarisation with physical locations, legislations policy and procedures
- Develop cohesive working teams
- Empower Resident Advisors to stand up for what is right

Targeted Staff members:

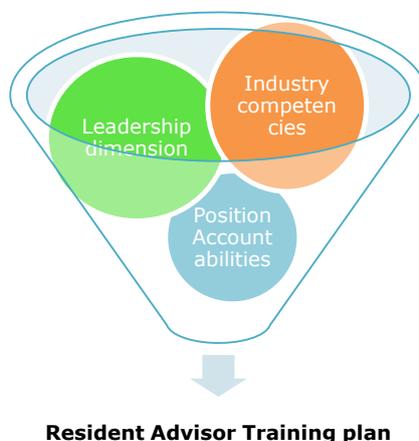
- Resident Advisors
- New professional staff

Foundational theory



Theory involved in the formation of RA training

Due to the scale and importance of having a robust training programme for Resident Advisors a number of key frameworks and theories are utilised in formation of the plan. These theories are drawn from Human Resources, Industry standards, and core competencies.



10.3

Influence from University Human Resources – People & Organisational development:

An Experience, Exposure, Education or 70:20:10* approach to RA training has been encouraged and reflected in the formation of the plan to streamline with practices developed by HR for Professional staff. This has been done alongside the 5D Leadership framework, profession specific competencies and position requirements.

The Leadership Dimensions (5D Leadership) are

Exhibiting Personal Leadership

Role modelling leadership behaviours to engage others and support the University's values and aspirations.

Setting Direction

Establishing and committing to plans and activities that will deliver the University's strategy.

Innovating and Engaging

Identifying, creating and responding to relationships and opportunities to improve and progress the University.

Enabling People

Developing self, others and teams so they can realise the University's strategy and values.

Achieving Results

Accepting accountability for making decisions and taking action to deliver the University's strategy and deliver excellent results.

Resident Advisor Position description Key accountability areas:

Key accountability areas for RAs fall under the below areas. Training is linked back to these areas.

Campus Life - Accommodation

Prepared by Jacob Waitere, Area Manager | Version 3 (current as at October 2018)

<p>Experience 70%</p> <p>of learning is provided through the use of challenging assignments, on-the-job experiences and creating the opportunity to put your learning into practice.</p>
<p>Exposure 20%</p> <p>of learning is developed through relationships, networks, feedback and observing others.</p>
<p>Education 10%</p> <p>of learning is delivered via formal learning processes.</p>



- Student welfare and advisory services
- Community development
- Administrative duties
- Academic Support

Industry Core Competencies and Body of Knowledge:

ACUHO-I is the international authority on student accommodation. To help the profession better understand and meet these increasing demands, ACUHO-I created a body of knowledge to address what campus housing professionals need to know and what they need to be able to do. In developing the training for Resident Advisors the body of knowledge was reviewed and specific areas applicable to the Resident Advisor position were highlighted.

Service Functions:

The service functions related to the Resident Advisor position has been highlighted in light blue below.

Direct Service Function	Management Function	Strategy and Policy Function
Provide support and/or service directly to campus housing customers or to other housing personnel.	Oversee the performance and/or operation of campus housing activities and/or personnel.	Establish and/or approve the plans to achieve the departmental goals or the organizational mission.

Competencies and knowledge needed as related to the Resident Advisor position:

Domain:	Sub-Domain:	Direct Service function competencies:	Knowledge needed:
Crisis Management	Prevention	<ul style="list-style-type: none"> ▪ Report the potential risks ▪ Inform constituents of expected behaviour and actions during crises ▪ Participate in meetings, planning sessions and simulations aimed at preventing and preparing for problematic incidents 	<ul style="list-style-type: none"> ▪ Risks (environmental, human, facility) ▪ Risk-prevention related teams (behavioural, planning, assessment) ▪ Crisis communication plan components ▪ Applicable laws and policies ▪ Training options (e.g., tabletops, drills,
	Intervention	<ul style="list-style-type: none"> ▪ Implement the plan(s) ▪ Access and manage resources needed to carry out response/intervention ▪ Notify all stakeholders 	<ul style="list-style-type: none"> ▪ Training options ▪ Institutional plans and protocol
Resident Educational Services	Personal Development	<ul style="list-style-type: none"> ▪ Create environments and programs which support student development ▪ Create environments and programs which support student leadership ▪ Promote the value of personal and professional development to constituents (including but not limited to: communication, 	<ul style="list-style-type: none"> ▪ Departmental philosophy on learning and development of constituents ▪ Departmental philosophy on student leadership ▪ Campus resources



		<p>leadership, ethics, diversity and globalization)</p> <ul style="list-style-type: none"> Promote the importance of personal safety to constituents Promote the values of student leadership to constituents 	
	Community Development	<ul style="list-style-type: none"> Create environments for constituents which support community development goals Promote the value of community development to constituents Develop and implement programs for constituents which support educational goals Provide a variety of small and large group social, educational, leadership and involvement activities Create environments which support student leadership and employment opportunities Promote the values of social justice to constituents 	<ul style="list-style-type: none"> on community living and student engagement Benefits of community development Role of community development in student learning Campus culture pertaining to community development Basic tenets of counselling, advising and community development
	Academic Initiatives	<ul style="list-style-type: none"> Identify and promote academic courses Review evaluation from students as it pertains to the course work and implement recommendations for the next incoming class 	<ul style="list-style-type: none"> Departmental philosophy on student learning and engagement Student residential living/learning theories Student residential living/learning best practices
	Advising	<ul style="list-style-type: none"> Market and promote the value of student leadership, student groups and student organizations to constituents Create residential environments which support opportunities for student groups and organizations to be influential in representing constituents Promote best practices and models for successful residential student groups and student organizations 	<ul style="list-style-type: none"> Departmental philosophy on advising student groups and student organizations Student group and student organization advising best practices and models Student learning theories and models including those pertaining to underrepresented groups

10.3



Student Behaviour	Student Conduct	<ul style="list-style-type: none"> ▪ Identify potential violations of codes, policies, and regulations ▪ Document potential violations ▪ Educate constituents on behavioural codes, policies, and regulations ▪ Explain student conduct processes to constituents 	<ul style="list-style-type: none"> ▪ Departmental community standards ▪ Institutional code of conduct, policies and regulations ▪ Restorative justice/other methods of resolution
	Conflict Resolution	<ul style="list-style-type: none"> ▪ Describe to constituents various approaches to conflict resolution ▪ Communicate expected standards of behaviour for those engaged in dispute resolution 	<ul style="list-style-type: none"> ▪ Conflict resolution methods and approaches ▪ Facilitation and mediation processes ▪ Cross-cultural communication approaches ▪ Cultural constructs around authority and dispute resolution

10.3

Creation of an “RA profile”:

There are 90 RAs employed for 2019. This is a large and diverse group of individuals. To inform areas where this team might need training and support an RA profile will be made. The profile will look at rated interview scores in key areas, demographic information and broad experiences. This profile will allow Management a high level view to inform training.

The 2019 RA profile will have the following information:

- Interview rank score:
 - Community Development
 - Relationship development
 - Leadership
 - Average hire score
- Average age
- Average GPA
- Faculty/degree breakdown
- Level of study breakdown
- % of returning RAs
- % Not from Accommodation
- Gender ratio
- Ethnicity breakdown

Educational objectives & strategy



2019 Resident Advisor Educational objectives and strategy

Ensuring that all pertinent information is communicated a clear learning matrix is developed. Learning is broken down into educational sessions with learning outcomes. These sessions employ a range of learning approaches in order to meet the diversity of learning needs. Assessment of these sessions is an important part of training and covered in the next section.

Blended Learning approach:

As stated in the opening paragraph, with such a large group of individuals a blended learning approach is taken to meet the diverse learning needs. In this context blended learning is not just the combination of face-to-face instruction and online tools, but a variety of different instruction.

In 2019 the blended learning approach for RAs will be:

- Focus on developing the 4Cs (Critical Thinking, Communication, Collaboration, Creativity)
- Small Groups (Residence Based, Area Based, Community based)
- Large scale lecture based
- Workshop based and peer to peer activity
- Physical activity
- Readings and print material
- Online learning modules (where applicable)

Resident Advisor Training Theme:

To assist in adding a new flavour and focus on specific needs of training a different RA training theme is created every year. The theme is another lens for RAs to see their training experience through. Training themes will be created using the RA profile and other topical influences.

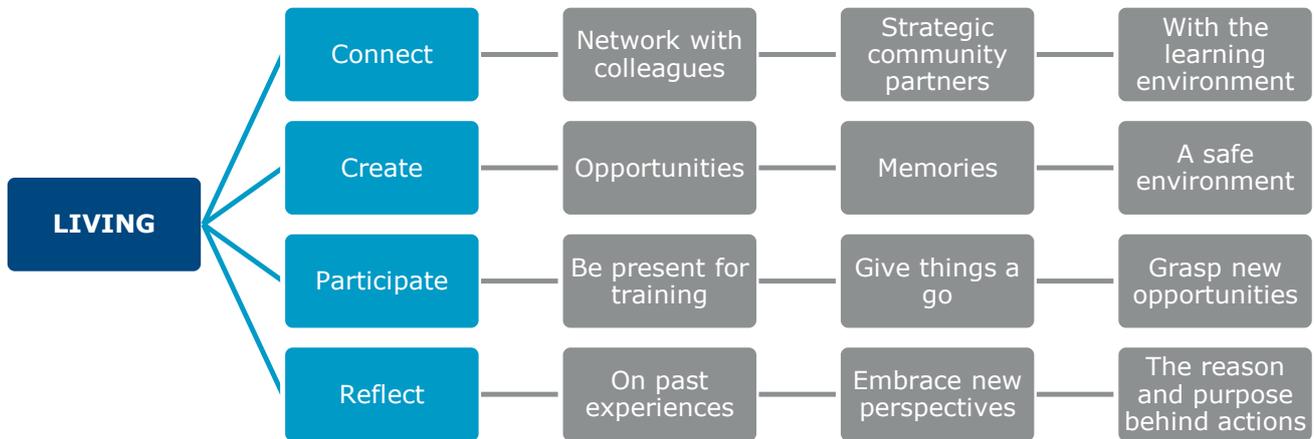
For 2019 the RA training theme will be:

- Living,
- Learning,
- Leading

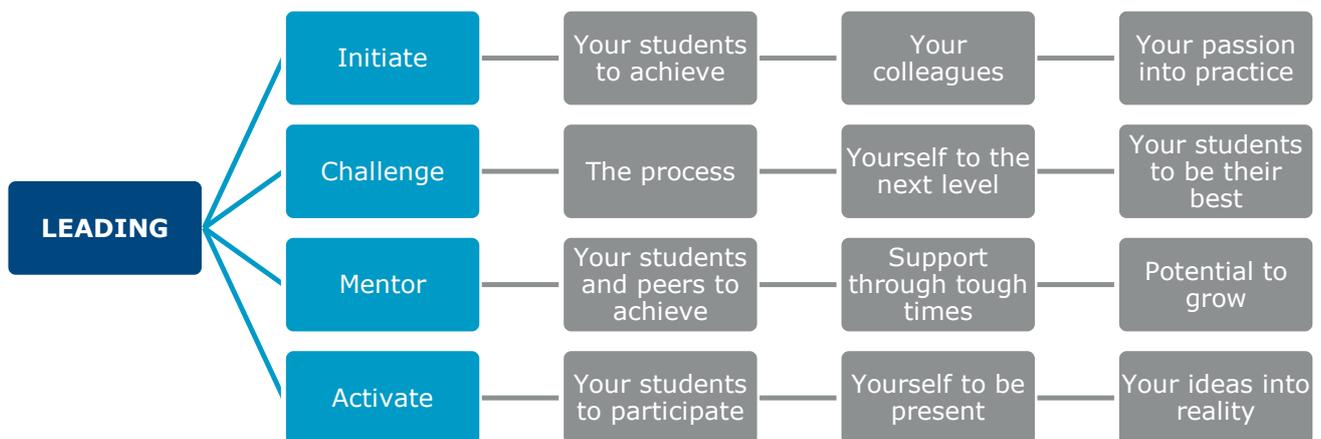
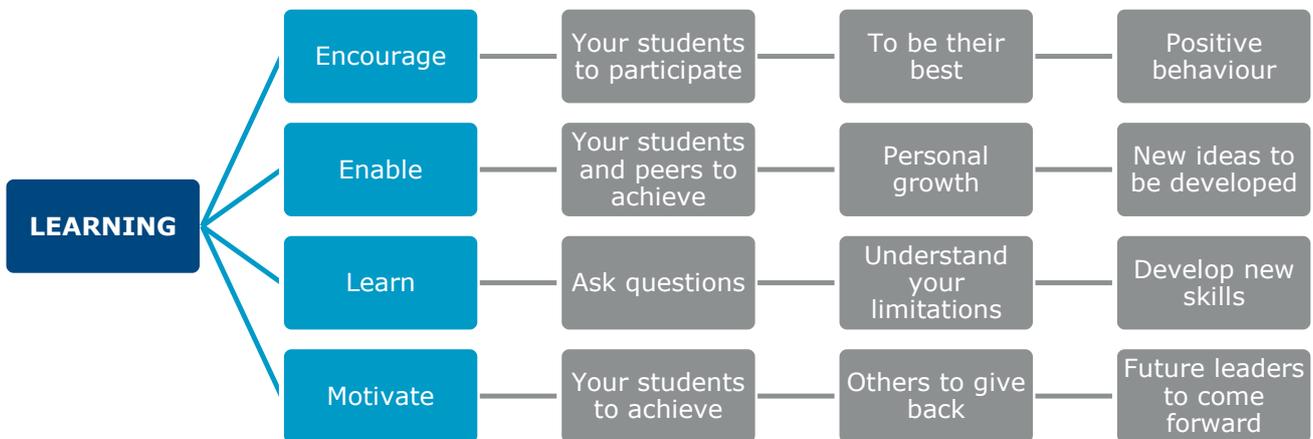
The following pages will explore the learning outcomes, theme and in-house sessions in more depth.



2019 Resident Advisor training theme explored:



10.3



 CAMPUS LIFE - ACCOMMODATION Resident Advisor Training Aims & Outcomes								
Overarching training Objectives: Resident Advisor training at the University of Auckland aims to: *Have Resident Advisors understand their dual status of staff and student and how to maintain those boundaries *Educate Resident Advisors on critical incident management & mental health awareness *Introduce Resident Advisors to the Accommodation team and their colleagues *Increase Resident Advisors understanding of leadership development within the University *Educate Resident Advisors on community development and student advisory services *Familiarisation with physical locations, legislations policy and procedures *Develop cohesive working teams *Empower Resident Advisors to stand up for what is right				Blended learning approach: RA training will take a blended learning approach that will include: *Focus on developing the 4Cs (Critical Thinking, Communication, Collaboration, Creativity) *Small Groups (Residence Based, Area Based, Community based) *Large scale lecture based *Workshop based *Physical activity *Readings		Training Theme: Living; Learning; Leading!		
Session:	Facilitator(s)	Time & Location:	Session Aim:	Learning Outcomes:	Delivery mode	Assessment	Position Description	Leadership Framework:
Introduction to the Resident Advisor role and working at the University of Auckland	Jacob Waitere & Micheal Rengers	45 minutes	The aim of this session would be to (re)introduce Ras to Accommodation staff, outline the training programme and requirements and set expectations for working within Campus Life as a service division.	RAWBAT: *Understand the RA training schedule *Recite what the role of the RA is within the University *Know what is expected of them each day *Name the members of the Accommodation Management team *Recognise and understand how Campus Life values affects their role	Lecture style presentation Q&A session	N/A	Administrative Duties	Setting Direction
Academic role modelling & referral		60 minutes	The aim of these sessions are to provide RAs with an understanding of common academic support areas for their student demographics. The session will cover ways that RAs can role model and support their residents academically as well as support them to the appropriate academic service.	RAWBAT: *Identify common issues residents face in their demographics *Understand the impact they can have as a role model for residents *Recite university support services related to academic support & how to refer residents *Be familiar with current Accommodation initiatives related to academic support & success and what their role responsibilities are in this *Identify signs of a student struggling academically at University	Separated (by student demographic) working groups	Peer assessment	Student Welfare & Advisory Services;	Enabling People
Alcohol and Drugs		90 minutes	The aim of this session is to provide RAs with an understand of common drug and alcohol issues facing the student demographic. This will include understanding how to identify drugs and alcohol, the impact that consumption has on an individual (both physically & behaviourally) and how to support and refer an individual that is under the influence. RAs will also be introduced to the University's policies on drugs and alcohol and how to actively implement this with Accommodation.	RAWBAT: *Identify the common effects of drugs and alcohol on residents and resident well-being *Identify commonly used intoxicants in Accommodation *Articulate UoA/Accommodation policy on alcohol and drugs *Identify best practices to deal with incidents around drug and alcohol use. *Identify strategies to minimise risk behaviour and harm reduction. *Be familiar with support services related to drugs and	Lecture style presentation with workshops	Peer assessment	Student Welfare & Advisory Services; Administrative Duties	Enabling People
Campus Life Services	Various Campus Life Staff	60 minutes	The aim of the Campus Life services session is to split Ras into interest groups and introduce them to specific services Campus Life has to offer. Topics will be: Student Groups, Communications, Sports and Recreation	N/A	N/A	N/A	Student Welfare & Advisory Services; Community Development	Innovating & Engaging
Community Building	Campus Life - Student Engagement	60 minutes	The aim of this session is to introduce Ras to the concepts of community building, the importance of community building and understanding resident needs.	RAWBAT: *Articulate the expectations of Accommodation staff for RAs engaging with residents. *Know how to engage with residents *Identify the needs of their residential communities *Employ various tactics to regularly and authentically engage with residents.	Workshop presentation	N/A	Community Development	Achieving Results
Consent	Micheal Rengers	30 minutes	The aim of this session is to introduce RAs to the concept of Consent and UoA's commitment to promoting Consent within Accommodation.		Lecture style presentation		Student Welfare & Advisory Services	Enabling People
Effective Communication		60 minutes	The aim of this session is to introduce the concepts of empathy, effective listening and communication. Topics will cover assertive communication, active listening, and changing communication styles when necessary and utilising body language effectively.	RAWBAT: *Understand assertive communication, active listening, and various communication styles. *Employ critical thinking skills (asking effective questions, and follow up questions) *Create and maintain intentional interactions withothers *Identify appropriate communication channels and methods *Identify the difference between empathy and sympathy and why it is relevant *Understand the importance of effective body language	Workshop presentation	Peer assessment	Student Welfare & Advisory Services; Community Development	Innovating & Engaging
Equity Support Services: -Maori -Pacific -Rainbow -Disability	Equity Division	120 minutes	The aim of the equity support services is to educate Ras on common challenges facing students, how to support them, build an inclusive community and refer students onto internal and external resources	RAWBAT: *Identify the various equity support services for students & how to refer them *Understand and communicate common challenges of students in key demographics and their needs *Understand how their role and positively support residents	Information sessions	Post knowledge assessment	Student Welfare & Advisory Services; Community Development	Innovating & Engaging

COUNCIL PART A OPEN AGENDA 21.10.19 - 10. OTHER MATTERS FOR DECISION OR NOTING

Facilitating the Residential Experience		40 minutes	The aim of this session is to introduce RAs to skills required to facilitate the Residential Experience. This session will look at the requirements for events and activities, passive communication and programming and how Accommodation structures it's experience.	RAWBAT: *Understand how to complete requirements for activities and programmes *Identify key risk management factors to address when planning events. *Understand the difference between active/passive and social/developmental programming *Communicate at least four ways of communicating and promoting programmes to residents	Workshop presentation	Peer assessment	Community Development	Achieving Results
Family/Relationship violence It's Not OK	Equity Division	60 minutes	The aim of this session is to educate Ras on the university's commitment to being a safe, inclusive and equitable place for all our staff and students. This session will introduce Ras to the Family/Relationship violence policies, guidelines and resources and provide them with skills to refer and support appropriately.	RAWBAT: *Feel comfortable and know how to provide support to disclosures of family violence *Understand the background to the Family Violence project and why it is needed *Know how the University can support staff and students affected by family violence *Know how to access the Equity office policy and resources	Lecture style presentation with Q&A session	Post knowledge assessment	Student Welfare & Advisory Services; Community Development	Achieving Results, Exhibiting Personal Leadership
Health and Safety Policies	Human Resources - Health, Safety & Wellbeing	30 minutes	The aim of this session is to introduce Ras to the University's Health, Safety and Wellbeing policies. The session will support RAs in understanding how to promote a safe environment and their role with the health and safety framework.	RAWBAT: *Know how to access the UoA Health & Safety policy *Articulate their responsibilities in relation to H&S issues *Know how to report and address H&S risks *Promote the value of a safe and healthy campus to partners, whanau & residents	Lecture style presentation	Post knowledge assessment	Student Welfare & Advisory Services; Community Development	Setting Direction
International Student Support	Rebekah Walkinton	30 minutes	The aim of this session is to educate RAs on the international student community and how to support them and their specific needs. The session will introduce RAs to key International Student support staff and services.	RAWBAT: *Understand common adjustment issues for International student *Recite the various types of international students we house in Accommodation *Identify support services available for international students *Refer international students to appropriate support services *Identify common obstacles international students encounter at UoA	Information session	Post Knowledge assessment	Student Welfare & Advisory Services; Community Development	Innovating & Engaging
Interpersonal skills and Relationship Building			The aim of this session is to introduce RAs to concepts and skills related to interpersonal skills and relationship development. RAs will be exposed to stages of team development, how to work with others and manage differences of opinion.	RAWBAT: *Be familiar with the stages of team development *Utilise strategies to build healthy relationships with staff and residents *Utilise strategies to work with people that have a differing opinion *Have confidence to introduce themselves to new contacts	Workshop presentation	Peer assessment	Student Welfare & Advisory Services; Community Development;	Exhibiting Personal Leadership
Leadership development		60 minutes	The aim of this session is to introduce Ras to the concept of leadership development. How they can understand their own leadership styles and support residents in developing their own their leadership.	RAWBAT: *Understand the importance of developing leadership skills *Have an understanding of their own leadership styles *Recognise a variety of different types of leaders *Understand the mechanisms that are available to residents	Workshop presentation	N/A	Student Welfare & Advisory Services; Community Development;	Exhibiting Personal Leadership; Enabling People
Mental Health Assistance	Campus Life - UHCS	90 minutes	The aim of this session is to provide RAs with knowledge of how to address and respond to mental health situations. RAs will have the resources to effectively respond to and support students when addressing mental health concerns.	RAWBAT: *Identify signs and symptoms of mental health situations *Triage crisis situations and refer up *Appropriately follow-up with crisis incidents *Effectively communicate important information during a crisis situation *Be familiar with staff from UHCS	Workshop presentation	Peer assessment	Student Welfare & Advisory Services	Enabling People
On duty and on call	Jacob Waitere	60 minutes	The aim of this session is to educate Ras on the requirements of an on-duty RA, how to respond to common after hour call outs, conduct incidents and completing required administrative tasks (duty logs, incident reports)	RAWBAT: *Understand the responsibilities of an on duty RA *Appropriately respond to after hour call outs and conduct incidents *Be able to successfully complete duty logs and incident reports *Utilise the escalations procedure for maintenance, pastoral care and other concerns	Workshop presentation	Peer assessment & test rep	Student Welfare & Advisory Services; Administrative Duties	Achieving Results Exhibiting Personal Leadership
Professionalism & the Privacy act	Human Resources - Advisory Services	45 minutes	The aim of this session is to introduce Ras to the Campus Life HR Manager/Advisor, educate Ras on the the dual role of staff/student they hold, how to minimise risks to themselves and the university by understanding appropriate boundaries, professionalism and what the privacy act has. This session will also emphasise that pulitonic relationships only are permitted with residents	RAWBAT: *Recite what healthy boundaries look like for Ras with residents *Be familiar with the privacy act and how it could affect their role *Recite who the HR Manager/Advisor are, their role and how to contact them *Verbalise what a 'professional' looks like for UoA	Lecture style presentation Q&A session	*Follow up knowledge gap assessment	Community Development; Administrative Duties	Setting Direction
Responding to Sexual Violence & Assault			The aim of this session is to provide Ras with an understanding and skills on how to appropriately respond and support students who disclose incidents of sexual assault.				Student Welfare & Advisory Services; Community Development;	Enabling People

