

Editorial- Graeme Chatfield Associate Dean

Welcome to the first edition of ACT Research-Community News. It is the hope of the ACT office to use this newsletter to:

- better inform the faculty and research students of affiliated ACT colleges concerning the breadth and quantity of research being undertaken within the ACT;
- facilitate connections between researchers of similar topics to experience the synergy of cooperative research;
- advise supervisors and research candidates of developments apposite to their roles and responsibilities;
- provide a forum for the exchange of ideas, hints and insights among our research community

Recent graduates – I'm sure all in our research-community will join me in congratulating the Higher Degree and Doctor of Ministry graduates of 2009:

Doctor of Ministry

Ruth Janette Nicholls Bible College of Victoria
for a thesis: *Catechisms and Chants: A Case for Using Liturgies in Ministry to Muslims*

John Wilson Ridley Melbourne
for a thesis: *An Analysis of the Presbyterian Church of Victoria's Progress Over 30 Years Since Union with a view to Identifying Blockages to Growth and Suggesting Ministry Changes to Overcome These*

John Anthony Skrzypaszek Bible College of Victoria
for a thesis: *Examining Trends in Contemporary Conversion Patterns in the Seventh-day Adventist Tradition in Australia: Suggested Strategies for Arresting the Inertia which Impacts Conversion Growth in the Contemporary Australian Culture*

Master of Theology

Williams James Gilliver Malyon College
for a thesis: *Rational Religion and the Subversion of Established Authority. An examination of John Toland's Christianity not Mysterious and related texts (1696-1702)*

Mark Andrew Simon Ridley Melbourne
for a thesis: *Interpretations of Sin and Sin Interpretations:*

A Systematic Theological Exploration of How Sin Affects Biblical Interpretation, Following the Work of Fowl, Webster, Poythress and Patte



Ruth Janette Nicholls
John Wilson
John Anthony Skrzypaszek
Williams James Gilliver
Mark Andrew Simon

New students – The following are students who have joined the ACT Research-community commencing their studies in 2010. If you are studying in the same area perhaps you should make contact to encourage the new comers, give some hints about helpful resources in the field and generally interact. The network of colleagues you establish during your candidature will last a life time!

Name	College	Award	Research Area
Caroline Batchelder	Morling	MTh	Isaiah-Servant Songs
John Kingsbury	BCV	MTh	Islamic Studies
Kevin Maxwell	PTCV	MTh	Zechariah 11 - Shepherd Image
Robert Robayna	SMBC	MTh	Missiology-ecclesiology (Yoder)
Mike Roe	Ridley	MTh	Social Gospel -evangelical responses
Dae Woo Seo	PTCV	MTh	OT influence on Johanne Christology
Carolyn Eng Looi Tan	Vose/Trinity	MTh	Cruciform pneumatology (Moltman/Zizioulas)
Ian Walton	Malyon	MTh	Theology-Evangelicalism
Michael Brown	Laidlaw	DMin	
Tuan Ahn Veit Pham	Laidlaw	DMin	
Peter Young	BCV	DMin	
Richard Trist	BCV	DMin	

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Enrolments –

Master of Theology – 25 students

Doctor of Ministry – 45 students

Doctor of Theology – 20 students

New Approved Postgraduate Teaching Consortia

From the end of 2009 Vose Seminary and Trinity Theological College in Perth were approved to jointly deliver the ACT's MTh and ThD awards. It has been greatly encouraging to see how this new Postgraduate consortium has set its sights on excellent outcomes for its students; not least by already holding a supervisors' induction workshop.

Research Clusters – The ACT office is collating information about areas of research interest to put these researchers in touch with one another and facilitate the interchange of ideas. The following Research Clusters have been identified so far:

Christian Education

Ecclesiology (emerging, missional)

Ethics

Evangelicalism

Exilic Prophets

Gospels

Hermeneutics

Islamic Studies

Missions

Pauline Studies

Pentateuch

Post-Exilic Prophets

Preaching

Psalms and Wisdom Literature

Reformation Studies (including Calvin, Luther and Anabaptist studies)

Youth and Children's Ministry.

I have used the existing staff profiles from College Annual Reports to collate this information. It will be of great benefit to this scheme if in your College Annual Report staff clearly indicate their areas of research.

However, you don't need to wait till this year's College Annual Report. You can sign up to be part of one or more Research Clusters by letting the ACT office know your research interests and the ACT office will add you to an email group so you can enjoy interaction with your peers. Just email me with your information at gchatfield@actheology.edu.au and put 'Research Cluster' in the Subject line.

Policy and Procedures – It is proposed to use the newsletter as one means of alerting our research-community of changes to or new policy and procedure. The other chief means of alerting you to such changes or new policies is via the ACT website. The release of this Newsletter is timed so that decisions from the Research and Research Studies Committee, the Coursework Committee and the Academic Board can be made available to you soon after they have been approved.

