



Sydney College of Divinity

A federation of leaders in theological education

Accreditation of Academic Faculty: Policy and Procedures

Process

Existing policy: Accreditation of Academic Faculty: Policy and Procedures	Approved by Academic Board on 13/12/06	
Academic faculty categories reduced from Teacher/Associate Teacher/ Tutor (including Assignment Reader) to Teacher/Associate Teacher	Approved by Academic Board on 15/12/08	
Policy revised	Approved by Academic Board on 06/04/09	
Submission to Council		
Policy reappraisal and review by Academic Board		

All courses and awards of the Sydney College of Divinity are developed in accordance with the SCD Strategic Plan, particularly its Vision, Mission and Values statements.

This particular policy, dealing with the accreditation of academic faculty, sits within the ambit of the Learning and Teaching policies of the College. It addresses the following Strategic Objectives

- Develop guidelines for the recruitment, development, and retention of the highest quality academic staff. :
- Encourage the development of initiatives to improve the quality of teaching and the student learning experience.
- Maintain best practice in teaching and learning strategies and delivery modes.
- Provide professional development opportunities to further the development of teaching competencies.

Scope

- 1) This policy governs the accreditation of Teachers and Associate Teachers within the SCD where Teacher is defined as a person who is responsible
 - a) for all or most of the following teaching activities: instruction; evaluation; student-academic advisement; academic program planning; and curriculum development.
 - b) for supervising the performance of Associate Teachers in the activities in (a) above
- 2) The significant terms in the definition of Teacher are defined as follows:
 - a) Instruction is
 - i) the transfer of knowledge, through lectures, and equally well through appropriate printed, videotaped, or electronic teaching materials.
 - ii) facilitating learning through activities, experiences, projects and events other than knowledge transfer developing values, skills and attitudes, and
 - iii) meeting of special needs in various ways ranging from structured to individualized activities, including instructional support activities which aid and enrich the teaching-learning process.
 - b) Evaluation is the process of judging the effectiveness of student learning

- c) Academic advising is the sharing of information between faculty and student regarding the student's academic progress or professional goals, and assists the student in maximizing the benefits from the educational experience.
 - d) Academic program planning identifies educational goals and contributes to their implementation.
 - e) Curriculum development may be directed towards either course or program development and may involve credit or non-credit activities. This is facilitated by individual involvement and collaboration with colleagues, and recommendations to the appropriate committees where necessary.
- 3) Exclusions: A person who is not engaged in the above range of teaching activities is not a Teacher and falls outside this policy. This includes any form of student support activity, counselling, and mentoring.

Purpose

Faculty Accreditation is a process by which the College ensures that students, church bodies, employers, accrediting authorities, and other stakeholders recognise the faculty as bona fide practitioners

Providing faculty hold qualifications from a recognised Australian higher education provider or have overseas qualifications recognised within the guidelines published by the National Office of Overseas Skills Recognition, this process accredits academic faculty to teach particular course units and/or sub-disciplines (normally one sub-discipline, although teachers may make a case for additional sub-disciplines where they have an appropriate breadth of experience and qualifications).

Traditionally academic faculty have regarded their discipline as the source of their professional status. Appropriate qualifications are normally regarded as a higher degree in the subject or practice in a professional area. Faculty are granted entry to the profession after apprenticeship in the study of the discipline. Sometimes experience in the practice of a profession may also be required eg academics in the faculty of medicine are generally accredited doctors.

Faculty accreditation is the process by which the College grants entry to qualified people as professional academics in theology.

This policy notes the *SCD Teaching and Learning Enhancement Plan* (especially Goal 4) that reflects the notion that in the 21st century the Academy is moving to broader accreditation criteria. These criteria require academic faculty to have some qualifications in pedagogy in addition to the qualifications in the discipline. The traditional apprenticeship model by which students learn the discipline, gain the qualification, and then move into the Academy where they become apprentice masters inducting a new generation of students into the discipline is being superseded. When applied to theology, the new model emphasises

- information management and active learning rather than knowledge transmission
- the integration of academic theology and ministry through experiential and ministry-based learning
- individual differences in learning styles and developing the ability to teach in radically different modes
- new developments in learning technology
- a basic grounding in theological knowledge combined with the development of cognitive and transferable skills to enable students to succeed in their vocations in a diverse range of ministry settings

Although not a barrier to accreditation, applications by faculty should address these issues in the section of the application form headed "Educational Leadership, Curriculum Development, and Teaching."

