Third Missions and societal impact in Ecclesiastical Universities and Faculties: an enhancement based approach

Riccardo Cinquegrani
Societal Impact and cross fertilization of University’s Missions
– On line Seminar 30th September 2021
1. A brief INTRODUCTION to the Holy See’s HE system

2. From VERITATIS GAUDIUM (2017) to the GLOBAL COMPACT ON EDUCATION (2020). How to bridge a vision to its implementation

3. The RENEWED CONTEXT of Quality Assurance and University’s missions

4. CONCLUDING REMARKS and a concrete example of cross-fertilization
PART 1

A brief **INTRODUCTION** to the Holy See’s HE system
CATHOLIC EDUCATION in the world

**Catholic Institutions active in education**

- 270,000 Schools
- 107 Countries
- 62,000,000 students

**Higher Education**

- 1,365 Catholic Universities
- 792 HE Ecclesiastical Institutions:
  - 289 ecclesiastical Faculties
  - 503 “academic entities” related to them (affiliated, aggregated, incorporated and HIRS)
  - 64,500 students
  - 12,000 professors
The network of Ecclesiastical HEIs as “global players”

SINGLE FACULTIES INSIDE UNIVERSITIES or ATHENAEUMS

SINGLE FACULTIES (independent)

FACULTIES WITHIN CATHOLIC UNIVERSITIES or other STATE/PRIVATE UNIVERSITIES

Ecclesiastical FACULTIES in the world: 289

- EUROPE: 207
- AFRICA: 15
- ASIA: 25
- NORTH AMERICA: 19
- SOUTH AMERICA: 22
- OCEANIA: 1

Faculties of:

- THEOLOGY: 160
- PHILOSOPHY: 49
- CANON LAW: 32
- OTHER: 48

AVEPRO
### Ecclesiastical Faculties in EUROPE

<table>
<thead>
<tr>
<th></th>
<th>INSTITUTIONS</th>
<th>FACULTIES</th>
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<td>AUSTRIA</td>
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<td>GERMANY</td>
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<td>HOLY SEE (ROME)</td>
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<td>SPAIN</td>
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<td>SWITZERLAND</td>
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<td>UKRAINA</td>
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<td><strong>Total</strong></td>
<td><strong>128</strong></td>
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# Types of Institutions

<table>
<thead>
<tr>
<th>Type of HEI</th>
<th>Requirements</th>
<th>Diplomas and degrees</th>
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</thead>
</table>
| **UNIVERSITIES** | Four Ecclesiastical Faculties are needed to erect canonically an Ecclesiastical University | Three cycles:  
• Baccalaureate  
• Licentiate  
• Doctorate |
| **ATHENAEUMS** | Three Ecclesiastical Faculties are needed to erect canonically an Ecclesiastical Athenaeum | Three cycles:  
• Baccalaureate  
• Licentiate  
• Doctorate |
| **SINGLE FACULTIES** | Besides the Faculties of Theology, Canon Law, and Philosophy, other Faculties have been or can be canonically erected, according to the needs of the Church and with a view to attaining certain goals. For instance: Christian Archaeology; Bioethics; Social Communications; Law; Christian and Classical Letters; Liturgy; Missiology; Sacred Music; Ancient Near Eastern Studies; Psychology; Educational Sciences; Religious Sciences; Social Sciences; Spirituality; Church History; Arabic and Islamic Studies; Biblical Studies; Oriental Studies; Studies on Marriage and the Family | Three cycles:  
• Baccalaureate  
• Licentiate  
• Doctorate |
| **FACULTIES WITHIN CATHOLIC UNIVERSITIES or other STATE/PRIVATE UNIVERSITIES** | Faculties erected or approved by the CCE which operate in the frame of a Catholic University or in another Institute of Higher Studies | Three cycles:  
• Baccalaureate  
• Licentiate  
• Doctorate |
| **AFFILIATED** | Only theological Faculties | First-cycle degrees |
| **AGGREGATED** | Only theological Faculties | First- and Second-cycle degrees |
| **INCORPORATED** | Only theological Faculties | Second- and Third-cycle degrees |
| **HIRS/Higher Institutes of Religious Studies** | HIRS are connected to a theological Faculty, which guarantees the quality of academic level and which confers the qualifications; the HIRS differs from the theological Faculty, because the study of religious sciences and the study of theology have different formative teachings and curricula. | First- and Second-cycle degrees |
A **MULTILEVEL** model of **GOVERNANCE** that needs to take into account the **joint activities of different stakeholders**:

