



Job Description PRINCIPAL Centre for Christian Studies

ROLE OF PRINCIPAL

The Principal of the Centre for Christian Studies (CCS) works collaboratively with the staff team. The role of principal requires visionary leadership and the practice of reflection. The principal must show commitment to the reconciliation, the LGBTQIA+ affirming and anti-racist work of the sponsoring denominations – The United Church of Canada and The Anglican Church of Canada.

The principal will also demonstrate commitment to implementing the Truth and Reconciliation Commission of Canada's Calls to Action, as well as the National Inquiry into Missing and Murdered Indigenous Women Report's Calls for Justice.

The principal instills and preserves the unique Diaconal perspective in the curriculum as they uphold the identity of the Centre as a learning community that ensures a teaching focus on Pastoral Care, Educational Ministry and Social Justice.

The administrative style required at all levels of the Centre is highly collaborative and embraces progressive Christianity. The principal also embodies a progressive and inclusive style of leadership and theological approach when they represent CCS and its interests in churches, in relationships with other theological schools, in other institutions and to the broader public.

RESPONSIBILITIES:

The principal oversees and participates in all areas of the life of the Centre. The following responsibilities reflect the enlivening role the principal shares with all who learn and serve at the Centre for Christian Studies. The percentages listed refer to the proportion they make up of the workload of the principal for these areas of work.

1. Community Life 5%

- Ensure respectful engagement around social justice issues (such as reconciliation, affirming, anti-racism).
- Take particular responsibility for modelling inclusive 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.

- Liaise with tenants of the building, ensuring that clear communication occurs between CCS and the Prairie to Pine Regional Staff.
- Participate in meetings of administrative and program staff as necessary.
- Respond to issues and pastoral concerns as they arise.
- Initiate the CCS process for dealing with conflict, including other staff when necessary.
- Provide a public face for CCS in the communities.

2. Program 25%

- Provide oversight of CCS programs, admissions and graduation activities.
- Participate in program implementation, including planning, revision, evaluation, 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, or to recommend updates to program policies. This also includes ensuring that non-traditional scholarship by marginalized scholars is centred in course readings and resources.
- Initiate or respond to partnerships with other theological institutions and denominations.
- 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.

3. Support of Central Council and Committees 10%

- Attend and participate in the 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 as a non-voting member.
- Serve as a resource to other committees, working groups and task groups as required.
- Ensure that all meetings are staffed and adequately supported by volunteers, in partnership with the Volunteer Recruitment and Support Working Group.

4. Human Resources 10%

- Lead periodic structured conversations, as well as annual work reviews.

- Supervise staff by making recommendations to the Human Resources Committee about changes in staffing structure or job descriptions as required.
- Make provisions for work coverage in the case of termination or long-term absence of staff.
- 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.
- Support HR Committee and Central Council in improving recruitment processes to attract non-traditional candidates (racialized, 2SLGBTQ+, differently abled)
- Assist in orientation of new staff members.
- Bring any personnel situation that needs special attention or intervention to the Staff Support Committee.

5. 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 the finance Chair/Treasurer and Finance Committee to recommend financial priorities and goals to the Central Council.
- Interpret the work of CCS and associated financing needs to the Finance Committee.
- Assist in the preparation of the budget.
- Assist in developing financial policies.
- Act as a signing officer for the organization and review expenditures and bank statements monthly.
- Work with Bursary Working Group, office administrator and registrar to ensure bursaries are dispersed and maintain bursary-related recordkeeping.
- Sign and personalize donation receipts as requested.
- Ensure the granting of scholarship and trust funds.

6. 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 active online engagement in the program 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. The inclusion of underserved and underrepresented communities will be a priority in this planning.
- Ensure development and implementation of an effective recruitment and retention strategy that is inviting to racialized, 2SLGBTQ+, and differently abled students.

7. Denominational and Academic Representation 10%

- Promote the positions of the sponsoring denominations around social justice issues, such as
- 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 in 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 much as possible.

8. Office Administration 5%

- Respond to emails, correspondence, and inquiries as needed.
- Delegate appropriate administrative tasks to the full-time office administrator.
- Ensure historic and current files are in order and that any archive material is appropriately stored and occasionally sent to the archives.
- Ensure the minutes of the Central Council are in order.
- Ensure necessary government and church forms are completed and sent to the appropriate body.

CCS MISSION STATEMENT AND CORE VALUES

January 2014

Who We Are

The Centre for Christian Studies is a national theological school preparing people for ministry in the Anglican and United Churches of Canada. Our roots go back to the 1890s when the Anglican, Methodist, and Presbyterian churches founded schools in Toronto for women to study theology and be trained as deaconesses and missionaries. CCS desires to support and be co-learners with leaders from under-represented communities; to engage in ministry that lives in the world; to recognize the history of the church in the world; and to transform for equity.

Our Mission

"Educating leaders for justice, compassion and transformation."

Our Core Values

Acting in faith...

- Approaching theology from a position of inquiry and struggle, striving to extend our boundaries outward in dialogue with other denominations, religious traditions, and spiritual expressions;
- Nurtured by the Anglican and United Church traditions;
- Centred in an understanding of the God of grace, love and reconciliation, for us and all of creation, as set out in Scripture;
- Finding liberation and joy in Jesus' ministry of justice and healing;
- Empowered by the Spirit of the risen Christ and guided by Wisdom.

Living a theology of justice...

- Inspired by Jesus' reversal of power, his example of service in washing the feet of his disciples, and his rejection of the values of capitalism & empire;
- Believing that the struggle for justice includes economic, social, and ecological concerns;
- Founding our work and relationships in values of mutuality, equality, and respect;
- Acknowledging our churches' culpability in unjust practices and seeking to redress them;
- Responding to the prophetic and gospel call to share resources, to restore what was taken, to reconcile what was divided, to embrace those who have been excluded.

Educating through action/reflection, integration, transformation...

- Believing that education is most effective when it engages the whole person, when we are co-learners and co-teachers, and when it is relevant and collaborative;
- Valuing education that is self-directed and relational, affirming and evaluative;
- Dedicated to forming learning communities as the foundation to our approach to education.

Grounding ourselves in sacred community...

- Fostering community-building that challenges individualism, fragility and egotism;
- Intentional about creating life-giving communities of learning as a context for growth, shared wisdom, hospitality, support, and accountability;
- Seeking to create communities that are inclusive, respectful, and diverse.

Living out of a spirit of abundance and gratitude.

- Our beginning was made possible by gifts from major donors who believed in the founding vision of our school;
- Our present and future is made possible by donations from graduates and Friends, and by grants from institutional supporters;
- We rely for our governance and program on a company of volunteers who give and give back to CCS as members of our Central Council, Committees, and working groups; as learning facilitators, mentors, and supporters for our students.

Participating in a larger story...

- Nurtured by a worldwide, ecumenical network of deacons and diaconal ministers from many traditions;
- Sharing values and vision of faith, justice, education, service and community with many movements, institutions, and communities;
- Learning through active involvement in movements for justice;

Fostering partnerships of solidarity for common cause.