COUNCIL PART A OPEN AGENDA 21.10.19 - 10. OTHER MATTERS FOR DECISION OR NOTING

Responding to students in distress		60 minutes	<ul style="list-style-type: none"> -Describe difference between helping and counselling -Talk through basic helping skills -Talk about where boundaries are when working with a student in need -Discuss what needs to be passed onto managers and when -Identify ways to work with the community when an emotional crisis situation happens and how to be guided by your manager -Discuss privacy and confidentiality - what to and what not to share with co-RAs 	<p>RAWBAT:</p> <ul style="list-style-type: none"> *Identify risk elements of responding to students in distress *Utilise skills to triage distressed students *Utilise the skills of look, listen, link *Be familiar with the critical incident response plan for accommodation *Know how to hand over a distressed student to community services or level 2 on call support 	Workshop presentation	Peer Assessment	Student Welfare & Advisory Services	Enabling People
STEP UP: Bystander intervention		60 minutes	The aim of this session is to educate Ras on prosocial behaviour and bystander intervention (theories and skills). The session will also incorporate the University's 'Zero Tolerance' policy.	<p>RAWBAT:</p> <ul style="list-style-type: none"> *Raise awareness of helping behaviours *Have increased motivation to help *Have the skills and confidence need to respond to problems or concerns *Ensure the wellbeing of oneself and others when responding *Know the UoA 'Zero Tolerance Policy' and how they can utilise this in their communities 	Lecture style presentation with workshops and roleplay	Peer assessment on site	Student Welfare & Advisory Services; Community Development	Enabling People
Supporting student wellbeing	Jacob Waitere & Wellbeing team	45 minutes	The aim of this session is to introduce students to the waka of wellbeing, and how they can utilise their role to support student wellbeing and success.	<p>RAWBAT:</p> <ul style="list-style-type: none"> *Outline the Waka to wellbeing and name all paddles *Identify practical ways to incorporate the framework into their roles *Communicate common challenges facing tertiary students *Be familiar with the University Wellbeing team 	Workshop presentation	Peer assessment	Community Development	Achieving Results
Time management and Self-care		30 minutes	The aim of this session is to support Ras in developing time management skills and strategies to manage stress and their own self care.	<p>RAWBAT:</p> <ul style="list-style-type: none"> *Utilise skills related to good time management *Articulate the importance of utilising effective time/stress management skills. *Identify appropriate boundaries to maintain self-care and balance. *Identify appropriate support services and resources related to time management and self-care and how to access them. 	Workshop presentation	N/A	Student Welfare & Advisory Services; Administrative Duties	Exhibiting Personal Leadership & Enabling people
University Health Services	Medical Lead & Nurse Lead	30 minutes	The aim of this session is to introduce Ras to the services offered by the University Health Service, common issues facing the student population and how Ras and UHCS can work together to address this.	<p>RAWBAT:</p> <ul style="list-style-type: none"> *Recognise the UoA Medical and Nursing Leads *Understand and recite the services offered by the Health Service *Recite some of the common issues facing residents (in particular related to sexual activity, cold/flu & other communicable illnesses) *Know how to refer residents to University Health Services or community resources 	Information session	Post knowledge assessment	Student Welfare & Advisory Services	Enabling People
Working with Campus Safety	Paul Blackmore & Phil Kirkham	60 minutes	The aim of this session will be to introduce Ras to the Campus Safety & Security team. The Campus Safety & Security team will go through the role they play in the University, how they can support Ras and residential students living on campus.	<p>RAWBAT:</p> <ul style="list-style-type: none"> *Recite the security extension & afterhours numebers *Identify University security officers on campus *Recite the role university security plans on campus *Be confident in the process and knowing how to refer student residents to university security services when needed 	Lecture style presentation	*Practical assessment *Follow up knowledge gap assessment	Student Welfare & Advisory Services	Enabling People

Missing:
 Behind Closed doors 1 & 2
 Keynote presentation
 Team builders



RESIDENT ADVISOR TRAINING

In-House training check list

Purpose:

This document has been prepared to act as a suggestive reference guide for Resident Managers and Coordinators to ensure that in-house RA training is comprehensive and consistent. Topics are listed with points to cover bulleted underneath them.

Expectations for RA training

- Attitude
- Arrive to training prepared (e.g. RA manual, pen/ paper)
- Attendance, timeliness and absenteeism - what is policy?
- Parties and other actions that would jeopardise position
- Using free time wisely
- What sessions can't RAs miss

Emergency/Duty procedures

- Duty expectations
- Timing
- Incident Module/iPad expectations
- Emphasising on call support (level 2, 3 & security)
- Fire evacuation procedures
- Fire Warden responsibilities
- Checking Rooms, etc.

Administrative Training

- Phone Instructions
- How to answer a phone call
- Diverting the phone, etc.
- Mailbox expectations
- Parcel sign-out

Relationship Items

- Expectations for team member behaviours
- Introduced and expectations regarding association with cleaning, administrative, maintenance and food service teams as applicable

Residential Rules and Conduct Policies

- Reasoning behind policies
- Discuss how to communicate policies with residents

Addressing Vandalism and Damage

- Ways to investigate who may have been responsible
- Talk about how to handle situations where no responsibility can be determined
- Remind about importance of being aware of who may be impacted and the follow-up that may be needed (ex. personal items damaged vs. a floor meeting)

RA Meetings – Schedule and meeting etiquette

- When and where are meetings
- Meeting requirements
- Set meeting times

Resident Arrival Prep

- First floor meeting
- Welcome email from RA

- Welcome letter
- Check-in preparations

Vision of Residence/Hall and Area

- What we want to achieve this year
- How are we going to achieve it
- What are our KPIs (as an area and for role)

Team dynamics

- Communication styles
- Personality profiles
- How people like to work

Residential experience planning:

- O-week and year event allocations
- Purchasing and budgeting processes for events
- Complete event forms

Processes and things they need to know

- Filing a leave of absence
- Filing for extra hours
- Social Media Expectations
- Filing a maintenance request
- Filing an incident report
- Importance of Documentation
- Show and walk-through reporting form
- Checking Email Expectations

Other things to consider

- Additional processing of Behind Closed Doors material
- Opportunities for self and group reflection
- Pre and Post Assessments will be carried out within hall or area teams
- First Six-Week Program
- Inclusion of items developed within the working groups
- Customer service excellence basics

Assessment



2019 Resident Advisor Assessment Information

Introduction to Assessment for RAs:

Resident Advisors at the University of Auckland carry out a unique and important role. They are responsible for delivering peer-to-peer pastoral care, responding to emergencies and supporting inclusive communities. Resident Advisors hold a unique status of staff member and student, which is further complicated by their residential status of living amongst the residents.

Resident Advisors undergo an intensive two weeks of training to prepare them for their roles. Further training is situational and often informed by Manager and staff feedback. Being able to attest that Resident Advisors understand and are knowledgeable with the training content has become increasingly important over the last few years. Assessment is now becoming tool that must be used as part of the training and induction process.

The implementation of strong and practical assessment plan will allow Accommodation to identify where each Resident Advisor is in their learning/training journey both before, during and after the RA training period. Further use of such a plan could be utilised in order to plan ongoing training and leadership development sessions both with in-house Managers in RA meetings as well as through the year with ongoing situational RA training.

This Assessment tool will allow Accommodation to not only track knowledge retention and educational growth, but will be used to review the effectiveness of both the taught content as well as the delivery method of such content.

Assessment will be delivered through a variety of delivery methods. The delivery methods will match the blended learning approach to training

Previous years:

In 2017 two data collections methods were utilised in order to gain insight to assessment and feedback. These were the via the attendance scan at the start of each session and the RA training feedback survey that was sent to RAs in order to collected data/feedback as a review on the overall training. 2018 saw the introduction of some alternative assessment utilising mainly pre and post assessment and some online crowd interaction tools.

Moving forward:

The goal for 2019 Resident Advisor training will be to have a blended assessment approach that can capture where collective RA learning might be, while at the same time identifying some students that are not at the required knowledge level. This will be done through a variety of assessment methods and tools.

Assessment methods:

Diagnostic assessment:

Diagnostic assessment looks at strengths, weaknesses, knowledge and skills prior to RA training. This will provide Accommodation staff with a baseline from which to work from.

Diagnostic assessment tools:

- Analysis of interview data
- Pre-training knowledge and comfort assessment to be completed before arrival

Formative assessment:

Campus Life - Accommodation

Prepared by Jacob Waitere, Area Manager | Version 3 (current as at October 2018)



Formative assessment looks at an RAs performance during training and occurs regularly throughout the training process. These are like 'check points' throughout training. Formative assessment is assessment FOR learning.

Formative assessment tools:

- Peer to peer assessment during or at the end of particular training modules
 - This is envisioned as role plays with peer assessment check lists that models training assessment for first aid training
- Learning/Work simulations during a training session
 - This could be completed test incident reports and duty logs
 - Practicing required paperwork for facilitating the residential experience
 - Behind closed door sessions will provide managers with an opportunity to gauge RA actions and attitudes to situations as well.
- Interactive online participation
 - This could be through mass engagement tools such as KaHoot!, Slido and Quizlet (depending on the nature of the topic)
 - Online UoA Health and Safety module
- Think.Pair.Share
 - Instructors asks a question, and RAs write down their answers. Students are then placed in pairs to discuss their responses.
- One minute papers
 - One-minute papers are usually done at the end of a day or session. RAs in groups (or individually) are asked to answer a brief question in writing. The papers are collected and analysed by the instructor or line manager to gain awareness of the RAs' understanding. One-minute papers have been found to be more effective when done on a frequent basis. Typical questions posed can centre around:
 - Main point
 - Most surprising concept
 - Questions not answered
 - Most confusing area of topic

10.3

Summative assessment:

Summative assessment measures achievement at the end of instruction. This is the check-up, the what went right, wrong, or what is retained. Summative assessment is assessment OF learning.

Summative assessment tools:

- Post-RA training knowledge and comfort assessment
- Peer working groups facilitated by managers
- RA training evaluation

Attendance summary:

All RAs will be required to swipe their Campus Card upon entry to the session. For in-house training sessions Resident Managers are required to note who attended those sessions.

Summary:

The outlined assessment plan allows for data collection and multi-faceted assessment of Resident Advisors. The plan allows us to not only create an accurate baseline for measurement but also allows Accommodation to track learning, attendance and retention in real time, therefore ideally leading to less red-flags and higher retention of skills and knowledge. The diversity in assessment tools means that assessment is inclusive to all learning/personality styles, therefore hopefully supporting the entire RA teams learning.

Facilitation of training



2019 Facilitation of RA training:

Combined RA training is a very busy time for all staff. It is important that Area Managers, Resident Managers, Resident Coordinators and the Residential Experience Officer be seen as visible, supportive and interested in the training.

RA Induction day:

The October before training commences RAs are required to participate in an induction afternoon. This induction afternoon

In-House RA training:

Individual line managers and their Area Managers are responsible for the facilitation of in-house training sessions. These should focus on the compulsory requirements for health, safety and operations, team building and preparation for O-week and resident arrival. A checklist will be given to line managers to make sure they are being followed.

Combined RA training:

Combined RA training brings together external and internal presenters. If you have questions on the following, please direct to the relevant staff member:

RA Handbook:

A centralised RA Handbook is being developed. This will focus on transferable skills and procedures in Accommodation. Areas should prepare specific, sufficient written material for their own in-house procedures.

Compulsory sessions for RAs:

In 2019 we will be tacking attendance at all RA training sessions. This is to say with certainty if an RA attended a relevant training session. Training is compulsory for all RAs. The most important sessions are listed below. These should not be missed.

- Introduction and welcome
- Alcohol and Drugs
- Health and Safety Policies
- Fire evacuation training (in-house)
- Consent
- Effective communication
- Facilitating the Residential Experience
- Mental Health Assistance
- Responding to sexual violence
- Family & Relationship violence
- Professionalism and the privacy act
- Behind Closed Doors 1 and 2
- First Aid (to be completed prior)

Compulsory sessions for professional staff:

The Associate Director (Accommodation) wishes to clarify his expectations around which sessions are compulsory for professional residential experience staff to attend are. These sessions are listed below. Where there are brackets and roles beside the session it indicates that is only compulsory for those staff. All staff can choose to go to non-compulsory sessions.



- Introduction and welcome
- Professionalism and the privacy act
- Alcohol and Drugs (new staff)
- Fire evacuation training
- Consent (RMs and RCs)
- Effective communication (new staff)
- Facilitating the Residential Experience (RCs)
- Mental Health Assistance (new staff)
- Responding to sexual violence (RMs)
- Family & Relationship violence (new staff and RMs)
- Behind Closed Doors 1 and 2

Plases contact the Area Manager (Residential Experience) if you need clarification.

Meals for training:

Meals are provided during the training sessions, logistical information on this is provided in the RA training resources spread sheet.

Meals for in-house training are to be provided by the local area teams. Expenditure for this should not surpass \$6pp for breakfast or \$11pp for lunch and then dinner each day.

Residences RAs are also fed breakfast, lunch and dinner during the RA training period.

For questions about the meal arrangements for RA training, please contact one of the Residential Experience team.

Identification:

Resident Advisors should be encouraged to wear their given name tags to training. Professional staff should also wear their name tags to training sessions to make themselves identifiable.

Resident Advisors should also carry their student IDs on them to be scanned on entry into a training session.

Team builders:

There will be a number of team builders throughout the RA training period. These are to be facilitated by Resident Managers and Coordinators.

10.3



RA training organisation contacts:

If you have questions concerning Resident Advisor training, please contact one of the Residential Experience team below:

Jacob Waitere | Area Manager (Residential Experience)

Topics: General training & residential experience matters

Phone: 09 23 7704 (87704 internal) | 027 707 9814

Email: J.Waitere@auckland.ac.nz

Office location(s): 440-G03 | 603-AM office | 833-215

TBC | Residential Experience Officer

Topics: RA training content & residential experience matter

Phone: 09 923 9169 (89169 internal)

Email: Accomteam@auckland.ac.nz

Office location: 440-G03

Marielle Mansfield | Area Assistant (Whitaker)

Topics: RA training logistics, first aid training and catering

Phone: 09 3737 599 xtn 34000

Email: Marielle.mansfield@auckland.ac.nz

Office location: 603-Office

10.3

Resource library



2019 Resident Advisor training resources:

RA uniforms:

RA Uniforms will be given to individual areas to distribute to their RA teams. RAs are required to wear their uniforms when they are on duty, representing Accommodation or the University or at other specified work functions.

RA welcome packet:

Line managers are more than welcome to make up their own welcome packet for their new RAs. Any expenditure for this will come out of the 848 budget line of that property and approved by the relevant Area Manager.

Resident Advisor training schedule:

Overview:

TIME	Monday 13/02/2017	Tuesday 14/02/2017	Wednesday 15/02/2017	Thursday 16/02/2017	Friday 17/02/2017	TRAINING THEMES
9:00		Registration & Morning Tea	Role Boundaries - (303-G13)	Sam Zumba - Sport and Rec Services		In-house session
9:30		Maginary 2018 Expectations (303-G01)	Creating a Safe Space (303-G06)			Academic Support
10:00		Introduction to Campus Life & Accommodation (303-G01)	Meditation and Conflict Resolution (303-G03)	Mental Health Assistance 110		Administrative duties
10:30		Training Schedule Overview & Training Expectations (303-G01)	Health and safety (303-G01-2017)	LUNCH Outside Med School (By Car)		Community Development
11:00		LUNCH @ 302-G80	LUNCH @ 302-G80			Student Welfare & Advisory services
11:30		Concurrent session I: Self care and Balance	Incident Response & Managing Crisis (303-G01-2017)			Health
12:00		Concurrent session II: Health Services Resource				
12:30						
1:00	IN-AREA TRAINING				LUNCH (UniHall)	
1:30						

Detailed:

Date & Time:	Event	Duration:	Presenter:	Location:	Additional Notes:
Tuesday, 14th February 2017					
CITY Campus					
9:00am	Registration & Returns: Role & Expectations	1	JW & RMs	302-G80/302-G80	Morning tea provided
10:00am	Introduction to Campus Life & Accommodation	1	MR	Science 303-G01	Jeremy (Kaumtua) to welcome new staff? - Falcoty
11:00am	Training schedule overview & training expectations	1	JW & RMs		
12:00pm	LUNCH (50 mins)			302 - G80	
1:00pm	Concurrent session I Self care and Balance	1	Kylie Ryan (UHCS)	Science 303-G01	
	Concurrent Session II Health Services Resource				

Resident Advisor training meal plans:

DATE	SERVICE TIME	VENUE	MENU	COST	NOTES
From 13/02/17 all ra's in Uni Hall for breakfast					
13/02/2017	5pm DINNER	UNI HALL	LASAGNE ETC	\$6 PER PAX	All off site catering use disposable cutlery/plates/napkins
14/02/2017	9am MORNING TEA	SCIENCE CENTRE	MUFFINS (Tea/coffee/juice)	\$2.20 PER PAX	80 PAX (ALL SERVICE)
	12pm LUNCH AS PER WK 1 MONDAY		CHAMPAGNE HAM PANINI VEGETARIAN/VEGAN OPTION MIXED LEAF + 1 DRESSING 2 COMPOUND SALAD PEPPERMINT SLICE	\$48 WATER \$6 PER PAX	(96 BOTTLED WATER DELIVERED BY SAM, WITH LOLLIES/CHOC BARS) KEY @ OGSB7
	5pm DINNER	UNI HALL	THAI YELLOW CURRY		

Campus Life - Accommodation

Prepared by Jacob Waitere, Area Manager | Version 3 (current as at October 2018)



Campus Life – Accommodation

T +64 9 123 4567

W accommodation.auckland.ac.nz

The University of Auckland

Private Bag 92019, Auckland 1142

New Zealand

10.3

Appendix D

Supporting Distressed Students

10.3

SUPPORTING DISTRESSED STUDENTS

April 2016

Supporting Wellbeing for Academic Success



THE UNIVERSITY OF
AUCKLAND
Te Whare Wananga o Tamaki Makaurau
NEW ZEALAND

Many people experience emotional and psychological difficulties at some point in their lives. Usually these can be resolved by talking them through with family and friends. Sometimes professional help is needed. Most students will cope well with the stresses of academic life given reasonable support from their friends, family and academic departments. Sometimes they need more than this. If you feel you need to, or are requested to, give a student extra assistance, it is important to help within the boundaries of what you feel competent to do.

**Helping Distressed Students:
A guide for staff**

This guide has been produced to:

- Help you to recognise when a student may be in difficulty
- Provide advice to help you respond/refer appropriately and effectively
- Remind you of the sources of support within the University
- Raise awareness of issues relating to student mental health

What you can do

- Listen
- Give the student time to talk
- Understand the situation from his or her point of view
- Be sympathetic and not dismissive
- Help the student feel contained
- Make appropriate referrals

What you can't do

- Solve all the student's problems
- Take responsibility for his or her emotional state or actions

The health and wellbeing of all members of the University is everyone's concern.

This guide gives you advice on dealing with both crises and more everyday situations. It is important to be prepared for emergencies, but you should be aware they occur very rarely and that expert help is available.

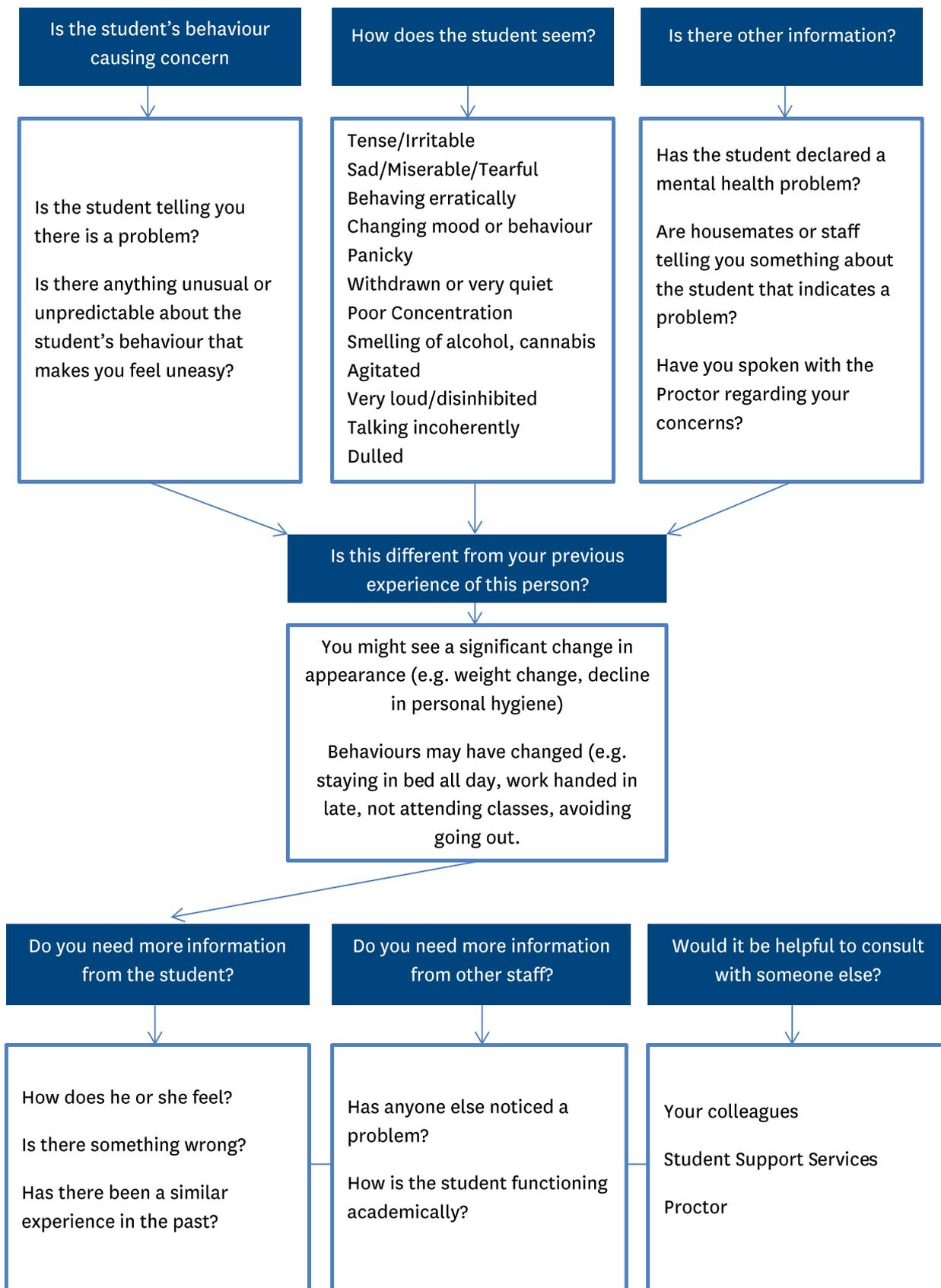
If you are concerned that a student may be a risk to others or to the faculty and learning environment contact the Proctor.

Confidentiality

- Do not disclose personal information about students to anyone outside the University, including parents, without the student's explicit consent.
- If parents wish to contact a student, you can offer to forward a communication or tell the student they have been in touch.
- Treat personal information about students with discretion.
- Do not promise absolute confidentiality and advise the student that you may have to consult a colleague.
- UHSC offers a confidential consultation service to all staff who may wish to discuss their concerns about a student in difficulty.

