

Byzantine Catholic Seminary
of
Ss. Cyril and Methodius

Strategic Plan

2012 to 2019

Adopted August 11, 2014

[Updated Spring 2016]

MISSION AND VISION

As the Byzantine Catholic Seminary, we continue the mission mandate of our Lord Jesus Christ, "...teaching them to observe all things that I have commanded you..." (Matthew 28:20)

As a Catholic community of formation, we discern and nurture the gift of vocation granted by the Holy Spirit to those men called to a life of ordained ministry.

As a theological center of learning, we hand-on the Tradition of the Christian East for those men and women who seek to serve and enrich the life of the Church and world today.

INTRODUCTION

The Board of Commissioners of The Commission on Accrediting of the Association of Theological Schools (ATS) submitted a comprehensive evaluation report to the Byzantine Catholic Seminary of Ss. Cyril and Methodius from their visit in November 2012. The accreditation of the Byzantine Catholic Seminary (BCS) was affirmed by the Commission for a period of seven years, through fall 2019. While distinctive strengths were identified by ATS, specific areas for improvement were also identified. One of the immediate priorities recommended in the comprehensive report was to develop a long-range strategic plan and establish methods to assess institutional vitality.

Since the November 2012 ATS Comprehensive Evaluation Visit, significant personnel change affecting polity has occurred at the Byzantine Catholic Seminary. In this matter we wish the Commission to know the following: the 18-year tenure of Father John Petro, Rector from 1995-2012 came to an abrupt end on August 29, 2012 from a serious illness. Recognition of his efforts in obtaining ATS accreditation is certainly acknowledged by all who worked with him. In October 2012, Father Kurt Burnette was appointed Rector. Though present for the ATS visit in November 2012, he did not assume on-site seminary residency until January 2013. In September 2013, the Vatican made the official announcement elevating Father Burnette to the Episcopacy for the Eparchy of Passaic to take place in December 2013. In November 2013, Father Robert Pipta was appointed Rector of the Seminary by the Archbishop. Father Pipta did not assume official on-site residency until May 2014. For the two interim periods (the first from August 2012 to January 2013, the second from November 2013 to the end of April 2014), Father George Gallaro, our Canonist and Director of Student Development, served as Acting Rector. With his skills and the structures established by ATS organization, stability was maintained in the Seminary polity, during these interim time periods.

Another significant personnel change occurred in 2013 with the retirement of Dr. Betty Radvak Shovlin from the position of the Seminary's director of accreditation. Working with Father Petro, Dr. Shovlin served as chair of the Seminary Advisory Council, the body that first identified the need for the school's accreditation, since 1999. She then served as the director of accreditation until Ms. Helen Kennedy, previously the associate vice president for Human Resources at Indiana University of Pennsylvania, began her appointment in January 2014.

We inform the Commission of these details to alert them to the fact that the ATS comprehensive report of its visit was not shared with the faculty and Board of Directors until December 2013 and January 2014,

respectively. Under the tenure of then-Father Burnette, these were never disseminated throughout the Seminary's communities until Father Gallaro assumed the post of interim Rector in December 2013.

However, the ongoing work of the faculty and Board of Directors quietly progressed in the background, so that with the appointment of the new director of accreditation, these efforts are now presented to the Commission.

With a renewed sense of mission, work began to accomplish the task of developing a strategic plan to take the Seminary through 2019. A comprehensive strategic planning committee was formed in January 2014 consisting of members from the Seminary's diverse community. Representation on the Strategic Planning Committee consists of faculty priests, a faculty layperson, the director of spiritual formation, the director of human formation, a seminarian, a deacon, a board member, an administrator and a staff member. The process of the Strategic Planning Committee began with a comprehensive review of the September 2012 Self Study and subsequent ATS report, resulting in the identification of six strategic goals that flow from the Seminary's mission and vision.

Contributions to the Strategic Plan were received from many constituents of the Seminary including the faculty, staff, students, and the Board of Directors. The Strategic Plan was submitted to the Board of Directors for approval at the August 11, 2014 meeting. The Board reached consensus to accept the Strategic Plan that will provide the guidance for the Seminary over the next several years. In reference to the ATS comprehensive report, we dedicate our efforts to accomplish six comprehensive goals numbered by priority as identified by our school:

- Goal 1: To develop a vigorous recruitment program.
- Goal 2: To enhance information resources to support the Seminary's education programs.
- Goal 3: To implement a comprehensive data-driven assessment.
- Goal 4: To review and enhance the current faculty evaluation system.
- Goal 5: To increase financial self-sufficiency.
- Goal 6: To further strengthen shared governance within the Seminary community, enhance communications and transparency, and nurture an environment of honest inquiry and dialogue among faculty and students.

