

AC COMMUNITY ENGAGEMENT PLAN

2017-2021

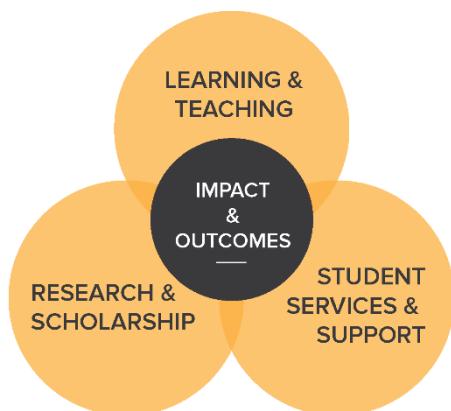
PREAMBLE

In accordance with the Alphacrucis College (AC) mission to equip Christian leaders to change the world, community engagement is Objective 1 in the AC Strategic Plan. It is also central to achieving the impact and outcomes of the AC Academic Framework. The AC Community Engagement Plan exists to foster and facilitate excellence in local, state, national and international community engagement among AC students and faculty. This is undertaken via AC campuses, delivery sites and third parties across almost every state of Australia. It also includes global engagement, through campuses, third parties and partnerships in Auckland, Finland, the Netherlands, England, Northern Ireland, the United States of America and the Philippines.

The AC Community Engagement Plan integrates existing and new activities that promote AC values and strengthen: research and scholarship; learning and teaching; and student services and support. It draws upon the capacities of staff and students in its collaboration with communities in Australia and overseas. The plan also provides a broader and well-grounded perspective for research and study, in order to meet social responsibilities. AC provides a Christian educational environment based on the biblical injunction for primary responsibility to the other, the stranger, the outsider and care for human and natural environments.

Rev Assoc Prof Denise Austin
 Director of Accreditation and Standards
 Strategic Theme Team Leader – Global Influence

AC Academic Framework



Academic Governance

Quality Assurance Systems

Quality Tracking & Improvement System

AC STRATEGIC PLAN 2017-2021

OBJECTIVE 1: COMMUNITY ENGAGEMENT

Engage with local and regional communities and demonstrate a commitment to social responsibility by contributing to the life of these communities.

OWNERSHIP	Denise Austin	Supported by tasks
STRATEGIES		
S.1.1 Foster a Christ-centred community of AC students and staff, reflecting AC values, as a basis for all community engagement activities		All

S.1.2	Encourage the integration of applicable community and social responsibility concepts into teaching, research and scholarship activities, particularly from a Christian worldview perspective	2, 7
S.1.3	Facilitate student and staff involvement and leadership in community projects and partnerships as practical expressions of Christian faith and in response to needs identified by local and regional communities	1, 2, 3
S.1.4	Develop reflective processes for community engagement and social responsibility that improve the quality of AC's teaching and learning, scholarship and research	2, 4, 6
S.1.5	Focus on outcomes achieved as a result of community engagement activities, and enhance these outcomes over time through a clearly defined process for identifying, resourcing, monitoring, and evaluating community engagement projects	2, 4, 6
S.1.6	Encourage AC engagement with Australian Christian Churches (ACC) constituency, particularly within Australian Indigenous communities, through the provision of resources, training and other support services in response to needs identified by the ACC community	2, 5

PERFORMANCE MEASURES

Strategies measured

P.1.1	Achievement of designated tasks	All
P.1.2	Development and implementation of Community Engagement Plan	All
P.1.3	Greater than 10% of students, and 20% of staff, involved in community projects as recorded by the Community Engagement Committee	3
P.1.4	Greater than 10% of ACC churches receiving resources, training and/or other support services from AC	6
P.1.5	Greater than 80% of graduates indicating that AC course experience enhanced development of their sense of social and community responsibility	2, 4

