

**SSAF Student Experience Initiative (SEI) Grants**

**2023 Grant Outcomes**

Name	Project Title	2023 Project Description & proposed Outcomes	Allocation
Chandra Altoff	Student Food Insecurity Project	<p>A student should never have to go without food or must choose between studying and earning the income required to survive. The current situation for students, both domestic and international, amid the cost-of-living crisis, inflation, increasing casualization, and study commitments, is dire, leaving many to struggle. This is further compounded when a student is also required to undertake unpaid placement commitments. A survey completed at the University of Tasmania in 2022 indicated that over 40% of students surveyed were experiencing some form of food insecurity, with first-year students and international students at a higher risk (Kent et al, 2022). Food insecurity is linked to poorer mental health, diet, and academic outcomes for students who experience it. University students experience higher rates of food insecurity than the general population (Whatnell et al, 2019), and Covid-19 exacerbated these conditions, particularly for international students, who reported distinctly higher levels of food insecurity and psychological distress (Mihirshahi et al., 2022) in a survey undertaken in 2020.</p> <p>With this grant, I aim to expand on the Food Pantry project initiated by VUSU, inspired by the UnionMart at the University of Melbourne by UMSU. The goal is to establish a central resource hub to support all VU students, located at the heart of Footscray Park Campus. In collaboration with the Student Services and Student Life departments at VU, we are developing a dedicated student-focused space to address this need. The name and full ethos for this space are currently being developed by VUSU.</p>	\$7500.00

		<p>This hub will include bringing the Free Meals for VU Students frozen meal program across from Footscray Nicholson Campus, where the hours required and location made servicing enough students difficult. It will also feature an expanded food pantry offering food, household items, personal products, and room to expand into clothing and electronics, in line with VU's Net Zero goals to combat wastage. Being situated in a central location will allow us to more easily reach out and be visible to students, refer them to University Wellbeing and Student Support services, and provide pathways for them to not just survive but thrive while studying at Victoria University.</p> <p>Food Pantries have been established across many University campuses, with a majority being established in response to Covid-19 and are now becoming an essential and fixed project for Universities and Student Unions. This project seeks to help mitigate food insecurity by providing access to a variety of foods and ingredients that suit students' nutritional and cultural dietary needs. Having a place on campus can also provide a less threatening resource than applying for aid at food banks and external community locations, especially for those who are new to university or new to experiencing food insecurity, who may feel shame or embarrassment for seeking help. When promoted as a student-led welfare initiative, it may lead to students feeling more comfortable approaching for assistance. This project is also part of a larger project by VUSU on VU Campuses to research and provide solutions for Student (and staff) Food Insecurity, utilizing the five key areas as inspiration – taken from the Student Food Insecurity Research Project:</p>	
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		<ol style="list-style-type: none"> <li>1. Improving the accessibility and affordability of nutritious food on campus.</li> <li>2. Mitigating food insecurity among at-risk individuals.</li> <li>3. Promoting food security in university health frameworks.</li> <li>4. Improving and streamlining current food programs and evaluating the campus food environment.</li> <li>5. Promoting food security in curricula, research, and through student engagement.</li> </ol> <p>The current pantry staples operation by VUSU over the last 12 months has been very successful; however, the Welfare Officer, even with assistance, is realistically unable to keep up with the demand of students visiting ad hoc and people taking excess food. But the success has highlighted a need for a controlled, consistent, and accessible store, that can be tracked and is also more cost-effective than the current means of stocking the space. A larger space and more coordinated effort will ensure we can provide for more students with a more worthwhile and sustainable outcome.</p>	
<b>Patrick Bucci &amp; Team</b>	<b>Friday Night Social Sport</b>	The project we are proposing is a friendly social sport competition that will run on four different Friday nights at Victoria University Whitten Oval. The participants we aim to target for these events are international students, culturally and linguistically diverse students, students living in student accommodation, and students looking for an	<b>\$3420.00</b>

