

Chapter Three

H.L.C. Criteria

Criterion One: Mission and Integrity

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

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, pp. 7-8). 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. The modifications made to the mission statement reflect both the work of the faculty and the Board of Trustees. What was commentary on the seminary mission in the 1995 Self-Study is now included in the actual Mission Statement. In addition to stylistic changes, the mission of the seminary 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 D.Min. 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.

Saint Mary 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.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

While the Mission Statement clearly identifies Diocesan priestly formation as the primary mission, the Seminary recognizes itself as a unique resource for many other learners seeking graduate Roman Catholic theological studies in Northeastern Ohio. To this end the institution offers service to the wider ecclesial community in offering the Master of Arts degree and the Doctor of Ministry degree. In addition, individual courses are open for credit or audit to those qualified individuals who are interested in continuing education or who are transient students, regardless of race, color, creed, or sex.

The participation of diverse learners in these academic programs introduces a healthy pluralism into the Seminary's community life. The Mission Statement mandates that seminarians, lay ecclesial ministers and adult learners create a broad learning environment that is capable of incorporating lived and ministerial experiences into theological education.

The Seminary appreciates contributions made by other seminaries and schools of theology, particularly those in the Midwest area. Faculty and administrators attend annual meetings with administrators, faculty members and students from other institutions, and the meetings of regional and national accrediting agencies as well. Faculty regularly attend meetings of the Midwestern Association of Theological Schools and the Seminary Division of the National Catholic Education Association.

The Mission Statement calls us to recognize the academic resources provided by Cleveland's private and public colleges and universities. Therefore, the Seminary subscribes to the principles of inter-institutional cooperation and collaboration. Consequently, the Seminary participates yearly in such programs as the Jewish-Catholic Colloquium. The Rector dialogues on a regular basis with the Catholic college presidents and faculty from the religious studies departments of John Carroll University, Notre Dame College and Ursuline College. The Seminary invites to its yearly lectures the faculties of religion from Case Western Reserve University, Oberlin College, Cleveland State University and Baldwin Wallace College in addition to the local Catholic colleges. This networking of relationships has established the sharing of resources, collegial friendships and scholarly exchanges. As one of the five entities at the C.P.L., Saint Mary Seminary works collaboratively with Borromeo Seminary, the Diaconate Office, the Office of Continuing Education and Formation of Ministers, and the Pastoral Ministry Office. Using the resources of its faculty, library and staff, many of the lectures, workshops and formational programs throughout the academic year provide opportunities for students and seminarians to dialogue and pray together.

The Seminary recognizes that candidates entering the process of priestly formation will have disparate backgrounds in philosophy and in religious studies. For students who do not have the required 24 hours of Philosophy and 12 hours of Religious Studies to begin the Master of Divinity Program, the Seminary sponsors a Pre-Theology Program.

The Seminary has demonstrated its willingness to make its wealth of resources available to local communities. It regularly collaborates with other educational institutions in sponsoring and implementing continuing education and formation programs. For example, the Seminary has been an active contributing member in the ongoing discussions entitled "Remembering the Call,"

an annual program to discuss the ongoing influence of Vatican II.

The Seminary further recognizes that cultural diversity should include those who experience various mental and physical handicaps. Our informal contact with institutional helpers from Deepwood Industries, Inc., furthers this aim on a daily and practical basis. Deepwood is a local community employment program for developmentally challenged individuals. Its employees provide basic cleaning service for the C.P.L.

The Seminary attempts to address the concerns of various minority groups whose voices need to be heeded more closely. For example, it includes women and their concerns 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 M.A. and D.Min. 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 seeks the participation of minority groups. For example, field education sites regularly include inner city and ethnic parishes. The annual Mullen Lecture also exhibits concern for cultural diversity. For example, the 2002 Mullen Lecturer was the Vietnamese-American theologian Peter Phan, Ph.D. The local Vietnamese community was invited to enhance the intercultural experience of the students. The 2003 Mullen Lecturer was Fr. Cyprian Davis, O.S.B., an African-American historian. Members of our local Church who are engaged in ministry in the African-American community were invited.

Core Component 1c: Understanding of and support for the mission pervade the organization

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 that guide the Seminary in making decisions regarding its programs, allocation of resources, constituencies

served, and its relationships with the Diocese of Cleveland and other dioceses and religious communities. Ongoing faculty discussions frequently focus on whether we are remaining true to our stated mission. Such discussions happen formally at the monthly Faculty Meetings and at extended workshops at the beginning and conclusion of each academic year. Numerous informal discussions of this nature take place during dinner and at faculty socials held every Friday afternoon.

Actions in support of our mission are frequently solidified through the various committees of our seminary, the Academic Life Committee, Social Concerns Committee, etc. Reviewing the minutes from these meetings for the past several years highlights how mission-driven our institution has become.

The majority of our resources, financial and intellectual, are employed directly in support of the primary mission, the theological education and formation of future priests. Thus, our strategic decisions are mission driven. The Board, fully aware of what the primary mission entails, places strong emphasis upon academic results, pastoral skills, and a habit of ongoing education for all our students. Graduates over the last decade carry forward the values of the Seminary by attending many ongoing educational opportunities offered by the Office of Continuing Education and Formation of Ministers in the Diocese.

Core component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The governance of the Seminary is located in the Members of the Corporation 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 composition and the responsibilities of both bodies.

The Members of the Corporation are well qualified and directly invested in the mission of

the school. The members of the Board represent different aspects of the constituency of the Seminary. Through its three standing committees (Institutional Planning, Finance and Development, and Student and Academic Affairs) the Board is deeply involved in reviewing institutional planning, operating budgets and development, programs, policies and procedures and making appropriate recommendations. This is done in concert with the administration, faculty and other seminary personnel as well as representatives of the wider community.

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. Moreover, the Board oversaw the process by which the Seminary developed a Doctor of Ministry program and gave formal approval to the program. In addition, 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 as part of a Seminary Development Committee. In addition to all the above, the Board has done the 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.

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 faculty saw the

Board as providing effective institutional oversight as well as assisting the faculty in accomplishing their responsibilities. Twenty present or former Board Members responded to this request. 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 for the Board to fulfill its responsibilities. There was general agreement among those surveyed that the Board is fulfilling its responsibilities for the integrity and vitality of the Seminary. The following items were seen as strengths of the Board:

- Regularly scheduled meetings; good attendance; well-prepared agenda; openness of President-Rector.
- Good communication between administration and board.
- Well-defined tasks; adequate support to achieve goals.
- Board members value and enjoy contact with faculty and students and opportunities for such contact are available; the Board tries to make itself available to the students.
- Board members are committed to the mission of the Seminary.
- Regular financial reports are sent to all Board members.

When asked about the weaknesses of the Board, various current or former Board members raised the following issues:

- At times there is minimal discussion at Board meetings.
- Insufficient understanding on the part of the Board of the programs of the Seminary and its day-to-day work.

- Need for greater diversity among Board members, especially female representation.
- Need for better orientation of new Board members.
- Functions of the Institutional Planning Committee and the Student and Academic Affairs Committee were not entirely clear.
- Need of the Board to evaluate the President-Rector on a yearly basis.

Those surveyed offered some very positive suggestions to improve the effectiveness of the Board. The suggestion repeated most often was the need for a “retreat” or planning day at the beginning of the year which would serve both to educate Board members on the structures and programs of the Seminary and would also provide the opportunity for Board planning. Such a “retreat” would also provide the opportunity for clarifying the mission of the Board and the duties and responsibilities of its members. This suggestion will be implemented at the beginning of the 2006-2007 academic year. Other suggestions included the following: the Seminary administration needs to look for opportunities for Board Committees to participate in developing projects and issues; articles should be provided on trends in seminaries and questions and discussion should be encouraged at the meetings; the membership should be broadened to include a lay person or persons who have served on a lay formation committee for a student during the internship.