For Supervisors you'll find a new resource, The ACT's HDR Supervisors' Handbook, on the ACT website that brings together information you will need to undertake supervision within the parameters of ACT policies and procedures. A student's handbook is also being developed. Supervisors can access this Handbook via the Resources section of the ACT website <http://www.actheology.edu.au/handbooks.php>

Publishing opportunities – From time to time individuals or small groups from within a Research Cluster might come up with ideas for a book based on a series of chapters, or joint writing. The ACT office will be delighted to facilitate communication between potential contributors and even help pitch publication ideas to potential publishers. In late April I'll be taking a number of proposals to pitch to Zondervan in Michigan.

Conference opportunities – (in chronological order)
27 March 2010. Ethos Centre for Christianity and Society -'P.C.' Post-Copenhagen, Climate Change, and the Poor. Speaker: Tim Costello. At Ridley Melbourne. Registration for this event see www.ea.org.au

4-6 May 2010. SMBC – The Wisdom of Multicultural Ministry Teams. Speakers: Doug McConnell, Grant Thorp, Mathew Kuruvilla. <http://www.smbc.com.au/resource/2010SMBCEBiennialMissionsBrochure.pdf>

10-11 May 2010. Morling – Preaching the Bible Today. Speakers: Michael Quicke and Allan Demond. http://www.morling.nsw.edu.au/morling_college/news_and_events/upcoming_events/event/?id=44

21-22 May 2010. Ethos Centre for Christianity and Society- Can't Get No Satisfaction? Atonement, Nonviolence and Abuse. Speakers: Graham Cole, Chris Marshall, Geoff Broughton, Fiona Dawn Hill, Ian Packer, Barb Deutschmann, Jarrod McKenna. At Ridley Melbourne. Registration for this event see www.ea.org.au

29 June – 2 July 2010. QTC - The Second Annual Australasian Christian Conference for The Academy and the Church. Plenary Speakers: Robert P. Gordon, Regius Professor of Hebrew and a Fellow of St Catherine's College, Cambridge and Markus Bockmuehl, Professor of Biblical and Early Christian Studies and a Fellow of Keble College, Oxford. See their website for registration details. <http://www.aacc.org/>

4-7 July 2010. MCD Conference-The Future of Religion in Australian Society. Speaker: Sandra M. Schneiders. www.mcd.edu.au

7-9 July 2010. ANZATS 2010 Conference at Trinity College-'The Future of God': Eschatology and the global challenges of the future. Speaker: Prof Paul Fiddes. http://www.anzats.edu.au/conference_2010.html

5-6 August 2010. Christian Research Association and Kingswood College – Education for a Purposeful Life Conference. <http://www.cra.org.au>

16–19 August 2010. Ridley Melbourne– Annual Residential Preachers' Conference. Can these songs live? Reviving the Psalms in Christian Preaching: Speakers: Don Carson and Andrew Reid. <http://www.ridley.edu.au/blog/post/annual-residential-preachers-conference>

If you have news of any other conferences related to your field of study please pass it on so we can circulate it to others.

Resources-

Borrowing rights at Macquarie University Library
Australian College of Theology staff and postgraduate students can obtain Associate membership to the

For Supervisors

Great Expectations! When I began my Higher Degree Research studies in the UK in 1989 my first meeting with my supervisor was all about what I'd read and what I needed to read to get up to speed on my proposed topic area. After an hour's conversation I had my reading list and a vague invitation to contact my supervisor once I'd completed my reading. Being a Myers-Briggs INFJ that open-endedness was fine. However, when I had my second meeting with my supervisor eleven months later even I was unhappy about the lack of communication and interaction. Paying overseas student's fees was a financial burden and I had only 2 years left of my scholarship. Two

Macquarie University Library by providing a letter of indemnity from the Australian College of Theology. Associate membership expires on 31st December each year. Borrowing privileges are: 10 items for 2 weeks with 1 renewal.

Database access: in Library use only. Apply to Elizabeth Kohn at the ACT Office ekohn@actheology.edu.au for your letter, and then present it to the borrowing desk at Macquarie University Library.

Check out the Macquarie University website for any updates to the above information: <http://www.library.mq.edu.au/borrowing/library-associates.html#scod>

ERA Journal Rankings

When you are planning to publish a journal article, one aspect to consider is the prestige of the journal. The Excellence in Research for Australia (ERA) initiative of the Australian Research Council (ARC) has recently released it's latest ranking for journals.

The highest ranked journals are A*, then A, B & C. Being published in A* and A ranked journals will expose your research to the largest international readership!

