

Chapter Four

A.T.S. Standards

I. Purpose, Planning and Evaluation

The Mission Statement of Saint Mary Seminary offers a realistic, accurate and up-to-date description of the school's mission, identity and values (see Chapter one). It describes the Seminary's commitment to the Catholic Church in the Diocese of Cleveland, and its primary mission of Diocesan priestly formation as well as its secondary mission of offering high quality theological resources in Northeastern Ohio so that qualified students may take advantage of its library, faculty and facilities.

The Mission Statement has evolved over the last ten years in response to changing needs and circumstances. In addition to stylistic changes, the Mission Statement has changed in the following ways from 1995:

- The words “and Graduate School of Theology” have been added to the Seminary's official name to better reflect its total mission,
- The Parish Administration Institute was terminated because the program detracted from the Seminary's primary purpose and because graduates of the program found limited demand for their services,
- The Doctor of Ministry Program was added to the degree programs offered by the Seminary. The faculty saw the Doctor of Ministry Program as a natural outcome of the Seminary's secondary purpose of making available the resources of its library, faculty and facilities to qualified students.

The Faculty Committee believes the *Mission Statement* reflects accurately the nature and purpose of the institution. It serves as the basis for identification of the goals which guide the Seminary in making decisions regarding its programs, allocation of resources, constituencies

served, relationships with the Diocese of Cleveland and other Dioceses and Religious communities receiving its services.

Planning and Evaluation

Evaluation at Saint Mary Seminary is an ongoing and extensive process. The Assessment Plan of the Seminary spells out clearly the components and personnel of the program, the sources of evaluative information, the agents of evaluation and the appropriate bodies for programmatic change (see Chapter two). Originally drawn up in 1995, as part of the present Self-Study process the Assessment Plan was updated to reflect the addition of the Doctor of Ministry Program and the dropping of the Parish Administration Program.

Key components in the evaluation process include the following:

- faculty workshops at the beginning and end of the year which often center on evaluating the program and responding to findings;
- regular work by standing committees (Faculty Committee, Academic Life Committee, Global Awareness and Interfaith Committee, Spiritual-Liturgical Life Committee, and the Social Concerns Committee);
- regular Rector's Conferences and Dean of Students' dialog with M.Div. students;
- evaluation of all courses by students;
- end of the year faculty evaluations with the Academic Dean and the Rector;
- the yearly evaluation of the M.Div. students about their journey toward priesthood;
- For those in the M.Div. program, the internship year provides considerable feedback on the success of the program in preparing students for ministry especially through the evaluations of supervisors and parish teams.

Some of the evaluation is informal. For example, the Bishop who is also the Chancellor of the Seminary meets with the faculty twice a year and provides input on the work of the Seminary as seen from the Diocesan perspective. In addition, pastors of the various parishes to which the Seminary's M.Div. graduates are assigned also provide input both informally at various Seminary social gatherings, and formally through the surveys the Seminary employed for the Self-Study.

What has been outlined here is only part of the evaluation process that takes place at the Seminary. Other sources of evaluation will be indicated in the discussion of the various programs and the life of the Seminary.

Such evaluation has resulted in many changes in the Seminary's program. Among such changes have been the following:

- Revision of the M.A. comprehensive examination
- Elimination of the integrative seminar for the M.Div. program
- Elimination of many summer courses due to poor student attendance
- Change from academic quarter system to semesters
- Revision of the M.A. curriculum and seminar formats
- Institution and ongoing revision of a "writing seminar"
- Revision of course evaluation forms and process to make it more standardized
- Revision and periodic assessment of the Theological Reflection component
- Institution of policy on sexual harassment
- Review of M.Div. objectives and course objectives to avoid overlapping of course material
- Revision of the Records Policy

- Preliminary review of pre-theology program
- Development of program dealing with sexual issues and formation for celibacy for M.Div. students
- Revision of peer review process
- Revision of preaching during internship
- Establishment of an ad hoc committee exploring the development of a competency based M.Div. portfolio program with the two Roman Catholic Seminaries in Ohio

II. Institutional Integrity

Saint Mary Seminary has been fully accredited by the A.T.S. since 1971 and by the North Central Association of Colleges and Schools (later the H.L.C.) since 1981. The institution has cooperated fully in responding to inquiries to the Seminary. Officers from the Seminary traveled to Chicago in 1996 to clarify the Seminary's position on viability to the satisfaction of the North Central Association representatives. The Seminary further followed A.T.S. standards in the development of its D.Min. Program.

The Seminary has conducted its operations in accordance with Federal, State and local laws. It is recognized by the State of Ohio as a corporation. The Seminary carries on its activities in cooperation with local government, fire, safety and civic organizations. Fire inspections are made on a regular basis. The Seminary keeps open lines of communications with civic leaders on both a formal and informal basis by not only regularly reviewing its compliance with regulations but also by hosting and participating in various civic events. The Seminary abides by pertinent Federal laws including the Occupational Safety and Health Administration regulations, the various Federal Employment laws, and the Federal tax regulations. For example,

the Seminary has been diligent in sending seminarians their Form 1099's to account for their room and board. The Seminary does not participate in any Federal Student Loan program, although Seminary certification of a student as a full-time student is sufficient to trigger a deferral on the repayment of any student undergraduate Federal loans.

The Seminary fully discloses its policies to the public. The school catalog and brochures accurately reflect the programs, admission requirements and expectations of those members of the public who may want to apply. Where policies change or new programs are instituted, supplemental updates or memoranda are published. The Seminary endeavors always to treat people in ethical ways. For example, it has established an equitable policy of student tuition refunds. It does not discriminate in employment, as is evidenced by its mix of races, sexes and creeds in its workforce and student body. The Seminary handles grievances through a variety of mechanisms as outlined in the *Employee Handbook* and in the *Student and Faculty Handbooks*. The committee structure allows for student representation on the Academic Life Committee where all degree students are given an opportunity to make suggestions about and propose alterations to the academic program. Financial affairs are handled with integrity as illustrated by the results of the annual audit of the Seminary.

The Seminary tries to promote a healthy understanding of the diversity of race, ethnicity and culture, not only as that diversity is present in North America, but also as it occurs on a global basis. The following indicate some of the ways in which this is accomplished:

- Students have come from Korea, India, Tanzania and Slovakia and have included Hispanic and African-Americans.
- The Seminary has promoted trips to El Salvador, India, Africa and Cuba to view first-hand the status of world poverty and the Church's response to it.

- The Saint Mary Seminary Outreach Trust Fund regularly involves students with the needs of the poor, not only locally but on a global basis.
- The Seminary includes diverse viewpoints in its institutional life, including on its faculty women, an Anglican and an African-American.
- Ecumenical views are further made present through the student body which includes Lutherans, United Methodists, Presbyterians and a member of the Christian Assembly of God.
- The Seminary feels that cultural diversity should include those with various mental and physical handicaps. It, therefore, employs a local agency that brings mentally challenged adults to work on campus.
- The Seminary attempts to address the concerns of women and includes women in its theological education. Women faculty members teach significant courses in the various theological disciplines. Women students are included in the same classes with seminarians and regularly receive Master of Arts and Doctor of Ministry degrees. Prior to this year, the last two Chairpersons of the Board have been women. Books and articles by women authors appear regularly on professors' syllabi.
- The Seminary assists its students in dealing with ministry in changing cultural and racially diverse settings. Field education sites regularly include inner city and ethnic parishes.
- Sensitivity to cultural diversity is also present through the annual Mullen Lecture. For example, the 2002 Mullen Lecturer was the Vietnamese-American theologian Peter Phan, Ph. D., who spoke on the need for

heightened sensitivity to the diverse cultural settings in which the gospel is proclaimed. The local Vietnamese community was invited to the lecture to enhance such interaction with the students. The 2003 Mullen Lecturer was Fr. Cyprian Davis, O.S.B., an African-American historian.

The Seminary is involved in a mutually supportive relationship with Borromeo Seminary, the undergraduate formation program sponsored by the Diocese of Cleveland, and with local colleges and universities. On occasion, as the need arises, the Seminary shares faculty with Borromeo. This is a reciprocal relationship with the Seminary sending faculty to Borromeo to teach subjects such as ethics, philosophy and Scripture, and Borromeo sending faculty to Saint Mary's to teach Christian spirituality. The Seminary's Pre-theology program utilizes the philosophy and religious studies faculties at Borromeo for all of their required courses. Faculty from John Carroll University have served as adjunct professors for some philosophy courses.

A number of special events and celebrations involve members of both seminaries. For example, both seminary communities shared in recent festivities celebrating their special anniversaries—the 50th anniversary for Borromeo and the 150th for the Seminary. When the Seminary hosts its annual Mullen Lecture in which it brings a theologian of national or international prominence, it invites local college theology faculties for a social and dinner prior to the lecture.

III. Learning, Teaching and Research: Theological Scholarship

The faculty consists of both full-time and adjunct members. The 2004-2007 Catalog lists thirteen full-time faculty members, and ten adjunct faculty members. Since the 1995 Self-Study,

the faculty has also been supplemented by additional teachers as needed. Of the thirteen full-time faculty members, eight are Diocesan priests who reside on campus with the seminarians.

Commitment to the Seminary's mission is paramount to the members of the faculty. Responding to the Seminary's primary mission of preparing candidates for presbyteral ministry, all members of the faculty, even those who are not members of the Evaluation Faculty, understand the significance of their contributions to the intellectual, spiritual, pastoral, and human formation of those aspiring to the ordained priesthood.¹ At the same time, the faculty remains strongly committed to the Seminary's secondary mission of providing a unique academic resource in Northeastern Ohio.² The Seminary's secondary mission invites lay ecclesial ministers, priests, ordained ministers from other traditions, and other adult learners who broaden the learning environment by incorporating their lay and ministerial experiences into the Seminary's learning community. While faculty and students form this learning environment together, the members of the faculty are fundamentally responsible for shaping, maintaining, and evaluating the basic vision of the Seminary's mission.

Following the directives of the *PPF*, the Seminary expects that "all faculty members should be dedicated to the total formation of the students, willing to form with them a genuine educational community."³ At the same time, the *PPF* recognizes that only a portion of the faculty will participate in all aspects of the priestly formation program, depending upon the

¹ In the Faculty Survey, 100% of the faculty (77.8% "excellently accomplished" and 22.2% "accomplished well") indicated that St. Mary's theological curriculum assists in the preparation and formation of the M.Div. students for their ministerial responsibilities as ordained Roman Catholic priests.

² In the Faculty Survey, a high percentage of the faculty saw the M.A. program (77.8% "excellently accomplished" and 22.2% "accomplished well") and the D.Min. program (55.6% "excellently accomplished" and 38.9% "accomplished well") as contributing significantly to the theological and ministerial development of their respective students.

³ *PPF*, 4th ed., 489.

needs of the Seminary community and the assigned role of the individual faculty member.⁴

Therefore, the duties of each faculty member will vary.

Ordinarily, full-time faculty members serve multiple functions determined by the administrative, academic, and formational requirements of the Seminary and other formation programs at the C.P.L. All full-time faculty serve on the Faculty Committee, which determines policy in all areas of the internal life of the Seminary. Since the primary mission of the Seminary is to prepare candidates for the Diocesan priesthood, nine of the 13 full-time faculty members serve as Formation Advisors to individual seminarians and as members of the Evaluation Committee.⁵ All full-time members of the faculty are available to teach in the M.Div., M.A., and D.Min. programs. Eight of the 13 full-time faculty members also regularly teach in the Diaconate Formation Program.⁶ Four members of the Seminary faculty assist the formation program for Borromeo Seminary, the Diocesan undergraduate program.⁷ One faculty member serves as a Formation Advisor for the Pastoral Ministry Formation Program.⁸ All full-time faculty participate as members of one or more house committees (i.e., Academic Life, Global Awareness and Interfaith, Inter-Seminary, Spiritual-Liturgical Life, and Social Concerns). Faculty members also serve as spiritual directors for the seminarians, along with an additional 13 Diocesan priests who also are available for this ministry. Faculty members teach at least two courses per semester, which includes their work in the Diaconate and the Borromeo programs.

