



## *The Queen's Foundation for Ecumenical Theological Education*

### **Postgraduate Tutor and Researcher in the Centre for Black Theology**

The Queen's Foundation seeks a full-time tutor to join the Centre for Black Theology (CBT) Team in their collective task of supporting students to become Postgraduate researchers in the Centre. The tutor-researcher will work closely with the Director of the Centre, Dr Dulcie Dixon McKenzie, and the Research Professor in Black Theology, Robert Beckford, in the development and expansion of the Centre's work in this area, liaising also with the Director of the Centre for Research and Global Partnerships, Prof. Nicola Slee, as the CBT students develop as postgraduate researchers.

The tutor-researcher will have four main responsibilities.

**1. To be the key staff-member supporting research students in their development of research proposals**

The person appointed would be a main academic point of contact for students who aspire to become doctoral students. Having a doctoral-level academic specialism of their own and working in partnership with other members of Queen's staff, the successful applicant would be the 'go to' person to assist students in the preparation of their proposals for VU (the Vrije Universiteit Amsterdam), in partnership with whom Queen's undertakes all of its doctoral work.

**2. To supervise a number of doctoral students**

As a supervisor themselves, the successful applicant will use their academic specialism to supervise students, and to attract new students to Queen's to undertake doctoral research.

**3. To be a personal tutor to a group of Postgraduate students.**

The successful applicant would support a group of students through their study experience at Queen's. These students are likely primarily to be within the Centre for Black Theology (be that undergraduate, taught postgraduate or research students), though may also be from another Centre, as we encourage interaction between

students and staff across the Foundation, such that students have a basic tutorial 'home' within Queen's.

#### **4. To contribute to the teaching programme across the Foundation in a variety of ways.**

No specific theological specialism is designated for this post, although the successful applicant will need to be able to share in teaching and curriculum development in their specialist area. Queen's is expanding its online provision and distance learning programmes in creative ways, and we would expect the successful applicant to want to contribute to that development.

In addition, we would expect the successful applicant to continue to be an active researcher, and a quota of their time would be allocated to that, though we must also acknowledge that this is not a 'research post' as such. It is a post for *an active academic researcher* (and not an academic administrator) who will thrive in the role of *supporting the research of others* and recognise the value of the supportive administrative work that academics need to do in helping others to develop.

## ***The Context for the Role***

### **The Queen's Foundation today**

This is an opportunity to join a theological institution:

- that recently received an outcome of unqualified confidence in its Periodic External Review
- that is widely commended for its commitment to being inclusive and diverse
- that celebrates its unique and ground-breaking Centre for Black Theology and all that this Centre signifies for Queen's' commitment to exploring multi-ethnicity in church and society
- that is investing major resources in developing digital teaching and learning
- that values research and scholarship, with nearly 50 students in or entering PhD study
- that combines the best of different modes of learning in what it offers
- that is robustly ecumenical.

## **History**

The Queen's College was founded in 1830 as one of the first Anglican Theological Colleges in England, pioneering training physicians (doctors) alongside clergy. In 1970 Queen's took another radical step as it became an ecumenical college, bringing Methodists and Anglicans into a single institution. In 2000 the Queen's College became the Queen's Foundation to reflect its rapidly growing diverse range of activities. In 2012 Queen's was identified and chosen by the Methodist Conference to be one of the Connexional Centres for theological education and formation, and is the only Centre authorised to train Methodist student ministers.

## Vision Statement

The Queen's Foundation is dedicated to excellence in theological education and personal formation by:

- Nurturing and equipping Christians in their discipleship
- Preparing people for mission and ministry in lay and ordained roles
- Resourcing research that serves the mission of God in the world

We celebrate unity in diversity, in a community that is international, multi-cultural, and ecumenical. We aim to enable Christians to deepen their spiritual life, to grow in a faith that is generous, enquiring, deeply rooted and creative in thought and practice, and to be passionate for God's work in God's world.

