



“Sharing in the Fullness of the Mission of Christ”

CRS’ PROGRAM OF PRIESTLY FORMATION



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CATHOLIC RELIEF SERVICES' ENGAGEMENT WITH U.S. SEMINARIES, HOUSES OF FORMATION, AND SCHOOLS OF THEOLOGY

Background

Catholic Relief Services (CRS) is the official overseas relief and development agency of the USCCB. For more than seventy years, CRS has represented, globally, the Catholic Church of the United States. In some of the most difficult situations imaginable, CRS has witnessed Christ's love for those who are suffering. The Board of Directors of Catholic Relief Services, which represents the bishops of the United States in governing the agency, directed CRS to expand its capacity so as to work with the Catholic community in the United States. CRS was asked to help educate the faithful in the U.S. about the central Gospel call to care for the 'least among us' and to help engage Catholics in acting on this shared mission through CRS programs and resources.

A growing focal point of CRS' efforts to animate and support the engagement of U.S. Catholics in its global mission has been our outreach to both diocesan and religious clergy. Our goal is to be a resource for clergy as they help their people deepen their faith and animate it in their lives. CRS is committed to providing a continuum of resources that diocesan and religious seminarians, as well as priests who are in active ministry or in limited service, can employ "to undertake a profound interior renewal so that being vividly conscious of their responsibility for the spread of the gospel they might play their part in missionary work..." (see *Ad Gentes*, no. 35). Briefly stated, our overarching goal is to be a resource for clergy in their work to help God's people to deepen their faith and to actively translate it into concrete actions in favor of those most in need.

Benefits

This document has been developed in collaboration with key faculty and staff from various U.S. seminaries, houses of formation, schools of theology, and the NCEA's former seminary department. The resources developed by this CRS/seminary partnership will benefit seminaries, houses of religious formation, and schools of theology by:

- Integrating Catholic social teaching (CST) comprehensively and effectively in the formation program and curriculum: and
- Providing evidence to support seminaries, with the task of accreditation, in demonstrating that the four dimensions of the PPF-v are being effectively achieved.

Rationale

The Post-Synodal Apostolic Exhortation, *Pastores dabo vobis*, number 18, states: “As the Council points out, ‘the spiritual gift which priests have received in ordination does not prepare them merely for a limited and circumscribed mission, but for the fullest, in fact the universal, mission of salvation to the ends of the earth. The reason is that every priestly ministry shares in the fullness of the mission entrusted by Christ to the apostles (*Presbyterorum Ordinis*, no. 10).”

Consequently— the exhortation continues—“By the very nature of their ministry they should therefore be penetrated and animated by a **profound missionary spirit** and ‘with that truly Catholic spirit which habitually looks beyond the boundaries of diocese, country or rite to **meet the needs of the whole Church**, being prepared in spirit to preach the Gospel everywhere’ (*Optatam Totius*, no.20—emphasis added).” It seems clear then that, if priests are to be ordained in the service of the universal Church and ought to possess a ‘missionary’ character, they ought to receive a type of formation that will make them knowledgeable of, generous toward, and committed to our sisters and brothers throughout the world, especially those in greater need. It is precisely in this regard that CRS aims to be a helpful resource for U.S. seminaries, houses of formation, and schools of theology in their efforts to fulfill the clear mandate to prepare future priests for active engagement in the global mission of the Church.

- (#208/PPF-v): The social teaching of the Church must be presented in its entirety with appropriate principles of reflection, criteria for judgment, and norms for action. The systemic study of the social encyclicals of the popes is especially recommended.
- (#229/PPF-v): Throughout the curriculum, the biblical, theological, ethical, and historical foundations of the Church’s teaching on social justice should be highlighted.
- (#356/PPF-v): In order to inculcate in seminarians sensitivity for issues of social justice, the seminary faculty first must possess an awareness of the significance of questions of peace, justice, and respect for life.

Strategy

CRS looks to **strengthen** the capacity of the seminaries, houses of religious formation, and schools of theology to equip future priests with the requisite skills to proclaim, animate, and activate Catholic social teaching (CST) in their places of formation, in their future parishes, and within a vast array of ecclesial settings. CRS proposes the following strategies to achieve the desired outcome, **based on existing actual structures and processes** and in accord with the four dimensions of priestly formation developed in *Pastores dabo vobis* and contained in the *Program of Priestly Formation*, fifth edition (PPF-v).

“Sharing in the Fullness of the Mission of Christ”

CRS’ PROGRAM OF PRIESTLY FORMATION

HUMAN FORMATION

A (future) priest must be a bridge and not an obstacle for others in their meeting with Jesus Christ. Places of formation should cultivate a spirit of generosity in future priests, encouraging them to become ‘men for others,’ to curb expectations of entitlement, and to exchange materialism and consumerism for a proper simplicity of life. Further, a (future) priest is asked to deepen a sense of compassion and generosity by being a person of communion who relates well with others, particularly those of diverse backgrounds. Those in charge of formation should keep in mind that **the process** by which a future priest becomes a ‘solid bridge’ is one of self-knowledge, self-acceptance, and self-gift.

The *PPF-v* reminds those in charge of formation and faculty members that the best guidance they can give to those in formation is the “wholesome witness of their own lives” (n.104). Hence, the *PPF-v* challenges **both** the individual candidate for priesthood and the whole seminary community to value and foster a ‘simplicity of life’. CST principles that further complement and/or deepen this area of growth are ‘option for the poor’, ‘solidarity’, and ‘stewardship’.

The *PPF-v* places the primary responsibility to “delineate attitudinal and behavioral expectations regarding all aspects of human formation, especially those which are appropriate to a... life of simplicity...” in the person of the rector of the seminary (n.103). Thus, the rector or the person in charge of the house of religious formation is the primary resource in fulfilling this call.

QUESTIONS

1. How can our seminary, house of religious formation, and/or school of theology keep developing an environment in which we all learn what it means to be “men for others”?
2. How can our seminary, house of religious formation, and/or school of theology keep witnessing “simplicity of life” and showing good stewardship of the goods entrusted to us?
3. How can our seminary, house of religious formation, and/or school of theology keep visibly witnessing our solidarity towards and our option for the poor?
4. How can our seminary, house of religious formation, and/or school of theology keep creating opportunities for seminarians to become ‘solid bridges’ who form networks of solidarity and communion?

RESOURCES

Becoming “men for others”

Faculty, staff, and diocesan and religious seminarians **from different ethnic, cultural, and linguistic backgrounds** are the first resource a seminary, house of religious formation, and/or school of theology has to promote communion, particularly with those of diverse backgrounds. Their mere presence is a constant invitation to the whole formation community to become aware of issues happening outside the U.S. Many places of formation require priests to take part in cultural preparation programs that help them acquire cultural sensitivity and language skills.

In this regard, CRS offers a prime opportunity for faculty, staff, and seminarians who are interested in spreading the message of global solidarity to participate in its Global Fellows Program. Training and traveling to CRS programs overseas offers seminarians, deacons, and priests a once-in-a-lifetime opportunity to witness what ‘simplicity of life,’ ‘compassion,’ ‘solidarity’ and ‘option for the poor’ looks like in the midst of poverty and global emergencies (<http://www.crs.org/clergy>).

