

Name	Project Title	Project Description and Proposed Outcomes	Allocation
Dr Bert Oraison	VU Kick Start	<p>This program for first-year first-in-family (FIF) university students who commence study semester 2 aims to develop social capital, that is, empowering students to actively create their own university network composed of formal and informal supports and positively impact on their engagement, belonging, academic results, and degree completion (retention). Victoria University (VU) is the university of opportunity and success, we are inclusive rather than exclusive. Diversity is part of our identity and supporting students from a range of backgrounds is a key value, including FIF students which comprise about 60% of students (compared to about 50% at other universities).</p> <p>Participants will attend three workshops before university classes begin focusing on:</p> <ol style="list-style-type: none"> 1.) Information about university study and support resources on campus and online in order to develop the student's confidence and self-efficacy to utilise support. 2.) Opportunities for students to connect with each other to foster peer support and developing a sense of belonging. 3.) Encourage students to discuss their FIF identity through discussions. The intervention is created for VU and based on US programs and Australian research with a psychological and strength-based approach. <p>Proposed Outcomes:</p> <p>This project aims to:</p> <ul style="list-style-type: none"> • Decrease educational inequality: FIF students face an uneven playing field, and universities must do what they can to help distribute more evenly the spoils of higher education and disrupt the patterns of inherited advantage, which increasingly divide society (Parker, 2016). Our program aims to alleviate these disadvantages through empowering FIF students to create supportive university networks, gaining confidence and self-efficacy, and embracing their strengths 	\$6500

		<ul style="list-style-type: none"> • Improved learning: Our program has been designed based on research on factors related to better academic outcomes: supportive university networks, access to formal and informal support, self-efficacy, and belonging. We will compare the program and control group on measure retention and academic grades at the end of the year, as well as intentions to continue studying. • Improved transition to Uni: FIF students often arrive at university feeling out of place, and desiring a sense of belonging, and they report that they need time to adjust to the university structure, language, and demands. The program is designed to increase sense of belonging. Students starting in the middle of the academic year might have an even more challenging time adjusting to Uni and feeling like they belong. 	
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<p>Bec Marland</p>	<p>The Student Voice Project: Reimagining Access and Inclusion</p>	<p>The aim of this project is to create a two part audio visual presentation to promote access and inclusion for students who identify as having a disability. The project will utilise the principles of co-design. It aims to create an opportunity for students with lived experience of disability to communicate their voice within the university.</p> <p>The project will create two audio visual presentation, slides with audio narration (i.e. Panopto).</p> <p>Presentation 1. Supporting inclusive classrooms: For lecturers Presentation 2. Supporting inclusive classrooms: For Peers</p> <p>Students who identify as having a disability, create scripts and presentation slides that communicate supporting inclusive classrooms. Content is structured around themes of access and inclusion. This is likely to include (but not limited to) perspectives on the topics below:</p> <ol style="list-style-type: none"> 1. Access plans 2. Accessible formats 3. Access (ORT and Face to Face) 4. Strengths based practice and inclusive discourse 5. Inclusion and belonging 	<p>\$1,050.00</p>
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<p>Natasha Dwyer</p>	<p>Student-Led Employment Chatbot</p>	<p>This project is a Chatbot on an external website that provides advice from VU students to other VU students about employability skills. The website will be advertised through social networks and posters.</p> <p>The project will be created through a range of design thinking and Chatbot development workshops. The student leaders will promote, develop and deliver the workshops. Student researchers will support the student leaders by developing scripts and analysing the language students use to make an enquiry or express a need. The workshops, as well as creative writing exercises will also include the development of imagery. The work is an innovative means to support the production and dissemination of student-created media.</p> <p>The project will be designed to cater for a range of accessibility and diversity needs. Our prototype has been tested by VU Accessibility unit and the project is currently accessible through a screen reader. We will continue to develop means to make the project as accessible as possible to a wide range of users.</p> <p>The project is supported by VU Employ who will provide us with resources that the students creating the project will use. The project is a pilot program that will feed into VU Employ Chatbot and digital media plans in 2023. VU Employ wish to include more of the student voice in their communications to students and also learn about the different words and phrases students use when search for employability related resources. Students will not re-work the resources provided by VU Employ expertise. Students will provide advice in the form of script lines and imagery and direct links to VU Employ resources.</p> <p>The team has the skills and experience to deliver the project. The project builds on previous work. For the past year, a group of VU students, who have formed a Chatbot steering committee, in conjunction with staff member, Dr Natasha Dwyer, have developed a Chatbot. The students work is recognised through the VU Extras program. The original plan was for the Chatbot to answer questions about assessment but has expanded to answer a range of topics. At the moment, the project is available through the Collaborate site for several units. We now wish to expand the project to include more student voices and focus on employment issues</p>	<p>\$6,559.00</p>
