

Preface

How to Read this Document

This Self-Study document presents information concerning St. Mary Seminary and Graduate School of Theology relevant for the accreditation process for both the Higher Learning Commission (H.L.C.) and the Association of Theological Schools (A.T.S.). The criteria and standards of these two agencies overlap in certain respects but not in others. Therefore, the Steering Committee¹ designed this report so that certain chapters pertain to both agencies while others pertain to one agency only.

This Preface, Chapter 1 (“Introduction: History, Mission and Governance”), Chapter 2 (“Evaluation and Assessment Processes”), Chapter 5 (“Findings and Recommendations”) and all appendices pertain to both accrediting agencies. Chapter 3 (“H.L.C. Criteria 1-5”) pertains to the Higher Learning Commission only. Chapter 4 (“A.T.S. Standards”) pertains to the Association of Theological Schools only.

In order to address each criterion and standard fully, a certain amount of repetition was unavoidable. This approach allows an evaluator to refer directly to a particular section in order to ascertain what evidence supports a particular criterion or standard for either H.L.C. or A.T.S. This approach was approved in discussions with Dr. Mary Breslin of the H.L.C. and Dr. Marsha Foster-Boyd of A.T.S.

The Higher Learning Commission

The narrative for the Higher Learning Commission reflects the work of three subcommittees that divided the five criteria. The Institutional Issues Committee addressed Criteria one, and two (with special emphasis on core components 2a, 2b, & 2d). Core

¹ The steering committee includes: Rev. Mark A. Latcovich, Chair of the Self Study, The Very Rev. Thomas W. Tift, President-Rector, Mr. Brian Houlahan, Treasurer, Sr. Mary McCormick, Ms. Kathryn Simmons and Rev. Michael Woost.

component 2c is addressed in the section on institutional assessment and strategic planning. The Teaching, Learning and Research Committee addressed core components 3b, 3d and 4c. Finally, the Curriculum Committee addressed core components 2c, 3a, 3c, 4a, 4b, and 4d and also contributed to Criteria 5.

The Association of Theological Schools

The report written for the A.T.S. was composed by the same three subcommittees that addressed the criteria for the H.L.C. These committees addressed the following standards:

- The Institutional Issues Committee investigated the following standards:
(1) Purpose, Planning and Evaluation, (2) Institutional Integrity, (8) Authority and Governance, and (9) Institutional Resources.
- The Teaching, Learning and Research Committee treated the following standards: (3) Learning, Teaching and Research, (5) Library and Information Resources, and (7) Faculty-Student Issues.
- The Curriculum Committee responded to the following standard: (4) Curriculum and the Individual Degree Programs of the Institution (viz., the Master of Divinity Degree, the Master of Arts Degree and the Doctor of Ministry Degree).

The Curriculum Committee has included in its description of the Doctor of Ministry program a specific analysis in support of a request to ask the Commission to move the D. Min. degree from preliminary status to full status as a degree program. A preliminary report was sent to the Commission in April of 2003. That report was incomplete because degree candidates had not yet completed their final colloquia or their exit interviews. Since the Seminary had already begun to prepare for its Self-Study at that time, the Academic Dean asked Dr. Charles Willard of

A.T.S. if a more comprehensive report could be submitted to the Commission as part of the 2005 Self-Study narrative. Permission was granted to include the report in the Self-Study. The Curriculum Committee used data from D. Min. graduates from the last three years to assess the program. The Seminary now asks that the A.T.S. team accept its analysis of the doctoral program as its report to the Commission.

The Process of the Self-Study Report

The Steering Committee was made up of the chairpersons from each of its three subcommittees, the Treasurer, the Self-Study director and the administrative secretary. Students or graduates of the degree programs were also assigned to the sub-committees with two members of the Board of Trustees (hereinafter called the Board). These Board members worked with the curriculum subcommittees in reviewing the data. They also served as readers for sections of the study. Monthly meetings and recorded minutes document the process and direction of this institutional Self-Study (see Figure One).