## Core Areas of Current Work

- **Ministerial formation, education and training** through the Centre for Ministerial Formation. The Church of England and the Methodist Church are the primary sponsors of candidates who train full-time or part-time, residentially and non-residentially.
- **Continuing Ministerial Development** through the Centre for Continuing Ministerial Development, for those in their early years of ministry and for those wishing to undertake postgraduate study.
- **The teaching, promotion and development of Black Theology** for all Christians, but especially for members of Black Majority Churches, through the Centre for Black Theology.
- The theological education and formation of **Diocesan Readers, independent and self-supporting students** who wish to undertake theological study through the Centre for Discipleship and Theology.
- **Research and scholarship** through a unique collaborative relationship with the Vrije Universiteit Amsterdam (VU).
- **Partnerships with theological institutions in the global south** to build capacity in their theological faculties and provides students and staff with encounter and exchange opportunities.

With an academic staff team of 22 and an administrative and support team of a similar number, and around 450 registered students, Queen's is a stimulating and busy place. The staff and student bodies are diverse in terms of denomination, nationality, ethnicity and theological conviction. The Foundation places a high premium on this diversity, believing that we learn in and through our encounter with those who are different, and that our diversity is a glimpse of the beauty and dignity of all people in the Body of Christ.

## ***Methods of working and general responsibilities***

In addition to their teaching and tutoring responsibilities, all academic staff are expected to undertake some academic administrative responsibilities, working with an administrative team, as we fulfil our responsibilities as an Approved Provider and of our validating Universities (Durham University for Ministerial programmes, Newman University for post-graduate programmes, and the Vrije Universiteit Amsterdam (VU Amsterdam) for Research degrees).

All tutors belong to the Foundation Staff Group (FSG) as well as to a Centre Team. A staff meeting of one form or another happens weekly. The Foundation staff team is complemented by a number of associate tutors, honorary fellows and visiting scholars who contribute to the teaching programme and wider life of the community. Queen's prizes highly the strongly collaborative ethos of the Foundation, expressed both formally in practices such as team teaching and peer support and, just as importantly, informally in mutual support and care. This continues even in the constrained times of the pandemic we are currently living through, even if less face-to-face interaction than usual is possible.

The Foundation Staff Group (FSG) is committed to ways of working that are collaborative, supportive and self-critical. Each tutor has a focus of responsibility within one (or more) of the Centres, and the Tutor will be part of the team responsible for students in the Centre for Black Theology (CBT).

In undertaking their roles, all tutors need to be aware that:

- teaching may sometimes include evenings and some weekend work, as well as the possibility of teaching in other locations.
- their responsibilities will include both online and face-to-face teaching.
- they will share in and contribute to the corporate worship and community life of the Foundation.
- will contribute to the supervision of MA and Undergraduate dissertations.
- (depending on qualifications, and once appropriately recognised as part of the supervisor team) be part of supervision teams for Doctoral students.
- take a full part in the regular range of meetings required by the Foundation and its validating bodies.
- contribute to the development of the curriculum and other aspects of the life of the Foundation.

The tutor is accountable to the Director of the Centre for Black Theology.

## **About the Centre for Black Theology (CBT)**

The Centre was launched in December 2018 and has built a reputation as the 'go to' place for Black theology in the UK, attracting many students from Black Majority and Pentecostal Churches. The Centre is directed by Dr Dulcie Dixon McKenzie, supported by Professor Robert Beckford, Dr Valentina Alexander and Associate Tutors.

