

Editorial- Graeme Chatfield - Associate Dean

Higher Education revolution continues with associated administrative fallout

The summer break is a fading memory for us all. Perhaps for you it wasn't so much a break as a change of focus: from teaching and pastoring to research and thesis writing. I hope that in the midst of the busyness you did indeed find time to be refreshed and to spend time with those you love.

This year is shaping up as a year of significance for the Australian College of Theology. We have to complete our self-accreditation of courses under our new self-accrediting authority. This has given us the opportunity to review our courses, from Diploma through to Doctorate. At the same time the revised Australian Qualifications Framework is coming into force, and it has implications for ACT courses that need to find expression in our self-accrediting courses. There are currently a number of recommendations before the Academic Board that relate to higher degree research awards. We will keep you informed of developments.

Another consequence of self-accrediting status will be the inclusion of the ACT on Table B of the Higher Education Support Act (2003). This has to go through the Federal Parliament so may take some time. However, when it happens there are a number of consequences for us: possible access to research candidate funding; submitting our research output formally to HERDC and to ERA. I suspect it will take some effort and patience from all of us to get these new routines in place. The ACT will keep you posted on developments in this area.

In October this year AUQA (the Australian University Quality Agency) will be undertaking its second review of the ACT. I have no doubt the research culture and output of the ACT will be one of the things they will be looking at. Some of you will be invited to speak with the AUQA review panel in October or November this year.

Then just to add to the higher education shake up, the new Tertiary Education Quality and Standards Agency is soon to become a reality. The Federal Government is introducing legislation in late March

and the new agency should be up and running by 1 January 2012. The hope is that instead of the ACT having to deal with the variations generated by the different State higher education agencies we will only deal with one agency that has jurisdiction across the whole of Australia. We are certainly looking forward to simplified administration in this regard!

Administratively it will be a significant year as ACT positions itself in its new role as a higher education institution with self-accrediting authority. Our hope is that on balance, administration will be simpler for everyone associated with the ACT.

In the meantime, there will still be research to engage you, theses and projects to write up, and lectures and teaching opportunities where you can share your research discoveries.



The Library at Ephesus

Maybe next year - when the thesis is finished!

Photography by H. Chatfield

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CONGRATULATIONS TO OUR RECENT ACT GRADUATES!

Master of Theology

Rolf Van Wollingen South Australian Graduate School of Theology
for a thesis: *Paul's "instruction through the Lord Jesus" in 1 Thessalonians 4: 2 - a New Law, the Old Law reapplied, or something else?*

Doctor of Theology

Andrew Reid Ridley Melbourne
for a thesis: *Evangelical hermeneutics and Old Testament preaching: A critical analysis of Graeme Goldsworthy's theory and practice.*

Brett Muhlhan Vose Seminary, Perth
for a thesis: *Being shaped by freedom: An examination of Luther's development of Christian liberty throughout 1520-1525, with particular reference to his 1520 'De libertate christiana.'*

Rhys Bezzant Ridley Melbourne
for a thesis: *The ecclesiology of Jonathan Edwards.*

Doctor of Ministry

Adrian Turner Melbourne School of Theology
for a thesis: *Developing the ministry of adult spiritual transformation - Andragogy meets Theology.*

Anthony Ling Melbourne School of Theology
for a thesis: *Pastoral Ministry : Business practice of spiritual pursuit.*

John Barclay Melbourne School of Theology
for a thesis: *Families in cross-cultural ministry - a comprehensive guide and manual for families, administrators and supporters.*

Kwasi Boateng Melbourne School of Theology
for a thesis : *Serving the Lord in a "Strange Land": An enquiry into Southern Sudanese worship in Melbourne.*

Leo Douma Morling College, Sydney
for a thesis: *An exploration of pastoral care methods by elders in the Christian Reformed Churches of Australia relevant to the circumstances of 21st century Australia*

New candidates – We warmly welcome the following people as part of the ACT's research community. If you are studying in the same area perhaps you could make contact with the new candidate to encourage them, give some hints about helpful resources and generally interact. Practicing hospitality should be a feature of any Christian community, and especially a research-community where it is all too easy to become isolated.

Name	College	Award	Research Area
Denis Savelyev	MST	MTh	Alleged prophecies about Muhammad and Islam in the Bible - a Christian Perspective
Eleonora Scott	Crossway	MTh	Isaianic Missiology and Luke-Act
Graham Scott	Crossway	MTh	Discourse Analysis of MT and LXX on 1 Samuel 1
Young Bae Son	PTCN	MTh	New Testament Studies
Alastair Ian Haines	PTCN	ThD	Gender in Solomon's Song of Songs: Discourse Analytical Abduction to Gynocentric Hypothesis
James Alan Blumenstock	MST	ThD	To Explore the Contextual Issues and Possibilities of Implementing the Western Reformed Doctrine of Common Grace in a Southeast Asia Setting

Enrolments –

Master of Theology – 33 students

Doctor of Ministry – 44 students

Doctor of Theology – 21 students

Policy and Procedures – Document Supply Funding for MTh, ThD and DMin candidates

Did you know that the ACT makes available to each candidate up to \$100 p.a. for the cost of document supply requested from other libraries in Australia and overseas? The amount is paid once annually to affiliated college libraries on their invoice per candidate. If you are not availing yourself of this funding please speak with the librarian of your sponsoring college to establish your account. If the librarian needs to speak to someone in the ACT office about how this can work, have them contact Graeme Chatfield gchatfield@actheology.edu.au or Elizabeth Kohn ekohn@actheology.edu.au or phone 02 92627890.

