

DIREZIONE GENERALE OPERE DON BOSCO

ROMA



POLICIES
FOR THE SALESIAN PRESENCE
IN HIGHER EDUCATION
2003 - 2008

Editrice S.D.B.
Edizione extra commerciale

Direzione Generale Opere Don Bosco
Via della Pisana, 1111
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INDEX - SUMMARY

INTRODUCTION

1. The Salesian presence in the field of higher education (nos. 01—03)
2. The journey made by the Salesian Congregation in the field of higher education (nos. 04—07)
3. The IUS, Salesian institutions of higher education on various academic levels (08)
4. Different degrees of responsibility of the Salesian Congregation in the IUS (09)
5. Options prior to these policies
 - First. Choice of field: higher education is a part of the Salesian mission (11)
 - Second. Strong will to impact on culture and education (12)
 - Third. Options for implementation within the IUS: institutional project, selection and ongoing formation of personnel, quality management (13)
 - Fourth. Points of reference for the IUS: from an academic, social, ecclesial, and Salesian perspective. (14)

I. POLICIES

Preliminaries (15—18)

- Objective: to continue the journey undertaken and build a solid foundation for the IUS. (15—16)
- Manner of implementing the policies: through *common programmes* for all the IUS. (17)
- Period for implementation. (18)

[POLICIES REFERRING TO THE MISSION OF THE IUS]

1. The conditions for a relevant Salesian presence are assured. [19—23]
2. Preference is given to places where the IUS are rooted, and to scientific fields that are in consonance with the Salesian mission. [24—26]
3. The Salesian Congregation assigns to the IUS a specific and meaningful function in the development of its integrated plans and projects. [27—28]

[POLICIES REFERRING TO THE ORIENTATION OF THE IUS AND TO THE IMPLEMENTATION OF THEIR PROJECTS]

4. Let every IUS be given instruments and procedures that are effectively helpful in order that the guidelines of the *Identity* and the *Policies* may permeate the daily life of the institution. [29—32]
5. Let the necessary human resources be guaranteed, both in quality and in quantity. [33—36]
6. Let the economic and financial management be directed to the principle of auto-financing. Let the investments be concentrated on staff development and on the creation and use of networking technology. [37—39]

[POLICIES REFERRING TO THE OPENING UP AND THE PUBLIC RELATIONS OF THE IUS]

7. Let all the IUS function synergistically online, participating in the networks of the universities and utilizing the networks of information and communication technology. [40—42]
8. Let specific projects and precise formulas be drawn up regarding the relationship and collaboration among the IUS. [43—45]

[POLICIES REFERRING TO THE RELATION BETWEEN THE GROWTH IN QUALITY AND THE EXPANSION OF THE IUS]

9. Let the provinces and the IUS focus more on consolidating and strengthening the quality of their institutions, before embarking on hasty expansions and establishing new institutions. [46—48]

III. COMMITMENTS TO ACTION ON VARIOUS LEVELS

1. Of the Rector Major and his Council (49)
2. Of the Provinces (50)
3. Of the IUS (51)

INTRODUCTION

1. The Salesian Presence in the Field of Higher Education

[01] The Salesian Congregation is present in the field of higher education first of all through academic institutions under its direct administration or in partnership with other ecclesial institutions.

[02] Furthermore, the Salesian presence includes the action of Salesians who work as school administrators, teachers, or campus ministers in non-Salesian universities, in the management and animation of residences for university students, and in ministry directed specifically to young university students in Salesian settings, such as parishes or youth centers.

[03] The policies contained in this document are the response of the Rector Major and his Council to the need identified in the document, *Identity of the IUS*¹, and are addressed only to those academic centers of higher education that fall under the sole responsibility of the Salesian Congregation. In centers where responsibility is shared, the position and the particular contribution of the provinces to these centers will be oriented according to these guidelines and policies. The services of education and pastoral care mentioned above (cf. 02) will be the object of a coordinated reflection and orientation, as specified further on. (cf. no. 49e)

2. The journey made by the Salesian Congregation in the field of higher education

[04] 1934 is the year the first Salesian institution for higher education² was founded. From then on, and in particular during the last two decades, these institutions³ have increased in number, and in similar fashion, the number of students and the complexity of the organization.