In harmony with the principles of subsidiarity and collaboration, other structures which involve participation of faculty and students determine and influence policy within the institution. Chapter One of the Self-Study provides a description of the committee structure of the Seminary in terms of policy and also provides a flowchart illustrating that structure (cf.

Figure Two, p. 10). In terms of these committees, with the exception of the Faculty, Evaluation and Admission committees, students have the opportunity to make input on seminary policy through the committee system.

As part of the Self-Study, all of the above committees undertook a self-evaluation with the exception of the Faculty Committee and Evaluation Committee. The Faculty Committee and Evaluation Committee were evaluated in the Faculty Survey. A general consensus held that the committee system is working well at the Seminary. The goals and objectives of the different committees seem to be clearly understood. The committees have made numerous contributions to the life of the Seminary and in this way have helped and are helping the Seminary to accomplish its mission. Each committee suggested areas in which the work of the committee might be improved.

The administrative structure of the Seminary is outlined in Figure One (Chapter One, Figure Three, p. 16) of this document. This flow chart identifies the specific lines of accountability that guide administrative decision-making and action within the Seminary. The philosophy of administration is clearly articulated in the *Handbook* that also includes a clear job description for each administrator.

The President-Rector serves as the immediate representative of the Board in the administration of the Seminary and acts as its chief administrative officer. As the *Handbook* notes (3:2) “he is responsible for the 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 the general public.”

The weekly staff meetings are open to all faculty but are mainly attended by the administrative staff. A monthly Faculty Committee meeting is mandatory for all fulltime

faculty. Faculty members are invited to offer items for administrative staff consideration and agenda items for the meeting of the Faculty Committee. Faculty Committee agenda items are listed prior to the meeting and minutes of the administrative staff and Faculty Committee meetings are distributed to all faculty. Administrative matters appear regularly on the Faculty Committee agenda. In similar fashion, the House Conference deals with administrative matters touching the life of the students.

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

As explained above, the Faculty Committee decides particular policy in all areas of the internal life of the Seminary. Its competency extends to the spiritual-liturgical, academic and community life programs of the Seminary and it seeks to implement, evaluate and modify seminary policy in accord with current Church and civil norms and the needs of the time. The Faculty Committee receives items for consideration from the Board, the standing committees and from members of the Faculty Committee itself. It recommends basic policy and action on important matters to the Board. The faculty recommends to the Board candidates for graduation.

In evaluating its work, the faculty affirmed the effectiveness of its leadership role in the Seminary community. Policies are effectively determined and evaluated in the faculty's formal meetings. One faculty member noted that such meetings are "business-like, to the point; everyone has time to speak." The same person commented that "Formation Faculty meetings are usually good opportunities for collective decision-making." There was general agreement that the Formation 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” although another added the caution “the faculty is leading but some students [in the formation program] are not always following.”

Core component 1e: The organization upholds and protects its integrity.

The Seminary is fully dedicated to the accomplishment of its primary mission, namely the preparation of candidates for the Diocesan priesthood. To further this goal, the Seminary offers graduate courses leading to the M.Div. degree. The Seminary also makes efforts to instill an aptitude and desire for continuing theological education. In addition to academics, the Seminary also provides field education, theological reflection, formation advisors, yearly evaluations, and a host of other formational opportunities to accomplish its primary mission. The alumni and student surveys attest to the fact that the Seminary’s primary mission is attained with a high degree of success. As previously mentioned, the Seminary places its resources at the service of the wider community by offering the Master of Arts degree and the Doctor of Ministry degree, and by opening its courses to graduate level students in continuing education. This results in a broader and varied community, which greatly contributes to the fulfillment of its mission. Cooperation with other institutions of higher learning through programs such as the Mullen Lecture, the Jewish-Catholic Colloquium, and Remembering the Call, further enhance the educational experience at the Seminary. Collaboration with Borromeo Seminary, the Diaconate Program, the Pastoral Ministry Office, and the Office of Continuing Education and Formation of Ministers widens the horizon of the institution and increases its impact on the local community.

The Seminary has been vigilant to protect its integrity both in the academic community and in the larger civic community in which it resides. It 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. For example, 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 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. Regular fire inspections ensure its compliance with the local fire code. The Seminary keeps open lines of communications with civic leaders on both a formal and informal basis by not only regularly reviewing its compliance but also by hosting and participating in various civic events. The Seminary abides by Federal laws through its observance of Occupational Safety and Health Administration regulations, and the various Federal employment laws as well as the Federal Tax Code and its many regulations. For example, the Seminary has been diligent in sending seminarians Form 1099's to account for the value of their room and board. The Seminary does not participate in any Federal student loan program. However, the Seminary has been recognized by the Federal Department of Education as an educational institution that can trigger deferments for its students in their repayment of Federal student loans for their undergraduate studies.

As noted above 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 apply for admission. 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. Almost 94% of the staff responded affirmatively to the survey question concerning the existence of policies that address harassment, unfair treatment and discrimination. The Seminary handles grievances through a variety of mechanisms as outlined in the *Employee Handbook* and in the *Seminary Student* and *Faculty Handbooks*. Furthermore, 80% of the staff feels comfortable discussing any problem with a member of the faculty or administrative staff. 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. For example, special courses in Ecclesiastical Latin, elective topics for Church History and Pastoral Theology have been taught pursuant to student suggestions. Financial affairs are handled with integrity as illustrated by the results of the annual audit of the Seminary. More than 88% of the staff feels that the financial stability of the institution is adequate to carry forward the educational programs of the Seminary.

The Seminary is involved in mutually supportive relationships with several institutions including Borromeo Seminary, the undergraduate formation program sponsored by the Diocese of Cleveland. It also maintains relationships with local colleges and universities. On occasion, as the need arises, St. Mary Seminary shares faculty with Borromeo Seminary to assist in some of their formational and educational needs. This is a reciprocal relationship with St. Mary Seminary sending faculty to teach ethics, philosophy and Scripture, and Borromeo sending faculty to Saint Mary Seminary to teach Christian spirituality. Faculty from John Carroll

University have served as adjunct professors at the Seminary. The Seminary's Pre-theology program conducts its activity in conjunction with Borromeo.

A number of special events and celebrations also involve other academic institutions. For example, both seminaries shared in recent festivities celebrating their special anniversaries—the 50th anniversary for Borromeo and the 150th for the St. Mary Seminary. When the Seminary hosts its annual Mullen Lecture that brings a theologian of national or international prominence to address the Seminary, collegiate and Diocesan communities, it invites local college theology faculties for a social and dinner with the lecturer prior to the talk.

Criterion Two: Preparing for the Future

Core Component 2a: The organization prepares for a future shaped by multiple societal and economic trends.

The organization's allocations of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education and respond to future challenges and opportunities. The Mission Statement of the Seminary clearly acknowledges that the primary mission of the Seminary is "to prepare candidates for the Diocesan priesthood." The Seminary is continually evaluating its priestly formation program in light of the changing demands of Diocesan and parish ministry. Input on such changing demands comes from a variety of sources: the Bishop of the Diocese of Cleveland meets with the faculty twice a year and provides input on the work of the Seminary from the Diocesan perspective; the Bishop of the Diocese of Cleveland also serves as the Chancellor of the institution and makes input on the Board level regarding Diocesan needs; administrators and faculty members participate in the meetings of national organizations such as the Midwest Association of Theological Schools, the National Catholic Educational Association, the Association of Field

Education Directors as well as the professional organizations in their field of teaching expertise; input from Field Education Supervisors; input from M.Div. graduates who are surveyed every five years with regard to the effectiveness of the Seminary's programs.