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		<p>The chosen phrase will be written, on the posters, in every language spoken at VU. There will be a large mural/vinyl/paste up in the Building M courtyard at the Footscray Park campus which gathers all these welcomes together in one huge installation.</p> <p>Proposed Outcomes:</p> <p>The project outcomes will be evaluated by the following means:</p> <ul style="list-style-type: none"> • Surveys from workshop participants, before and after the workshops, to indicate how much they have learnt about Chatbot development and also design thinking. • Testing of the Chatbot, that will occur during the workshops • Analytics from the Chatbot software indicating the ability of the Chatbot to answer user questions • Interviews. The student leaders and student researchers will interview each other to gather data about design thinking workshops and Chatbot development teaching processes. <p>The evaluation material and the dictionary developed by the project, containing all the concepts VU students find important and all the ways they explain these concepts will be developed into a report. An important part of the report will be the component explaining the accessibility and diversity requirements of a digital project that can help inform future VU digital projects. We will produce a guide to assist others wishing to execute similar projects.</p>	
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<p>Vicky Schilling</p>	<p>Career Mentoring Program Launch: Networking for Success</p>	<p>The VU Career Mentoring Program is a refreshed version of previous years' Talent Connect Mentoring Programs. The Career Mentoring Program looks to increase the number and diversity of mentees participating in career mentoring at VU, namely:</p> <ul style="list-style-type: none"> • To increase by 10% participation rates from Indigenous, Low SES, rural/remote, background students compared with 2021. • To increase student engagement by 20% by expanding participation to first and second-year students. <p>The Career Mentoring Program will encompass: One-off one-to-one mentoring experience One-on-one intensive mentoring experience over several meetings Group-Based Mentoring: Mentoring Circles</p> <p>The Launch of the refreshed Career Mentoring Programs would be open to all students from S2 Year 1 to graduation from all disciplines. Aiming to develop further and enhance student's knowledge, confidence, hopefulness and self-efficacy around their career development. Enhancement of these characteristics will positively impact increasing student's employability.</p> <p>Having the capacity to host the Career Mentoring Program: Launch: Networking for Success will enable students to actively get involved from the initial stages of the program by:</p> <p>Participating in the hosted event with a Networking Keynote Speaker, for students, Alumni and Industry professional mentors to be inspired by the fundamentals of networking Attending the Launch: "Networking for Success, and have the opportunity to meet and greet Alumni and Industry professional mentors Engage in a "safe environment to practice their networking skills with Alumni and Industry professional mentors Feel a sense of belonging to the VU Career Mentoring Programs Community of Practice.</p>	<p>\$3000.00</p>
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		<p>Proposed Outcomes:</p> <p>The success of the Career Mentoring Program: Launch: Networking for Success will be measured by:</p> <p>the number of student participants from all year levels and disciplines that attend in turn, the number of student attendees that put forth an expression of interest to participate in one of the mentoring offerings:</p> <p>One-off one-to-one mentoring experience One-on-one intensive mentoring experience over several meetings Group-Based Mentoring: Mentoring Circles</p> <p>The Launch of the refreshed VU Career Mentoring Program beginning in Semester 2 2022 focuses on:</p> <p>Increasing by 10% participation rates from Indigenous, Low SES, rural/remote, background students compared with 2021 Increasing overall student engagement by 20% by expanding participation to first and second-year students</p> <p>An increase in students self-perceived levels of employability throughout their participation and receiving feedback covering aspects of: Increased student's knowledge regarding their future employability Expanded students confidence about their future employability Developed students hopefulness about their future employability Expanded students understanding and the importance of networking</p>	