How do you know there is a problem?

Trusting your own judgement – check the following



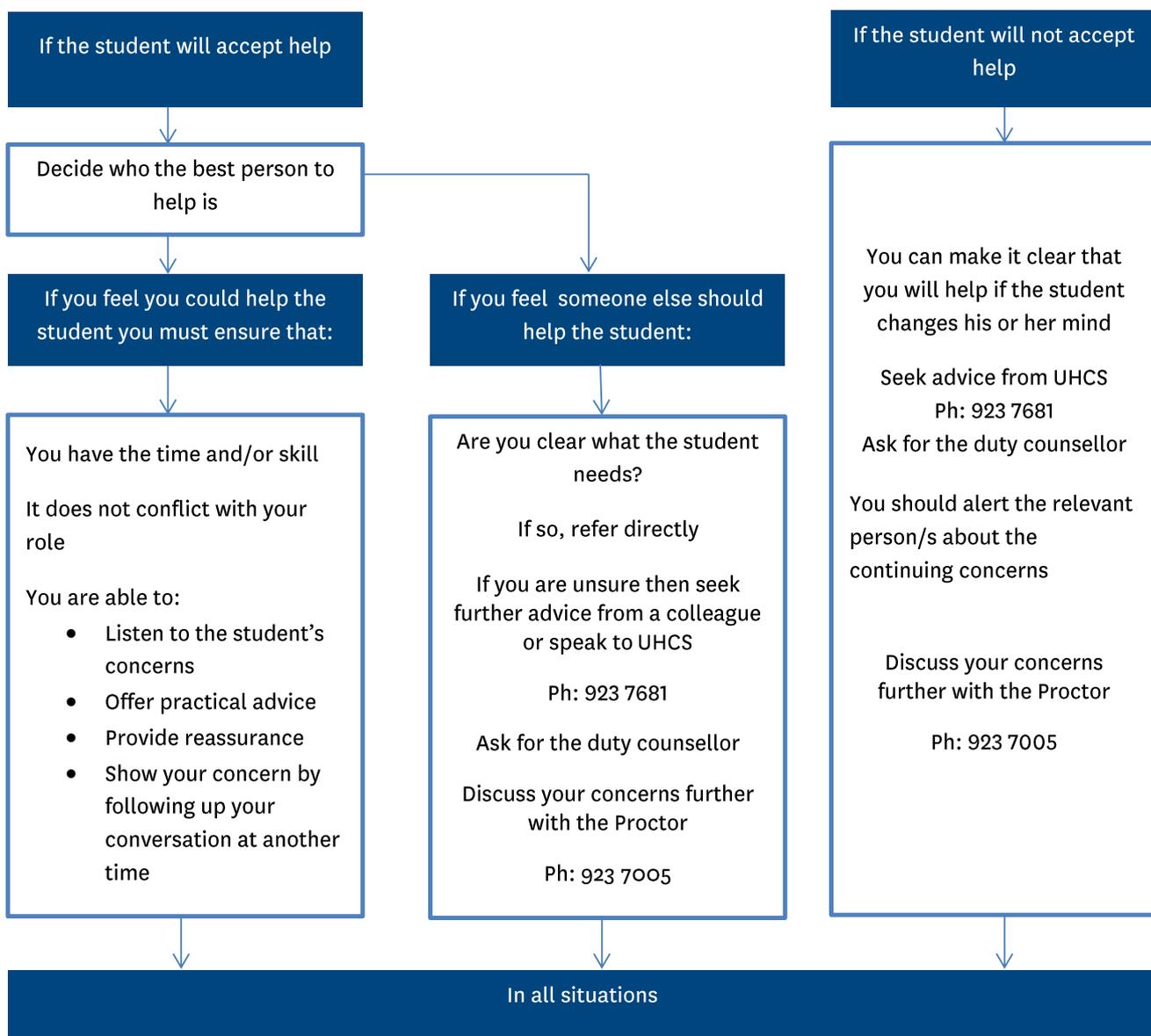
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What you should do if the situation does NOT require immediate action

It is NOT urgent if:

There is no immediate risk to student, or others, although the student may be:

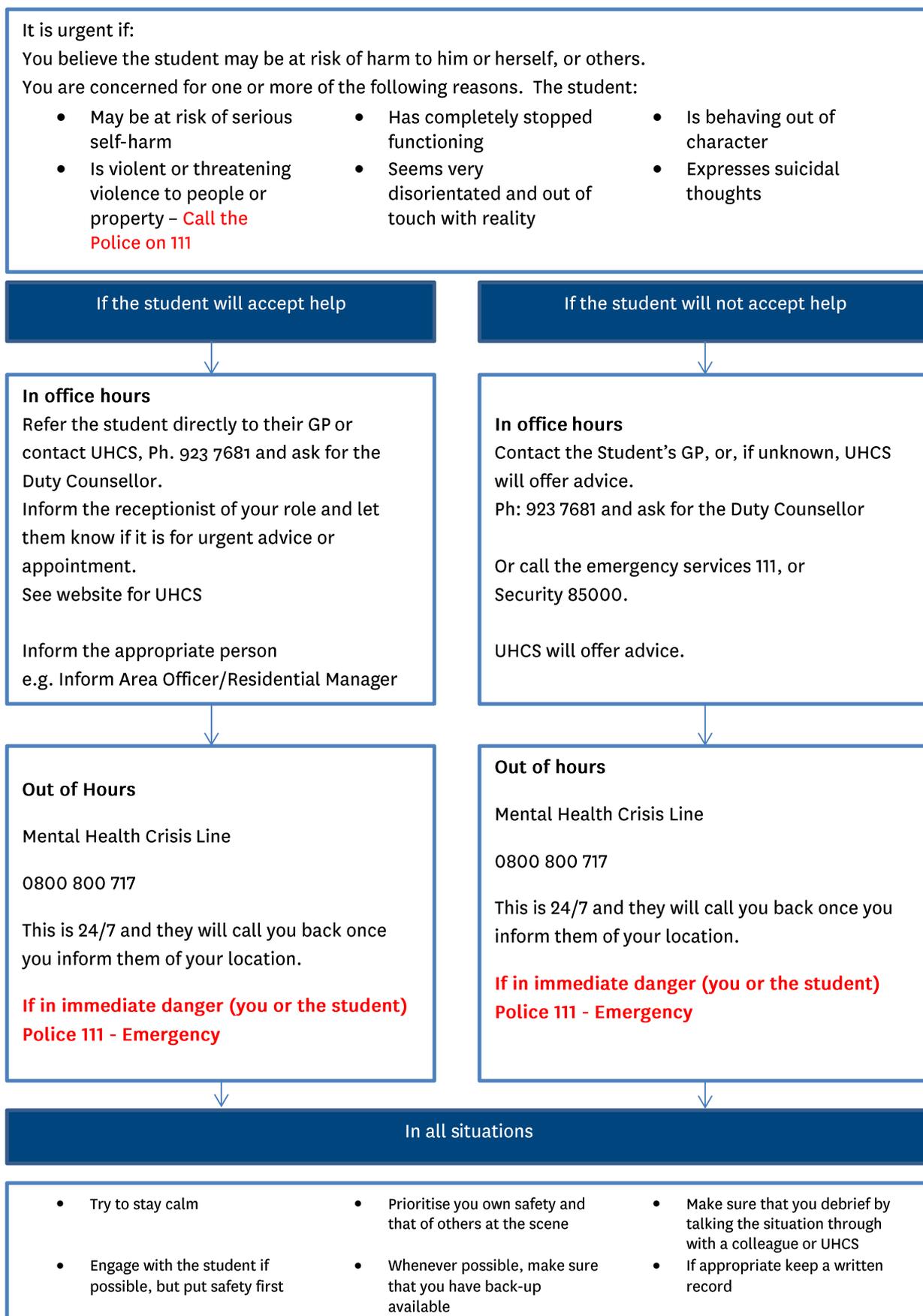
- Depressed, anxious, generally stressed
- Homesick, lonely and isolated
- Having problems with relationships
- Suffering from low-self esteem
- Bereaved
- Having unexplained study or money problems



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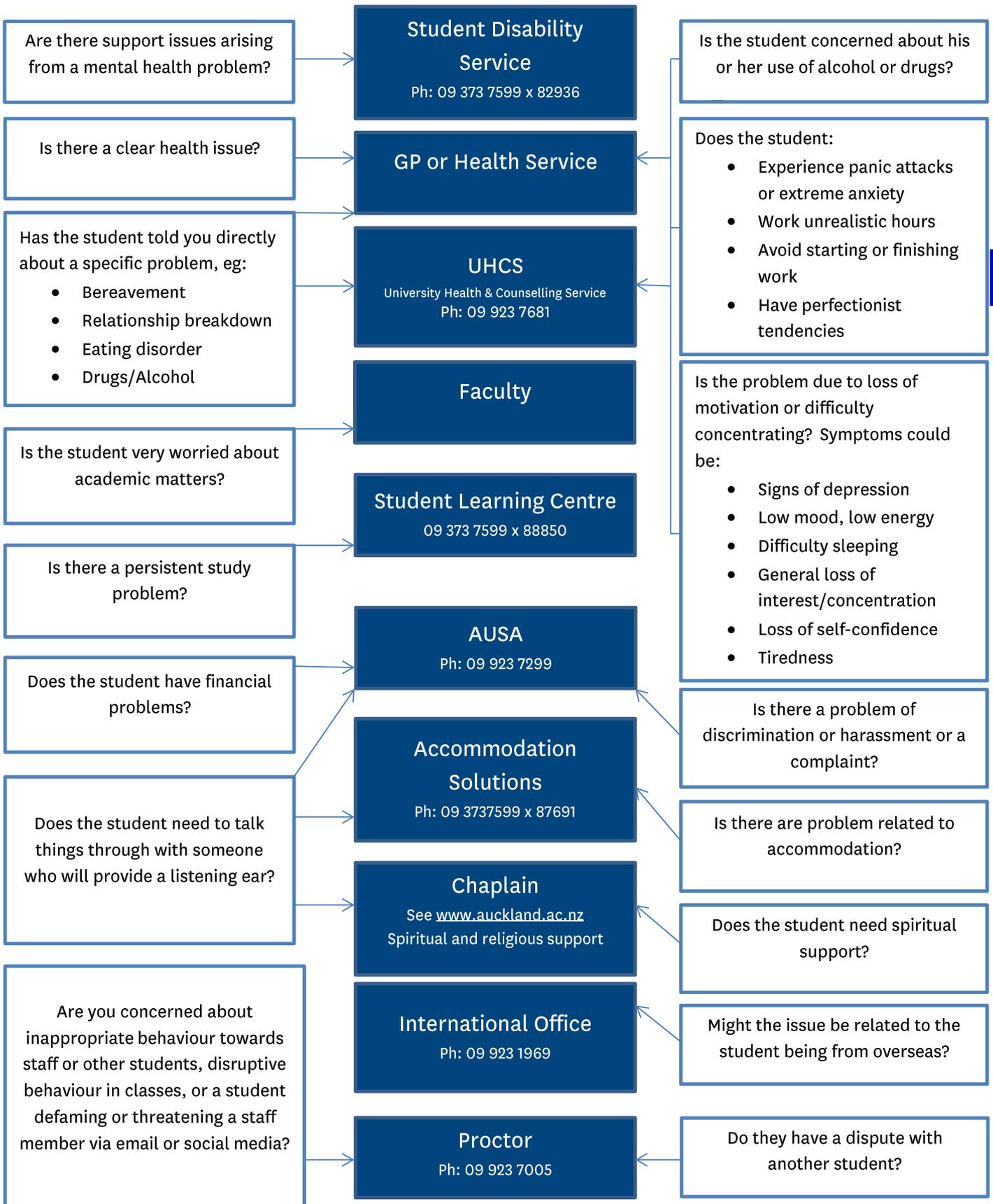
- Make sure that you debrief by talking the situation through with an appropriate colleague
- If appropriate make a record of the conversation.
- Follow up and ensure that the student is still managing at nearest opportunity

What you should do if the situation IS urgent



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What sort of support does the student need?



Supporting Student Wellbeing

See Something

Say Something

Do Something

On completion of this half day course you will:

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- Feel confident in identifying students who may require more support
- Know support systems available to students and referral paths
- Have a broader understanding of working with students to ensure that they reach their full academic potential through supporting long term wellbeing.
- Be able to respond appropriately to students in distress.

This training is appropriate for any staff who have student contact - or in a position where they may be required to respond to a student in distress.

FOR MORE INFORMATION ON PROMOTING
STUDENT WELLBEING
PHONE KYLIE RYAN, WELLBEING EDUCATOR
ext 88477



Appendix E

Students in Distress – Guidelines for University Staff

10.3



Students in Distress – Guidelines for University Staff

As an Academic or Professional staff member interacting daily with students, you are in an excellent position to recognise behavioural changes that characterise an emotionally troubled student – and often to help them.

10.3

If you are concerned about a student please use the guidelines below/overleaf to help guide your actions. But please don't hesitate to ask for help:

- If you are unsure how to handle a situation with a distressed student please call **University Health and Counselling on 09 923 7681**
- If you consider you or anyone else might be in danger please call **111 or UniSafe on 966**
- If the situation does not require immediate action but you would like advice on the most appropriate course of action please contact the **Student Proctor on 87005**

Diane Clare,
 Director, University Health and Counselling Service,
 Extension: 88487, DDI: +64 9 923 8487, Mobile: +64 21 237 8660

Kimberly Farmer,
 Counselling Lead, University Health and Counselling Service
 Extension: 85304, DDI: +64 9 923 5304, Mobile: +64 21 679 318

Behavior	Understand the symptoms	Solution overview (only) <i>(This is a guideline only)</i>
<p>Distinguishing between distressed, disruptive, and dangerous student behavior</p>	<p>Distressed: Behavior that causes us to feel alarmed, upset, or worried (most common).</p> <p>Disruptive: Behavior that interferes with or interrupts the education process of other students or the normal business functions of the University.</p> <p>Dangerous: Behavior that leaves us feeling frightened and in fear for our personal safety or the safety of others.</p>	<p>General Rule -- If it doesn't feel right, it's usually not right! (Trust your instincts)</p>
<p>Guidelines for Interaction</p>	<p>Openly acknowledging to students that you are aware of their distress, that you are sincerely concerned about their welfare, and that you are willing to help them explore their alternatives, can have a profound effect.</p> <p>We encourage you, whenever possible, to speak directly and honestly to a student when you sense that she/he is in academic and/or personal distress.</p> <p>How to accomplish this will probably vary by the circumstances, and by the nature of the student's distress.</p>	<ol style="list-style-type: none"> 1. Request to see the student in private. This may help minimise the embarrassment and defensiveness. 2. Briefly acknowledge your observations and perceptions of the situation and express your concerns directly and honestly. 3. Listen carefully to what is troubling the student and try to see the issues from her/his point of view without necessarily agreeing or disagreeing. 4. Attempt to identify the student's problem or concern, as well as your own concerns or uneasiness. You can help by exploring alternatives to deal with the problem. 5. Comment directly on what you have observed without interpreting or judging. Strange and inappropriate behavior should not be ignored. 6. Involve yourself only as far as you want to go. At times, in an attempt to reach or help a troubled student, you may become more involved than time or skill permits. Extending oneself to others always involves some risk--but it can be a gratifying

		<p>experience when kept within realistic limits. You may refer to Health and Counselling where we will provide direct intervention, and / or refer to an appropriate solution.</p>
<p>The Dependent/Passive Student</p>	<p>Typically, even the utmost time and energy given to these students is not enough. They often seek to control your time and unconsciously believe the amount of time received is a reflection of their worth. You may find yourself increasingly drained and feeling responsible for this student in a way that is beyond your normal involvement. It is helpful if the student can be connected with the proper sources of support on-campus and in the community in general.</p>	<p>— DO —</p> <ul style="list-style-type: none"> • Let students make their own decisions. • Set firm and clear limits on your personal time and involvement. • Offer referrals to other resources on and off-campus. <p>— DON'T —</p> <ul style="list-style-type: none"> • Get trapped into giving advice, special conditions, etc. • Avoid the student as an alternative to setting and enforcing limits.
<p>The Anxious Student</p>	<p>Anxiety is a normal response to a perceived danger or threat to one's well-being. For some students the cause of their anxiety will be clear, but for others it is difficult to pinpoint the source of stress. Regardless of the cause, the resulting symptoms are experienced as similar and include rapid heart palpitations; chest pain or discomfort; dizziness; sweating; trembling or shaking; and cold, clammy hands. The student may also complain of difficulty concentrating, always being 'on the edge,' having difficulty making decisions, or being too fearful to take action. In more rare cases, a student may experience a panic attack in which the physical symptoms occur spontaneously and intensely in such a way that the student may fear she/he is</p>	<p>— DO —</p> <ul style="list-style-type: none"> • Let the student discuss her/his feelings and thoughts. Often this alone relieves a great deal of pressure. • Provide reassurance. • Be clear and directive. • Provide a safe and quiet environment until the symptoms subside. <p>— DON'T —</p> <ul style="list-style-type: none"> • Minimize the perceived threat to which the student is reacting. • Take responsibility for the student's emotional state. • Overwhelm the student with information or ideas to 'fix' his/her condition.

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	<p>dying. The following guidelines remain appropriate in most cases.</p>	
<p>The Depressed Student</p>	<p>Depression, and the variety of ways it manifests itself, is part of a natural emotional and physical response to life's ups and downs. With the busy and demanding life of a college student, it is safe to assume that most students will experience periods of reactive depression in their college careers. It is when the depressive symptoms become so extreme, or are so enduring, that they begin to interfere with the student's ability to function in school, work, or social environments, that the student will come to your attention and be in need of assistance. Due to the opportunities that staff have to observe and interact with students, they are often the first to recognize that a student is in distress. Look for a pattern of those indicators.</p> <ul style="list-style-type: none"> • Tearfulness / general emotionality • Dependency (a student who makes excessive requests for your time) • Markedly diminished performance • Lack of energy / motivation • Infrequent class attendance • Increased anxiety/test anxiety/performance anxiety • Irritability • Deterioration in personal hygiene • Alcohol or drug use <p>Students experiencing depression often respond well to a small amount of attention for a short period of time. Early intervention increases the chances of the student's rapid return to optimal</p>	<p>– DO –</p> <ul style="list-style-type: none"> • Let the student know you've noticed that she/he appears to be feeling down and you would like to help. • Reach out and encourage the student to discuss how she/he is feeling. • Support them to get help <p>– DON'T –</p> <ul style="list-style-type: none"> • Minimize the student's feelings, e.g., "Don't worry. Everything will be better tomorrow." • Bombard the student with "fix it" solutions or advice. • Chastise the student for poor or incomplete work. • Be afraid to ask whether the student is suicidal if you think she/he may be. (See next section, e.g., 'Have you thought of harming yourself?')

<p>The Suicidal Student</p>	<p>performance.</p> <p>Suicide is the second leading cause of death among college students. It is important to view all suicidal comments as serious and make appropriate referrals. High risk indicators include feelings of hopelessness, helplessness and futility; a severe loss or threat of loss; detailed suicide plan; a history of a previous attempt; history of alcohol or drug abuse; feeling of alienation and isolation; and preoccupation with death.</p>	<p>DO —</p> <ul style="list-style-type: none"> • Take the student seriously-80 % of suicides give warning of their intent. • Be direct--ask if the student is suicidal, if she/he has a plan, and if she/he has the means to carry out that plan. Exploring this with the student may actually decrease the impulse to commit suicide. • Be available to listen, but refer the student to Health and Counselling. Attempt to make sure the student actually gets some help. <p>— DON'T —</p> <ul style="list-style-type: none"> • Minimize the situation. • Be afraid of planting the idea of suicide in an already depressed mind by inquiring about it (they will very likely feel relieved that someone has suspected). • Ignore your limitations.
<p>The Student in Poor Contact with Reality</p>	<p>These students have difficulty distinguishing fantasy from reality, the dream from the waking state. Their thinking is typically illogical, confused or irrational; their emotional responses may be incongruent or inappropriate; and their behavior may be bizarre and disturbing. They may experience hallucinations, often auditory, and may report hearing voices. While this student may elicit alarm or fear from others, they are generally not dangerous and are more frightened and overwhelmed by you than you are by them. If you cannot make sense of their conversation, they may be in trouble.</p>	<p>DO —</p> <ul style="list-style-type: none"> • Respond with warmth and kindness, but with firm reasoning. • Remove extra stimulation from the environment (turn off the radio, step outside of a noisy classroom). • Acknowledge your concerns and state that you can see they need help. • Acknowledge their feelings or fears without supporting the misperceptions, e.g., "I understand you think someone is following you, but I don't see anyone and I believe you're safe." • Acknowledge your difficulty in understanding them and ask for clarification or

		<p>restatement.</p> <ul style="list-style-type: none"> • Focus on the here and now. Ask for specific information about the student's awareness of time, place, and destination. • Speak to their coping side, which they have. It's OK to laugh and joke when appropriate. <p>— DON'T —</p> <ul style="list-style-type: none"> • Argue or try to convince them of the irrationality of their thinking as this commonly produces a stronger defense of the false perceptions. • Play along, e.g., "Oh yeah, I hear the voices (or see the devil)." Encourage further discussion of the delusion processes. • Demand, command or order. • Expect customary emotional responses.
<p>The Verbally Aggressive Student</p>	<p>Students may become verbally abusive when they encounter frustrating situations which they believe are beyond their control. They can displace anger and frustration from those situations onto the nearest target. Explosive outbursts or ongoing belligerent, hostile behavior become this student's way of gaining power and control in an otherwise out-of-control experience. It is important to remember that the student is generally not angry at you personally, but is angry at her/his world and you are the object of pent-up frustrations. This behavior is often associated with the use of alcohol and other drugs.</p>	<p>DO —</p> <ul style="list-style-type: none"> • Acknowledge the student's anger and frustration, e.g., "I hear how angry you are." • Rephrase what the student is saying and identify her/his emotion, e.g., "It appears you are upset because you feel your rights are being violated and nobody will listen." • Reduce stimulation; invite the student to a quiet place if this is comfortable and safe for you/others. • Allow student to tell you what is upsetting her/him. • Be directive and firm about the behaviors you will accept, e.g., "Please stand back; you're too close," and/or "I cannot listen to you when you yell and scream at me that way."