⁴ Ibid., 491.

⁵ *Formation faculty*: G. Bednar, T. Dragga, T. Dugan, D. Dunson, M. Latcovich, M. McCormick, T. Tift, D. Walkowiak and M. Woost.

⁶ *Diaconate lecturers*: G. Bednar, T. Dugan, D. Dunson, M. McCormick, T. Tift, L. Tosco, M. Latcovich and M. Woost.

⁷ *Borromeo formation program*: T. Dragga, D. Dunson, E. Kaczuk, and J. Loya.

⁸ *Pastoral Ministry formation advisor*: M. Woost.

Field Education Supervisors act as on-site mentors to the seminarians. Although these Supervisors are not members of the Seminary faculty, they are an important resource for the ministerial formation of the seminarians. They offer a wealth of pastoral experience to the M.Div. students. In addition, the Field Education Supervisors offer keen insight to the Seminary faculty on the seminarians' abilities and development as ministers. The 2004-2007 Catalog lists 42 teaching parishes and agencies and their respective Field Education Supervisors.⁹

At the Seminary, all full-time and adjunct faculty members possess the appropriate credentials for graduate theological education, depending upon their particular role and responsibilities within the Seminary community.¹⁰ Among the ten adjunct faculty members currently listed in the 2004-2007 Catalog, all ten hold doctoral degrees.

The full-time members of the faculty bring to the Seminary's theological community not only their academic expertise, but also a wealth of ministerial and ecclesial experience.¹¹ The eight Diocesan priests, who serve as full-time faculty members, have each ministered within the Diocese of Cleveland between 21 and 36 years. Prior to teaching in the Seminary, each of the Diocesan priest faculty members ministered in various pastoral or Diocesan assignments. All of the Diocesan priest faculty members share the common experience of parish ministry. Some have served in specialized ministries. The Seminary's Spiritual Director ministered in El Salvador as a part of the Diocese of Cleveland's mission team. In addition to his seminary assignment, the Dean of Students currently ministers as the Vice-Chancellor of the Diocese of Cleveland. One Diocesan priest faculty member served for six years as the Co-Director of the Diocesan Vocation Office prior to joining the faculty. All of the Diocesan priest faculty members regularly minister in parish communities on the weekends.

⁹ *Catalog 2004-2007*, 65.

¹⁰ A complete listing of academic credentials can be found in the 2004-2007 Catalog, 59-63.

¹¹ For a complete listing of ministerial and ecclesial experiences, see faculty *curriculum vitae*.

Faculty who are vowed religious have been involved in a variety of ministries associated with the work of their congregations. These ministries include education (e.g.: with hearing impaired children, high school students, and undergraduates), vocation ministry, formation ministry, parish pastoral ministry, youth ministry, social outreach, and congregational administration. They each continue to make an active contribution to the life of their religious congregations. They also bring to the Seminary community the unique experience and vision of their religious congregations' charisms, ministries, formation process, and community life.

All of the adjunct faculty members also contribute a broad expanse of ministerial and ecclesial experience to the Seminary community. Five of the adjunct faculty members are Diocesan priests who minister as full-time pastors in urban and suburban parishes. One adjunct faculty member is a Diocesan priest who currently resides at the Seminary in retirement.¹²

Every year, members of the faculty add to their ministerial and ecclesial experiences locally, nationally, and even internationally. Faculty members are often called upon to serve as theological advisors to the Bishop of the Diocese of Cleveland, the Most Reverend Anthony M. Pilla. They also serve as consultants to various Diocesan offices and committees, as well as to parish pastoral staffs and individual ministers. Members of the faculty regularly give lectures, conduct workshops, direct retreats and parish missions, engage in social outreach programs, participate in ecumenical and interfaith gatherings, pursue continuing education and professional updating, work collaboratively with other local institutions of higher learning, and take part in professional theological and ministerial organizations. Faculty members have conducted international educational tours for the members of the Seminary community including a special

¹² Rector Emeritus Rev. Allan Laubenthal, S.T.D.

program for the D.Min. candidates.¹³ Since the 1995 Self-Study, four faculty members have led seminarians in Seminary affiliated mission programs in Third World nations.¹⁴

In response to the 2004 Faculty Survey, current faculty members indicated that they recognize their colleagues as holding the appropriate credentials for their responsibilities. In this regard, 72.2% of the faculty see this requirement as being “excellently accomplished” and 27.8% see this as being “accomplished well.” For the most part, faculty members see the *Handbook* as accurately representing the expectations for holding appropriate theological credentials.

The *Faculty Handbook* presents the policy governing a faculty member’s academic freedom, the opportunity to do theological research, and the ability to communicate his or her findings through publications, public lectures, or other means. The Seminary’s policy subscribes to the statement on Academic Freedom and Tenure of the Association of Theological Schools, which is reprinted in part in the *Faculty Handbook*. The *Faculty Handbook* also notes that the academic freedom of the faculty needs to be understood in the context of the purpose of the Seminary as a Roman Catholic institution. Claims to academic freedom must be balanced by the rights of students, the institution, and the Church.

In order to further the academic freedom of its faculty, the Seminary calls upon faculty members to assume ethical responsibility for refining their professional competence and skill. The *Faculty Handbook* encourages the faculty’s ministry of proclamation and service through

¹³ During the 1998-1999 academic year, all of the M.Div. students had an opportunity to tour Rome and the Vatican. In the summer of 2002, the D.Min. students participated in an educational program in Rome under the direction of St. Mary’s faculty members.

¹⁴ Mission programs conducted by St. Mary’s faculty members have included trips to Cuba, El Salvador, India, and Kenya. These are in addition to the almost annual participation of St. Mary’s students in mission experiences directed by Catholic Relief Services (CRS).

writing, publication, and public lecturing. The Seminary supports the theological research of its faculty members by providing a policy for sabbatical leaves of absence.

Full-time faculty members and many of the adjunct faculty share the responsibility of publishing articles of interest in the Diocese of Cleveland's newspaper, *The Catholic Universe Bulletin*. This bi-weekly column, entitled "Theologically Speaking," has become a regular means by which the faculty can share its theological expertise with the larger public.

Since the 1995 Self Study, members of the Seminary faculty have given numerous public lectures and conducted workshops, retreats, and missions in local and national forums. Two faculty members have published books on theological and social issues. Faculty members have published articles and essays in both secular and professional publications. Faculty members are also free to participate in continuing education programs and in professional organizations. All of these opportunities give evidence of the faculty's ability to do theological research and communicate their findings.

In general, the members of the faculty believe that the Seminary supports their academic freedom. On the 2004 Faculty Survey, 55.6% of the faculty indicated that this was being "excellently accomplished" while 44.4% saw this as being "accomplished well" by the institution.

Composition of the Faculty

Since the 1995 Self-Study, the composition of the faculty has remained credibly diverse and relatively stable. Even though some faculty members retired, transitioned from full-time to adjunct status, or are no longer affiliated with the Seminary, the administration of the Seminary has sought to maintain the size, diversity, and expertise of the faculty.

The academic background of the faculty also illustrates its diverse composition. The graduate degrees of the full-time faculty members show the competence of the faculty not only in a variety of specialized fields of theology, but also academic capabilities in education, music, law, library science, and sociology. Faculty members received graduate degrees from 19 different institutions of higher learning. These include universities in the United States of America and Europe, some secular and some with a religious affiliation. The differences in the faculty's academic formation have also served to bring a variety of pedagogical methods to the program.

The faculty recognizes and appreciates this diversity of academic background and pedagogy as noted in their response to the 2004 Faculty Survey. When asked about the Seminary's commitment to encouraging hiring members with doctorates from different schools who utilize a variety of pedagogical methods, 67% of the faculty responded by saying that this is being "excellently accomplished." The other 33% of the faculty said that this is being "accomplished well" by the Seminary.

The *Faculty Handbook* articulates the procedures and policies for hiring both full-time and adjunct faculty members. Keeping in mind the polity of the Roman Catholic tradition, the Seminary understands that, even after consultation with the Rector and Academic Dean, the ultimate decision for making faculty appointments rests solely with the Bishop. The Bishop has the responsibility and prerogative to weigh the personnel needs of the Seminary's formation program with the needs of the wider Diocesan community. At the same time, the Seminary faculty must use its resources wisely and efficiently.

The faculty consistently raised the issue of planning for the future, both in the Faculty Survey and in its Faculty Committee meetings. The Seminary has been blessed over the past ten

years with a core of nine full-time faculty who have remained on the job. However, these nine are now ten years older. The faculty is “graying.” The present faculty ranges in age from the mid-40’s to the mid-60’s, with a median age of 53.

In the general comment section of the 2004 Faculty Survey, seven of the nine written comments concerned the aging of the faculty, and faculty recruitment. One of the greatest challenges facing the Seminary in the future is staffing. Since the spring survey, the bishop has given permission for two Diocesan priests to begin graduate studies within the next two years. While the needs of the Diocese are great, particularly in having priests available for full-time parish ministry, the members of the faculty are committed to keeping the issue of faculty development before the Bishop and his Secretary and Vicar for Clergy and Religious.

Faculty Responsibility for the Curriculum

The members of the faculty plan, design, and oversee the Seminary’s curriculum. This happens on a variety of administrative levels. These include the Faculty Committee’s ability to establish policy, the consultative input of the Academic Life Committee, the direction of the Academic Dean, the suggestions of specific Departments and/or faculty members, and course development by individual faculty members.

First and foremost, the Faculty Committee is charged with deciding particular policy in all areas of the internal life of the Seminary, including that of the academic program. The *Faculty Handbook* notes that this includes implementing, evaluating, and modifying policy according to ecclesial and civil norms and contemporary needs. Since the 1995 Self Study, the Faculty Committee has exercised this responsibility on a number of occasions. For example, the

Committee promoted the Doctor of Ministry program, modified the formats for the Master of Arts Symposium, changed the number of credit hours required of the Master of Divinity students, approved modifications to the course evaluation forms, oversaw the approval of the annual Academic Calendar, considered suggestions made by the Academic Life Committee and individual Departments regarding particular policy, etc.

Membership on the Academic Life Committee includes the Academic Dean and the Department chairpersons. In dialogue with student representatives, faculty members on this committee consider all aspects of the academic program both within the Seminary and in cooperation with other academic institutions. The Academic Life Committee has proven to be a valuable resource to the faculty for understanding student concerns, observations, and suggestions regarding the academic program. It has also enabled its faculty members to bring these insights to the Faculty Committee for further discussion and consideration.

Faculty oversight of the curriculum also includes the work of individual faculty members. Charged with directing the academic program of the Seminary, the Academic Dean in particular is responsible for the curriculum of the Seminary. In collaboration with the Academic Dean and the Academic Life Committee, individual faculty members assess the suitability of course offerings and the development of the curriculum. In accord with the Seminary's policy on academic freedom, Departments and individual faculty members are given the opportunity to develop courses that reflect the fruit of their theological research. The Doctor of Ministry program has proved to be especially beneficial in this regard.

In the 2004 Faculty Survey, 72% of the faculty indicated their belief that the faculty's oversight of the academic curriculum was being "excellently accomplished," and 22% thought that it was being "accomplished well."

Faculty Policies

Chapter Four of the *Faculty and Student Handbook* describes policies pertaining to the academic faculty. Normally faculty policies articulated in the *Handbook* require the approval of the Faculty Committee, and then of the Board. This chapter of the *Handbook* describes policies pertaining to faculty recruitment and hiring, rank, contracts, retention, responsibilities, evaluation, promotion, termination, and dismissal.

The Rector and the Academic Dean solicit the names of potential faculty members from the Faculty Committee as needed. They coordinate the recruitment and hiring of new full-time faculty members subject to final approval by the Bishop. As Chancellor of the Board, the Bishop appoints all full-time faculty members. The Academic Dean in consultation with the Rector hires adjunct faculty members. Since the 1995 Self-Study, these policies have been followed in the recruitment and hiring of six full-time faculty members.