TASKS FOR COMPLETION IN 2017

Strategies supported

T.1.1	Conduct and broadcast designated chapel services which focus on community engagement and outreach	1, 3
T.1.2	Develop a Community Engagement Plan	All
T.1.3	Run community projects involving students and staff which meet needs identified by local and regional communities	1, 3
T.1.4	Develop a system to record, monitor and evaluate all community engagement activities	1, 4, 5
T.1.5	Engage with ACC stakeholders to identify needs in resources, training and other support services and initiate projects to meet those needs	1, 6

T.1.6	Develop a mechanism for reporting to faculty on community engagement activities and documenting the resulting impact on learning and teaching, research and scholarship	1, 4, 5
T.1.7	Liaise with the relevant faculty and committees to encourage the integration of local and regional community engagement within the AC Academic Framework	1, 2

ENGAGED RESEARCH AND SCHOLARSHIP

Engaged research and scholarship at AC seeks to address community issues and aspirations, with the goal of social improvement. Internal and external collaborations, using engagement methodologies, serve to advance academic knowledge while also enhancing community welfare. AC fosters engaged research and scholarship through:

RESEARCH CENTRES

AC seeks to establish several multidisciplinary research centres that align with ACs research concentrations and partner with community, church and industry organisations to enhance the College's research capacity and scholarship and provide opportunities for staff and Higher Degree Research (HDR) students to contribute toward community engagement projects.

The Australasian Pentecostal Studies Centre (APSC <http://apsc.ac.edu.au/>) contains one of the largest collections of Pentecostal and charismatic materials in Australia, including an extensive living repository of oral sources and collections of early literary materials. To date, the Centre has received almost \$15,000 in various research grants in recognition of the national significance of the collection. Besides preservation, the goal of the APSC is to encourage collaborative projects in Pentecostal scholarship which will benefit the wider community locally, nationally and internationally. The APSC provides a central focal point for activities related to AC's core constituency of Pentecostal and charismatic churches, institutions, community groups and individuals.

The APSC supports research in the area of Pentecostal and charismatic studies. In 2017, Professor Shane Clifton, along with Dr Tanya Riches (AC honorary lecturer) and Ps Brooke Prentis have won \$10,000 in research grant funding from the Australian Research Theology Foundation Inc. This money is for a project titled "Dreaming and Spirit-filled Christianity: Intersections of Pentecostal/Charismatic and Australian Spirituality." The grant is given to facilitate Aboriginal and Torres Strait Islander participation in research exploring the creative ways in which they have negotiated the intersection between their heritage (in particular The Dreaming) and their Spirit-filled Christian experience.

FACULTY RESEARCH

AC faculty are conducting research which focuses on social responsibility. Some recent examples include:

Arasaratnam-Smith, L. A. (2017). Intercultural competence in international higher education: Approaches, assessment, and application In D. K. Deardorff & L. A. Arasaratnam-Smith (Eds.), *Intercultural competence: An overview*. (pp.). Routledge.

Austin, D. A. (11-12 August 2017). "Pentecostalism in Parliament: Andrew Evans and the Rise of Family First", *Pentecostal Charismatic Christianities in Australia Symposium*, Western Sydney University.

Austin, D. A. and J. Grey (2016). "The 'outback spirit' of Pentecostal women pioneers in Australia" in *Women in Pentecostal and Charismatic Ministry: Informing an Ongoing Gender-Focused Dialogue on the Faith Contributions of Women*, eds. Lois Olena and Margaret A. De Alminana (Leiden: Brill, 2016), pp. 204-226.

Clifton, S. (forthcoming 2018). *Crippled Grace: Disability, Virtue Ethics, and the Good Life*, Studies in Religion, Theology & Disability series, (Waco, Texas: Baylor University Press).

Hutchinson, M. (2017). "Just up the Windsor Road": Social complexity, geographies of emotion and the rise of Hillsong," In Riches, T. and Wagner, T. (eds), "*You Call Me Out Upon The Waters*": Perspectives on the Hillsong Movement (pp.). London: Palgrave Macmillan.