What is true of the Seminary's primary goal of priestly formation is also true of the Seminary's secondary goal. The Seminary offers the M.A. degree and the D.Min. degree to interested parties in Northeastern Ohio and even Western Pennsylvania. The Seminary began the D.Min. program precisely because of the felt need for such a program in this area. In the same way, the Master of Arts program has evolved to meet the changing requirements of its students. Because many of the Master of Arts students are in active ministry, the faculty added a concentration in Pastoral Studies in recent years.

As explained in Chapter One, the Seminary has long recognized the importance of globalization and the impact it should have on both theology and ministerial practice. The Seminary has promoted trips to El Salvador, India, Africa and Cuba so seminarians could view personally the status of world poverty and the Church's response to it. Standing committees such as the Global Awareness and Interfaith Committee and the Social Concerns Committee are constantly providing education and experience for the Seminary about social justice issues affecting pastoral life and care in the church at home and abroad. The Social Concerns Committee coordinates Seminary efforts to alleviate poverty, injustice and neglect in society. Through the efforts of such committees, the Seminary has come to a greater understanding of the world and the society in which its members will live and work.

The Seminary's committee system is extremely important in surfacing and analyzing trends effecting theological education as well suggesting possible responses to such trends. All

committees except three involve participation by both faculty and students.¹ The committee structure has provided a framework in which innovation, change and creativity are encouraged. Nevertheless, it is very clear where authority concerning organizational goals lies. The Faculty Committee determines internal policy for the school within the parameters set by the Board. It also sets ordinary policy regarding academic and other institutional concerns unless the matter is of such importance that it is reserved to the Board or requires Board action. The Board is ultimately responsible for the integrity and vitality of the institution.

What has taken place at the Seminary since the last Self-Study shows that the Seminary has an environment that encourages innovation. In addition to the development of the D.Min. program, other changes have occurred as a result of the assessment of Seminary programs and developing ministerial and institutional needs. These changes include:

- Revision of the M.A. comprehensive examination
- Change from the academic quarter system to semesters
- Review and evaluation of the semester curricula by the faculty
- Revision of M.A. program reducing the number of required credit hours to 44 semester hours
- Institution and ongoing revision of a writing seminar for new students in the M.Div. and M.A. programs
- Revision of course evaluation forms to create a more standardized format with specific procedures for data collection and return to the registrar's office
- Revision and periodic assessment of the Theological Reflection component within the M.Div. Program

¹ The Faculty Committee, Admissions and the Evaluation Committee do not have student representation.

- Institution of a policy on sexual harassment
- Development of department and M.Div. objectives and course changes to avoid overlapping of material
- Development of an assessment plan for the M.Div. program using a portfolio model
- Revision of the Seminary Records Policy for faculty, students and seminarians.
- Assessment and review of the pre-theology program
- Development of an updated program dealing with sexual issues and formation for celibacy for M.Div. students
- Revision of peer review process for M.Div. students that incorporate formational foci and themes from *Pastores Dabo Vobis* and the *PPF*
- Revision of preaching during internship to incorporate current Vatican directives

As a result of this Self-Study, the Seminary recognizes a number of areas where further changes and adjustments are needed. These are the goals that now reflect the future thrust for the institution.

Core Component 2b: The organization's resource base supports its educational programs and its plans in maintaining and strengthening their quality for the future.

Human Resources

The Seminary employs 13 full-time 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 now doctoral candidates. Eight of the full-time faculty are priests of the Diocese of Cleveland, two are women religious, one is a religious priest, and two are laymen. In addition to the full-time faculty, the Seminary catalog lists ten adjunct faculty. All ten of the

adjunct faculty have doctorates. 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 Pontifical Lateran University in Rome. His course of studies will lead to a Doctorate in Moral Theology. The Diocesan administration has begun preparations for another priest to 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 One, the Diocese established the Center for Pastoral Leadership in 1991 when the Seminary moved from the Ansel Road site in Cleveland to the present 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 the 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. 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 general policies of 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 seminary 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 60 private student rooms and 12 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% 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.

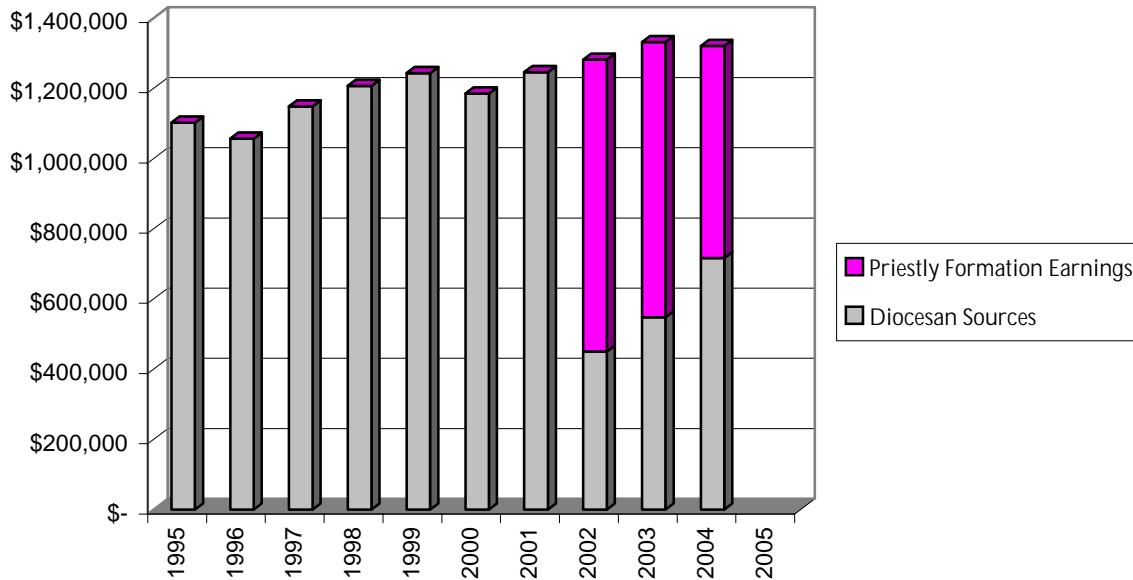
Tuition and fees entirely support the M.A. and D.Min programs.

Figure Four: Endowment Revenue

Annual Diocesan Sources and Priestly Formation Endowment

years ended 6/30/95 through 6/30/2004

(2005 data not yet available)



Budgetary Process

The Diocese of Cleveland has formed a Diocesan Budget Committee that reviews the finances of 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 Accounting 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 (See Figure Four). The Seminary is adequately supporting its programs at the present time, and there is every indication that such support will continue in the future.

Core Component 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Please refer to chapter two, “Evaluation and Assessment Processes” at page 17 above.

Core Component 2d: All levels of planning align with the organization’s mission, thereby enhancing the capacity to fulfill that mission.

All planning is intimately connected with the evaluation process that takes place at the Seminary. It is out of such evaluation that future goals are formulated and strategic plans

developed. The Seminary utilizes the principles of subsidiarity and collaboration. Planning takes place at a variety of levels: the Board, the Faculty Committee, various Seminary committees, as well as at the administrative level. The Seminary is also affected by the planning that takes place with regard to the C.P.L. This is especially true with regard to facilities.

As explained in Chapter 1, the governance of the Seminary is located in the Members of the Corporation and the Board. The Board is ultimately responsible for the integrity and vitality of the institution. Major decisions affecting the life of the Seminary are ultimately made at the Board level. Through its Finance and Development Committee, the Board reviews the annual operating budget, serves as a liaison with the Diocesan Development Committee and other Diocesan fund raising activities on behalf of the Seminary. It is the Board that gives final approval to the allocation of the Seminary's annual operating budget.