Due to the nature of the institution as a Roman Catholic seminary, the majority of its faculty members are drawn ordinarily from the Cleveland Diocesan presbyterate. The *Faculty Handbook* notes the terms and conditions for Diocesan priests to minister on the Seminary faculty. It presents the Seminary's policies for retention, evaluation, termination, and dismissal. Although serving on the faculty can become a life-long ministry, no tenure is offered. The handbook notes that the general term of service is ten years, renewable every five years. Renewals are based on the needs of the Diocese, the Seminary, and the individual priest faculty member. A Diocesan priest's ministry on the Seminary faculty is a Diocesan appointment made by the Bishop.

The *Faculty Handbook* also describes the conditions for hiring and maintaining faculty members who, unlike the Diocesan priests, are not subject to the Bishop. The Seminary

establishes a contractual relationship with lay faculty and those who are members of religious congregations. Faculty members who are not Diocesan priests are offered yearly contracts on a non-tenure track, with promotions in faculty rank accompanied by appropriate salary increases. At present, the five faculty members who are not Diocesan priests have served on the faculty four, eight, ten, eighteen, and thirty-one years respectively.

A faculty member is advanced in rank upon fulfillment of the conditions indicated in the handbook, upon the recommendation of the Rector and the Academic Dean, and the approval of the Board. The Board notes these advancements in the official minutes of its meetings. In addition, the Academic Dean publishes these advancements in the Catalog.

As a part of the 2004 Faculty Survey, faculty members indicated how well they believed the Seminary articulates its faculty policies and demonstrates its adherence to these policies. Eight statements on the survey pertained to faculty policies. The following chart indicates the faculty members' responses to these statements:

Table Five: Results from faculty survey on policies

How well does St. Mary Seminary articulate its faculty policies and demonstrate that it follows them in the areas of:				
	Excellently	Well	Fairly	Poorly
Faculty rights and responsibilities	56%	29%	12%	
Recruitment procedures	28%	33%	22%	6%
Appointment policies	44%	22%	22%	
Retention, promotion, job security, and dismissal	44%	22%	22%	
Criteria for evaluation	44%	39%	17%	
Sabbaticals	33%	44%	11%	6%
Promoting faculty through tenure or some other appropriate method	33%	33%	11%	6%
An applied mechanism for evaluating faculty performance	56%	33%	11%	

Retention of Faculty

As noted above, the continuity of faculty membership has been maintained since the 1995 Self Study. Of the fourteen 1995 full-time faculty members, nine remain on the faculty. These nine members of the full-time faculty have been teaching at St. Mary's from eleven to twenty-three years. The four most recent additions to the faculty have been teaching from five to ten years.

Among the adjunct faculty present during the 1995 Self Study, two members have continued to teach at the Seminary on an ongoing basis over the past ten years. Three of the current adjunct faculty members were members of the full-time faculty in 1995 and continue to minister at the Seminary. Since the time of the last Self Study, seventeen adjunct faculty members have been hired as needed.¹⁵ Some have taught for only one semester while the majority has served as adjunct faculty members for more than four years.

As previously indicated, the Seminary does not offer permanent tenure to its faculty. Nevertheless, the core membership of both the full-time and adjunct faculties has remained consistent. For Diocesan priests, this stability is maintained by Diocesan appointment which considers the competency of the faculty members, and their willingness to serve. For lay and religious faculty, their ongoing presence on the faculty is maintained by their availability, professional competence, and a willingness to minister at the Seminary. Comments made in response to the 2004 Faculty Survey indicate that the members of the faculty have a great respect for their colleagues and for the Seminary's administration. They recognize each other as being dedicated, competent, and hardworking professionals. Moreover, there is a real sense of collaboration and collective decision-making among the faculty. The Faculty Survey seems to indicate that the consistent maintenance of the faculty's membership is due, at least in part, to

¹⁵ A listing of adjunct faculty members during this time period can be found in the 1994 through 2007 Catalogs.

personal dedication to the Seminary's mission, the working relationship among the faculty, and the generally positive atmosphere of the Seminary community.¹⁶

All full-time faculty are given a yearly continuing education allowance in addition to their salary and attend continuing education conferences, and national conventions of professional academic associations.

Faculty members have the right to a sabbatical after seven years of service on the faculty. The Diocesan policy allows priests to have a three-month sabbatical. In the past ten years, three members of the faculty have taken a five-month (one semester) sabbatical.

IV. The Theological Curriculum

The theological curriculum of the Seminary follows closely its primary mission to train men to serve as Diocesan priests, and its secondary mission of providing a high quality theological resource in Northeast Ohio.

The Seminary offers three theological degrees: the Master of Divinity, the Master of Arts, and the Doctor of Ministry. The M.Div. program provides graduate professional education leading to the normative degree for ordination and for general pastoral and religious leadership responsibilities.

The M.A. degree program is designed for ordained clergy, seminarians, lay ecclesial ministers and others to study the elements of the Catholic tradition at a graduate level. The program fosters a personal integration of faith that supports a solid theological foundation in the Roman Catholic tradition.

The D.Min. degree program provides a generalist orientation in various areas of pastoral ministry.

¹⁶ These conclusions are drawn from the comments sections of the 2004 Faculty Survey report.

As explained in Chapter Two above, all of the degree programs at the Seminary are reviewed regularly as part of the assessment process.

Placement of Graduates

Upon successful completion of their degree and after ordination, the Bishop places Master of Divinity *ordinandi* in parish assignments in the Diocese. While the Seminary faculty provides some input to the Personnel Board, the Seminary's administration and faculty are neither responsible for nor empowered to make personnel placements of its graduates. This is also true of the other degree programs.

Most of the Master of Arts students, who already have ministerial placements or who will be seeking ministerial placements as certified lay ecclesial ministers, look to the Pastoral Ministry Office for placement assistance.

As a requirement of the Doctor of Ministry program, the candidate must already be actively engaged in ministry.

Due to the nature of the Seminary program, its role in the Diocese, and the structure of the Roman Catholic Church, the Seminary does not place students in ministerial assignments.

Degree Program History

The programs outlined in this section reflect significant revisions since the last A.T.S. visit, including:

- Switch from quarters to semesters for the academic calendar
- A systematic evaluation of the M.Div. and M.A. programs, and
- The development and implementation of a D.Min. program.

In preparation for the Self-Study, the Seminary surveyed its current students, its graduates since 1996 to the present, as well as colleagues who work closely with our graduates (e.g.,

pastors, supervisors, et al.). Throughout this narrative, findings from these surveys will be referenced to substantiate the narrative.

Master of Divinity Degree Program

In furtherance of its primary mission, the Seminary provides its M.Div. program to prepare its seminarians for priesthood ordination. It gives these men opportunities to demonstrate in a positive manner the reality of their priestly vocation by helping them deepen spiritual awareness, grow in moral sensibility and character, gain an intellectual grasp of the tradition of the faith community, and acquire the abilities requisite to the exercise of ministry in that community.

The Seminary views the Diocesan priest as one who is fully committed to the mission of the Church to serve the Kingdom of God. This mission includes the proclamation of the Word of God and the celebration of the sacraments in the midst of building a community of service. Since this mission focuses on the parish, the Seminary offers a priestly formation program which combines spiritual, personal, interpersonal, academic, pastoral, and professional growth.

The Seminary offers candidates for the priesthood a general knowledge of the sacred sciences and training in the skills required for parish ministry. It requires a demonstrated control of biblical, historical, systematic, liturgical, sacramental, and pastoral theology. The Seminary seeks to do this while at the same time requiring a demonstrated aptitude and desire for continued spiritual, intellectual, moral, and pastoral growth through personal efforts.

The Seminary is committed to ongoing evaluation and adaptation of its program of priestly formation. The program is evaluated in light of the changing demands both of Diocesan and parish ministry along with the varying intellectual and emotional needs of succeeding

generations of seminarians. In this effort, the Seminary fulfills the objectives of the *Program of Priestly Formation*.

Graduates of the M.Div. program are very satisfied with the total program of formation at the Seminary. In every category surveyed (especially academic, pastoral, liturgical, preaching, and teaching) graduates responded that they were “satisfied” or “very satisfied” at high levels (given categories of “not satisfied,” “somewhat satisfied,” “satisfied,” and “very satisfied”).

One graduate ordained in 2001 said: “The program prepared me well for ministry. Obviously there is some learning that can only take place by living the life of a priest. Yet I was satisfied and confident entering into priestly service.” Another ordained in 2003 said: “Looking back I see that I am well prepared for priestly ministry. The Seminary formation program as well as the academics was well done with care and expertise.” Colleagues of the M.Div. graduates are very positive about the preparation students receive at the Seminary. Given categories of “poor,” “fair,” “good,” or “excellent,” 100% of the colleagues assessed the ability of graduates to think theologically as “good” or “excellent.” Using the same categories, 95% assessed the ability of graduates to preach as “good” or “excellent.” Again using the same categories, 94% assessed the ability of graduates to preside at liturgy as “good” or “excellent.”

Table Six: Colleague Assessment of M.Div. Graduates for the Past Ten Years

Rating of the students ability to think theologically		
<i>Ratings</i>	<i>Frequency</i>	<i>Percentage</i>
Good	22	67%
Excellent	11	33%
Total	33	100%
Table six (continued)		
Rating of students ability to preach		
<i>Ratings</i>	<i>Frequency</i>	<i>Percentage</i>
Fair	2	6%
Good	23	70%
Excellent	8	24%

Total	33	100%
Rating of students ability to preside at Liturgy		
<i>Ratings</i>	<i>Frequency</i>	<i>Percentage</i>
Fair	2	6%
Good	19	58%
Excellent	12	36%
Total	33	100%

One colleague said: “I think the Seminary is doing an excellent job of preparing our young (and not so young) men for the priesthood.” Another said: “Overall I believe the program does a good job of preparing young men for ministry as priests. I perceive a definite strength and emphasis in the academic area.”

The Master of Divinity demands a sequence of 113 semester hours. It is organized into five general areas: Biblical Studies, Historical Studies, Systematic Theology, Pastoral Theology, and Liturgical/Sacramental Theology. The course sequence is arranged in a progression from the sources of revelation to a systematic understanding and application of principles to the mission of the Church as required in parochial ministry.

The program is professional in orientation, yet academic in that it demands extensive integrative study and adequate use of research methods. It prepares seminarians to carry out ministry in a creative and responsible fashion.

Since the last Self-Study process, the Seminary has worked to increase enrollment to ensure an adequate community of learning for the M.Div. program. Average annual enrollment during that period was approximately 22 students. Over the past seven years the average annual enrollment has been 29 students. The M.Div. program provides a structured opportunity to develop a thorough, discriminating understanding and personal appropriation of the heritage of the community of faith in its historical and contemporary expressions. The program assists

students in understanding the cultural realities and social settings within which religious communities live and carry out their mission, as well as the institutional life of those communities themselves. Especially through the insights of the social sciences, philosophy, and the arts, students can grow in their knowledge and appreciation of the broader context of the religious tradition, including cross-cultural and global aspects.

The formation program of the Seminary provides opportunities through which students may grow in personal qualities essential for the practice of ministry. Each student is assigned a formation advisor with whom he meets monthly. In addition seminarians must attend regularly scheduled conferences by the Rector and the house spiritual director. Each seminarian also has an individual spiritual director with whom he meets monthly. The Field Education curriculum assists seminarians in acquiring the skills necessary for priestly parochial ministry.

The faculty has established outcomes for the M.Div. program. By the time students have completed the program they should be able to:

- Articulate an understanding of the biblical, historical, and dogmatic documentation of the faith;
- Assess and critically think through theological texts and materials with an appreciation of ecumenical perspectives;
- Articulate the social teachings of the Church for justice, peace, and the dignity of the human person;
- Demonstrate an understanding and sensitivity to liturgical norms and the needs of the worshipping community as well as capably lead public prayer;
- Identify and analyze the issues involved in pastoral ministry by incorporation of learned competencies, spiritual integration and theological reflection;

- Demonstrate the skills needed to be an effective teacher, pastoral preacher, and collaborative leader of the faith community; and
- Demonstrate an understanding and integration of a celibate lifestyle.