**SSAF Student Experience Initiative (SEI) Grants**

**2023 Grant Outcomes**

		<p>opportunity to build connections with their fellow students, although it will be open to any VU student.</p> <p>The four events will each feature a different sport (badminton, basketball, futsal, and volleyball) and will provide an opportunity for players to either learn new skills or use their existing skills to make connections with fellow students. Students will have the option to submit their own teams or enter as individuals, in which case we will either put them into a team or add them to an existing team. This initiative is needed as it will offer students a chance to build greater connections and engagement with the university and other students. It will also foster a stronger sense of belonging within the university student body, help students find new friends, and give them a chance to try different sporting activities.</p> <p>The benefits for students would include increased engagement with the university in a setting outside of their usual class time. It will promote a healthy lifestyle, encouraging students to participate and potentially transition into regular weekly competitions.</p> <p>The project will bring together different student groups and offer participants a fun way to develop their teamwork skills. Research shows that participating in team sports can improve mental health and strengthen a person's connection to the institution. This, in turn, can help improve student retention throughout their degree.</p> <p>To make it more accessible for those who may face barriers to playing sports in other settings and to encourage greater student participation, we have decided to make each event free to attend.</p>	
<b>Mimi Craig</b> Rohenna Young	<b>VU Water Wise program</b>	Water Safety and Drowning prevention.	<b>\$7000.00</b>

Jeffrey Schwartz		<p>Living or studying in Australia means encountering water in many social activities and places of interest, as many are located near bodies of water. Learning to swim is now considered an essential skill in Australia and is mandated for all primary school children. It is a life skill that can be enjoyed for a lifetime and could save your life. Unfortunately, many people lose their lives or face lifelong health issues due to drowning or near-drowning incidents.</p> <p>The Royal Life Saving National Drowning Report 2022 stated that between July 1, 2021, and June 30, 2022, there were 339 drowning deaths in Australian waterways, marking a 15% increase from the previous year. The impact of COVID-19 lockdowns and reduced exposure to vital swimming and water safety lessons contributed to this rise in drowning deaths.</p> <p>Not all drowning deaths occur because of voluntary entry into the water. Of the drowning deaths reported in the Royal Life Report 2022, 43 were flood related. Additionally, not knowing how to swim increases an individual's risk when participating in boating, fishing, and other activities near or in waterways.</p> <p>Victoria University's student population aligns with groups that experience the highest drowning risks. Young people, aged 15-24, are one of the main risk categories for fatal drowning incidents. This group, especially those who cannot swim or who engage in alcohol or drug use, is at the highest risk.</p> <p>Learning to swim is a process, and various factors influence how quickly someone can develop the skills necessary for self-rescue in aquatic incidents. Generally, it takes most people 10-20 lessons to acquire these life-saving skills.</p>	
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		<p>The proposed Water Safety Program, a specialized aquatics education initiative provided by VU Sport, is designed for students who have not had the opportunity to learn to swim or who lack water confidence.</p> <p>Over three 10-week periods, with one 45-minute lesson each week, students will be taught essential water safety, stroke, and survival skills for safe participation in water-based social activities. These skills are critical for engaging in water and beach activities and help reduce the risk associated with potentially dangerous water conditions.</p> <p>To reinforce learning, all participants will have access to the VU pool outside of their lesson times to practice the skills they've learned.</p> <p>To encourage commitment and ensure program sustainability, a small financial contribution will be required from students. Participants will be charged \$5.00 per lesson for the duration of their involvement.</p> <p>Tailored learn-to-swim program provided by Life Saving Victoria/Aust swim/ASCTA qualified staff.</p> <ul style="list-style-type: none"> <li>• Learn vital skills required for safety in both pool and open water environments.</li> <li>• Develop survival skills and formal swimming stroke knowledge and technique.</li> <li>• Free pool access outside lesson times for practice.</li> <li>• Significant health and well-being benefits, leading to student success: swimming is a full-body workout with minimal impact on the body. Mental health benefits include stress relief and relaxation.</li> <li>• Cultural, social, and physical benefits that enhance the student experience, including group classes with students from diverse backgrounds and interests.</li> </ul>	
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**SSAF Student Experience Initiative (SEI) Grants**