The processes of evaluation must therefore take this feature into due consideration. It is also reflected in **“the SOURCES” that regulate the Quality processes**:

- VATICAN SECRETARY of STATE
- CONGREGATION for CATHOLIC EDUCATION
- EPISCOPAL CONFERENCES
- LOCAL BISHOPS
- RELIGIOUS ORDERS
- various NATIONAL INSTITUTIONS
- ACADEMIC INSTITUTIONS

- **VERITATIS GAUDIUM**
- ESG 2015
- NATIONAL NORMS...
The Holy See’s HE System

1. The **Holy See’s higher education system** is characterized by the presence of **Ecclesiastical Faculties** in many countries all over the world, and therefore a need to 

   **COORDINATE DIFFERENT SYSTEMS and LEGAL ORDERS** while maintaining **UNITY at the SYSTEM LEVEL**

2. The **distinction** between

   - **EVALUATION and PROMOTION of QUALITY** → competence of AVEPRO
   - **ACCREDITATION** → competence of the Congregation for Catholic Education/CCE
The **PROCEDURE in the REGION/NATION-BASED MODEL**

**LETTER to the EPISCOPAL CONFERENCE**

**CONTACT GROUP**

**LETTER to the INSTITUTIONS:**
Grand Chancellors and Deans/Presidents

**TIMETABLE**

**SELECTION of NATION**

**EXPERTS**

- SELECTION
- TRAINING
- FORMATION OF COMMISSIONS

**AVEPRO**

**EVALUATION COMMISSION**

**SITE VISIT**

**EXTERNAL EVALUATION REPORT**

1. Report is sent to the Faculty for any comments
2. Comments are sent to the Evaluation Commission
3. The Final Report is sent to AVEPRO

**SENDING of the REPORT**

to the authorities:
Chancellors, Deans/Presidents

**PUBLICATION**

of the REPORT on AVEPRO’s website
PART 2

From VERITATIS GAUDIUM to the GLOBAL COMPACT ON EDUCATION.
How to bridge a vision to its implementation
A Project, many challenges

Veritatis gaudium
Costituzione Apostolica circa le Università e le Facoltà ecclesiastiche
Veritatis gaudium encourages:

- DIALOGUE
- The creation of NETWORKS
- CONTACT BETWEEN DISCIPLINES

UNIVERSITIES AS CULTURAL “LABORATORIES” in which to carry out the performative interpretation of reality

Places in which to BUILD LEADERSHIP (top-down) TO GUIDE A CULTURAL REVOLUTION (bottom-up)
motivates us to deal with the ANTHROPOLOGICAL and ENVIRONMENTAL CRISIS that we are experiencing, with the hope of PROMOTING A CHANGE in our DEVELOPMENTAL MODEL. Due to these principles the concept of QUALITY must be assessed not only in relation to LEARNING AND TEACHING but also to RESEARCH, THIRD MISSION, MANAGEMENT, GOVERNANCE.
The INNOVATIONS of VERITATIS GAUDIUM

in relation to AVEPRO’s system

Ecclesiastical Universities and Faculties, as well as the other institutions of higher education, are normally subject to evaluation by the Holy See’s Agency for the Evaluation and Promotion of Quality in Ecclesiastical Universities and Faculties (AVEPRO).

Veritatis gaudium, Norms of Application, art 1 §2

GLOBAL COMPACT ON EDUCATION 2020
The role of EDUCATION in the INTEGRAL HUMAN DEVELOPMENT

GLOBAL COMPACT ON EDUCATION 2020

Ecclesiastical Academic Institutions
Episcopal Conferences
Local Churches
Students
Religious Orders
State Institutions
International Organizations
...

VERITATIS GAUDIUM 2017

FRATELLI TUTTI 2020

INTEGRAL HUMAN DEVELOPMENT

LAUDATO SI' 2015

ABU DHABI DECLARATION 2019
Together to look beyond

Pope Francis:

12TH OF SEPTEMBER 2019 – THE LAUNCH OF THE GCE

Four thematic areas have been chosen to deepen the contents, develop projects, open paths for reflection and create experiences:

a) DIGNITY AND HUMAN RIGHTS
b) PEACE AND CITIZENSHIP
c) INTEGRAL ECOLOGY
d) FRATERNITY AND DEVELOPMENT.