Conference and Special Events – (in chronological order)

ACT Sponsored Faculty and Postgraduate Candidate Forums

13 April 12.30 - 2.30. Dr Craig Keener of Palmer Theological Seminary. A New Testament scholar specialising in Greco-Roman and Jewish settings of the New Testament. Contact gchatfield@actheology.edu.au to book for lunch and the forum. To be held at Morling College .

July - August. Professor Douglas Moo of Wheaton College. A New Testament scholar specialising in Pauline and the general epistles, exploring the interface of exegesis and theology. He always asks the tough question of exegetes 'so what'? Forums to be held in Melbourne, Sydney and Brisbane. Dates and venues to be confirmed.

Affiliated College Events

16 April 2011. Crossway, Brisbane - Gospelizers Conference. The theme of the conference is promoting the gospel in Australian society. Invited speakers include John Dickson (Center for Public Christianity), Con Campbell (Moore Theological College), Jim Gibson (Malyon College), Peter Law (Crossway College), Leigh Trevaskis (QTC), and Denise Austin (Alpha Crucis).

27 - 29 June 2011. Australasian Baptist Research Forum. The Bible and Baptists : Readers, Teachers and Preachers. Melbourne. Call for Papers. Abstract due: 15 March 2011. Keynote speakers will be Professor Sean Winter, graduate of Bristol Baptist College and Professor of New Testament at the Uniting Church Theological College, Parkville, Victoria; and Dr George Wieland lecturer in Biblical Studies, Mission and Cross-cultural Field

Education at Carey Baptist Theological College, NZ. For further information, or to submit abstract, please contact Dr Graeme Chatfield on 02 9262 7890 or gchatfield@actheology.edu.au

28 June - 1 July 2011. Queensland Theological College- The Third Annual Australasian Christian Conference for the Academy and the Church. Plenary Speakers: Prof. Walter Moberly and Dr Jonathan Burnside. There are two tracks; track one for biblical and theological scholars, track two for academics working in the humanities and sciences to explore issues at the intersection of Christianity and their discipline. See their website for registration details: <http://www.aa-cc.org/>

15 July 2011. The first inaugural Eric Liddell Lecture on Mission will be delivered at Crossway College, Brisbane by Prof. Lynn Cohick of Wheaton College.

15-16 August 2011. Vose Seminary, Perth. Beyond Four Walls: An Exploration of Being the Church. Call for Papers. Abstract due : 15 March 2011. Scott McKnight from North Park University in Chicago will address the plenary sessions. For further information, or to submit abstract, please contact Dr Michael O'Neill on 08 6313 6200 or michael.oneil@vose.edu.au

29-30 September 2011. Reformed Theological College Victoria, Melbourne. Preaching and the Work of the Holy Spirit. Speakers: Dr Andrew Young (past Principal, Grace Theological College, NZ), RTC Lecturers - Dr Murray Capill, Dr Steve Voorwinde, Dr Phillip Scheepers, and Rev John de Hoog. Enquiries: 03 5244 2955 or www.rtc.vic.edu.au

For Supervisors

Stimulating student publishing during research programs

Many postgraduate theses go nowhere after completion, though many of these deserve to receive a wide circulation. Often the problem is lack of confidence on the part of research students in their own ability to publish. Another factor is the lack of direction and guidance from supervisors to smooth the path for students in the transition from researcher to published author.

While supervising around 40 research students over the last two decades, one question that exercised my mind from early on related to publishing by students during the research phase. There is a fundamental tension between the advantages of publishing during the research period and risking undermining the eventual claim to originality because key findings have already been published prior to thesis submission.

I published my first refereed journal article during my final semester of PhD research. I realised at the time that there was other material I could have published beforehand, had I thought (or been encouraged) to do so. This would have stood me in better stead for competing for available academic positions upon completion of the PhD, rather than waiting for a period to build up a publications list post PhD graduation.

There are several principles that supervisors could follow in thinking through these issues. First, it is crucial for the supervisor to provide a good model of active research and publication for his/her students. My own PhD supervisor was very active in research, and this inspired me to follow his example. This will also mean that the supervisor has contacts with journals and can establish helpful links for the student.

Second, during the research phase the supervisor should keep an eye out for materials produced by the student that could be published without compromising the eventual claim to originality. Such material might take the form of a conference paper, or thesis draft writing that is related to but not central to the main thesis argument. In connection with this, it is essential to encourage students to actively participate in and present papers at conferences to build up materials for journal articles and the thesis itself.

Third, supervisors can explore options for providing in-house forums for student publications. Institutions might develop, say, an occasional paper series that carries outstanding student essays or chapter drafts. This will whet the appetite of students for publishing their findings, and it will give them confidence that they are worthy of being published.

Another in-house forum for publishing could be an institutional series for publishing research theses, so they don't only end up on cobwebbed shelves of university and college libraries. When we consider the hours of labour and pain that go into production of a postgraduate thesis, it does not seem right that most such theses – especially good ones – should pass into oblivion once the student graduates.

Dr Peter Ridell
Lecturer at Melbourne School of Theology

Essential Resources Policy

Thank you to all who responded to the invitation to participate in the Essential Resources survey.

