



## COVID-19 Forum – TAG Student Outcomes, Clubs & Volunteering 11.00, 21/04/20

April Alexander **(AAle)** – RMIT Student Life

Matt Hoskins **(MH)** – Griffith University Gold Coast Student Guild

Cameron Sherwood **(CS)** - Griffith University Gold Coast Student Guild

April Albertini **(AAIb)** – Griffith University Gold Coast Student Guild

Maddie Storey **(MS)** – Griffith University Gold Coast Student Guild

Brianna Townes **(BT)** – Griffith University Gold Coast Student Guild

Tom Quinn **(TQ)** – UOW Pulse

Romy Bradmore **(RB)** – UOW Pulse

Kate Bottom **(KB)** – UQ Union

Jon Orchard **(JO)** – QUT Guild

Clint Wooler **(CW)** – UQ Union

Glenda Jacobs **(GJ)** - UQ Union

Emily Ryan **(ER)** – UQ Union

Rebekah Thornton **(RT)** - UQ Union

Holly Hawkins **(HH)** – Griffith University Campus Life

Holly Ruhle **(HR)** - Griffith University Campus Life

Rebecca Sedicol **(RS)** – University of Sydney Union

Stefanie Maccar **(SM)** – Monash Student Association)

Elizaveta Dilanyan **(ED)** - Monash Student Association)

Chris O’Grady **(CO)** – FUSA

Ella Scoringe **(ES)** – Swinburne Student Life

Matt Dunne **(MD)** – Swinburne Student Life

Sarah Luckman **(SL)** – Swinburne Student Life

Jen Frees **(JF)** – Swinburne Student Life

Robyn Eames **(RE)** – Bendigo Student Assoc

Jack Arnold **(JA)** – RMIT Student Life

Nicole Lane **(NL)** – RMIT Student Life

Ann-Maree Wilkinson **(AM)** – Southern Cross University

Cat Thomas **(CT)** - Southern Cross University

Tegan Jardine **(TJ)** – USASA

### Challenges

**ER** Challenges of the trial and error of online engagement and working from home. Identifying the logistics and IT required.

**KB** Difficult for creativity when working from home without others to bounce ideas off.

- MD** Are students aware that programs and activities are available online? How do they learn about/seek these out?
- Increasingly hearing that students are feeling quite confused and overwhelmed, particularly when combined with changes to courses, standards.
- How to identify what they actually want? providing things that are necessary and wanted at the moment is a real challenge. "Sometimes I feel like professionals making 'fun' content is a bit tone deaf"
- JO** Keeping clubs active and engaged during this confusing time of migrating online.
- Have taken this opportunity to update their website.
- SM** Concerns that they may be verging on being 'spammy' as all their communications go digital.
- The potential of having to provide July Orientation wholly online.
- Trying to generate new programs and activities as quickly as possible, before other Monash organisations do, so that they have not wasted time and resources.
- CT** Transitioning from face-to-face to online, particularly sports events. Many people want to be involved in creating and delivering programs, but few are willing to take a lead.
- Engaging students without overwhelming them.
- AM** Engaging student leaders in an online s2 Orientation.
- Managing communications to prevent from becoming spam.
- RS** Student numbers dropping off from online activities and programs, feeling overwhelmed by the amount of Zoom requests. What would usually be something they would do in their free time has now become timetabled, like their tutorials.
- Looking for different ways of engaging students, such as packaging workshops so that when they complete a set number, they receive recognition on LinkedIn.
- RE** Engaging clubs, who traditionally look to her for operational support for events. Now that events are not being run in the traditional way, they are tending to bypass BSA. This is making communicating and sharing their event information difficult.
- BT** Clubs have been struggling with adapting a pre-planned calendar of events to the virtual environment.
- TQ** UOW Pulse has been significantly impacted in terms of funding, which has reduced staff numbers, in turn restricting much of what can be deliver.
- There are an awful number of people trying to talk to students. We are part of a massive "online communications ecosystem". There is pressure to pump out content for the sake of it, which is adding to the confusion.