Specific objectives and action steps accompany each of these major goals.

As we work to maintain accreditation, this new strategic plan is put forward. The Vision and Mission Statement and the Strategic Plan act as our lighthouse, providing direction for the Byzantine Catholic Seminary through 2019. Planning, development and assessment activities are divided into short term (2012-2014), midterm (2015-2016) and long term (2017-and beyond) goals, and ongoing activities through the next accreditation period (2013-2019).

INSTITUTIONAL GOALS

GOAL 1: TO DEVELOP A VIGOROUS RECRUITMENT PROGRAM.

The Seminary is a community of formation and a theological center of learning. The number one priority for the Seminary is to increase enrollment in the M.Div. and MAT programs to support a culture of learning. Publicity, along with the support of local vocations offices, is crucial for the recruitment effort. Appropriate and frequent information will be developed with increased outreach through personal contacts of Seminary personnel with the bishops, vocations directors, parishes, and families. An increase of recruitment materials will also be enhanced on the Seminary website. To accomplish this goal we will:

OBJECTIVE 1.1 Increase visibility of the M.Div. program.

Action Steps:

- 1.1.1. Support outreach to all Eastern Eparchies.
 - 1.1.1.1. Coordinate all vocational events on a national level of the various Eparchies as they relate to the Seminary. [short term and midterm]
 - 1.1.1.2. Contact by the Rector will be made to all Eastern Eparchial Bishops to inform them of Seminary activities, inviting them to visit and provide them with a summary of the year's activities. [short term and ongoing]
- 1.1.2. Develop long-term educational programs for the development of deacons and married clergy. [long term]
 - 1.1.2.1. Address the special discernment and formational needs of seminarians who belong to jurisdictions which permit the ordination of married men to the priesthood. [short term]

OBJECTIVE 1.2. Develop a recruitment plan for the MAT program.

Action Steps:

- 1.2.1. Develop an online Master of Arts in Theology program and submit it for accreditation by ATS.
 - 1.2.1.2. Investigate intrastate accreditation for out-of-state students [midterm]
- 1.2.2. Increase number of courses offered.
 - 1.2.2.1. Examine the number of evening courses offered. [short term and ongoing]
 - 1.2.2.2. Investigate the possibility of Saturday courses. [midterm]
- 1.2.3. Assess the educational effectiveness of the MAT program in both its academic and formational tracks.
 - 1.2.3.1. Establish a clearer articulation of the goals of the MAT program. [midterm]
 - 1.2.3.2. Develop specific learning outcomes for the MAT program. [midterm]
- 1.2.4. Utilize the admissions questionnaire established by A.T.S.
 - 1.2.4.1. Assess why the student is enrolling in the MAT program. [long term]
 - 1.2.4.2. Analyze the results to assess placement upon graduation. [long term]
- 1.2.5. Develop and charge an Ad Hoc Committee to enhance the usefulness of the website for prospective students. [short term]
- 1.2.6. Assess placement of graduates from the MAT program.
 - 1.2.6.1. The Bishop, Pastor, and Eastern Christian Formation director of a MAT graduate will receive letters announcing the graduate's achievement, while noting the benefit the graduate could have to the Church. [short term and ongoing]
 - 1.2.6.2. Review placement of MAT graduates by administering the Graduating Student Questionnaire to assess how the degree is being used. [short term and midterm]
- 1.2.7. Provide availability for spiritual development via the Spiritual Director and the availability of individual spiritual guides for MAT students. [short term]

OBJECTIVE 1.3 Establish the criteria for a Community of Aspirants comprised of young men in discernment, not yet ready for theological studies, but hoping to benefit from a process of gradual transition.

Action Steps:

- 1.3.1. Develop and establish admissions requirements and a rule of life by following the model of “discernment houses” in other eparchies. [midterm]
- 1.3.2. Identify necessary preparations in the seminary that would provide the opportunity for college students who are serious in their vocational discernment to live at and be part of limited aspects of formation in the Seminary, while attending undergraduate courses at a nearby college. [midterm]
- 1.3.3. Provide information to sponsoring hierarchs highlighting the benefits of a Pre-Theology curriculum for those students who can only be accepted provisionally for reasons of inadequate psychological, spiritual, and/or academic readiness. [midterm]
- 1.3.4. Develop the existing policy allowing non-seminarians to live in community for those who are in need of a period of probation before acceptance into theological studies. [midterm]

OBJECTIVE 1.4 Consider the possibilities for a Community of Ongoing Formation for those who are already ordained.