Becoming men of compassion and solidarity

The word ‘compassion’ means ‘to suffer with’ or ‘to love together with.’ Jesus embodies the very essence of compassion and challenges Christians to act compassionately towards others. Compassion begins with looking at a (suffering) man or woman and recognizing in him/her a human being. Ultimately, compassion helps us by connecting our own lives and struggles with that of others.

In this area, CRS offers an invaluable tool that can help faculty, staff, and seminarians to get information about global issues and to remain connected (<http://www.confrontglobalpoverty.org>). By signing up to receive CRS’ e-mail alerts the entire formation community can be cognizant about the latest disaster response or the newest development program, as well as pray for those in the field and those affected or benefitted by CRS work while growing in compassion and solidarity.

Other resources

Invite guest speakers – men and women who have a clear and integrated knowledge of CST principles, particularly those who have witnessed the work of CRS overseas. Focus on the issue of world hunger. Employ the CRS resource, **FoodFast** (<http://www.foodfast.crs.org>), organizing a seminary-wide event. Create in public places, such as in the dining hall, an ‘environment of compassion’ by looping videos (<http://www.youtube.com/catholicrelief>) of the work of CRS around the world.

SPIRITUAL FORMATION

Spiritual formation complements human formation and is a (future) priest's core, "which unifies and gives life to his **being** a priest and his **acting** as a priest" (*Pastores dabo vobis*, n. 45). The spirituality described in the *PPF-v* calls the individual candidate for priesthood and the seminary community to be disciples of Jesus, to be transformed by the Word and to experience a conversion of heart. Through prayer, spiritual exercises, and the celebration of the sacraments (especially the Eucharist and Reconciliation), all are challenged to 'acquire listening and learning hearts'.

Among the many practices indicated in the *PPF-v*, CRS can contribute to further the following three: apostolic dimension, simplicity of life, and solidarity (see n. 110). According to the *PPF-v*, "Spiritual formation also involves seeking Christ in people. Especially in a seminary context, seminarians are to learn how prayer is to be lived out in service of others, particularly the poor, sick, sinners, unbelievers, and the stranger, but extended to all in the outreach of charity and mercy, and in the quest for justice..."

Whatever growth and formation in prayer takes place, it is not simply meant for the personal enhancement of the seminarian but as a gift to be given in the course of his priestly mission and ministry for the benefit of the Church—for he is a servant of this body."

Regarding simplicity of life, the *PPF-v* recommends "to live with evangelical simplicity" and "to exercise responsible stewardship over God's creation by using material goods in a way that is both responsive to the call of the Gospel and ecologically responsible." Further, the document charges spiritual directors and mentors/advisors to make sure that seminarians take proper care of their own resources, as well as those of the seminary and the Church.

Finally, regarding solidarity the *PPF-v* states, "seminarians are to have a spiritual formation grounded in Trinitarian communion that leads them to solidarity with others, especially those most in need, a commitment to justice and peace, a reciprocal exchange of spiritual and material gifts, and an authentic missionary spirit expressed in a willingness to serve where needed."

QUESTIONS

1. How can our seminary, house of religious formation, and/or school of theology help seminarians keep connecting their spiritual life with their service to the poor and needy?
2. How can our seminary, house of religious formation, and/or school of theology keep fostering communion with our global community of sisters and brothers in need?
3. How can our liturgical practices, especially during Advent and Lent, keep highlighting the necessary connection between spirituality, liturgy (sacraments) and solidarity with the poor and needy?
4. How can our preaching (during daily Mass, Sunday Mass, and in special occasions) keep connecting spirituality with apostolic dimension, simplicity of life, and solidarity?

RESOURCES

Distribute a list of the themes of Catholic social teaching (<http://www.usccb.org>) to all in the seminary community, particularly Spiritual Directors. What spiritual virtues are required for one to live these principles? How might these themes guide spiritual direction/formation within the seminary community?

Use the themes of Catholic social teaching as a thematic guide for days of recollection and retreats.

During Lent, fully implement the CRS Rice Bowl faith formation program. (<http://www.csricebowl.org>)

Use CRS' and USCCB's Catholic social teaching videos (<http://www.crs.org/resource-center/CST-101>)

Sign up all seminary personnel and seminarians for the quarterly CRS Clergy Newsletter (<http://www.crs.org/clergy>) which contains suggestions for prayer and homily hints.

Incorporate intentions on behalf of the global community in the Prayer of the Faithful.

Incorporate various resources on the saints (<http://www.crs.org/resource-center>).

Be attentive to the environment of the Chapel and the music used in liturgies so as to reflect participation in a universal Church community.

INTELLECTUAL FORMATION

“Intellectual formation...is a fundamental demand of man’s intelligence by which he ‘participates in the light of God’s mind’ and seeks to acquire a wisdom which in turn opens to and is directed towards knowing and adhering to God” (*Gaudium et spes*, no.15). Intellectual formation, however, “culminates in a deepened understanding of the mysteries of faith that is pastorally oriented toward effective priestly ministry, especially preaching” (*PPF-v*, n. 138—emphasis added).

According to the *PPF-v*, n. 154, “The study of philosophy is not just part of intellectual formation, but is also connected to human, spiritual, and pastoral formation. Issues about priestly identity and the **apostolic and missionary dimensions of priestly ministry** ‘are closely linked to the question about the nature of truth’,” (*Pastores dabo vobis*, n. 52—emphasis added). Besides, “Due consideration should be given in theological formation to its pastoral aim.

Theological studies should be designed with the pastoral goal in view, recognizing that the pastoral character of priestly formation applies to intellectual formation as well as to the other areas of formation” (*PPF-v*, n.196 and *Pastores dabo vobis*, nos.55.57).

The *PPF-v* charges faculty members in a very special way with presenting CST in its entirety; with appropriate principles of reflection, criteria for judgment, and norms for action; and paying special attention to the social encyclicals of the popes (n.208). Further, throughout their curriculum they need to highlight the biblical, theological, ethical, and historical foundations of the Church’s teaching on social justice (n.229). Furthermore, in order to inculcate in seminarians sensitivity for issues of social justice, they must possess first an awareness of the significance of questions of peace, justice, and respect for life (n. 356).

QUESTIONS

1. How can we, faculty members of this seminary, house of religious formation, and/or school of theology help students get better acquainted with the seven themes of CST?
2. How can we, faculty members of this seminary, house of religious formation, and/or school of theology integrate the CST foundational documents into our teaching/preaching?
3. How can we, faculty members of this seminary, house of religious formation, and/or school of theology help students integrate intellectual knowledge with the capacity to discern the pastoral implications and opportunities for sharing this knowledge?
4. How can the activities/events of our seminary, house of religious formation, and/or school of theology be organized to raise awareness regarding CST and promote involvement in CRS and other Catholic integral human development activities?