Trying to navigate what it is that clubs really need currently. Looking to make the clubs the communication platform that works on behalf of both Pulse and the university.

International students are falling through the cracks.

## **Clubs**

- ER** Canvassing clubs on what their needs are. Some are happy to work alone, others keen to work collaboratively with UQ Union, and other clubs at a campus community level.
- ER** Many online club events happening. Providing coaching to clubs on how to host those events.
- Many of their live events are not achieving great uptake at the moment.
- JO** Encouraging clubs to become involved in the delivery of online events, e.g. the running club hosting an online workout session.
- Launched a new Clubs Hub on Facebook.
- Encouraging clubs to bring their governance up to date.
- CT** Encouraging clubs to focus on leadership and succession.
- JA** Club officer PD sessions held online are almost better attended than the previous face-to-face sessions.
- HH** Griffith clubs have been very pro-active in creating activities and events, she concentrates on sharing it.
- Looking to host time management, digital leadership, and online engagement sessions for club officers.
- Has shifted her focus from pushing ideas that she thinks might work to listening to what clubs are doing, then having them share that information with other students rather than her team. Will do this via a weekly live “Clubs Catchup” chat.
- Has allowed clubs to hold meetings online, as long as the required number of attendees to achieve quorum can be seen on the screen.
- JA** Has made himself available for clubs a couple of times a week. One during the day and once at night. Just a chance to catch up, check in, ask questions, etc.
- RE** Bike Club has filmed the local bike tracks to help students identify recreation opportunities. Student Dental Association is acting as a medium between the faculty and students.
- BT** Has hosted an online engagement workshop for clubs, to foster collaboration. Has since caught up with each club to identify how best to tailor support.
- TQ** Focusing on giving clubs mass communications that provide training such as the TAG-Productivity Ninja workshops.

The clubs that he expected to be active, are exactly that. E.g. Cheerleading is still operating online. This has been fortunate, allowing time to focus on not replicating what the university is already offering, ensuring that the students are paying attention to what is on offer, and creating events and content that is meaningful to them.

**RT** Online mentoring, leadership, and Xero workshops for club executives.

**TAG** TAG has a strategic relationship with Big Pulse that offers members substantial savings on online elections. They are in the process of developing Big Pulse Lite, designed for smaller clubs and societies.: <https://www.tertiaryaccessgroup.com.au/contracts/online-elections-with-big-pulse-with-tag-discount/>

TAG has launched the Clubs Resources Toolkit to provide governance support for members to share with clubs. <https://www.tertiaryaccessgroup.com.au/student-outcomes/clubs-societies-governance-toolkit/>

## **Volunteering**

**RB** Focused on keeping volunteers, particularly new ones, engaged during the disruption. Setting challenges that they can do from home that have long deadlines, such as Facebook challenges that have 10 tasks to be completed, weekly trivia nights run by volunteers, and Pen Pal group with local aged care facility.

**MS** Aiming to provide volunteers with a sense of purpose through weekly Zoom meetings.

**SL** Their volunteers are very eager for opportunities to engage. A high proportion are international students, so are providing services such as translating documents and language classes.

Empowering and supporting students to take the lead.

Have engaged online with student volunteers at the Swinburne Sarawak campus, which has generated valuable exchange of ideas. Provides students with a broader understanding of the student experience elsewhere during the pandemic and beyond.

**SM** Have accessed DigiVol, the Australian Museum program that utilises online volunteers to assist in scientific work.

**AM** Considering Zoom meetings rather than the traditional face-to-face peer orientation.

Volunteers are usually rewarded with vouchers to use on campus. Looking for alternative awards now that campus is in shutdown.