The subcommittees met over a two year period (from fall of 2003 through spring of 2005) identifying, discussing and recommending evidence to the Steering Committee. They also integrated data generated from seven surveys of current students, staff, faculty, current and past members of the Board of Trustees, graduates, and outside evaluators (i.e., pastors and supervisors who work with our graduates in the field). These surveys were conducted in late spring and early summer of 2004.

The Faculty reviewed the Self-Study narrative and voted to accept it on **May 24th 2005**. Members of the Board reviewed and accepted the Self-study **August 9th 2005**.

Figure One

St. Mary Seminary and Graduate School of Theology Self-Study Assignments

A.T.S. - Institutional Issues Committee

The Standards on Purpose, Planning and Evaluation (1) Institutional Integrity (2) Authority and Governance (8) Institutional Resources (9)

HLC – Criterion One: Mission and Integrity

Core component 1a-1e;

Criterion Two: Preparing for the Future

Core component 2a, 2b, and 2d

Committee Members: *Tiftt (chair), Houlahan, Bednar, Dunson, Tosco, Simmons, Olszewski*, Previte**

A.T.S. - Teaching, Learning, and Research Committee

The Standards on Learning, Teaching and Research (3) Library and Information Resources (5) Faculty, Student Issues (7)

HLC - Criterion Three – Student Learning and Effective Teaching

Core Components 3b and 3d (resources i.e. library, technology)

Criterion Four - Acquisition, Discovery and Application of Knowledge

Core Component 4c

Committee Members: *Woost (chair), Walkowiak, Rome, Kaczuk, Loya, Mamich**

A.T.S. - Curriculum Committee

The standards of the Theological Curriculum (4) The individual degree program standards (A-L).

HLC – Criterion Two - Preparing for the Future:

Core Component 2c (assessment chapter)

Criterion Three – Student Learning and Effective Teaching

Core Components 3a, 3c,

Criterion Four - Acquisition, Discovery and Application of Knowledge

Core Components 4a-introduction; 4b and 4d

Criterion Five: Engagement and Service

Core Components 5a, 5b, 5c, and 5d

Committee Members: *McCormick, (chair) Latcovich, Begin, Dugan, Dragga, J.Pfeifer*, Turner*, Chlebo, and Brown*. Board Consultants: D. Hussey; P. Hilkert*

Steering Committee

President-Rector: Rev. Thomas W. Tiftt, Ph.D. (Institutional Issues Sub-Committee)

Director of Self-Study: Rev. Mark A. Latcovich, Ph.D. (Vice-President/Vice Rector and Academic Dean)

Chief Operations Officer: Mr. Brian Houlahan (Institutional Issues sub-committee)

Administrative Secretary: Ms. Kathryn Simmons (Institutional Issues sub-committee)

Assistant Professor: Rev. Michael Woost, S.T.D. (cand) (Teaching, Learning and Research Committee)

Associate Professor: Sr. Mary McCormick, Ph.D. (Curriculum Committee)

* Indicates student representative

Chapter One

Introduction: History, Mission and Governance

History of the Seminary

The founding of what is now Saint Mary Seminary and Graduate School of Theology (hereinafter called the Seminary) was very nearly coincident with the founding of the Diocese of Cleveland. Bishop Amadeus Rappe was consecrated the first Bishop of Cleveland on October 10, 1847. In 1848 buildings adjacent to the Bishop's residence were made into classrooms and became Cleveland's first Diocesan seminary. By July of that year, there were eight students enrolled, all of whom lived with the Bishop in the Episcopal residence.

In the second year of its existence the Seminary had 18 students and larger quarters were needed. In September 1850 Bishop Rappe purchased a new site for his seminary, a three-story frame building on a plot of ground 225 feet square, with frontage on Lake and Hamilton Streets. In 1853 a two-story brick structure was added to the west end of the building and in 1856 another two-story brick structure was added to the west end to serve as quarters for a classics department.