RESOURCES

Ensure that the theme of integral human development is a lens which informs homiletics, giving candidates opportunities to develop both content and skills. Employ the homily hints available from both CRS Rice Bowl (<http://www.crsricebowl.org>) and the CRS Clergy Newsletter (<http://www.crs.org/clergy>).

See also the USCCB resource, “Preaching the Social Doctrine of the Church in the Mass” (<http://www.usccb.org>).

Employ in the various theological and philosophical disciplines, the resources regarding global issues found on the CRS University website (<http://www.university.crs.org/>). Utilize the CRS Global Solidarity Faculty Network modules in classes (<http://www.university.crs.org>).

See CRS’ and the USCCB’s Catholic social teaching videos and consider doing some small faith sharing on different issues (<https://www.crs.org/resource-center/cst-101-video> and <http://www.crs.org/resource-center/live-mercy-series>)

See USCCB resources regarding social justice and Catholic social teaching (<http://www.usccb.org>).

BOOKS

Pontifical Council for Justice and Peace, *Compendium of the Social Doctrine of the Church* (Vatican City: Libreria Editrice Vaticana, 2005).

Barrera, Albino, *Modern Catholic Social Documents and Political Economy* (Washington, D.C.: Georgetown University Press, 2001).

Burghardt, Walter J., *Justice: A Global Adventure* (Maryknoll, N.Y.: Orbis Books, 2004).

DeBerri, Edward P., et al., *Catholic Social Teaching: Our Best Kept Secret*, 4th ed. (Maryknoll, N.Y.: Orbis Books, 2003).

Groody, Daniel G., *Globalization, Spirituality, and Justice: Navigating the Path to Peace* (Maryknoll, N.Y.: Orbis Books, 2007).

Himes, Kenneth R., *Responses to 101 Questions on Catholic Social Teaching* (New York: Paulist Press, 2001).

Himes, Kenneth R., ed., *Modern Catholic Social Teaching: Commentaries & Interpretations* (Washington, D.C.: Georgetown University Press, 2005).

Massaro, Thomas, *Living Justice: Catholic Social Teaching in Action* (London: Sheed & Ward, 2000).

McCarthy, David Matzko, *The Heart of Catholic Social Teaching: Its Origins and Contemporary Significance* (Grand Rapids, MI: Brazos Press, 2009).

Merkle, Judith A., *From the Heart of the Church: The Catholic Social Tradition* (Collegeville, MN: Liturgical Press, 2004).

Mich, Marvin L.Krier, *The Challenge and Spirituality of Catholic Social Teaching* (Maryknoll, N.Y.: Orbis Books, 2011).

PASTORAL FORMATION

According to the *PPF-v*, n. 236, “All four dimensions of formation are interwoven and go forward concurrently. Still, in a certain sense, pastoral formation is the culmination of the entire formation process: ‘The whole formation imparted to candidates for the priesthood aims at preparing them to enter into communion with the charity of Christ the Good Shepherd. Hence, their formation in its different aspects must have a fundamentally pastoral character’ (*Pastores dabo vobis*, no. 57).”

This dimension challenges the seminary community to be a ‘lab’ where a candidate for priesthood may successfully integrate the three dimensions of human, spiritual, and intellectual formation, developing pastoral skills for effective ministry. How can a candidate for priesthood acquire, develop and test out effective pastoral skills, developing a ‘tool box’ of resources for future use?

Through activities and programs offered within the seminary community, as well as opportunities for field education and pastoral internships, a candidate should be able to demonstrate that he has integrated the themes of Catholic social teaching in his person and pastoral ministry.

Among the many essential elements indicated in the *PPF-v*, CRS can contribute to further the following five: proclamation of the Word, missionary dimension, cultural sensitivity, religious pluralism, and the poor (seen. 239).

QUESTIONS

1. How can our seminary, house of religious formation, and/or school of theology make sure that our seminarians can successfully integrate the four dimensions of formation in order to become an effective minister?
2. How can our seminary, house of religious formation, and/or school of theology help a seminarian develop a 'tool box' of effective pastoral skills and resources for future use?
3. Are the seminary, house of religious formation, and/or school of theology's activities, programs, field education and pastoral placements apt to help our seminarians translate CST themes into concrete pastoral actions/initiatives?
4. Is our seminary, house of religious formation, and/or school of theology making sure that our seminarians have knowledge of and access to CRS services and resources to enhance their formation and future ministry?

RESOURCES

Become familiar with the agency, Catholic Relief Services—its history and mission. Explore the website: www.crs.org becoming familiar with the programs and resources available for individuals, parishes and dioceses.

Faculty and staff are encouraged to organize and develop a group of faculty/staff and seminarians, charged with the task of informing and animating the seminary community around issues of global solidarity. This activity can help seminarians acquire the requisite communications and organizational skills to create an agenda and to hold effective meetings, which animate the community toward action.

Faculty and staff are encouraged to make contact with and to get to know the CRS Regional Office representatives and the CRS Diocesan Director in their respective dioceses, as well as in the diocese in which the seminary, house of religious formation, and/or school of theology is located. Faculty/staff are encouraged to invite the CRS Relationship Manager responsible for the seminary partnership to visit the seminary community.

Learn more about the issue of economic justice. Become familiar with the CRS Ethical Trade program (<http://www.ethicaltrade.crs.org/>), developing opportunities for sales within the seminary. Move towards becoming an Ethical Trade campus.

Educate the community on hunger issues using the Food Fast resources (<http://www.foodfast.crs.org>).

Learn how to host a Helping Hands event (<http://helpinghands.crs.org>). Get the community involved by packing meals for immediate hunger and relief efforts and help fund income generating projects. This is a great community effort that brings together generations for a common good.

Evaluating Guidelines

The *PPF-v* proposes evaluating guidelines for each area of formation, to be applied according to the principle of gradualism, at each level of formation. CRS can contribute to this evaluation process in the following areas:

- a) Human Formation includes the human qualities of truthfulness, respect for others, justice, humility, integrity, affability, generosity, kindness, courtesy, and prudence.

A seminarian's involvement with CRS will help him acquire and develop:

- Skills for leadership and collaboration with women and men;
- Simplicity of life and stewardship of resources; and
- Engagement in the community life of the seminary.

- b) Spiritual Formation looks at a seminarian's participation in the spiritual exercises of the seminary and his growth as a man of faith.

A seminarian's involvement with CRS will help him acquire and develop:

- A commitment to a life of prayer in the service of others;
- A positive embrace of a lifelong commitment to simplicity of life; and
- A spirit of self-giving charity toward others.