A draft survey was developed and trialed on 15 January 2010. Ten (10) recently completed ThD, MTh, DMin graduates participated. ACT office staff were also asked to participate to test clarity of the questions. The survey was delivered using the free survey platform, surveymonkey.

Insights from the trial were included in a modified survey form.

The final survey was initiated on 26 February 2010 with an email sent to total of 96 candidates made up of: 20 ThD, 27 MTh, and 49 DMin candidates; DMin candidates differentiated between 21 coursework phase and 28 project phase candidates. Follow up email reminders were sent on 26 March and 14 April. It should be noted that DMin coursework candidates do not necessarily have a supervisor appointed at that phase of their study which influences their responses to questions on supervision.

The survey included questions on candidature status, supervision, the contribution of college and the ACT to candidature experience, colloquia, English as a first and subsequent language; employment status and resources.

The survey was concluded on 30 April 2010.

A total of 43 responses were received (44.8% of potential respondents). The breakdown being:

ThD - 9/20 (45%)

MTh - 15/27 (55.5%)

DMin coursework - 9/21 (42.8%)

DMin - project - 10/28 (35.7%)

The initial results were tabled at the November 2010 Research and Research Studies Committee. In an attempt to increase the response rate to 60% of potential respondents, the Committee reopened the Survey. An email reminder was circulated informing potential respondents.

A further 7 responses were received bringing the total to 50/94 (55.6% of potential respondents).

The breakdown being:

ThD - 10/20 (50%)

MTh - 16/27 (59.3%)

DMin coursework - 13/21 (61.9%)
DMin project - 11/28 (39.2%)

In November 2010 the Council of Australian Postgraduate Associations (CAPA) released a report on Minimum Resources for Postgraduate Study 2010. The report was based on the analysis of existing minimum resources policies of 38 Australian Universities. CAPA found University minimum resource policies primarily relate to full-time Higher Degree Research (HDR) candidates. International HDR students receive particular attention. However, part-time candidates are not consistently referred to in the policies that were surveyed. Citing the work of Pearson et al. (2008) the CAPA report notes that 'roughly 50% of domestic research higher degree students are enrolled on a part-time basis'. While the report conceded that it 'seems reasonable in some respects to vary the amount of resources and levels of access available to part time research candidates relative to their full time colleagues', it concluded 'it certainly does not follow that simply because there are some differences in their needs and in patterns in their use of resources that they should be excluded from consideration in minimum resource standards altogether'.¹ Many University minimum resource policies also gave consideration to distance and external research students, but very few policies addressed the needs of coursework postgraduate students, a matter described as 'acute' by CAPA.² However, the CAPA report could only test minimum resource policies for full time, internal HDR candidates³ as universities only provided information for this category of HDR candidates.

The CAPA report noted that review of Minimum Resource Policies has 'become a regular feature of audit reports'⁴ by AQUA, a cautionary note the ACT should be aware of.

The CAPA report grouped aspects of minimum resource policies under four sections:

1. Quality assurance provisions;
2. Induction, orientation and related resources;
3. Workplace, facilities and resources for research;

¹ *Minimum Resources for Postgraduate Study 2010*, CAPA, November 2010, p.33.

² *Minimum Resources 2010*, CAPA, p.34.

³ *Minimum Resources 2010*, CAPA, p.15.

⁴ *Minimum Resources 2010*, CAPA, p.6.

⁵ *Minimum Resources 2010*, CAPA, p.2.

4. Direct cost

The ACT survey which had been developed from its own survey of university minimum resource policies only focused on section 3, workspace, facilities and resources for research. The CAPA report identified 10 themes within section 3 as follows:

1. Assured access to lab space;
2. Secure, dedicated postgraduate access;
3. 24 hour access; tea or common room access;
4. Sole-use of desk and chair
5. Sole-use of book-shelving and secure sole-use filing and storage;
6. Sole-use computer;
7. Access to software email and IT support;
8. Photocopier, printer, telephone, facsimile and scanner access; and
9. Stationary for research, campus mailing address, document delivery
10. Interlibrary Loan.

Some of these issues, such as access to lab space, were not covered in the ACT survey as they are not relevant to the academic research discipline of 'Theology'. The CAPA report concedes the reality of such variation in supply of resources across disciplines.⁵

The following information from the ACT Essential Resources Survey relates to the area of workspace, facilities and resources for research.

A list of resource options were provided from which respondents could make multiple choices, as well as an open comment box in which they could add other items. Candidates were asked to indicate what resources they expected to have access to when they started their candidature (Q16), what resources they currently have access to (Q17), and what additional resources they desired to have access to (Q18).

Two additional questions were developed to test what resources candidates were willing to contribute and whether they were happy to do so.