You can access the full list of journals presorted by discipline and the Religion and Religious Studies sublist (FoR1-2004) on the ACT website http://www.actheology.edu.au/courses_HDR.php

ERA reviews its rankings every two years. If you notice a journal is missing from the list, then send the details to Graeme Chatfield (gchatfield@actheology.edu.au) and ACT will submit a list of additional journals for consideration to be included in the next version of the ERA Journal Rankings.

meetings in one year was not 'value for money'. I had completed my literature review and my supervisor had read it and made very helpful comments at that second meeting. I submitted this literature review as my upgrade from MLit to PhD, but I'd basically done this with minimal input from my supervisor. Surely supervision meant providing greater direction and suggestions of what else was out there, maybe even introduction to other researchers in the field? Obviously I had expectations about the nature of supervision, but they had not been articulated in that first meeting, nor had the supervisor's. He'd simply applied his previously successful supervision

technique, and I'd not taken the time to make explicit what I thought a supervisor should provide.

Due to other commitments, my supervisor couldn't continue, so I had a change of supervisor at the start of my second year. This time the conversation between me and the supervisor was more thorough. Not only did we explore where I was up to and what I needed still to read, but we also defined how frequently we'd meet, how much material I'd write and present for each meeting, the realistic or unrealistic timetable for reading, analysis and writing, how to access primary source materials and unpublished theses, and so much more. When I left the UK two years later I also left a full draft of the thesis with my supervisor.

In 1985 Irene Moses produced a very helpful tool for supervisors and their students to help articulate expectations of both parties in the supervision relationship. It set up contrasting statements in three broad areas: Topic/Course of Study; Contact/Involvement; and The Thesis. For example in the Topic/Course of Study area the first two statements were 'It is the supervisor's responsibility to select a promising topic' and 'It is the student's responsibility to select a promising topic'. A five point scale was provided. If you believed very strongly that it was the supervisor's responsibility to select the topic you would circle 1 on the scale.

Since then others have developed this tool. You can look at a modified version from Queensland University of Technology. http://www.rsc.qut.edu.au/pdfs/Candidature/Supervisors/Role_Perception_Rating_Scales.pdf

For Research Students

Postgraduate Seminars and Colloquia Dates for 2010

Bible College of Queensland: 13 September

Bible College of Victoria: 16 February, 23 March, 20 April (with guest presenter), 18 May
27 July, 17 August, 21 September, 19 October

Carey: 13 August, 17 September, 15 October

Laidlaw College: 19 March, 30 April, 28 May, 25 June

Morling College: 7pm-9pm 1 March, 29 March, 14 June, 16 August, 18 October

Presbyterian Theological Centre: 12 March, 21 May

Presbyterian Theological College: 2pm 26 May, 4 August, 1 September, 20 October

Ridley Melbourne: 15 February, 29 March, 12 April, 9 August, 13 September, 18 October

Trinity Theological College: 19 February, 23 April, 18 June, 3 September, 22 October

You may want to develop your own version of this tool by producing your own set of contrasting statements concerning your expectations as a supervisor, or download the ACT's version of this tool Supervisors and HDR Expectation Rating Scale from the ACT website http://www.actheology.edu.au/courses_HDR.php

Before your first meeting with a HDR candidate have them complete the survey and send the completed survey to you. Do the survey yourself and compare the results. At your first meeting include discussion of the results, especially where there are significant differences. Keep a record of the outcomes of this meeting. Indeed you need to keep accurate records of all your supervision meetings.

As your candidates progress with their research, you'll find it helpful to use this tool a number of times. You'll be able to identify how the candidate is moving towards greater autonomy as a researcher, and when it is timely for you to modify your approach.

Graeme Chatfield

fIRST - for Improving Research Supervision and Training

ACT has subscribed for three years to fIRST to provide resources for the professional development of supervisors. To obtain your user name and password to access these amazing resources contact Elizabeth Kohn at the ACT office ekohn@actheology.edu.au

Defeating 'self-sabotage'¹

Do you frequently find yourself rushing to meet a deadline to submit material to your supervisor? Do you find yourself frequently looking for that extra article to make your literature review complete? Have you ever said 'I work better under pressure'? If you answer 'yes' to any or all of these questions, you are probably a 'self-sabotage' candidate. Kearns and Gardiner define self-sabotage as 'the process

of creating obstacles to your goals – whether real or imagined – so that if failure occurs you have a plausible excuse' (Kearns and Gardiner, 2006, p.6).

They identify six 'self-sabotage' behaviours and give examples of what they mean and an associated alibi. I've modified their examples to fit more easily with our Research student profiles. See if you can match the 'alibi' with the self-sabotage behaviour category.

