

CCC FOUNDING DOCUMENT

Part I: Policy

A. Introduction

Corpus Christi College is a Catholic Liberal Arts College, a community of teachers and students which is part of the larger community of the Catholic Church. It is founded on the conviction that faith needs education and education needs faith.

The College is intended to be a place in which professors and students will be enabled to develop and live their faith consciously and actively in the context of their academic work. Professors will be free to bring their whole being - which for a Catholic must include their faith - into their search and teaching and to offer to their students the example of solid learning and vital understanding of faith. Students will be able to proceed in their studies in the various disciplines while deepening both the knowledge and practice of their faith. The title of the College - *Corpus Christi*, Body of Christ - is meant to point to the Eucharist as the source and summit of the Christian life. Students, faculty and staff will be expected to integrate faith in Jesus Christ in the Eucharist into their lives; a faith which is open to all true human culture.

At the same time, the College will strive to contribute to the growth and dissemination of learning by bringing the light of faith to every area of human study. Truth is one, and the academy can only benefit by being illumined by the one who is the Light of the World.

B. Necessity

The Province of British Columbia is in need of Catholic institutions of higher learning to assist in the development and renewal of Christian culture and human progress. The *Apostolic Constitution on Catholic Universities* points to this issue: "What is at stake is the very meaning of scientific and technological research, of social life and of culture but on an even more profound level, what is at stake is the very meaning of the human person." Catholic parents are very aware of the forces of secularism that surround and engulf their children; that faith and morals of Catholic youth are at stake.

Such a College must proclaim the Catholic viewpoint in various fields of learning and must teach the students the tenets of Faith. The development of men and women who are knowledgeable and able to provide leadership and witness to the community, putting their faith into action, is paramount.

Many young Catholics lose their faith upon leaving school. This trend can be reversed if they see a Catholic viewpoint more clearly expressed and if leaders who are committed Catholics are seen to exist. The provision of a Catholic Liberal Arts College is the key to the achievement of these objectives. A Catholic education in the liberal arts must provide the qualities and skills needed for a student to function as a leader in modern society, and to promote Catholic principles as part of that leadership role.

In today's world the Catholic College will have significant influence on societal development if it promotes, as well, other goals. The most important of societal operation and development which need redirecting with greater moral and ethical influences based on intellectual competence are: education, social responsibility, business, and technology. The majority of graduates of a Catholic College must be prepared intellectually to

make significant contributions in one or more of these fields. These needs would overwhelm a small college with limited reserves; however, the education of future teachers, civil leaders and business persons is certainly within its capability. As far as technology is concerned, the College will instill sufficient understanding of the underlying scientific principles and technological details so that its graduates can deal in an intellectually competent way with technological developments and their moral implications.

C. Philosophy

A Catholic institution of higher learning has the purpose of giving students the intellectual tools necessary to deal with society's problems while being witnesses to the Faith in Jesus Christ in both word and deed. The task is to search for truth and the objective is to instill the Gospel message of Christ in their personal life and their culture by presenting the church's response to the needs of the modern world. Thus, the institution places emphasis on developing the potential of students both spiritually and intellectually. This philosophy reflects the Second Vatican Council's teaching:

“The Church likewise devotes considerable care to higher-level education, especially in universities and faculties. Indeed in the institutions under the control the church endeavours systematically to ensure that the treatment of the individual disciplines is consonant with their own principles, their own methods and with true liberty of scientific enquiry. Its object is that a progressively deeper understanding of them may be achieved, and by a careful attention to the current problems of these changing times and to the research being undertaken, the convergence of faith and reason in the one truth may be seen more clearly. This method follows the tradition of the doctors of the church and especially St. Thomas Aquinas. Thus the Christian outlook should acquire, as it were, a public, stable and universal influence in the whole process of the promotion of higher culture. The graduates of these institutes should be outstanding in learning, ready to undertake the more responsible duties of society, and to be witnesses in the world of true faith.” *Declaration on Christian Education, 10*

D. Nature of the Proposed Institution

1. Essential Characteristics

The institution shall be devoted to the developing and training of potential lay leaders with a sound knowledge in basic Catholic truths with special emphasis on the social teaching of the church as they relate to business and professional ethics and conduct. Participation in these areas of study is required of all students.

2. Academic Freedom

- a) Corpus Christi College *endeavours systematically to ensure that the treatment of the individual disciplines is consonant with their own principles, their own methods and with true liberty of scientific enquiry. Its object is that a progressively deeper understanding of them may be achieved, and by a careful attention to the current problems of these changing times and to the research being undertaken, the convergence of faith and reason in the one truth may be seen more clearly.* (Vatican Council II, Christian Education, 10)
- b) *Fidelity of the College to the Christian message includes a recognition of and adherence to the teaching authority of the church in matters of faith and morals. Catholic members of the college community are also called to a personal fidelity to the church, with all that this implies. Non-Catholic members are required to respect the Catholic character of the College, while the College in turn respects their religious liberty.* (cf. Apostolic Constitution on Catholic Universities, 27)
- c) The College in its employment contracts will require the acceptance of these conditions as a condition of

gaining and maintaining employment.