Oslington, P. (2017). Routledge Companion to Economic Theology In S. Schwarzkopf., *Adam Smith's Economics of the Church* (pp.). Routledge.

Wrigley-Carr, R. (2016). "Soul Care" for people with dementia: Insights from Friedrich von Hügel's "three Elements of Religion". *Journal of Religion, Spirituality and Aging*, 28: 155-166.

PROFESSIONAL PARTICIPATION

Academic faculty participate in academic societies, fellowships and organisations relevant to their discipline e.g. Fellowship of Biblical Studies, Sydney Fellowship of Theologians, Society for Pentecostal Studies, International Communication Association, and the International Academy for Intercultural Research. Staff also contribute their expertise to the broader community, such as:

- Asia Pacific Theological Association (APTA) – Chair of APTA, Rev Assoc Prof Stephen Fogarty; Treasurer of APTA, Ps Greg Cortese; Chair of APTA Theological Commission, Rev Assoc Prof Denise Austin; Member of APTA Theological Commission, Rev Dr David Perry;
- Rev Assoc Prof Denise Austin: guest on Vision Christian Radio, as part of the 110th anniversary celebrations of the Azusa Street Revival (11 April 2016);
- Prof Shane Clifton: <http://www.abc.net.au/religion/articles/2015/02/26/4187574.htm>;
- Ps Susan Marcuccio: NSW State Director for Chaplaincy Australia, National Training Director of Chaplaincy Australia, Chaplain NSW Ambulance Service (Leadership Team), NSW Clinical Pastoral Education Council Member, accredited Disaster Recovery Chaplaincy Network Chaplain, accredited Professional Supervisor with Australasian Association of Supervision (AAOS) and convener of Training Standards for AAOS;
- Prof Paul Oslington: <http://www.abc.net.au/religion/articles/2014/01/03/3920284.htm>;
- Rowena Reynolds: Community First Responder – NSW Ambulance and Registered Clinical Counsellor (PACFA);
- Julie Robinson: Counsellor, Education and Advocacy Manager for Priceless Life Centre, as well as President of Gap International Projects and Liberal National Party Women's Regional Chair;
- Rev Dr Chris Simon: Registered Clinical Counsellor (PACFA), accredited Professional Supervisor (AAOS) and was, until recently, on the executive of the Counselling and Psychotherapy Association of NSW.

CHRISTIAN RESOURCES

AC is committed to providing resources for the training of Christian leaders. The College supports an online outlet called *Crucis* (<http://crucis.ac.edu.au/>), in which faculty, students, and alumni contribute ideas in the form of short articles or audio/video casts. These posts are directed toward audiences outside academia, using accessible language and engaging style.

In 2017, Ps Susan Marcuccio, Rev Assoc Prof Stephen Fogarty and Rev Assoc Prof Denise Austin won a \$50,000 grant from ACC for developing an Online Ordination Training Program which is the first of its kind for the denomination. This will serve to prepare candidates who are applying for the ACC Provisional Ministers Certificate and will include 12 training videos delivered by various AC faculty members.

Engaged Research and Scholarship Planned Activities

- Establish new Research Centres, including:
 - Future Schooling Centre
 - Leadership and Professional Practice Centre
 - Christian Higher Education Learning and Teaching Centre
 - Christianity in Society Centre
- Prioritise the top 20 potential research partnership opportunities and drive the development of productive partnerships;
- Implement ACC Ordination Training Videos;
- Increase external income for community engagement;
- Add AC stories to the ACC Community Engagement website:
<http://acccommunityengagement.org.au/stories/>

ENGAGED LEARNING AND TEACHING

Engaged learning and teaching addresses community needs while also helping students become informed and active contributors to society. Opportunities to learn outside the classroom through direct action also build self-esteem, confidence, communication skills and motivation.