Accreditation Categories

- 1) Teacher
 - a) is accredited to teach course units from level 100 to 700
 - i) providing the teacher possesses, at least, a higher research degree; although
 - ii) under special circumstances a teacher may be accredited if the teacher has a qualification that is at least one AQF level higher than the level of the course being taught, and
 - iii) in applied disciplines, professional experience may be taken into account for the purposes of accreditation
 - b) is accredited to teach course units at the 800 level
 - i) providing that the teacher possesses a professional or research doctorate.
- 2) Associate Teacher
 - a) is accredited to teach course units providing they
 - i) are supervised by a teacher who will
 - (1) review and approve the detailed content of the course unit semester outline given to students;
 - (2) advise on the inclusion of appropriate books and articles in the bibliography given to students;
 - (3) approve assessment tasks as appropriate to the outcomes of the units;
 - (4) review a selection of assessed material to ensure that grading is appropriate to the level of the unit;
 - (5) consult with the person being supervised at least four times (or the equivalent for distance education) during the year on the progress of the unit and at least once during the teaching of an intensive;
 - (6) act if necessary as a guest lecturer for those content areas where there is a clear deficiency in the expertise of the person being supervised;
 - (7) take account of any student review/evaluation at the end of the unit;
 - (8) keep a log of the above process for the purposes of moderation in the subject area, a copy of which will be forwarded to Academic Standards Committee twice per semester.
 - ii) possess qualifications in theologically related disciplines at least equal to the level of the course unit being taught

Procedures

- 1) Academic faculty seeking accreditation should complete the Application for Accreditation as SCD Teacher/Associate Teacher and submit it with the required documentation to their Principal.
- 2) The Principal will complete the Declaration component of the application form and forward the form and required documentation to the Chair, Academic Standards Committee.
- 3) The Chair, Academic Standards Committee will forward the application form and required documentation to the Chair, Accreditation sub-committee for analysis and report.
- 4) The Chair, Accreditation sub-committee will file the application and associated documents and forward a report to the Academic Standards Committee on the suitability of the applicant for accreditation and the units or sub-disciplines covered by the accreditation.
- 5) Academic Standards Committee will report to the Academic Board on the outcomes of its deliberations.
- 6) When Academic Board approves the accreditation, the Chair, Accreditation sub-committee will advise the Director (Research) for inclusion on (a) Faculty Register and (b) Faculty List Server.
- 7) The Director (Research) will encourage the applicant to commence the Academic Faculty Classification process (see Academic Faculty Classification policy).



ACCREDITATION OF SCD ACADEMIC STAFF APPLICATION FORM

Full name	
Qualifications*	
Specify the validation of each overseas qualification using the Country Education Profile (CEP)- NOOSR	
Member Institution	
Email address	
Employment status <i>Please delete unnecessary fields</i>	<input type="checkbox"/> Full Time <input type="checkbox"/> Permanent Part Time: % of time: ____% <input type="checkbox"/> Sessional (Full Time) <input type="checkbox"/> Sessional (Part Time)
Subdiscipline** OR	
Particular course units: <i>code, title, and supervisor where applicable</i>	

* Name each degree, the University that awarded the degree, and the year the degree was awarded

** Normally one subdiscipline although particularly well qualified teachers may apply for additional subdisciplines

Procedural Notes

1. This page is forwarded to Academic Board after Academic Standards Committee approval
2. Following Academic Board approval, a copy goes to Director (Research) for inclusion on (a) Faculty Register and (b) Faculty List Server.
3. The Director (Research) will then encourage the application to seek Classification.

TEACHER: FULL-TIME AND PERMANENT PART-TIME

Accreditation is sought as a TEACHER in the subdiscipline(s) on the following grounds. (*applicants develop a case that reveals the ways in which they are qualified to teach in the nominated subdiscipline*).

ASSOCIATE TEACHER

List by code and title the particular coursework units to be taught:

Demonstrate how the qualifications and/or experience of the applicant match the outcomes and the content of the particular coursework units he or she will teach:

Supervisor Please provide the name, the full qualifications (name each degree, the University that awarded the degree, and the year the degree was awarded), and SCD Academic Classification

SESSIONAL

List by code and title the particular coursework units to be taught:

Does the person have a research degree in the area?