Self-sabotage behaviour	Example	Alibi
Overcommitting	You're already heavily committed but you accept an offer to chair the local Carols organising committee	A. What's the point of doing it if it isn't my best work?
Procrastination	You have a deadline to submit your literature review to your supervisor but instead of writing the draft you surf the internet on your topic.	B. I was looking for this reference and came across this really fascinating article on a somewhat related topic that might contribute to the thesis.
Perfectionism	Rather than submit the draft of your literature review you request an extension so you can integrate one minor article.	C. I really should have finished the data analysis if I wasn't so busy with all these other things – but they are all very important.
Busyness	Responding to emails, gathering mountains of reading material, balancing ministry, work, family, friends, and research leaves you without time to write the methodology chapter.	D. The presentation didn't go well but it was because I didn't practice rather than a reflection of my ability.
Disorganised	It takes you an hour to find the reference details for a quotation in your literature draft.	E. If it wasn't for all the distractions I'd be much further on.
Do not put in effort	You are scheduled to present at a colloquia on your thesis but don't review the PowerPoint before the presentation.	F. It's hard to find some quite time to sit down and write.
Choose performance debilitating circumstances	You try to write your literature review while child-minding and overseeing house renovations.	G. I don't feel motivated just now, besides I work better under pressure.

It's one thing to identify that you might at times unconsciously self-sabotage your research, but what do you about it?

The big question – Is completing your research a desired goal? Where does completing your research fit in your list of priorities? If it is a goal, and you are a full-time student then your research should be your top work priority. If you are part-time student then your research needs to become your top work priority for certain periods of time. If you say completing your research is a goal but your research never becomes a top work priority, then your behaviour betrays your beliefs. When you make research your top work priority at least for some periods of time, you greatly increase the possibility of successfully completing your award within your allotted time frame.

Once you've worked out the priority you give to your research take some time to reflect on your study/work practices. As theological students self reflection should be second nature to you. Review your work practices and identify those patterns that were obstructive or destructive to you reaching your desired goal. At times naming the problem is enough to help you change your behaviour.

However, most of us need to take definite actions to counter self-sabotaging behaviours. Here are a few suggestions.

Procrastinators: make a plan – start with one day's work (but don't take all day refining it!). Read and summarise 3 articles, 3 hours.

¹Kearns, H. and Gardiner, M., 2006, Defeating Self-sabotage. Getting your PhD finished, Staff Development and Training Unit, Flinders University Adelaide, Australia.

Make someone else aware of your plans and have them hold you accountable. Let your spouse or a colleague know what you plan to achieve.

Set small measurable steps with a definite start time and a completion deadline. Article 1, 15 pages. Enter bibliographic data in Endnote and write up summary. Identify what this article contributes to my overall thesis? Start 8.30am – finish 9.30am.

Article 2, 20 pages. Enter bibliographic data in Endnote and write up summary. Identify what this article contributes to my overall thesis?

Start 9.30am – finish 10.30am.

Article 3, 14 pages. Enter bibliographic data in Endnote and write up summary. Identify what this article contributes to my overall thesis?

Start 11.00am – finish 12noon.

Give yourself a small reward when you achieve what you planned. Coffee with your spouse or colleague so you can report you've achieved what you planned!

Overcommitters: Use your diary to track your actual commitments and refer to your diary before taking on any further commitments. If saying 'no' directly to someone is a problem for you, say 'I'll check my diary and get back to you'. If you're in a relationship you might also check with the other significant person in your life before taking on extra commitments. Be realistic about the time consequences – how long will it really take, what will you have to squeeze or give up if you do take on this new commitment?

Perfectionists: It's more about changing your thinking. When you submit to your supervisor put DRAFT on it in big letters. Speak with your supervisor in terms of developing your draft rather than 'correcting'

Fatally flawed!

What two issues are cited by examiners of PhDs as indicators that a thesis may have a fatal flaw? If you said typos and inconsistent citation in footnotes and bibliographies, you'd be correct. While 'spell check' may help overcome typos, you still need someone to read the final thesis. However, consistency in your bibliography and footnotes can be achieved. Use EndNote for your references. Once you've correctly entered your bibliographical details for each work cited it will always be correctly cited in your footnotes and bibliography. In this simple way you can ensure you don't antagonise your examiners in at least this regard.

The Australian College of Theology makes EndNote freely available to all enrolled students/supervisors

it. If you doubt the standard of your work have a trusted colleague read it before submitting it to your supervisor. There may be a time when you just have to write whatever comes into your head and know that you'll refine it later.

At times challenging your thinking is as important as changing behaviours, since our thinking is foundational to our behaviours. If you think what you've written is rubbish, get a second opinion from someone whose judgement you trust. If I say "no" to this offer I may never get another opportunity like it, but the reality is you are more likely to get such opportunities once you have completed your research. If you find you just can't get motivated to start, the reality is you will feel more stressed as the deadline comes closer. Once you actually start and achieve the limited goal you set, it is easier to stay motivated and keep going.