CHRISTIAN MINISTRY

Many AC lecturers are ordained ACC ministers which not only means students are receiving training from industry professionals but also that AC staff are providing an important service in Australian society. The College funds ordination fees and attendance at ACC State and National Conferences. Participation at these events helps ensure faculty teaching remains current in lecture content and that they stay connected to the practical and professional needs and issues of ministry. AC faculty are also committee members for the development of key ACC Position Papers.

COURSES AND CURRICULA

AC maintains a close relationship with Chaplaincy Australia which was founded by Ps Anne Iuliano (wife of a former President of AC) in 1997, as a national department of ACC. In 2017, AC Director of VET, Ps Susan Marcuccio, was appointed to the role of State Director for Chaplaincy NSW. AC developed and delivers a Higher Education Diploma of Chaplaincy.

Curricula development and review is overseen by the Development Committee, in consultation with the Learning and Teaching Committee. AC is intentional regarding including subjects which address issues of social concern and social justice across all courses of study. For example: EDU124 Australian Indigenous and Multicultural Education; SOC201 Theology of Social Justice; SOC202 Global Poverty; SOC302 Social Entrepreneurship; SSC204 Grief and Loss; SSC205/505 Social Identity in Australia; SSC207 Group and Community Work; EXP506 Justice Frameworks; SSE504 Australian Aboriginal Studies to name a few.

AC New Zealand is currently developing a government funded training package to assist disadvantaged students receive vocational qualifications. Programs such as this enhance engaged learning and teaching that contributes toward the broader society.

PROFESSIONAL EXPERIENCE AND CLINICAL TEACHING MODEL

Professional Experience subjects provide students with an opportunity to engage in an active learning environment with direct benefit to Not-For-Profit and charity organisations. The Clinical Teaching Model is designed to allow students to complete the majority of training within a school or industry context. This means the student directly applies the knowledge and skills of the course, as part of the learning process. The goal of the Professional Experience and Clinical Teaching Model is for students to become more teachable and useful to the community in as many ways as possible.

CHRISTIAN SCHOOLS AND LEARNING HUBS

AC has partnerships with over 40 schools across Australia. AC Learning Hubs are being established in schools and regional centres by the Faculty of Education, Arts and Social Sciences. Courses to be delivered include: Cert III in Business, Cert III in Community Services, Cert III in Early Childhood, Cert III in Hospitality and Cert IV in Training and Assessment. These learning hubs will also provide Professional Development workshops for school teachers, as part of AC Masters and HDR courses. Engaged student experience ensures that the AC Graduate Attributes are being developed in students. Such strategies enhance student retention, career selection, academic performance and the development of social responsibility.

PROFESSIONAL DEVELOPMENT

AC provides professional development for AC, ACC pastors, industry stakeholders and the broader community. These include workshops, colloquia and research roundtables are run by internal and external experts. They are usually recorded and are freely accessible online. Sample 2017 topics include:

Date	Name	Topic
2 nd March	Sarah Williams	Christianity and Gender
16 th March	Richard Ford	Strategy for Educational Leaders
6 th April	Tanya Riches	The Power of Yarn: Urban Aboriginal-led Pentecostal Liturgies
20 th April	Darrell Whiteman	Missional Living in a Pluralistic Society
8 th June	John Oetzel	Constructing equitable relationships among culturally diverse academic and community partners: Health, indigenous peoples, and participatory research
8 th August	Paul Freston	Pentecostals and Politics

Engaged Learning and Teaching Planned Activities

- Establish learning hubs in Christian schools across Australia;
- Target an increase in funded Chairs based on learning and teaching partnerships;
- Establish an industry-focused page on the AC website, highlighting AC Work Integrated Learning (WIL);
- Include culturally sensitive curricula which encourages diversity;
- Forge new relationships with high priority organisations on mutually beneficial projects and/or programs;
- Develop a coordinated AC-ACC strategy for broader local, regional, state and national impact;
- Improve reporting mechanisms which keep track of ACC-AC connections and contributions.
- Encourage intentional inclusiveness (including social, physical, cultural, socioeconomic, linguistic, etc);
- Improved pedagogical methods for students with a disability;
- Develop a Cert IV in Community Service in cooperation with ACC Community Engagement (Paul Bartlett).