The following is the data from those questions:

Stem	Q16 Expected	Q17 Current	Q18 Additional
Access to library resources other than your sponsoring college library	40	32	10
Unlimited access to interlibrary loans	13	10	10
Limited access to interlibrary loans	30	29	3
Unlimited access/downloads for eBooks, eJournals	20	12	15
Limited access/downloads for eBooks, eJournals	26	23	1
Access to research design/consulting	22	13	10
Access to statistical analysis/consulting	5	2	5
Access to writing and editing/consulting	18	6	7
Principal supervisor	44	39	2
Co-supervisor	11	5	6
Adjunct supervisor (specialist for multidiscipline research)	5	3	4
Faculty/Research candidate seminars/colloquia	31	27	2
Scholarships to research conferences	8	3	12
Advice on publication of research findings	29	21	12
Advice on future career path	9	12	1
College email address as student	8	8	1
Access to telephone on campus	6	12	1
Access to fax machine on campus	2	7	0
Access to Word Processing on campus	6	6	0
Access to Internet on campus	28	28	2
Access to EndNote software	24	22	4
Access to staff photocopier	7	9	1
Access to library photocopier	31	30	3
Access to other photocopier	2	2	0
Stationary for research related mail	3	4	1
Postage for research related mail	3	5	2
Office space on campus	5	6	0
Desk and chair on campus	11	13	2
Lockable storage on campus	5	9	2
Other			

A summary of the above table follows with the number of respondents is in parentheses.

The most frequently identified additional resources were:

- Unlimited access/downloads for eBooks, eJournal (15)
- Scholarships to research conferences and Advice on publication (12)
- Access to libraries other than sponsoring college (10)
- Unlimited access to interlibrary loans (10)
- Access to research design/consulting (10)

Items identified between 5 and 10 times were:

- Access to writing and editing consulting (7)
- Co-supervisor (6)
- Access to statistical analysis and consulting (5) (all respondents were DMin candidates)

Items identified less than 5 times were:

- Principal supervisor (2) (both respondents were DMin coursework candidates who had not yet connected to a supervisor)
- Staff/HDR colloquia (2) (both respondents acknowledged their colleges provided such colloquia but they lived at considerable distance from their sponsoring college and found it difficult to attend)

- Access to Internet on Campus (2)
- Postage for research related mail (2) (both respondents were DMin project candidates)
- Desk and chair on campus (2) (respondents were a DMin project candidate and an MTH candidate, both from different colleges)
- Lockable storage (2)

The following items were not identified by any respondent as an additional requirement: Office space on campus; access to other photocopier; Access to Word Processing on campus; access to fax machine on campus.

Question 19 asked respondents: 'What resources are you presently providing that you would expect your sponsoring college to provide?' Thirty four (34) respondents made no comment. Fourteen (14) respondents indicated they thought their sponsoring college should pay for various resources they presently supplied to undertake their research. The list of items follows, with the number of respondents in parentheses.

- Membership to and access to other libraries resources (5)
- Purchase of key texts for the research (3)
- Internet access (2)
- Internet downloads (2)
- Research related postage (1)
- Photocopy (3)
- Transcription services (1)
- Adjunct supervisor (1)
- Regional colloquia (1)
- EndNote training (1)
- Information on thesis submission (1)
- Access to network of international researchers in their field of study (1)
- Access to staff lounge for refreshments and collegial stimulation (1)
- Access to a phone when staying on campus (1)

Four of the respondents noted that their status as a 'distance student' influenced their responses.

Question 20 asked respondents: 'What resources are you presently providing that you are happy to provide?' Twenty three (23) respondents made no comment to this question. The most frequently cite resources that respondents were supplying themselves are were happy to do so were:

- Books (11)

- Administrative materials (photocopy, printing, ink, paper, postage etc) (12)
- Computer (10)
- Internet access (7)
- Computer software (6)
- Membership o other libraries (3)
- Part of the costs for overseas travel (1)
- Recording equipment (1)
- Developing their own network of international resource people to comment on their research (1)

Responses to questions 19 and 20 would seem to indicate that students are in the main happy to provide the basic resources of a home office to support their research. For some, paying for access to text based and internet based resources remains an issue.

While the survey results can be nuanced to indicate differences between awards candidates are enrolled in, and affiliated colleges, the results detailed above are I believe sufficient basis for establishing the features of a minimum essentials resources policy.

The Research and Research Studies Committee after consideration of a report on the survey results has agreed on a way forward to establish a minimum essential resources policy embodied in the following propositions.

1. That the ACT Office consults with affiliated colleges, particularly with the college Librarians, to determine the feasibility of providing conditional unlimited interlibrary loans and access to eBooks and eJournals.
2. That the ACT Office investigate making arrangements with libraries other than affiliated college libraries to provide access to ACT HDR/DMin candidates with borrowing rights to the resources of those libraries
3. That the ACT consider ways to make available on request from to HDR/DMin candidates access to research design, statistical analysis and consulting, and writing and editing consulting
4. That the ACT affiliated colleges provide as a minimum to HDR/DMin candidates internet access while they are on campus, and access to a common photocopier.
5. That the ACT affiliated colleges on request from HDR/DMin candidates supply access to a desk and chair on campus.

6. That ACT affiliated colleges must provide on campus, or provide access to, what would be considered the essential 'reference' resources necessary for an HDR/DMin candidate to undertake their research topic.
7. That the ACT makes available to HDR/DMin candidates, free of charge, access to EndNote, and as requested SPSS and NVivo software, or its equivalent, for the duration of their candidature.

The ACT office will now consult with the affiliated colleges which sponsor HDR and DMin candidates and draft the policy.