		<ul style="list-style-type: none"> • Help the student problem-solve and deal with the issues when she/he becomes calm, e.g., "I'm sorry you are so upset; I'd like to help if I can." • Be honest and genuine; do not placate aggression. <p>Do not do this if you fear for your safety.</p> <ul style="list-style-type: none"> • Consider letting the University Proctor know about the student if they may be a risk to others. • In all instances, ensure that a staff member is easily accessible to you in the event that the student behavior escalates. <p>— DON'T —</p> <ul style="list-style-type: none"> • Get into an argument or shouting match. • Become hostile or punitive yourself, e.g., "You can't talk to me that way!" • Press for explanations for their behavior. • Ignore the situation. • Touch the student, as this may be perceived as aggression or otherwise unwanted attention.
<p>The Violent Student</p>	<p>Violence because of emotional distress is rare and typically occurs when the student's level of frustration has been so intense, or of such an enduring nature as to erode all of the student's emotional controls. The adage, "An ounce of prevention is worth a pound of cure," best applies here. This behavior is often associated with the use of alcohol and other drugs.</p>	<p>— DO —</p> <ul style="list-style-type: none"> • Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation, e.g., "I can see you're really upset and may be tempted to lash out." • Explain clearly and directly what behaviors are acceptable, e.g., "You certainly have the right to be angry, but breaking things is not OK". • Get necessary help (send

		<p>a student for other staff</p> <p>University Security, etc.).</p> <ul style="list-style-type: none"> • Stay safe: have easy access to a door; keep furniture between you and the student. Keep door open if at all possible/appropriate. As with the verbally aggressive student, make certain that a staff or faculty person is nearby and accessible. In some instances, you may wish to see the student only with another person present. • Inform the University Proctor about your concern about the student, as they may be a threat to others. • Do not see the person alone if you fear for your safety. <p>— DON'T —</p> <ul style="list-style-type: none"> • Ignore warning signs that the person is about to explode, e.g., yelling, screaming, clenched fists, threats. • Threaten or corner student. • Touch the student.
<p>The Student Suspected of Substance Abuse/Addiction</p>	<p>Alcohol is the most widely used psychoactive drug. Alcohol abusers in college populations abuse other drugs, both prescription and illicit. Patterns of use are affected by fads and peer pressure. Currently, alcohol is the preferred drug on college campuses. The effects of alcohol on the user are well known to most of us. Student alcohol abuse is most often identified by staff when irresponsible, unpredictable behavior affects the learning situation (i.e., drunk and disorderly in class), or when a combination of the health and social impairments associated with alcohol abuse sabotages student performance. Because of the denial that</p>	<p>— DO —</p> <ul style="list-style-type: none"> • Confront the student with her/his behavior that is of concern. • Address the substance abuse issue if the student is open and willing. • Offer support and concern for the student's overall wellbeing. • Maintain contact with the student after a referral is made. <p>— DON'T —</p> <ul style="list-style-type: none"> • Convey judgment or criticism about the student's substance abuse. • Make allowances for the student's irresponsible behavior.

	exists in most substance abusers, it is important to express your concern about the student not in terms of suspicions about alcohol and other drugs but in terms of specific changes in behavior or performance.	<ul style="list-style-type: none"> Ignore signs of intoxication in the classroom
The Suspicious Student	<p>Typically, these students complain about something other than their psychological difficulties. They are generally tense, anxious, mistrustful, isolated, and have few friends. They tend to interpret minor oversights as significant personal rejection, and often overreact to insignificant occurrences. They see themselves as the focal point of everyone's behavior, and everything that happens has special meaning to them. They are overly concerned with fairness and being treated equally. Feelings of worthlessness and inadequacy underlie most of their behavior, even though they seem capable and bright.</p>	<p>— DO —</p> <ul style="list-style-type: none"> Express compassion without intimate friendship. Remember, suspicious students have trouble with closeness and warmth. Be firm, steady, punctual, and consistent. Be specific and clear regarding the standards of behavior you expect. <p>— DON'T —</p> <ul style="list-style-type: none"> Assure the student that you are her/his friend. (Acknowledge that you are a stranger, if appropriate, but even strangers can be concerned.) Be overly warm and nurturing. Flatter or participate in their games. You don't know their rules. Be cute or humorous. Challenge or agree with any mistaken or illogical beliefs. Be ambiguous.
Urgent Referral	<p>In some situations, it may be imperative to request the student be seen as soon as possible. Duty Counsellor criteria:</p> <ul style="list-style-type: none"> Suicide or serious harm to self or other Recent rape or assault or harassment Witness to traumatic event Acute deterioration of existing mental health 	<p>— DO —</p> <p>Call or have the student call Health and Counselling service.</p> <ul style="list-style-type: none"> Inform the receptionist who you are. Identify the need for an urgent assessment (indicate if it is urgent) and ask for urgent professional assessment of how quickly the student needs to be seen and appropriate action will

10.3

	<p>condition</p> <p>Where you consider a student's behaviour may be a risk to other students or staff, notify the University Proctor, your Academic Head or Manager about this.</p>	<p>be taken.</p> <p>Mental Health Crisis Line 0800 800 717 (24/7 – will call back one you give the location)</p>
<p>When to Call University Security</p>	<ul style="list-style-type: none"> • If you or another is in immediate danger. • When you believe that the student is about to harm her/himself. 	<p>Unisafe 966 (internal line) or 0800 373 7550 (external line)</p> <p>Police (1) 111 - emergency</p>

Appendix F

Student Critical Incident Response Plan

10.3

Student Critical Incident Response Plan

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Student Incident Offshore

For any critical incident that involves a current student, who is offshore (domestic/international), please refer to: "The University of Auckland Travel Policy for University Student Activities Abroad".

Introduction

This Student Critical Incident Response Plan provides a detailed frontline/operational protocol to be followed when responding to a critical or unexpected student situation. This plan is a guide only and allows for flexibility as each situation may be different. The document comprises separate flow charts for domestic and international students and includes detailed checklists for each type of emergency.

Domestic Students: This plan acknowledges the diversity of background, age and living arrangements of 'domestic' students: For example, from young New Zealanders living in their family homes to permanent residents and/or migrants without family members in New Zealand, or students in Halls of Residence or rental accommodation, or older students with family responsibilities. The 'domestic' flow charts reflect recommended actions appropriate to the most extreme of these circumstances. However, this plan advocates that responses are appropriately aligned with the student's specific circumstances. Therefore, in responding to a domestic student emergency, it is necessary to consciously select those actions that are appropriate and omit those that are not.

International Students: This plan honours the Code of Practice for the Pastoral Care of International Students and details essential additional requirements when responding to incidents affecting international students. These actions are reflected in the separate flow charts for 'international' students.

What is a Student Critical Incident?

A student critical incident is an unplanned or unforeseen traumatic event affecting a student or students which has an impact upon The University of Auckland (UoA), its staff, its students and the wider community. UoA has a responsibility to be prepared for and to respond quickly, effectively and sensitively to any student critical incident.

The Student Critical Incident Response Plan details the following protocols:

- death of a student
- assault, serious injury, or illness of a student
- serious mental health episode or attempted suicide of a student
- arrest of a student
- student out of touch or missing
- civil or family disaster in a student's home region

It is the case, however, that this list may not include incidents of an unforeseen nature. Its protocols, however, will still provide guidance in such an event.

Impact of Student Critical Incidents

Student critical incidents may have a negative impact on a number of people, either through the immediate effects of being involved, by witnessing an event, or because the emotional impact of past experiences has resurfaced. Where there are negative effects there is a need to be aware not only of the "ripple effect" on people not directly affected, but also of the unpredictability of spread and impact of this effect. These can include:

- secondary victims, such as students, staff and family members;
- UoA as an institution, through negative media or public response;
- the wider community.
- 'what if' factor - what could have happened when a potential trauma has been averted, can often, in itself, trigger significant levels of distress.

The Need for a Student Critical Incident Response Plan (SCIRP)

UoA has a duty of care to staff and students, and an obligation to protect its reputation by being prepared to deal quickly, effectively and sensitively with a student incident.

This set of protocols is designed to meet that duty of care by seeking to protect the welfare of staff and students both during and after a student incident. It provides guidance on measures to be taken and establishes the primary lines of responsibility and communication.

When students are involved, such incidents may cause strong emotional reactions in the respective wider communities at The University of Auckland, among staff, and among the family members of the affected students. It is important that those dealing with the situation are thinking clearly, acting efficiently, communicating responsibly, and working closely as a team.

Priorities will include:

- to save the life of anyone at risk
- inform those with the need and the right to know
- protect others from the effects of the event
- control publicity⁺
- minimise any long term impact on the University
- restore normality as soon as possible, and
- prevent reoccurrences or resulting events, where possible.

⁺ Note: The use of modern technology means that it may be difficult to manage information and/or influence the release of information because it may already be in the public domain (e.g. use of text messaging and text pics at the site of an incident).

The Student Critical Incident Response Team (SCIRT)

In the event of an emergency, a SCIRT may be established and tasked to provide any necessary support for people immediately affected by the incident and to plan for active monitoring and longer term care of those individuals. It is possible that a student critical incident may involve more than one protocol (for example, where one student experiences a psychotic episode and is arrested and subsequently hospitalised after assaulting another student). In any such situation, it is important to ensure that each student is adequately supported by a separate adviser, so there can be no suggestion of conflict of interest.

The following University staff, form the core of the SCIRT and need to be notified immediately of an emergency situation (see contact list). They will be involved in the day to day management of the incident:

Director Campus Life

Head Counsellor

Director Uni Health Services

Faculty representative

Campus Operations Manager (Security)

Health and Wellness Manager

Associate Director - International Student Services (when the situation involves an international student)

Service Delivery Manager - Accommodation Services (when the situation involves a resident)

* It won't always be necessary for all members of the SCIRT to be notified or meet, as only a small subset of the team may be required (eg: if the incident does not involve an international student, or a student who lives in a Hall of Residence, then the International and Accommodation representative would not be required).

University personnel to be kept informed/updated of the incident:

Office of the Vice-Chancellor

Communications Manager

Risk Office; Director Organisational Performance & CIO/Director Risk & Resilience

Other University personnel to be notified and involved, as required:

Group Manager, Student Contact and Support

Director Academic Services (Manager Student Records/Graduation)

Privacy Officer

Graduate Centre

Faculty:

- Director of the students primary programme
- Student Services Manager/Student Centre Manager
- Head of School/Department
- International Development Manager/Associate Dean International (when the situation involves an international student)

Note: In most instances, the SCIRT involvement may be limited to notification and updates only. Operational responsibility for the implementation of the following procedures will, in most instances, be delegated to, and managed by, the relevant staff member (eg: an incident involving an international student will be managed by the Associate Director - International Student Services, with support from other relevant areas).

Role of the Student Critical Incident Response Team

As soon as notification is made of a student critical incident:

- Verify that the student is a University of Auckland student
- Student Critical Incident Response Team (SCIRT) to meet
- Ensure a clear understanding of the known facts
- Select SCIRT member to lead and manage the response
- Plan and approve an immediate response
- Plan and approve ongoing strategies
- Student Critical Incident Response Manager (SCIRM) to be point of contact for feedback and questions
- SCIRM to maintain group communications
- SCIRM to maintain records and documentation
- SCIRM to allocate individual roles/responsibilities for ongoing tasks
- Deal with any other issues as they arise
- Ensure appropriate support for staff/students during a critical incident
- Address legal requirements (Executive Officer)
- Address media requirements (Communications Manager)
- Contribute towards keeping the usual business of the University running as smoothly as possible during the emergency

NB:

Please note that the Student Critical Incident Response Plan is aimed at incidents that have generally already occurred (often off-campus) and have affected an individual or small number of students. It is not necessarily designed to be used during a large scale emergency, when the University Crisis Management Team (UCMT) would respond and manage the situation.

The Student Critical Incident Response Team (SCIRT) - Contact List

The following University staff will form the core of the SCIRT and need to be notified as soon as possible of an emergency situation. They will be involved in the day to day management of the incident.

Please note that in the case of immediate danger, the Police (ph: 111) or Unisafe (ext 966 - internal phone) should always be contacted first

Department	Role	Name	Ext	Mobile	Email
Campus Life	1. Director Campus Life	Brendan Mosely	85747	021 757 132	b.mosely@auckland.ac.nz
	2. Services Development Manager	Micheal Rengers	87384	021 581 652	mw.rengers@auckland.ac.nz
Counselling Services	1. Head Counsellor	Lesley MacKay	87681	021 319155	l.mackay@auckland.ac.nz
	2. Counsellor	Kimberly Farmer	85150	021 679 318	k.farmer@auckland.ac.nz
Health Services	Director, Uni. Health Services	Annette Lindsay	88487	021 499695	a.lindsay@auckland.ac.nz
Property Services (Security)	1. Campus Operations Manager	Bryan Nicholson	87642	021 937961	b.nicholson@auckland.ac.nz
	2. Unisafe Manager	Rehan du Toit	89624	021 450 617	r.dutoit@auckland.ac.nz
Human Resources	Health, Safety and Wellness Manager	Ian O'Keefe	89645	021 937 741	i.okeefe@auckland.ac.nz
International Office	Associate Director – International Student Services	Rebecca Walkinton	86911	021 376 922	r.walkinton@auckland.ac.nz
Accommodation Services	Service Delivery Manager	Cameron Horlor	87685	021 632 676	c.horlor@auckland.ac.nz

Faculty - Contact List

The following staff have been nominated by Faculty to work as part of the Student Critical Incident Response Team, in the event of an incident with one of their students.

Faculty	Role	Name	Ext	Mobile	Email
Faculty of Arts	1. Arts Student's Centre Manager	Bernadette Carpenter	81304	027 4524897	b.carpenter@auckland.ac.nz
	2. Faculty Equity Manager	Moana Oh	89114	021 1667673	m.oh@auckland.ac.nz
Faculty of Science	1. Faculty Manager	Linda Thompson	87767	021 449 213	l.thompson@auckland.ac.nz
	2. Departmental Manager (Sport & Exercise)	Bruce Rattray	86874	021 988 352	b.rattray@auckland.ac.nz
Business School	1. Associate Dean Academic Programme	Sue Laurenson	87617	021 688 238	s.laurenson@auckland.ac.nz
	2. Director Finance and Administration	Steve McLean	85955	021 2438005	s.mclean@auckland.ac.nz

Faculty of Engineering	1. Director of Undergraduate 2. Faculty Manager	Martin Shepherd Wendy Chambers	88121 88124	021 1543739 021 811 257	ma.shepherd@auckland.ac.nz w.chambers@auckland.ac.nz
Faculty of Law	1. Student Adviser 2. Academic Support & Student Adviser	Hilary Smeeton Suranjika Tittawella	88180 87939	027 2214904 021 2632202	h.smeeton@auckland.ac.nz s.tittawella@auckland.ac.nz
Faculty of Education	1. Associate Dean Students 2. Senior Lecturer (Teacher Education Practice)	Ruth Williams Sue Sutherland	48739 48734	027 2955154 021 2622419	ruth.williams@auckland.ac.nz sue.sutherland@auckland.ac.nz
NICAI	1. Associate Dean (Academic) 2. School Manager ELAM	Peter Shand Kim Ellis	83423 87903	021 734 949 027 3297937	p.shand@auckland.ac.nz k.ellis@auckland.ac.nz
Faculty of Medical and Health Sciences	1. Student Services Manager 2. International Development Manger	Kate Snow Karen Dorrian	86516 89377	021 415 454 021 711 401	kate.snow@auckland.ac.nz k.dorrian@auckland.ac.nz
Centre for Continuing Education	1. Deputy Director 2. International Short Courses Programme Manager	Lynn Lander Ross Crosson	87037 87038	021 800 635 021 955 859	l.lander@auckland.ac.nz r.crosson@auckland.ac.nz

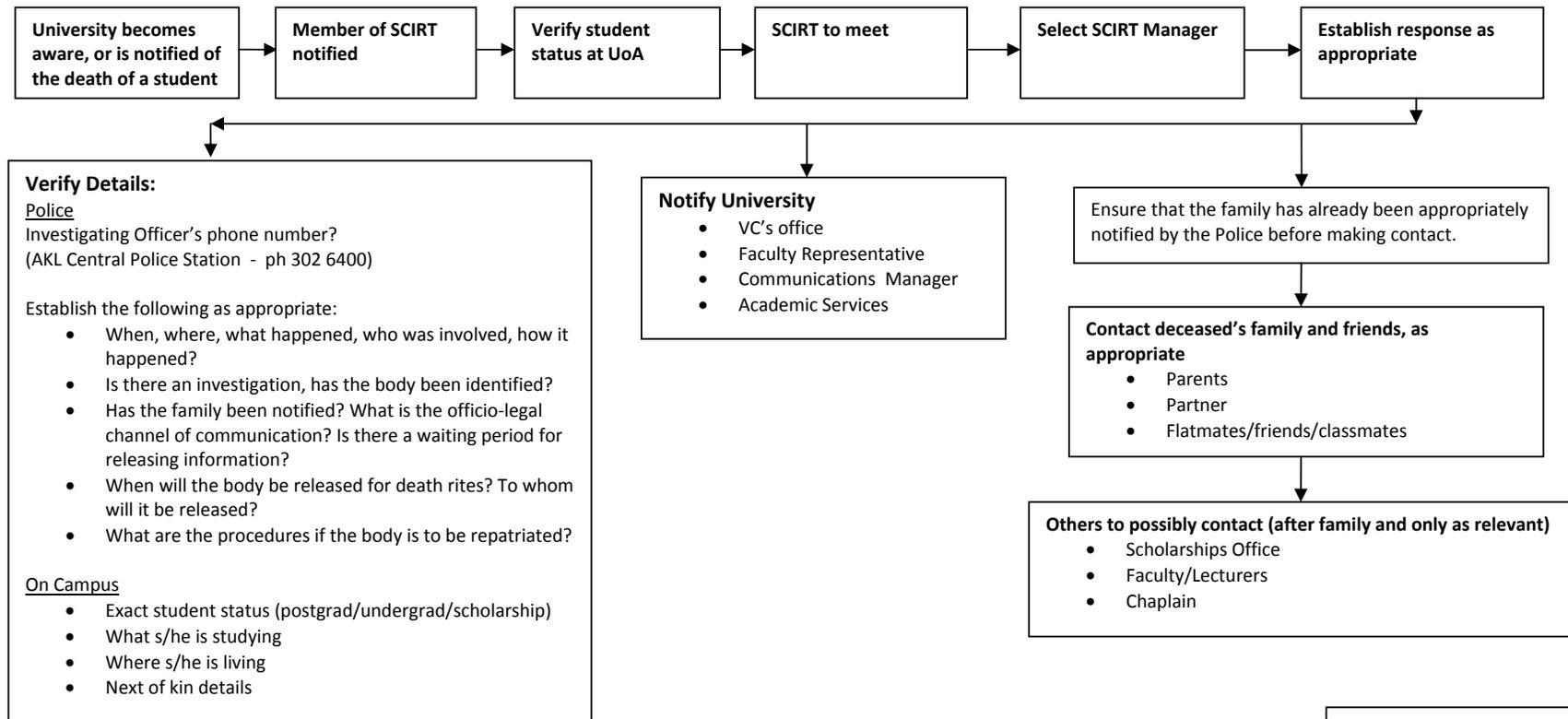
Other Contacts (to be involved/notified as required)

Risk Office	Director Organisational Performance & CIO/Director Risk & Resilience	Stephen Whiteside	923 3993	021 774 234	s.whiteside@auckland.ac.nz
Secretariat	Privacy Officer	Grant Wills	87746		g.wills@auckland.ac.nz
Communications & Marketing	Communications Manager	Gabriella Davila	82249		g.davila@auckland.ac.nz
Student & Information Services	Group Manager, Student Contact Centre & Support	Bronwyne Hawkins	82096		b.hawkins@auckland.ac.nz
Graduate Centre	Manager Graduate Centre	Gretchen Lutz-Spalinge	88238		g.lutz-spalinge@auckland.ac.nz
Academic Records	Manager. Records, Enrolment & Fees	Dianne Howard	82598		d.howard@auckland.ac.nz
Academic Services	Manager, Scholarships & Graduation	Margaret Allen	87539		margaret.allen@auckland.ac.nz

Death of UoA Domestic Student

The death of a student, in sudden and unexpected circumstances, is traumatic for all those involved. It is important that the Student Critical Incident Response Manager and his/her Team act quickly to deal with potential issues and ensure that the stress on those involved is minimised.

Information/Communication Flow Chart

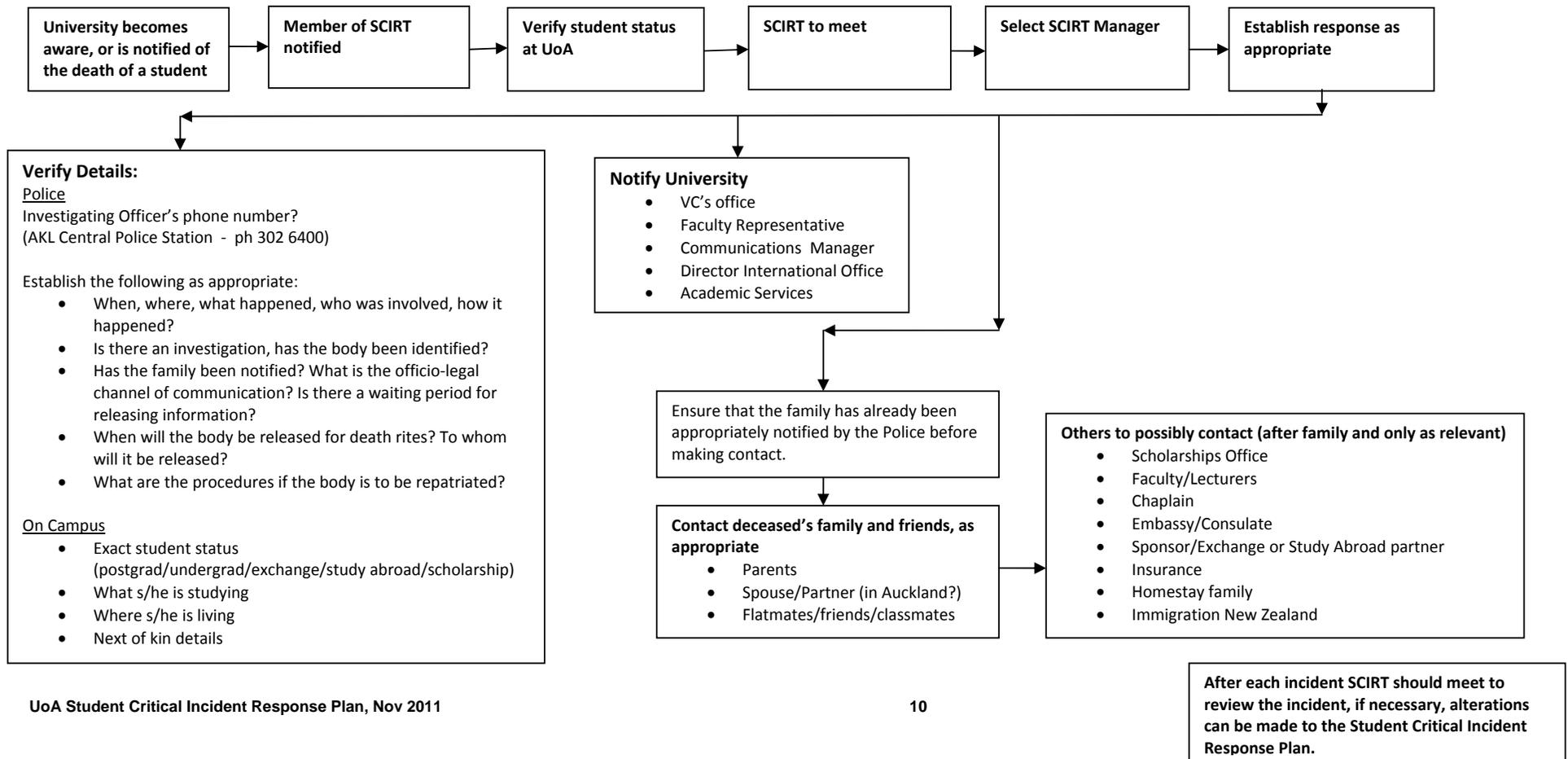


10.3

Death of UoA International Student

The death of an international student, in sudden and unexpected circumstances, is traumatic for all those involved. It is important that the Student Critical Incident Response Manager and his/her Team act quickly to deal with potential issues and ensure that the stress on those involved is minimised.

Information/Communication Flow Chart



Death of a Student

Checklist for Student Critical Incident Response Manager		
Student Details:		
Title:	First Names:	Surname:
Student ID:	Date of Death:	
Programme:		

Immediate Checklist (within 24 hours, as appropriate)		
Requirement	Date	Notes
Communicate effectively and efficiently about the deceased student		
Confirm who has died, their full name and identifying details, and the details surrounding the death, before notifying anyone.		
Do not give unnecessary details about how the student died unless they are asked for and the police have given you clearance to communicate this information.		
Determine if the death is due to a work activity or University led activity under the control of the University, if so, notify Health and Safety Manager.		
Are there any religious or cultural considerations?		
Establish a Student Critical Incident Response Team		
Confirm membership and availability of Student Critical Incident Response members.		
Meet with the whole team, within 24 hours, to explain their roles and responsibilities. Thereafter, it is not necessary for the whole team to meet (members will come to meetings as required).		
Student Critical Incident Response Manager (SCIRM) to report regularly to relevant UoA personnel to keep them informed.		
Deal with Police - identify and get details of appropriate contact.		

