

The Centre for Christian Studies is seeking a Principal

Reflect. Act.
Be Transformed.

The Centre for Christian Studies (CCS) is a national theological school, based in Winnipeg, Manitoba, with roots in The Anglican Church of Canada and The United Church of Canada. Our mission is “to educate leaders for justice, compassion, and transformation.” We prepare people for diverse ministries of *diakonia* (service) in both the church and world.

The principal of the Centre for Christian Studies will be a person who is deeply formed by Biblical values with a commitment to justice, to the empowering of others through transformative learning, and to a collaborative, collegial, and non-hierarchical work-style. The principal will build upon a valued history of visionary leadership. Familiarity with the Anglican and United Church communities and a strong understanding and commitment to diaconal ministry will also be essential.

The chosen candidate for principal of the Centre for Christian Studies will have the following skills and qualities:

- The ability to provide visionary and transformational leadership
- An academic background with graduate work in theology and diaconal training preferred
- Knowledge of United Church and Anglican Church theology and governance
- Competence in program design and implementation
- Dedication to innovative adult education methods
- Development and fundraising expertise
- Good networking skills for recruitment, development, and building partnerships
- The ability to work well in a team environment
- Effective written and oral communication

This full-time permanent position is based in Winnipeg. Remuneration is on a flat salary scale for program staff and principal. The salary will be communicated with the submission of an application. The benefit package is the standard staff benefit program through The United Church of Canada or The Anglican Church of Canada.

The Centre for Christian Studies staff, students, and volunteers are expected to uphold the school’s commitment to be an inclusive organization and community in which all people are treated with dignity and respect. CCS has been recognized by Integrity as a Proud Anglican Ministry and by Affirm United as an Affirming Ministry of The United Church of Canada.

A detailed position description and information package is available online at:
www.ccsonline.ca/job-postings

Applications and references should be e-mailed by February 15, 2017 to **the Centre for Christian Studies Principal Search Committee** at ccs.searchcommittee@gmail.com with the subject line “CCS Principal Search”. Please include a cover letter, curriculum vitae, and the names of three references (at least one of which is an academic reference). The referees should be asked to e-mail their letters of reference directly to **the Centre for Christian Studies Principal Search Committee** by the application deadline.

Interviews will be held mid-March.

The anticipated starting date is August 1, 2017

POSITION: Principal – Centre for Christian Studies

ROLE OF PRINCIPAL:

The principal, with direction from Central Council and in cooperation with the staff team, will ensure the overall effectiveness of the Centre for Christian Studies in fulfilling its mission by:

1. Offering visionary leadership – carrying the vision and driving its examination.
2. Instilling and preserving a diaconal perspective in the program and identity of CCS.
3. Collaborating with staff and volunteers to provide programmatic and administrative leadership.
4. Being engaged in the ethos of Emergence Christianity.
5. Working as a member of the program staff team, maintaining an overview of and participating appropriately in program planning, development, and teaching.
6. Working collegially and in partnership with other staff engaged in the administrative, educational, and relational aspects of the organization.
7. Supporting staff, students and volunteers, recognizing that each one has a shared responsibility for the welfare of the whole community.
8. Acting as a resource and administrative support to Central Council and its committees.
9. Being available to undertake tasks and duties identified by Central Council.
10. Offering leadership in budget planning, financial management and reporting.
11. Representing CCS and its interests in churches, in relationships with other theological schools, in other institutions and to the broader public.
12. Actively recruiting new students.
13. Contributing to the development of CCS policies and operational procedures to meet the needs of students, staff, and community and denominational partners.
14. Working with Central Council and its committees to develop and implement organizational plans, including goals, outcomes, and benchmarks.
15. Ensuring the continuity of a strong staff team through effective searching, selection, training, development and evaluation as required.
16. Tracking long-range planning goals and guiding staff through them as they are implemented.

OTHER EXPECTATIONS:

At this particular time in the history of the Centre for Christian Studies, the principal would ideally have the following competencies:

1. Flexibility in times of change and/or transition.
2. Experience in a relationship-building approach to fund development.

3. The ability to be responsive to non-traditional, transitional theological movements.
4. Experienced in creative ways of teaching, including online teaching.
5. A willingness to continue and revitalize the international components of the program.

RESPONSIBILITIES:

The principal oversees and participates in all areas of the life of the Centre.

The following responsibilities reflect the diverse and enlivening role the principal shares with all who learn and serve at the Centre for Christian Studies.