Action Steps:

- 1.4.1 Provide Continuing Education and pastoral formation opportunities for alumni.
 - 1.4.1.1. Develop, publicize and evaluate programs for their effectiveness. [midterm]
 - 1.4.1.2. Increase information and recruitment materials for prospective students. [short term and midterm]
- 1.4.2. Formalize a program for Bi-ritual priests or those wishing to become Bi-ritual including courses in the Byzantine liturgy, traditions and culture. [midterm]

OBJECTIVE 1.5 Expand the Seminary’s Virtual Community.

Action Steps:

- 1.5.1. Investigate the possibility of providing seminary courses to assist and support the catechist formation program. [long term]
- 1.5.2. Develop a relationship with the Metropolitan Cantor Institute.
 - 1.5.2.1 Identify contact person. [midterm]
 - 1.5.2.2 Communicate on-line opportunities. [midterm]
 - 1.5.2.3. Expand the development of live-streaming and other online learning systems. [midterm and ongoing]
- 1.5.3. Develop relationships with Roman Catholic seminaries.
 - 1.5.3.1. Identify the contact persons at Roman Catholic seminaries throughout America. [midterm and ongoing]
 - 1.5.3.2. Communicate regularly the on-line opportunities available at the Seminary, a center of learning on the subject of Eastern Churches, to Roman Catholic seminaries. [midterm and ongoing]
- 1.5.4 Increase the capabilities of the Smart Classroom.

1.5.4.1. Examine technology and financial resources required for live-streaming and videotaping. [midterm]

GOAL 2: TO ENHANCE INFORMATION RESOURCES TO SUPPORT THE SEMINARY'S EDUCATION PROGRAMS.

Our unique subject matter, Eastern Christianity and Eastern Catholicism, requires the Seminary Library to have resources available for the students' studies and faculty research. While the library holdings include full-text resources, on-line resources, and collections available through interlibrary loans, on-going efforts continue to enhance the current library holdings through aggressively removing less scholarly materials while also actively collecting unique theological resources. Recognizing there are other libraries within the local area, efforts will be made to develop a resource-sharing library consortium. To achieve this goal we will:

OBJECTIVE 2.1: Amplify and refine current library holdings while also providing improved access to electronic resources.

Action Steps:

- 2.1.1 Remove out-of-date library holdings that are not appropriate to a modern graduate-level seminary library. [short term]
- 2.1.2 Continue to actively acquire scholarly and unique subject materials in the fields of scripture, Byzantine (Greek) Catholic Church history and theology. [short term]
- 2.1.3 Survey and compare economics of other electronic religious databases that provide on-line full-text resources. [short and midterm]
 - 2.1.3.1. Develop online searching aids that enhance and direct users to full-text information. [short and midterm]

OBJECTIVE 2.2. Develop relationships with other local seminaries that would allow an expanded vision of theology and ministry and the opportunity to share resources (library and faculty).

Action Steps:

- 2.2.1. Reach out to the approximately eight regional theological/seminary libraries to determine interest in the development of a resource-sharing library consortium. [short term]

OBJECTIVE 2.3. Develop clear guidelines for book purchases and periodical access.

Action Steps:

- 2.3.1. Publish the collection development guidelines on the Seminary website and provide hard copies in the library. [short term]
- 2.3.2 Provide library orientation to new and returning students to include available wireless technologies, library holdings, and research services. [short term and ongoing]

OBJECTIVE 2.4 Explore ways to increase the amount of space available to expand library holdings.

- 2.4.1 Investigate necessary steps to expand the library collection to the third floor. [short term]

GOAL 3: TO IMPLEMENT A COMPREHENSIVE DATA-DRIVEN ASSESSMENT SYSTEM.

Healthy, ongoing self-evaluation is normative in theological schools today. The Seminary must constantly find what it means to close the “assessment loop,” while not forgetting the realities of its unique Tradition, student-teacher ratio and other factors that lend to uniqueness in this small but fervent community of learning. To achieve this goal we will:

OBJECTIVE 3.1: Work to standardize all aspects of its present plan for the assessment of educational effectiveness for the M.Div. and MAT degree programs, comprehensively.