[05] Taking this situation into consideration and developing the program of government for the six-year period of 1996-2002⁴, Fr. Juan E. Vecchi, Rector Major, took the initiative and with his circular

¹ cf. *Identity*, no. 33d.

² St Anthony's College (Shillong, Assam, India).

³ cf. A short historical overview, in *IUS 2001 Report*, pp. 14—19.

letter⁵ of December 8, 1997, created a new service of the Salesian Generalate for the IUS, so as to know deeply the situation of these Salesian centers of higher education and, as an integral part of the Salesian mission, contribute to their proper orientation.

[06] This initiative of the Rector Major generated immediately the dynamics of institutional collaboration among the Generalate, the Provinces, and the respective Centers of higher education. The collaboration crystallized in a plan of action⁶ whose development led to attainment of the three main objectives: to know the situation⁷, to define the identity⁸, and to concretize the general guidelines for action in the near future.

[07] The Rector Major and his Council now propose, through this document, to put in place the said guidelines⁹ — *Policies Regarding the Salesian Presence In Higher Education*. They are the fruit of the reflection and consensus of the IUS and their respective Provinces.

3. The IUS, Salesian institutions of higher education on various academic levels

[08] Under the name Salesian Institutions for Higher Education (IUS), we are presented with a variety of centers that differ among themselves in terms of their academic levels¹⁰. Hence, there are the following:

- *On the first level:* these institutions only offer courses of higher professional training with a period of study lasting three years. They confer the first university degree, as it is properly called.

- *On the second level:* these institutions offer beyond the first level courses with programs lasting two years, which come immediately after the first university degree, conferring a terminal degree which determines the capacity for practising one's profession;

- *On the third level:* these institutions offer courses of study that come only after the two preceding university degrees. The courses consist of a period of original and higher research lasting generally two years, usually to be carried out independently under the guidance of a moderator or director.

Among the IUS, there is also a group of institutions, that offer courses to complete the pre-university formation through a higher level of studies lasting two to three years. They do not lead exactly to a

⁴ *Programming of the Rector Major and his council for 1996—2002*. cf. AGC, no. 358, supplement, January—March 1997.

⁵ cf. AGC, no. 362, pp. 97—99.

⁶ *Common Programme for the promotion of the IUS, 1998 – 2201*.

⁷ cf. *Report IUS 2001 and Diagnosis*.

⁸ cf. *Identity of the Salesian Institutions for Higher Education (IUS)*.

⁹ cf. *Diagnosis*, no. 9.2.

¹⁰ cf. *Diagnosis*, no. 12.

university degree, but rather to a higher qualification which is valid in the world of work. A similar program is offered in certain countries by centers of tertiary studies, although not strictly on the university level.

4. Different degrees of responsibility of the Salesian Congregation in the IUS

[09] On the other hand, if we look at the situation from the point of view of the degree of responsibility exercised by the Salesian Congregation in the various academic institutions, we can identify two kinds of IUS:

- centers which are promoted by the Congregation, and are directly managed and administered by it. They belong to one province, or to various provinces at the same time, or to the Rector Major and the Council;

- centers in whose development the Congregation participates and collaborates together with other institutions, maintaining a higher or lower degree of direct responsibility. At this moment, the Congregation is in partnership with an episcopal conference, the Daughters of Mary Help of Christians (FMA), and other religious congregations.

5. Options prior to these policies

[10] The policies which are set in this document presuppose some general conditions in the form of prior and permanent options.

[11] *First.* Regarding the spontaneous initiative of the Provinces during these last decades and the experience of work during the period 1997—2002 in view of having a common frame of reference for the IUS, the Salesian Congregation recognises that its presence in the academic institutions for higher education forms part of the Salesian mission¹¹. Hence, the Rector Major and his Council express the decision and will of the Congregation to guide and benchmark this presence through the documents *“Identity of Salesian institutions for higher education (IUS)”* and *“Policies for the Salesian Presence in Higher Education 2002—2008.”*

The principal reasons for this choice are summed up in the need for:

- a presence of the Salesian Congregation in those environments in which social change, especially in relation to youth, is being promoted;

¹¹ “In this way, the institutions of higher education come to form part of the Salesian mission as a means, a path, or a special service at par with the others, which comprise our mission in an area or in the world.” Fr. Vecchi in the conclusion of the 2nd Meeting of the IUS, Rome, 10—13 July 1998.