Although the Members and the Board make the major decisions affecting the life of the Seminary, the Faculty Committee composed of all full-time faculty determines internal policy for the day-to-day operation of the school. Its competency extends to the spiritual-liturgical, academic and community life programs of the Seminary. It implements, evaluates and modifies Seminary policy in accord with current ecclesiastical norms and civil laws as it discerns the needs of the times. The Faculty Committee receives items for consideration from the Board, the standing committees, the Seminary staff and from faculty members. The Faculty Committee discusses and approves the yearly goals submitted to it by the Rector at its fall workshop. The Faculty Committee discusses, researches and inaugurates programs to improve the academic and formational life of the Seminary. For example, at the present time a faculty subcommittee is researching and discussing changes in the pre-theology program. All programmatic decisions affecting the life of the Seminary are discussed and acted upon at this level.

Each constituency at the Seminary is involved in institutional planning. The standing committees affect and evaluate every aspect of the Seminary program. These committees forward proposals and suggestions to the Faculty Committee for action. Often the committees themselves are responsible for the implementation of a proposal once it has been approved by the Faculty Committee and if necessary, the Board.

As mentioned earlier in the discussion of Core Component 1d, each standing committee except the Faculty Committee and the Evaluation Committee undertook a self-evaluation of how its committee serves the Seminary mission. A general consensus held that the committee system is working well at the Seminary. The goals and objectives of the different committees seem to be clearly understood. The committees have made numerous contributions to the life of the Seminary and in this way help the Seminary to accomplish its mission. Each committee suggested areas in which the work of the committee might be improved.

Planning also takes place at the administrative level. The Seminary staff (the President-Rector, Treasurer, Academic Dean, Dean of Students, Spiritual Director and Director the Pre-theology Program) meet weekly to coordinate activities, and to discuss matters of importance for the institution. Administrative decisions can be made at these staff meetings while questions of policy are referred to the Faculty Committee or to one of the Seminary's standing committees for initial discussion and action. These weekly staff meetings are open to all faculty. Coordination of many of the planning efforts takes place at this meeting.

The President-Rector plays a key role in planning. At the beginning of every year after consultation with the staff and other faculty members, he submits to the Faculty Committee goals for that particular year which are accepted, modified or rejected by the faculty. Some of these goals are taken from long-term goals set by the Administration and/or the Board while other

goals are more pertinent to a particular academic year. Planning is a yearly process and is often determined by the evaluation of the past year. Of course, the Seminary must live within its financial resources. The Seminary Treasurer and the Finance and Development Committee of the Board play key roles in the formulation of the budget, and in making sure that planning is in accord with available resources. Moreover, the Seminary budget is reviewed by the Diocesan Budget Committee and ultimately by the Bishop of the Diocese of Cleveland. These additional agencies insure that the Seminary lives within its means.

Planning at the Seminary is an ongoing affair, and has resulted in the Seminary undertaking new initiatives such as the Doctor of Ministry Program. Planning involves different groups such as the faculty, students, administrators, and members of the Board. While the Faculty Committee serves as the focus of planning efforts, great freedom is given to the Seminary's standing committees in proposing new ideas that would improve the Seminary as an academic institution and a place of formation.

Criterion Three: Student Learning and Effective Teaching

Core Component –3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The Seminary's goals for student learning outcomes are published separately in the *Catalog* for the M.Div., M.A., and D.Min. programs (see *Catalog*, pp. 18, 22, and 28). These learning outcomes make assessment possible at the varied levels of program, classroom, and individual performance. Different student learning outcomes for each program clearly differentiate the focus of the three programs. The M.Div. program objectives are both academically and pastorally oriented enabling its recipients to minister professionally in parochial settings, whereas the M.A. program objectives are focused on a solid academic theological foundation in the basic elements of the Roman Catholic tradition. The D.Min.

program goals aim at a high level of competency and integration of pastoral skills and content for persons already experienced in ministry to enable them to contribute at the doctoral level in the field of practical theology.

Differentiated learning goals exist for each program, and are measured at the course, program, and institutional levels (see Chapter Two). The results obtained through assessment of student learning are available to appropriate constituencies for continued review and planning. Such data include surveys of graduates from the years 2000 and 2004 to determine if the learning goals have been achieved. Graduates from the Master of Divinity Program write, “I believe the Master of Divinity program is a well-rounded experience. It definitely prepared me well for ministry.” “Looking back I see that I am prepared well for ministry. The Seminary formation program, as well as the academics was well done with care and expertise.” “The program prepared me well for ministry.”

The 2004 survey yielded a 73% response rate from graduates and a 93% response rate from current students enrolled in the program. In addition to this data, current colleagues and mentors in ministry were sent a questionnaire to provide perceptions of how our graduates perform in the ministerial field. This data demonstrated that those ordained within the last nine years possess high levels of self-assurance, competency, and performance when they begin their practice of ministry. In particular, respondents noted the skills for liturgical presiding, preaching and engagement in communal ministries.

The two waves of collected data from 1996-2000 and 2001-2004 have been utilized in curriculum revisions, course development, new field education sites, workshops, a refocused formation program with a spiritual intensive, and a study to see where courses might overlap in content.

Current students and graduates in the Master of Arts Program rate their academic experience at the Seminary with a high degree of satisfaction. Data drawn from these surveys have been used to redesign the final Master's Symposium incorporating three models for the final project. Students from all of the graduate programs have acknowledged that their input was sought in an effort to maintain both excellence and integrity within the program's ongoing design and development.

The committee structure makes program assessment available for revision on an continual basis. Students, with the assistance of their faculty advisors, make use of assessment feedback at the individual level. Where assessment is public (as with M.A. symposia and D.Min. colloquia), candidates are informed of the results immediately following the session. Results are then posted publicly for all to see.

Core component –3b: The organization values and supports effective teaching.

The Seminary values effective teaching by employing qualified and competent instructors. The 2004-2007 Catalog lists 13 full-time faculty members and ten adjunct faculty members. Since the 1995 Self-Study, the faculty has also been supplemented by additional occasional and one-time instructors as needed. All full-time and adjunct faculty members possess the appropriate credentials for graduate theological education in accord with their particular roles and responsibilities within the Seminary community.²

Since the last Self-Study, the faculty has considered curricular content and strategies for instruction. The Seminary's organizational structure and academic program provide various processes of academic review in order to develop and improve the overall curriculum and learning environment: A major adjustment to the academic curriculum occurred during the

² Faculty *curriculum vitae* are available for review in the documentation room.

1999-2000 academic year. At that time, the Seminary chose to switch from a quarter-based academic year to a semester-based academic year in order to coordinate the schedule more closely with the Borromeo program and permit more sufficient time for each course to complete its syllabus. This move required a complete review and restructuring of the Seminary's entire curriculum. The standards established for seminaries in the *PPF* and for accredited institutions of higher learning by the H.L.C. and A.T.S. guided this restructuring.

The Academic Life Committee, composed of faculty and student representatives, holds regularly scheduled meetings throughout each academic year. Members present and discuss issues pertaining to the curriculum, library issues, media equipment, student academic life, the course evaluation process, course development, etc.³ This committee directed a curriculum review of the Master of Divinity Program. The review occurred from October of 2002 through April of 2003. The committee asked each department to examine its course offerings with the intent of identifying and eliminating overlapping or repetitive material. Both faculty and student input contributed to this review. The final report of the review is attached to the minutes of the Academic Life Committee's meeting for Tuesday, 18 November 2003.

At the beginning and conclusion of each academic year, the Faculty Committee meets to plan for and review the academic year. These meetings include discussions on goal setting, "best practices," professional development, formation issues, academic concerns, etc. With seminarians participating in Field Education, Theological Reflection, liturgical ministerial practices, etc., the faculty gains some indication as to how well it is communicating theological concepts and pastoral practices to the students. At the conclusion of each academic course, students submit a written evaluation concerning their own participation in the course, the course's content, and the instructor's facilitation of the course. Both the Academic Dean and the

³ Minutes of the Academic Life Committee are available for review in the documentation room.

course's instructor review those evaluations, occasionally leading to improvements in the course. As the current *PPF* is in the process of being revised, the Seminary continues to adapt its curriculum in anticipation of new requirements and concerns.