1. Program 25%

- Provide oversight of CCS programs, admissions and graduation.
- Participate in program implementation, including planning, development, student advising, field orientations, teaching, responding to student assignments, reporting to denominational bodies as required.
- Attend Program Committee meetings as required to work on emerging program needs, church requirements, to suggest program changes, innovations, alterations, or to recommend updates to program policies.
- Initiate or respond to partnering opportunities with other theological institutions and denominations as they arise.
- Ensure that the programs and student records are appropriately documented.
- Ensure that current information about the availability of external courses is gathered and shared with students and staff.
- Receive student appeals as outlined in the Appeals Policy.
- Participate in planning for and attend the Annual Service of Celebration and honouring of CCS Companions.
- Take an active part in program revision and evaluations as they emerge.

2. Fund Development, Relationship Building and Student Recruitment 20%

- Share CCS's goals and needs with the development coordinator as they prepare development plans.
- Be involved with fund development activities planned by the development coordinator and the Development Working Group.
- Write blogs or reflections for *Common Threads* (monthly e-newsletter) or *Tapestry* (three times a year print publication).
- Promote an active online dimension to the program for use by students, staff and program staff.
- Be involved in nurturing relationships with grads, donors and Friends of the Centre.

- Engage the CCS community in idea development for strategic and organizational planning.
- Ensure development and implementation of an effective student recruitment strategy.
- Provide a public face for CCS in the community.

3. Financial Matters 15%

- Ensure smooth functioning of financial administration, including troubleshooting, oversight of budget and cash flow, monthly reports to Central Council, annual audit and tax receipts.
- Oversee office administrator and their liaison with the external accountant.
- Work with finance chair/treasurer and Finance Committee to recommend financial priorities and goals to Central Council.
- Interpret the work of CCS and concerns regarding financing to Finance Committee.
- Assist in the preparation of the budget.
- Assist in developing financial policies.
- Be a signing officer for the organization and review expenditures and bank statements.
- Work with Bursary Working Group, office administrator and registrar to ensure bursary disbursements to students and upkeep of the records related to bursaries.
- Sign and personalize donation receipts as requested.
- Ensure the granting of scholarship and trust funds.

4. Denominational and Academic Representation 10%

- Represent CCS at denominational meetings and in the network of theological schools and programs.
- Participate in discussions and negotiations with other theological schools on joint programming, course recognition or certification and collaboration.
- Ensure representation of CCS and its programs to other academic institutions.
- Interpret and promote CCS and its programs at all levels of the churches and related constituencies.
- Participate in academic, denominational, regional, and international diaconal networks as possible.

5. Support of Central Council and Committees 10%

- Attend and participate in Central Council and Executive Committee as a staff resource.
- Support the Co-chairs in developing the agenda for Central Council meetings
- Serve as a member of the Finance Committee, the Human Resources Committee, and the Planning and Governance Committee.

- Serve as a resource to other committees, working groups and task groups as required.
- Ensure that all meetings are staffed, adequately supported by volunteers, in partnership with the Volunteer Recruitment and Support Working Group, and that written documentation is processed and filed.

6. Human Resources 10%

- Be primarily responsible for accountability and supervision of staff, through periodic structured conversations, as well as annual work reviews.
- Make recommendations to the Human Resources Committee of changes in staff structure or job descriptions as required.
- Make provisions for work coverage in the case of termination or long term absence of staff.
- Oversee the payment of staff and their benefits and provide information and changes to the payroll carrier.
- Inform the United or Anglican Church pension department of changes in staff status.
- Collaborate with the HR Committee and Central Council in search and hiring procedures for permanent staff and employment agreements.
- Assist in orientation of new staff members to their jobs.
- Bring any personnel situation that needs special attention or intervention to the HR Committee. (Any recommendation of termination would have to be sent by Human Resources Committee to the Central Council.)

7. Community Life 5%

- Take particular responsibility for modelling healthy community life.
- Be attentive to the morale and needs of staff and students.
- Participate in regular staff meetings and staff development days.
- Share in common staff responsibilities.
- Share in providing leadership for worship.
- Ensure good communication links with the staff, volunteers, and Friends of the Centre.
- Participate in meetings of administrative and program staff as necessary.
- Respond to issues and pastoral concerns as they arise.
- Take responsibility when necessary, with other staff, for initiating the CCS process for dealing with conflict.

8. Office Administration 5%

- Respond to emails, correspondence, and inquiries as needed.
- Ensure historic and current files are in order and that any archive material is appropriately stored and occasionally sent to the archives.