Notifying the Family		
Establish whether the family has been notified.		
Dealing with friends/flatmates (ongoing)		
Decide on the appropriate way to notify students of the death, when this should occur and when the death should be formally announced. (Due to social media students are often the first to know).		
Gather affected students together with staff and counsellor (condolence book).		
Ensure the Student Critical Incident Response Team has the counsellors' contact details.		
Identify which friends may be badly affected/at risk and need support.		
Refer any at risk students to counsellors.		
Contact counsellors and inform them of potentially at risk students.		
Give the students the contact numbers of the appropriate members of the Student Critical Incident Response Team (Chaplains, counsellors, student advisers). Note: it may be appropriate for a counsellor to approach students, friends and/or staff as a group, in the hall of residence, a lecture theatre, a staff meeting or a flat.		
Media		
Do not speak to the media unless directed to do so by the Communications Manager.		
Public notification of death (case by case basis)		
Security of the deceased student's room		
Ensure security of the deceased's room and belongings if it is not part of a police investigation.		
If the deceased student is flatting privately, arrange with the landlord to have his/her room locked until someone appropriate can do an inventory.		

Medium Term Checklist (1-15 days, as appropriate)		
Ensure that all information about the student is removed from the UoA web pages (including UoA Google name search). Note that this may also need to include protecting the anonymity of other students impacted by the death.		
Family Matters		
Establish what the family wants to do with the body (repatriate or funeral?)		
Liaise with the insurance company to facilitate and expedite approvals (international student).		
Ask if UoA can assist with funeral arrangements.		
Liaise with funeral director.		
If appropriate, organise a tapu lifting/religious ceremony for the site (eg: suicide).		
If the family are coming to Auckland, arrange meet and pick up from the airport.		
Arrange accommodation for family.		
Maintain contact with and support for family and friends of the deceased.		
Keep parents informed.		
Respond appropriately to any cultural issues relating to the death of the student. If possible and appropriate, involve other members of the UoA community as cultural advisors.		
Establish whether it is appropriate to have a memorial service for the deceased - within the University, hall of residence, a club, group of students. If so, assist with the organisation, record it, and send a copy to the parents.		
Communicate funeral/memorial details to classmates and staff, as they may wish to attend (liaise with family).		
Organise letter of condolence from the University, to the family.		

Attend to the deceased's belongings		
Check with the family to make sure that it is acceptable to make an inventory of the deceased's belongings. Some cultural practices require family members to do this.		
Arrange to have the deceased student's accommodation unlocked.		
Make an inventory of the deceased's belongings. Advisable to have more than one person present for verification. Homestay host or flatmates may wish to assist. This is to be done with as little disturbance to the belongings as possible. Leave the room in the state that it was found.		
Money should be counted, kept in a safe place, and returned to next of kin.		
Take note of bank account details (if there is more than \$10,000 in the account, a court order is needed to move funds and close account).		
Take note of any vehicles owned by the deceased student.		
Take note of any indications of community involvement.		
Take note of insurance details (international student).		
Academic Services		
Obtain a death certificate or coroner's report for the Graduation Office to change the status of the deceased student's file.		
Verify if any refund is due. Organise transfer of funds through Student Financials.		
Verify programme completion - posthumous award, if applicable.		
Condolence letter to family from VC's office		
Media Releases		
In consultation with the Communications Manager, decide on appropriate media releases, if necessary.		
Information Sharing		
Student Critical Incident Response Manager (SCIRM) to report regularly to relevant UoA personnel to keep them informed.		

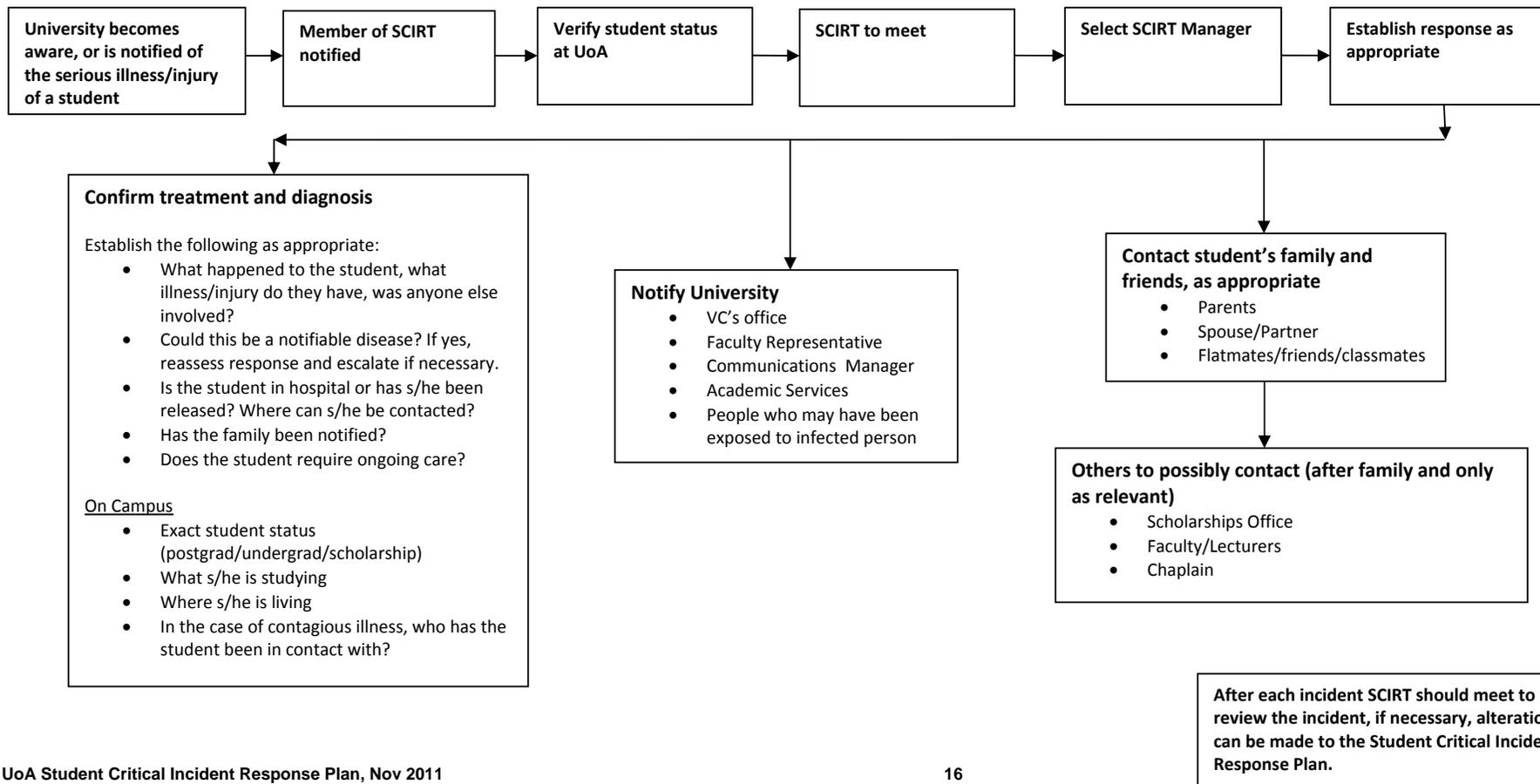
Long Term Checklist (15+ days, as appropriate)		
Follow up on the most affected/at risk students and staff after things quieten down. Ensure that they still have the contact details of appropriate staff members.		
Do another UoA Google search to ensure that there are no inappropriate references to the student on UoA websites.		
If there is an inquest into the student's death, it may occur or be prolonged considerably after the funeral. Some students may find the reliving of events very difficult and may experience the grief all over again. Ensure that there is help available for them.		
Establish a time to review the incident. If necessary, alterations can be made to the Student Critical Incident Response Plan. Ensure that the amendments are distributed appropriately.		
Write a report on the review and file it with records kept.		
If liability is an issue, ensure the University is prepared for legal proceedings.		
Ensure that the members of the Student Critical Incident Response Team have support if necessary. This is a stressful time and they may have been working long hours.		
Ensure that the necessary thanks and acknowledgements go to people who have helped and offered assistance.		

Verification
Signature:
Date:

Serious Illness or Injury of UoA Domestic Student

The Student Critical Incident Response Team does not usually need to become involved in cases of non-serious illness or injury. It may need to become involved, however, when an illness or injury is serious, life threatening, or, in the case of illness, potentially contagious.

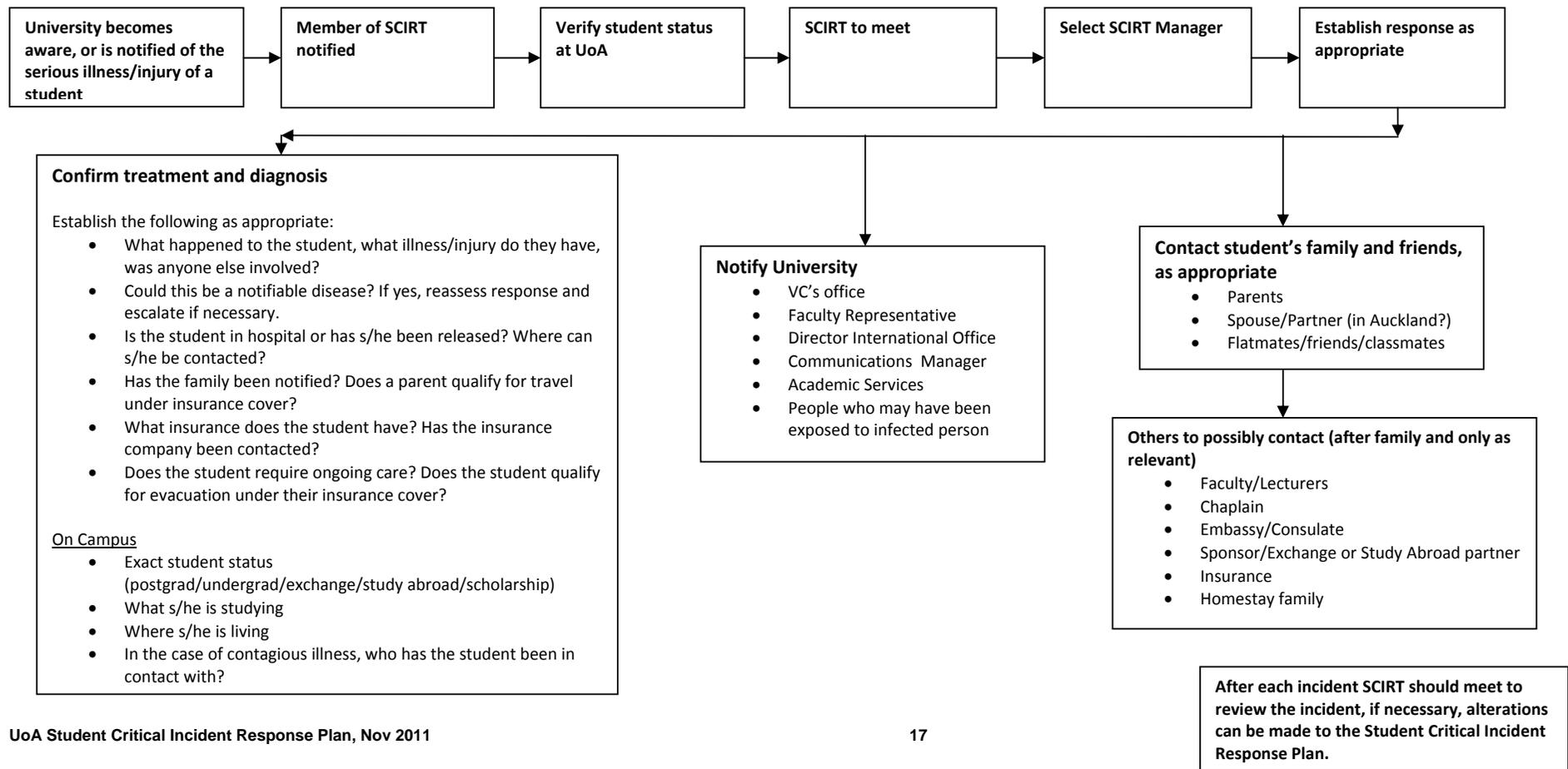
Information/Communication Flow Chart



Serious Illness or Injury of UoA International Student

The Student Critical Incident Response Team does not usually need to become involved in cases of non-serious illness or injury. It may need to become involved, however, when an illness or injury is serious, life threatening, or, in the case of illness, potentially contagious.

Information/Communication Flow Chart



10.3

Serious Illness or Injury of a Student

Checklist for Student Critical Incident Response Manager		
Student Details:		
Title:	First Names:	Surname:
Student ID:	Date of Incident:	
Programme:		

Immediate Checklist (within 24 hours, as appropriate)		
Requirement	Date	Notes
Communicate effectively and efficiently about the ill/injured student		
Confirm the name and details of the ill/injured student and how the injury/illness occurred. Ensure that they are receiving medical treatment, what condition they are in, if and where they can be visited and what their prognosis is. In this way you can answer questions when you notify people.		
Avoid giving any unnecessary details about the student's condition, unless it is asked by someone authorised to know.		
If the student is hospitalised, then establish if the treating doctor considers it medically necessary that a family member is with the student. If the doctor does consider this necessary then liaise with the family to ensure this happens.		
If student is hospitalised ensure that the release of information forms are signed by the student and that the hospital is informed of the student's insurance company in order to obtain verification of coverage for treatment (international student).		
Establish a Student Critical Incident Response Team		
Confirm membership and availability of Student Critical Incident Response members.		

Meet with the whole team, within 24 hours, to explain their roles and responsibilities. Thereafter, it is not necessary for the whole team to meet (members will come to meetings as required).		
Student Critical Incident Response Manager (SCIRM) to report regularly to relevant UoA personnel to keep them informed.		
Notifying the family		
Establish whether the family has been notified		
Dealing with friends/flatmates (ongoing)		
Decide on the appropriate way to notify students of the illness/injury. (Due to social media students are often the first to know).		
Gather affected students together with staff, and counsellor if necessary.		
Ensure the Student Critical Incident Response Team has the counsellors' contact details.		
Identify which friends may be at risk and need support. Inform counsellors and chaplain as relevant.		
Refer any at risk students to counsellors.		
Contact counsellors and inform them of potentially at risk students.		
Give the students the contact numbers of the appropriate members of the Student Critical Incident Response Team (Chaplain, counsellors, student advisers).		
Media		
Do not speak to the media unless directed to do so by the Communications Manager.		
Contagious Disease		
Determine whether anyone else should be notified or hospitalised.		
Identify others who may have been exposed to the illness by contact with the student.		
Establish a procedure for those at risk to see a health professional and get checked.		
Notify those at risk and ensure that they follow this procedure at the earliest possible time and avoid situations where they may be exposed to others.		

Medium Term Checklist (1-15 days, as appropriate)		
Ensure the comfort of the ill/injured student		
Ensure that the treating doctor is aware that the student's insurance company must be informed if the doctor considers it medically necessary that a family member is flown to New Zealand to be with the student (international student).		
If the doctor does consider this necessary, then ensure that a claim form is sent to the insurance company with a letter, from the doctor, stating the necessity, as soon as possible. Maintain liaison with the insurance company and family to ensure that this happens (international student).		
Ensure that someone can deal with any urgent issues that the student may need to have attended to while they are incapacitated.		
Arrange to have any required belongings delivered to the student while in hospital.		
Ensure that the rest of the student's belongings are safe, if the student will be away from the Halls of Residence, flat or home for a prolonged period.		
Accommodation/Academic arrangements		
Contact lecturers/course co-ordinators to make them aware of the situation. Make arrangements if any assessments are due.		
Ensure that the student has any belongings that they require from their accommodation and that the accommodation, if not in the family home, is secure while they are hospitalised.		
It may be necessary to move the student's belongings out of their accommodation and arrange for their return to the family home, if the student is being repatriated. Otherwise ensure that the student is comfortable when returning to his/her accommodation.		
Submit aegrotat/test consideration forms, if necessary (doctor's report will be required).		

Check with the student that bills will be paid, whether any library books or other material needs to be returned, and whether any assessments are due.		
Determine whether the student will remain in Auckland or return to their home to recover.		
If returning home, ensure that the student is comfortable and has someone taking care of them. Maintain regular contact until student has fully recovered.		
Determine whether the student will remain in New Zealand or return to their home country to recover (international student).		
Ensure that the student's insurance will cover the situation (international students).		
Submit application for late deletion, if necessary (doctor's report will be needed).		
Family Matters		
Establish that the family is aware of the situation and has contact details for the student, if given permission by the student.		
Find out whether the family plans to visit the student.		
If the family is coming to Auckland, arrange for someone to meet them and organise accommodation, if necessary.		
Maintain contact with and support for family and friends of the ill/injured person.		
Keep parents informed.		
Media Releases		
In consultation with the Communications Manager, decide on appropriate media releases, if necessary.		



Long Term Checklist (15+ days, as appropriate)		
Follow up on the most affected/at risk students after things quieten down. Ensure that they still have the contact details of appropriate staff members.		
If the student is unable to resume his/her studies for some time, then the student may choose to return home as soon as s/he is considered medically fit to travel. Any scholarship may be suspended or terminated on the grounds of illness or incapacity.		
Keep parents informed of developments.		
Establish a time to review the incident. If necessary, alterations can be made to the Student Critical Incident Response Plan. Ensure that the amendments are distributed appropriately.		
Write a report on the review and file it with records kept.		
Ensure that the members of the Student Critical Incident Response Team have support if necessary. This is a stressful time and they may have been working long hours.		
Ensure that the necessary thanks and acknowledgements go to people who have helped and offered assistance.		

10.3

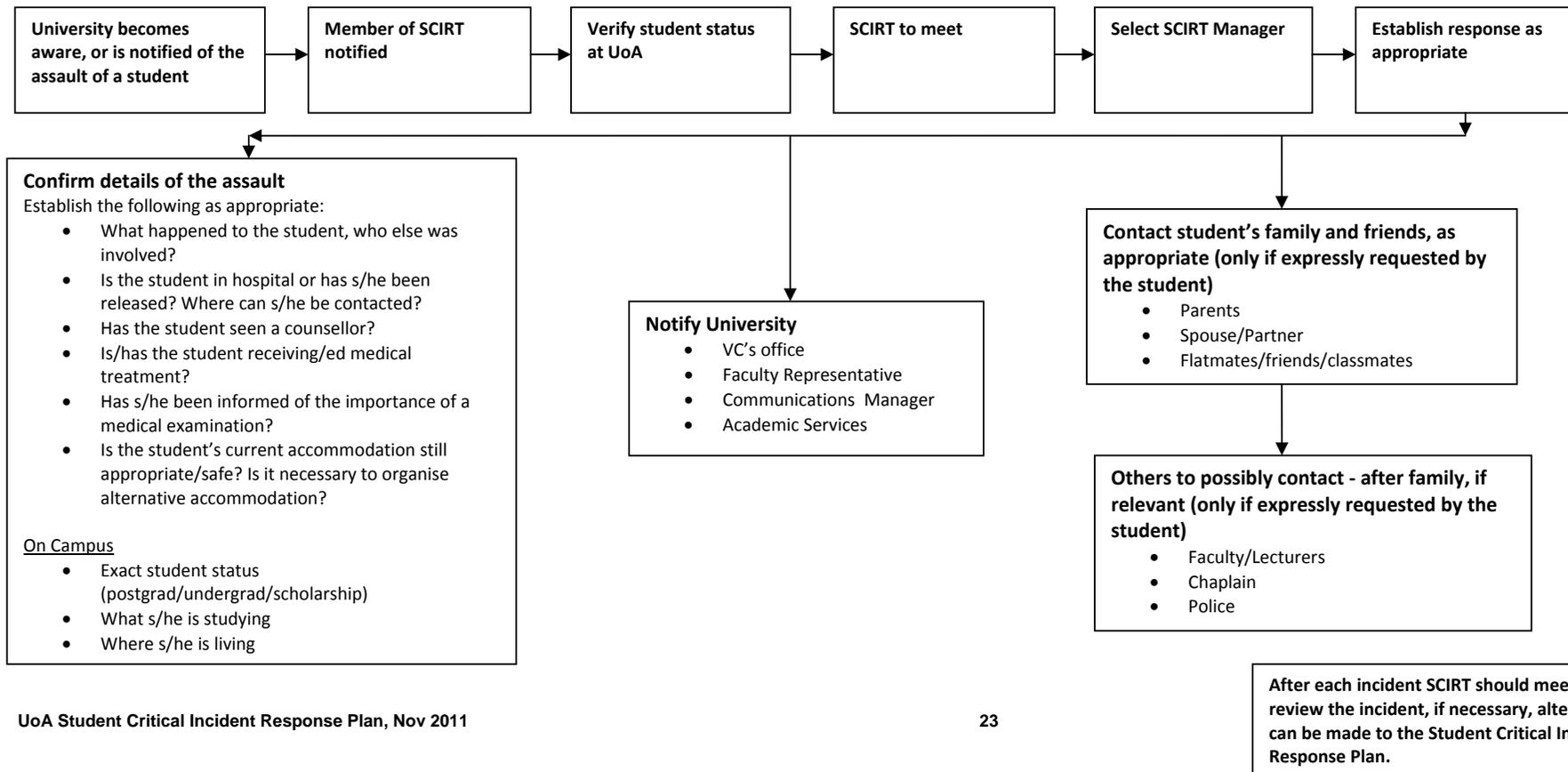
Verification
Signature:
Date:

Assault of UoA Domestic Student

An assault can be physical, verbal or even a threat or display of violence towards a victim. This can affect the victim physically, emotionally and/or psychologically. The assault may be of a sexual, violent or threatening nature. In such cases, a student may be concerned with maintaining anonymity. Such situations should be handled with sensitivity, especially if the student is not keen for family and friends to be notified.