ENGAGED STUDENT SERVICES AND SUPPORT

CHAPEL

AC campuses hold weekly chapel services which are open to the public to facilitate the Community Engagement goal. AC Parramatta also web broadcasts weekly chapel services during semester. The chapel service is managed by either the Campus Director or the Director of Student Services. Community members have opportunity to be involved as well as staff and students. The chapel services have a yearly theme to intentionalise the goal of Community Engagement. Speakers are asked to present a message that relates to the theme determined by the Director of Student Services. This is an opportunity to provide ACC local, state and national leaders as a point of connection with the College, as well as international speakers.

MINISTRY AND MISSIONS

Engaged student experience is enhanced by organised mission and ministry trips in Australia and overseas, focused on ministry activities, community development and creative productions. AC also provides worship band for National Prayer Breakfast in Canberra. Staff and students volunteer at ACC district, regional, state and national events. The College also financially supports Australian Christian Churches International (ACCI) through regular fund raising for missionaries, mission trips and development programs.

STUDY ABROAD AND EXCHANGE PROGRAMS

AC global engagement is undertaken through the scholarship and support of international students, as well as through Study Abroad Programs. AC has articulation agreements with Southeastern University in Florida, Evangel University in Missouri and Northwest University in Washington. There is also a student-staff exchange agreement with Norwegian School of Leadership and Theology. Through such opportunities, global engagement becomes a tangible part of the AC student experience.

ALUMNI AND DONOR ENGAGEMENT

There are currently over 6000 AC alumni across the world, working in churches, religious organisations, Christian schools, businesses, NGOs and other professional fields, demonstrating AC's far-reaching global impact. AC is adopting a more holistic approach to the student life cycle from initial enquiry to alumni experience. Regular alumni events have commenced at the Brisbane campus and will be rolled out across other campuses.

International alumni meetings are also being held in London and other locations. This is an opportunity to gather information regarding the community engagement activities of alumni. Part of enhancing student experience is also building a giving culture within the College, including increasing scholarship options. AC is rapidly expanding its donor base through alumni, bequests and annual appeals.

POLITICAL ENGAGEMENT

AC recognises the importance of political engagement in order to fulfil the mission of equipping Christian leaders to change the world. Subjects, such as SOC301 Public Theology and Political Engagement, have been developed to prepare students for that goal. AC is also fostering relationships with Federal and State members of parliament, as well as faith-based organisations such as Australian Christian Lobby (ACL), in order to maintain positive engagement with policy-makers and provide a positive influence over a range of social issues.

ADVISORY GROUPS

The task of the AC Industry Advisory Group (IAG) is to provide industry feedback on the College's operations and training, educational products and services and community involvement. While AC seeks to serve the entire Christian church in Australia, ACC is its primary constituency. AC also has advisory groups for Business and Education to foster closer relationships with professional communities. AC enlists the assistance of other ad hoc community groups e.g. Australian Indigenous Advisory Group and Community Consultation Group.

Engaged Student Services and Support Planned Activities

- Build upon existing strategies to develop holistic student experience engagement across AC, including greater sensitivity, inclusion, equity, awareness and support of Australian Indigenous students;
- Ensure AC campuses are sensitive to and supportive of Australian Indigenous cultures;
- Create a higher profile of community engagement within all aspects of the student life cycle;
- Develop improved alumni engagement strategies;
- Highlight stories of support to promote scholarships and projects;
- Manage increased and coordinated portfolio of major gifts, bequests and endowments globally;
- Introduce a new Young Alumni Awards at graduation;
- Introduce Community Engagement Award at graduation;
- Involve connected alumni in mentoring, philanthropy and industry engagement;
- Foster connections with new alumni;
- Increase alumni engagement at other campuses and online.