Program Content, Location and Duration

The five-year M.Div. program consists of two years of classes, a one-year internship in a teaching parish, and two more years of classes. Students must take 113 semester credit hours.

The required curriculum includes 18 hours of scripture, ten hours of ecclesiastical history, 24 hours of systematic theology, 22 hours of liturgical and sacramental theology, 19 hours of pastoral theology, 14 hours of field education and six hours in general electives. These courses are designed to educate students for a comprehensive range of pastoral responsibilities and skills by providing opportunities for the appropriation of theological disciplines, for deepening understanding of the life of the church, for ongoing intellectual and ministerial formation, and the exercise of the arts of ministry.

The M.Div. students have many ways to deepen their education through various organizations and activities. The Seminary is host to an annual Mullen Lecture where a distinguished theologian gives a public lecture. In addition, seminarians have the opportunity to interact with these speakers in an extensive informal discussion the day after the lecture. These students also participate in an annual Jewish-Catholic Colloquium, which is hosted either by the Seminary or a local Jewish Temple. Students are able to deepen their appreciation of the global Church by the presence of foreign students who share their experiences with them.

Master of Divinity students also enjoy opportunities to experience and appreciate the religious heritage of the greater Diocese of Cleveland. The Seminary is host to a display of Diocesan history, which can be found in the halls of the lower level by the main entrance. Some

seminarians participate in an annual Hispanic Ministry Conference. The Seminary has hosted this conference twice in the last six years. Students participate in many Diocesan-wide events at the Cathedral of St. John the Evangelist. On Tuesday of Holy Week, the M.Div. students attend the Presbyteral Day of Sanctification along with the priests of the Diocese.

The Seminary provides opportunities for seminarians to enhance their appreciation of global cultures. Since the last Self-Study students from Mexico, India, Africa, and Korea have enrolled in the M.Div. and M.A. programs. Their presence in the classroom provides a multi-cultural dimension to the learning community at the Seminary. Students can also experience other cultures through Seminary-sponsored travel and summer study abroad in Mexico, Central America, Africa, India, and the Philippines.

The spiritual formation of candidates for the priesthood is of paramount importance. The spiritual life is enhanced by the communal celebration of daily and Sunday Eucharist, the Liturgy of the Hours, and small group prayer. First year seminarians take a required Spiritual Intensive which includes a one day silent and private retreat. In addition, M.Div. students participate in weekly prayer groups, spiritual conferences, a yearly house retreat, peer reviews, communal penance services, days of recollection, and an annual two-day period of Eucharistic Devotion.

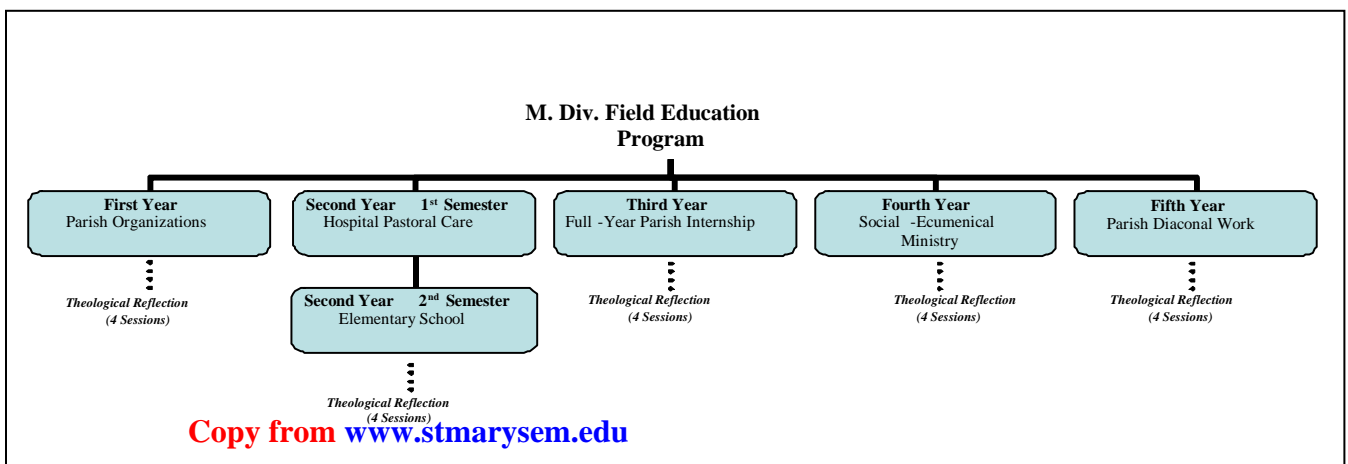
Table Seven: Spiritual Formation of M. Div. Candidates

Daily	Weekly	Monthly	Yearly
Liturgy of the Hours	Small Prayer Groups	Spiritual Conferences	Eucharistic Devotions
Communal Celebration of Eucharist	Opportunities for Sacrament of Reconciliation	Individual Spiritual Direction	Spiritual Intensive Workshop (First Year)
	Eucharistic Adoration (optional)	Communal Penance	Spiritual Convocations (2)
			House Retreat
			Peer Reviews

The Seminary provides the students with two convocations a year with topics ranging from personal boundaries to instruction in new liturgical practices. Students are encouraged to become involved in their home parishes during times that they are not at the Seminary. In this way the Seminary seeks to allow these students to gain a fuller understanding of themselves as ministers of the Church. Students are given many opportunities to further their education outside of the classroom setting. As part of the Pastoral Ministry curriculum, the Seminary requires 14 credit hours of field education. In their first year, students work in a parish setting for three hours a week. In the second year of studies, students spend the first semester in a hospital setting and the second semester in a Catholic elementary school.

The third year is devoted to the pastoral internship where the students work at an assigned parish for most of the academic year. During their fourth year of studies, students are placed in a social institution or in an ecumenical setting. The fifth year is spent in diaconal ministry such as marriage preparation and baptism. To help students to integrate their learning from field education they participate in four sessions of Theological Reflection a year, allowing them time to reflect in groups of faculty and students about certain situations of their ministerial experience.

Figure Six: Field Education Distributed over the Five Year M.Div. Program



Seminarians enrolled in the M.Div. program reside at the Seminary throughout the entire length of the program. They take all their course work, with the exception of Field Education, at the C.P.L.

Admission and Resource Requirements

Most of those seeking admission to the M.Div. program are candidates for priesthood in the Diocese of Cleveland. In every case, a Bishop or Religious Superior must sponsor prospective seminarians. The Seminary also allows persons not seeking ordination to the Roman Catholic presbyterate to seek admission. It makes every effort to accommodate candidates for the priesthood for religious communities and other rites.

Accordingly, applicants must submit evidence of a bachelor's degree or its equivalent from an institution accredited by a regional accrediting association. Undergraduate courses should provide the cultural and intellectual foundations essential to an effective theological education. They should furnish the student with the tools of learning proper to an educated person and result in increased understanding of the world. Applicants for the M.Div. must also take the general Graduate Record Examination (GRE). Applicants must also provide letters of recommendation.

Applicants from other faith traditions must submit a memo of understanding from the denomination sponsoring them in order to outline an approved course of study that will be accepted by any future Seminary they plan to attend. M.Div. candidates who are not on the ordination track must adjust their course of study to accommodate the requirements of the program (e.g.: field education, spiritual direction, and theological reflection). The Academic

Dean evaluates and may give credit for appropriate substitutions for certain courses in the program.

The *Program for Priestly Formation* published by the Catholic Bishops in the United States outlines specific requirements for admission to the Seminary's M.Div. program. The Seminary follows those directives precisely. These requirements include:

- At least 12 semester hours of courses distributed over the areas of Hebrew and Christian scripture, biblical history and literature, world religions and Roman Catholic theology, including sacramental theology.
- At least 27 hours in philosophy including courses in historical and contemporary philosophy, ethics, logic or epistemology, metaphysics or natural theology, and philosophical anthropology.

Because the program is both academic and formational, applicants for the Roman Catholic priesthood must also provide baptismal and confirmation certificates, sacramental marriage certificates of their parents, character reference letters from their pastors, and three letters of recommendation. Applicants must also submit an autobiography or personal history which includes a vocational discernment statement. Finally, applicants must undergo a battery of psychological tests that explore family background and medical and sexual histories.

Candidates for the Diocesan priesthood live at the Seminary full-time during the academic year since priestly formation takes place most effectively in community. A seminary community gathered for the purpose of helping men prepare for the priesthood reflects the unity of faith and love that comes from the Holy Spirit. In this communal setting, seminarians deepen their awareness of the ideals and challenges of the priesthood through their exercise of pastoral

ministry, through their theological studies, through association with their bishops, priests, and faculty members, and through their relationships with other seminarians.

The Seminary regularly evaluates how well students meet the various goals of the degree program in a variety of ways (see Chapter Two above). Academic grades are given for each class to evaluate student learning in each class. Students in field education assignments receive written behavioral assessments each semester in which they are enrolled in field education. The Seminary has established a procedure for regular ongoing evaluation of its program to determine the extent to which the degree program is meeting the needs of students and the institution's overall goals for the program. Since the last self-evaluation, 80 students have been enrolled in the M.Div. program. Of those who have completed the program, 93% are currently working in a ministry appropriate to their vocational intentions (i.e., three have left the ministerial priesthood).

Master of Arts Degree Program

The Master of Arts in Theology fulfills its goal by providing students greater theological depth through a course of graduate studies in academic theology. The content of courses, processes, and practices is designed to function in an integrated manner, overseen by the Academic Dean and the Academic Life Committee. Program components in biblical and historical studies, systematic, liturgical-sacramental, and pastoral theology all focus on the development of a deepening spiritual awareness, moral sensibility, and intellectual grasp of the history and content of the Roman Catholic Faith.

The participants must focus on a specific area: Biblical, Historical, Liturgical-Sacramental, Systematic, or Pastoral Theology in order to complete the symposium requirement at the end of the program. The culminating M.A. symposium enables the student to demonstrate the skills and methodologies required by the various areas of theology and to integrate these into

an in-depth thesis. A faculty committee, which engages the student in theological conversation in the presence of other attending faculty and peers, publicly evaluates this culminating thesis. To assess whether the program is achieving its goals, the Seminary periodically surveys its M.A. students. All graduates who responded to the most recent survey rated the Seminary's achievement of these goals as good to excellent.

The M.A. program is available to Master of Divinity students, clergy of various denominations, and qualified laity who may already engage in various forms of pastoral ministry. This diverse group of students is invited to participate in many of the events that nourish the academic and spiritual life of those in the Seminary's various programs (e.g., special lectures, ecumenical activities, and worship).

The general goals of the M.A. program focus on an in-depth academic knowledge of theology appropriate to a graduate theological degree. While many of the core courses are shared with the M.Div. degree program, the M.A. program is distinct in its goals and purposes. Since the last Self-Study, the Master of Arts program has graduated 42 students.

In 1995, there were seven M.A. students enrolled in the program. In the fall of 2004, 50 students were enrolled.

Having changed from quarters to semesters, the Master of Arts curriculum now requires a total of 44 semester hours over a broad range of theological disciplines:

- Biblical Studies (*10 hours*)
- Historical Studies (*6 hours*)
- Systematics (*14 hours*)
- Liturgical-Sacramental Theology (*6 hours*)
- Area Electives (*6 hours*), and

- General Elective (2 hours).

At the completion of all course work, the student must select and complete a concluding symposium from one of three formats: a written take-home exam, a developed thesis statement, or a written research paper. These symposium styles have been added since our last Self-Study to accommodate various learning styles.

A full-time student in the M.A. program would normally complete the program in three years. Part-time students, in consultation with their advisors, generally complete the M.A. program within seven years. As a result of our last Self-Study we now offer core courses during evening hours on a regular basis to meet the needs of part-time students.