I'd appreciate your feedback on this topic; things you tried that helped you get past the self-sabotaging behaviours that were obstructing you achieving your goal – completing your research.

Graeme Chatfield

- Alibi Answers:
- Overcommitting – C
- Procrastination – G
- Perfectionism – A
- Busyness – F
- Disorganised – B
- Don't put effort in – D
- Choose performance debilitating circumstances – E

and/ACT teaching staff. If you haven't downloaded your free copy then I'd recommend you do.

If you already use Endnote and have tips for fellow users please pass them on to the ACT office and we'll pass them on to your fellow researchers in this newsletter. Or if you have questions we'll circulate them too, so the collective wisdom of our research-community can be utilised to find a solution.

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For Faculty

The Teaching-Research Nexus

Do you have a sabbatical coming up? Are you looking forward to having uninterrupted time to focus on your area of interest; doing the research, writing up articles or even a book? Or perhaps you've just finished your sabbatical. You've spent months focused on your research, thinking, writing. Now its time to bring it back into the class room; integrate those new insights into the lectures you're writing.

Over the Christmas – New Year break I read a book which demonstrates this teaching-research nexus. The author, Linford Stutzman, a Pauline researcher, set out to follow Paul's missionary journeys, but with a bit of a twist. He and his wife studied Paul by sailing the routes Paul sailed! The published results of this 15 month sabbatical are in the book, [Sailing through Acts](#), and a website compiled over the time of the sabbatical, 2004-2005.

Stutzman's basic research question was: Were there new insights to be gained by approaching Paul from the sea? Stutzman integrates expert knowledge of the various archaeological sites he visited and his knowledge of the first century Greco-Roman and Jewish worlds with insightful biblical and personal reflection. The main insights he offers are based on how he as a person of the land had his perspective changed by becoming a person of the sea, something Saul the land-based Jew would probably have experienced as he became Paul the experienced sailor. There is much in this narrative to engage our own reflection on Paul. For example, to what extent was Paul's cross cultural experience of taking the gospel to the Greeks radically informed by insights he gained from his appreciation of the intimate connection between Greek culture, philosophy and worship in the first century to the sea? How did Stutzman's own experience of being an American in the Mediterranean representing a foreign power find echoes with Paul's experiences in the Mediterranean? How did Paul think about his Roman citizenship: at times using it to his advantage, at other times ignoring it or even acting against it? Should Stutzman obey all government regulations as he sailed between Greek and Turkish ports, regulations even the relevant government official acknowledged were arcane; did Paul obey all government orders?

Stutzman didn't have to wait until the end of his sabbatical to demonstrate that he'd integrated his insights into his teaching. At times during his voyage he had students meet him at various ports where he

would teach intensive units for Eastern Mennonite University, and some of the students even sailed with him for weeks at a time. His book recounts insights from conversations with these students as they informed his own reflection.

At times I felt Stutzman was perhaps reading too much of his own experience back into Paul's, but overall I felt it to be a valuable exercise. The book was also of value as it demonstrated that research and teaching are not mutually exclusive, but can creatively inform each other.

If you have a story to tell of where your research and teaching have come together, why not share it with the rest of our ACT Research-community.

The book is Linford Stutzman, [Sailing through Acts. Across the Mediterranean in the wake of St Paul](#), Monarch Books, Oxford, UK, 2007.

The Website is still active: <http://www.emu.edu/sailingacts/>

Graeme Chatfield

Recent publications-

Alan Mugrider:

'Writing and Writers in Antiquity: Two "Spectra" in Greek Handwriting,' in T. Gagos (ed.), *Proceedings of the Twenty-Fifth Congress of Papyrology* (2009) (forthcoming).

Greg Goswell:

Peer-reviewed articles:

"What's in a Name? Book Titles in the New Testament," *Pacifica* 21.2 (2008) 160-174

'The Divisions of the Book of Daniel,' in *The Impact of Unit Delimitation on Exegesis* (Pericope: Scripture as Written and Read in Antiquity 7; eds. Raymond de Hoop, Marjo C.A. Korpel and Stanley E. Porter; Leiden: Brill, 2009) 89-114

"Titles without texts: What the lost books of the Bible tell us about the books we have," *Colloquium* 41/1 (2009) 73-93

"The Order of the Books in the Greek Old Testament," *JETS* 52/3 (2009) 449-466

"Early Readers of the Gospels: The kephalaia and titloi of Codex Alexandrinus," *JGRChJ* 6 (2009) 134-74

"Calvin's Commentary on the Psalter: Christian or Jewish?," *Pacifica* 22.3 (2009) 278-300

Published reviews:

Review of John D. Currid, *Calvin and the Biblical Languages* in *Reformed Theological Review* 68.2 (2009)

Review of John Calvin, *Sermons on the Beatitudes* in *Reformed Theological Review* 68.2 (2009)

Review of John Calvin, *Sermons on the Acts of the Apostles: Chapters 1-7* in *Reformed Theological Review* 68.2 (2009)

Review of Mark D. Thompson, *A Clear and Present Word: The Clarity of Scripture* in *Australian Biblical Review* 57 (2009)

Review of J. McKeown, *Genesis* in *Reformed Theological Review* 68.3 (2009)

Review of M.J. Gorman, *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers* in *Reformed Theological Review* 68.3 (2009)

John Olley:

"Ezekiel LXX and the Exodus", *Vetus Testamentum* 59 (2009): 116-122.