- Ensure minutes of Central Council are in order.
- Ensure necessary government and church forms are completed and sent to the appropriate body.

Skills and Qualities Profile

written by Mona Denton, member, CCS Human Resources Committee

The new principal of the Centre for Christian Studies will need to possess a strong vision of what education for ministry for the diaconate will need to look like in the twenty- first century. Rooted in the diaconal tradition and perspective, strategic in their thinking, the principal will be coming to serve the Centre in a time when the future direction of ministry is experiencing transition and flux.

A deep faith, a strong understanding of social justice and its place at the Centre, the ability to team and build bridges ecumenically would all be an asset.

The new principal needs a real sense of what diaconal ministry is – head, heart and action. The breadth of this position requires someone who is able to act and reflect, guided by the strong community that is the Centre for Christian Studies in all its facets.

When students, faculty, stakeholders and the Central Council were surveyed, the following were the top twelve skills and qualities desired in a principal:

1. Visionary and transformational leadership
2. Commitment to the Anglican Church of Canada and The United Church of Canada
3. Public speaking
4. Business acumen
5. Knowledge of United Church and Anglican Church processes and theology
6. Knowledge of academic process
7. Academic background: graduate work in theology; diaconal training
8. Entrepreneurial spirit
9. Visible and active in United Church and Anglican Church community
10. Development/fundraising expertise
11. Adaptability and flexibility re transitions in denominations
12. Openness to creative ways of teaching, including online

The observation was made in our survey that the smaller the institution, the broader range of competencies needed. This applies to the Centre.

A person who loves the broad range of skills that education for ministry schools require, while valuing a small and intimate circle for learning, justice and outreach, will find the Centre for Christian Studies to be a wonderful, enlivening place; a place to bring their faith, their passion for learning, their commitment to diaconal ministry, and their desire to be a transformational leader,

“Educating leaders for justice, compassion and transformation.” (CCS Mission)

A Resources Profile

written by Dorothy Naylor, alumna, 1959

The Sponsoring Denominations

The Centre for Christian Studies is a Canadian theological school of the Anglican and United Churches, with history going back to 1892. Representatives of both denominations approve staff appointments, and any changes in the Constitution. Secretaries for theological education in both denominations receive minutes of meetings of Central Council and may attend meetings if they choose. The principal meets regularly with both national committees that have oversight for theological education.

www.ccsonline.ca/about-ccs/ccs-history

Governance

Central Council is the governing body of the Centre for Christian Studies. It meets monthly by conference call, with one face-to-face meeting in Winnipeg at the time of the Annual Service of Celebration. Members include joint chairpersons representing each denomination, the principal, treasurer, committee chairpersons, one staff representative, two student representatives, and members-at-large from both denominations.

www.ccsonline.ca/ccs-governance

Staff

Three program staff are responsible for providing leadership for planning and delivering the theological program offered by the Centre for Christian Studies. Program staff also carry some responsibilities beyond the core program, often in conjunction with other institutions such as Sandy-Saulteaux Spiritual Centre www.sandysaulteaux.ca and St. John's Convent, Toronto www.ssjd.ca/convent.html. Current program staff are David Lappano, Ann Naylor (on leave) and Janet Ross. The principal also serves as program staff for a percentage of her time. Other staff include: Cheryl Thiessen - Office Administrator; Scott Douglas - Information and Program Administrator; Lori Stewart – Development Coordinator. www.ccsonline.ca/about-ccs/staff

Relationships with other Theological Schools

The principal meets annually with colleagues from Anglican and United Church colleges. Partnership arrangements with Sandy Saulteaux Spiritual Centre, United Centre for Theological Studies (University of Winnipeg) and St. Stephen's College in Edmonton are active. Initiatives toward future partnership arrangements are ongoing. CCS has formal program agreements with St. Stephen's College and the United Centre for Theological Studies that allow students to earn degrees at the bachelor's or master's level.

www.ccsonline.ca/program/joint-degree-programs

Common Threads

This monthly online communication to alumni, volunteers and Friends of the Centre keeps the constituency informed of news, activities, opportunities and developments.

www.ccsonline.ca/blog/common-threads

Volunteers

It is the task of the Volunteer Recruitment and Support Working Group to invite people who value the vision and work of the Centre for Christian Studies to share their time and talents. The Centre is sustained by more than 100 volunteers from all across the country. They serve on Council, committees and working groups. They bring their expertise and experience to act as resource persons for learning circles or other programs. And the field placements, such an important part of the program, could not happen without the volunteer commitments of learning facilitators, mentors, and local committee members. www.ccsonline.ca/get-involved/volunteer

CCS Alumni

Alumni provide loyal support to the Centre in promotion, volunteer and financial support. The development coordinator maintains a database and works closely with the principal to keep in regular contact with the alumni. Graduates of the Western Field-based Diaconal program (1995, 1997) which was based at St. Stephen's College in Edmonton are included with CCS alumni.