The Faculty Committee is now examining the structure and content of the Pre-Theology program, including the requirements for coursework in the areas of philosophy and religious studies. The Seminary has also enhanced its formation for celibacy by including a core course offered to students in Third Theology and an elective course offered to students in Fourth and Fifth Theology. These courses are in addition to other formation workshops on celibacy. At the conclusion of the academic year, the Academic Dean interviews each instructor in order to review his/her performance during the year, consider issues of professional development, offer guidance for future responsibilities, etc. In addition to supporting effective teaching through review and evaluation, St. Mary Seminary also provides other means of enhancing the learning environment. According to 2004 Faculty Survey, the faculty considers the Seminary to be committed:

- To hiring faculty members with diverse ministerial and academic backgrounds
- To faculty recruitment and development in accord with the norms and Diocesan needs as set forth by the Bishop
- To utilizing various pedagogical methods in the classroom
- To ensuring academic freedom
- To encouraging academic research and publication

The Seminary provides continuing education monies (including travel expenses) for faculty to participate in professional organizations, continuing education programs, workshops,

etc. The Seminary also offers professional development workshops for faculty members on campus.

Upgraded classroom equipment (e.g.: computer projectors, laptop computers, wireless internet access, etc.) has been installed in many classrooms or is available from the library in order to provide faculty with multi-media capability.

Core Component –3c: The organization creates effective learning environments.

As a result of the annual assessment conducted by the faculty, students in all three graduate programs attend mandatory orientations for their respective programs. Faculty conduct writing workshops within each discipline, address writing styles and call attention to reference sources pertinent to each field. The M.Div., M.A. and D.Min programs are addressed in *Student Handbooks* that are revised annually according to input received through the committee structure. Resident and non-resident M.A. students receive separate handbooks tailored to their specific needs.

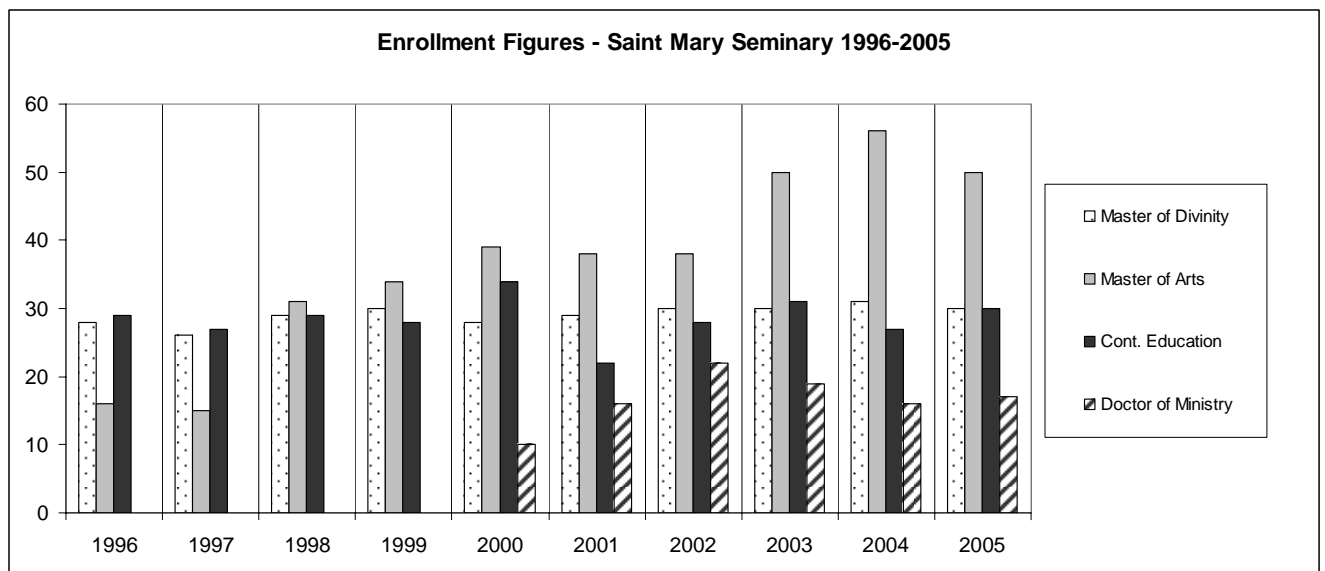
As a student service, technology orientation has been restructured for small-group sessions in specialized content areas. The Library provides an introduction to use of the computerized catalog, bibliographic databases and hard copy research tools. In addition, individual research assistance is available from the library staff.

Classrooms are carpeted and equipped with a TV monitor, VCR and DVD players. In addition, Power Point projectors are either built in or otherwise accessible to faculty and students. The two largest classrooms have cable access. The Seminary is in the early stages of exploring video conferencing and distance-learning technology to enable it to enter into collaboration with other seminaries.

Student lounges are provided for both resident and non-resident students. Published library hours accommodate non-resident students' evening and weekend needs. The Seminary actively recruits female faculty members, staff, and students and encourages their participation in appropriate committees and activities. Guidance and support are given to foreign seminarians in conjunction with their local ordinaries. Members of religious communities are welcomed and encouraged to share the benefits of consecrated life with members of the Diocesan programs.

Enrollment figures from the past ten years provide evidence that the learning environment has maintained its viability. The student population affords the Seminary a diverse yet stable learning community. The addition of the Doctor of Ministry Degree has broadened the secondary mission of the Seminary and provided an ecumenical diversity to the overall learning community.

Figure Five: Enrollment Figures for St. Mary Seminary



Core Component –3d the organization’s learning resources support student learning and effective teaching.

The library at the C.P.L., with its staff, its holdings, and its oversight of technology resources, furnishes major support to the teaching, learning, and research that occurs within the Seminary community.⁴ In addition to the library, the Seminary provides a variety of resources that significantly enhance effective teaching and student learning. The C.P.L. is itself an important resource for academic and ministerial formation.

At the C.P.L., students, seminarians and faculty participate in a diverse population composed of ordained and lay leaders, single, celibate and married people, and consecrated religious and Diocesan priests. They include a wide range of persons, some of whom bring a wealth of ministerial and life experience while others are just beginning ministerial formation. The C.P.L. community includes those in formation for Lay Pastoral Ministry, the Diaconate, vowed religious life, and the Diocesan priesthood. Continuing education students utilize the resources of the Center as well, taking courses offered by the Seminary or workshops provided by the Office of Continuing Education and Formation of Ministers. The development of the Doctor of Ministry program has brought with it a number of ministers from various Christian traditions, who interact with the other Seminary students on an informal basis.

With all of these diverse academic and ministerial formation opportunities occurring at the C.P.L., the faculty and students of the Seminary are a part of a broad learning community. This community encompasses a wide vision of Church, ministry, and mission to the world, all of which benefit faculty and students. As stated above at Core Component 3c:

- The physical structure of the Seminary provides adequate resources for both research and learning:

⁴ Mr. Alan Rome prepared a separate report on the library responding to the H.L.C. criteria and the A.T.S. standards which may be found on pp. 80ff in this section and pp.131ff in the ATS section.

- In addition to the library and its computer center, all faculty offices and student rooms have Internet access.
- The Founders Room and Classroom F have wireless computing capabilities.
- All classrooms have audio-visual media available for classroom presentations, either directly in the room or through the library's media resources.
- Besides the library and classrooms, the Seminary has multiple spaces for meetings, liturgical instruction and enactments, music practice (choral and instrumental), faculty and student lounges, etc.

Field Education sites (e.g.: parish communities, parish elementary schools, hospitals, chemical dependency rehabilitation facilities, jails, urban area social services, hospice, etc.) provide diverse ministerial experiences. Trained supervisors work with students overseeing their ministry, guiding the development of their pastoral skills, and assisting them in theological reflection upon their experiences.