Ezekiel: A Commentary based on Iezekiël in Codex Vaticanus (Septuagint Commentary Series; Leiden: Brill, 2009)

Richard Hibbert:

"Defilement and cleansing as a possible approach to Christian encounter with Muslims." *Missiology: An International Review* (2008) 36 (3): 343-355.

"The place of church planting in mission." *Evangelical Review of Theology* (2009) 33 (4): 316-331.

Andrew Malone:

'God the Illeist: Third-Person Self-References and Trinitarian Hints in the Old Testament', *Journal of the Evangelical Theological Society* 52/3 (2009): 499-518.

'Burn or Boast? Keeping the 1 Corinthians 13,3 Debate in Balance', *Biblica* 90/3 (2009): 400-406.

Review of Christopher J. H. Wright, *Knowing God the Father through the Old Testament*, in *Reformed Theological Review* 68/2 (2009): 147.

Peter Riddell:

"Exegesis", in John Esposito (ed.), *Oxford Encyclopedia of the Islamic World*, New York: Oxford University Press (2009), vol. 2, 197-199

"Menerjemahkan al-Qur'an ke dalam bahasa-bahasa di Indonesia" (Translating the Koran into Indonesian Languages), in Henri Chambert-Loir (ed.), *Sadur: Sejarah Terjemahan di Indonesia dan Malaysia*, Jakarta: KPG (Kepustakaan Populer Gramedia) – l'École Française d'Extrême-Orient, 2009, 387-405.

"Tunku Abdul Rahman", in John Esposito (ed.), *Oxford Encyclopedia of the Islamic World*, New York: Oxford University Press (2009), vol. 5, 407

A film window into political struggle in Malaysia, *Indonesia and the Malay World* 37/109 (November 2009), 373-376

"Shari'ah-Mindedness in the Malay World and the Indian Connection: The Contribution of Nur al-Din al-Raniri and Nik Abdul Aziz bin Haji Nik Mat", in Feener, R. Michael & Sevea, Terenjit (eds), *Islamic Connections: Studies of South and Southeast Asia*, Singapore: Institute for Southeast Asian Studies, 2009, 175-94

"Introduction", in S. M. Zwemer & A. Zwemer, *Moslem Women*, Piscataway NJ: Gorgias Press, 2009, xxiii-xxvii



Feature Article

The heartbeat of community: becoming a police chaplain

Opportunities to receive pastoral care in today's fast-paced society are often a rarity, but greatly valued. For nearly forty years, police chaplains have played a significant role in the community often bridging the gap between frontline officers and civilians in their dual role as chaplain and minister. Little is known about the emergence of this group, particularly the chaplains' needs for learning, education, support and processes of acquisition of knowledge and skills. The training of chaplains is minimal and there were no strategies in place to assess consequences of change, to address work-related problems or to determine future training when I began this doctoral study in 2004 at the University of Technology, Sydney (UTS).

The now completed 100 000 word thesis, entitled *The Heartbeat of Community: Becoming a Police Chaplain*, became the first doctoral thesis analysing the practice of police chaplains in Australia, New Zealand and the United Kingdom. Five core components (learning, belonging, connecting, participating and knowing) were developed as part of an explanatory framework based on kinship to explore the chaplain's role and training needs. I discovered that kinships need to understand the organisation and share that with other members (in accordance with communities of practice theory), to make meaning of the world around them by understanding others (in accordance with culture theory) and to contribute to our identity by understanding ourselves (in accordance with identity theory). More specifically, my thesis identified social and cultural patterns of the professional role and identity of the police chaplain within the police and church cultures examining the chaplains' professional development and training needs in order to improve services, address problems, provide adequate accountability and respond appropriately to social changes.

The study set out to achieve four objectives: (1) to understand the role of the professional police chaplain; (2) to gain insight into police chaplains' communities of practice, cultures and identities; (3) to identify the challenges police chaplains face and the strategies; and (4) to establish further

training and continuing professional development for the future of police chaplaincy. It became clear that police chaplains worldwide carried out similar roles and duties, were part of diverse and complex communities of practice, engaged with many cultures and identities and had comparable major challenges and limited training and development for their volunteer role.