The Seminary conducts an evaluation of the Master of Arts program every four years. Surveys target program goals, and are sent to current students and alumni. In the 2004 survey, students reported high levels of satisfaction with the program's academic preparation. Graduates gave ratings of "excellent" and "good" in every category listed in the survey. One graduate writes, "I found the course of study to be challenging and very intense—as it should be for this level of academics. It prepared me for expanding my role in parish ministry, first with academic knowledge but no less with skills to find new information and digest it critically." Another shares, "My area of specialization was pastoral theology and I believe SMS does an excellent job of integrating the church's teaching with the lived experience of the faith of the people. The professors tried to strike the delicate balance between faith and culture."

Respondents claimed that program strengths included small class size, a trained and skilled faculty, a sensitive and caring student body, supportive mentors, and flexibility in schedule and focus. Feedback from students and alumni from the 2000 and 2004 surveys helped the program establish better communication with non-resident students, rotating evening classes,

the creation of a *Master of Arts Handbook*, mandatory orientations, and more informal opportunities for students to mix with faculty, Board members and staff.

Doctor of Ministry Program

From the inception of the D.Min program in 2000 to May of 2005, 19 students have graduated as of May 2005. Currently 16 students are enrolled in the program.

The *Doctor of Ministry Handbook*, provided to each student, contains information on the nature of the program as well as policies and procedures for earning the degree. The educational objectives of the program include an advanced understanding of the nature and purpose of ministry, enhanced competencies in pastoral analysis and ministerial skills, an ability to integrate those dimensions into a reflective practice of ministry, the attainment of new knowledge about the practice of ministry, and continued growth in spiritual maturity.

The program consists of 30 credit hours that are distributed over six semesters. The first 12 hours of the program consist of core courses, which are offered in the first three semesters, including a summer term. Topics of core courses include Pastoral Strategies in the Letters of Paul, Theology and the Arts, Liturgy, Contemporary Spirituality, and Adult Models of Learning. Most courses rotate over a two-year cycle, and are chosen to meet the learning needs of the students. These seminars discuss theological and ministerial principles through theological reflection, critical social analysis, congregational assessment and pastoral integration. For all seminars, students must complete reading and other assignments prior to class time, and then finish projects or papers as assigned for each seminar. In addition to the scheduled courses, students participate in monthly project forums that assist them in the formation and direction of their project development. After students complete the core courses, they complete 12 credits

hours of individualized reading. This reading focuses on the student's project area and is guided as independent studies with various faculty members.

Students' projects are completed at their places of ministry. The organization of the program was designed to accommodate the needs of students who are in full-time ministry, and in some cases commute a substantial distance to the Seminary.

One student surveyed remarked:

The program has deepened my awareness of the variety of ministerial experiences that require a multiple number of ways of to enhance the practice of ministry. The reading sections and class presentations broadened my perspective of skills and behaviors that can be used in the ministerial setting. The resources for ministry have been expanded and encouraged a greater understanding of how to use them in the ministerial setting.

Another said:

My practice of ministry has been enhanced because of the opportunity I had to work collaboratively with others in ministry. In this case, on a more professional level with educated ministers and other professionals in other fields. This gave me an opportunity to sharpen my skills in organization and pastoral training development. The D.Min program provided me both the framework and the guidance to be faithful and inclusive.

The program has been marketed primarily through satisfied graduates as they have described the program to others. The Seminary also distributes brochures yearly to the Dioceses in northern and western Ohio and Erie, Pennsylvania. The program's current population continues to draw from ministers within Northeast Ohio and the Cleveland area primarily. Students who have completed the program have found that the program's goals and objectives have met their expectations.

As one graduate put it:

I feel more confident in spiritual direction because of the class taught in the first year on spiritual direction. The conflict management leadership course

also has guided me in resolving some very serious conflicts at the parish, especially with communication and power struggles. My preaching style has changed as well due to the course on preaching as it challenged me to be more creative and imaginative.

Another student added:

Although my work did not specifically involve quantitative analysis, I believe I am more competent because of the course work I took in the areas of facilitation, . . . team building and other leadership oriented workshops. The resources that were provided were invaluable as well. I am clearly more collaborative in nature and feel more competent to lead and facilitate conversations and meetings.

Those who have completed the program have given feedback through the exit interview. The first two graduating classes offered constructive programmatic criticism that resulted in minor changes to the program structure. For example, students are required to complete their project prospectus by the fall of their second year; they must choose a faculty advisor and readers earlier for more hands-on guidance; the time of course offerings has been moved to afternoon sessions exclusively; and the project forums have become more structured with a specific focus for each year.

All of the faculty involved with the D.Min. process have discussed many of the comments shared by students in the early phase of the program. While all of their ideas or comments could not be implemented, the Director and faculty did consider student observations and comments.

Admission into the D.Min. program is for any person engaged in ministry. Each student must have an M.Div. degree or its equivalent. If an applicant has a Master of Arts degree, he or she may be required to complete additional courses in order to meet the prerequisites for the D.Min. program.

Applicants must also have a minimum of two years experience in full-time ministry. Most students admitted to the program have averaged at least eight years or more in active ministry. All candidates must have a letter of recommendation from their ecclesial supervisor and a memo of understanding from their colleagues in ministry indicating their support for the candidate while he or she is enrolled in the program. These qualifications are important since the D.Min. project typically involves members of the staff and congregation.

Applicants must submit all graduate transcripts, biographical information, a synopsis of ministerial involvement, supporting materials for the memorandum of understanding and letters of recommendation. In addition to these materials, a personal interview is scheduled with the admissions committee which is comprised of three full-time faculty members.

Both full-time and adjunct members of the faculty teach the seminars. All faculty members have received an orientation to the program utilizing the *Doctor of Ministry Handbook*. Faculty members teach a class in their discipline as a part of their regular workload. A full-time faculty member advises each student in regard to his or her project. Two other faculty members are chosen as readers to insure the quality of the student's written work. Those three faculty members then comprise the committee for the student's project colloquium.

Multiple criteria have been used to evaluate this program. They include A.T.S. standards, the published rationale for the program, competency objectives, and curriculum goals.

Four A.T.S. educational objectives guide the goals and assessment practices of the program. In the doctoral curriculum, the first A.T.S. educational objective is assessed primarily by the seminars. That objective seeks an advanced understanding and integration of ministry in relation to the biblical, historical, theological, and pastoral disciplines.

The program requires students to take 12 hours of core courses in the first three semesters to help them regain their theological focus and improve their skills in theological reflection, cultural analysis and the integration of pastoral theology with specific theological disciplines. Project Forums are used to assess the development and acquisition of skills and competencies required for the practice of ministry at its most mature and effective level. The assessment component for graduation includes the final project and project colloquium. Students earn six credits for the project. To date, 14 projects have been submitted since 2003. The project culminates in a written text of 150 pages in length with appendices and an annotated bibliography. In the written project, a student presents his or her theology of ministry, applying it to a practical aspect of ministry. Students must elaborate the specific methodology they employed.

Table Eight: Overview of the D.Min. Program

Fall	Spring	Summer
Year I		
Core Course (2 credits) Core Course (2) Project Forum	Core Course (2) Core Course (2) Project Forum	Independent Study (4) Project Forum
<ul style="list-style-type: none"> • Students are presented with the anatomy of a D.Min. Project • Students review the components for their D.Min Project and create a rough outline of ideas that they share with their peers in the project forum. 	<ul style="list-style-type: none"> • Students begin to draft their project ideas into a proposal prospectus that incorporates the outline of a D.Min project. • Map out a strategic plan for implementation 	<ul style="list-style-type: none"> • Students select a faculty mentor and complete the final draft of their prospectus. • Students take a methods seminar and begin to develop a bibliography
Year II		
Core Course (2) Core Course (2) Project Forum	Independent Study (4) Project Forum	Independent Study (4) Project Forum
<ul style="list-style-type: none"> • Students submit their official prospectus to advisor and schedule their Symposium by December. 	<ul style="list-style-type: none"> • Students begin independent research to develop their theoretical chapter that requires the synthesis of current literature and the development of biblical and theological ideas. 	<ul style="list-style-type: none"> • Students receive approval of the theoretical chapter and begin project implementation. • Students work on their evaluative instrument(s). • Students take a writing seminar.
Year III		
Project (3) Project Forum	Project (3) Project Forum	
<ul style="list-style-type: none"> • Students implement and evaluate their project. • Students write and work with mentor 	<ul style="list-style-type: none"> • Students write and work with mentor and committee • Students schedule their project Colloquium 	<ul style="list-style-type: none"> • Students who elect more time to complete their project writing continue to work with mentor and committee.

Finally, they must evaluate the findings and offer a conclusion. A bound copy of each graduate's written project is available in the library.

The colloquium is scheduled for one and a half hours during which three faculty members assess the student's project. Other students and guests may attend this colloquium where the student presents his or her contribution to the understanding and practice of ministry.

Student Assessment

Students regularly assess doctoral seminars and faculty through class evaluation at the end of each semester. At the end of each academic year students are asked to provide an assessment of the program in a personal interview with the Director of the program. Both regular seminary faculty members and adjunct faculty members provide written reports to assess the students' progress in the program.

For this Self-Study, exit interviews that had been completed by June 2004 were examined. A few basic questions were asked of all the participants related to:

- The program objectives and outcomes
- How the program has enhanced participants' competencies in pastoral analysis
- The new knowledge participants attained through their participation in the program
- The various program components such as opportunities for peer learning, core courses, self-directed learning, theological integration, faculty support, opportunity for personal study and research, institutional support and library resources, and the schedule and structure of the program
- Opportunities for personal comments as well as post-graduation reflections

The overwhelming response indicates that the program was a very positive experience. The program deepened the awareness of the variety of ministerial experiences that require a number of ways to enhance the practice of ministry. Through the experience of the D.Min. program students could renew and update their awareness of academic developments. Overall, the practice of ministry has been enhanced because of the opportunity to work collaboratively with others in ministry both on a professional level in the context of the parish as well as in a

collegial level with other students in the classroom. Finally, the experience of the D.Min. broadened the participants' outlook, competencies and ability to analyze years of pastoral practice in order to afford the student a sense of confidence in providing spiritual direction and pastoral leadership to both individuals and the community.

The following is a summary of the most significant points gleaned from the report in terms of both positive aspects of the program as well as points for further growth and development.

Positive Aspects or Strengths of the D.Min. Program

The review of the exit interviews offered the following commendations by graduates of the D.Min. program:

- The ecumenical nature of the program. “The dialogue, sharing and just for me the listening engaged my imagination and desire to learn more. The Lutheran ministers were a joy to be with when they started discussion between themselves.”
- “A time of furthering and deepening my theological stances. Going to a non-Lutheran seminary helped me to strengthen my own identity as a Lutheran pastor.”
- The program has deepened the participants' as well as parishioners' awareness of the variety of ministry experiences available to them.
- The opportunity for independent study was not only encouraged, but essential to the outcome of the program.
- “Mentors for my independent studies as well as my project advisor and readers provided more than adequate support and stretched me intellectually. What really touched my heart was that each member of my committee was facing a major

personal challenge (ranging from cancer to preparing for a teaching assignment in Africa) and still they found quality time to meet with me and help me.”

- The reading required of the various courses as well as independent studies encouraged self-directed research and learning.
- The faculty of the Seminary was available and willing to be of assistance if asked.
- The schedule of the program was flexible enough to accommodate various students’ needs while at the same time providing a sense of regularity which was necessary especially since most D.Min. students had not been in the classroom for a number of years.
- “The institution of SMS certainly extended a great deal of support and hospitality to those of us in the D. Min program. Evidence was the welcoming of us to socials and supper on a regular basis. Also periodic prayer services, lectures, etc. The library is superb, containing a wide variety of excellent books and periodicals. Doctoral faculty is likewise excellent. They are knowledgeable and competent in their respective specializations. The Library staff was extremely helpful and the resources were available or found for the students.”
- Review of the program and suggestions of students were incorporated as the program developed.