The Building

The Centre for Christian Studies is housed in historic Woodsworth House, a three-storey building, a replica of the house where James S. Woodsworth lived. Some aspects of the program are held here. When a larger space is needed, space is arranged at a nearby church. www.ccsonline.ca/about-ccs/ccs-history/woodsworth-house

Diaconal Organizations

The Association of Anglican Deacons in Canada offers promotion and support for the diaconate and holds national meetings every three years www.anglicandeacons.ca. Diakonia, United Church of Canada (DUCC) an organization of diaconal ministers in the United Church of Canada holds biannual meetings and provides networking, support and advocacy www.ducc.ca. Both organizations are members of the ecumenical diaconal organizations: World Diakonia www.diakonia-world.org, and Diakonia of the Americas and the Caribbean www.dotac.diakonia-world.org.

A Community Profile

from the perspective of a recent graduate of the Centre, Hubert Den Draak.

The Centre for Christian Studies (CCS) is a Canadian theological school that has been training students from across Canada for diaconal ministry, a ministry of compassion and justice, grounded in the example of Jesus who “did not come to be served, but to serve” (Mark 10:45).

Its roots are in the deaconess training schools established in the late nineteenth century. Today, the Anglican and United Churches of Canada acknowledge and endorse CCS as one of only two Canadian theological schools to offer formal education for diaconal ministry. Sandy-Saulteaux Spiritual Centre offers education for diaconal ministry to Indigenous students. CCS considers itself part of the wider diaconal community through the Diakonia World Federation and its regional body, Diakonia of the Americas and the Caribbean (DOTAC).

Students learn in sacred community, guided by a model of action and reflection, integration and transformation. They are trained to live a theology of justice with those who find themselves on society's "edges."

From this same perspective, CCS also provides shorter theological programs for those seeking new skills for their life in faith, and for ministers and leaders seeking continuing education. Examples are the two-week intensive leadership development module “Learning on Purpose” (“LOP” taking place both in Winnipeg and in locations across the country) and the recently introduced a weekend of mentor training for deacons, currently offered to the Diocese of Rupert's Land.

Diaconal ministry seeks to empower those who find themselves on the margins of social systems as a result of unjust economic, social, sexual and ecological prejudices. Diaconal ministry practices forms of education that engage the whole person as co-learners and co-teachers, and is relevant and collaborative.

This philosophy is reflected in the non-traditional educational model of the Learning Circle. Twice a year students gather (usually at CCS but sometimes elsewhere) to learn in community for an intensive two-and-a-half-week period. It involves rigorous internal academics with extensive readings and assignments that seek to engage the entire person. As a result, CCS students frequently remark on the powerful transformation they experience as they go through their training; similarly, CCS staff often note how much they learn from the skills and wisdom that the students contribute to the learning process.

The experiential learning, internal courses and assignments that the students receive at CCS are balanced by a number of required external university courses, connecting the students with more traditional models of learning as well as other students that are not in a diaconal program.

After three Theme Years, students in their fourth and final year enter the Integrating Year. Their Learning Circles are separate from the Learning Circles of the first three years, and offer the opportunity to incorporate their learnings, both in theory and practice, faith and action. A significant part of the Integration Year is the two-week "Global Perspectives" trip, in which the students place themselves into a context and culture that is unfamiliar to them, in an effort to observe and experience up-close what it means to live on the margins. This is preceded by a period of in-depth orientation and is followed by various approaches to integrate the learnings that have emerged from the experience.

In my experience, as with everything else that the students are expected to do, CCS staff are deeply involved in preparing for and debriefing from this intensive experience, sometimes having to deal not just with educational and theological issues but also with unexpected logistics and emotions.

"Learning in community" is a powerful experience for students and staff alike. It forms solid common ground and enduring bonds. After graduation, most students keep connected to CCS in some form or shape - be it as committee volunteer, as financial donor, as a Council member or as a guest instructor. Graduates typically have a sense of ownership in and passion for a form of transformational theological training that continually seeks to engage the entire person, from head to heart.