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<p>Sarita De Luca</p>	<p>VUSU's Employability Skills Initiative</p>	<p>VU Student Union's (VUSU) Employability Skills Initiative was created in 2021, in response to the falling casual and part-time employment rates of university students as a result of the COVID-19 pandemic.</p> <p>The initiative creates accessible training which is common in hospitality & events management industries.</p> <p>Last year, VUSU had over 200 students participate in First Aid & CPR, White Card, and Responsible Service of Alcohol courses. This year so far, in 2022, we have organised Barista and Responsible Service of Alcohol Courses so far in April and May, in which 50 students have attended/signed up.</p> <p>Even though these sessions have been well attended, we understand that for the students who truly need these training sessions, those who are unemployed and seeking work, financial payment is a barrier.</p> <p>Therefore VUSU would like to provide students such free of charge, ensuring that money is not a barrier to job seeking.</p> <p>The grant will assist VUSU expand our horizons for training, and include greater opportunities online, and in person, for sessions and specific qualifications that are popular.</p> <p>The training that we have chosen gives students real life experience and qualifications, which will allow them to set foot in the hospitality and events industry.</p> <p>Proposed Outcomes:</p> <p>The initiative aims to create accessible job opportunities for all students, international or domestic, if they want them.</p>	<p>\$5000.00</p>
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		<p>Accessible means many things, but for us we want Employability Skills to be:</p> <ul style="list-style-type: none"> • Financial accessible • Cultural accessible - offering English As A Second Language support or other cultural support • Physically accessible - students feel safe attending the trainings, which will give them legitimate learning opportunities <p>These trainings will create employment opportunities for all students, as they will have real qualifications that key understaffed industries (i.e. hospitality) are currently seeking.</p> <p>Bars, restaurants, clubs, hotels, tourist attractions are all suffering hugely in staffing as a result of COVID-19, and these industries are currently seeking qualified candidates as soon as possible.</p> <p>These trainings will give them formal, nationally recognised qualifications, setting them up for safe, consistent employment.</p> <p>In particular, we want international students in particular to have access to safe, legal employment opportunities, without the financial barriers that are often placed upon them</p>	
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<p>Kate Benesovsky</p>	<p>Student Safety Support Project</p>	<p>The Student Safety Support Project was created by VUSU representatives in response to the devastating outcomes in the National Student Safety Survey this year.</p> <p>The National Student Safety Survey (NSSS) was undertaken by an external body, and anonymously surveyed students on topics of sexual assault, harassment, and safety on campus. Students were encouraged to respond with specifics and detail.</p> <p>Overall, the figures from the survey were incredibly shocking, however what stood out the most to us was that 1 in 2 students (nationally) know very little to nothing about where to seek out support or assistance for assault.</p> <p>We believe the key issue underpinning this statistic is the lack of knowledge about where support, or information surrounding support is located within VU.</p> <p>In response, VUSU representatives decided to create this project, as a video project, creating accessible information about current VU support (i.e. Wellbeing, Student Services, VU Safe, Respect and Responsibility). We hope to create a mini-series, walking a student through the various support areas in the university as if they themselves had witnessed, or experienced harassment, assault or unsafe behaviour at VU.</p> <p>These videos will be short and simple, and we hope they can be used for the future at events like O'fest, Respect Week and more, as well as located in one accessible space on the VU website.</p> <p>The Student Safety Support project aims to bring together the various areas of the university that support students through sexual harassment, support and rape. Currently, the departments connect to each other, but it can be confusing for students to know where to turn to first.</p> <p>Our aim is to create short videos that give an overview of the appropriate department (i.e. Safer Community), the key staff members they meet, and how they would go in contacting and working with them. This is mainly to address issues of knowledge of services available, and how to access such. We truly want to highlight the great work that VU Support Services do, and to ensure students are getting the most out of what is available to them.</p>	<p>\$6000.00</p>
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		<p>Proposed Outcomes:</p> <p>Our key outcome would like to see is the increase knowledge regarding VU support services. Currently, many students are completely unaware of support, unless they physically seek it out through key student facing areas (i.e. VUHQ, VUSU, and Student Life).</p> <p>We want to be able to provide students a private, judgement free, online accessible space, where they can learn about what is available to assist them during their degree, particularly if they were to experience unsafe behaviour on campus.</p> <p>By learning about the support available, including which staff members are located where, students will hopefully have greater confidence in accessing VU services on a daily basis. We hope there would be an increased uptake in services, particularly Safer Community.</p> <p>As a result, less students will 'fall through the cracks' of VU's systems, which can result in failures of classes, deferment, or ending their studies.</p>	