In the case of immediate danger - call the Police (ph: 111) or Unisafe (ext 966 - internal phone)

Information/Communication Flow Chart

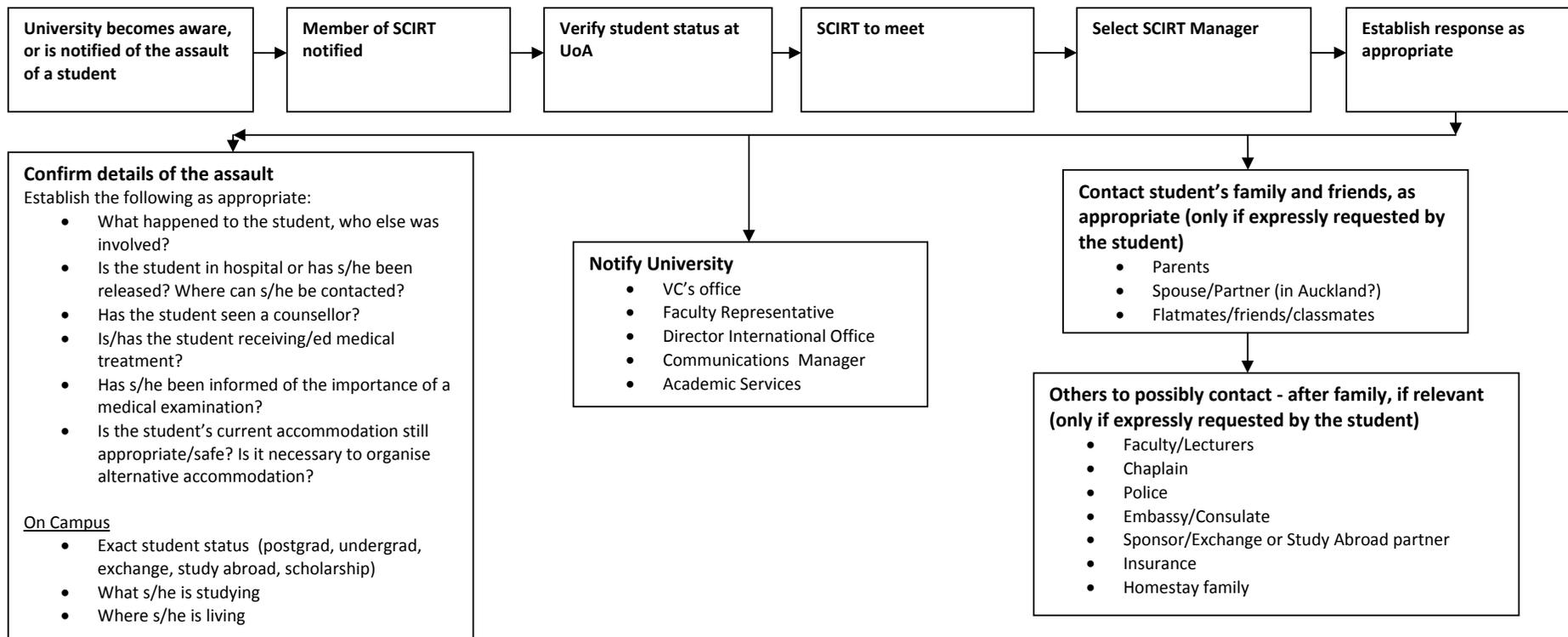


Assault of UoA International Student

An assault can be physical, verbal or even a threat or display of violence towards a victim. This can affect the victim physically, emotionally and/or psychologically. The assault may be of a sexual, violent or threatening nature. In such cases, a student may be concerned with maintaining anonymity. Such situations should be handled with sensitivity, especially if the student is not keen for family and friends to be notified.

In the case of immediate danger - call the Police (ph: 111) or Unisafe (ext 966 - internal phone)

Information/Communication Flow Chart



Assault of a Student

Checklist for Student Critical Incident Response Manager		
Student Details:		
Title:	First Names:	Surname:
Student ID:	Date of Incident:	
Programme:		

Immediate Checklist (within 24 hours, as appropriate)		
Requirement	Date	Notes
Obtain Emergency Assistance for the Student		
Confirm who the victim is, what happened to them, how it occurred, what condition they are in, and, whether they want to report the incident to the police.		
Ensure that the assault victim is provided with immediate, appropriate and ongoing support (advisers, counselling, family). Make an emergency appointment with a counsellor.		
Ensure that the victim feels entirely safe in their current accommodation situation. If not, then ensure that an alternative, safe accommodation situation is provided.		
Only answer questions about the student's situation, if asked by people authorised to know.		
If the assault is a rape, then collaborate with the appropriate counsellor to ensure that the student is aware of the importance of a medical examination, and raise the issue of whether or not they will press charges. Ensure that the student is appropriately supported during and after the examination process.		

Remember that the student is probably traumatised and may be reluctant to report the incident immediately. Ensure that they do what is necessary for their own wellbeing, and also for what may be required for an investigation.		
If the student does want to report the incident to the police, then ensure that they are able to do so and provide support if they require it. Ensure that you provide appropriate support for any language or cultural difficulties that may inhibit the victim from obtaining needed assistance with the related criminal investigation.		
If the student does not wish to report the incident, then be mindful and considerate of the student's wishes. Ensure that they are aware of all their options. Do not make any attempt to persuade or force them to report the incident to the police or their family if they are reluctant or unwilling to do so. Ensure that they know that they will continue to be supported, whatever decision they make.		
If the student is hospitalised, then ensure that an adviser is available to support the student and help them apprise the treating doctor of the circumstances.		
Establish a Student Critical Incident Response Team		
Confirm membership and availability of Student Critical Incident Response members.		
Meet with the whole team, within 24 hours, to explain their roles and responsibilities. Thereafter, it is not necessary for the whole team to meet (members will come to meetings as required).		
Student Critical Incident Response Manager (SCIRM) to report regularly to relevant UoA personnel to keep them informed.		
Notify the Family		
Establish whether the student wants their family to be notified. The student may want to speak to family members themselves.		

Medium Term Checklist (1-15 days, as appropriate)		
Ensure the comfort of the student		
Ensure that someone can deal with any urgent issues that the student may need to have attended to, if they are incapacitated.		
If student is hospitalised ensure that the release of information forms are signed by the student and that the hospital is informed of the student's insurance company in order to obtain verification of coverage for treatment (international student).		
Arrange to have any required belongings delivered to the student, if hospitalised.		
If the student is hospitalised, then establish if the treating doctor considers it medically necessary that a family member is with the student. If the doctor does consider this necessary then liaise with the family to ensure this happens.		
Ensure that the treating doctor is aware that the student's insurance company must be informed if the doctor considers it medically necessary that a family member is flown to New Zealand to be with the student (international student).		
If the doctor does consider this necessary, then ensure that a claim form is sent to the insurance company with a letter, from the doctor, stating the necessity, as soon as possible. Maintain liaison with the insurance company and family to ensure that this happens (international student).		
Encourage the student to see a counsellor. Explain that a counsellor's letter will support any application for special consideration/aegrotat.		
Advocate on behalf of the student, if necessary, and provide them with support during police investigations or possible court cases.		
Determine whether the student will remain in Auckland or return to their home region.		
Determine if student's insurance will cover the return to their home country (international student).		
If returning home, ensure the student is comfortable and has someone taking care of them. Maintain regular contact until student has fully recovered.		

Accommodation/Academic arrangements		
Ensure that the rest of the student's belongings are safe if the student will be away from the Halls of Residence, flat or home, for a prolonged period.		
Check with student that bills will be paid, whether any library books or other material needs to be returned, whether any assessments are due.		
Contact lecturers/course co-ordinators to make them aware of the situation. Make arrangements if any assessments are due.		
Submit aegrotat/test consideration forms, if necessary (doctor's report will be required).		
Family Matters		
With the student's consent, establish that the family is aware of the situation and has contact details for the student.		
With the student's consent, keep the parents informed.		
Find out whether the family wishes to visit the student. If the family is coming from outside Auckland, arrange for someone to meet them and organise accommodation, if needed (international student).		
Maintain contact with and support for the family and friends of the student.		
Dealing with friends/flatmates (ongoing)		
The student may choose to inform flatmates and friends in their own time, or not at all. It is important to be respectful of their wishes, and provide them with support if they require it.		
Identify which friends may be at risk and need support, inform counsellors and chaplain as relevant.		
Decide on the appropriate way to notify students of the situation, if permitted. (Due to social media students are often the first to know).		
Gather affected students together with staff, and counsellor if necessary.		

Media		
Ensure that the media is dealt with minimum fuss		
In the event that the media are already involved, it is important to ensure that the student and their privacy are fully protected. From the point at which UoA is notified the Communications Manager will deal with the media.		
In consultation with the Communications Manager, decide on appropriate media releases, if necessary.		

Long Term Checklist (15+ days, as appropriate)		
Ensure that the student still has the contact details of appropriate staff members, and that someone is providing ongoing counselling, if required.		
If the student is unable to resume his/her studies for some time, then ensure that necessary arrangements are made (late deletion application etc).		
Keep parents informed of developments, if necessary.		
Establish a time to review the incident. If necessary, alterations can be made to the Student Critical Incident Response Plan. Ensure that the amendments are distributed appropriately.		
Write a report on the review and file it with records kept.		
Ensure that the members of the Student Critical Incident Response Team have support if necessary. This is a stressful time and they may have been working long hours.		
Ensure that the necessary thanks and acknowledgements go to people who have helped and offered assistance.		

Verification		
Signature:		
Date:		

Serious Mental Health Episode of any UoA Student

Introduction

This critical incident can involve scenarios ranging from voluntary hospital admission, right through to involuntary committal under the Mental Health Act after incidents endangering or injuring themselves or others, sometimes involving arrest.

With this range of possibilities in mind, the following information is offered as guiding principles, rather than a set of precise instructions.

Whatever the circumstances, a student in this situation may not want their identity revealed, either to friends, staff or the media. For this reason, incidents involving psychiatric hospitalisation should be dealt with as discreetly as possible, and with a minimum number of people involved.

Pre-hospitalisation

UoA staff and community members often become involved in a serious mental health episode prior to it becoming apparent that the student may need to be hospitalised. This period, in which the student is in an unstable and unpredictable state, is a time of highest risk.

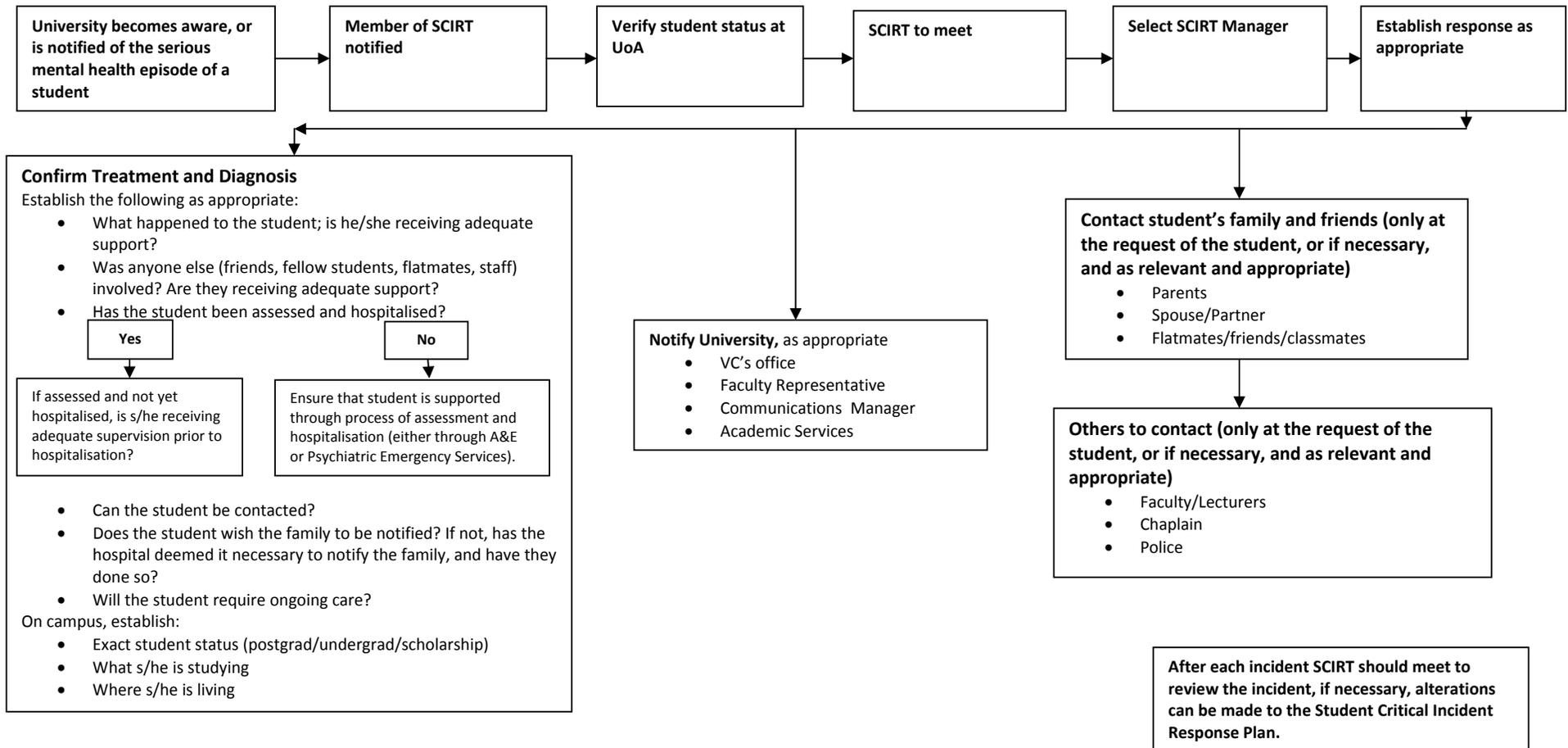
It is essential that it is managed as effectively and as rapidly as possible to minimise risk and distress on the part of the student. In the event that the hospitalisation is voluntary, the process is much more straightforward.

If the student does not wish to be hospitalised, the Mental Health (Compulsory Assessment and Treatment) Act 1992, defines the circumstances in which a person may be required to undergo compulsory psychiatric assessment and treatment. Under this Act, anyone can apply in writing to the Director of Area Mental Health Services to request that someone they believe to be experiencing 'a mental disorder' be psychiatrically assessed.

The Act defines 'a mental disorder' as an 'abnormal state of mind of such a degree that it poses a serious danger to the health and safety of the person or of others, or seriously diminishes the capacity of the person to take care of himself or herself.' The application must state the applicants relationship with the person in question, and be supported in writing by a medical practitioner. In the event that it becomes necessary for a member of the UoA community to either make such an application, or to be involved in any way in such an application, it is essential that each stage of the process is managed with maximum sensitivity, that the privacy and dignity of the student is a paramount concern, and that they are adequately supported by an appropriate person through every stage of the process.

Serious Mental Health Episode of UoA Domestic Student

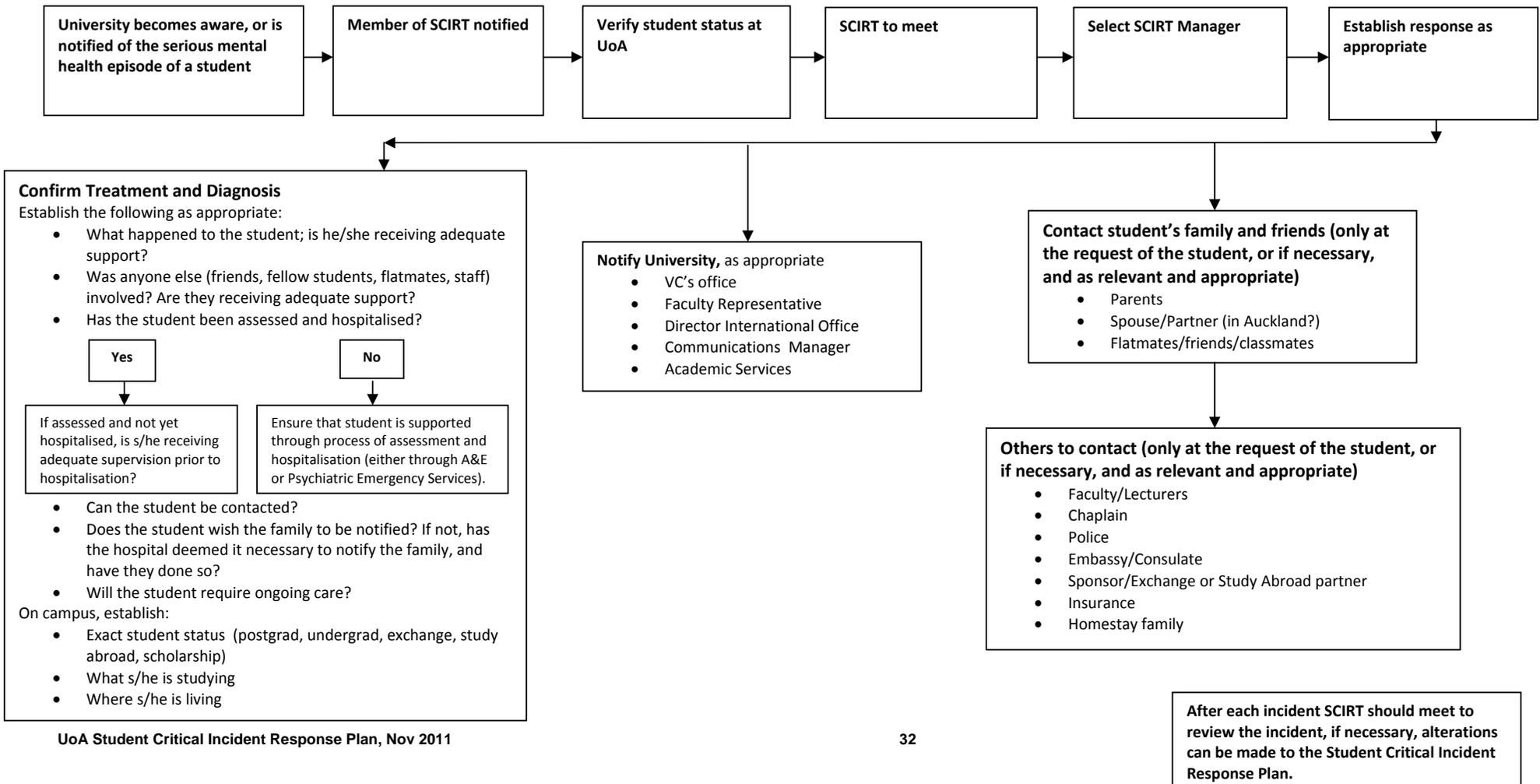
Information/Communication Flow Chart



10.3

Serious Mental Health Episode of UoA International Student

Information/Communication Flow Chart



Serious Mental Health Episode of a Student

Checklist for Student Critical Incident Response Manager		
Student Details:		
Title:	First Names:	Surname:
Student ID:	Date of Incident:	
Programme:		

Immediate Checklist (within 24 hours, as appropriate)		
Requirement	Date	Notes
Ensure that the student is safe and has psychiatric support		
Confirm who the victim is, what happened to them, how it occurred, what condition they are in, and, whether any incident has occurred that has involved the police.		
Only answer questions about the student's situation, if asked by people authorised to know.		
If hospitalisation is due to an incident in which the student has harmed, or is likely to harm themselves or others, ensure that someone calls medical/psychiatric support, and remains with the student until that support arrives.		
Establish a Student Critical Incident Response Team		
Confirm membership and availability of Student Critical Incident Response members.		
Meet with the whole team, within 24 hours, to explain their roles and responsibilities. Thereafter, it is not necessary for the whole team to meet (members will come to meetings as required).		
Student Critical Incident Response Manager (SCIRM) to report regularly to relevant UoA personnel to keep them informed.		

10.3

Notify the Family		
Establish whether the student wants their family to be notified and whether the doctors feel that this is necessary or appropriate. The student may want to speak to family members themselves.		
If the doctors deem it necessary to notify the family against the student's will, then ensure that they do this themselves and that they pass on the contact details of the UoA advisers involved.		

Medium Term Checklist (1-15 days, as appropriate)		
Ensure the comfort of the student		
Liaise with psychiatric staff, organise to visit student, if permitted.		
Notify the student's insurer and tell the hospital who the insurer is (international student).		
Ensure that someone can deal with any urgent issues that the student may need to have attended to.		
Arrange to have any required belongings delivered to the student, if permitted.		
Establish if the treating doctor considers it medically necessary that a family member is permitted to visit the student. If the doctor does consider this necessary then liaise with the family to ensure this happens.		
Ensure that the treating doctor is aware that the student's insurance company must be informed if the doctor considers it medically necessary that a family member is flown to New Zealand to be with the student (international student).		
If the doctor does consider this necessary, then ensure that a claim form is sent to the insurance company with a letter, from the doctor, stating the necessity, as soon as possible. Maintain liaison with the insurance company and family to ensure that this happens (international student).		
Advocate on behalf of the student, if necessary, and provide them with support during police investigations or possible court cases.		

Once released, determine whether the student will remain in Auckland or return to their home region.		
Determine if student's insurance will cover the return to their home country (international student).		
If returning home, ensure the student is comfortable and has someone taking care of them. If travelling they may need to be accompanied by a medical professional (international student).		
Accommodation/Academic arrangements		
Ensure that the rest of the student's belongings are safe if the student will be away from the Halls of Residence, flat or home, for a prolonged period.		
Check with student that bills will be paid, whether any library books or other material needs to be returned, whether any assessments are due.		
Contact lecturers/course co-ordinators to make them aware of the situation. Make arrangements if any assessments are due.		
Submit aegrotat/test consideration forms, if necessary (doctor's report will be required).		
Family Matters		
If parents and immediate family have been informed, then continue to liaise with them during developments.		
Find out whether the family wishes to visit the student. If the family is coming from outside Auckland, arrange for someone to meet them and organise accommodation, if needed (international student).		
Dealing with friends/flatmates (ongoing)		
The student may choose to inform flatmates and friends in their own time, or not at all. It is important to be respectful of their wishes, and provide them with support if they require it.		
Identify which friends may be at risk and need support, inform counsellors and chaplain as relevant.		
Decide on the appropriate way to notify students of the situation, if permitted. (Due to social media students are often the first to know).		
Gather affected students together with staff, and counsellor if necessary.		



Media		
Ensure that the media is not involved		
In the event that the media are already involved, it is important to ensure that the student and their privacy are fully protected. From the point at which UoA is notified the Communications Manager will deal with the media.		

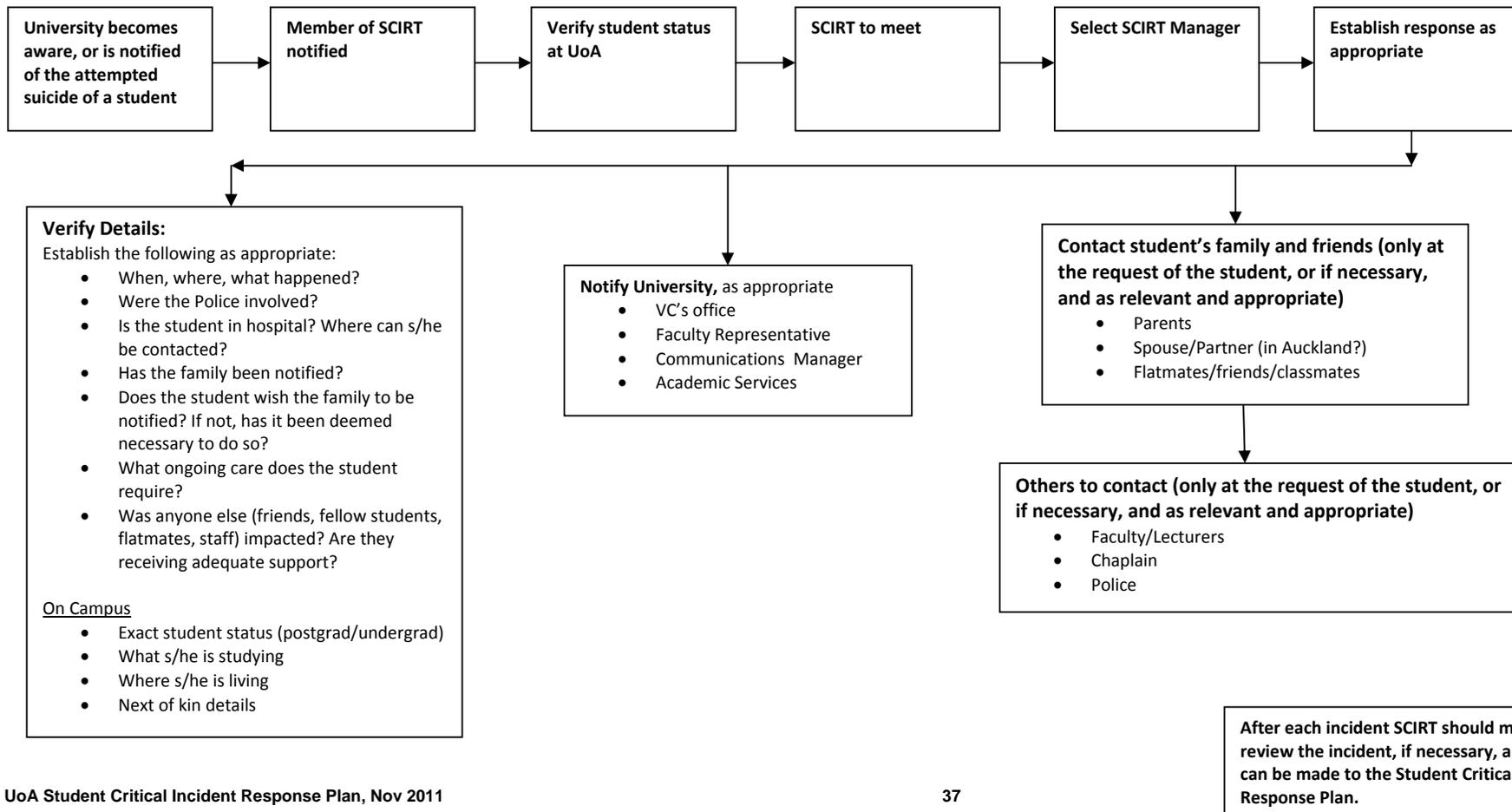
Long Term Checklist (15+ days, as appropriate)		
If the student is unable to resume his/her studies for some time, then ensure that necessary arrangements are made (late deletion application etc).		
Keep parents informed of developments, if necessary.		
Establish a time to review the incident. If necessary, alterations can be made to the Student Critical Incident Response Plan. Ensure that the amendments are distributed appropriately.		
Write a report on the review and file it with records kept.		
Ensure that the members of the Student Critical Incident Response Team have support if necessary. This is a stressful time and they may have been working long hours.		
Ensure that the necessary thanks and acknowledgements go to people who have helped and offered assistance.		