3. Catholic Character of the College

- a) As a Catholic College, Corpus Christi belongs to the Catholic Tradition. This implies a twofold meaning. First, it indicates the commitment of the college to function and educate the students within the great Catholic educational tradition, according to the principles of a Christian humanism which aims at the formation of the whole person, drawing on the vast contributions of Catholic philosophers, theologians and other thinkers.
- b) Corpus Christi College as a Catholic college acknowledge that it is under the pastoral care of the local ordinary. (Canon 216)

4. Subsidiarity

The right to make decisions regarding the business and conduct of a Catholic College is best defined by the principle of subsidiarity.

5. Other Considerations

- a) There must be a high percentage of Catholics on the faculty and in the student body, forming a strong Catholic community on the campus.
- b) Students, faculty, and staff must accept the Catholic purpose of the College, which teaches Catholic doctrine and morality.
- c) In their daily lives, students, faculty and staff are witnesses to Catholic life and practice, and must live their lives in accordance with the Church's moral teachings.
- d) The faculty must be composed of persons who are committed to teaching as their vocation and to the pursuit of academic excellence as their duty.
- e) Together, students, faculty and staff should strive to be active participants in the missionary work of the church and be committed to a life of service to their communities.

E. Conclusion

It is the objective of Corpus Christi College to educate students so that they will influence the moral and ethical direction of our society. The College has identified the fields of education, business, technology and the professions as specific areas in which graduates can be most effective. A sound Liberal Arts education, with emphasis on Theology, Philosophy, History, Science and the Social Sciences, can best prepare students to succeed in turning our society back to God.

Part II: Organization

A. The Board of Governors

1. Membership

The College will be governed by a self-perpetuating Board consisting of the founding members of the Society and such other persons as may be appointed according to the College by-laws. The members appointed to the Board should be dedicated in thought and deed to the principles and objectives as stated in this document and preferably have some form of expertise in the field of college education.

2. Responsibilities

The Board is the primary fund-raising arm of the College. Measures should be taken to insure that the Institution is financially viable. It is also responsible for establishing the policies of the College. Finally, since personnel are the most important resource of the institution, it must be actively involved in and maintain direct control of all faculty and administrative appointments.

3. Development

It is the responsibility of the Board of Governors to develop a strategic plan for the College which shall include in its priorities the provision of scholarships and bursaries.

B. The College

1. Catholicity

- a) In an institution based on the Catholic Tradition, the qualities that shall guide the Corpus Christi College in its staffing are described in *The Apostolic Constitution on Catholic Universities*, section 27 as follows:

"...Fidelity of the College to the Christian message includes a recognition of and adherence to the teaching authority of the church in matters of faith and morals. Catholic members of the College community are also called to a personal fidelity to the Church, with all that this implies. Non-Catholic members are required to respect the Catholic character of the College, while the College in turn respects their religious liberty."

- b) Determination of what are Catholic denominational standards shall be the sole right and prerogative of the Board of Governors. The Board in turn shall always be guided by the principles set out by the Magisterium of the Church in loyal recognition of the role of the local ordinary, whose authority it is to watch over the orthodoxy of teaching and the observance of morals. (Canon 810, 1 & 2)
- c) Every instructor assigned to teach Theology must have at least the "Nihil Obstat" of the local ordinary.
- d) While Catholicity is of paramount importance in the staffing of the college, it is also recognized that such Catholicity will best be recognized and have its impact if it is accompanied by academic excellence. Personnel are to be selected for their competence in the field of their expertise. Any compromise on this competence will inevitably undermine the academic credibility, and eventually the Catholicity of the college.

2. Personnel: Selection and Appointment

(a) Administration

1. Initially there should be three administrators: a President and Chief Executive Officer, selected by the Board: a Vice-President Academic, recommended by the President and appointed by the board: a Vice-President Administration, again recommended by the President and appointed by the Board. Initially this latter position could assume the Bursar's and Registrar's function until growth necessitated the creation of additional positions. Initially these administrators make up the membership of the "President's Committee".
2. It is important that proper student records be set up and maintained from the outset. This requires someone with experience in student record keeping, assessment of transfer credit, liaison with other educational institutions, and knowledge of scholarships.
3. The importance of keeping and monitoring financial records and employing financial strategies and planning cannot be overstated.
4. Contracts of appointment shall be of limited duration and only renewed after a favourable performance appraisal is complete. Such appraisal shall be carried out in sufficient time to allow adequate notice or non-renewal.
5. Administrators' salaries shall be based on Faculty salaries with responsibility allowance added.
6. It is expected that all administrators shall carry part of a teaching load.