**BT** Introducing activities to keep volunteers connected, such as Wednesday Watch parties, and Tik Tok challenges.

**TAG** Please send through details of staff involved with Volunteering to [info@tertiaryaccessgroup.com.au](mailto:info@tertiaryaccessgroup.com.au) so that we can include them in the Volunteer member directory on the TAG website. <https://www.tertiaryaccessgroup.com.au/student-outcomes/member-directory-volunteering/>

## Online Engagement

- AAIb** Online trivia nights and live music commencing shortly. Productivity Ninja Study from Home workshops have proven successful.
- CO** FUSA has launched a separate Facebook page, "FUSA at Home", where students can express their creative pursuits, clubs can ramp up their activities online, and for student representatives to communicate.
- MS** Aiming to build an online engagement program that will remain relevant and viable when everything returns to "normal"
- CS** Just launched a series of programs on employability, finance, and wellness. Positively received by students.
- ER** Professional training that was originally scheduled as face-to-face, is now being delivered online, such as Xero training for clubs. Being recorded for future use.
- Much better to have programs delivered by students or clubs, rather than from the Union.
- KB** Speed Friending sessions have proven very popular with students.
- Looking to provide students with materials that they use at home when participating in online arts sessions.
- MD** Hosting leadership development programs online, including conversations with leaders from various industries, where students can engage in Q&A.
- ES** Student to student delivery is preferred for skill-sharing such as Tik-Tok dances, hip hop dancing, guitar playing, etc. These appear to be more popular than yoga or workouts.
- Online sessions about study tips for home, or cooking cheap meals, are by far the most popular.
- SL** Provide platform and time for students to simply connect and chat with each other through casual hangout sessions.
- Platforms such as Zoology, where students can assist scientists online.
- JO** Online trivia, workouts, and film nights (through Netflix Party). Recipes posted to socials.
- SM** Their art classes, book club, and mindfulness colouring-in are now on Zoom.
- Their Freebies program was based on freebies on campus but has had to be converted to freebies available online.
- Pet Show & Tell, music lessons, dance classes have all been introduced.
- Most successful is their new Letter and Gift Exchange, where participants commit to sending a letter (snail mail) or gift each week.
- Looking to introduce Chat Sessions, three each week, facilitated by mental health professionals.
- CT** Looking to engage students in the exercise and wellbeing space, to get them up and moving.

- RS** Looking to create video content that students access at will rather than events at which they have to attend.
- JA** E-sports running six sessions/week, across six games, and proving to be very successful.  
Has SSAF funding to access online RSA and Food Handling courses.
- NL** Has set up a Facebook group, morning trivia, Zoom dinners, supported by a one-pager explaining what Student Life is doing, to reduce spam.
- HR** This week is traditionally their International week, so everything is being migrated online: international trivia, origami workshops, international cooking demonstrations, African and Bollywood dance classes, Chinese calligraphy, hula fitness, Zumba class, culturally-inspired mocktail class, and Haka instruction.
- TQ** Holding Emotional Intelligence workshops, distributing recipe cards.  
  
Working with their currently closed gym, adapting their weekly “Bend & Snap” sessions to “Bend & Chat”.  
  
University is creating a virtual mentoring program that places faculty and students with other for support, as a sort of triage for students in need.
- RT** Sip & Paint workshops, Indigenous Collective and Disabilities Collective holding specific art workshops.
- MH** Have bolstered their academic structure such as tutoring platforms, and assignment help.
- TAG** TAG national comps are now all online and live, are a great opportunity to engage students in national programs: <http://listmail.bammail.com.au/t/r-9F65A507FF6DED092540EF23F30FEDED>

#### **TAG Mentor Program:**

Want to share your expertise to assist your colleagues and strengthen the sector, or want to benefit from the experience of colleagues who have been in the sector for many years?

<https://www.tertiaryaccessgroup.com.au/for-members/tag-mentor-program/>

#### **Stay Connected:**

Join the TAG Student Outcomes Facebook Group to keep up to date and in touch:

<https://www.facebook.com/groups/TAGstudent>