In 1859 Bishop Rappe began building a new seminary on the same site. Featuring a brick building with the main part three stories high and with two flanking wings of two stories, the new seminary was occupied in September 1860 by the philosophy and theology departments while the older buildings became the site of the classics department.

Ground for a new seminary building on Ansel Road was broken on March 19, 1924 by the Ordinary, Bishop Joseph Schrembs; the cornerstone was laid in May. It had been Bishop Schremb's intention to make the new institution an undergraduate college seminary. Graduate theology students were sent to Cincinnati, as had been the practice since 1922. In 1929, however, the theology department was returned to Saint Mary Seminary which then became Cleveland's major seminary, consisting of a senior college department and a theologate. In 1954 Archbishop Edward F. Hoban transferred the senior college from Saint Mary to the newly

established Borromeo Seminary of Ohio in Wickliffe, Ohio; since then, Saint Mary Seminary has been exclusively a graduate theologate.

On February 24, 1962 the Seminary became an affiliate of the Catholic University of America in Washington, D.C. and students were eligible to receive the ecclesiastical degree, S.T.B. This arrangement continued from 1965 to 1970. On August 16, 1968 Saint Mary Seminary was incorporated by the State of Ohio as a distinct corporation and on September 13, 1968 it was granted a "Certificate of Authorization" from the Ohio Board of Regents enabling it to grant degrees in theological studies (resolution 1969-13). The members of the Association of Theological Schools (A.T.S.) voted associate membership status to Saint Mary Seminary on January 15, 1969 and full accreditation on January 14, 1971. On April 24, 1981 the Seminary was accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

In 1989 Bishop Anthony M. Pilla, Bishop of the Diocese of Cleveland, inaugurated a thorough and lengthy consultative process to determine the future of priestly formation within the Diocese of Cleveland. After examining all the available options, the Presbyteral Council of the Diocese, the consultative body of priests for the Bishop, recommended the establishment of a ministry training center to prepare not only priesthood candidates but deacons and pastoral ministers as well. The Bishop accepted this recommendation and appointed a Transition Committee to oversee the establishment of what is now known as the "Center for Pastoral Leadership" of the Diocese of Cleveland.

On September 5, 1991 Saint Mary Seminary moved to the site of Borromeo Seminary of Ohio to join the newly established entity which includes Saint Mary Seminary, Borromeo Seminary, which is now a formation program for college students, the Diaconate program, the

Pastoral Ministry Office and the Office of Continuing Education and Formation of Priests and Ministers. At the present time each program housed at the Center for Pastoral Leadership has its own integrity and unique purpose. While real collaboration and mutual support are fostered among the participants, each program operates independently of the others..

Mission Statement

The Mission Statement of Saint Mary Seminary reads as follows:

The primary mission of Saint Mary Seminary is to prepare candidates for the Diocesan priesthood. This mission includes proclamation of the Word and celebration of the Sacraments in the midst of building community within the local and Diocesan church. Within the Diocese the priest is called to serve in a variety of ministries. In order to prepare individuals for future presbyteral ministry, the Seminary program incorporates the current edition of *The Program for Priestly Formation*² as the benchmark for vocational discernment, which addresses the spiritual, human, intellectual and pastoral components of ministerial development. Seminarians are required to demonstrate knowledge of biblical, historical, systematic, liturgical, sacramental and pastoral theologies together with an aptitude and desire for continuing theological education. To assess its primary mission, the Seminary is committed to ongoing evaluation of its priestly formation program in view of the changing demands of Diocesan and parish ministry as well as the varying needs of succeeding generations of seminarians.

While a program of Diocesan priestly formation is the primary mission, Saint Mary Seminary recognizes itself as a unique resource for graduate Roman Catholic theological studies in Northeastern Ohio. As its secondary mission to a wider ecclesial community, the Seminary offers the Master of Arts degree and the Doctor of Ministry degree. In addition, individual courses are open for credit or audit to those interested in continuing education or who are transient students, regardless of race, color, creed or sex. The applicants should have a bachelor's degree and the ability to do graduate-level studies.

