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**ALPHACRUCIS COLLEGE**

DIVERSITY AND EQUITY PLAN

2021-2025



Alphacrucis College acknowledges the Traditional owners of this land, and recogniseS their continuing connection to land, water and community. we pay respect to Elders past, present and emerging.

**MESSAGE FROM THE**

**PRESIDENT**

****I am pleased to commend to you the Alphacrucis College (AC) Diversity and Equity Plan. Our college is committed to ensuring the equity of all members of the student body, as well as fostering diversity across all our campuses and delivery modes. We strive to maintain a safe work and study environment where all staff, students, volunteers and other stakeholders are valued.

AC is the national training college of Australian Christian Churches (ACC). According to the National Church Life Survey, Pentecostals represent around 1.1% of the population in Australia and the movement continues to grow. Recent census figures have found that around 40% of ACC churches are predominantly an ethnic group other than Anglo-Celtic and almost 50% of churches are multi-cultural. Around 21% of churches work directly with Aboriginal or Torres Strait Islander (ATSI) communities.

Our constituency is diverse, and AC is committed to actively foster diversity and equity across the college. I endorse the AC Diversity and Equity Plan as an integral component of our mission of equipping Christian leaders to change the world.

**Professor Stephen Fogarty**

President

Alphacrucis College

**EXECUTIVE**

**SUMMARY**

Alphacrucis College (AC) is committed to diversity in staff and students. In accordance with the Diversity and Equity Framework (Attachment 2.2-0 Diversity and Equity Framework), the following equity groups have been identified as possibly needing additional support. These include:

* Aboriginal and Torres Strait Islander people;
* those from lower socio-economic backgrounds;
* people with a disability;
* those from remote, rural or isolated areas;
* people who are first in their family to attend a higher educational institution;
* people from non-English speaking backgrounds;
* women, especially in areas of study where they have been under-represented.

The Diversity and Equity Plan uses the definitions provided in the TEQSA Guidance Note on Diversity and Equity which:

refer broadly to the creation of equivalent opportunities for access and success in Australian higher education for historically disadvantaged or underrepresented student populations, or other groups protected in Equal Opportunity and anti-discrimination legislation, and those covered by the Higher Education Participation and Partnerships Program (2017, p. 1).

The Diversity and Equity Plan is formulated around three main goals:

**Facilitate** access to education for persons identified in equity groups through, policy, program, and funding initiatives.

**Equip** students from underrepresented groups with necessary support services to succeed in their education.

**Train** AC’s lecturers and staff to facilitate and equip students from underrepresented groups to succeed in their education.

**OBJECTIVES**

**AND PROJECTS**

**1.**

Building on the initiatives and progress already made in the area of diversity and equity, this plan outlines objectives for greater impact on diversity and equity trends in the college.

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| **Goal** | **Objectives** |
| **Facilitate** | O1: Improve educational access to students from underrepresented groups. |
| **Equip** | O2: Improve support services provided to students from underrepresented groups. |
| **Train** | O3: Improve AC staff members’ knowledge and competencies in supporting students from underrepresented groups. |

**PROJECTS**

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| --- | --- | --- | --- | --- | --- |
| **PROJECT** | **SUPPORTED**  **OBJECTIVE(S)** | **MEASURES** | **RESPONSIBILITY** | **COMPLETE BY** | **PROGRESS** |
| P1: Implement mechanisms for retention of students from underrepresented groups, international students, and students with disabilities in alignment with the objectives identified in the Retention Plan | O1 | Attrition rates  Fail rates in initial subjects | Director of Student Services (DSS) | 2021 | Retention Plan finalised in 2019, with specific goals for next 2 years. |
| P2: Review current student entry pathways and identify alternative pathways for under-represented students where needed. | O1 | Number of under-represented students admitted through alternative pathways | DSS | 2022 | Pending |
| P3: Review scholarships or financial incentives available for students from underrepresented groups and make recommendations to 2022 budget | O3 | Completion of project | DSS | 2021 | Pending |
| P4: Provide additional academic support services to underperforming students | 02 | Number of students participating in Studiosity services | DSS | 2021 | Pending |
| P5: Review DSO services and identify improvements for 2022 | 02 | Completion of project | DSO | 2021 | Pending |
| P6: Coordinate with Director of Learning & Teaching for faculty professional development on teaching diverse students | O3 |  | DSS | 2022 | Pending |
| P7. Identify and implement initiatives for provision of a safe environment. | O3 |  | DSS and Deans | 2020-2023 | SASH training completed for all AC staff and leadership in 2019, including display of awareness posters on campus |

**REPORTING**

Progress on reports on the AC Diversity and Equity Plan are tabled on an annual basis to the Academic Board.