- a Salesian contribution to the qualified formation of youth for entry into the world of work and for their responsible involvement in society in such a way that their involvement goes beyond the demands and needs of the market and produces changes and new developments in society itself;
- an accompanying presence that educates and evangelizes young people during the stage in which they make important decisions for their life. Basically, it is a matter of vocation-orientation, whether in the fundamental choices of life or their profession;
- a constant scientific reflection on the Salesian educative system, both in theory and in practice, and its interface with the world of science and culture, as an attempt to make a specifically Salesian contribution in the field of education.

[12] *Second.* The option for the Salesian presence in higher education is also made to create an **impact on education and culture**:¹²

- among the students, through teaching and personal relationships;
- in the Congregation, the Church, and society, through research and outreach services.

[13] *Third.* For this educative and cultural impact to happen, certain **options for implementation** are necessary in order that each IUS:

- works always according to an institutional project;¹³
- pays careful attention to the selection of the entire staff, particularly the teachers and administrators, to their ongoing formation, and to their commitment to the institution¹⁴ and to its purposes;
- ensures quality management.¹⁵

[14] *Fourth.* For their implementation, development, ongoing evaluation, and consolidation, the IUS should keep the following **points of reference**:

a) From an academic point of view¹⁶:

- the need of the scientific and academic factor as a *conditio sine qua non* and as a method and style proper of a university;

¹² cf. *Identity*, nos. 24 and 31.

¹³ cf. *Identity*, nos. 26—28.

¹⁴ cf. *Identity*, nos. 29—30.

¹⁵ cf. *Identity*, nos. 32—33.

¹⁶ cf. *Identity*, no. 15.

- the preoccupation of contributing to the innovation and progress of culture, science, and technology;

- a great attention in front of the evolution of the institution itself, signalled by new conditioning factors, among them, the large number of students, the democratic relationships, the interdisciplinarity, the new technologies, the seriousness in the organization and the use of the resources, the globalization of prospects, interests, relationships, of harmful and discriminative effects on the less-privileged, without forgetting the irrevocable duty of every university to take root and serve the locality.

b) From the social point of view:

- the needs of the society in which the institutions are located, especially those needs which concern more closely the Salesian mission in favor of the working classes;

- the scrupulous respect for legal norms currently in effect.

c) From the ecclesial and Salesian point of view:

- the guidelines of the Church¹⁷: more concretely, those fixed in the apostolic constitutions of John Paul II *Ex corde Ecclesiae* (1990) on the Catholic universities, and *Sapientia Christiana* (1979) on the universities and ecclesiastical faculties; and that of the Congregation for Catholic Education *The Presence of the Church in the University and in the University Culture* (1994);

- the specific guidelines of the Salesian Congregation for higher education, such as: the circular letter of the Rector Major Fr. Juan E. Vecchi, *For You I Study*, the *IUS 2001 Report and Diagnosis*, and the documents: *Identity of the IUS* and *Policies for the Salesian Presence in Higher Education*;

- the general guidelines of the Salesian Congregation such as: Constitutions and Regulations (especially articles 20 and 26-43 of the Constitutions), the Chapter documents *Educating Youth in the Faith* (CG23, 1990), *Salesians and the Laity: Sharing the Spirit and Mission of Don Bosco* (CG24, 1996) and *The Salesian Community Today* (CG25, 2002); the *Project of the Rector Major and the Council* for the six-year periods 1996-2002 and 2002-2008; the directions of the Youth Ministry Department: *Salesian Youth Ministry: Frame of Reference* (2nd edition, 2000).

¹⁷ cf. *Identity*, no. 16.

I. POLICIES

Preliminaries

[15] With these policies, we want **to continue the course undertaken** during the period 1998—2002, and build a **solid foundation** for the present Salesian presence in the field of higher education, so that those institutions already in existence may grow in quality and develop, and other new ones may be created in the future, according to their proper identity as a *university*, of *Christian* inspiration, with a *Catholic* and a *Salesian* character.¹⁸

[16] The policies indicated here intend to guide all the institutions for higher education promoted by the Salesian Congregation, without however exempting the individual IUS from the responsibility of defining their own precise academic policies that will be collected in pertinent institutional documents¹⁹.