**2023 Grant Outcomes**

		<ul style="list-style-type: none"> <li>Classes will be limited to a maximum of 6 swimmers. Small class sizes allow for close feedback, observation, and improved swimmer progression.</li> </ul>	
<b>Maddy Christofides</b> Amber Karras Daniel Japp Eric Ferreira Kate Benesovsky Hamza Alagouz	<b>Student Sounds</b>	<p>Student Sounds is a new initiative by the Student Life team aimed at supporting VU students who have entered the National Campus Music Competition.</p> <p>Run by Campus Group, the National Music Competition (<a href="https://campusmusic.com.au/">https://campusmusic.com.au/</a>) focuses on discovering and showcasing student musicians across Australia. Many students have launched their careers through this competition, with some achieving national recognition.</p> <p>Following COVID-19 restrictions, VU students have experienced a significant decline in campus life and culture. Students are eager for more on-campus events to connect with their peers outside of peak Orientation periods. Student Sounds offers just that, providing a low-pressure, enjoyable environment.</p> <p>Our team plans to host three lunchtime events across multiple campuses, featuring multiple live music performances in each timeslot. Catering (snacks) will be provided to draw students to the event. Live performances will be given by students who have entered the competition, offering them an opportunity to gain traction and encourage voting. These events will provide invaluable promotional opportunities for the performers, as well as peer feedback. We plan to pay the performers and encourage them to join the VU Music Agency to further their music careers.</p> <p>Project Outcomes for Student Sounds fall into two core categories:</p> <p><i>Benefits to the Students Performing:</i></p>	<b>\$3000.00</b>

		<ul style="list-style-type: none"> <li>• Providing engaging opportunities for students to perform and connect with their peers.</li> <li>• Direct benefits to student musicians by platforming their artistry, offering employment opportunities, and supporting potential studies.</li> <li>• Connecting Kindred students to the wider VU community, as their campus and cohort are small and secluded.</li> <li>• Assisting non-music students in joining the music agency, creating ongoing paid opportunities and employment.</li> </ul> <p><i>Benefits to the Students Attending:</i></p> <ul style="list-style-type: none"> <li>• Enhancing campus culture by bringing back casual social events for students to connect outside of classrooms and across courses.</li> <li>• Social events are essential for students to feel engaged, connected, and immersed in all aspects of university life.</li> <li>• Our vision is to provide students the opportunity to connect with each other, make friends, and find a sense of belonging.</li> </ul>	
Elijah Cristiano Justine Warne Leonie Nott	Being queer at work – a practical seminar	‘Being Queer at Work’ aims to empower LGBTQIA+ students to navigate the challenges associated with identifying as LGBTQIA+ at work, in placements, and in internships. The seminar will be open to all VU and VU Polytechnic students and will be organised by a Peer Career Advisor (student as staff) from VU Employ, with facilitation from a representative of an external organisation. The content of the seminar will address the following: how to navigate coming out as LGBTQIA+ at work safely, how to respond if colleagues react badly after coming out as LGBTQIA+, when to disclose LGBTQIA+ identity, how to engage in conversations regarding pronouns and using correct names, and how to	\$2500.00