Areas of the Program that Needed Further Consideration

The exit interviews offered many good suggestions from the graduates of the D.Min. program. Many of those issues raised have been addressed and are noted in parentheses in the following list of suggestions:

- Disappointment was expressed regarding a few of the core course selections and some professors in the program. (Courses were changed or adjusted and faculty participation changed as well).
- There was a desire for more faculty involvement. (This was accomplished with the addition of new course offerings involving different professors).
- Some faculty were more available and open than others. Only one or two adjunct faculty were less available. The resident faculty were rated as good for availability. (We have gradually integrated more full-time faculty to teach in the program).
- Interest was expressed in a greater variety of choices for the core courses including the option to enroll in upper-level M.A. courses. (This was addressed with new course offerings in the D.Min. program. Participation in M.A. level courses, however, was not considered due to the different caliber of students involved in the respective programs and different learning needs and goals).
- Concern was expressed that students be encouraged to start earlier on their project and remain focused on its progress. (This was addressed by the addition of a project mentor for the program and adjustments in the timetable for completion of different parts of the project).
- Some students found it difficult to balance graduate work with pastoral responsibilities. (It is felt the adjustments made in the project forum may prove helpful in striking a better balance to address these issues with hand-on suggestions. The program encouraged the development of managed time for both).
- Concern was expressed regarding library holdings in the area of family life issues and a lack of subscriptions of more conservative theological journals. (The library

was made aware of this issue and students are reminded of the librarian's availability in locating material in other libraries).

Recommendations

After reviewing both the positive aspects of the program as well as the areas that need further development, the following recommendations appear warranted:

- Continue to expand course offerings and faculty participation to meet the needs of the current student population, and thus provide greater core course selection.
- Continued to develop specific outcomes for the project forums, which will provide students with a greater understanding of specific components of the project. This will provide students with a more advanced understanding of their projects by offering clearer goals and time lines in the writing and completion of the project.
- Maintain the expanded hours of staffed assistance in the library.
- Continue to expand the library holdings in expressed areas of pastoral interest of the D.Min. population.
- Enhance the ecumenical nature of the program by broader promotion to a variety of denominations.
- Include a D.Min. student on the Academic Life Committee.
- Maintain the openness of the administration to the suggestions of current students for the purpose of enhancing the quality of the program as well as creating an environment that meets the needs of the students in their pastoral settings.

Request for A.T.S.

St. Mary Seminary and Graduate School of Theology formally requests that the Doctor of Ministry program established in the fall of 2000 move from preliminary status to full approval by the Association.

VI. Library

The mission of the library is to provide those services commonly found in libraries supporting study and research at the Master of Arts and the Doctor of Ministry levels. The library also collaborates with and serves as a theological resource for Borromeo Seminary, the Diaconate program, the Pastoral Ministry program, the Office of Continuing Education, and, more generally, for patrons in northeast Ohio.

The library owns over 74,000 items, making it the largest theological library in Northeast Ohio. Its holdings include 57,000+ books, 14,600+ bound journals, and 1100+ units of audiovisual media. It currently subscribes to 336 journals, and maintains over 1300 units of microfilm.

In pursuit of its mission, the library has five primary goals:

One: To assemble a strong collection of materials adequate to support graduate work in theology at the Masters and the Doctor of Ministry levels, as well as faculty research.

Two: To create and provide the tools necessary to allow patrons to efficiently identify and locate materials required for their study.

Three: To maintain inventory and circulation control of the collection.

Four: To provide assistance to patrons in effectively using the Library.

Five: To provide physical facilities adequate for the housing of the collection, for the staffing of the Library, and for the creation of a hospitable place to study and conduct research.

Goal One: Collection Development

To accomplish the first goal, that of building a strong collection, the library's Collection Development Policy establishes three levels of collecting intensity:

Level A: The collection includes a wide range of basic and specialized monographs, complete collections of the works of the more important authors, selections from the works of secondary authors, all the major journals, and the reference tools and bibliographic apparatus pertaining to relevant subjects. This level of collecting intensity applies to the areas of Seminary Education, Scripture, Systematic Theology, Ecumenism, Moral Theology, Spirituality, Pastoral Theology, Religious Education, Canon Law, Official Church Documents, Liturgical Theology, Church History, Patristics, and Religious Biography.

Level B: The collection includes a selective representation of materials which serve to introduce and define a subject, and to indicate the varieties of information available elsewhere. It includes major dictionaries and encyclopedias, selected editions of important works, historical surveys, important bibliographies, and a selection of representative journals. This level of collecting intensity applies to the areas of Philosophy, Religion, Psychology, the Social Sciences, Law, Education, and History.

Level C: This level represents a subject area outside the scope of the library's main focus. This level of collecting intensity applies to the areas of Linguistics, Science and Technology, Arts and Recreation, Literature, and Fiction.

The general acquisition criteria that apply to materials purchased are as follows:

- The needs of the faculty
- The authority and competence of the author
- The accuracy and objectivity of the presentation

- The relationship to the existing collection, and
- The suitability to the purpose and clientele of the library

In support of its efforts to assemble a strong collection, the library welcomes gifts of books, periodicals, or other materials from personal libraries and estates. The library, however, reserves the right to use or dispose of these materials in keeping with its best interest. The general procedure for handling gifts is to determine first whether the library already owns the gift, and whether it should add the item as appropriate to the library. Remaining books are then made available at no cost to faculty and students.

An important part of library collection development is the removal of books and other materials that no longer serve the Library's purpose. Factors to be weighed in the decision to keep or discard an item include:

- The four general acquisition criteria listed above
- An item's subject matter
- Its amount of use
- Its language
- Its physical condition
- Its availability from other libraries
- Its historical value
- Its format
- Whether it is a duplicate
- Whether it is part of a series

The librarian consults with the faculty prior to the removal of any material from the library.

Goal Two: Search Tools

To accomplish the second goal of providing finding tools, the library catalogs its holdings according to Anglo-American Cataloging Rules and Machine-Readable Cataloging standards using a product from AT&T called LaserQuest¹⁷ supplemented with records from Online Computer Library Center available from WorldCat via Cleveland Public Library. Using these products, the library creates its catalog and makes it available to patrons on CD-ROM. To compliment the library's catalog, and to provide access to the periodical literature, the library subscribes to many periodical indices, some of which are available in a computerized format in addition to the printed version. Among the indices to which the library subscribes are:

Catholic Periodical and Literature Index (print & CD-ROM)

A.T.L.A. Religion Database (print & CD-ROM)

Religious and Theological Abstracts (print & CD-ROM)

Old Testament Abstracts (print & CD-ROM)

New Testament Abstracts (print)

Philosophers Index (print)

Elenchus Bibliographicus Biblicus (print)

Readers Guide (print)

These in-house tools provide the indexing and the location ability patrons require to effectively use the resources in the Library. For patrons doing work outside the scope of the

¹⁷ On January 28th, 2005, the Library received a phone call from AT&T indicating that it will discontinue all operations of their Library Systems business, effective March 31, 2005. Consequently, after March 31, the programs LaserGuide and LaserQuest became orphan programs. An *ad hoc* library committee was formed immediately to explore options for replacements.

library's collection, catalogs of other libraries and periodical indices for other subject areas are available through our internet connection.

Goal Three: Inventory Control

To accomplish the third goal, that of circulation and inventory control, the Library has created an in-house system that permits patrons to check out materials without requiring staff assistance. All materials in the Library have barcodes, as do patrons' library cards. Checkout is a simple matter of scanning the barcode of the item to be borrowed, then scanning the barcode on the library card. Patrons may also use a back-up card system if they experience difficulty with the checkout equipment. Every item that circulates has a circulation card, which can be signed by patrons, and left at the circulation desk. The self-check honor system allows for the circulation of items borrowed at times when the library is not staffed.

Inventory control is accomplished by means of an annual inventory. Barcodes of all items present in the Library are scanned, and the resulting database then compared to the master shelf list. This process permits the Library to determine which items are present, which are in circulation, and which are missing or lost and need replacement.

Goal Four: User Orientation

To assist patrons in finding materials in the library, the librarian and the assistant librarian conduct orientation sessions for new students at the St. Mary Seminary and Borromeo Seminary. The library staff introduces students to the organization, layout, research tools, and operations within the library. The staff hopes to make them self-sufficient library users. Bibliographic instruction sessions are also conducted upon request throughout the year for other groups, or specific classes at the request of the instructor. In addition, library staff members

offer personal orientation or bibliographic instruction sessions for any new patron, or for anyone requesting in-depth knowledge of some particular library tool.

Reference service is available from the librarian at any time, for anyone requiring assistance. Assisting patrons has priority over other library activities. The Library has added an assistant librarian to the Wednesday evening staff to provide additional reference support during the evening hours.

Interlibrary loan is available for materials not owned by the library. Members of the Cleveland Area Metropolitan Library System (C.A.M.L.S.) and the Ohio Theological Library Association (O.T.L.A.) have agreed to interlibrary loan among themselves at no charge. However, the requester is responsible for any such charges from other libraries. If the library does not have a requested book in its collection, the policy directs the staff to first search within the C.A.M.L.S. system, then look within Ohio libraries, and only as a last resort, request the item at the national level.

Goal Five: Facilities

The fifth and final goal demands that the library ensure that there is enough shelf space for the present holdings. Thanks to modifications made to the library's shelving, we project an adequate amount of space to accommodate growth for an additional eight to ten years.

The environment of the library has been greatly enhanced since the last Self-Study by the addition of air conditioning. Coupled with the installation of ceiling fans, patrons now enjoy a more comfortable setting year round. Air conditioning has also eliminated humidity as a problem in the basement, a benefit to both people and books.

Other improvements include the addition of a state-of-the-art microform reader/printer, replacing separate readers for microfiche and microfilm. This new equipment now allows

patrons to not only print the images they see, but also to email that image to personal computers if they prefer.

The computers in the Student Computer Room have recently been replaced as part of the Seminary's regular schedule of equipment upgrades. Other improvements include the addition of a copy card system to the photocopier machine in the library. Instead of fumbling with coins at the copier machine, students may now purchase a copy card from the receptionist. In addition to furnishing a convenience for the patron, it also streamlines the accounting of copier expenses.

The library also provides audiovisual support to the faculty for their classes. The Seminary has installed combination TV/VCR/DVDs in all the classrooms, and more recently has permanently installed digital projectors in six of the classrooms and meeting rooms. The library also maintains two mobile projectors, complete with attached laptop computers for those rooms without a permanent installation. In addition, the library makes available a regular assortment of slide projectors, overhead projectors, filmstrip projectors, etc., to those who prefer to use older technology. The library also provides internet access on its computers, thereby expanding its "virtual" collection to encompass information resources across the world.

As noted earlier, on January 28, 2005, the library was informed of AT&T's decision to discontinue all operations of their Library Systems business, effective March 31, 2005. Consequently, the programs (called LaserGuide and Laser Quest) upon which the library relies for its catalog will no longer be available. An alternative service needs to be found. An *ad hoc* library committee was formed immediately to explore options for replacements.

The library decided to establish membership in the Ohio academic library consortium called "Ohiolink." This consortium has two prerequisites that affect the Seminary library. First, it requires that all members do their cataloging via O.C.L.C. Second, it requires that all members

have an integrated library system by Innovative Interfaces, Inc., called “Millennium.”

Consequently, a three-step timeline was adopted. First, the library will begin cataloging using O.C.L.C. in 2005-2006 academic year. Second, in the 2006-2007 academic year, the library will focus on acquiring an integrated library system. By the 2007-2008 academic year, the library can petition for membership in Ohiolink.

The Library Director

The Library Director, a professional who holds faculty status, is the custodian of the library, and is responsible for its administration, supervision, development, and evaluation. The Director reports to the Academic Dean and indirectly to the Rector. He represents the library at meetings of professional organizations, including C.A.M.L.S., the American Theological Library Association (A.T.L.A.), O.T.L.A., and the American Library Association (A.L.A.). The library's involvement with these organizations serves to further awareness and cooperation among librarians, and to keep abreast of changes and developments in the field of librarianship. The Director prepares the annual budget, which is reviewed by the Academic Life Committee, then by the Treasurer, and finally by the Board. The final authorized budget is given to the Director by the Treasurer. The Director also reviews the performance of the staff and shares the results with the Treasurer who determines the salary and benefit levels for all employees.