- c) Intellectual Formation

A seminarian's involvement with CRS will help him acquire and develop:

- Love for truth as discovered by faith and reason
- Knowledge of CST and adherence to it
- Ability to exercise the ministry of the Word: to proclaim, explain, and defend the faith

- d) Pastoral Formation

A seminarian's involvement with CRS will help him acquire and develop:

- A missionary spirit, zeal for evangelization, and ecumenical commitment;
- A spirit of pastoral charity, a quest for justice, and an openness to serve all people;
- A special love for and commitment to the sick and suffering, the poor and outcasts, prisoners, immigrants, and refugees
- Demonstration of appropriate pastoral skills and competencies for ministry;
- Ability to exercise pastoral leadership;

- The ability to carry out pastoral work collaboratively with others

and an appreciation for the different charisms and vocations within the Church

- The ability to work in a multicultural setting with people of different ethnic, racial, and religious backgrounds;
- A commitment to the proclamation, celebration, and service of the Gospel of life; and
- Energy and zeal for pastoral ministry.

Seminary Animators

Seminary animators are asked to ‘animate’ others in their seminary community – faculty, staff and seminarians – in deepening their knowledge of Catholic Social Teaching, moving all toward personal and communal action. As well, seminary animators are asked to grow in familiarity with Catholic Relief Services as an agency of the U. S. Catholic community, engaging the seminary community in serving our sisters and brothers overseas.

Initially, each seminary is asked to identify four animators – two faculty members (preferably representing different dimensions of the PPF) and two seminarians (preferably in 2nd or 3rd year of theology). As the CRS/seminary partnership continues each year, this animator group, while continuing in their role as animators, invite additional faculty members and seminarians into their animator group, widening the circle of engagement and responsibility within the seminary community.

Seminary animators are encouraged to read the following:

- ✓ Appendix A: Expectations for Full Participation
- ✓ Appendix B: Seminary Engagement – Activities/Events within the 4 Dimensions of Formation

Appendix A

EXPECTATIONS FOR FULL PARTICIPATION

CRS is committed to strengthening the capacity of seminaries to equip future priests to proclaim, animate, and activate Catholic social teaching within their seminaries, parishes and communities. CRS cannot fulfill its commitment without the collaboration and commitment of various seminary institutions, personnel and students. Outlined below is the commitment we are seeking.

Year 1

Focus: Raising awareness regarding the importance of Catholic social teaching and familiarity with Catholic Relief Services (CRS).

SEMINARY/INSTITUTION EXPECTATIONS	CRS EXPECTATIONS
Letter from Rector or President to seminary community recognizing partnership with CRS, naming faculty and seminarian animators, and encouraging full communal engagement	Will provide a draft letter for Rector or President to adjust and send
Animators agree to meet monthly and participate in 4 conference calls with CRS	Provide resources for faculty and seminarians
Animators will become familiar with CRS and its various resources	Will gather faculty from each seminary (at least 2 individuals) for a national gathering
Faculty and students incorporate Catholic social teaching into the 4 dimensions of formation (see guide for best practices)	Provide a letter and certificate of participation for each seminary from CRS Board
If possible, host a CRS speaker	Provide faculty and student animators with an opportunity to travel overseas to witness the work of the universal church first-hand
Send and encourage all faculty and students to complete an end- of- year feedback/ evaluation survey	Provide monthly email and/or in-person support
At least one faculty animator and one student animator will travel overseas with CRS	
Animators should subscribe to receive the Clergy Newsletter and Advocacy Action Alerts	

Year 2

Focus: Deepening integration of Catholic social teaching within each of the 4 dimensions of the PPF (Program of Priestly Formation) and widening the circle of faculty and student engagement.

SEMINARY/INSTITUTION EXPECTATIONS	CRS EXPECTATIONS
Letter from Rector or President to seminary community recognizing partnership with CRS, naming faculty and seminarian animators, and encouraging full communal engagement	Will provide a draft letter for Rector or President to adjust and send
2 additional animators (1 faculty member and 1 seminarian) join the first group of animators and agree to meet monthly	Provide resources for faculty and seminarians
Animators will become familiar with CRS and its various resources	Will gather faculty from each seminary (at least 2 individuals) for a national gathering
Animators will participate in 4 phone calls and complete two report-out forms	Provide monthly email and/or in-person support
Faculty and student animators integrate activities within an existing group(s) or begin a group	Provide a letter and certificate of participation for each seminary from CRS Board
Deliberate faculty engagement of Catholic social teaching within each PPF dimension	Provide faculty and student animators with an opportunity to travel overseas to witness the work of the universal church first-hand
Emphasis on personal and communal transformation	Gather and distribute best practices from seminary partners
If possible, host a CRS speaker	
Send and encourage all faculty and students to complete an end-of-year feedback/evaluation survey	
Deepening of engagement of CRS Ethical Trade and Rice Bowl	
At least one faculty animator and one student animator will travel with CRS overseas	
Animators should subscribe to receive the CRS Newswire, Clergy Newsletter and CCGP Action Alerts	

Year 3

Focus: To establish concrete integration of Catholic social teaching within one dimension of formation through a mapping process. Seminarians are actively engaged in pastoral formation opportunities, they demonstrate that they have acquired the knowledge and skills to teach, preach, organize and animate others on global issues using CRS resources.

SEMINARY/INSTITUTION EXPECTATIONS	CRS EXPECTATIONS
Letter from Rector or President to seminary community recognizing partnership with CRS, naming faculty and seminarian animators, and encouraging full communal engagement	Will provide a draft letter for Rector or President to adjust and send
2 additional animators (1 faculty member and 1 seminarian) join the first group of animators and agree to meet monthly	Provide resources for faculty and seminarians
Faculty Animators work with other faculty in “mapping” at least one dimension of formation using the lens of CST	Will gather faculty from each seminary (at least 2 individuals) for a national gathering
Animators will participate in 4 phone calls and complete two report- out forms	Provide monthly email and/or in-person support
Faculty and student animators share CRS resources with seminary pastoral formation faculty and students and assist in integrating CST into their assignments	Provide a letter and certificate of participation for each seminary from CRS Board
Deliberate faculty engagement of Catholic social teaching within each PPF dimension	Provide faculty and student animators with an opportunity to travel overseas to witness the work of the universal church first-hand
Emphasis on personal and communal transformation	Gather and distribute best practices from seminary partners
Animators should subscribe to receive the Clergy Newsletter and CCGP Action Alerts	Provide facilitation and guidance for the mapping process, sharing best practices from seminary partners.
Send and encourage all faculty and students to complete an end- of- year feedback/evaluation survey	
Deepening of engagement of CRS Ethical Trade and Rice Bowl	
At least one faculty animator and one student animator will travel with CRS overseas	

Appendix B

SEMINARY ENGAGEMENT 2016-2017

ACTIVITIES/EVENTS WITHIN THE FOUR DIMENSIONS OF FORMATION

DP/AI – Dominican Priory/Aquinas Institute, St. Louis
M – St. Mary's Seminary, Cleveland
NAC – The Pontifical North American College, Rome
CB – St. Charles Borromeo – Philadelphia
A - Assumption/Oblate School of Theology, San Antonio
SMB – St. Mary's Seminary, Baltimore
MA – Mt. Angel Seminary, Portland
SP – St. Paul's Seminary, St. Paul/Minneapolis
MU – Mundelein Seminary, Chicago

**note: CRS staff have not placed reported events/activities under a formation pillar category other than as reported by our seminary partners*