Annually, the Seminary hosts several lecture and dialogue opportunities in the areas of theology, ecumenism, and interfaith activities, including the Mullen Lecture, Christian Unity Week, and the Jewish-Catholic Colloquium. Faculty and students regularly participate in all of these. Moreover, some faculty and students assist with or take part in other research and learning events, like the annual Remembering the Call conference on the teachings of the Second Vatican Council, the Eastern Church Traditions and Celebrations Seminar at Notre Dame College, and the Begin Canon Law Lecture at John Carroll University.

In order to assist students as they begin their theological studies, the Academic Dean and the Dean of Students organize annual orientation meetings for students in the various academic programs. Individual orientation sessions are conducted for new theology students to acquaint

them with the library and its resources. In addition, special theological writing seminars have been conducted in recent years and are now incorporated into regular course work in order to assist students in doing research and writing in various specialized areas of theology.

As a means of broadening the vision and experience of both faculty and students in regard to global culture and the mission of the universal Church, the Seminary has sponsored and/or participated in a variety of travel experiences. These excursions enhance ministerial experience, global awareness, and cultural understanding. Since the last Self-Study, the faculty and students have participated in mission and pilgrimage trips to Cuba, El Salvador, Honduras, India, Ireland, Kenya, Madagascar, Mexico, the Philippines, Rome, and Uganda.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Core Component – 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.

The Seminary promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting academic inquiry, creativity, and social responsibility in ways consistent with its mission. This value is demonstrated in several ways. All members of the faculty and administrative staff are given the financial resources to continue their participation in the ongoing intellectual life. One of the stipulations in the contract for administration and faculty is provision for a workshop or convention in one's professional field. In addition, each member of the faculty and administration is allocated \$1500 per year, which money must be used for professional enhancement. Faculty may use these funds for another workshop or in-service opportunity, subscriptions to periodicals, the purchase of books or any other continuing education expense. Students enrolled in the M.Div., M.A., and D.Min. degree programs are often part of those workshops and in-services. Even when workshops are designed

explicitly for ordained clergy, M.Div. students are often invited to participate so they can see first hand that on-going education and formation is part of the life of a priest.

The Seminary regularly sponsors events that provide continuing education for priests, religious, lay ecclesial ministers, and learners from the larger community. Each fall the Seminary sponsors the Mullen Lecture, in memory of a former Rector, Msgr. Joseph Mullen, for the larger Catholic community. Each spring the Seminary co-sponsors the Jewish-Catholic colloquium. The location of the colloquium alternates between the Seminary and a Jewish synagogue. While all students are invited to these events, seminarians must attend.

Members of the faculty have made contributions to both scholarly literature and the practice of pastoral theology. Since 1999, in each issue of the *Catholic Universe Bulletin*, the official newspaper of the Diocese of Cleveland, a member of the faculty contributes an essay in the regular column called “Theologically Speaking.” In addition, since our last Self-Study, three members of the faculty have published books. There have also been several students who have had essays published during their matriculation here.

Core Component – 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The criteria for the Higher Learning Commission make it clear that this component is directed primarily to institutions which teach an undergraduate population. While our population is exclusively comprised of graduate students, it values a broad liberal arts education. The *PPF* mandates that students who are accepted into the Seminary program must have a certain number of credits in philosophy and religious studies. Those who do not meet this requirement are admitted into a pre-theology program where they can acquire the credits they need in philosophy and religious studies.

Students in the M.Div. program are also expected to gain a mastery of skills considered important to the practice of priestly ministry. Specifically they are given help in writing through the writing seminar. Over the last five years the format for the writing seminar has changed, but we continue to require this component. M.A. students are also invited to participate in the writing seminar. M.Div. students are expected to acquire music skills. By the time they finish the formation program, they are expected to play some musical instrument (usually guitar, piano, or organ) and they are expected to lead an assembly in song.

Students are encouraged in physical wellness programs. A Fitness Center offers a variety of free weights and other exercise equipment to all students, faculty and staff. Students may also take advantage of a full-size gym and several racquetball/handball courts on the C.P.L. campus. Seminarians have an opportunity to compete in several regularly organized basketball and golf tournaments with seminarians from other Midwestern seminaries.

Core Component - 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Even though the students take all of their classes at the C.P.L., the Seminary provides a broader perspective of the local area and the world in many different ways. Pre-theology students engage in some urban ministry with the poor each semester. As part of the Field Education curriculum, students in the fourth year minister in some institution which provides services to the suffering of society (e.g.: Hospice of the Western Reserve, Malachi House, a residential hospice for the poor who are dying, Lake County Jail, Cuyahoga County Jail, New Directions, a drug and alcohol treatment facility). Two of the regular committees of the Seminary are dedicated to social awareness: the Social Concerns Committee and the Global Awareness and Interfaith Committee. The Social Concerns Committee regularly sponsors several programs aimed at solidarity with those who are suffering. Each year around the Feast of

St. Nicholas (December 6), the Social Concerns Committee collects gently worn men's clothing, especially winter clothing, for the West Side Catholic Center. Each year during Lent, the Committee sponsors a lunchtime Lenten Reflection series on a theme related to social justice. Topics over the last several years have included solidarity with Sudanese refugees in the Cleveland area, homelessness in northeast Ohio, global solidarity with the poor (especially in India, Africa, El Salvador), and Pro-Life issues.

The Global Awareness and Interfaith Committee coordinates programs for students who want an experience of ministry outside of North America. Students may visit the Diocese of Cleveland Mission Team in El Salvador for 4-6 weeks in the summer. In cooperation with Catholic Relief Services, students may also have an opportunity to visit another culture mostly in Africa, India, or Asia.

Many of the students enrolled in the M.A. program also participate in the formation program for Pastoral Ministry. The academic program at the Seminary complements the Office of Pastoral Ministry's multi-faceted formation program which lasts at least five years.

Those who have graduated from the D.Min. program find that their practice of ministry has been enhanced by the program here. A 2003 graduate wrote: "By attending the weekly classes and interacting with my classmates and teachers I gained more confidence, knowledge and shared experiences about study [and] theological reflection. ... I am more aware through my readings and interaction with my classmates of deeper insights into theological themes and currents. I realize how much more there is to learn and practice as a pastor. It has made me very humble and open to further challenges in ministry."

The direction and focus for the training of future priests for the Diocese of Cleveland follows the norms established by the *PPF* and Pope John Paul II's *Pastores Dabo Vobis*. Both of

these documents also express a concern for preparing priesthood candidates to recognize and respond to the needs and concerns of persons living in contemporary society. Since these documents are foundational to the evaluation of the Seminary's program, the various concerns that they express are carefully considered by the Faculty Committee in its conduct of affairs at the Seminary. As noted, students participating in Field Education are exposed to a diversity of ministerial contexts and experiences. The Director of Field Education carefully reviews students' previous ministerial and living experiences so as to place them in new and challenging situations.

In addition to the global awareness experiences mentioned above, the Seminary also provides other opportunities for students to develop their social consciousness: Master of Divinity students are required to take TH 338 Bioethics and TH 341 Justice and the Christian Moral Life. St. Mary Seminary offers elective courses on contemporary global and social issues (e.g., economics, global solidarity, medical and scientific technology, family issues, etc.) as these pertain to moral theology, sacramental-liturgical theology, and pastoral theology. The relevance of these courses to the life and ministerial experience of the students is indicated in their course evaluations. The assessment of the Seminary's social outreach programs is done both formally (e.g.: student convocations on the mission trips and the impact these have on their lives) and informally (e.g.: personal reflections which the students share with faculty and one another). Some of these activities include:

- Participation in the Catholic Relief Services mission trips and appeals
- The annual January March for Life in Washington, D.C.
- Overseeing the St. Mary Seminary Outreach Trust Fund
- Coordinating the Spanish language intensive and trips to Central America,

particularly to the Diocese of Cleveland's mission team in El Salvador

The Spiritual-Liturgical Life Committee has promoted and implemented the adoption of a Sunday Collection. Taken up at the Seminary's Sunday Eucharistic celebration, the collection is donated at the end of each academic year to a Diocesan charitable organization of Bishop Pilla's choosing. Catechesis on the importance of contributing to the larger mission of the Church, especially in its concern for the poor, accompanied the development of this practice at the Seminary and is repeated annually at the beginning of the academic year. Assessment of the Sunday Collection is usually done during the Spiritual-Liturgical Life Committee's last meeting of the academic year.