The Director serves ex-officio on the Academic Life Committee. Library issues are considered within the context of the overall academic life of the Seminary. The awareness of larger academic issues and initiatives creates opportunities for the Library to participate in and cooperate with other efforts to enhance the Seminary program. The Academic Life Committee may establish a task oriented *ad hoc* committee for the library when special issues and needs arise.

The remaining staff members are a part-time assistant librarian for serials control and reference for students in the evenings, and seasonal student assistants.

VII. Authority and Governance

The governance of the Seminary is located in the Members of the Corporation of Saint Mary Seminary and the Board. This system of governance has been in place since 1992.

The Articles of Incorporation and the Code of Regulations can be found in the *Handbook*. These documents spell out very clearly the responsibilities of the Members of the Corporation:

- To approve or disapprove the Trustees of the Seminary and to remove them;
- To appoint or remove the President-Rector and Vice President-Vice Rector;
- To amend the Articles of Incorporation or to amend the Regulations;
- To merge or dissolve the Seminary or to establish a new corporation without any such merger or dissolution.

The Members of the Corporation are the Bishop of the Roman Catholic Diocese of Cleveland (at the present time, the Most Reverend Anthony M. Pilla); the Secretary and Vicar for Clergy and Religious (at present, the Rev. Lawrence Jurcak); and the President-Rector of the Seminary (at present, the Reverend Thomas W. Tift).

The Members of the Corporation meet annually for the purpose of the approval of trustees, consideration of reports and other business in fulfillment of the responsibilities listed above. The Minutes from the annual meetings of the Members show the Members conscientiously fulfilling these responsibilities.

The Board of Trustees is responsible for the governance of the Seminary except for the areas of responsibility that are restricted to the Members of the Corporation. It is ultimately

responsible for the integrity and the vitality of the institution. The Code of Regulations spells out very specifically the responsibilities of the Board. Among other things the Board recommends the President-Rector and the Vice President-Vice-Rector to the Members for appointment. It appoints the Academic Dean, Spiritual Director, Treasurer and Dean of Students. It confers degrees; approves budgets and oversees monetary affairs; and conducts such other business, as it deems proper. It assists the Seminary administration and faculty by making recommendations and offering advice and counsel as appropriate so as to encourage and promote academic excellence and priestly formation.

The total number of voting Trustees does not exceed 15 nor is it fewer than eight. The *ex officio* Trustees are the following:

- The Bishop of the Diocese of Cleveland who is Chancellor of the Board
- The President-Rector of the Seminary
- The Diocesan Secretary and Vicar for Clergy and Religious
- The Diocesan Financial and Legal Secretary
- The Rector of Borromeo Seminary

Elected Trustees are representative of the following areas:

- A Pastor or Parochial Vicar of the Diocese of Cleveland
- A Faculty Member nominated by the Faculty
- A Trustee who is representative of minority concerns
- A Trustee with a ministerial background and experience (other than a priest)
- A trustee(s) who is/are representative of educational, canonical, legal, financial and development backgrounds

The term of an elected Trustee is four years. Elected Trustees may serve a maximum of two full terms. As of the conclusion of the 2004-2005 academic year, there are 14 voting Trustees, five *ex officio* and nine elected Trustees. The elected Trustees are representative of the constituencies served by the Seminary in regard to race, ethnic origin, age and gender. The qualifications of the Board Members are demonstrated through their biographies and credentials which can be found with the Board Minutes in the Documents Room.

The Board meets three times a year, in early fall, mid-winter and in spring of the academic year. Most Trustees feel that three meetings provide adequate opportunity for dealing with the issues the Board is called upon to address. The Chancellor or Chairperson may call special meetings to deal with pertinent matters as they arise. The Officers of the Board are the Chancellor, the Chairperson, Vice-Chairperson and Secretary. The Trustees elect the latter three officers. Three standing committees serve the Board: the Finance and Development Committee, the Institutional Planning Committee, and the Student and Academic Affairs Committee. Each committee has at least two elected Trustees, one of whom is appointed as Chairperson. Other committee members may be drawn from appropriate seminary faculty/student/staff personnel and, where warranted, from the larger community.

The Board's Finance and Development Committee reviews the annual operating budget, serves as a liaison with the Diocesan Development Committee, and maintains a relationship with Diocesan fund raising activities run on behalf of the Seminary. This Committee also makes recommendations to the Board regarding development needs that may require Board activity.

The Institutional Planning Committee reviews institutional planning and makes recommendations to the Seminary administration and Board. It reviews the relationship of the

institution to other entities concerned with theological education and formation, and makes recommendations.

The Student and Academic Affairs Committee reviews programs, policies and procedures in concert with formation, academic and community affairs personnel of the Seminary and makes recommendations to the administration and the Board.

The Board has been very active in the life of the Seminary in the ten-year period since the last Self-Study. One of its major accomplishments was the Board participation in and oversight of the Seminary's Sesquicentennial observance in 1998-1999. In addition, the Board oversaw the process by which the Seminary developed a Doctor of Ministry program, and gave formal approval to the program. Moreover, the Board debated and approved the change from academic quarters to semesters, received a report on the Crisis and Emergency Communication Plan of the C.P.L., assisted in the work of the Diocesan Vocations Task Force, and developed an initiative to attract older students.

At the present time the Board is very involved in the development of a revised Records Policy. Individual Trustees have represented the Board on the Bishop's Brunch Committee (a yearly fund-raising activity which benefits the Seminarians) and on the Seminary Development Committee. In addition to all of the above, the Board has done its regular work of approving the appointments and promotions of faculty members, recommending and appointing administrative personnel, reviewing programs, receiving and discussing reports from the President-Rector on the state of the Seminary, granting degrees and approving the annual budget. The Board has been active and has served well for the past ten years.

In conjunction with this Self-Study, the faculty as well as those who had served as Trustees for the past ten years were asked to evaluate the work of the Board. The survey results

indicated that the faculty saw the Board as providing sound institutional oversight as well as substantial assistance to the faculty in accomplishing its responsibilities. Twenty present or former Board members responded in this survey. Their review of the structure and work of the Board was generally favorable. They felt that the Board adequately represented the constituencies served by the Seminary, that they were given sufficient opportunities and resources to know their responsibilities as Board members, and that there was sufficient communication from the Seminary administration. The Standing Committees of the Board seem to be functioning well. One Board member questioned whether the purposes of the Student and Academic Affairs Committee and the Institutional Planning Committee were always clear.

The following were seen as strengths in the Board evaluation:

- Regularly scheduled meetings, good attendance, well prepared agenda, and the openness of the President-Rectors
- Good communication between administrators and the board
- Well-defined tasks with adequate support to achieve goals
- Contact with faculty and students through yearly scheduled socials and the special task-meetings of the standing committees
- Commitment to the mission of the Seminary

The Board listed the following weaknesses or areas that need improvement:

- Minimal discussion at meetings
- Lack of understanding on the part of the Board of programs in the Seminary and day-to-day work
- Need for greater diversity among members, especially female representatives
- Need for a better orientation of new members

- Clarification of Board members' roles for the standing committees
- A yearly retreat day for Board members
- The need for the Board to evaluate the President-Rector

Those surveyed offered some very positive suggestions to improve the effectiveness of the Board. The suggestion most often repeated was the need for a planning day at the beginning of the year that would serve to educate Board members on the mission, structures and programs of the Seminary, and to facilitate a more appropriate venue for short-term and long-term strategic planning. Other suggestions included exploration of appropriate ways Board members could participate in projects and issues with greater access to literature concerning trends in seminaries. One suggested that membership might be broadened to include laity who had served on a formation committee of a seminary intern.

In the past five years, efforts have been made to create a more diverse Board by including varying occupations, experiences in ordained and lay ecclesial ministry, people of color and ethnic diversity, as well as graduates from our degree programs.

Utilizing the principles of subsidiarity and collaboration, the seminary employs other structures that determine and influence policy within the institution and which involve participation of faculty and students. These committee structures are described in Chapter One and outlined in the Seminary's Policy Structure.

As part of the Self-Study all of the committees undertook a self-evaluation with the exception of the Faculty and the Evaluation Committee. These two committees were indirectly evaluated in the faculty survey. Many committees reworked and updated their goals and objectives as a result of this evaluation. The Academic Concerns Committee changed its name to the Academic Life Committee in order to broaden its perspective within the mission of the

Seminary. It also merged with the Library Committee so that it could become more effective in collaborative activities. The general consensus held that the committee system is working well at the Seminary. Formal consideration of the goals and objectives has made numerous contributions to the life of the Seminary. Each committee suggested areas in which the work of the committee might be improved.

Administrative Structure

The administrative structure of St. Mary Seminary is described in Chapter One of this study and is illustrated in Figure Two that identifies specific lines of accountability. The philosophy of administration is clearly articulated in the *Faculty Handbook* that also provides a job description for each administrator.

The President-Rector serves as the immediate representative of the Board in the administration of the Seminary and as its chief administrative officer. As the *Handbook* notes (3:2), “he is responsible for internal administration of the institution and for the interpretation of the philosophy, purposes and problems of the Seminary to the Board, to the faculty, to the students and to the alumni and general public.” The Seminary staff (the Rector, Vice-Rector and Academic Dean, Chief operations Officer, Dean of Students, Spiritual Director and the Director of the Pre-Theology Program) meets weekly to coordinate activities, and discuss matters of importance for the institution. Administrative decisions can be made at these meetings. Questions of policy are referred to the Faculty Committee or one of the Seminary’s standing committees for initial discussion and action.

As noted in Chapter One, these weekly staff meetings are open to all faculty. The monthly faculty committee meeting is mandatory for all full-time faculty. Faculty members are invited to offer items for administrative staff consideration and agenda items for the meeting of

the Faculty Committee. Agenda items are distributed to faculty members a few days prior to the meeting and minutes of the administrative staff and faculty committee are made available to all faculty. Administrative items as well as proposals offered by the standing committees regularly appear on the Faculty Committee agenda.

In evaluating the administrative structure of the Seminary, the faculty felt that the administrative staff provided effective institutional oversight and assisted faculty members in accomplishing their responsibilities. Several noted their appreciation for the support and personal interest of the Seminary leadership.

Faculty

The faculty exercise a high degree of responsibility for policy. As already explained in Chapter Two, the Faculty Committee decides particular policy in all areas of internal life of the Seminary. Its competency extends to the spiritual-liturgical, academic and community life programs of the Seminary. It seeks to implement, evaluate and modify Seminary policy in accord with current ecclesiastical and civil norms and the needs of the time. The Faculty Committee receives items for consideration from the Board, the standing committees and from its own members. It recommends policy and action on important matters to the Board. The Faculty recommends candidates for graduation to the Board.

In evaluating its work, the faculty affirmed the effectiveness of its leadership role in the Seminary community. Policies are effectively evaluated in the faculty's formal meetings. One faculty member noted that such meetings are "business-like, to the point, where everyone has time to speak." The same person commented, "Evaluating faculty meetings are usually good opportunities for collective decision making." Respondents generally agreed that the evaluating faculty effectively exercises its role of guiding, assessing and evaluating the formational and

ministerial preparedness of priesthood candidates. One faculty member noted that “the faculty leadership level is high and effective ...”

VIII. Institutional Resources

Saint Mary Seminary relies on resources that are more than adequate to support its mission. In this chapter a review of the Seminary’s resources will be given, including Human, Financial, Physical and Data resources.

Human Resources

The Seminary employs 13 fulltime faculty members, including the Director of the Library and the Director of Music. Nine of the 13 have a doctor’s degree in their specific field while two others are presently doctoral candidates. Of 13 fulltime faculty, eight are priests of the Diocese of Cleveland, two are women religious, one is a religious order priest, and two are laymen. In addition to the fulltime faculty, the Seminary catalog lists ten adjunct faculty. Nine out of ten of the adjunct faculty have a doctorate while the other adjunct faculty member is a candidate in the Doctor of Ministry program. In addition, there are more than forty priests, women religious and laity who serve as supervisors in the Seminary’s field education program.