HUMAN FORMATION

Advent/Economic Justice/CRS Fair Trade

- Advent Drive for Refugees: gift tree; community outreach to Somali refugee families (MA)
- 'Fair Trade' section within seminary bookstore, available for community and general public (MA)
- Advent fair trade sale (MA)
- Celebrated World Day of Hunger on December 6th (M)
- Highlighted local/global connection through the celebration of St. Nick Stockings on December 6th (M)
- Fair Trade sale (M)
- In conversation to bring fair trade goods to seminary bookstore/gift shop (MU)
- Hosted a fair trade sale of coffee and chocolate, distributing information regarding ethical trade (CB)
- Took-up collection at Advent/Christmas concert to benefit CRS work with refugees and migrants (CB)
- Introduced ethical trade goods into new gift shop (MU)
- Provided a CRS Advent 'giving tree', informing the seminary community regarding global needs and collecting 'gifts' in response (NAC)
- Sent CRS stories through email to seminary community during Advent (NAC)

Lent/Hunger/CRS Rice Bowl

- Sent email to seminary community, sharing CRS Lenten stories (CB)
- Encouraged the seminary community to download and use the CRS Rice Bowl app (CB)
- Organized a 'media fast day for solidarity' during Lent (CB)
- Distributed flyers advocating prayer, fasting and almsgiving for Lent (SMB)
- Advised seminary community regarding effective use of the CRS Rice Bowl app (SMB)
- Shared CRS Rice Bowl information/stories on seminary bulletin board (NAC)
- Weekly Lenten presentations by animators regarding CRS partnership and resources (SP)
- Several, student-led raffles held, benefitting CRS (M)

Other

- Included CST in the Rector's Conferences in regards to fulfilling human needs (SMB)
- Promoted personal awareness and commitment regarding CST/CRS among students and faculty (SP)
- Mediated discussion regarding Cardinal Tobin's presentation (SP)
- Pre-planning for Life, Justice and Peace Day: companion for Walk For Life for those remaining at the seminary (MA)
- CRS speakers included in orientation week as part of curricular theme (MA)
- Sharing email updates from CRS with entire seminary community (M)
- Multiple conversations around accusations by Lepanto Institute (MU)
- Day of Service at Haven of Hope homeless shelter for entire seminary community (A)
- Life, Peace and Justice Committee personal care products drive for refugees (A)
- Began work of recruiting additional animators within the seminary community (CB)
- Hosted a day and a half all-seminary symposium regarding 'solidarity', presented by CRS staff (MA)
- Revising PPF dimensions for assessment, using CST (MA)
- Work-study student hours dedicated to CRS animator group responsibilities (MA)
- Rector's Conference inclusive of CST (SMB)

SPIRITUAL FORMATION

Advent/Economic Justice/ CRS Fair Trade

- Celebrated Pope Francis' Day of Hunger (M)
- Blessing of Advent wreath, using CRS resources (A)

Lent/Hunger/CRS Rice Bowl

- Stations of the Cross in solidarity with the global poor (MA)
- Distributed CRS Rice Bowl holy cards (CB)
- Used CRS Stations of the Cross (MU)
- Organized Lenten Friday lunch fasts, sharing proceeds with CRS (MU)

- CRS-focused holy hour led by seminarian animator (MU)
- 24-hour Lenten fast, inclusive of CRS Stations of the Cross (MA)
- Blessing of CRS Rice Bowl/distribution (MA)
- Daily Lenten reflections offered by both students and faculty (SMB)
- CRS Stations of the Cross used both within the seminary community and in field education sites (SMB)
- Lenten Evening of Reflection led by 2 faculty members (SMB)
- Shared CRS Rice Bowl prayer resources, encouraging the seminary community (NAC)
- Connected CRS Rice Bowl with liturgy much more effectively this year, ritualizing both the distribution and collection of rice bowls (M)
- Faculty animator led local parish mission (M)

Other

- Mass for Peace in solidarity with Pope Francis, praying for Syria (SMB)
- Morning and evening prayer inclusion of CRS Prayer for Peace in Syria (SMB)
- Universal prayer intentions at Mass for various needs, including human trafficking, refugees, etc. (SMB)
- Incorporated CST into petitions during Mass and the Liturgy of the Hours (SP)
- Encouraged priest faculty to continue to include CST in homilies (SP)
- Some professors are using CRS prayers, USCCB Examination of Conscience as teaching aids (MA)
- Including Prayers of the Faithful from the CRS website into liturgies (MA)
- Used CRS Mother Teresa resources for devotion/reflections (M)
- Included CRS spiritual resources on seminary's website (M)
- Used the CRS Prayer for Syria (MU)
- Shared CRS one-page saint biographies for potential use in future holy hours held monthly (MU)
- Dedicated inclusion of CST in particular Masses – preaching, prayers of the faithful (A)
- Asked seminary community to pray for refugees and migrants (CB)
- Used Mass setting for Persecuted Christians, with intercessions (CB)
- Consistently used CRS prayer intentions during liturgies (CB)
- Animators promoted and instructed others in the use of the CRS website (CB)
- Mass for Peace, Solidarity with Pope Francis praying for Syria (SMB)
- Morning and Evening Prayer included CRS prayer for Syria (SMB)
- Mass intentions included for human trafficking, refugees (SMB)
- Inclusion of global need in Prayer of the Faithful (SP)

INTELLECTUAL FORMATION

Advent/Economic Justice/CRS Fair Trade

- Prepared/used informative PowerPoint regarding Fair Trade (M)
- Developed an informative video loop describing CST themes and information regarding ethical trade for Advent Fair Trade Sale (M)

Lent/Hunger/CRS Rice Bowl

- Soup and Bread Fridays throughout Lent – incorporating CRS and CST with Lenten Sunday Gospels (CB)
- Seminarians made and shared a ‘how-to’ construct CRS Rice Bowl video (CB)
- Posted weekly Rice Bowl stories on seminary community bulletin board (NAC)
- Changed the venue for Lenten lunch/discussions – better use of AV equipment to share videos/stories (M)

Other

- Scripture, Moral Theology, Theological Anthropology, Spiritual Theology, Homiletics incorporated CST into lectures (SMB)
- Lunchtime discussion on CST: Human Dignity, using CRS website resources/video (SMB)
- Hosted Cardinal Tobin for presentation regarding the Syrian refugee crisis (SP)
- Training in preaching CST: seminarians crafted homilies, rooted in CST (SP)
- Rector’s Conference on actualizing CST (SP)
- Hosted a presentation by Cross Catholic Outreach (SP)
- Proceeding with curriculum mapping of CST (MA)
- Academic Dean reports within faculty meeting regarding the centrality of CST (MA)
- Constructing syllabi with CRS resources (MA)
- Professors in church history and ecclesiology exploring ways to include CST (MA)
- CRS youth group resources helpful within class setting, energizing class discussion. The readings and videos expand student understanding of topics and extend them globally. (MA)
- Greater emphasis on reading Scripture in light of CST (MA)
- CST bulletin board (M)
- Demonstrated CRS website resources for other faculty members (M)
- Ecclesiology and Moral Theology departments use of CST (M)
- Incorporation of CST into MA Symposium Projects (M)
- Individual/personal conversation with other seminarians regarding CRS’ work (MU)
- History of Hispanic Christianity in the US – immigrant experience, missiology (A)
- Hosted CRS speaker, Caroline Brennan (MU)
- Held a faculty in-service regarding CRS engagement (MA)
- Hosted a CRS speaker and required student reflection papers (MA)
- Faculty will gather in August to pursue assessment process/CST (MA)