As a part of the larger Diocesan community, the faculty, staff, and students of the Seminary participate in the *Virtus Online* program.⁵ *Virtus* promotes social responsibility, education, and advocacy in the area of child abuse, its causes, characteristics, and prevention. In order to assess the effectiveness of the Seminary's program for preparing students to minister in contemporary society, the Seminary distributed surveys to graduates of its various programs. The majority of graduates of the M.Div. program generally indicated that they were "well prepared" or "very well prepared" for various ministerial situations which include areas of concern addressed by the *Virtus* program.⁶ The majority of graduates of the M.A. program indicated that the Seminary was effective (i.e., based on a scale from one to seven, with 20% rating the Seminary at six and 50% at seven) in preparing them for their current work or ministry.⁷ When asked to assess the graduates of the Seminary's M.Div. program, the majority

⁵ *Virtus Online* is the brand name that identifies a state of the art, interactive web-based program that provides best practice resources to help church organizations and practitioners establish awareness and manage risk to children and minors who at times may be victims of abuse. The Diocese of Cleveland provides this service for all Diocesan employees and volunteers.

⁶ Survey results of graduates of the M.Div. program can be found in Appendix D.

⁷ The results of graduates of the M.A. program can be found in Appendix F.

of the graduates' pastors or supervisors indicated that their abilities were "good" or "excellent" in various areas of pastoral or personal concern.⁸

Core Component - 4d: The organization provides support to ensure that faculty, students and staff acquire, discover, and apply knowledge responsibly.

As delineated in Chapter Two, each semester numerous forms of assessment of the academic curriculum take place. In all three degree programs, students receive a grade for each course in which they are enrolled; the Seminary maintains thorough records relative to student grades; and students have an opportunity to evaluate each class each semester. These academic evaluations allow the administration and faculty to improve courses and to provide information about what students need to learn more effectively.

For example, in the last Self-Study we noted a weakness in the curriculum regarding preaching. In the intervening years, we have systematically improved the preaching curriculum. This has been noticed by graduates of the M.Div. program as well as by those who work with student interns, deacons, and newly ordained priests. In a survey of M.Div. graduates, 95% thought they were "well prepared" or "very well prepared" to preach the Word. Pastors and supervisors of interns, deacons, and newly ordained priests assessed their ability to preach as "good" or "excellent" at a rate of 94%. One respondent commented that the newly ordained were "wonderful homilists" while another said: "They tend to be more comfortable with preaching, more so than we were."

Student Writing and Research

The *Faculty and Student Handbooks* provide criteria for research and writing in terms of style and format, inclusive language, and other specifications regarding the presentation of their

⁸ The results of graduates' Pastors and Supervisors' survey can be found in Appendix G.

work. Both the Academic Dean and Dean of Students have specific norms they follow in the event that a professor has noted student falsification of work. These procedures are referenced in the appropriate handbooks for each of the degree programs. In the introductory courses of Church History, Fundamental Theology, Biblical Hermeneutics and Pauline Literature, integrated writing and research sessions are provided within scheduled class time for all new students by the professor and the Library staff. This current model is the result of some experimentation over the past four years by the faculty and students to develop a way of teaching research skills and provide an introduction to theological writing for M.A. and M.Div. students. Students have been encouraged to submit papers for publication to various theological and pastoral journals by professors. In the last five years, 12 % of the student body have notified the Academic Dean's office of having their scholarly work published. Some professors in an informal manner have given awards or certificates of excellence to students who have demonstrated a masterful integration of research, originality and theological reflection in their final course projects (e.g.: the Louis Janssens Award for best paper in moral theology).

D.Min. students participate in a project forum every year that assists them with research planning, organization, research design and coaching in the writing process of their final project. The actual symposium, which is scheduled within the first semester of the second year, enables students to receive direction from three faculty members as they begin the implementation of their practical projects in ministry. The symposium creates a mentoring relationship with faculty members to ensure that direction and guidance are provided for the student. The collection of data and evaluation process of the project's practicum is guided by faculty in order to insure a certain level of professionalism throughout the practical study. Faculty offer their expertise in

assisting students with textual integration from varied resources and publications, data analysis, and theological reflection.

The Seminary offers additional tutoring for students who have deficiencies in writing. Two part-time staff members coach students in composition and organization of ideas and themes. This volunteer service helps students to achieve a certain quality and excellence in writing which has proven especially effective with students who are mastering English as a second language. There is also an online service for writing assistance for D.Min candidates who have difficulty with composition, organization and writing. This service is contractual between the student and the provider.

Faculty Publications and Writing

The Seminary encourages faculty to publish and give scholarly presentations. Ninety percent of the faculty contribute two articles per year in a bi-weekly column of the Diocesan newspaper, the *Catholic Universe Bulletin*. Nearly 50% of the faculty have published articles or chapters in books or journals. Some faculty serve as writers and theological experts for the Bishop's office and staff. Most faculty have presented talks to parishes and the wider ecclesial community on a variety of topics that reflect their areas of academic expertise. Two faculty members have used their sabbatical time for research which has led to publication. Every year the Academic Dean's Office ask faculty members to submit an updated *curriculum vitae* which remains on record.

The *Faculty Handbook* provides norms and guidelines for academic freedom and excellence in teaching. The Seminary encourages faculty to keep updated in their field of expertise, participate in professional conventions, and reflect the current landscape of theological opinions in their class presentations. The Seminary values an ecumenical perspective while

grounding itself in the Catholic tradition. This approach to scholarship allows the faculty to remain faithful to magisterial teaching while exploring modern developments in theology.

In order to facilitate learning, the Seminary library continues to acquire books and periodicals for its holdings that meet the needs of the students and faculty. In the past few years the library has updated its educational technology. Faculty members request acquisitions on a continuing basis, thus keeping the library's holdings up to date and relevant.

The Academic Life Committee includes the library director as a full member of the committee, to facilitate a dialogue between students, faculty and the library. This forum has yielded the creation of special *ad hoc* sub-committees to explore issues and concerns such as the acquisition of new software to support research in the D.Min. program, the exploration of new technologies for broader library services, the development of library policies regarding copyright laws when downloading documents and software from the internet, and ways to address daily operations in the circulation of library materials. The Seminary hopes to continue to meet the research needs of faculty and students through increasing its library holdings and enhancing its electronic access.

Criterion Five: Engagement and Service

Core Components 5a thru 5d: The institution serves its internal and external constituencies with commitment, engagement, and responsiveness.

The Seminary identifies its constituencies by reference to its Mission Statement. While its primary mission pertains to seminarians preparing for ordination for service to the Diocese, its secondary mission refers to any qualified student who desires in-depth study of theology that is based in the Roman Catholic tradition. The Seminary fosters continual dialog and critique from these internal constituencies in the development of its programs. The committee system ensures

that these constituencies are heard on a broad array of topics. The Seminary has responded to the needs of its constituencies on a consistent basis, as when it offered Latin classes in response to student requests, and when it reviewed its M.Div. curriculum for redundancies.