First, the professional volunteer police chaplain served on average three to four hours per week. The participants in the fieldwork from all three countries gave rich accounts of what it means to be a professional police chaplain working with their respective police service demonstrating that a police chaplain can be both volunteer and professional (see Baker, 2009, pp30-47 on the etymology of the word 'professional'). Even though police chaplains largely work on their own, and there is limited resources and training, they have typically developed their own system of a ministry of presence in police stations; however, four main walking styles were identified – the persistent stayer, the intentional planner, the creative loiterer and the experiential seeker styles.

Secondly, although professional police chaplains were involved in complex and diverse communities of practice, cultures and identities, they shared common characteristics. For example, police chaplains often felt more valued by the police culture than the church culture. Yet because police chaplains rarely gathered as a community they often felt disengaged from each other. In fact, police chaplains found it difficult to describe the police chaplaincy culture and tended to revert to talking about the police culture itself. Police chaplains expressed that communities of practice played a significant role into their daily activities as connection, interaction, identity, participation, motivation, belonging and dedication. Chaplains carried similar multiple identities, such as 'minister' and 'chaplain' (all denominations) as well as 'leader' (Anglican and Catholic) and 'pastoral carer' (Catholic) with no other strong identity for the Protestant chaplain. These identities were continually shaped through social, cultural and personal identities (see Figure 1) regardless of whether a chaplain came from the city or rural areas.

Social characteristics found in the church and police communities shaped by the church and police cultures

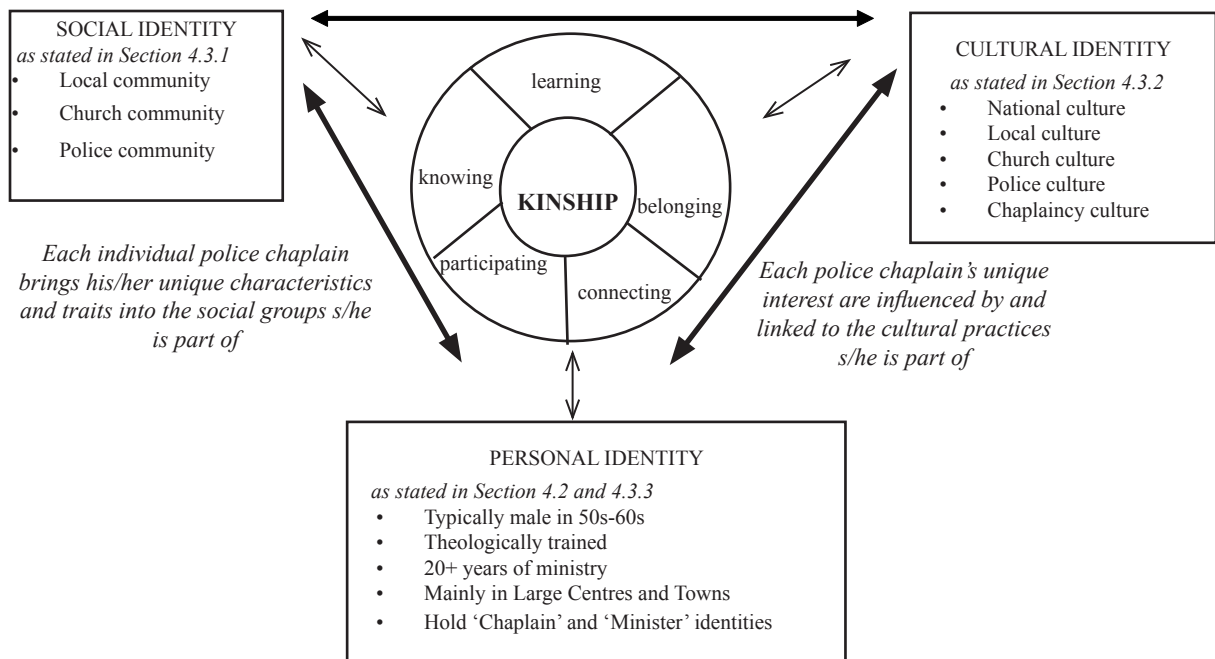


Figure 1: Three aspects of the police chaplains' identity linked to kinship (Baker, 2009, p165)

Thirdly, police chaplains shared similar challenges that could be expressed in five dimensions: bringing God's presence into a secular government organisation (the spiritual dimension), juggling multiple roles (time management dimension), identifying best practices with limited training (best practice dimension), always being credible, consistent and reliable (behavioural dimension) and building genuine relationships and trust (relational dimension). Chaplains dealt with these challenges in similar ways, usually relationally with mentors (50% although higher in rural areas), spouses (50%), Senior Chaplains (21%) and/or colleagues (21%).