The participation of diverse learners in these academic programs introduces a healthy pluralism into the Seminary's community life. Seminarians, lay ecclesial ministers and adult learners create a broader learning environment that incorporates lived and ministerial experiences into theological education.

Saint Mary Seminary appreciates contributions made by other seminaries and schools of theology, particularly those in the Midwest area. Faculty and administrators attend

² *The Program for Priestly Formation* (henceforth known as the *PPF*) is a document of the United States Conference of Catholic Bishops giving norms and directives for Roman Catholic Seminaries in the United States with regard to priestly education and formation. At the present time Roman Catholic seminaries in the United States are following the 4th edition of the *PPF* (1992). A new edition (the 5th edition) should be promulgated within the next year or two.

annual meetings and discussions with administrators, faculty members and students along with attendance at meetings of regional and national accrediting agencies.

The Seminary recognizes the academic resources of Cleveland's private and public schools of higher learning. 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, and 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, Cleveland State University and Baldwin Wallace College. This networking of relationships has established the sharing of resources, collegial friendships and scholarly exchanges.

Entities at the Center for Pastoral Leadership

As mentioned in the historical section, the Center for Pastoral Leadership (hereinafter called the C.P.L.) embraces five ministerial training programs in the Diocese of Cleveland: Saint Mary Seminary, Borromeo Seminary, the Diaconate Office, the Office of Continuing Education and Formation of Ministers and the Pastoral Ministry Office. The Mission Statement for the C.P.L. expresses the goal of the Center:

The Center for Pastoral Leadership, as a sign of the value we place on the universal call to ministry of all the baptized, is comprised of five formational and educational programs of the Diocese of Cleveland. Under the direction of the Council of Leaders, we strive to provide a setting for forming Christian men and women that authentically reflects the true collaborative nature of the whole Church and its ministers today (August 23, 1999).

Borromeo Seminary, the undergraduate formation program in the Diocese of Cleveland and a resident community at the C.P.L., shares in many of the educational, social, recreational and liturgical events with the graduate students.

Determination of Policy and Committee Structures

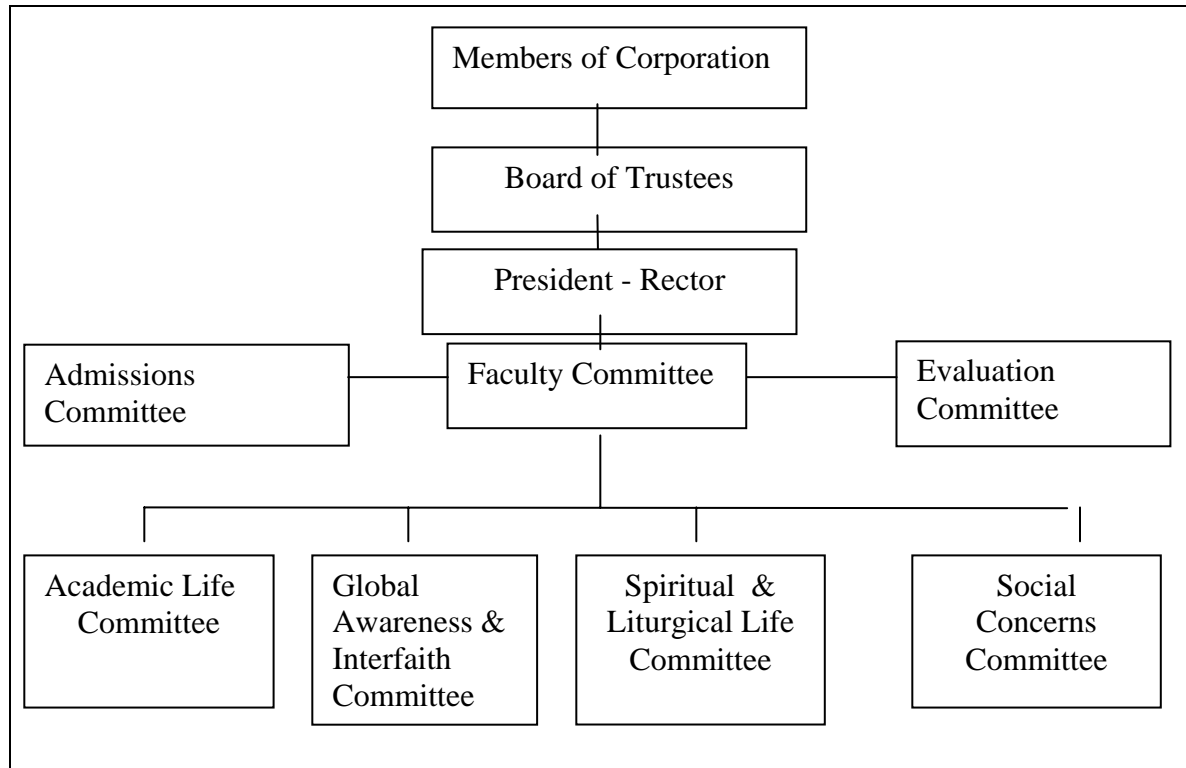
The fourth edition of the *PPF* (1992) contains the following directive:

Policy is ordinarily proposed at the level of the Seminary community where concrete needs and problems occur. After review by the Seminary faculty and administration, policy proposals of major importance will be presented

by the Rector to the Seminary board and appropriate ecclesiastical authority for approval. Direct involvement and participation by the Seminary community, including seminarians themselves, should be characteristic of policy making in seminaries (no. 454).

The Seminary has long sought to follow this directive. Its implementation for policy making and faculty-student dialog has taken many forms with continued adaptations according to the needs and characteristics of the Seminary community. The present institutional structure takes the following form as outlined in the chart that maps the seminary's administrative flow chart (see Figure Two).

Figure Two: Policy Structure for St. Mary Seminary



Members of the Corporation

The Members of Saint Mary Seminary consist solely of the Bishop of the Roman Catholic Diocese of Cleveland, the Secretary and Vicar for Clergy and Religious and the President-Rector of Saint Mary Seminary. The following powers are reserved exclusively to the Members of the Seminary:

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

While the Board does not exercise the above powers, the Board may review and discuss any matter relating to any such powers and make recommendations to the Members with respect to the exercise of such powers.

Board of Trustees

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

The Faculty Committee

The Faculty Committee determines policy in all areas of the internal life of the Seminary within the parameters set by the Board. The concerns of this committee include the spiritual-liturgical, academic and community life programs of the Seminary with the aim of implementing, evaluating and modifying Seminary policy in accord with current ecclesiastical and civil norms, and the needs of the times. Ordinary policy procedures

regarding academic and other institutional concerns are determined at this level unless the matter is of such importance that it is reserved to the Board or requires Board action.

The Academic Life Committee

The Academic Life Committee consists of the Academic Dean, the Department Chairpersons, the Library Director and resident and non-resident students. It reports to the Faculty Committee with its recommendations regarding all areas of the academic life of the Seminary. Its competency extends to the academic program both within and outside the Seminary (e.g., academic cooperation with other institutions).

The Spiritual-Liturgical Life Committee

The Spiritual-Liturgical Life Committee reviews the general orientation and implementation of the spiritual and liturgical programs, as needed, and recommends to the Faculty Committee policies and procedures for these programs. It assists the Spiritual Director, the Director of Liturgy and the Director of Liturgical Music in fulfilling their respective responsibilities. Both faculty and students serve on this committee.

