



EQUITY PRACTITIONERS IN HIGHER EDUCATION AUSTRALASIA

2022 Implementation Plan

EPHEA's 2022 Implementation Plan outlines the key activities that the EPHEA Executive will lead to contribute to EPHEA's 2021-2023 Strategic Plan.

In order to be agile and respond to the dynamic higher education and broader global landscape as a result of COVID-19, EPHEA will review its strategic plan and accompanying implementation plan annually.

Objective	Activity
Goal 1: Undertake a strengths-based approach to building the capacity of equity practitioners and support their wellbeing to empower their work.	
1.1 Convene an annual calendar of online and face-to-face professional development activities, including a bi-annual conference to contribute to the knowledge, research and practice of student and staff equity in higher education.	A suite of digital professional development workshops will be delivered monthly on key equity issues.
	Planning for the 2022 EPHEA Conference is underway (postponed in 2021 due to COVID-19), with purposeful state-based activity embedded as part of the conference proceedings.
	Deliver an Australasian World Access to Higher Education Day activation in collaboration with NCSEHE (including showcasing the profiles of Champions of Change).
	Provide a substantial sponsorship program for EPHEA Members to targeted conferences, professional development activities and awards programs that aim to strengthen the capacity of equity practitioners and enhance the visibility of equity work at an institutional and sector level.
1.2 Support state-based and NZ chapters to develop best practice, knowledge sharing and collegiality that aligns with local issues.	Ensure that all state-based and NZ chapter convener positions are filled.
	Chapter grants are available to chapter conveners to address localized professional development needs and issues.
	Support for EPHEA Chapter Conveners is established through quarterly meetings, a knowledge sharing platform and regular updates from the EPHEA Executive.



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	<p>Engage with EPHEA's NZ Chapter to support it to grow and support its membership, share strategies and resources, and develop an identity by which it can strengthen partnerships and inform NZ higher education policy. Where appropriate EPHEA's NZ Chapter will engage with the Ministry of Education, Universities NZ, and Tertiary Education Commission.</p>
<p>1.3 Develop a complementary suite of activities, in addition to institutional support programs, that enable the wellbeing of equity practitioners in a dynamic higher education environment.</p>	<p>Include a thread of wellbeing activities into EPHEA's existing suite of professional development activities, including the bi-annual EPHEA Conference and Professional Development series.</p>
<p>1.4 Provide communication channels and an increased digital presence that builds upon the existing community of practice amongst EPHEA members.</p>	<p>Communicate regularly through a communication strategy which includes a website; and regular communication with members through the newsletter, email listserv and social media which provide opportunities to inform and share best practice.</p>
	<p>Release of new EPHEA membership portal and payment system.</p>
	<p>Continue to survey the needs of members through our pre-conference surveys to monitor membership demographics and identify members' needs.</p>
	<p>Development of a suite of communications to increase memberships and value proposition of EPHEA during the annual institutional recruitment drive.</p>
<p>Goal 2: Champion systemic change through our collective resources, ensuring that equity is positioned at the forefront of institutional practice and national higher education policy.</p>	
<p>2.1 Build upon partnerships with relevant organisations to influence public policy. These will include but are not limited to: Universities Australia; Workplace Gender Equity Agency (WGEA); SAGE (Science in Australia Gender Equity); Australian University Planners Network; National Aboriginal & Torres Strait Islander Higher Education Consortium and ATEND (Australian Tertiary Network on Disability).</p>	<p>Work collaboratively with SAGE and WGEA to increase transparency of the demographic and equity data pertaining to university staff.</p>
	<p>Actively engage with the Australian University Planners network to influence decision making about changes to student failure procedures.</p>
	<p>Actively engage with the National Aboriginal & Torres Strait Islander Higher Education Consortium to identify opportunities for collaboration.</p>
	<p>Grow the relationship with ATEND to influence public policy.</p>



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	Provide support to Chapter Conveners to establish strong relationships with their state governments with the goal of increasing the engagement of state governments in equity matters.
2.2 Make regular submissions and recommendations on policy and best practice, drawing on key research, practitioner experience and institutional data sets.	Establish regular meetings with the Department of Education, Skills and Employment (DESE) to inform current and future equity policy.
	Actively engage and contribute to the NZ review of institutional racism guided by the Treaty of Waitangi.
2.3 Develop relationships at an institutional level with University Executive staff via channels such as Universities Australia, to influence institutional practice and increase the visibility of equity within institutions.	Continue to foster regular meetings with Universities Australia to influence public policy.
2.4 Undertake advisory roles on relevant boards, national grants and key research projects that impacts equity in higher education, including National Centre for Student Equity in Higher Education (NCSEHE) and ADCET (Australian Disability Clearinghouse on Education and Training).	EPHEA representation on the National Centre for Student Equity in Higher Education Board.
	EPHEA representation on the Australian Disability Clearinghouse on Education and Training (ADCET) board.
	Increase reporting back to members on EPHEA's presence on advisory boards, relationships with external stakeholders and relevant submissions.