Finally, police chaplains believed their current level of training was inadequate for their learning needs. Induction training was important to them as well as on-going training and professional development. Learning for these practitioners is integral for their future in the role so that new knowledge, collaborative and reflective practices are engaged in regularly by the police chaplaincy community.

Police chaplaincy is not yet a fully practising community of practice and if operating as a community remains a low priority, then police

chaplains are likely to remain disconnected and feelings of disengagement from the emerging police chaplaincy culture will continue. It seems that further identity shaping for this community of practitioners will come from being in 'tough' places. These exposures include caring for officers going through difficult circumstances, finding more time for learning about chaplaincy and policing, being able to adapt to change and learn from one's experiences and juggling several roles in multiple cultures (national, local, church, police and chaplaincy) and three multiple communities of practice (local, church and police) (see Figure 1).

If the chaplaincy organisation, embraces the five core components of kinship developed in this thesis (learning, belonging, connecting, participating and knowing) and the sixteen other outcomes of communities of practice, culture and identity (see Figure 2), then police chaplains will evolve as a strong collaborative community. Harnessing the passion police chaplains already have demonstrated for the volunteer role and introducing better accountability and more opportunities to learn together should bring about better practices for the police that chaplains serve.

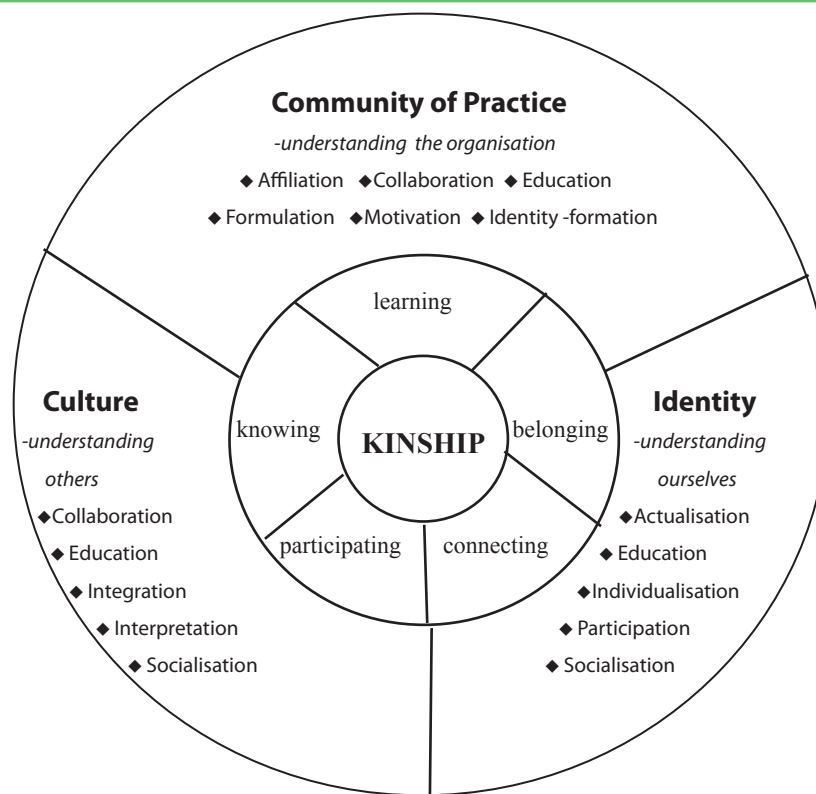


Figure 2: The relationship of kinship and the five core components to communities of practice, culture and identity and their outcomes (Baker, 2009, p77)

Further training and development and better resourcing for chaplains is imperative, particularly in such diverse and volatile cultures where police chaplains (as well as emergency services and defence force chaplains) are dealing with life issues in changing and sometimes unstable environments. Recommendations in the thesis included how to implement the five core components of kinship into improving the training of chaplains through induction training, reflection groups in local areas, annual gatherings, training modules (with 17 units from beginning chaplains to the more advanced) and a police chaplains journal. A more enhanced training program for chaplains will serve its purpose so that chaplains can:

1. learn as a collaborative and reflective community creating new knowledge practices;
2. enhance police chaplains' abilities in advanced skills in policing and chaplaincy in order to improve services;
3. gather together with other members of the police chaplaincy community more than once a year in their respective regions;
4. provide training that is not offered by other providers; and

5. improve the retention rate of police chaplains by providing challenging and relevant professional learning over a ten year period or more.

The imperative for future directions of research, and indeed further development in the training of chaplains, is about how police services will ensure that the heartbeat of police chaplaincy keeps going perhaps with greater strength and vigour.

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Baker, M. 2009, *The Heartbeat of Community: Becoming a Police Chaplain*, doctoral thesis, UTS, Sydney.

The thesis can be downloaded from the Australian digital thesis website: <http://eprint.lib.uts.edu.au/dspace/handle/2100/854>

The book will be available later in 2010.