The Social Concerns Committee

The Committee comprised of faculty members, resident students, and a non-resident student, assists the community of the Seminary in integrating into its faith life an awareness of the social justice issues of the day and in making a contribution to the alleviation of poverty, injustice and neglect in society. The Committee also serves as the Advisory Board to the Trustees of the Saint Mary Seminary Outreach Trust Fund.

The Global Awareness and Interfaith Committee

This committee provides education and experiences that pertain to the Seminary's membership in a global community of diverse cultures and faith traditions. Given the growing

population of Hispanic peoples in the Diocese, special attention is directed toward Hispanic language studies and the Diocesan mission in El Salvador. The committee provides opportunities for seminarians to participate in various programs of immersion and inculturation in El Salvador and other foreign missions. Each year, the Committee facilitates cooperation of the Saint Mary Seminary faculty and student body in Diocesan-level interfaith efforts such as the Jewish-Catholic Colloquium and the annual ecumenical week for church unity among Cleveland-area churches. The Committee consists of two faculty members, two seminarians and a consultant for Hispanic Studies.

As is shown in Figure Two (Policy Structure, p. 10), these committees make policy recommendations to the Faculty Committee. They also handle the administrative details of the programs they sponsor.

Other Administrative Structures

In addition to the above committees that make recommendations toward policy, the Seminary also has several other structures for faculty-student dialogue and administrative decisions. While these structures are not concerned with policy making *per se*, they are useful for generating proposals that would go to the various committees and also for dealing with the daily-life issues in the Seminary.

Rector's Conference

The Rector meets three times each semester with the seminarians. Such conferences are an integral part of the seminarians' formation and deal primarily with questions concerning human, spiritual, intellectual and pastoral formation. At times these conferences surface student

concerns that need to be addressed in another forum such as the Spiritual Liturgical Life Committee or some other committee.

House Conference

This is an assembly of the faculty and resident student body that ordinarily meets twice each semester. The conference is consultative on both policy making and administrative affairs, and serves as an open forum at which student and faculty concerns may be expressed. Its agenda is determined at a meeting of the Rector and the class chairpersons.

Dean of Students' Dialogue

The Dean of Students meets once each semester with each M.Div. class. These meetings provide a channel for sharing concerns related to discipline and the general order of the Seminary community.

Evaluation Committee

This committee is comprised of Diocesan priest faculty members who are part of the evaluation faculty and other faculty members who serve by appointment of the Rector because of their regular contact with the seminarians and their talent in handling formation issues. This committee provides counsel and advice to the Bishop regarding the retention or dismissal of seminarians and advancement to Orders.

Admissions Committee

This committee considers all applications of students for the Seminary. The Rector acts as Chairperson, *ex officio* together with the Academic Dean as the *ex officio* Secretary, the Dean of Students, *ex officio* and another faculty member who is appointed for a two-year term by the Rector. The committee reviews the written applications and accompanying documentation for all

applicants and arranges for personal interviews. The committee considers the applicant's academic record to determine his or her suitability for graduate study in theology.

If the applicant is studying for the priesthood, it will also consider his personal record and his potential for working as a priest in the Diocese of Cleveland.

The D. Min. program has a separate admissions committee that considers the qualification of candidates for the program and their suitability.

