

RECOMMENDATION	FORUM COLLATED COMMENTS
<p>Recommendation 1</p> <p>In Australian universities, equity scholarships are considered within the rubric of the institutions' charter, mission and strategic directions.</p>	<ul style="list-style-type: none"> • Clear definition of "Equity" – institutions using own definitions to suit strategic objectives. Equity vs Merit scholarships a false dichotomy. • Potential problems if (current) university mission is not in line with (traditional) scholarships. NB: Original finding that Indigenous scholarships Regional/Rural/ Remote Scholarships were the easiest to find info on is because these are the ones that are centrally (Commonwealth Government) funded. This makes the info surrounding them and their processes easy to promote.
<p>Recommendation 2</p> <p>A diversity of sources are used to fund equity scholarships to enhance the autonomy and longevity of offerings.</p>	<ul style="list-style-type: none"> • ? Different universities have different capacities to attract a range of sources. This makes sense more for some but alienates others.
<p>Recommendation 3</p> <p>The institution has clear and appropriate accountabilities for equity scholarships and a champion representing them at an executive level.</p>	<ul style="list-style-type: none"> • This could be enabled (& made easier) through development of national guidelines (see Rec 6 below)
<p>Recommendation 4</p> <p>The cultural and procedural ethos surrounding equity scholarship provision is one that normalises needs, promotes care and minimizes administrative burden for students and staff. In this ethos, financial support is viewed as only one dimension of a suite of supports that underpin a positive student learning experience and contribute to retention and completion.</p>	<ul style="list-style-type: none"> • Need for a Holistic approach to scholarships offered. More about quality of scholarship rather than quantity.
<p>Recommendation 5</p> <p>Relationships with external stakeholder groups and agencies both inform the development of relevant equity scholarships and expedite the efficient processing of said scholarships.</p>	<ul style="list-style-type: none"> • Evidence base – what works? • This one is very relevant. So policy could be pushed from bottom-up. Understanding what students want/ need (using advice from external stakeholder working directly with student applying to scholarships). • Potential problems if external stakeholders have "unofficial" allocation of scholarships to particular students. But generally good idea to have involvement.
<p>Recommendation 6</p> <p>All aspects of institutional equity scholarship processes are fair, equitable and transparent and that these are auditable.</p>	<ul style="list-style-type: none"> • Clear definition = criteria • ? Difficult to measure all aspects objectively. Need a framework? Template? • Need for national guidelines in order to achieve this.
<p>Recommendation 7</p> <p>Universities report and review their scholarships annually. Evidence is generated through multiple means episodically and longitudinally to inform universities as to the effectiveness and impact of their equity scholarship offerings.</p>	<ul style="list-style-type: none"> • Need to be careful of not over burdening equity students to apply. Institutions may be making things difficult for students for whom university access is already difficult.