		<p>react to discriminatory remarks, microaggressions, or bullying behaviour from managers, colleagues, or customers/clients.</p> <p>The seminar will involve discussions around these points and provide students with practical skills they can implement in their own places of employment. A recent study conducted by Australian researchers (Jiang et al. 2022) highlights that LGBTQIA+ people are more likely to face significant challenges in the workplace and experience discrimination compared to heterosexual, cisgender people. Jiang et al. (2022, p. 1) assert that LGBTQIA+ students face tremendous challenges in preparing careers through higher education. Qualitative data obtained through the study reveals a need for additional, specific career guidance in Australian universities for LGBTQIA+ students. Quantitative data corroborates this finding, with perceptions of support resulting from LGBTQIA+-specific career guidance being associated with indicators of career effectiveness and self-efficacy.</p> <p>Existing training programs aim to promote inclusion by informing allies and organisations about LGBTQIA+ identities. While engaging allies is important, there are no existing programs that increase the capacity of LGBTQIA+ individuals to navigate their own queer experiences in the workplace. Currently, Victoria University does not offer LGBTQIA+-specific career support. This seminar will bridge this gap by providing sexually and gender-diverse students with practical suggestions to manage the unique challenges they may encounter in a professional environment.</p> <ul style="list-style-type: none"> <li>• Project outcomes – benefits to students: The project aims to achieve the following:</li> </ul>	
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**SSAF Student Experience Initiative (SEI) Grants**

**2023 Grant Outcomes**

		<ul style="list-style-type: none"> <li>• Enhance the career confidence of LGBTQIA+ student participants through career advice specifically addressing their unique workplace experiences.</li> <li>• Support participants in developing capacity and self-efficacy to navigate the challenges associated with identifying as LGBTQIA+ in the workplace.</li> <li>• Provide practical skills to safely come out as LGBTQIA+ at work if desired, to know when it is appropriate to disclose their identity, and to safely respond if they experience discrimination at work.</li> <li>• Create a safe space where LGBTQIA+ staff and students can collaborate and develop professional networks.</li> <li>• Increase participants' awareness of existing LGBTQIA+ support and advocacy services.</li> </ul>	
<b>Ewan Grierson</b>  Thomas Griffiths  Joseph Warren  Ella Reade  Denver Gomez  Jennifer Rios  Connor Spannenburg  Jake Dreier	<b>Victoria University Motorsport FSAE Construction</b>	<p>Victoria University Motorsport (VUM) is a well-established club operating at VU's Footscray Park campus since 2005. We are an inclusive club that promotes collaboration among students from different colleges within VU.</p> <p>The goal of the club is to provide hands-on and authentic experience to VU students through participation in the internationally recognized Formula SAE (FSAE) program. The FSAE program helps students gain valuable skills and enhances their employability after completing their degree, with some employers considering it essential in their selection criteria. The program challenges students to design and build a single-seat race car to compete in an annual, inter-university event hosted by the Society of Automotive Engineers. This experience allows students to put into practice skills related to engineering design, team management, project planning, manufacturing, time management, business management, and risk and safety management.</p>	<b>\$3000.00</b>