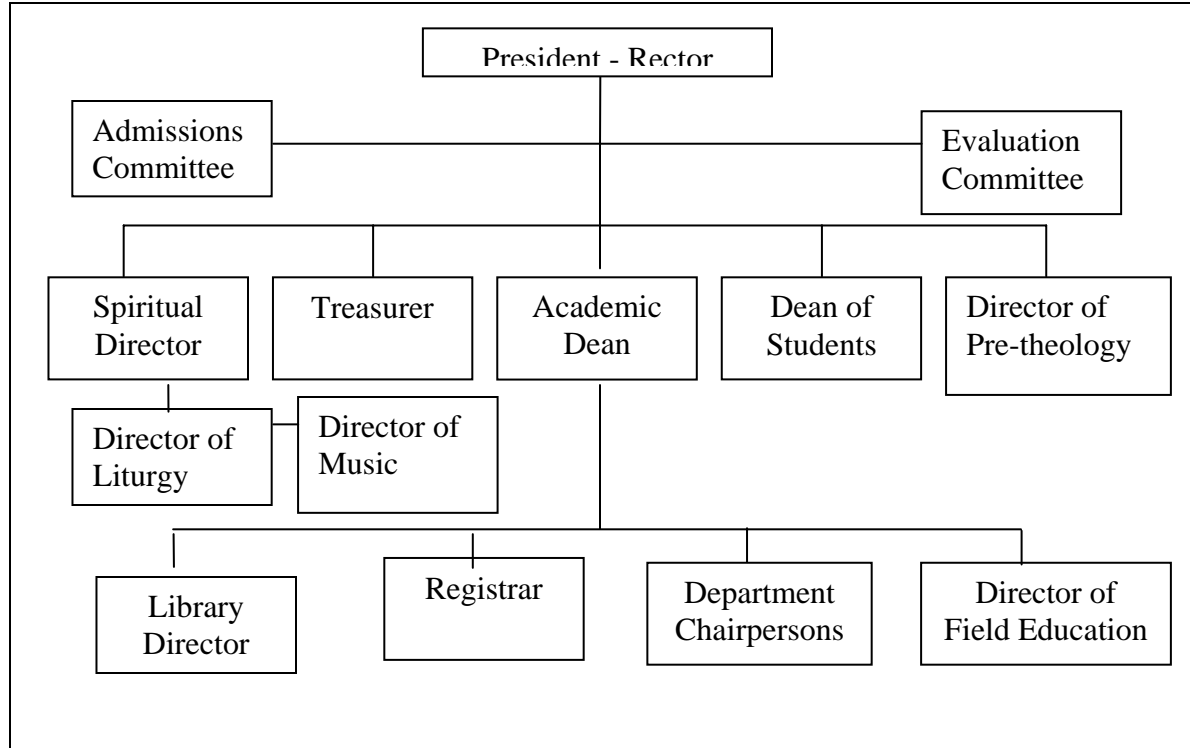
Administrative Structure

The efficient operation of any institution depends upon an adequate understanding by the members of their roles in the institution and of the roles of their colleagues. Effective communication and coordination demand a delineation of roles and duties, especially at the administrative level. The administrative structure of Saint Mary Seminary is outlined on the administrative flow chart (see Figure Three) . The philosophy of administration is articulated in the *Faculty and Student Handbook*³, which also includes a clear job description for each administrator.

For the faculty, two forums are available for making input on administrative matters: the weekly meeting of the administrative staff and the monthly Faculty Committee meeting which is mandatory for all full time faculty. The administrative staff consists of the President-Rector, the Academic Dean, the Spiritual Director, the Dean of Students, the Director of the Pre-theology Program and the Treasurer. These weekly meetings are open to all faculty and faculty are invited to offer agenda items for

³ The Faculty and Student Handbooks are combined in its present edition of the Master of Divinity Degree Program. Chapter four contains policies and regulations for the faculty. Templates from this handbook have been applied to the Master of Arts and Doctor of Ministry handbooks as pertinent to the degree program and to make it easier for student use.

Figure Three: Administrative Structure



administrative staff consideration as well as for the monthly meeting of the Faculty Committee. Administrative issues are dealt with in both of these forums. The minutes of the administrative staff and Faculty Committee are distributed to the Faculty.

Students are able to present administrative issues for consideration at the House Conference, the Rector's Conference, the Dean of Students' Dialogue or through the various seminary committees which have student representation.

In addition, the President-Rector and other administrators of the Seminary maintain an open-door policy. Students and faculty are invited to express their thoughts, recommendations and concerns to the administrators.

The Dean of Students works directly with students who hold student-staff positions. The Dean is responsible for community order and acts as a liaison for faculty and students, regularly

soliciting comments from students and faculty that pertain to effective administration for resident community life.