The choice of these policies has been done on the basis of two fundamental points of reference: on the one hand, the actual situation of the IUS, reflected in the *Report IUS 2001*, and above all, in the *Diagnosis*; on the other hand, the ideal traced out in the document *Identity of Salesian Institutions for Higher Education (IUS)*.

The implementation of these policies should set in motion a rigorous process of progressive benchmarking of the IUS, passing from the highlighted situation to that of the ideal.

[17] These policies will be implemented within a limited period of time, through the **common programmes** for all the IUS. As a continuation of what has already been experienced,²⁰ these programmes will be proposed to the IUS by the Department for Youth Ministry, discussed, and approved by all. The Department will then take care to animate and guide the process of implementation. (cf. no. 44)

[18] The maximum time to implement these policies should be limited to the **six-year period 2003—2008**. Other new bundles of policies will be proposed in the future, either to insist on goals not fully achieved or to propose new horizons.

¹⁸ cf. *Identity*, the entire document, but in particular, nos. 14—24.

¹⁹ cf nn. 29-31.

²⁰ cf. *Common programme for the promotion of the IUS, 1998—2001*.

[POLICIES REFERRING TO THE MISSION OF THE IUS]

[19] **1. The Provinces should ensure in every institution for higher education “the conditions for a relevant Salesian presence on the cultural and scientific, educative and pastoral levels.”**²¹

Hence, and also with regard to their specific character as universities, it is necessary that the IUS:

[20] – Be an **integral part** of the projects and plans of the Salesian Congregation²², on provincial, regional, and world levels.

[21] – Be equipped with an **institutional project** (see nos. 29—30) in response to the proper demands of the university and of the Salesian mission, and at the same time, be provided sufficient human and financial resources to carry out the project.

[22] – Count on the **presence of a Salesian community**²³, or at least of individual Salesians linked to a community or to the Province itself, who can carry out the animating function that the Congregation assigns to them in the Salesian setting²⁴. Hence, and taking note of the novelty of this presence in higher education, there is a need to study and define in a concrete manner the function of a Salesian community, or of Salesians strictly linked to an IUS, specifying in what the said function consists, how it is integrated in the structure of an academic university, and how such function is brought to completion.

[23] – Utilize their **services** of formation, research, consultancy, or community outreach, also to respond to the concrete needs of the respective provinces, the provinces in a region, or the Generalate.

[24] **2. When establishing their institutions for higher education, let the Provinces give preference to geographical areas and/or sectors of society that are more in consonance with the Salesian charism. In the same way let them give preference to scientific fields that will be the object of research and teaching.**

[25] - It is convenient that the IUS be established in those places where there is a greater **social need** for education,²⁵ especially among those less-privileged economically, socially, and culturally,²⁶ also in places where it is considered necessary to promote a **quality-presence of the Church** in the

²¹ cf. *For you I study*, p. 43.

²² Cf. Diagnosis 28.

²³ Cf. Diagnosis, 18.

²⁴ General Chapter 25, nn.79-81. General Chapter 24, n. 181.

²⁵ cf. *Identity*, nos. 17a, 19a.

²⁶ cf. Regulations of the Society of St. Francis of Sales (Salesians of Don Bosco), no. 1.

field of universities.²⁷ In both cases, it is possible to move ahead both through the exclusive initiative and responsibility of the Salesian Congregation, and through collaboration with other agencies in the Church and society.

[26] - With regard to the **scientific fields**, those to be preferred are the ones most closely linked to education and the training of youth in work-related skills,²⁸ and, even more particularly,²⁹ the sciences for the knowledge and transformation of the world of the young (sociology, political science, law), the sciences of education and the related sciences, the religious sciences both for evangelisation and for pastoral ministry, the sciences of communication, the technical and technological sciences.