(b) Faculty

1. Next to selecting Administrators who possess spiritual and academic qualities of leadership, the selection of the Faculty is critical to the success of the College. A performance appraisal system which will include the principles of the Mission statement of the college shall be set up at the outset, before any staff are hired. The system shall be made known and understood by the prospective appointees before a contract is offered or an appointment is accepted. Great care and attention should be paid in selecting Faculty who meet the above mentioned criteria.
2. Recommendations should come from the President's Committee through the President to the Board which makes the appointments. Generally initial appointments should be made for one year, subsequent appointments must be preceded by a successful performance appraisal. The sequence of two, two year appointments followed by a series of five year appointments is recommended.
3. All Faculty should hold the rank of Instructor. Initial salaries should be at the lower end of the public scale. A combination of younger and seasoned faculty would be a good economic and educational mix. Fringe benefits should be at the higher end of the public scale. Life, health, accident insurance and pensions are great morale builders and provide protection for those Faculty members who have families. The College may consider adopting policies that reflect the requirements of the family.

(c) Support Staff

The support staff are essential members of the College community. They are the College's first line of contact

with the public and the students. The first impressions they create are the ones in which the College will be seen. Support staff should be made aware of the Mission statement and Catholic nature of the institution. Adherence to the Mission Statement shall be a condition of employment for support staff. It should be made clear to them on hiring that they will be regarded as integral participants in the mission of the College.

3. Personnel: Responsibilities and Rights

(a) Contracts

A policy manual developed by Administration and approved by the Board should state the contractual obligations of both parties. Letters of appointment will refer to this manual and specific clauses contained therein.

(b) Teaching

A liberal arts college should demonstrate its quality of teaching, through excellence and example. The College will strive to turn out sensitive, articulate Christian leaders who are able to enter most fields of specialization and have an impact in turning the world to Christ.

(c) Representation

The college should encourage the establishment of Faculty and/or Staff associations to present their views and concerns to the College Administration and Board in the spirit of collegiality, recognizing that provincial labour laws leave up to the majority of Faculty and Staff the choice of whether or not to have a trade union represent them.

4. Curriculum

- a) In a college, in Catholic Tradition, theology must hold the paramount position in the curriculum. As an adjunct to theology, philosophy is central to the liberal arts. Mathematics and a sound understanding of inductive methods of scientific research are essential. A working knowledge of French in a Canadian College is desirable. Communications, letters, history, social sciences, classics and the fine arts shall be included in a comprehensive curriculum. Specific development of the curriculum shall be the responsibility of the appropriate Deans and faculty members, subject to the approval of the Board of Governors.
- b) An in-depth understanding of technology in modern society is important for all graduates of the institution. The purpose would not be to educate technologists and applied scientists but to make all graduates technologically literate, so that they will be able to make informed moral and ethical decisions as they assume positions of leadership in society.
- c) Application of moral principles is mandatory. The need for ethical conduct and direction in the areas of human rights, social justice, international relations, the environment, education, medicine, business and civic leadership is more than apparent.
- d) The traditional parts of the curriculum should be organized so that the potential for transfer between post-secondary institutions is facilitated.

5. Students

(a) College Recognition

1. Efforts should be made to receive recognition as an institution at which students may receive public scholarships and loans.
2. Close liaison should be established and maintained with the Catholic Secondary Schools of the province.

(b) Student Admission

1. Regular Admission: The same standards required by the public institutions of the province.
2. Special-Admissions: As determined by the Vice-Presidents of the College.
3. Adult Education Courses: As determined by each course or program.

(c) Student Life

It will be the responsibility of the administration of the college to present to the Board of Governors, for consideration, amendment and approval, a comprehensive proposal for student development and activities at the college consonant with the following principles:

1. Each student shall be made aware of the college Mission statement and provide evidence of concurrence and commitment to principles stated therein.
2. Develop a program of spiritual growth so that students may participate in and contribute to their Christian community.
3. Develop a code of conduct which will assure the rights of the individual and respect the rights of the group within a truly Christian community.
4. Support the establishing clubs, societies and other student oriented activities which will encourage the cultural, artistic, intellectual and athletic development of the whole person.
5. Encourage development of student government, and concomitant rights and responsibilities of each individual in a Christian society.
6. Propose, within the college's means, student support services, such as spiritual, psychological and career counselling.
7. Provide other student services, such as housing, book store, financial aid and information regarding room and board, as the College finances can support.

(d) Continuing Education

Often the most dedicated and in time the most effective student is the working adult who is motivated to pursue more education. The College should make every effort to accommodate such students. The College should seek to identify and fill particular educational and skill development needs in the community. The College through an extension program should be sensitive and show community leadership in filling these voids. The College

can have as much effect on society through re-educating and updating mature adults as it can through educating younger students.

Note: Part I of this document, passed by the Founding Board of Governors 13 January 1994, was revised 10 June 1999. Part II also passed by the Founding Board on 13 January, 1994, was reprinted for this Handbook with modifications in format and arrangement but not in content on 23 January, 2001.