Action Steps:

- 3.1.1. Provide adequate administrative support for academic and assessment activities.
 - 3.1.1.1 Hire an additional staff member to provide support to the Rector, Academic Dean and Director of Accreditation. [short term]
- 3.1.2. Further develop and revise the assessment plan. [midterm and ongoing]
 - 3.1.2.1 Apply the identified student and faculty learning outcomes and goals for the degrees. [midterm and ongoing]
 - 3.1.2.2 Clarify and define the rubrics tools used to measure outcomes and goals for the degrees. [short term and ongoing]
- 3.1.3. Systematize the assessment tools used to collect the data for the degree programs to the Populi format and develop the criteria for measuring deficiency and achievement. [midterm and ongoing]
- 3.1.4. Establish clear distinction between direct (performance based) and indirect (perception-based) data and effectively integrate evaluation and assessment findings for the degrees. [midterm and ongoing]
- 3.1.5. Demonstrate how the analysis of assessment is shaping appropriate changes in the degree program to close the assessment loop. [short term and ongoing]
- 3.1.6. Continue to include broad-based faculty participation in and with the general Seminary evaluation and assessment structure. [short term and ongoing]
- 3.1.7. The Rector and administrative staff will develop the system to evaluate the remaining (i.e. human, spiritual, and pastoral) formation programs and administrative, faculty and staff performance as identified by the goals. [midterm and ongoing]

OBJECTIVE 3.2 Develop strategies to address deficiencies in the assessment of student learning and teaching.

Action Steps:

- 3.2.1 Order and systematize the goals established by the curriculum map. [midterm and ongoing]
 - 3.2.1.1 Continue ongoing education for faculty on how to engage student learning with institutional and course specific goals. [misterm and ongoing]

GOAL 4: TO REVIEW AND ENHANCE THE CURRENT FACULTY EVALUATION SYSTEM.

Performance evaluation and research are paramount for the enrichment of the faculty. Appraisals of performance provide faculty members opportunities to enhance the classroom experience and reflect on their teaching effectiveness. The Seminary will continue to support professional development and identify research opportunities that will further advance the faculty.

OBJECTIVE 4.1: Review and further develop job description.

- 4.1.1. Develop evaluation criteria.
 - 4.1.1.1 The Academic Dean, in conjunction with the faculty, will review and revise job descriptions for the faculty and the system by which they will be evaluated. [midterm]
 - 4.1.1.2 The Academic Dean will continue classroom observations and discuss with the teacher, student responses to course outcomes. [short term and ongoing]
- 4.1.2. Provide professional development programs for faculty.
 - 4.1.2.1 Develop an orientation program for newly appointed faculty. [midterm]
 - 4.1.2.2 Continue the monthly faculty development meetings and the annual faculty retreat for ongoing learning. [short term and ongoing]
 - 4.1.2.3 Tap professional resources to provide continuing education. [short term and ongoing]
 - 4.1.2.4 Encourage faculty to join professional organizations in their field and to attend programs for their professional development. [midterm and ongoing]
 - 4.1.2.5 Address the problem of inconsistent attendance at faculty meetings and faculty development meetings. [midterm]
- 4.1.3. Develop faculty recruitment procedures.
 - 4.1.3.1 Continue to increase the population of the faculty. [short term and ongoing]
 - 4.1.3.2 Identify qualified and interested lay men and women graduates who could be prepared to teach. [midterm and ongoing]
 - 4.1.3.3 Establish criteria for search procedures for selecting faculty. [midterm]

OBJECTIVE 4.2: Encourage faculty research

Action Steps:

- 4.2.1 Collect knowledge of broad based and specific based faculty research in progress. [short and midterm]
- 4.2.2. Support faculty interested in conducting research with Seminary and outside grants. [short and midterm]
- 4.2.2 Celebrate recognized research accomplishments with a marked day of celebration. [short and midterm]

GOAL 5: TO INCREASE FINANCIAL SELF-SUFFICIENCY

To increase financial self-sufficiency, significant effort will be provided to initiate a specific needs-based and mission oriented capital campaign. Success of the campaign will be achieved by identifying a set of needs, defining a financial goal, analyzing the current donor pool, setting a timetable for meeting the financial goal, identifying volunteers to help with efforts, developing material to raise awareness for the need of the campaign, and, overall, strategically planning for an organized and well thought out capital campaign. To fulfill this goal, we will focus on achieving the following objectives:

OBJECTIVE 5.1. Understand and document the physical needs of the Seminary.