- Developing a booklet on CST/communion ecclesiology (MA)
- Luncheon discussion on CST: Human Dignity, using CRS resources (SMB)
- Better use of seminary bulletin boards to share information (M)

PASTORAL FORMATION

Advent/Economic Justice/CRS Fair Trade

- Gift of the Magi: gift drive for local outreach centers, providing hundreds of gifts to men, women, and children (SMB)
- Shared CRS Advent resources with deacons to use in their parish assignments (MU)
- Posada: focused on plight of refugees, with Iranian guest speaker – used resources of CRS (A)
- Ethical fair-trade sale (A)
- Purchased and distributed ethical trade goods, informing community (SMB)

Lent/Hunger/CRS Rice Bowl

- Asked seminary community to become familiar with CRS Rice Bowl website and resources (NAC)
- Encouraged seminarians to donate cafeteria meals in conjunction with CRS Rice Bowl (SP)
- Incorporated CRS Rice Bowl into Lenten practices at the seminary (SP)

Other

- Peace Walks in the city of Baltimore (SMB)
- Apostolate assignments at Esperanza Center (immigrant resources, ESL classroom); Our Daily Bread-Baltimore Hot Meal program/soup kitchen; Franciscan Center Gift of Hope – cooking meals for the residents at HIV/AIDS hospice house (SMB)
- Teaching Scripture/leading discussions at St. Francis Academy High School in downtown Baltimore (SMB)
- Visit inmates in prison: help run retreat for prisoners (SP)
- Washing feet and serving food at homeless shelter (SP)
- Theology 3 – Teaching Parish program: focus on actualizing and participating with the parish in CST related events, such as: Food Shelf; Habitat for Humanity; fair trade sales, discuss CST with the teaching parish committee; theologically reflects with seminarian supervisor regarding CST (SP)
- Visit by Archdiocesan mission team in Venezuela – as well as visits to the Archdiocesan mission team in Venezuela (SP)
- Presentation to seminary community regarding animators' CRS-led trip to Kenya (MA)
- Presented CRS website resources for deacons (MA)

- Homiletics: required CST homily (M)
- CST-focused homilies in daily seminary liturgy (M)
- Internship/diaconal opportunities within parishes (M)
- Project Hope for the Homeless – field education (M)
- Incorporation of CST into MDiv capstone projects (M)
- Inviting a CRS speaker to seminary (MU)
- Shared CRS Resource Center page with deacons to use in their parish assignments (MU)
- Formation of one group: Peace and Justice/Gospel of Life (MU)
- Presentation by seminarian regarding Colombia (MU)
- Social justice holy hours (MU)
- Distributed through seminary email system information regarding refugees and migrants, as well as in regards to human trafficking (CB)
- Hosted a CRS Helping Hands event, welcoming the Archbishop, CRS Global High Schools, CRS PAC representatives – with significant local media coverage (CB)
- Seminarians used CRS catechetical resources for field education (CB)
- Instructed 4th year (deacons) with the CRS Ministry Resource website as a pastoral tool (MU)
- Integrating CRS with the work of the Peace and Justice/Gospel of Life committee (MU)
- Hosted a Refugee Day, with CRS and refugee speakers (MA)
- Improved sustainability practices/ recycling of seminary community (MA)
- Made structural changes within seminarian governing community to include CST (MA)
- Participated in Peace Walks in Baltimore (SMB)
- Engagement with local communities of need (SMB)
- Continued response to local needs for food and shelter (SP)
- Seminarian animator shared his overseas travel with CRS, including photos posted on seminary bulletin board (M)
- Faculty animators continue to reference CRS and CST in homilies and in classroom settings (M)
- Seminary community involved in local environmental clean-up (M)

SEMINARY ENGAGEMENT 2015-2016

ACTIVITIES/EVENTS WITHIN THE FOUR DIMENSIONS OF FORMATION

DP/AI – Dominican Priory/Aquinas Institute, St. Louis
M – St. Mary’s Seminary, Cleveland
ND – Notre Dame Seminary, New Orleans
NAC – the Pontifical North American College, Rome
CB – St. Charles Borromeo Seminary, Philadelphia
A – Assumption/Oblate School of Theology, San Antonio
SMB – St. Mary’s Seminary, Baltimore
MA - Mt. Angel Seminary, Portland
SMT – St. Mary’s/St. Thomas University, Houston

* NOTE: CRS STAFF HAVE NOT PLACED REPORTED EVENTS/ACTIVITIES UNDER A FORMATION DIMENSION CATEGORY OTHER THAN AS REPORTED BY OUR SEMINARY PARTNERS

HUMAN FORMATION

Advent/Economic Justice/CRS Ethical Trade

- Hosted a Fair-Trade coffee house, sharing free fair-trade coffee with everyone (SMB)
- Had a Fair-Trade sale, earning \$200 for CRS/migrant efforts (SMB)
- Monday night conference focused on Fair Trade (MA)
- Established relationship between Fair Trade vendors and seminary store (MA)
- Hosted CRS Fair Trade fair (2x), connecting with other seminary/school activities (A)
- Hosted Advent fair, using CRS resources (A)

Lent/Hunger/CRS Rice Bowl

- Guest speakers from Laos and Ghana during Lent (MA)
- Lenten simple meal (MA)
- Community Lenten meal (A)
- CRS Rice Bowl money collected/sent (DP/AI)
- Seminary food service prepares CRS Lenten meals, with CRS prayers, videos and discussion questions (M)
- Commitment of staff and faculty/students to ensure fair trade and Rice Bowl annual activity (DP/AI)

Other

- Hosted CRS speaker, with a focus on the work of CRS and seminary partnership (MA)
- Hosted CRS speakers with a focus on the work of CRS and 'Year of Mercy' (A)
- CST included as a dimension of vocational discernment (MA)
- Added two more student animators (CB)
- Greater participation and support of our Rector (CB)
- Mission trip to Nicaragua/connecting with CRS staff, growing in awareness (ND)
- Promoting personal awareness and commitment among students and faculty (DP/AI)
- A faculty member and 2 students traveled with CRS to Burkina Faso, adding to animator pool (DP/AI)
- Connected students with CRS country staff overseas (DP/AI)
- President sent our letter regarding partnership to entire community (DP/AI)
- CRS Rice Bowl money collected/sent (DP/AI)
- Had conversations among seminarians regarding the relationship of CST and CRS (NAC)
- Hosted a CRS international speaker, as well as the CRS RM, for 4th year deacons (ND)