[27] **3. The Congregation assigns to the IUS a specific and significant function³⁰ in the implementation of its integrated plans and projects.**

This function is specified:

- as an *exemplary sign* of the Congregation's commitment to culture and formation;³¹
- as a *stimulus* and *instrument* for the professionalization and relevance of the Congregation;
- as *the most suitable place* to deepen further in a scientific way our knowledge of the situation of youth³² and the educative system of Don Bosco, in dialogue with the different social and cultural situations, thus becoming a way of sharing the results of research and the experiences both *ad intra*—in the works and initiatives of the Congregation—as well as *ad extra*—in the Church and society.

[28] In a similar way, the provinces responsible for the IUS should assign to their respective institutions for higher education a similar function in reference to the comprehensive projects of the province. The same holds true for the provinces of a region in relation to the IUS in their territory.

[POLICIES REFERRING TO THE ORIENTATION OF THE IUS AND TO THE CARRYING OUT OF THEIR PROJECTS]

²⁷ cf. *Identity*, no. 16.

²⁸ cf. *Identity*, no. 19a, b & d.

²⁹ cf. *Identity*, no. 22d.

³⁰ cf. *Diagnosis*, no. 1, § 5; 28, § 4.

³¹ cf. Rector Major Fr. Juan Vecchi, concluding talk in the 2nd Meeting of the IUS, Rome, 10—13 July 1998.

³² cf. *Identity*, nos. 12, 19b.

[29] **4. Let every IUS be equipped with effective *instruments and procedures* which guarantee its direction, administration, management, and functioning in accordance with the established *Identity* and *Policies*, in order that these guidelines may permeate the daily life of the institutions.**

The instruments and procedures are the following:

[30] a) For the general orientation of the institution, there is the ***Institutional Project***³³, which serves as the true *magna charta* or *constitution* to guide in a general and practical way the life of the institution. Hence, it:

- defines its *vision and mission* - that is, its *identity*³⁴ as a Catholic and Salesian *university* and its **educative and pastoral purpose**³⁵ - in order to give completion in a *concrete scenario*—at once local and universal—within the framework of these *policies* or those which the Salesian Congregation will establish in the future;

- specifies the *scientific fields* in which the institution concentrates its work and the *criteria* according to which it will be oriented, for the future expansion or reduction of its field of activity; the *courses* it offers and the corresponding curricula of study; the *syllabi* of subjects that are required by corresponding sciences and that are congruent with the very identity of the institution; the *pedagogical method* of learning and teaching which the institution proposes for research, teaching, and community outreach; the *style* and *characteristics* of university life which distinguishes the institution from other similar institutions; the *body of norms* (statutes, regulations...) and the *organizational set-up*.

[31] b) In order to develop the *Institutional Project*, the IUS must have:

- a ***strategic and tactical plan***, which helps in the progressive, *global, orderly, and systematic realization*, of the institutional project over a defined period of time (several years); defines the *goals and objectives* which should be attained progressively, the *selected strategies*, and *lines of action*; foresees the necessary *human and financial resources*, the *timelines* for each line of action, and the manner of *monitoring and evaluation*;

³³ cf. *Identity*, nos. 26—27, 33c. *Diagnosis*, no. 26.

³⁴ Cf. *Identity*, nos. 14-23.

³⁵ Cf. *Identity*, no. 24.

- a ***plan of action***, which helps in the *progressive implementation* of the strategic and tactical plan annually; establishes *the general and specific objectives* to be attained, each of the *operations* (the sequence of the activity which comprise each operation, the time and duration of each) that are needed to achieve the objectives, *the way* these actions are to be carried out, the human resources needed and the persons *responsible*, the financial *budget* and the *availability* or secure sourcing of these funds.

[32] c) For the constant improvement of the institution, the IUS must use the following two procedures:

- the ***institutional evaluation***,³⁶ which consists of a periodical, objective, and methodical *analysis* of the unfolding of the projects and plans, with special emphasis on the *processes, attempts, and results*, using *data and hypotheses* in reference to previously defined criteria; it involves *the entire academic community*; it aids in *monitoring and controlling* the implementation of the strategic-tactical and working plans, and in putting *corrective measures* when strengths and weaknesses have been identified, along with the threats and tendencies not leading to the attainment of the proposed goals and objectives. The *self-evaluation*, or the internal evaluation of the institution, should be the ordinary practice of the IUS. This is completed with the *audit or external evaluation* which should be done periodically in the IUS by competent agencies with the participation of the academic community. Besides the greater security in the running of the institutions, these two practices create in the IUS a healthy “culture of evaluation,”³⁷ founded on the corresponsibility and professionalism of all;

- ***accreditation*** which is the public recognition of the institution according to standards of quality determined by an external body of national and/or international prestige; thus *academic excellence* is sought by insuring the levels of quality; besides conferring prestige and credibility, accreditation serves to confirm the institutions in its decisions and guide decision-making with regard to new frontiers.