Action Steps:

- 5.1.1 Identify short term improvement projects and long term renovation projects. [short and ongoing]
- 5.1.2 Develop a facility preventive maintenance schedule. [short and ongoing]

OBJECTIVE 5.2. Develop ways to increase the allowance for professional development and research for faculty and staff and provide equitable faculty compensation.

Action Steps: Conduct a salary compensation analysis for faculty salaries and benefits and develop equitable methods to address inequities.

- 5.2.1 Analyze the role of compensation and benefits in the retention and recruitment of faculty. [midterm and ongoing]
- 5.2.2 Review the opportunities for professional development and research related to the retention and recruitment of faculty. [midterm]
- 5.2.3 Identify ways to increase the allowance for professional development and research. [midterm]

OBJECTIVE 5.3 Increase the Seminary’s giving base by initiating a capital campaign to address the physical needs of the Seminary, and foster the needs of support funding for academic research, and staff development. [midterm]

Action Steps:

- 5.3.1 Initiate a capital building campaign to: [midterm]
 - provide climate control for the library. [midterm]
 - provide disability access to the facility and to the second and third floors. [midterm]
 - secure company to point the external building. [midterm]
 - enhance the information technology infrastructure. [midterm]
- 5.3.2 Initiate a capital campaign to: [midterm]
 - develop a restricted endowment fund, and
 - work to increase the endowment fund to \$5 million. [short term and long term]
- 5.3.3 Utilize Facebook, Twitter, Internet radio, email blasts and other social media to increase the giving base to sustain the Seminary. [short term and on-going]
- 5.3.4 Participate in Pittsburgh’s Annual Day of Giving. [short and midterm]
- 5.3.5 Secure grants to update the Smart Room to provide live-streaming and videotaping capabilities. [long term]

GOAL 6: TO FURTHER STRENGTHEN SHARED GOVERNANCE WITHIN THE SEMINARY COMMUNITY, ENHANCE COMMUNICATIONS AND TRANSPARENCY, AND NURTURE AN ENVIRONMENT OF HONEST INQUIRY AND DIALOGUE AMONG FACULTY AND STUDENTS.

God’s work in this world cannot be completed without collaboration. All those connected with the Seminary community – staff, faculty, students, board members, even benefactors – benefit from a clear structure of shared governance. Student expectations, along with an orderly system of accountability and recourse, must be clearly manifest. To fulfill the varying aspects of this goal, we will focus on achieving the following objectives:

OBJECTIVE 6.1: Organize the governing and authoritative structures of the Seminary based on incorporating documents, legal requirements, the “Program of Priestly Formation,” the Seminary’s mission and ATS Standards to be a community of formation and theological center of learning.

Action Steps:

- 6.1.1 Further clarify the roles of the governing board, administrative officers, and faculty. [short term and ongoing]
- 6.1.2 Use student orientation, Rector conferences, and the website to ensure openness, transparency and communication between the governing board, administrative offices and faculty. [short term and ongoing]

OBJECTIVE 6.2: Clarify expectations within the community of formation and discernment (i.e. a student handbook which includes an honor code).

Action Steps:

- 6.2.1 Review process for airing grievances to continually assure the articulation of opposing points of views and the pursuit of reconciliation between members of the community. [short and ongoing]
- 6.2.2 Address expectations of an honor code at the annual faculty and student orientations and the Rector’s conferences. [short and midterm]
- 6.2.3 Assure that all Seminary handbooks (faculty and student), policies, and procedures are clearly stated on matters pertaining to grievance resolution. [short term and on-going]
- 6.2.4 Provide the availability of an off-campus grievance facilitator, when needed. [midterm]

OBJECTIVE 6.3 Create forums of communication that not only help avoid conflict, but help the community thrive as participants in Christ’s Kingdom on earth.