For each of them a network of universities was envisioned to deepen the above mentioned contents:

Dignity and human rights: University of Notre Dame (USA)
Peace and citizenship: Pontifical Lateran University (Rome)
Integral ecology: Ponificia Universidad Javeriana of Bogotá (Colombia)
Fraternity and development: Catholic University of the Sacred Heart (Milan)

The whole work is coordinated by the LUMSA University (Rome) in collaboration with CCE.
WHY we evaluate (1)

EVALUATION is a continuous process that the whole academic community must be involved in.

A new approach to education for ecclesiastical higher education institutions.

GLOBAL COMPACT ON EDUCATION 2020

VERITATIS GAUDIUM 2017
CHARACTERISTICS of the PROCESS (1)

1. SELF-EVALUATION and SWOT Analysis
2. EXTERNAL EVALUATION
   Evaluation Commission → External Evaluation Report
3. QUALITY IMPROVEMENT PLAN /QIP
4. STRATEGIC PLAN /SP
A. Guidelines: Nature, context, purpose, standards and procedures of Quality evaluation and promotion

B. Guidelines for SELF-EVALUATION

C. Guidelines FOR EXTERNAL EVALUATION

D. Guidelines on STRATEGIC PLANNING

E. The Ecclesiastical Higher Education System in the global world. The RATIONALE of AVEPRO’S EVALUATION SYSTEM
PART 3

The **RENEWED CONTEXT** of QA and University’s Mission
THE renewed context OF QUALITY ASSURANCE

1999
   Bologna

2001
   Prague

2003
   Berlin

2005
   Bergen

2007
   London

2010
   Budapest-Vienna

2014
   Yerevan

2015
   Rome

2017
   Paris

2020
   Rome

- E4 Group
- Cooperation of QA agencies and HE Institutions
- European cooperation in QA
- HOLY SEE ADHESION to the Bologna Process
- ESG 2005 European Standards and Guidelines
- ESG 2015 European Standards and Guidelines
- AVEPRO
- AVEPRO Full Membership at ENQA
- EHEA is Launched 1st forum
- VERITATIS GAUDIUM
- Ministerial Conference

EQAR European QA Register

European Standards and Guidelines

AVEPRO European QA Register

European Standards and Guidelines
THE renewed context OF QUALITY ASSURANCE

Pope Francis Policy on Education Speech at «Educating Today and Tomorrow: a renewing passion” World congress 2015

Taking risks on informal education because formal education has been impoverished because of the legacy of positivism. It conceives only of technocracy, bloodless intellectualism and the language of the head. For these it is impoverished, we must break this pattern. Art, sport: these things really teach people things. **We need to open ourselves to new horizons, create new models.**

**There are three languages:** the language of the head, the language of the heart and the language of the hands. Education must follow all three of these paths. Teaching people to think well, helping them to feel well, and accompanying them in making and doing. In short, making sure that the **three languages are in harmony**; thus education becomes inclusive, in this way we are sure everyone has a place that **education is inclusive also on a human level**
THE renewed context OF QUALITY ASSURANCE: EXTERNAL factors

ESG 2015 → STUDENT CENTERED LEARNING

Yerevan 2015 → Implementing structural reforms in the EHEA

Paris 2018 → Foster transnational cooperation in EHEA

Rome 2020 → Innovative, Inclusive, Interconnected EHEA

Vision and goals for 2030 EHEA in a global setting

And do not forget the COVID...
THE MATURITY OF THE HE SYSTEM (1)

From Independence to Interdependence

HE Institutions

Impact on society

Evaluation

T&L

Research

Third Mission
THE MATURITY OF THE HE SYSTEM (2)

From cross fertilization of the missions to a new HE model
PART 4

CONCLUDING REMARKS and

a concrete example of cross-
fertilization
SOME CONCLUDING REMARKS

The renewed landscape in which the Agency operates requires:

- FLEXIBILITY
- SENSITIVITY TO THE GLOBAL CONTEXT
- OPENNESS TO NEW CHALLENGES (VG+GCE)
- SUPPORT AND SERVICE TO THE EDUCATION POLICIES OF THE HOLY SEE
- EFFORTS IN UNDERSTANDING MATURITY AND RESILIENCE OF THE HE INSTITUTIONS
- CROSSFERTILIZATION OF DISCIPLINES
- CONSIDERATION OF THE ROLE PLAYED BY THE ECCLESIASTICAL FACULTIES IN DIFFERENT SOCIAL SETTINGS

In this scenario we have renewed the definition and the concept of QUALITY that AVEPRO supports: it is important to analyse not only WHAT Institutions do but mostly HOW they do it and WHY
Thank you for your kind attention

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