*Grame Chatfield
Associate Dean*

For Research Students

Postgraduate Seminars and Colloquia Dates for 2011

Melbourne School of Theology	First Semester: 22 March, 19 April, 17 May Second Semester: 19 July, 23 August, 20 September
Laidlaw Carey	18 March, 27 May 15 April
Morling College	28 February, 28 March, 20 June, 15 August, 24 October
Presbyterian Theological Centre	11 March
Presbyterian Theological College	1 September, 15 September, 20 September
Ridley Melbourne	7 March, 4 April, 9 May, 1 August, 19 September, 17 October
Trinity Theological College	18 February, 25 March, 5 August, 9 September, 21 October
Vose Seminary	9 June, 10 November

Fresh eyes required

One of the more common remarks I've noted in examiners' reports is a cause for concern. An otherwise positive report is marred by a comment along the lines, 'The thesis would have benefited from some fresh eyes making one final check'. The examiner then appends a long list of typographical, syntactical, and grammatical errors, or notes numerous inconsistencies in presentation.

For some examiners, consistently finding these types of errors in a thesis can move them from frustration to a negative attitude to the work. For the sponsoring college and the ACT, receiving such a report can undermine their reputation. For supervisors and candidates receiving such a

report can be highly embarrassing.

Perhaps this outcome relates to candidates who are 'big picture' people for whom detail is boring, or people who are always moving on to the next project and haven't got time to do one last proof reading of the text. It could be that the candidate has spent many years working on the thesis and gets to the point where they want to hand it in and 'never see it again'. Then there are candidates for whom English is not their mother tongue and checking for these types of errors is exceedingly difficult.

When you and your supervisor have worked over your final draft it is the opportune time to find some 'fresh eyes' to read the thesis. A professional editor provides just such a pair of 'fresh eyes'. However, as soon as you mention using an editor, ethical questions are raised: does editorial intervention misrepresent the student's academic ability or proficiency in English? Does editorial intervention unfairly advantage those who can afford to pay for editorial services?

The Council of Australian Societies of Editors, now the Institute of Professional Editors (www.iped-editors.org) and the Deans and Directors of Graduate Studies, a university peak body in Australia and New Zealand, agreed in November 2010 on a revised national policy for editing theses to address the above questions and sets parameters for editors. You can download the full Australian Standards for Editing Practice policy from the IPEd website. You can also search by 'state' the IPEd lists of accredited professional editors.

The IPed and DDOGS policy 'The editing of research theses by professional editors' is produced below in full.

The editing of research theses by professional editors

These guidelines were revised by the Institute of Professional Editors and approved by the Deans and Directors of Graduate Studies on 12 November 2010. They were originally developed by DDOGS collaboratively with the Council of Australian Societies of Editors in 2001.

Background

Students may use a professional editor in preparing their thesis for submission, but they should obtain permission from their principal supervisor to do so. They should also provide the editor with a copy of these guidelines before commencing work.

Professional editors need to be clear about the extent and nature of services they offer when editing research students' theses and dissertations. Academic supervisors of research students also need to be clear about the role of the professional editor as well as their own editorial role. Finally, students need to be clear about the scope and limits of services they might expect from a professional editor.

These guidelines have been developed primarily to give guidance to professional editors. They also provide a guide for academic supervisors and students. This document has been developed with close attention to the Australian Standards for Editing Practice (ASEP). Academic supervisors and students are encouraged to become familiar with this publication.

Editing and proofreading of research theses and dissertations

It is expected that the academic supervisors of research higher degree students will provide their students with editorial advice relating to matters of substance and structure; language (including matters of clarity, voice and tone, grammar, spelling and punctuation, specialised and foreign material); and use of illustrations and tables. They may also

assist with copyediting and proofreading. This type of advice is covered in Standards C ('Substance and structure'), D ('Language and illustrations') and E ('Completeness and consistency') of ASEP.

Professional editorial intervention should be restricted to copyediting and proofreading. This type of advice is covered in Standards D and E of ASEP.

In relation to matters of substance and structure (Standard C), the professional editor may draw attention to problems, but should not provide solutions. Examples may be offered in order to guide the student in resolving problems. Material for editing or proofreading should be submitted to the editor in electronic or hard copy (although if an individual academic institution has a preference for editing format, this should be followed). If the thesis is to be edited electronically, the editor and student need to agree on the process by which the student will check each suggested change before accepting it. For example, it is preferable that text marked up electronically is returned to the student in PDF format. The editor should keep on file all marked-up versions of the work.

Acknowledgement of editor's contribution

When a thesis has had the benefit of professional editorial advice, of any form, the name of the editor and a brief description of the service rendered, in terms of ASEP, should be printed as part of the list of acknowledgements or other prefatory matter.

As you can see from the above text, candidates and supervisors are still primarily responsible for the thesis. However, when you're no longer reading what is in front of you because you've read it all so many times before, the professional editor can be your 'fresh eyes'.

Graeme Chatfield
Associate Dean

For Faculty

New ERA for ACT Research

The Australian Research Council has produced its first report of the quality of research produced by Australian institutions. They are listed on Tables A and B of the Higher Education Support Act (2003), HESA. The report was published as *Excellence in Research for Australia 2010 National Report*, and generated a number of articles in *The Australian, Higher Education Supplement*, Wednesday 2 February, 2011.

ERA assessed research output over a six year period using four indicators: research quality; research volume and activity; research application; and recognition (esteem measures). A ranking was calculated from these four indicators: 5 – well above world standard; 4 – above world standard; 3 – world standard; 2 – below world standard; 1 well below world standard. A final ranking, 'n/a', was applied to those institutions that had research output deemed 'low volume'.