## SSAF Student Experience Initiative (SEI) Grants

### 2023 Grant Outcomes

<p>Kasra Reja</p> <p>Ryan Doan</p> <p>Simon Gevers</p> <p>Adam Levens</p> <p>Lawrence Gibbs</p>		<p>The annual event is free to the public and well attended, typically attracting eight international and 20 domestic university teams. This provides VU students the opportunity to learn and grow alongside a diverse group of like-minded students. Major companies in the automotive industry, including Ford, Toyota, and the RACV, regularly attend the event, offering great exposure to participating students and their universities.</p> <p>This grant will enable Victoria University Motorsport to begin purchasing components for the next iteration of the VUM FSAE car, which will be raced in the FSAE 2024 competition. Although the car is designed specifically for this event, it will continue to be used for at least five more years for testing, learning, and promotional purposes. This program provides valuable practical experience for the students involved, allowing them to apply their skills in a real-world setting. The grant is crucial for the team as the required parts are integral to starting work on the car, and currently, the team cannot afford these items.</p> <p>Reach and Impact – Working with VUM is an invaluable and enjoyable experience that creates lasting relationships between the team and its former members, many of whom regularly return to VU. The experience has enabled numerous students to secure employment with leading engineering companies such as Aston Martin, Ford, Holden, Toyota, QANTAS, Rio Tinto, and Caterpillar, to name a few. Participating in the 2024 FSAE event will provide even greater opportunities. However, to achieve this, construction must begin as soon as possible.</p> <p>The VUM program has earned the attention of the College of Engineering and Science, becoming an integral part of the coursework.</p>	
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		<p>Additionally, participation in VUM is now formally recognized as a VU Extra Transcript activity.</p> <p>The race car is a fantastic tool for promoting VU and showcasing the employment-ready skills of its students. VUM is a regular participant at Open Day and other events, where the race car commands attention as a demonstration of student achievement and serves as a powerful promotional tool for the university.</p> <p>Collaboration – Building a race car presents a dynamic range of challenges that require collaboration and teamwork to solve. The team has built strong relationships with local businesses that have supported us in overcoming various problems. VUM has also fostered a strong bond with alumni who provide mentorship, equipment, and access to services. Participating in the FSAE competition will allow VUM students to continue their collaborative efforts by engaging with peers from other institutions.</p> <p>Diversity – Our club is made up of students from diverse socio-economic backgrounds who may not have previously had the opportunity to participate in motorsports. Investing in this project enables VUM to provide a pathway for any student to engage in the exciting world of motorsport.</p>	
<b>Maria Vardakis</b>	<b>Quiet rooms for neurodiverse students whilst on campus</b>	<p>Accessibility has identified the need to provide quiet rooms for our neurodivergent learners.</p> <p>A quiet space is a designated room that neurodivergent learners can retreat to when they feel overwhelmed and overloaded by the sensory input from the immediate environment. It gives them time and space to calm their sensory systems and regulate their emotions again.</p>	<b>\$4600.00</b>

		<p>Sensory overload can cause a person to have difficulty focusing on what they are seeing or experiencing and can lead them to seek and stop the sensory input. Sensory overload can also cause mood swings like irritability, restlessness, and discomfort, as well as feelings of over-excitement, stress, fear, or anxiety. It can also result in heightened sensitivity to textures, fabrics, or other things that touch the skin.</p> <p>A good way to handle sensory overload is to head to a quiet room or zone on campus, specifically developed to be a relaxing space for someone affected by overstimulation of the senses.