The Seminary serves external constituencies in fostering the common good while at the same time advancing the quality of higher learning. The following examples illustrate that service:

- The Seminary contributes to or organizes numerous continuing educational opportunities such as St. Luke In-service, Mullen Lecture, Jewish-Catholic colloquium, Remembering the Call, Christian Unity Week observance, *Virtus* Training Program. Many of these programs have a long-standing history with the Seminary.
- The Seminary hosts a variety of in-service workshops and programs for clergy, pastoral ministers and lay leaders of the Diocese. Often the Seminary is called upon to assist in the planning of the in-service workshops. Members of the faculty frequently serve as facilitators and speakers for the various programs. Many of these same programs would be open to students of the M.Div., M.A. and D.Min. programs.
- The Seminary co-sponsors a variety of events that serve both the larger Diocesan community such as Serra Club gatherings, Avilas, Knights of Columbus, the Fest, as well as local civic events such as the biennial Wickliffe Police, Firefighters and Civic Leaders Prayer Service and Social.
- The Seminary provides faculty and library support to the Diaconate program, Pastoral Ministry program and Continuing Education and Formation of Ministers Program. As part of its mission the Seminary makes itself available to all the ministry programs in the Diocese. Many of the faculty offer lectures, talks and provide theological consultation to

the programs as needed. The library serves as a wonderful resource for these various programs by providing not only an atmosphere for study but also library privileges to all those in ministry.

- Faculty respond to invitations to speak, lecture and minister to parishes and institutions both within the Diocese as well as throughout the country. Many faculty members are called upon regularly to offer Advent and Lenten evenings of reflection as well as parish missions. Several faculty members have teamed up together to provide parish missions or Lenten Lecture series that have been very popular. Diocesan offices and parishes have also called on the faculty's expertise when needing input on complex issues such as the merging of parishes, end of life issues and other pastoral and theological concerns.
- The Social Concerns Committee sponsors a variety of opportunities for student, faculty and staff to serve the needs of the local community as well the global church (e.g.: the St. Nicholas Day Clothing Drive, Lenten Speakers series, providing volunteers for Project Hope for the Homeless, and the Sunday Offering program). These events, which are part of the regular life of the Seminary program, provide students, faculty and staff with insight and practical activity that goes beyond the classroom setting.
- The Outreach Trust Fund, administered by a group of faculty and students, provides monetary assistance for groups both in the Diocese and in other countries to support ministerial projects that promote vocations, inner city programs and ministry to the people of Latin America. The students and faculty who oversee the Outreach Trust Fund review all proposals and make recommendations on which proposal shall receive funding. This same committee also reports the results achieved by all grant recipients.

- The M.Div. program offers opportunities for students to participate in the global Church through summer internships in El Salvador and Africa as well as through co-sponsored programs with Catholic Relief Services (C.R.S.). Approximately one third of our present student body has made use of the opportunity to participate in either the Global Fellows program sponsored in part by C.R.S. or the Immersion Experience in El Salvador with our Diocesan Mission Office. The global experiences have had a profound effect on the student's personal discernment for service to the Church. They have provided each of them with a "once in a life-time" opportunity of global learning.
- The Field Education program places students during each of their five years in parishes and institutions of the Diocese as well as some secular social service agencies within the Greater Cleveland area. Both the yearly placements and the six-month internship put the M.Div. student in direct contact with the laity of the Diocese. This leads to deeper awareness of the laity and serves as an opportunity to encourage lay involvement in both vocational discernment as well as the many other opportunities available here at the Seminary. A student's exposure to the parish or institution for Field Education provides them with the opportunity to gain skills and knowledge, and allows them to "test out" in a safe and supervised environment their own abilities in ministry. At the same time the parish or institution gains from the participation of the seminarian who can bring current theological thinking as well as a fresh approach to ministry.
- The Seminary actively participates with the Diocesan Vocation Office and its promotion of vocations. Students and faculty assist with "Power Days" for Junior High and High School students who come to the Seminary to explore the possibility of a call to the priesthood, religious life or lay leadership in the Church. In the context of these days

students and faculty provide witness, serve as tour guides and worship with the young people.

- The Seminary hosts in conjunction with other Diocesan entities a yearly event for the retired priests of the Diocese, a summer social for Clergy, and a Jubilarian event for women and men religious.
- Faculty represent the Seminary on a variety of Diocesan and civic committees and boards. As faculty we share our expertise with the Office of Continuing Education and Formation of Clergy, Pastoral Ministry Office, the National Catholic Education Association, National Association of College Seminaries, Midwest Association of Theological Schools, Catholic Association of Theological Field Educators, Association of Theological Field Educators, Midwest Biblical Association, Medical Moral Board of the Diocese of Cleveland, Lake/Geauga Catholic Commission, Wickliffe Chamber of Commerce, St. Vincent Charity Hospital C.P.E. program.
- The M.A. and D.Min. programs provide opportunities for professional ministers of all faiths to participate in an academic program that will both nurture and strengthen their ministry and personal growth.

Library Services for the Institution and Community

In response to surveys conducted to assess actual user satisfaction with the library, patrons—faculty, current students and graduates of both the M.A. and the M.Div. Programs—generally expressed a high degree of satisfaction with the library, with rankings of good or excellent 80-90% of the time. The users were less satisfied with the library in the area of technology, with the rankings of good or excellent declining to about 70%.

The library elects to focus on technology appropriate to institutions of its size. However, the survey did reinforce the recognition of technological limitations that are a part of the present Library system. The comments section of the surveys revealed some interesting observations. Resident students repeatedly expressed approval of the 24-hour access to the Library. On the other hand, there was frustration expressed regarding books not on the shelves and not checked out. Unfortunately, the only way to provide 24-hour access to residents is to rely on an honor-based circulation system, thus leaving open the possibility of less honorable users abusing the system to the detriment of everyone else.

A number of other comments displayed a lack of understanding about how the library works or about how to use particular library tools. To address this situation, the library has already hired an assistant librarian to increase the amount of bibliographic instruction available to both classes and individuals. It has established an *ad hoc* committee of administrators and students to create a three-year plan to strategize electronic links to broaden the network capacities of the library.

The primary strengths of the library are its size and comprehensiveness, and its user-friendly orientation. Adequate funding ensures that needed resources are owned by the library and are available to the classes that require them. The library emphasizes collection building rather than computer access to off-site information sources as its operational paradigm.

In addition to the strength of its collection, the library takes pains to ensure that it is as user-friendly as possible. It is open 24 hours a day to residents. Patrons can check out books by themselves. Although this is not without its difficulties, it is an aspect of the library that patrons have come to expect. Sensitive to the expectations of library patrons, the staff has maintained a continuity of systems from year to year. The library staff makes a conscious effort to know each

patron and the particular skills each patron brings with him or her. The librarian is always available to give personal attention to any patron.

Five challenges confront the library.

The first challenge concerns the need to assure compliance with the honor-based circulation system. Declining circulation statistics and rising complaints about "missing" books suggest not so much that the library is being used less, but rather that compliance with the self-check procedures is declining. Rising non-compliance may affect the decision to continue 24-hour access.

The second area to be addressed relates to the way the library has implemented its databases. Currently, library computers are configured as stand-alone machines. Consequently CD-ROM databases are accessible only from the machine on which they reside. This limits use to one user at a time. Increasing demand may require the library to shift its implementation model for databases from a stand-alone model to a server-based one in order to provide access to simultaneous users.

Third, the library must address the lack of integration between the catalog and the circulation data. It is not currently possible to check the library catalog for a book and to see at the same time whether it is checked out. This information currently resides on two separate systems that will be centralized in the near future.

A fourth concern relates to the inability of library users to access the library catalog from a student room, a faculty suite, or the home of a non-resident student. The current catalog program is based on CD-ROM technology which cannot provide the desired remote access. Migration to a web-based catalog would solve this problem.

The final area of concern relates to the reliance on the Librarian as the Information Technology support person for the C.P.L. As computers have become more and more prevalent, the problems people experience with them have also increased. While the librarian is happy to share his experience with others, increasingly this is impacting his ability to function in the library.

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."

