

## ROLE OF DISCIPLINE COORDINATORS

### ELIGIBILITY

The position of Discipline Coordinator is a senior academic role and requires the classification of Associate Professor or above. As an interim strategy for achieving this, the College will sometimes appoint Discipline Coordinators who are classified as Senior Lecturer, however they will only be appointed for a year, with an annual review.

### TERMS OF REFERENCE

#### **Leadership in the discipline**

The role of Discipline Coordinator requires:

1. Recognised Academic Credibility: Level D or above
2. Current Research Active status
3. Recognized ability to develop the link between research and teaching
4. An ability to understand, value and academically develop confessional theological doctrines and methodologies.

#### **Leadership in collaborative administrative responsibilities**

The role of Discipline Coordinator requires:

5. The capacity to work with other staff in collaborative leadership and administrative tasks
6. A broad comprehension of academic administration including
  - a. Course structure
  - b. Curriculum design and evaluation
  - c. Assessment
  - d. Moderation of institutions, courses, discipline areas and course units
  - e. Assessment of applications for credit
  - f. Evaluation of qualifications
  - g. Performance appraisal
  - h. Teaching and learning
  - i. Research supervision

#### **Structural functions**

The role of Discipline Coordinator includes:

7. Membership of the Academic Board, the apposite curriculum area sub-committee of the Academic Standards Committee, and various ad hoc committees.

#### **Roles and responsibilities**

The Discipline Coordinator has responsibility for:

8. Being fully familiar with who is teaching within the Discipline, what course units are being taught, where, and in what mode, and being vigilant that the academic qualifications of teachers in the Discipline are appropriate to the level of the course units being conducted.

9. Fostering collaboration between teachers in the Discipline through such ways as gathering such teachers for at least one meeting each semester
  - a. to ascertain common concerns and issues;
  - b. to discuss means to promote the Discipline;
  - c. to explore collaboratively the standard of teaching and learning across the curriculum of the Discipline.
  
10. Developing professional development in the Discipline, through such ways as
  - a. Mentoring of new faculty members;
  - b. Bringing to the attention of teachers opportunities in the Discipline for professional association and development, and the availability of various resources in the Discipline;
  - c. Encouraging research initiatives within the Discipline, and collaborating interdisciplinary initiatives, particularly mindful of weaknesses in the Discipline across the SCD .
  
11. Through the phase of accreditation of SCD Awards, the development of the academic integrity and cohesion of the Discipline's curriculum, and at the time of re-accreditation to present, after thorough consultation amongst the faculty within the Discipline, the proposed curriculum for the subsequent phase of accreditation.
  
12. Developing instruments of moderation for those course units within the Discipline's curriculum which are conducted across a number of Member Institutions of the SCD, including the development of common assessment tasks.
  
13. The appointment and oversight of common unit coordinators.
  
14. The correlation of academic results within the Discipline within two months of the semester, in consultation with the SCD Result Monitoring Coordinator and the SCD office staff, and according to the SCD policy on monitoring of academic results
  - a. To present to Academic Board an overview of the results gained within the Discipline within two months subsequent to a semester;
  - b. To maintain a progressive analysis of academic results within the Discipline;
  - c. To identify issues emergent in such analysis, bringing these to the attention of, and discussion by, Discipline meetings.

## DISCIPLINE COORDINATORS

### Workload & Integration with the SCD Structure

<p><b>ELIGIBILITY</b></p> <p>The position of Discipline Coordinator is a senior academic role and requires the classification of Associate Professor or above. As an interim strategy for achieving this, the College will sometimes appoint Discipline Coordinators who are classified as Senior Lecturer, however they will only be appointed for a year, with an annual review.</p>	<p>This is in keeping with the Academic Faculty Classification policy, and so does not imply further workload. It is one of the ways in which Academic Faculty Classification has impact upon the College.</p>
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#### TERMS OF REFERENCE

##### **Leadership in the discipline**

The role of Discipline Coordinator requires:

<p>15. Recognised Academic Credibility: Level D or above</p>	<p>This is in keeping with the Academic Faculty Classification policy, and so does not imply further workload. It is one of the ways in which Academic Faculty Classification has impact upon the College.</p>
<p>16. Current Research Active status</p>	<p>This is in keeping with the recently approved Research Active Policy and Register of Supervisors</p>
<p>17. Recognized ability to develop the link between research and teaching</p>	<p>This is in keeping with the current understanding in tertiary education of the nexus between teaching and research, especially at graduate coursework level.</p>
<p>18. An ability to understand, value and academically develop confessional theological doctrines and methodologies.</p>	<p>This would be a fair and reasonable expectation of a senior academic in a theological federation, and should be the result of ongoing faculty collaboration in the federation</p>

##### **Leadership in collaborative administrative responsibilities**

The role of Discipline Coordinator requires:

<p>19. The capacity to work with other staff in collaborative leadership and administrative tasks</p>	<p>This is in keeping with the Academic Faculty Classification policy, and so does not imply further workload. It is one of the ways in which Academic Faculty Classification has impact upon</p>
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The role of Discipline Coordinator requires:

20. A broad comprehension of academic administration including	This is in keeping with the Academic Faculty Classification policy, and so does not imply further workload.
a. Course structure	This area is overseen by Academic Standards Committee, which would call upon the DC when discipline specific input is required
b. Curriculum design and evaluation	This area is overseen by Academic Standards Committee, which would call upon the DC when discipline specific input is required
c. Assessment	This area is overseen by Academic Standards Committee and the Student Administration Committee, which would call upon the DC when discipline specific input is required
d. Moderation of institutions, courses, discipline areas and course units	This area is overseen by Academic Standards Committee, which would call upon the DC when discipline specific input is required
e. Assessment of applications for credit	This area is overseen by Student Administration Committee, which would call upon the DC when discipline specific input is required
f. Evaluation of qualifications	This area is overseen by Academic Standards Committee, which would call upon the DC when discipline specific input is required
g. Performance appraisal	This area is overseen by the Principal of the Member Institution and various SCD bodies that take up performance appraisal the [Dean/ Academic Board/ Classifications and Promotions Committee/ other] who call upon the DC for discipline specific input
h. Teaching and learning	This area is overseen by the Learning and Teaching Committee ( <i>formerly Professional Development Committee</i> ), which would call upon the DC when discipline specific input is required
i. Research supervision	This area is overseen by the Research Committee, which would call upon the DC when discipline specific input is required

### Structural functions

The role of Discipline Coordinator includes:

<p>21. Membership of the Academic Board, the apposite curriculum area sub-committee of the Academic Standards Committee, and various ad hoc committees.</p>	<p>This is in keeping with the Academic Faculty Classification policy, and so does not imply further workload. It is one of the ways in which Academic Faculty Classification has impact upon the College.</p>
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### Roles and responsibilities

The Discipline Coordinator has responsibility for:

<p>22. Being fully familiar with who is teaching within the Discipline, what course units are being taught, where, and in what mode, and being vigilant that the academic qualifications of teachers in the Discipline are appropriate to the level of the course units being conducted.</p>	<ul style="list-style-type: none"> <li>• Involves knowing the faculty in the discipline</li> <li>• Information on units taught etc is gathered by the Office of the Dean and forwarded to the Academic Board where the DC can speak to it</li> <li>• Where the level of the lecturer is inappropriate, the DC informs the Academic Standards Committee, and if necessary the Academic Board</li> </ul>
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<p>23. Fostering collaboration between teachers in the Discipline through such ways as gathering such teachers for at least one meeting each semester</p>	<p>This meeting is organized by the Discipline Coordinator, however it may coincide with SCD faculty inservice and professional development sessions</p>
<p>a. to ascertain common concerns and issues;</p>	<p>A discipline matter that the DC can feed back to the Academic Board</p>
<p>b. to discuss means to promote the Discipline;</p>	<p>A discipline matter that the DC can feed back to the Academic Board, and also the Research Committee</p>
<p>c. to explore collaboratively the standard of teaching and learning across the curriculum of the Discipline.</p>	<p>This can be done in collaboration with the Learning and Teaching Committee</p>

<p>24. Developing professional development in the Discipline, through such ways as</p>	<p>This is done in collaboration with the Learning and Teaching Committee</p>
<p>a. Mentoring of new faculty</p>	<p>This falls to the Discipline Coordinator</p>

members;	
b. Bringing to the attention of teachers opportunities in the Discipline for professional association and development, and the availability of various resources in the Discipline;	<ul style="list-style-type: none"> <li>• This is in line with Level D classification</li> <li>• Development activities are done in collaboration with the Learning and Teaching Committee</li> </ul>
c. Encouraging research initiatives within the Discipline, and collaborating interdisciplinary initiatives, particularly mindful of weaknesses in the Discipline across the SCD	<ul style="list-style-type: none"> <li>• Encouraging Research: This is done in collaboration with the Research Committee</li> <li>• Weaknesses in the Discipline: This is in line with the DC's role on the Academic Board</li> </ul>
25. Through the phase of accreditation of SCD Awards, the development of the academic integrity and cohesion of the Discipline's curriculum, and at the time of re-accreditation to present, after thorough consultation amongst the faculty within the Discipline, the proposed curriculum for the subsequent phase of accreditation.	Reaccreditation has always fallen to senior academics within the College, and so now is part of the loading of a Discipline Coordinator. This is in keeping with the Academic Faculty Classification policy, and so does not imply further workload. It is one of the ways in which Academic Faculty Classification has an impact upon the College.
26. Developing instruments of moderation for those course units within the Discipline's curriculum which are conducted across a number of Member Institutions of the SCD, including the development of common assessment tasks.	The DC advises the Academic Standards Committee
27. The appointment and oversight of common unit coordinators.	The DC advises the Academic Standards Committee and the Academic Board
28. The correlation of academic results within the Discipline within two months of the semester, in consultation with the SCD Result Monitoring Coordinator and the SCD	The DC offers analysis of data already collated across the College, and brings to the Academic Board recommendations based in a critical and discipline perspective. This is appropriate to Level D classification and membership of the Academic Board

<p>office staff, and according to the SCD policy on monitoring of academic results</p>	
<p>a. To present to Academic Board an overview of the results gained within the Discipline within two months subsequent to a semester;</p>	<p>This is consistent to the DC's membership of the Academic Board</p>
<p>b. To maintain a progressive analysis of academic results within the Discipline;</p>	<p>This is proper to the role of a DC, allowing the DC to give feedback to the faculty in the discipline</p>
<p>c. To identify issues emergent in such analysis, bringing these to the attention of, and discussion by, Discipline meetings.</p>	<p>This is proper to the role of a DC, allowing the faculty to take an active part in the development of the discipline</p>