ERA identified twenty two (22) Fields of Research (FoR); Philosophy and Religious Studies being number 22. Within FoR 22 is nested the Religion and Religious Studies FoR 2204, the code FoR of most relevance to the ACT.

In the Philosophy and Religious Studies field an institution unable to provide at least 30 items for review was rated as 'low volume' and its research output was not evaluated. It was also considered not to be research active. The main method of assessment of the nominated material in FoR 22 was by peer-review; a panel of experts in the field that manually reviewed the material. Other disciplines had to identify at least 50 journal articles that were analysed by 'citation analysis' an automated process that counts the number of times an article has been cited by others in the field. The overall calculation of the ranking was based on review of the submitted materials, but for FoR 22, two of the four indicators were of greater importance: research quality – reflected in the journal ranking in which an article appeared; and research volume and activity – reflected in material accepted for HERDC points.

The Melbourne College of Divinity required considerable input of human resources to prepare for reporting to ERA. It achieved a very

commendable outcome, scoring a ranking of 3 – world standard. There were 14 other institutions assessed in FoR code 2204: four (4) received a ranking of 4 – above world standard; an additional 4 received a ranking of 3 – world standard; and 6 received a ranking of 2 – below world standard. There were no ratings of 5 – well above world standard, or 1 – well below world standard.

When the ACT is added to Table B of the HESA we will be required to submit material for inclusion in the next ERA report. The material required will include articles published in ERA ranked journals; books, chapters of books and published conferences papers that are accepted for HERDC points. We will also need to identify research application. This might mean identifying a commercially produced and sold product developed from research; for example a doctor of ministry project on pastoral care of missionary families might produce a manual sold to mission agencies. More problematic will be the recognition category, or measures of esteem. ERA has tightly defined these categories as follows: Editorship for a prestigious Work of Reference, fellowship of an Australian Learned Academy or AIATSIS, recipient of a nationally-competitive research fellowship, membership of a statutory committee, or recipient of an Australia Council Grant or Australia Council Fellowship.

From a review of ACT affiliated college research output between 2005 and 2009 we would have contributed another 94 units of research output to the 1515 units assessed for FoR 2204 in the ERA 2010 Report. Of those 94 research output units, 49 were articles published in ERA ranked journals; 1 from an A* journal; 7 from A journals, 9 from B journals and 32 from C ranked journals. While it is not possible to accurately calculate the ACT's 'world ranking', on the basis of our research output I believe we compare favourably with the Melbourne College of Divinity in book production and articles in ranked journals.

What does all this mean for us at the ACT?

1. When considering publishing an article, think about using an ERA ranked journal as your first option; the higher the ranking the better. Faculty of the ACT office and affiliated colleges published an additional 66 journal articles in journals not included on the ERA list of ranked journals.

2. ERA has begun a public review of its list of journals and their rankings. If you've had articles published in a journal that is not on the ERA list, then you should let the ACT office know the journal's details and we will include it in our submission to ERA. However, the submissions close March 21, so you'll need to respond very quickly. For a journal to be added to the ERA ranked journal list it needs to fit the following criteria:

- a. Be a periodical;
- b. Have been published during the ERA reference period of 1 January 2005 to 31 December 2010;
- c. Publish original peer reviewed research; and
- d. Have one or more ISSNs.

The journals are ranked according to the following criteria:

Typically an A* journal is one of the best in its field or subfield in which to publish and typically covers the entire field/subfield. Virtually all papers they publish are of a very high quality. These are journals where most of the work is important (that really shape the field) and where researchers boast about getting accepted. Acceptance rates are typically low and the editorial board is dominated by field leaders, including many from top institutions.

The majority of papers in a Tier A journal will be of very high quality. Publishing in an A journal would enhance the author's standing, showing they have real engagement with the global research community and that they have something to say about problems of some significance. Typical signs of a n A journal are low acceptance rates and an editorial board which includes a reasonable number of well known researchers from top institutions.

Tier B covers journals with a solid, though not outstanding reputation. Generally in a Tier B journal, one would expect only a few papers of very high quality. They are often important outlets for the work of PhD students and early career researchers. Typical examples would be regional journals with high acceptance rates, and editorial boards that have few leading researchers from top international institutions.

Tier C includes quality, peer reviewed journals that do not meet the criteria of the higher tiers.

The following is a list of journals in which faculty of ACT affiliated colleges have frequently published but are not ERA ranked journals:

Crucible
Evangelical Review of Theology
Journal of Evangelical Homiletics
The Religious Education of Australia
South African Baptist Journal of Theology
The Themelios
Tyndale Bulletin
Vetus Testamentum
Vox Reformata

If you want to support the ACT in nominating a particular journal, please let Graeme Chatfield know **no later than March 14**, and provide him with full bibliographical details for the journal, its ISSN, and a rationale to support a specific ranking which takes note of the ranking criteria list above.

When the next ERA report on research in Australia is produced it will be a tremendous achievement for everyone associated with the ACT if we are ranked as 'world standard' or better! We already have a substantial research output, and I believe it is not beyond us to achieve a ranking 'above world standard'.

Graeme Chatfield
Associate Dean

Recent publications-

Baker, D. L., "Temporary slavery and bonded labour: A study of Exodus 21, Deuteronomy 15 and Leviticus 25", *Trinity Working Papers* 3.1 (2010), 51-66.