In their responses on the various surveys taken during the Self-Study, both graduates and students rated the faculty highly. Faculty members were seen as competent and knowledgeable in their teaching, as interested in and available to students, and as willing to use new and creative teaching methods and techniques. Faculty members expressed a concern about the preparation of priests for teaching positions. In the fall 2005, a Diocesan priest will begin a program of studies at the Alphonsianum which is part of the Lateran Pontifical University in Rome. His course of studies will lead to a Doctorate in Moral Theology. The Diocesan administration has tentatively promised that another priest will begin a Doctoral program in Scripture in the fall of 2006. In

summary, the present faculty adequately conducts the Seminary's educational programs, and the administration has taken steps to add faculty to insure the continued excellence of the Seminary programs in the future.

In terms of support staff, the Seminary benefits from its relationship to the Diocese of Cleveland. As stated in Chapter 1, the Diocese established the Center for Pastoral Leadership in 1991 when the Seminary moved from the Ansel Road site in Cleveland to the Wickliffe campus. A separate corporation, C.P.L. Services, Inc., provides administrative support and payroll services for the Seminary. Individuals who work predominantly for the Seminary have a percentage of their salary charged against the Seminary budget with the remaining percentage charged to the budgets of other C.P.L. entities for which they also work.

On February 16, 2005, the Board of Trustees of the C.P.L. Services, Inc., adopted a new *Employee Handbook* that covers all Seminary employees. All employees have a copy of this handbook detailing the policies and procedures of their employment. All support staff, priests and religious faculty members are provided with health insurance, pension benefits, vacation and personal days, a faculty professional development reimbursement plan, life insurance, and other typical employee benefits. They are part of the employee benefits package for all employees of the Diocese of Cleveland. Priest faculty members enjoy most of the same benefits as the support staff. However, the policies put in effect by the Diocese govern all Diocesan priests. Grievance procedures for both faculty and support staff appear in the *Faculty* and *Employee Handbooks*.

Faculty and students completed a survey concerning the performance of the support staff. Although there were individual concerns expressed, the overall evaluation was very good. One respondent noted: "I believe the C.P.L. is doing a great job to ensure the comfort of the students, staff and faculty. I enjoy living and studying at the Center."

Physical Resources

The Seminary occupies a portion of the buildings on the C.P.L. campus. At the present time, the Seminary rents 51,586 square feet of space. In addition it shares with other entities many common areas such as classroom space, conference rooms, administrative offices, the chapel, dining facilities, the Field House and other recreational areas. There are approximately sixty private student rooms and twelve faculty suites for resident priest faculty. These living quarters are in a privately secured area on the second floor of the building. On the first floor of the building, a separate wing is dedicated to private offices for all full-time and part-time faculty. Within the last several years classroom facilities have been upgraded with new lighting, new furniture, PowerPoint projectors, and televisions with VCR/DVD capabilities. Some of the classrooms are also wired with high-speed Internet service. All student rooms and faculty suites and offices are also wired with high-speed Internet service and telephone service.

At the present time, the Seminary facilities are in the midst of upgrading. In the spring semester of 2005, the Aula Magna (Auditorium) underwent an extensive renovation. At the August, 2004 Board meeting of the C.P.L. Services, Inc., the Board approved a proposal to begin looking at a complete renovation of the second floor of the main building where seminarians and faculty reside. A committee, which includes members of the Facilities Committee of the Board, the President-Rector of each seminary, a faculty representative and student representatives from each seminary, has been convened to meet with the architect. Once the data is gathered and the architect for the renovation submits a proposal and the project receives Diocesan approval, then a fund-raising campaign will be initiated to raise money to support the project. The project will include the updating of electrical, plumbing, heating ventilation, air-conditioning, and sprinkler

systems, and perhaps the reconfiguring of student rooms including private baths. This long-term project would require work over the next five to eight years.

In summary, the physical facilities of the Seminary have recently been upgraded to assure that they are adequate to meet the program needs of the Seminary, and a study is now underway to determine the feasibility of further renovation projects.

Financial Resources

The Mission Statement drives all financial planning that takes place in the Seminary. As part of the Diocese of Cleveland, the Seminary derives 76% of its annual income from Diocesan sources. Of those sources for the past fiscal year (2003-2004), 58% of that money came from earnings on the Seminary endowment that now totals approximately \$38,000,000. The Diocesan Finance Office and its Finance Investment Committee manage the portfolio. The remaining 24% comes from tuition, grants and gifts. The Diocese and the Seminary continue to build up the endowment fund so the Seminary will be 100% funded from its endowment fund within the next ten years. The D.Min and M.A. degree programs generate enough tuition and fees to be entirely self-supporting.

Budgetary Process

The Diocese of Cleveland has formed a Diocesan Budget Committee that reviews all entities that are funded by the Diocese. The Seminary budgetary process consists of the following: the Treasurer of the Seminary solicits from members of the faculty budget numbers for their own personal course work and accepts recommendations for capital improvements. The budget is formulated by the Treasurer and the Business Office and is presented to the Finance Committee of the Seminary Board of Trustees for review. The full Board reviews the budget at its spring meeting and makes a recommendation to forward it to the Diocesan Budget

Committee. This Committee then reviews all Diocesan budgets and, in most years, meets with the Seminary administration to review its budget. Usually by June, the Diocesan Budget Committee informs the Seminary of the status of its budget. Once the Diocesan Budget Committee has formulated its recommendations, the budget is again presented for final approval to the Seminary Board at its fall meeting.

The Catholic Diocese of Cleveland Foundation is the fund-raising agency for major donations to the Seminary. A separate Foundation department called "Ecclesiastical Support" is primarily responsible for securing major gifts to the Seminary endowment fund, and for capital improvements to the C.P.L. buildings which house the Seminary. It conducts an annual appeal for contributions from alumni and various other constituencies of the Diocese. The Seminary Business Office ensures that all contributions are used in accordance with the request of the donor.

The Diocese has financially supported the Seminary since its beginning in 1848. There is no reason to believe that this support will not continue in the future. More and more of the Seminary budget is being met through the Seminary's endowment fund with less dependence on the Diocesan subsidy. The Seminary is adequately supporting its programs at the present time, and there is every indication that such support will continue in the future.

Technology Resources

Administrative staff members of the Seminary are equipped with IBM personal computers and Hewlett-Packard LaserJet printers. These computers are replaced on a pre-planned rotating cycle. Networking between specific offices is available and utilized by several different departments within the Seminary.

The C.P.L. leases a SD 650 Wittco Digital Duplicator Printing System, and Console Stand and an AF 4001 color copier; and a Ricoh AF 270 Copier with/vendor card system for use of the Seminary as well as other entities at the C.P.L. The postage meter, Model No.U703, is leased through December 2006 with the Pitney Bowes Company. Classrooms are equipped with PowerPoint projection capability. All of the classrooms have screens for overhead projectors. Each classroom also has a television/VCR/DVD. Overhead projectors are available upon request to each instructor for class. There are also two PowerPoint projectors on carts that may be moved to any classroom as needed.

The Founders' Room is a large conference room located on the first floor of the main building. It is equipped with a large television/VCR-DVD and a public address system.

The Aula Magna (Auditorium) seats 270 people and has a public address system and stage. This space has been renovated in the 2004-2005 school year by leveling the sloping amphitheater style floor and adding new carpeting, air-conditioning, window shades and a new projector for presentations.

A Hewlett Packard Scanjet 4600 scanner for office use and an Epson Stylus Photo R300M are available for Seminary use. Seminary personnel also make frequent use of a digital camera for taking pictures for use in newsletters, flyers and publicity brochures.

Student Resources

Policies regarding students' rights and responsibilities are identified and published in the *Student Handbook*.¹⁸ This includes guidelines for both resident and non-resident students. Beyond those published in the *Student Handbook*, specific students' rights and responsibilities as

¹⁸ The *Student Handbook* is available for review in the documentation room.

they pertain to the individual degree programs (i.e., M.Div., M.A., and D.Min.) are further delineated in the material provided to those enrolled.¹⁹

St. Mary Seminary provides a variety of student services to those enrolled in the various degree programs. Some of these services are specific to the degree program. Some are available to all students.

Although the following services do not present an exhaustive list of what is available, they do represent services that are accessible to students who are enrolled in any of the Seminary's degree programs. All students have access to academic counseling and guidance through the Office of the Academic Dean and the Registrar's Office. All faculty members regularly make themselves available to students who desire individual academic guidance. In addition to a general orientation, the library staff offers research assistance through its own holdings, interlibrary loans, and internet search assistance. The library staff also maintains and makes accessible to the students computer and media equipment as needed. The Business Office provides accurate financial records and information to all students. While not every degree program has representatives on all of the Seminary's committees, all students can suggest issues or agenda items as topics for discussion to individual committees or members of the Administrative Staff. The Seminary provides facilities (e.g.: student lounges, cafeteria, library, chapel, etc.) for all students which enhance their experience of learning, community, and prayer. All students are invited to participate in the Seminary's liturgical life, its public theological lecture opportunities (e.g., Mullen Lecture, Remembering the Call, etc.), and its unique occasional programs (e.g., Lenten Lecture Series, etc.) On occasion, students outside of the M.Div. program will request personal

¹⁹ In the documentation room, see the Academic Catalog, the Doctor of Ministry *Handbook*, etc.

or spiritual counseling from individual faculty members. The faculty members provide such services according to their own availability and expertise.

Since the Seminary's primary mission is to prepare men for the ordained priesthood in the Diocese of Cleveland, those students who are accepted as priesthood candidates in the M.Div. program have access to the entire administrative, academic, formational, and committee structures available at the Seminary. This includes all of those services mentioned in the previous paragraph. It also includes the following: access to the Rector's Fund for those seminarians needing emergency financial assistance, additional structures for dialogue that are unique to the resident seminary community (e.g., individual formation counseling, the Rector's Conference, the Dean of Students' dialogue, the House Conference, spiritual direction, etc.), and placement for Field Education.

Student services are regularly evaluated by those staff members (e.g.: Rector, Academic Dean, Business Manager, et al.) or committees responsible for specific areas of student life or for those students in particular degree programs. For example, the library staff is currently evaluating the adequacy of the library's cataloging system and exploring the development of an internet based catalog. At the conclusion of each academic year, the Spiritual-Liturgical Life Committee reviews and evaluates the liturgical life of the Seminary community and offers suggestions to the Faculty Committee concerning potential improvements. Both the Rector and the Academic Dean have end-of-year interviews with each faculty member to assess their experience of the past year and to elicit suggestions for improvements to the overall learning environment. The Academic Dean regularly conducts exit interviews with all graduating students, which enable the students to evaluate their seminary experience, including the adequacy of student services, and to suggest possible improvements.

The Seminary maintains adequate student records regarding admission materials, course work attempted and completed, and other records as required by the individual degree programs. For example, it maintains formation and evaluation files on all M.Div. students who are candidates for the ordained priesthood. The Rector, Academic Dean, Dean of Students, and Registrar keep various student records depending upon the nature of the records and the degree program in which the student is enrolled. The Academic Dean and Registrar maintain students' academic records in both digital and paper forms. Computer files are regularly backed up to ensure the security of all files. Academic records are stored in secure rooms and files, and are protected from physical destruction by fireproof filing cabinets.

Self-Study Survey

In the summer of 2004 an extensive survey instrument was issued to all members of the faculty and the student body regarding the performance of the support staff in the areas of finances, general housekeeping of the building, maintenance staff, secretarial services, and food service. The overall response was very positive both with respect to the number of surveys returned and the positive responses given by those who were surveyed. The overall positive ratings were approximately 80% in almost all categories.

This survey indicated that the support staff was courteous and helpful. Although the classroom technology was rated as good, respondents indicated that in-service programs should be given so faculty could use the technology effectively and efficiently.

C.P.L. Services has made the facility comfortable for the students, staff and faculty. The Dietary Department does an excellent job, but some indicated that the diet may be high in carbohydrates. Respondents felt that the finances appear to be stable and that the overall

performance of the facility was good to excellent. A copy of these surveys and the results may be found in the Documents Room.