PART B: ADDRESSING THE CRITERIA

1. Describe your student leadership activities and outline the need these activities address or the rationale behind them.

Over the last two years, with the support of VU’s Student Leadership Training and Development Coordinator, I have coordinated a team to conduct a textbook exchange for students enrolled in the School of Psychology at VU. This event has been held for one day at the beginning of each semester and involves setting up a temporary ‘shop’ in the faculty foyer to buy and sell currently prescribed textbook. The small administration charge for each transaction is used to provide a free sausage sizzle and drinks for the students. The rationale behind this venture is three fold:

- Providing the opportunity to buy cut price text books and receive cash for used ones supports all VU students and especially those with low SES
- Reusing books is a more sustainable option than buying new
- Participating in the book exchange is an opportunity for students to socialise, get connected with fellow psychology students and have fun.

2. Describe how these leadership activities resulted in a significant contribution to improving the quality of the student experience within or beyond Victoria University. How did they ‘make a difference’?

Each book exchange has resulted in approx 300 text books being exchanged which has benefited both the buyer and seller financially as well as modelling sustainable practice. Those books which were not sold or are no longer prescribed texts were donated to Timor Lest students through VU’s partnership arrangements. Proceeds from the administration charge have funded the sausage sizzle which has been an effective means of bringing up to 80 students at a time together to socialise while exchanging books. Making connections with peers, which is necessary for mental health, (as psychology students know) is an important aspect of this event. Favourable publicity about this event in VU media, including the VC’s Newsletter has resulted in student leaders in other Schools asking for information about establishing book exchanges in their schools.

3. Describe how your leadership role at VU has resulted in personal and professional development for you and others.

Conducting the book exchange has provided numerous opportunities for personal and professional development including:

- Organisational skills to liaise and negotiate with various university personnel such as the Student Leadership Training and Development Coordinator, Faculty, security and facilities staff.
- Marketing and publicity skills to design a poster and publicity emails.
- Planning and administrative skills to generate booklists, set prices and produce spreadsheets.
- Customer service skills to work at the ‘shop’ and sausage sizzle.
- Team leadership skills to recruit, train and motivate the team of volunteers.
4. Explain how your involvement in these leadership activities reflect VU’s values as stated in the Strategic Plan Making VU: A Statement of Purpose

- **knowledge and skills, and critical and imaginative inquiry** for their capacity to transform individuals and the community – applying problem solving skills to a project/activity/event/program and being innovative in your approach.
- **equality of opportunity for students and the community** – providing fair treatment and enabling access for all groups\(^1\) so they can participate and contribute.
- **diversity\(^2\) for its contribution to creativity** – e.g. did the project/activity/event/program make a difference to you or to others, were there diverse groups involved?
- **cooperation as the basis of engagement with local and international communities** – e.g. involving other local and/or international communities.
- **integrity, respect and transparency** – e.g. integrity and respect for team members and the project/activity/event/program and transparency of all activities including financial.
- **excellence** – e.g. did the project/activity/event/program make a difference to you and/or to others, was it on time and on budget, did you receive new funding as a result?

Conceptualising, planning and implementing the Book Exchange for the School of Psychology reflect VU’s values in these ways:

- **knowledge and skills, critical and imaginative inquiry** – fostering personal and professional development by extending existing knowledge and skills to solve a problem and achieve a goal.
- **diversity/ equality of opportunity**- striving to address the high cost of text books which can be a barrier to education for low SES students, recruiting volunteers from across the school to join the Book Exchange team, striving to build an inclusive community through offering a social activity for all, offering a vegetarian alternative at the sausage sizzle to cater for diverse dietary needs.
- **community engagement/co-operation** – willingness to share information and assist other schools to establish their own book exchanges, engaging with VU’s Timor Lest partners through the text book donation, successful liaising and negotiating with a range of VU personnel to stage this event.
- **integrity, respect and transparency** – all financial records associated with the Book Exchange are open to public scrutiny, emphasis on sustainability and respect for the environment through reusing text books.
- **excellence** – the Book Exchange team worked extremely well together, all our timelines were on schedule and we received support to continue our project next year.

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\(^1\) Groups may include indigenous people, people with disabilities, women in areas where they are currently under-represented, people from culturally and linguistically diverse backgrounds and people from lower socio-economic and rural backgrounds.

\(^2\) Diversity may include, age, cultural background, disability, ethnicity, family responsibilities, gender, language, religious belief and sexual orientation. Diversity also refers to the other ways in which people are different, such as educational level, life experience, work experience, socio-economic background, personality and marital status.
PART C: SUPPORTING MATERIALS

Please select the following statements:

☒ I have provided ___2___ (no.) signed letter/s from the person/s supporting my application
(Note letters of support are not included in this sample)

☒ I have attached/provided the following materials in support of my application:

a. ☒ Printed material (eg posters, photos, flyers, invitations, postcards, letters)
   Please specify Publicity posters for Book Exchanges of 2009 and 2010, Publicity emails to all students in School of Psychology, Photos of students at sausage sizzle and book exchange, Photo of Book Exchange volunteer team, Spreadsheet detailing sales figures, profits and expenditure, VC’s Newsletter article about the Book Exchange in the School of Psychology (Date), Letter of thanks from school in Timor Lest
   (Note support materials are not included in this sample)

b. ☐ Other material (e.g. merchandise)
   Please specify

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c. ☐ CD ROM or DVD
   Please specify

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d. ☐ Website (insert website link)
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