Berends, B., "Establishing Christian Tertiary Education Down Under", *Christian Higher Education* (awaiting publication, 2011).

Bezzant, R., "Heroes of the Faith: Jonathan Edwards", *The Melbourne Anglican*.

Bezzant, R., "Heroes of the Faith: Billy Graham", *Essentials*.

Bezzant, R., "The Gospel of Justification and Edwards's Social Vision", in forthcoming book published by Yale Press.

- Chapple, A., "The meaning of the Stephen-episode (Acts 6: 1-8: 4): A crumbling consensus?", *Trinity Working Papers* 3.1 (2010), 4-37.
- Cohen, D. J., "Journey to Center of the Heart: Psalm 19 as Transformance" in David J. Cohen and Michael Parsons (eds), *In Praise of Worship: An Exploration of Text and Practice* (Eugene, OR: Pickwick Publications, 2010), 15-35.
- Cohen, D. J., "Out of the Depths": Engaging with Distress through Praying the Lament Psalms' in J. Harold Ellens (ed.), *The Healing Power of Spirituality [3 volumes]: How Faith Helps Humans Thrive* (Praeger, 2009), 59-82.
- Cohen, D. J., "A Prophet in Motion: The Counterpoint of Speaking, Acting and Reflecting" in Michael Parsons (ed.), *In On Eagles' Wings: An Exploration of Strength in the Midst of Weakness* (Cambridge: Lutterworth Press, 2008), 15-35
- Cohen, D. J., "Getting to the Heart of the Matter - A Lamentable Situation" in Michael Parsons (ed.), *Text and Task* (Paternoster, 2006), 50-63
- Cohen, D. J. and M. Parsons (eds.), *Beyond 400: Exploring Baptist Futures* (Eugene, OR: Pickwick Publications, 2010).
- Coulton, S., *Hitting the holy road: A guided tour of Christian history from the early church to the Reformation* (UK: IVP, forthcoming, 2011).
- Finney, T. J., "Mapping Textual Space" _TC: A Journal of Biblical Textual Criticism_ 15 (2010) <http://purl.org/TC/v15/Mapping/index.html>.
- French, J., "Don't Spin Out! Surviving the rise of helicopter kids", *Souther Cross* (2010).
- Goswell, G., "Keeping God out of the Book of Esther", *Evangelical Quarterly* 82.1 (2010), 99-110.
- Goswell, G., "The Fate and Future of Zerubbabel in the Prophecy of Haggai", *Biblica* 91.1 (2010), 77- 90.
- Goswell, G., "The Order of the Books in the New Testament", *JETS* 53.2 (2010), 225-241.
- Goswell, G., "Ancient Patterns on Reading: The Subdivision of the Acts of the Apostles in Codex Sinaiticus", *Journal of Greco-Roman Christianity and Judaism* 7 (2010), 68-97.
- Goswell, G., *The Early Chapters of Genesis* (Box Hill North: PTC Media, 2010).
- Goswell, G., "Fathers and Sons in the Books of Samuel" in John A. Davies and Allan M. Harman (eds), *An Everlasting Covenant: Biblical and Theological Essay in Honour of William J. Dumbrell* (Doncaster: Reformed Theological Review, 2010), 7-28.
- Goswell, G., "The Handling of Time in the Book of Ezra-Nehemiah", *Trinity Journal* 31.2 (2010), 187-203.
- Hill, G., "Emerging-Missional Ecclesiology and the Future of Denominational Leadership and Affiliation" in David J. Cohen and Michael Parson (eds), *Beyond 400: Exploring Baptist Futures* Eugene, OR: Pickwick Publications, 2010).
- Lane, A., "Training the Trainers of Tomorrow's Preachers: Towards a Transferable Homiletical Pedagogy", *The Journal of the Evangelical Homiletics Society* 9:2 (September 2009), 16-34 (came out in 2010).
- Lane, A., "Celebrating a Centenary at Ridley Melbourne - Towards a Pedagogy of Training for Ministry" *Churchman* 124:2 (Summer 2010), 159-171.
- Malcolm, I. G., "Conceptual considerations in communicating the Bible", *Trinity Working Papers* 3.1 (2010), 81-94.
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- Mei, C., "I think therefore I am: Faith and Reason", *Journal of Theology and Spiritual Formation* 15 (2010).
- Moore, P., 'The Spirit of Calvin and "Intimations" in "Religious Worship"' *Reformed Theological Review* 69.2 (2010), 88-100.
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- Moore, P., "William Wilberforce's Practical View", *Australian Presbyterian* (November 2010).
- Murphy, E., "Cyprian and the Pilgrim's Progress" in David J. Cohen and Michael Parson (eds), *Beyond 400: Exploring Baptist Futures* Eugene, OR: Pickwick Publications, 2010).
- Mugridge, A. J., "Stages of Development in Scribal Professionalism in Early Christian Circles" (PhD, UNE, 2010).
- Mugridge, A. J., 'Writing and Writers in Antiquity: Two "Spectra" in Greek Handwriting', in T. Gagos (ed.), *Proceedings of the Twenty-Fifth International Congress of Papyrology* (Ann Arbor, 2007) (American Studies in Papyrology, 2010), 573-80.