SPIRITUAL FORMATION

Advent/Economic Justice/CRS Ethical Trade

- Used CRS Advent resources for wreath blessing (A/OST)
- Used CRS prayers on behalf of Syrian refugees throughout Advent (CB)
- Incorporated the personal stories of Syrian refugees provided by CRS (CB)
- Focused Advent prayer around the countries served by CRS (CB)

Lent/Hunger/CRS Rice Bowl

- Rice Bowl blessing and distribution of boxes (SMT)
- Ritualized distribution and collection of CRS Rice Bowls (MA)
- Blessing of Lenten Rice Bowls – distribution and collection (A/OST)
- CRS Stations of the Cross (A)
- Participation in CRS Rice Bowl, with blessing & distribution at Mass (SMT)
- Distributed CRS Rice Bowls at Mass (M)
- CRS Rice Bowls available in various locations on campus for public use (M)
- Shared additional CRS Lenten resources with seminary community, including the app (M)
- Prayerful reflections of how to give alms during Lent (NAC)
- Fasted from the use of social media during Mardi Gras and the Super Bowl to raise awareness of human trafficking (ND)

Other

- Asked seminarians/faculty to spiritually 'adopt' a refugee, using CRS resources (SMB)
- Distributed CRS prayer(s) for 'Year of Mercy' (SMB)
- Used CRS resources for Las Posadas celebration, connecting local/global (A)
- Shared USCCB 'examination of conscience' regarding CST principles (MA)
- Inclusion of CRS prayer intentions at community Mass (A)
- Faculty member giving a retreat for outside group regarding the Year of Mercy, incorporating CRS (DP/AI)
- Members of the community have spoken at various gatherings outside seminary/school on behalf of CRS (DP/AI)
- Continue to use CRS prayers within liturgies (DP/AI)
- Intentional inclusion of prayer intercessions at Mass (M)

INTELLECTUAL FORMATION

Other

- Posted CST/CRS guiding principles on all bulletin boards (SMB)
- Hosted CRS speaker regarding the 'Year of Mercy' (SMB)
- Attended diocesan presentation regarding 'Laudato Si', which included CRS President, Carolyn Woo – seminary reps had dinner with her (SMB)
- Seminarians crafted homilies, rooted in Catholic social teaching (MA)
- Scripture class utilized CST/CRS resources for story-telling (A)
- Catholic Social Thought class incorporating CRS resources (A)
- Foundations of Moral Theology class used CRS CCGP resources (A)
- Welcomed a CRS staff member for overview of CRS work and resources (SMT)
- Exploration of the Church's social teaching documents (SMT)
- Academic Dean initiating curriculum mapping in regards to CST for graduate school program (MA)
- Syllabus exchange among faculty about integrating CST (MA)
- Used CRS materials in the Catholic social teaching course (CB)
- Sent CRS/USCCB Catholic social teaching videos to seminary community (CB)
- Viewed first CST CRS/USCCB video at seminary community event (CB)
- Lecture for entire community regarding Catholic social teaching/theology (ND)
- Conference for 2nd year students regarding CST principles/themes (ND)
- Integration of CRS materials and experiences in classrooms (DP/AI)
- Curriculum committee will do 'mapping' to ensure presence of CST and CRS throughout (DP/AI)
- Posted information and activities on Facebook and blog page (DP/AI)

- Better use of our Global Awareness Bulletin Board, including CRS information and initiatives (M)
- Made presentations for the diaconate formation program regarding CRS and Rice Bowl (M)
- Moral theology class: the common good (NAC)
- Moral Theology 508, Catholic social teaching course for 4th year deacons (ND)
- Anticipating Moral Theology 508 (Spring 2017) met with 3rd year students regarding project (ND)
- Use of CRS resources for Moral Theology courses, Environmental Ethics and Sexuality and Marriage (MA)
- Use of community reflection guide for 'Laudato Si' in formation groups (A/OST)
- Faculty discussion regarding use of CRS resources, particularly in Scripture, Moral Theology and Pastoral Care (A)
- Invited CRS representative for presentation re: CRS work and resources (SMT)
- Greater student awareness of Catholic social/justice documents of the Church (SMT)

PASTORAL FORMATION

Advent/Economic Justice/CRS Ethical Trade

- Using social media, sent out CRS Advent prayers throughout community (A)
- Fair trade sale at family day (A)
- Coordinated evening fair trade sale with CRS Fair Trade Ambassador (A)
- Raised \$2,200 for Syrian refugees throughout Advent (CB)
- Fair trade sale at December 8th celebration, serving coffee & hot chocolate (CB)

Lent/Hunger/CRS Rice Bowl

- Sent an email (included all appropriate resources) to all resident preachers, encouraging them to promote CRS and Rice Bowl during Lent (M)
- Social media promoting CRS Rice Bowl – 1500 views (NAC)
- Use of CRS Rice Bowl (ND)
- Replicated CRS speaker information in local parishes, encouraging further CRS Rice Bowl participation (MA)
- Coordinated CRS Rice Bowl with both Assumption Seminary and Oblate School of Theology communities – with use of large campus displays (A)

Other

- Attempt to integrate Catholic social teaching into seminary orientation program (MA)
- Have included CRS resources/activities in the school newsletters (A)
- Have invited CRS staff for pastoral formation symposium, to be held next year (MA)
- Forming faculty Catholic Social Teaching Committee to foster further integration (MA)
- Increased seminary administration buy-in and commitment (MA)
- CRS/Seminary Initiative presented to Academic and Pastoral Formation Committees of the Board of Trustees, securing high level of acceptance and participation (A)
- Participated in the Helping Hands event at the World Meeting of Families (CB)
- Posted article on seminary blog regarding the Helping Hands event (CB)
- Seminarian article regarding partnership posted on CRS newsletter (CB)
- Presentation and discussion of Laudato Si/pastoral implications for 1st year students (ND)
- Faculty member offering a day of reflection for university community on the Year of Mercy, incorporating CRS (DP/AI)
- Seminarians continue to share their CRS experiences in Tanzania and Burkina Faso (DP/AI)
- Encouraged all within the seminary community to sign-up for CRS monthly bulletins (M)
- Homily about hope as compassion for the poor (NAC)
- Mission speaker contributes fee to CRS refugee response efforts (NAC)

SEMINARY ENGAGEMENT 2014- 2015

ACTIVITIES/EVENTS WITHIN THE 4 DIMENSIONS OF FORMATION

DP/AI – Dominican Priory/Aquinas Institute—St. Louis
M – St. Mary—Cleveland
ND – Notre Dame—New Orleans
VdeP – St. Vincent de Paul—Boynton Beach
NAC – the Pontifical North American College—Rome
CB – St. Charles Borromeo – Philadelphia

* NOTE: CRS STAFF HAVE NOT PLACED REPORTED EVENTS/ACTIVITIES UNDER A FORMATION DIMENSION CATEGORY OTHER THAN AS REPORTED BY OUR SEMINARY PARTNERS