If not, demonstrate how the qualifications and/or experience of the applicant match the outcomes and the content of the particular coursework units he or she will teach:

Supervisor Please provide the name, the full qualifications (name each degree, the University that awarded the degree, and the year the degree was awarded), and SCD Academic Classification

DECLARATION

- The Member Institution of the SCD has read and understood the Academic Staff Accreditation Policy of the SCD**
- The Supervisor of the Associate Teacher has read and understood the Academic Staff Accreditation Policy of the SCD**
- A completed CV of the proposed Academic Staff member, according to the template provided, is attached with this application**
(In completing the CV Template, please delete all fields not filled)
- A certified copy of the testamurs of the applicant's academic awards is attached**
- Each overseas qualification has been verified according to the Country Education Profile (CEP) - NOOSR**
- All unnecessary fields have been deleted**

Signed:

Position:

L. Determination of the Academic Standards Committee of the SCD *(To be completed by the Director (Coursework) following the ASC Meeting)*

Date of Academic Standards Committee: _____

Date of SCD Academic Board Meeting: _____

- Application Approved**
Proposed faculty member is accredited for
- Application Returned to MI for further consideration for the following reasons**
- Copy forwarded to the applying Member Institution**



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Name

<i>Qualifications</i>	
<i>Academic Classification</i>	
<i>Institution</i>	
<i>Employment status</i>	Full-time OR Part-time OR Sessional F/T OR Sessional P/T
<i>Subject area</i>	
	RESEARCH, SCHOLARSHIP & RESEARCH ACTIVITY
<i>Current research</i>	
<i>Research funding/ grants</i>	
<i>Books</i>	
<i>Books edited</i>	
<i>Books translated</i>	
<i>Chapters in books</i>	
<i>Chapters translated</i>	
<i>Articles in refereed journals</i>	
<i>Articles translated</i>	
<i>Book reviews in refereed journals</i>	
<i>Articles in non-refereed journals</i>	
<i>Book reviews in non-</i>	

<i>refereed journals</i>	
<i>Research reports</i>	
<i>Creative works</i>	
	Research projects(in chronological order, most recent first)
<i>Project details</i>	
<i>Role in team</i>	
	Postgraduate research supervision and examination (in chronological order, most recent first)
<i>Research degree theses supervised</i>	
<i>Research degree theses examined</i>	
<i>Postgraduate research essays (18 cr pts or more) supervised</i>	
<i>Postgraduate research essays (18 cr pts or more) examined</i>	
<i>Postgraduate research projects (18 cr pts or more) supervised</i>	
<i>Postgraduate research projects (18 cr pts or more) examined</i>	
	Professional standing (in chronological order, most recent first)
<i>Conferences attended</i>	
<i>Conference papers</i>	
<i>Recognized participation in consultancy projects</i>	
<i>Participation in academic program reviews</i>	
<i>Author / editor of academic reports</i>	

<i>Participation in church, government and industry bodies</i>	
<i>Editorial Board member of a refereed journal or publication</i>	
<i>Referee for journal</i>	
<i>Editorial Board member of a non-refereed journal or publication</i>	
<i>Role in the organisation of conferences, lecture series and speakers</i>	
<i>Occasional lectures</i>	
<i>Media commentary</i>	
<i>Membership of professional bodies and offices currently held</i>	
<i>Awards and prizes</i>	
	EDUCATIONAL LEADERSHIP, CURRICULUM DEVELOPMENT AND TEACHING (in chronological order, most recent first)
<i>Administrative leadership</i>	
<i>Course co-ordination, development of curriculum and teaching methodology</i>	
<i>Tertiary teaching</i>	
<i>Contribution to vocational and continuing educational programs</i>	
<i>Professional development in educational leadership, learning and teaching</i>	

	CONTRIBUTION TO INSTITUTIONAL PLANNING AND GOVERNANCE (in chronological order, most recent first)
<i>Membership of committees in broader tertiary sector</i>	
<i>Membership of committees and bodies in the SCD</i>	
<i>Membership of committees and bodies in the Member Institution</i>	
<i>Activities within the Academic Department</i>	
<i>Role in the career and professional development of staff</i>	
<i>Professional development in institutional planning and governance</i>	
	SERVICE TO THE COMMUNITY, PROFESSION AND CHURCH (in chronological order, most recent first)
<i>Official church appointments</i>	
<i>Pastoral responsibilities</i>	
<i>Membership of community bodies</i>	
<i>Honours and awards</i>	