</p> <p>In the last 3 years, VU has seen an increase in neurodivergent students enrolling in courses at VU. Neurodivergent students need the opportunity for a quiet room or space where they can self-regulate and retreat.</p> <p>The brain has a complex neural system that translates and relays information depending on the environment. How that input of information is interpreted and the reactions to that information can be a tell-tale sign that someone might be in sensory overload. For some people, with all this information coming in at once, the brain can frantically try to interpret everything it is experiencing, and the brain may eventually tell the body to get away from the huge sensory overload. Quiet rooms are designed specifically to help people with sensory disabilities calm down and reduce sensory overload.</p> <p>Studies have found that quiet rooms are beneficial for someone who is experiencing sensory overload, as they are able to find a space to decompress during a sensory episode.</p>	
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		<p>The Department of Education in each State and Territory even encourages quiet “nooks” for students with sensory sensitivity, so they can self-manage and learn when they need to take a break. Marvel Stadium, St. Kilda Football Club, Northland Shopping Centre, and Melbourne Vixens are some of the recent venues that provide a quiet room for their neurodivergent spectators.</p> <p>Accessibility services propose a quiet space to be located at four campuses:</p> <ul style="list-style-type: none"> <li>Footscray Park campus</li> <li>Footscray Nicholson campus</li> <li>St. Albans campus</li> <li>City Tower campus</li> </ul> <p>Currently, there are two quiet rooms at VU. These rooms are located at St. Albans campus (Building 10) and Footscray Nicholson campus (Building N). The two quiet rooms on campus are not complete due to a lack of funding.</p> <p>The project's success is determined by funding being allocated to it. Funding allocation would mean that the four rooms are secured and fully furnished to support neurodivergent students. Accessibility services will launch a campaign to advertise the quiet spaces via VU communication and media team, Student Union, and the Wellbeing department. Additionally, we will reach out to VU partnerships organization, ASPECT. Advertising will continue via the VU Facebook page, the Neurodivergent social group, and promotional flyers</p>	
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<p><b>Rhiannon Madden</b>          Marcus Brooks          Meriki McCrae –          Cooper          Irene Sazdov          Rowena Price</p>	<p><b>NAIDOC week event</b></p>	<p>We wish to host an event in and around our new space (Building G, Floor 1) to help celebrate NAIDOC Week. This is a cultural event open to all staff and students at VU. NAIDOC stands for National Aborigines and Islanders Day Observance Committee and is celebrated each year in July. Each year, a theme is announced as a focus for NAIDOC Week, and this year's theme is "For Our Elders."</p> <p>NAIDOC events are a huge deal within the Indigenous community as they are about embracing culture and engaging the community in events and activities. VU has never held a NAIDOC event, and with Moondani Balluk's new office space now being utilized, we thought it would be a great opportunity to run an event to help educate others and encourage staff, students, and the community to come check out our new space.</p> <p>All attendees of our NAIDOC event will learn about Indigenous culture and experience firsthand how we honour our elders and celebrate by practicing traditional ways during the event, such as a smoking ceremony, traditional dance, and foods. We are also planning to open up some of the Indigenous Archived Collection by creating a Hall of Fame to highlight the elders our rooms are named after and their importance to the community, along with other materials to further educate students, staff, and community members who attend.</p> <p>How will you measure whether you have achieved the project outcomes?          We will measure the success of our event based on the number of staff, students, and community members who attend. We will also follow up the event with a feedback form to ensure the participants learned from</p>	<p><b>\$7000.00</b></p>
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**SSAF Student Experience Initiative (SEI) Grants**