HUMAN FORMATION

Advent/Economic Justice/CRS Ethical Trade

- Hosted Advent fair trade sale (M)
- Hosted a CRS Fair Trade sale w/ coffee and chocolate tasting (DP/AI)
- Pursue possibility of serving fair trade coffee in seminary dining room (ND)
- Shared fair trade chocolate with seminary community (M)
- Invited CRS Fair Trade Ambassador to give talk (DP/AI)
- Discuss purchase of fair trade wine for seminary-wide social functions (ND)

Lent/Hunger/CRS Rice Bowl

- Friday Lenten lunches, RB recipes, CRS videos, table discussion w/ CRS questions (M)
- Money saved through Lenten lunches sent to CRS (M)
- Shared CRS Rice Bowl recipe with the Dominican community and in meal with Missionaries of Charity (DP/AI)
- Entire seminary community and staff participate in CRS Rice Bowl (VdeP)
- Welcomed CRS speakers for presentation with seminarians (ND)
- Disseminated CRS speaker's presentation to larger seminary community (ND)

Other

- Desire to connect seminarians studying Spanish in El Salvador with CRS staff/programs there (M)
- Invite CRS staff for faculty/staff in-service trainings regarding CRS programs (DP/AI)
- Used CRS resources for seminarians to reflect on 'simplicity of life' (ND)
- Invited representative of CRS to talk about seminary partnership (DP/AI)
- Sharing weekly article regarding CRS in communications with students (CB)
- Identified 2 new student animators and one faculty animator (DP/AI)
- Conversation with administration about possible letter to students/faculty/staff from President indicating partnership with CRS and its implications for the institution (DP/AI)
- Desire for seminary staff (i.e. Admissions Team, Dean of Students) to be CRS knowledgeable and able/willing to promote CRS work (DP/AI)
- CRS student animators actively engage both Social Justice Committee and Student Life Committee (DP/AI)
- Shared with seminary community the experience of CRS/Tanzania Global Fellows' trip (M)
- Pursue connection with Bishop's desire for 'simplicity of life' within seminary community and CRS (M)
- Used CRS Stations of the Cross (VdeP)
- Lenten homilies focused on 'hunger' and CRS Rice Bowl (ND)
- Shared CRS Lenten homily suggestions with deacons preaching in parishes on weekends (VdeP)
- Used Lenten prayers provided by CRS for evening prayer (ND)
- Used CRS Rice Bowl small group reflection materials throughout Lent (ND)

INTELLECTUAL FORMATION

Other

- Catholic Social Teaching course (CB)
- Pastoral Ministry Supervisors will do curriculum mapping to integrate CRS resources in their work with students (DP/AI)
- Brought CST/CRS into Acts of the Apostles course (M)
- Faculty members are expected to include CST/CRS in their syllabi and to share this integration with CRS staff (DP/AI)
- On each faculty agenda—to incorporate CST/CRS in lesson planning (M)
- Social Justice class to host CRS speaker from Haiti (VdeP)
- Integrating CST across the curriculum (ND)
- Course in social justice to expand the theme and work of CRS (VdeP)
- Harnessing the strength of the Moral Theology Department as a catalyst for broad integration of CST in the intellectual pillar of formation (ND)
- Hosted 1st anniversary of Typhoon Haiyan event (CB)
- Used the reflection materials provided by CRS to stimulate discussion on CST and global consciousness (ND)
- Served fair trade coffee w/ explanations of FT at French Toast Fridays (NAC)
- Posted CRS information/activities on personal/communal Facebook pages (DP/AI)
- Blog posts: 'Spirituality of Short Term Mission' and 'The Eucharist and Catholic Social Teaching' (DP/AI)
- Movie nights w/ social justice themes, followed by discussion (NAC)

PASTORAL FORMATION

Advent/Economic Justice/CRS Ethical Trade

- Advent collection for Typhoon Haiyan (CB)
- Christmas Giving Tree, inviting seminary community to support CRS needs while raising greater awareness of global reality (NAC)
- Preached in local parishes regarding CRS Fair Trade (DP/AI)
- Model 'how' to do CRS Fair Trade sales within seminary community (M)

Lent/Hunger/CRS Rice Bowl

- Invited/accompanied CRS Lenten speaker to weekend parish liturgies (M)
- Utilization of CRS Rice Bowl by all seminarians, faculty and staff, increased giving over previous year (ND)
- Model 'how' to do CRS Rice Bowl within seminary community (M)
- Development of a YouTube video, encouraging RB participation— eventually posted on Facebook, reaching 1400 views (NAC)
- Preached at St. Louis parishes for CRS Rice Bowl (DP/AI)
- CRS Rice Bowl during Lent, informing and engaging entire seminary community (NAC)

Other

- Seminary has both Global Affairs/Interfaith Committee and a Social Concerns Committee (M)
- CRS animators talked with seminary administrators, faculty members and seminarians with regard to continuing a partnership with CRS and widening/deepening engagement (ND)
- Initiated cooperation between the faculty Pastoral Committee and the student Apostolic Works Committee – with the intent to animate entire seminary community (ND)
- CRS has already come into the communal consciousness of the seminary (ND)
- CRS seminary animators collaborated with existing pastoral committee in responding to the poor locally (ND)
- Outreach to the poor in Rome, including prayer and reflection among seminarians (NAC)
- Use 1st year students' trip to Nicaragua as foundation for CST formation (ND)
- Gave talk at St. Louis parish regarding CRS Global Fellows' trip to Tanzania (DP/AI)

- Monthly collections by individual classes (VdeP)
- Seminary animators/CRS Global Fellows brought CRS message to weekend/field ED assignments (M)
- Hosted fundraiser for Iraqi refugees (DP/AI)
- Using bulletin boards to inform seminary community about global issues (VdeP)

SPIRITUAL FORMATION

Advent/Economic Justice/CRS Ethical Trade

- Promoted CRS Advent resources at faculty meetings, encouraging them to use in multiple ways (M)
- Incorporating CRS intercessions in prayer of the faithful during Advent (CB)
- Incorporating CRS Advent intercessions in evening/night prayer (ND)
- Used CRS Advent wreath blessing (ND)

Lent/Hunger/CRS Rice Bowl

- Soup and bread Fridays (Lent) in conjunction with CRS Rice Bowl – utilizing prayers, calendar, discussion questions, etc. (CB)
- Preached on Ash Wednesday regarding CRS Rice Bowl—distribution of boxes (M)
- Promote CRS Rice Bowl prayers, stations of the cross – modeling for students/faculty ways to engage CRS Rice Bowl as a parish faith formation tool (M)
- Used ‘Prayer Without Borders’ at Lenten lunches (M)
- Utilized CRS prayers (Suffering from Ebola, A Prayer for Iraq) during Eucharistic Adoration (DP/AI)
- Used ‘To Have Hope’ prayer for Supervised Practice of Ministry course (DP/AI)
- Use CRS Newswire and other resources for prayer of the faithful (M)
- Utilized CRS suggestions for prayer of the faithful (VdeP)