Verification		
Signature:		
Date:		

10.3

Attempted Suicide of UoA Domestic Student

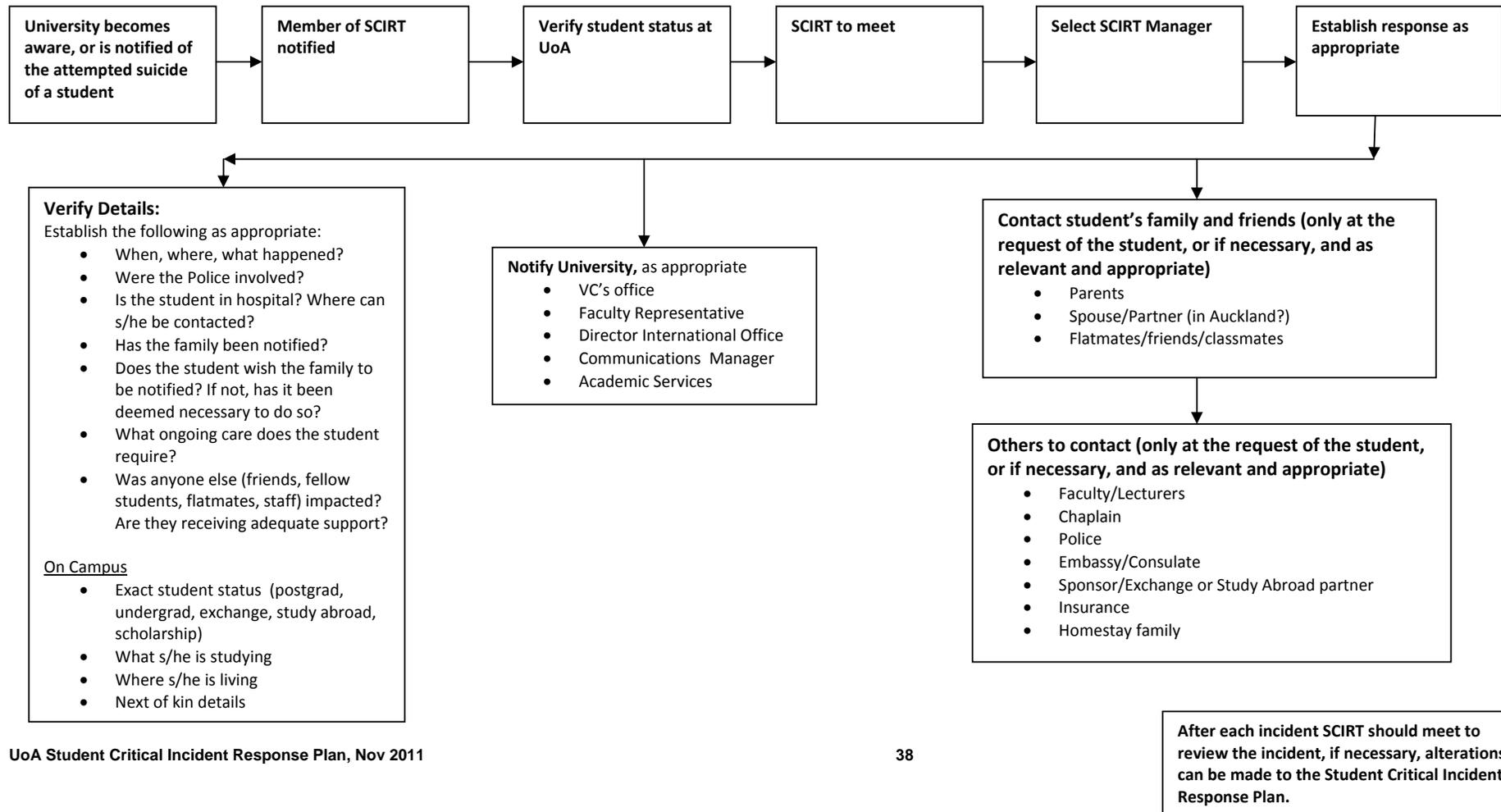
Information/Communication Flow Chart



10.3

Attempted Suicide of UoA International Student

Information/Communication Flow Chart



10.3

Attempted Suicide of a Student

Checklist for Student Critical Incident Response Manager		
Student Details:		
Title:	First Names:	Surname:
Student ID:	Date of Incident:	
Programme:		

Immediate Checklist (within 24 hours, as appropriate)		
Requirement	Date	Notes
Ensure that the student is safe and has medical/psychiatric support		
Confirm the student's identity, what happened to them, how it occurred, what condition they are in. Where have they been taken?		
Have the police been involved in the incident?		
Only answer questions about the student's situation, if asked by people authorised to know.		
Establish a Student Critical Incident Response Team		
Confirm membership and availability of Student Critical Incident Response members.		
Meet with the whole team, within 24 hours, to explain their roles and responsibilities. Thereafter, it is not necessary for the whole team to meet (members will come to meetings as required).		
Student Critical Incident Response Manager (SCIRM) to report regularly to relevant UoA personnel to keep them informed.		
Notify the Family		
Establish whether the student wants their family to be notified and whether the doctors feel that this is necessary or appropriate. The student may want to speak to family members themselves.		
If the doctors deem it necessary to notify the family against the student's will, then ensure that they do this themselves and that they pass on the contact details of the UoA advisers involved.		

Medium Term Checklist (1-15 days, as appropriate)		
Ensure the comfort of the student		
Liaise with psychiatric/hospital staff, organise to visit student, if appropriate.		
Notify the student's insurer and tell the hospital who the insurer is (international student) - limited cover for attempted suicide.		
Ensure that the treating doctor is aware that the student's insurance company must be informed if the doctor considers it medically necessary that a family member is flown to New Zealand to be with the student (international student) - limited cover for attempted suicide.		
If the doctor does consider this necessary, then ensure that a claim form is sent to the insurance company with a letter, from the doctor, stating the necessity, as soon as possible. Maintain liaison with the insurance company and family to ensure that this happens (international student).		
Ensure that someone can deal with any urgent issues that the student may need to have attended to.		
Arrange to have any required belongings delivered to the student.		
Determine whether the student wishes to continue their studies, remain in Auckland, or return to their home region.		
Explain late deletion option if the student wishes to cease their studies.		
Liaise with department for academic support, if the student wishes to continue studies.		
Determine if student's insurance will cover the return to their home country (international student) - limited cover for attempted suicide.		
If returning home, ensure the student is comfortable and has someone taking care of them.		

Accommodation/Academic arrangements		
Ensure that the rest of the student's belongings are safe if the student will be away from the Halls of Residence, flat or home, for a prolonged period.		
Check with student that bills will be paid, whether any library books or other material needs to be returned, whether any assessments are due.		
Contact lecturers/course co-ordinators to make them aware of the situation, if appropriate. Make arrangements if any assessments are due.		
Submit aegrotat/test consideration forms, if necessary (doctor's report will be required).		
Family Matters		
If parents and immediate family have been informed, then continue to liaise with them.		
Find out whether the family wishes to visit the student. If the family is coming from outside Auckland, arrange for someone to meet them and organise accommodation, if needed (international student).		
Dealing with friends/flatmates (ongoing)		
The student may choose to inform flatmates and friends in their own time, or not at all. It is important to be respectful of their wishes, and provide them with support if they require it.		
Identify which friends may be at risk and need support, inform counsellors and chaplain as relevant.		
Decide on the appropriate way to notify students of the situation, if permitted. (Due to social media students are often the first to know).		
Gather affected students together with staff, and counsellor if necessary.		
Media		
Ensure that the media is not involved		
In the event that the media are already involved, it is important to ensure that the student and their privacy are fully protected. From the point at which UoA is notified the Communications Manager will deal with the media.		



Long Term Checklist (15+ days, as appropriate)		
If the student is unable to resume his/her studies for some time, then ensure that necessary arrangements are made (late deletion application etc).		
Keep parents informed of developments, if necessary.		
Establish a time to review the incident. If necessary, alterations can be made to the Student Critical Incident Response Plan. Ensure that the amendments are distributed appropriately.		
Write a report on the review and file it with records kept.		
Ensure that the members of the Student Critical Incident Response Team have support if necessary. This is a stressful time and they may have been working long hours.		
Ensure that the necessary thanks and acknowledgements go to people who have helped and offered assistance.		

10.3

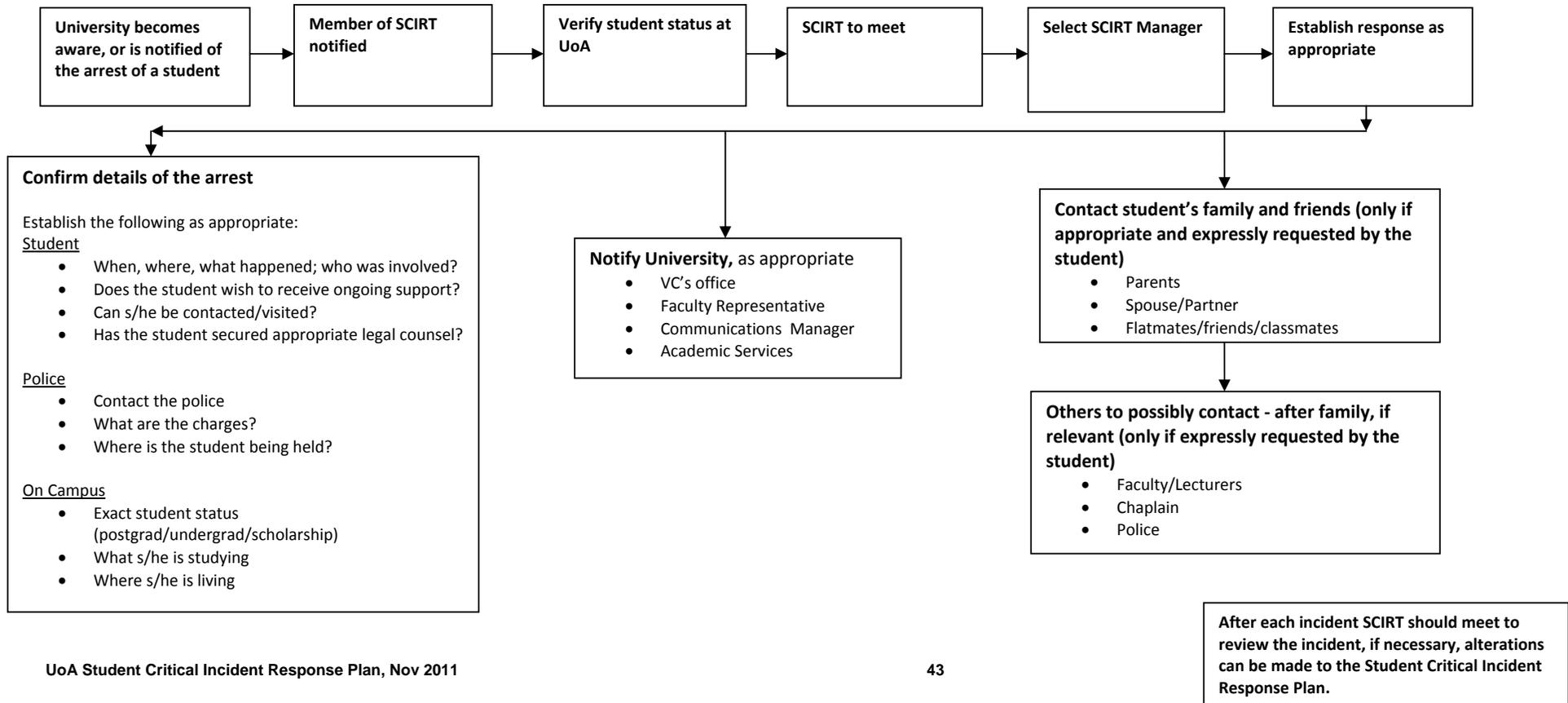
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Signature:
Date:



Arrest of UoA Domestic Student

The University plays only a limited role when a UoA student is accused of having committed a crime and/or is facing charges. The University is responsible for providing basic pastoral support to the student, if required, throughout the judicial process. The University is not responsible for recommending, finding, or retaining legal counsel for students.

Information/Communication Flow Chart



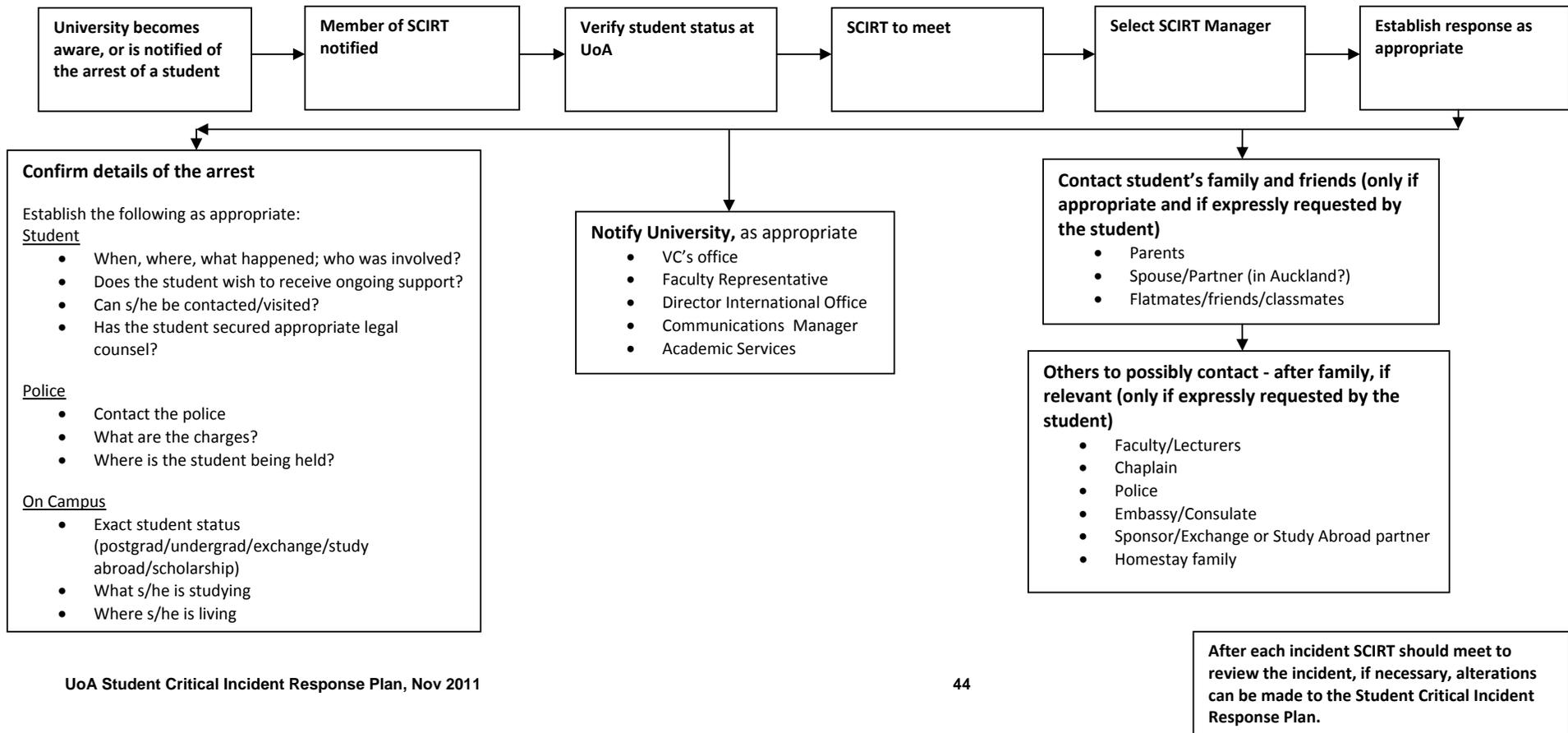
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Arrest of UoA International Student

The University plays only a limited role when a UoA student is accused of having committed a crime and/or is facing charges. The University is responsible for providing basic pastoral support to the student, if required, throughout the judicial process. The University is not responsible for recommending, finding, or retaining legal counsel for students.

Information/Communication Flow Chart



10.3

Arrest of a Student

Checklist for Student Critical Incident Response Manager		
Student Details:		
Title:	First Names:	Surname:
Student ID:	Date of Incident:	
Programme:		

Immediate Checklist (within 24 hours, as appropriate)		
Requirement	Date	Notes
Communicate effectively and efficiently about the arrested student		
Confirm who the student is, what happened, what the charges are and if anyone else was involved.		
Ensure that the student has support, if required.		
Only answer questions about the student's situation, if asked by people authorised to know.		
Establish a Student Critical Incident Response Team		
Confirm membership and availability of Student Critical Incident Response members.		
Meet with the whole team, within 24 hours, to explain their roles and responsibilities. Thereafter, it is not necessary for the whole team to meet (members will come to meetings as required).		
Student Critical Incident Response Manager (SCIRM) to report regularly to relevant UoA personnel to keep them informed.		
Notify the Family		
Establish whether the student wants their family to be notified. The student may want to speak to family members themselves.		

Medium Term Checklist (1-15 days, as appropriate)		
Ensure the comfort of the student		
Ensure that the student has access to legal counsel.		
Ensure that someone can deal with any urgent issues that the student may need to have attended to.		
Provide the student with support during police investigations or possible court cases.		
Accommodation/Academic arrangements		
Ensure that the student's belongings are safe if the student will be away from the Halls of Residence, flat or home, for a prolonged period.		
Check with student that bills will be paid, whether any library books or other material needs to be returned, whether any assessments are due.		
Contact lecturers/course co-ordinators to make them aware of the situation. Make arrangements if any assessments are due.		
Submit aegrotat/test consideration forms, if necessary.		
Family Matters		
With the student's consent, establish that the family is aware of the situation and kept informed.		
Find out whether the family wishes to visit the student. If the family is coming from outside Auckland, arrange for someone to meet them and organise accommodation, if needed (international student).		
Maintain contact with and support for the family and friends of the student.		
Dealing with friends/flatmates (ongoing)		
The student may choose to inform flatmates and friends in their own time, or not at all.		
Identify which friends may be at risk and need support, inform counsellors and chaplain as relevant.		
Decide on the appropriate way to notify students of the situation, if permitted. (Due to social media students are often the first to know).		
Gather affected students together with staff, and counsellor if necessary.		

Media		
Ensure that the media is dealt with minimum fuss.		
In consultation with the Communications Manager, decide on appropriate media releases, if necessary.		

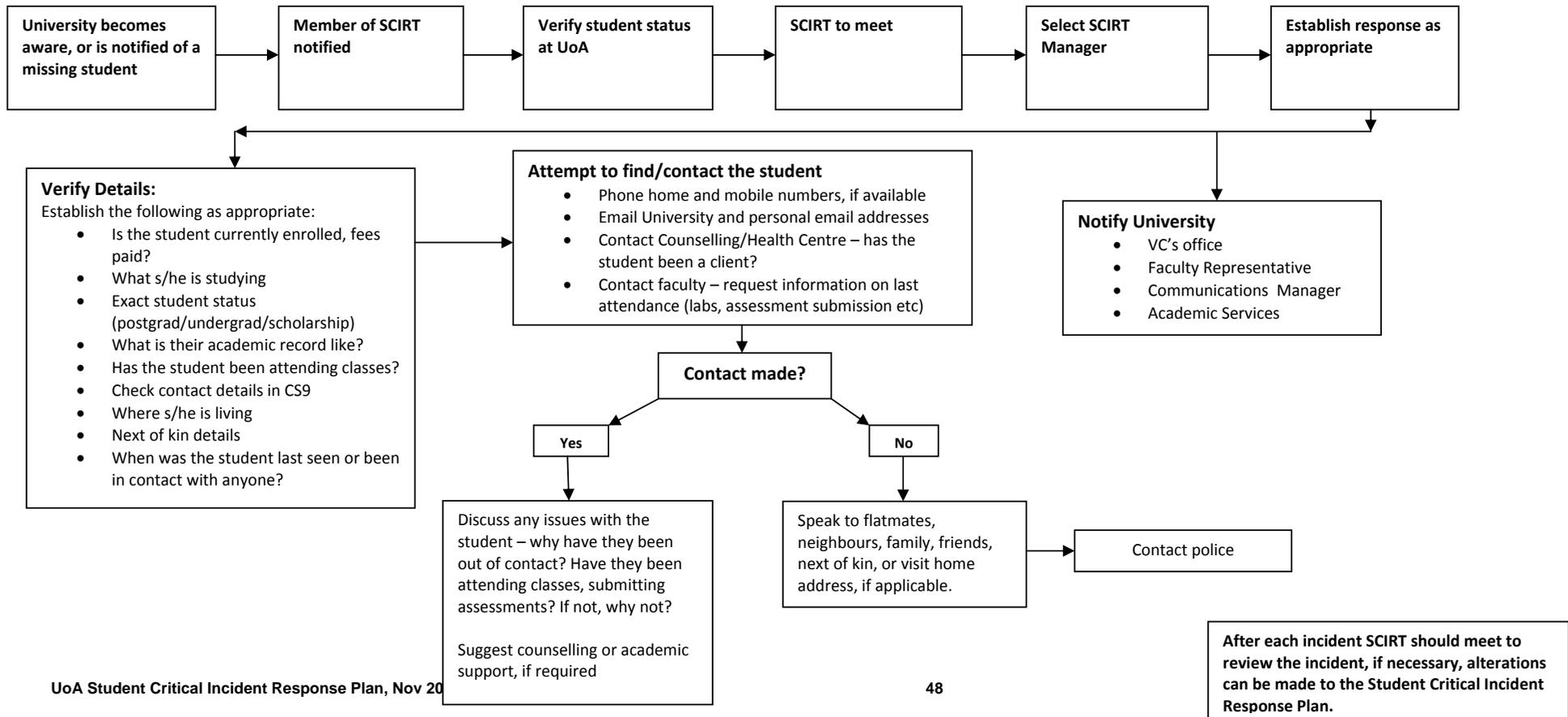
Long Term Checklist (15+ days, as appropriate)		
Ensure that the student still has the contact details of appropriate staff members, and that someone is providing ongoing counselling, if required.		
If the student is unable to resume his/her studies for some time, then ensure that necessary arrangements are made (late deletion application etc).		
Keep parents informed of developments, if necessary.		
Establish a time to review the incident. If necessary, alterations can be made to the Student Critical Incident Response Plan. Ensure that the amendments are distributed appropriately.		
Write a report on the review and file it with records kept.		
Ensure that the members of the Student Critical Incident Response Team have support if necessary. This is a stressful time and they may have been working long hours.		
Ensure that the necessary thanks and acknowledgements go to people who have helped and offered assistance.		