The primary aims of the Centre are:

- a) To offer a post graduate programme (PG Cert to MA) to lay and ordained leaders of Black Majority Churches. The centre offers a PG taster programme/module that provides an admission route to PG studies for applicants with non-standard admissions criteria. This has been developed and implemented as a MA Pathway which foregrounds Black Theology within the *MA in Theology and Transformative Practice* programme validated by Newman University.
- b) To foster and nurture a deep and sustained theological dialogue amongst members and leaders of Black Majority Churches and with other Black theologians and leaders of other churches by hosting the Black Theology Forum, organising conferences and other events that will inspire learning and action. The monthly meeting of the Forum continues to grow, and during the pandemic, this has become an online gathering.
- c) To deepen scholarship and research amongst Black theologians and to be a centre of excellence for Black Theology by offering Doctoral programmes and research events that are focused on doctoral and post-doctoral research. Currently there are around 10 candidates on this programme.
- d) To attract students from Black Majority Churches through an annual taster programme to undertake undergraduate studies, especially in the part-time route of the Queen's Regional Course. This is shared with Anglican and Methodist ministerial candidates so deepens the diversity of the group. A distinctive CBT undergraduate pathway began in September 2020.

## Person Specification

Key Attributes	Essential	Desirable	Evidenced by	
			Applicat- ion form	Interview process
<b>General Qualities and Skills</b>				
a) An energetic person of integrity, creativity and determination.	✓			✓
b) Demonstrates commitment to and understanding of the work of theological education in the service of the mission and ministry of the Church, and in its role in wider society.	✓		✓	✓
c) Proven experience and knowledge of working with 'BAME' students.	✓		✓	✓
d) Committed to, and experienced in, working ecumenically.	✓			✓
e) Experience of working with leaders and members of Black Majority Churches		✓	✓	✓
f) Has excellent inter-personal skills, relating well to a wide range of people.	✓			✓
g) Is in sympathy with the ethos and values of the Queen's Foundation, including its commitment to diversity.	✓			✓
h) Open to learn with and from those who bring different experiences, traditions, and perspectives.	✓			✓
i) Demonstrates ongoing learning and personal/professional development	✓		✓	
<b>Academic experience</b>				
a) Has experience of academic life and of research activity in a number of contexts	✓		✓	
b) Has experience of supporting students at postgraduate level		✓	✓	✓

c) Can articulate an understanding of the relevance of research to the work of theology in church and society	✓			✓
<b>Teaching, learning and research</b>				
a) A skilled teacher who can engage with a diverse group of learners, teaching at a range of levels.	✓		✓	✓
b) Has experience of digital/online teaching and learning		✓	✓	
c) Able to take a significant role in the teaching of Black and contextual theologies	✓		✓	✓
d) Experienced in teaching and learning in inter-cultural and cross-cultural contexts.		✓	✓	✓
e) Qualified to teach at undergraduate and postgraduate levels (normally evidenced by a postgraduate qualification in a relevant discipline, or by publications that are recognised as equivalent).	✓		✓	
f) Able to supervise doctoral students (normally evidenced by a doctoral qualification)	✓		✓	
g) Has experience of curriculum design and HE quality assurance and enhancement processes.		✓	✓	✓
h) Is experienced in both full-time and part-time modes of ministerial formation.		✓	✓	

### ***Brief Terms and Conditions***

- All tutors are employed on the Lichfield Scale. The salary for 2021-2 is £27,240.
- Accommodation is sometimes available on the campus, but if this is not suitable or unavailable, a housing allowance (currently £9,241) is offered.
- Taking into account other allowances, the basic salary offered is currently £38,480 and the whole payment package (including an annual book allowance, free meals during term-time when the dining room is open and an annual conference allowance) amounts to a figure in the region of £40,200.
- Relocation and the other allowances mentioned are as specified by the Lichfield scale.

It should be noted that we are aware as an institution that we cannot match or compete with salaries often offered in universities. We are, however, committed to having as 'flat' a pay structure as is reasonable – in relation to the Lichfield Scale – whilst acknowledging some limited pay differentials between staff given different levels of responsibility. We are also realistic enough to know that staff who come to Queen's do not usually come here primarily for financial reasons. They recognise that they are sufficiently and appropriately rewarded financially, whilst gaining other benefits through the satisfaction of the work they undertake. When we are at our best, Queen's is an exhilarating place to work.