

# STUDENTS FROM LOW SOCIO-ECONOMIC BACKGROUNDS

## ACTION PLAN 2018 – 2021

Monash University aspires to be recognised as a national leader in increasing the social mobility of students from low SES communities. We strongly believe in supporting educationally disadvantaged students to access university, have a fulfilling experience while here and graduate ready to start their careers and make significant contributions to the wider community.

Monash has a long-standing dedication to increasing the social mobility in higher education for students from low SES communities. Access Monash was established in 2005 offering outreach programs, pathways and scholarships. The Access Monash Mentoring Program was established in 2012 for VCE students and now offers long-term mentoring and leadership opportunities for students at school, in their transition to university and into the workforce. Since 2013, we have offered the Monash Guarantee, an entry scheme that supports access to all undergraduate courses. Additionally, our \$10 million equity scholarship program is the largest in the country and guarantees financial assistance to all students demonstrating financial disadvantage.

The Action Plan outlines Monash's strategy to expand these programs and initiatives with the aim that by 2021, participation of students from low SES communities will be in similar proportions to other student groups across the range of course clusters and enhancement opportunities.

The Action Plan is formed around four focus areas:

1. [Leadership and Governance](#)
2. [Access and Participation](#)
3. [Culture and Success](#)
4. [Innovation and Collaboration](#)

## 1. LEADERSHIP AND GOVERNANCE

Category	Stakeholder group	Action	Responsibility	Success indicator	Timeframe
1.1 Institutional commitment to widening participation	Students	a. University-wide commitment to institutional policies, strategies and practices to increase social mobility and inclusion through higher education	Deputy Vice-Chancellor & Vice-President (Education)	- Implementation of University Widening Participation Strategy led by Access Monash	- Ongoing
	Students	b. Faculties are actively engaged in widening participation strategies to improve access, participation and success of students from LSES communities	Faculty Deans	- LSES targets are met for course clusters set out in the Monash Widening Participation Strategy 2016-2020	- Dec 2020
1.2 Leadership and practice informed by data and evidence	Students	a. Collect and analyse data to inform decision making about inclusive entry processes and transition support and monitor progress, retention and achievement of students from LSES communities	Director, Social Inclusion	- Students are monitored and tracked through the student life cycle and data is used to inform practice	- Ongoing

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## 2. ACCESS AND RECRUITMENT

Category	Stakeholder group	Action	Responsibility	Success indicator	Timeframe
<b>2.1 Increase demand from talented low SES students</b>	Students	a. Offer individual and group mentoring by Monash students to secondary students from LSES communities	Director, Social Inclusion	- Increase in number of mentees who attend and progress through university with successful graduate outcomes	- Ongoing
	Students	b. Build and maintain meaningful and relevant partnerships with schools to improve access, participation and success of students from LSES communities	Director, Social Inclusion	- Increase in number of students from Access Monash partner schools successfully transitioning to university	- Ongoing
	Students	c. Provide STEM focused academic preparation for students in Years 8-12 through curriculum focused sessions and Teacher Professional Development	Director, Social Inclusion	- Increase in number of students from LSES communities studying non-compulsory science and mathematics in school - Increase in number of students from LSES communities studying in STEM related fields at university	- Ongoing
	Students	d. Deliver and promote accessible career-specific activities targeted at students from LSES backgrounds to inform aspiration and career-specific knowledge	Director, Social Inclusion Associate Vice-President, Student Recruitment and Admissions	- Faculties deliver a diverse range of career-focused programs targeting students from LSES communities - School portal is developed, maintained and promoted	- Ongoing - Apr 2019
	Students	e. Campaigns and strategies are inclusive and relevant to students from LSES communities	Chief Marketing Officer	- External marketing is relevant to students from LSES communities and represents the diverse cohort of Monash students	- Ongoing
<b>2.2 Select for talent and equity</b>	Students	a. Recognise talent and redress educational disadvantage through admissions schemes that support access to undergraduate courses	Director, Social Inclusion	- Increase in number of students submitting a SEAS application and number of students eligible through the Monash Guarantee	- Ongoing

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Students	b. Develop strategies to increase access to postgraduate courses for students from LSES communities	Director, Social Inclusion	-	Increase in number of students from LSES communities in postgraduate study	-	Ongoing
Students	c. Provide LSES students financial support to access pathway courses	Director, Social Inclusion Executive Director, Monash College	-	Increase in number of students from LSES communities in pathway destination courses	-	Ongoing

### 3. CULTURE AND SUCCESS

Category	Stakeholder group	Action	Responsibility	Success indicator	Timeframe
<b>3.1 Provide financial and practical support</b>	Students	a. Reduce the financial barriers for students from LSES communities through scholarships and grants	Director, Social Inclusion	- Increase in financial support for students from LSES communities to access the curriculum and participate in university experiences	- Ongoing
			Director, External Relations, Development and Alumni	- Increase in number of new donors through the Achieving Potential campaign	- Ongoing
				- Increased funding from donors to support the Achieving Potential fund	- Ongoing
	Students	b. Reduce financial barriers to study through regular employment	Director, Social Inclusion	- Students from LSES communities have increased opportunities for flexible on-campus employment	- Ongoing
<b>3.2 Ensure Monash graduates are expert, engaged and in demand</b>	Students	a. Provide academic and transition support for students from LSES communities	Director, Social Inclusion	- All commencing undergraduate students from LSES communities have a peer mentor	- Mar 2020
			Faculty Deans	- Students from LSES communities have access to academic support services	- Ongoing
	Students	b. Support students from LSES communities to participate in extra-curricular activities and study abroad to improve student experience and employability	Director, Social Inclusion, Director Executive Director, Campus Community Division	- Students from LSES communities participate in extra-curricular activities and mobility experiences at the same rate as their peers	- Dec 2021

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	Students	c. Deliver alumni mentoring programs to Monash students from LSES communities to support the transition into the workforce	Director, Social Inclusion	-	Increase in number of students from LSES communities with access to alumni mentoring programs and successfully transition to the workforce	-	Ongoing
<b>3.3 University culture where diversity is valued</b>	Students	a. Celebrate and foster an inclusive culture at Monash focusing on inclusion of students from LSES communities	Director, Social Inclusion	-	Students from LSES communities' successes are promoted internally and externally	-	Ongoing
			Chief Marketing Officer	-	Vice Chancellor's Diversity and Inclusion Awards program recognises practices inclusive of students from LSES communities	-	Annually
	Students	b. Engage expert education designers to support staff to embed inclusive practices into the curriculum	Deputy Vice-Chancellor & Vice-President (Education)	-	Inclusive learning and teaching practices embedded in courses	-	Ongoing

#### 4. INNOVATION AND COLLABORATION

Category	Stakeholder group	Action	Responsibility	Success indicator	Timeframe	
<b>4.1 Commitment to innovation and excellence</b>	Students	a. Commit resources for continuous research, evaluation, development and innovation of university programs and initiatives targeting students from LSES communities	Director, Social Inclusion	-	Ongoing research and evaluation informing the development of programs and initiatives to improve access, participation and success of students from LSES communities.	- Ongoing
	Students	b. Provide leadership and support to internal and external partners to develop and implement successful mentoring programs	Director, Social Inclusion	-	Every commencing undergraduate student has access to a faculty based peer mentor	- Dec 2020

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