**2023 Grant Outcomes**

		and enjoyed the experience of celebrating Indigenous traditional ways. From the feedback, we will assess areas for improvement to enhance future events.	
<b>Michael Quinn</b> Julian Chu Taylah Daffy Rohenna Young	<b>City Campus Wellness Program</b>	<p>The City Campus Wellness Program will provide students at the VU City Campus (City Tower and Queen Street) with much-needed access to on-campus health and wellness activities. The 12-week pilot program will offer a range of activities to improve student wellbeing and help determine the content and frequency of future health and wellness programs at the campus.</p> <p>The City Campus Wellness Program was developed in response to student feedback during the City Campus O-Week event. Students expressed a strong interest in on-campus physical activity options. Unlike other VU sites, the City Campus currently has no indoor or outdoor facilities to accommodate this need.</p> <p>The program will offer three supervised activities each week over a 12-week period. The proposed activities include Yoga, Team Training group fitness, and a Wellness Walking group. The Yoga and Team Training sessions are proposed to be held at a regular time each week in the City Tower room T1007. The walking session will be held outdoors on selected routes established by the instructor.</p> <p>The City Campus Wellness Program offers two significant benefits to our students.</p>	<b>\$3261</b>



**SSAF Student Experience Initiative (SEI) Grants**

**2023 Grant Outcomes**

		<p>Firstly, the program serves as an important initial step in offering City Campus students access to on-campus wellness activities that are currently available at other VU sites.</p> <p>Secondly, and by extension, the program offers a pathway through which VU City Campus students can more readily maintain a regular wellness routine. The benefits of regular exercise to these students include:</p> <ul style="list-style-type: none"> <li>• Improved mood and mental health</li> <li>• Positive associations with cognitive function, learning, and overall academic performance</li> <li>• Reduced risk of developing chronic disease</li> <li>• Aiding in the development of regular sleep patterns</li> </ul>	
<p><b>Nardo Wai</b> Sharad Gopal Shrestha Andre Fonseca Batista Lobo Janna Porras Smit Makwana Lucinda Moje</p>	<p><b>REGEN – regenerative edible garden project</b></p>	<p>In 2021, the Regenerative Edible Garden (REGEN) Project received \$3500 from the SSAF SEI Grant to take over the previous SLUGG space and redevelop it into the current REGEN garden. Over the last two years, the REGEN project has gradually established an interactive environment on campus to promote student engagement activities and has continuously grown fresh produce for students and staff, grown by EnactusVU student members.</p> <p>The second phase of the REGEN Project aims to finalize all necessary installations to ensure the REGEN project can self-sustain its activities and establish the foundation to maintain viable operations in the long term. There are three main aspects of the project that will focus on:</p> <p>Building a new compost system and expanding worm farms to increase the production of quality soil by recycling food waste on campus.</p>	<p><b>\$4800.00</b></p>

		<p>Procuring outdoor storage units to store items and keep tools and equipment secured. The storage units will improve access for team members to conduct activities in the garden with fewer accessibility restrictions and reduce the risk of theft, as some tools are currently kept in the open.</p> <p>Installing a green wall with the integration of aquaponic techniques, not only increasing the aesthetic value of the university but also practicing natural-based solutions for harvesting rainwater and solar power to promote urban farming and use organic methods to provide natural fertilizer for higher productivity.</p> <p>In the long term, the team aims to establish collaboration with the campus library and restaurants (e.g., VU Bar, Reading Room Cafe) on campus to scavenge organic waste for composting. In return, ornamental plants for indoor decoration or food ingredients for catering will be provided.</p> <p>The team will engage with external organizations such as the Compost Community (<a href="https://www.compostcommunity.com.au/">https://www.compostcommunity.com.au/</a>) and ShareWaste (<a href="https://sharewaste.com/">https://sharewaste.com/</a>) to supply compost soil and organic materials to the local community. The team will also establish a small-scale seed bank and plant swap platform, aiming to connect with Irammo Nursery in St Albans to gain knowledge from the native landowner and improve our understanding of how to grow indigenous plants and seeds that are edible in the REGEN garden.</p> <ul style="list-style-type: none"> <li>• Provide nutrient-dense fresh food for students.</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Educate students about agriculture, cooking nutritiously, food production, and growing plants at home.</li> <li>• Create a multifunctional community platform for students and staff from different disciplines and backgrounds to interact and exchange innovative sustainable ideas.</li> <li>• Improve students' and staff's physical and mental health through plant and garden-related activities that are associated with therapeutic and recreational benefits.</li> <li>• Raise awareness on Net Zero Carbon goals, Protecting Country, and Sustainable Development Goals, and enhance sustainable concepts in the community.</li> </ul> <p>The REGEN Garden will be further organized and tidied up after all the installations take place. The result can be easily justified visually by comparing the physical environment changes before and after the action.</p> <p>New outdoor storage units will be built to provide easier accessibility for students and staff to participate in activities in the REGEN garden. This will likely lead to increased engagement with the garden.</p> <p>A new compost system will be built, and more worm farms will be installed, which will provide high-quality soil mix by recycling food waste, used cardboard, and used paper on campus. The increased production of quality compost will reduce or eliminate the need to</p>	
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**SSAF Student Experience Initiative (SEI) Grants**

**2023 Grant Outcomes**

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		<p>purchase soil. Excess compost can be donated to our partners in the Compost Community and Share Waste.</p> <p>A rainwater harvesting system that will be powered by solar energy will be installed to provide net carbon zero irrigation methods and reduce water use. It will integrate with a new green wall that will operate by using aquaponic principles.</p> <p>Increase awareness and knowledge of different plants, particularly indigenous plants, through the seed bank and plant swap activities.</p>	
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