Verification		
Signature:		
Date:		

UoA Domestic Student Out of Touch or Missing

It may come to the attention of a staff member that a student has not been attending class or has been out of touch with their family. A staff member could make an initial inquiry (phone/text/email) to the student and if they receive no response or additional worrying information comes to light they may then choose to escalate their concerns to the Student Critical Incident Response Team.

Information/Communication Flow Chart

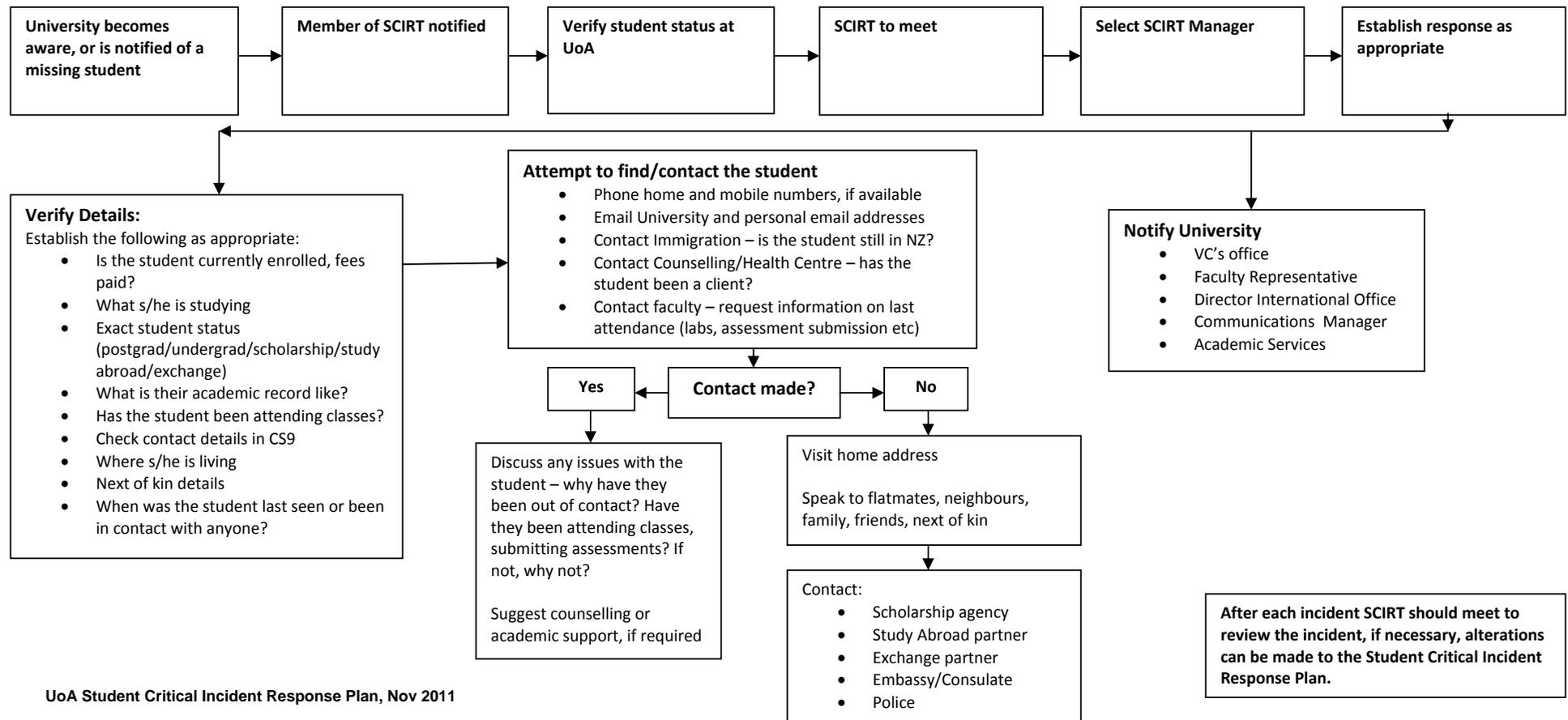


10.3

UoA International Student Out of Touch or Missing

It may come to the attention of a staff member that a student has not been attending class or has been out of touch with their family. A staff member could make an initial inquiry (phone/text/email) to the student and if they receive no response or additional worrying information comes to light they may then choose to escalate their concerns to the Student Critical Incident Response Team.

Information/Communication Flow Chart



UoA Student Critical Incident Response Plan, Nov 2011

Student Out of Touch or Missing

Checklist for Student Critical Incident Response Manager		
Student Details:		
Title:	First Names:	Surname:
Student ID:	Date of Incident:	
Programme:		

Immediate Checklist (within 24 hours, as appropriate)		
Requirement	Date	Notes
Attempt to contact and gather information about the missing student		
Confirm who the student is. Are they enrolled, have they paid their fees?		
Attempt to contact the student using details in CS9 - mobile number or home number, University or personal email address.		
Contact the student's faculty. Are they able to give any information on the student's last attendance (labs, tutorials)? Has the student submitted any assessments? If so, when?		
How has the student been doing with their academic results?		
Contact Counselling and the Health Centre. Has the student been a client, recently or in the past?		
Check with Immigration NZ to see if the student is still in the country (international student).		

Medium Term Checklist (1-15 days, as appropriate)		
If the student has been contacted		
Discuss any issues with the student. Why have they been out of contact? Have they been attending classes, submitting assessments? If not, why not?		
Suggest counselling or academic support, if required.		
If it has not been possible to contact the student		
Visit the student's home address.		
Speak to flatmates, neighbours, family, friends or next of kin to try and ascertain the whereabouts of the student.		
Still no contact - establish a Student Critical Incident Response Team		
Confirm membership and availability of Student Critical Incident Response members.		
Meet with the whole team to explain their roles and responsibilities. Thereafter, it is not necessary for the whole team to meet (members will come to meetings as required).		
Student Critical Incident Response Manager (SCIRM) to report regularly to relevant UoA personnel to keep them informed.		
Escalate incident		
Contact the police for possible information.		
Contact hospitals to check patient lists.		
Contact scholarship agency, Embassy/Consulate, study abroad or exchange partners (international student).		
Submit a missing person's report to the Police.		
Dealing with friends/family (ongoing)		
Identify which friends may need support, inform counsellors and chaplain as relevant.		
Keep the family updated		
Media		
In consultation with the Communications Manager, decide on appropriate media releases, if necessary.		



Long Term Checklist (15+ days, as appropriate)		
Follow up with the police.		
Keep parents informed of developments.		
Establish a time to review the incident. If necessary, alterations can be made to the Student Critical Incident Response Plan. Ensure that the amendments are distributed appropriately.		
Write a report on the review and file it with records kept.		
Ensure that the members of the Student Critical Incident Response Team have support if necessary. This is a stressful time and they may have been working long hours.		
Ensure that the necessary thanks and acknowledgements go to people who have helped and offered assistance.		

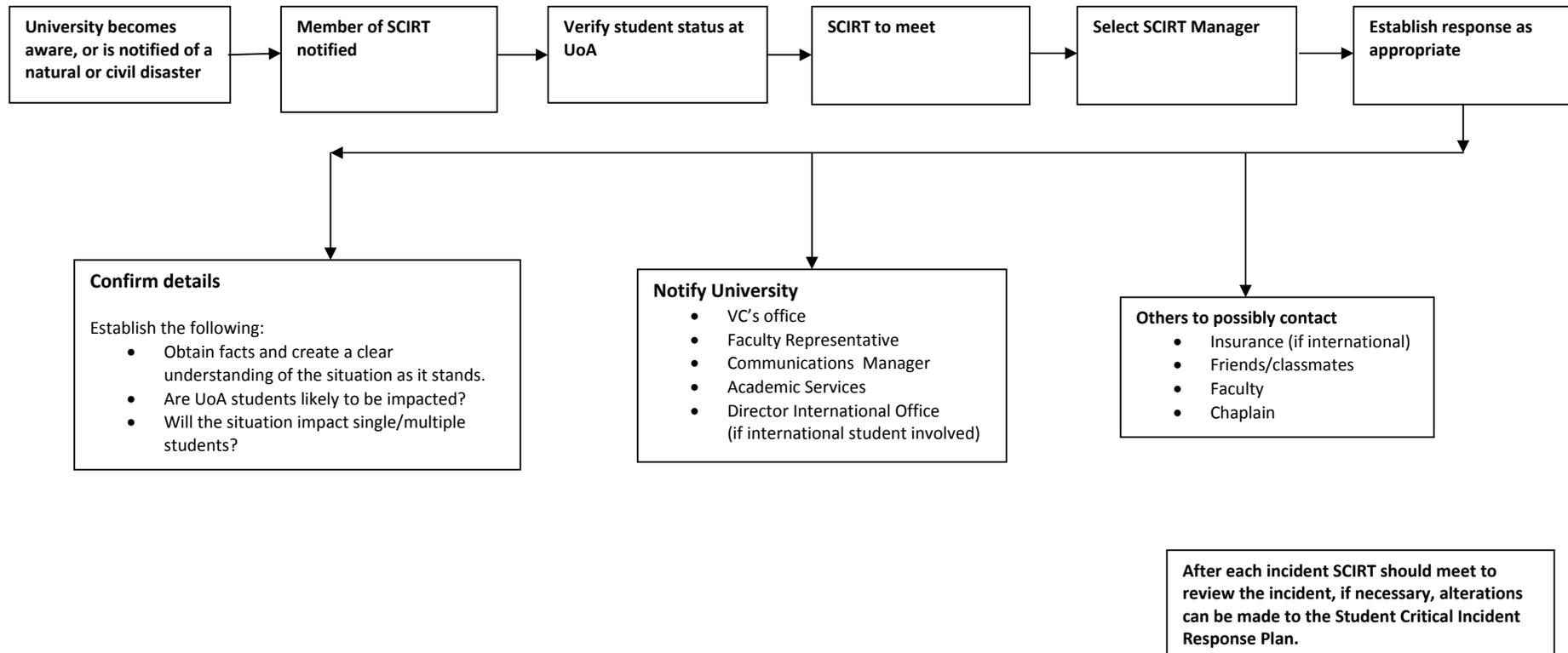
10.3

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Signature:
Date:

Civil or Family Disaster in Student's Home Region (Domestic or International)

A disaster or unforeseen event, in a student's home region, can adversely affect people and property. Some such events (earthquakes, tsunami, hurricanes, floods and civil unrest) can have a disastrous effect in a country. An emergency could be the result of an event that has affected the home/family of one student or affected the safety of an entire region or country. In such cases, the student is away from the actual disaster and may assume the worst for his or her family. It is the role of the Student Critical Incident Response Team to assist and offer full support to the students during such a traumatic time.

Information/Communication Flow Chart



Civil or Family Disaster in Student's Home Region (Domestic or International)

Checklist for Student Critical Incident Response Manager		
Student Details:		
Title:	First Names:	Surname:
Student ID:	Date of Incident:	
Programme:		
Immediate Checklist (within 24 hours, as appropriate)		
Requirement	Date	Notes
Communicate effectively and efficiently about the Disaster		
Obtain facts and create a clear understanding of the disaster.		
Identify the students impacted by the disaster.		
Establish a Student Critical Incident Response Team		
Confirm membership and availability of Student Critical Incident Response members.		
Meet with the whole team, within 24 hours, to explain their roles and responsibilities. Thereafter, it is not necessary for the whole team to meet (members will come to meetings as required).		
Student Critical Incident Response Manager (SCIRM) to report regularly to relevant UoA personnel to keep them informed.		
Medium Term Checklist (1-15 days, as appropriate)		
Provide support for the affected students		
Contact/gather students together, offer counselling, if needed.		
General message of condolence onto the website, if appropriate.		
Organise public service with the Chaplain, if appropriate.		
Inform relevant faculties if student's work is likely to be affected (compassionate consideration for upcoming tests or assignments).		
Do any of the students wish to return to their home region?		

Liaise with insurance company to verify cover if the student wishes to return home (international student).		
Submit application for late deletion, if necessary.		
Ensure the Student Critical Incident Response Team has the counsellors' contact details.		
Refer any at risk UoA students to counsellors.		
Contact counsellors and inform them of potentially at risk UoA students.		
Give the UoA students the contact numbers of the appropriate members of the Student Critical Incident Response Team (Chaplain, counsellors, student advisers).		

Long Term Checklist (15+ days, as appropriate)		
Follow up on the most affected/at risk students, after things quieten down. Ensure that they still have the contact details of appropriate staff members.		
Establish a time to review the incident. If necessary, alterations can be made to the Student Critical Incident Response Plan. Ensure that the amendments are distributed appropriately.		
Write a report on the review and file it with records kept.		
Ensure that the members of the Student Critical Incident Response Team have support if necessary. This is a stressful time and they may have been working long hours.		
Ensure that the necessary thanks and acknowledgements go to people who have helped and offered assistance.		

Verification	
Signature:	
Date:	

10.4.1

Memorandum to: Council
 From: Vice Chancellor
 Date: 29 September 2019
 Subject: The Honorary Degrees and Awards Statute 1998: proposed amendments

At its meeting of 26 August 2019, Council asked me to review the Honorary Degrees and Awards Statute 1998, particularly to reflect its preliminary view that the contribution a current or retired staff member has made to the University in the course of their employment should not be grounds for the award of an honorary degree. This has provided the opportunity to review a number of other matters.

Attached is a draft Honorary Degrees and Awards Statute 2019. The proposed changes from the 1998 version (attached) are:

1. *Clause 2a - removal of the provision for award of a "Doctor of the University of Auckland".* This has not been used since 2001 and seems anomalous relative to the other doctoral degrees listed in the Statute
2. *Clause 2a - removal of the provision for award of an honorary Masters degree.* This seems to be out of step with modern practice. The last such award was made in 2004
3. *Clause 7.1 b - removal of the provision that any other person may be nominated for an honorary doctorate on the advice of Education Committee acting for Senate.* This clause does not seem necessary given the range of provisions in clause 7.1 a. Education Committee would not be the appropriate body to consider such a nomination and has not done so in at least the last 16 years
4. *Clause 7.2 - deletion of the provision to confer an Honorary Masters on a professional staff member or a member of the academic staff who does not hold a degree.* This reflects the preliminary view of Council that the contribution a current or retired staff member has made to the University in the course of their employment should not be grounds for the award of an Honorary degree, and is replaced with a new Clause 7.2 clause to that effect.

I sought from Senate at its meeting of 23 September any advice it wished to provide to Council on the academic consequences of these proposed amendments. Senate members did not have any advice to offer on the changes proposed but did advise:

1. That Clause 7.1.(a)(i) should be amended to read not "in creative or artistic fields" but rather "in fields relevant to the University"
2. That they would like to consider, and give further advice on, names for doctorates that better reflected the breadth of faculties in the University.

As I am not sure how long item 2 will take, **I recommend that Council adopt the Honorary Degrees and Awards Statute 2019 (attached)**

Stuart McCutcheon

Vice Chancellor

10.4.2

The Honorary Degrees and Awards Statute 2019

Pursuant to sections 192 and 194 of the Education Act 1989 and section 20 of the University of Auckland Act 1961, Council of the University makes the following statute:

1 This Statute may be cited as the Honorary Degrees and Awards Statute 2019 and shall come into force on the 22 October 2019.

2 Council may at its discretion:

a Confer the following honorary degrees:

- Doctor of Laws
- Doctor of Science
- Doctor of Literature
- Doctor of Music
- Doctor of Engineering

and

b Award the title 'Fellow of the University' ('Fellowship').

3 University Honours Committee of Council shall consider nominations and make recommendations to the Council for the conferring of any honorary degree or fellowship under this Statute.

4 University Honours Committee shall henceforth consist of:

- a the Chancellor who shall be the Chair of the Committee
- b the Vice-Chancellor
- c the Pro-Chancellor
- d one member appointed by Council
- e two members of Senate elected by Senate
- f the student member of Council.

5 Council may, from time to time, approve guidelines for the award of honorary degrees and fellowships and, in making its recommendations, University Honours Committee shall ensure that it complies with all those guidelines.

6 Council may also, in its discretion and on the recommendation of University Honours Committee:

- a award the title 'Professor Emeritus' to a retired member of the academic staff who held the office of a Professor of the University immediately before their retirement
- b award the title 'Distinguished Professor Emeritus' to a retired member of the academic staff who held the office of a Distinguished Professor of the University immediately before their retirement
- c award the title 'University Librarian Emeritus' to a retired member of staff who held the office of University Librarian immediately before their retirement and who has a record of long and distinguished service to the University as the University Librarian.

7.1 University Honours Committee may recommend to Council, for the conferment of an Honorary Doctor's degree:

a Any person who:

(i) is academically distinguished, or has made a distinguished contribution in fields relevant to the University, and has, or has had, some intimate connection with the University

or

(ii) has shown strong interest in the well-being of the University by benefactions, or in other appropriate ways

or

(iii) is of international repute and is visiting, or has visited the University in an official capacity

7.2 The contribution a current or retired staff member has made to the University in the course of their employment shall not be grounds for the award of an Honorary Doctor's degree

7.3 University Honours Committee may recommend to Council, for the conferment of a Fellowship, a person who:

a has made a unique and valuable contribution to the University

and

b is not a permanent member of staff.

8 A nomination for the conferment of an honorary degree or a fellowship may be made by any three persons each of whom is a member of Council or of Senate or of both these bodies; and shall be made confidentially to the Vice-Chancellor in accordance with the relevant provisions of the guidelines in force under Clause 5 of this Statute.

9 The Honorary Degrees and Awards Statute 1998 is hereby repealed.

10.4.3

The Honorary Degrees and Awards Statute 1998

Pursuant to sections 192 and 194 of the Education Act 1989 and section 20 of the University of Auckland Act 1961 the Council of the University makes the following statute:

1 This Statute may be cited as the Honorary Degrees and Awards Statute 1998 and shall come into force on the 16 March 1998.

2 The Council may at its discretion:

a Confer the following honorary degrees:

- Doctor of Laws
- Doctor of Science
- Doctor of Literature
- Doctor of Music
- Doctor of Engineering
- Doctor of the University of Auckland
- A Masters degree in any Faculty of the University;

and

b Award the title 'Fellow of the University' ('Fellowship').

3 The University Honours Committee of the Council shall consider nominations and make recommendations to the Council for the conferring of any honorary degree or fellowship under this Statute.

4 The University Honours Committee shall henceforth consist of:

- a the Chancellor who shall be the Chair of the Committee
- b the Vice-Chancellor
- c the Pro-Chancellor
- d one member appointed by the Council
- e two members of Senate elected by Senate
- f the student member of the Council.

5 The Council may, from time to time, approve guidelines for the award of honorary degrees and fellowships and, in making its recommendations, the University Honours Committee shall ensure that it complies with all those guidelines.

6 The Council may also, in its discretion and on the recommendation of the University Honours Committee:

- a award the title 'Professor Emeritus' to a retired member of the academic staff who held the office of a Professor of the University immediately before his or her retirement
- b award the title 'Distinguished Professor Emeritus' to a retired member of the academic staff who held the office of a Distinguished Professor of the University immediately before his or her retirement
- c award the title 'University Librarian Emeritus' to a retired member of staff who held the office of University Librarian immediately before his or her retirement and who has a record of long and distinguished service to the University as the University Librarian.

7.1 The University Honours Committee may recommend to the Council, for the conferment of an Honorary Doctor's degree:

a Any person who:

- (i) is academically distinguished, or has made a distinguished contribution in creative or artistic fields, and has, or has had, some intimate connection with the University

or

- (ii) has shown strong interest in the well-being of the University by benefactions, or in other appropriate ways

or

- (iii) is of international repute and is visiting, or has visited the University in an official capacity

or

b Any other person approved for the purpose after consultation with Education Committee on behalf of Senate.

7.2 The University Honours Committee may recommend to the Council, for the conferment of an Honorary Masters degree:

a any member of the professional staff who has given long and distinguished service to the University

or

b any member of the academic staff who does not hold a degree

or

c any other person approved for the purpose after consultation with Education Committee on behalf of Senate.

7.3 The University Honours Committee may recommend to the Council, for the conferment of a Fellowship, a person who:

a has made a unique and valuable contribution to the University

and

b is not a permanent member of staff.

8 A nomination for the conferment of an honorary degree or a fellowship may be made by any three persons each of whom is a member of the Council or of Senate or of both these bodies; and shall be made confidentially to the Vice-Chancellor in accordance with the relevant provisions of the guidelines in force under Clause 5 of this Statute.

9 The Honorary Degrees Regulations 1978 and The Fellow of the University of Auckland Statute 1992 are both hereby repealed.

10.4

11.1.1

Memorandum to: Council
From: Vice Chancellor
Date: 9 September 2019
Subject: Reappointment of skills-based members of Council

Scott St John completes his third term as a skills-based (formerly co-opted) member of Council on 31 December 2019. He is entitled to be appointed for a fourth term by virtue of his second term being interrupted when the Council's size was amended.

Jan Dawson completes her second term as a skills-based member of Council, also on 31 December 2019. She is entitled to be appointed for a third term.

Both Scott and Jan have indicated their willingness to be appointed for a further and final term of four years. This would seem highly desirable given their contributions to the Council, the transition to a new Vice Chancellor and the fact that there are likely to be a number of other changes in Council membership.

I therefore recommend that both Scott St John and Jan Dawson be appointed to the University Council as a skills-based members, each for a further term of four years.

Stuart McCutcheon

Vice Chancellor

11.4.1



Internal Memorandum

Date: 11.10.19
 To: Council
 From: Returning Officer
 CC:
 Subject: Election of the student representative on Council

The election of the student representative on Council for 2020 is now complete and Mr Junyi (Johnny) Wang has been elected for a one-year term (1 November 2019 – 31 October 2020).

KEY DATES

Event: Council election	Date
Nomination process opened	Friday 23 August
Nomination process closed	Monday 9 September
Election voting opened	Monday 30 September
Election voting closed	Friday 4 October



Summary of votes

Candidates	Sum of all votes	Sum of valid votes
Junyi (Johnnie) Wang	338	314
Wei Heng Pok	289	282
Spark Vulpa	132	126
Java Grant	75	75
Emma Rogers	68	67
Losena Lama Vea	58	55
Didier Chene	52	52
Hester Acharya	49	47
Daryl Stanley	27	27
James Hucklesby	27	26
Grand Total	1115	1071

Recommendation: That Mr Junyi (Johnny) Wang be appointed as the student representative on Council for a one year term (1 November 2019 – 31 October 2020).

Mrs Adrienne Cleland

Returning Officer



11.5.1

Internal Memorandum

Date: 10.10.19

To: Council

From: Chancellor

CC:

Subject: Shortlisting Committee for appointment of the Māori representative on Council

In accordance with the Council Appointments Statute 2019 and the Council Appointments Procedures, expressions of interest have been sought for the Māori representative on Council, the current term of the incumbent concluding on 31.12.19. The nomination period ended on 9 October 2019.

Council is now required to appoint a sub-committee to shortlist the nominees. The members of the short-listing sub-committee are to be:

- the Chancellor, who will chair the sub-committee
- the Pro-Chancellor
- the Vice-Chancellor
- one other member of Council as nominated by Council, and
- the Pro Vice-Chancellor (Māori)

This sub-committee will meet in November. Council, at its meeting in December, will be presented with the names of the long list of candidates and copies of the Expressions of Interest of the short-listed candidates, together with the Report of the short-listing sub-committee.

Recommendation: that Council appoint a short-listing sub-committee as above and nominate the one additional member