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- Petterson, A. R., *Behold Your King: The Hope for the House of David in the Book of Zechariah* (LHBOTS 513; London: T&T Clark, 2009).
- Petterson, A. R., "The Shape of the Davidic Hope across the Book of the Twelve", *JSOT* 35 (2010), 225-246.
- Starling, D., "Not my People': Gentiles as Exiles in Pauline Hermeneutics" (PhD, The University of Sydney, 2010).
- Stirrup, A., "From whom every family in heaven and on earth is named", *Journal of Family Ministry* 1.1 (2010), 28-35.
- Justin Tan's publications
(all in Chinese, unless otherwise stated)**
- Tan, J., "Chinese Protestant Christianity: A Reappraisal", *Interface* 11.2 (2010) (in English).
- Tan, J., *Suffering and Wisdom: A New Reading of the Book of Job* (Beijing: Zongjiao Wenhua, 2010).
- Tan, J., "The Spirituality in Gregory of Nyssa's 'The Life of Moses'", in *The Work of Gregory of Nyssa*, (new Chinese translation, forthcoming, 2010).
- Tan, J., *The Christological reflections of Piero della Francesca's Baptism of Christ*, Spiritual Journey series, September, 2010.
- Tan, J., "How to a Cathedral: What the Structure of the Cathedral Speak to Us About our Faith", *British Christian Paper*, September, 2010.
- Van Wollingen, R., "A study in Pauline ethics based on 1 Thess. 4 : 1-12", *Trinity Working Papers* 3.1 (2010), 38-49.
- Voorwinde, S., "The Kingdom of God in the Proclamation of Jesus" in Mark Harding and Alanna Nobs (eds), *The Content and Setting of the Gospel Tradition* (Grand Rapids: Eerdmans, 2010), 329 -353.
- Voorwinde, S., *Jesus' Emotions in the Gospels* (London: T&T Clark, forthcoming, 2011).

Feature Article

A Story of Conversion

I distinctly remember the moment. I had been in pastoral ministry for three years and was attending a series of guest lectures by Don Carson at Carey Baptist College (NZ). On the first day, after the first lecture the principal of the college asked what I thought. I was in a state of shock. I answered, "I can't believe how much I've dumbed down in only three years!" I had enjoyed five years of training for pastoral ministry and in no time at all I had lost my edge. I was not engaging robustly with the Scriptures, theology and the world. I had dumbed down; worse still, the danger was so would my congregation. In the years since, I have enjoyed bursts of redemption but it was not until the latter part of 2006 that I commenced studying the D Min. It has been the difference! When I started the programme, I decided not to attempt to do ministry and then study on top of that; instead I resolved that study was a way to do ministry. The configuration of the current D Min programme facilitated that powerfully. It

has changed me as a person, disciple and leader; it has changed the congregation I serve. Let me explain.

The four theological and theoretical papers I studied had a concentrated effect. Two papers focussed on the Sermon on the Mount and the Parables and spawned forty sermons over two years. Two papers focussed on leadership and congregational health and spawned a new understanding among the church leadership and mission among the people. The particular value of these last two papers (taught by Rev Dr Jeff Pugh) was the cumulative effect of the assignments. The first was a book review which orientated the student to the overall subject; the second engaged with the theory; the third and largest assignment was theory in practice. The moment when, as I like to term it, the questions "So what? And who cares?" are answered in the lives of the congregation.

These four papers were then complemented by the Personal Development Portfolio (PDP) and a minor research project which focussed on the Sunday morning worship service of the church I lead. It was at this point that a synergy, facilitated by the programme, transformed me as a pastor and the way the congregation serve God. The PDP, insights from the study about congregational health and the minor research project gifted me insight into what makes the context I minister in tick. It gifted me insight into what makes *me* tick! The PDP provided the opportunity for me and my spiritual director to *really* examine my DNA as a leader and disciple of Christ. The insights from the paper about congregational health provided a powerful lens by which to perceive how we as the people of God went about the business of God. The minor research project facilitated the occasion whereby literally over half of the congregation attended a series of workshops to reconsider how we worshipped and to discern where God was drawing us to. Over half! In over a decade of ministry in this church we had *never* enjoyed that level of support with any other venture.

For the past two years I have been working on the final phase of the programme; the major thesis. I am examining the effect of *lectio divina* and Ignatian Gospel Contemplation when these approaches of praying the Scriptures are used in sermon preparation. The first two phases of the DMin programme have positioned me for

this last phase. The formation experienced in the lead-up to the major thesis has meant that at its heart, this thesis is akin to walking on the Road to Emmaus.

I have found that I am orientated once more to the presence of Christ and His message; and that I am reinvigorated by an encounter with the Risen Christ. The thesis, while attending to the conventions of academic writing, is proving to be enlightenment about ministry practice and a prayer for the future. Truly – my heart is burning within me as a result of the constant work of the Spirit throughout this whole process. I am significantly less anxious as a leader and perceive my ministry context much more vividly. As a Christian leader, I have undergone a conversion. I am a better person for it. Just ask my wife.

I began this programme of study resolving that it would be a way of doing ministry. On the eve of submitting my thesis I realise that resolution has been exceeded. I have discovered that the D Min programme has actually redefined “how I do life.”

Rev Geoff New has been the minister of Papakura East & Hunua Presbyterian Church (NZ) for 13 years. He has been studying the D Min through Laidlaw-Carey Graduate School.