Action Steps:

- 6.3.1 Appoint a student representative to serve on the appropriate committees and, when appropriate, be invited to discuss institutional vitality. [short term and ongoing]
- 6.3.2 Conduct individual meetings with the Rector, spiritual director, personal formation advisor, or coordinator of student life. [short term and ongoing]

CONCLUSION

Founded by God’s grace in 1950, the Byzantine Catholic Seminary of Ss. Cyril and Methodius is the official Seminary of the Byzantine Catholic Metropolitan Church of Pittsburgh, open to all the North American Eastern Eparchies, and welcomes all those who seek the knowledge possessed by the Eastern ecclesial traditions. By harvesting the varying capacities of its supporters, the Seminary seeks to achieve sustainable superior performance in forming holy deacons and priests through human, spiritual, intellectual, and pastoral formation. It also seeks to equip with the practices of the Eastern Church witnesses of Jesus Christ who serve God and reflect the image of God.

Ss. Cyril and Methodius Seminary, a community of formation and a theological center of learning, will be strengthened through the goals, objectives, and action steps identified in this strategic plan. We submit the Plan with the full collaboration of all members of the Seminary’s communities, and their willingness to fulfill the expectations set forth. With God’s assistance, together with our faith, devotion and hard work, we believe the institution’s foundation will be strengthened, and the Seminary community will be enriched with the initiatives identified .

Adopted by the Board of Directors on August 11, 2014.

GLOSSARY

Archeparchy

An eparchy governed by an Archbishop, by virtue of which it becomes the Metropolitan See.

Archbishop

A bishop with jurisdiction over an archeparchy. An archbishop may preside over an ecclesiastical province or metropolia, whereby he also assumes the title “metropolitan.” The Archbishop of Pittsburgh is the Metropolitan of the Ruthenian Byzantine Catholic Metropolia.

Bi-ritual priest

An ordained Catholic priest, usually of the Latin Church, who has permission in the form of an indult from the Holy See of Rome and the faculties of the local hierarchs to serve a ritual tradition (usually of one of the Eastern Churches) different from that into which they were ordained.

Byzantine Catholic

Of or pertaining to one of the several autonomous Churches which are part of the Byzantine tradition of liturgy, canon law, theology and spirituality, and which are in full communion with the Catholic Church according to terms of voluntary acts of union. The Melkite, Ruthenian, Romanian and Ukrainian Byzantine Catholics are the most numerous of these Churches in the Commonwealth of Pennsylvania.

Catechist

A teacher of Christian faith and practice, typically in a Church school program.

Curriculum Map

A visual framework that captures content, skills, resources and assessment of student learning as well as educational effectiveness. Designed to provide authentic evidence of what has happened or is being planned to happen at an institution with an eye to ongoing revision and updates.

Diaconate

The order of deacons or the collectivity of men ordained as deacons. The diaconate is a major order in the Byzantine Catholic Church entailing liturgical and social ministries.

Eastern Christians

Baptized faithful who practice Christianity according to the Alexandrian, Antiochene, Armenian, Chaldean, or Constantinopolitan traditions.

Eastern Churches

A term generally describing the local, self-governing groups of Eastern Christian Catholics, each united under the authority of a hierarch.

Eparch

The normal term for a Byzantine Catholic bishop who governs an eparchy.

Eparchy

A local church community, governed by an eparchial bishop. The term corresponds to the Western term “diocese.”

Hierarch

A synonym for bishop.

Metropolitan Cantor Institute

A program under the authority of the Metropolitan Archbishop that provides materials and educational programs to assist church singers of the Byzantine-Ruthenian tradition in America.

Metropolia

An ecclesiastical province composed of two or more eparchies, governed by a Metropolitan. The Byzantine Ruthenian Metropolia comprises the Archeparchy of Pittsburgh and the Eparchies of Passaic NJ, Parma OH and Van Nuys CA. Its territory includes the entire United States of America.

Metropolitan

An archbishop who governs a Metropolia.

Populi

The online college management system for students, faculty, and staff used by the Byzantine Catholic Seminary.

Program of Priestly Formation

The promulgated document of the Catholic bishops in the United States that governs American formation programs for seminarians, the operation of seminaries, and other matters related to priestly discernment.

Tradition

This is the doctrine of the “Sacred Deposit of the Faith” (*depositum fidei*), which is contained in Sacred Scripture and its living transmission, accomplished by the Holy Spirit, present and active in the Church. According to the Catechism of the Catholic Church (2nd ed.), holy Tradition, “transmits in its entirety the Word of God which has been entrusted to the apostles by Christ the Lord and the Holy Spirit. It transmits it to the successors of the apostles so that, enlightened by the Spirit of truth, they may faithfully preserve, expound and spread it abroad by their preaching.” (Part 1, section 1, chapter 2, § 81).