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<p>Louis Pilgrim</p>	<p>Suspension Tuning Equipment</p>	<p>The equipment is not one time use, and will be able to be utilised for years to come. While the grant would provide the purchase of equipment, there is some maintenance cost in the future years which we as a team have discussed and planned for.</p> <p>The ongoing cost of ownership and maintenance of the car will be met by fundraising activities such as sponsorship (new and existing), SSAF grants and BBQ events.</p> <p>The team currently hosts at least four Bunnings BBQ fundraiser events each year, raising approximately \$4,000. We also actively look for sponsorship opportunities and look to take part in community engagement activities. Please note that an arbitrary end date was selected, as this equipment would last for years.</p> <p>Proposed Outcomes:</p> <p>Victoria University Motorsport (VUM) is a well-established club operating at the Footscray Park campus since 2005. We have a rich history and a strong track record of creating life long memories and learning for students.</p> <p>The focus of the club is to design and build a single seat race car that is compliant with FSAE rules which can then represent the university at the annual competition.</p> <p>The team is looking to purchase equipment that will provide the means to achieve our goals in terms of research and development for the cars suspension system.</p> <p>As part of the development of our car for the 2022 competition the club requires the ability to confirm the theoretical understanding of the race car's suspension characteristics, and adapt as required, leading to a more competitive car. Suspension is an inherently fundamental part of any car, and requires intimate knowledge of basic engineering principles.</p>	<p>\$3000.00</p>
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		<p>The equipment will give us the opportunity to refine and modify our vehicles suspension characteristics, this year and for many years to come.</p> <p>Having the ability to be able to quickly and accurately set up the suspension will not only save time, but will allow any research and investigations to be accurate and impactful to our goals.</p> <p>This will also benefit us during any testing, training and competition events, as it is vital to be able to adapt the vehicle to the track conditions. Being able to use this equipment would be a great opportunity for students to learn and apply their knowledge as it does not require an expert to operate, allowing students to be naturally inquisitive and progress their skills and broader knowledge.</p> <p>The FSAE annual competition is a common goal of all FSAE teams, an event to compete, learn, network and showcase their engineering skills. The 2020 and 2021 competitions were ultimately cancelled. The 2022 competition is expected to draw a large number of participants and spectators, due to the involvement of 2020 and 2021 graduates and sheer anticipation of the event.</p> <p>Lastly, while the end of year competition is only four days long, the suspension of the car is a concept that will always be at the forefront of race car design. Having the equipment to produce a well-tuned suspension will have a positive impact for multiple generations of cars and students.</p>	
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<p>Tonya Wimhurst</p>	<p>VU Business School Industry Visits</p>	<p>The proposed project consists of a series of industry visits to support VU business students when choosing majors. The suite of industry visits will be themed to align with VUBS major areas as follows:</p> <ol style="list-style-type: none"> 1. Accounting/Banking & Finance/Financial Risk Management/Information Systems Management 2. Event Management/Tourism & Hospitality Management 3. Human Resource Management/Marketing 4. International Trade/Supply Chain & Logistics Management 5. Management & Innovation - including self-employment and start-ups <p>Students will be asked to submit an application to attend an industry visit. They will be asked to:</p> <ul style="list-style-type: none"> write a statement as to why they should be chosen and what they plan to gain formulate a series of 5 information interview questions with the view to build networking skills and confidence when interacting with business professionals develop/update a LinkedIn profile in accordance with a series of recommendations <p>This project is needed because due to COVID, students have not had opportunities to attend networking events. Networking is particularly important for business professionals. VU students face many additional challenges to career planning and securing graduate employment due to limited social capital resulting from the high proportion who are:</p> <ul style="list-style-type: none"> from non-English speaking households the first generation in their family to study at university low SES <p>Additionally, 70% of those studying business at VU are international students.</p>	<p>\$5000.00</p>
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		<p>The Australian Association of Graduate Employers (AAGE) undertakes an annual survey of graduate employers and asks them which skills candidates were most lacking during the recruitment process, in the 2021 survey employers listed the following:</p> <p>Understanding of our organization Commercial Awareness Communication skills</p> <p>These industry visits would be a step in bridging VUBS student's skill gaps in these areas.</p> <p>Proposed Outcomes:</p> <p>This project aims to provide VUBS students with the opportunity to: develop and enhance self-confidence, self-esteem and self-efficacy around choosing a Business Major.</p> <p>Observing a variety of business environments and professional settings develop communication and networking skills through the interaction with professionals working in roles aligned with VUBS major areas gain insight into the values and behaviours required of business professionals and in-turn to enhance the levels of professionalism our students demonstrate in the workplace both as students representing VU(during WIL placements) and as graduates</p>	
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			\$36109.00
		TOTAL	