For the sake of brevity, this list of instruments and procedures will be called the “**Navigation Chart.**”

[33] **5. Let the Provinces guarantee, in quantity and in quality, the necessary human resources to ensure the realization of the *Navigation Chart*, and maximize their potentials by applying the criteria of synergy in each institution, in groups of institutions, and in the entire system.**

To achieve this, we adopt measure on three fronts:

³⁶ cf. *Diagnosis*, no. 27.

³⁷ cf. *Common programme for the promotion of the IUS, 1998—2001*, no. 311.

[34] a) **Care for the personnel, or staff**, particularly, in what concerns screening, ongoing formation, accompaniment, identification with and commitment to the Institutional Project, and synergy, without taking for granted the effort and consequences that such measures can imply for the institution.

- The *screening* of new personnel will be done according to the profiles³⁸ and procedures which best answer the needs of the Institutional Project, beginning with the possession of adequate academic qualifications and professional competence and avoiding inbreeding in the setting up of the staff.

- *The ongoing formation*, besides the updating in the respective area of specialization, will accurately search for what regards the pedagogical professionalism of true educators in the Salesian spirit and style, such that in the academic community is created a *common denominator* which puts it in the best conditions for planning and realizing together the Institutional Project³⁹.

- The *monitoring* of the staff supposes that the administration of the institution, either directly or through other persons delegated, cares for the persons and for the processes of growth initiated. .

- The *owning of and commitment to* the Institutional Project presume and demand from each member of the academic community moral and professional integrity, both in theory and in practice, regarding what constitutes the scientific, cultural, and educative challenge, thus serving as the orientation and norm in the functioning of the institution.

- The *synergy* has as its objective the attainment of the best possible output from the ever-limited human resources that the Institution has; this must be planned from a still broader perspective, that is, among the IUS.

[35] b) The preparation of a number of **administrators**⁴⁰ with specific capabilities and training for the management of these institutions, to ensure:

- within the next years, the drawing up and implementation of the instruments and procedures described in the *Navigation Chart* (cf. nos. 29--32),

- and in the future, the continuation of the processes and programmes, and the passing on to the younger generations.

³⁸ Cf. *Identity*, nos.29 and 30.

³⁹ Cf. *Identity*, nos. 17, 22 and 24.

⁴⁰ Cf. *Diagnosis*, no. 17

[36] c) The co-ordinated preparation of the **Salesians**⁴¹ with the necessary qualifications and in sufficient number in order to carry out the specific function which, the IUS has assigned them, both as individuals and as community (cf. section 22). With this goal, and in agreement with the respective religious superiors, let the Youth Ministry Department carry out a study of the IUS:

- identifying for each one the needs for Salesian religious personnel on a short-, medium-, and long-term basis,

- calculating the real possibilities of the province concerned and of the region in which it is located, in terms of personnel

- and taking into account the intellectual preparation, the work assigned to the academic centers with responsibilities proper to their preparation, their permanence during the periods of time sufficient to stability and continuity to the carrying out of the projects and processes, without forgetting the ease of movement and the exchange of Salesian personnel among the Congregation's institutions for higher education.

It is understood that this provision is an integral part of the "Qualification Plan of the Province"⁴² required of the provinces.

[37] **6. Let the management of the economic-financial**⁴³ **area of the IUS be oriented towards the principle of self-financing and concentrate the investments first**⁴⁴ **of all on staff development (cf. no. 34) and on the creation and the use of networking technology for information and communication (TIC) (cf. no. 42). The Provinces and IUS have the discretion to decide on other investments corresponding to their plans, respecting the norms of the Salesian Congregation**⁴⁵ **and to guarantee dutifully the priorities indicated.**

[38] a) The **principle of self-financing**⁴⁶ of each center should be based mainly on the income from the tuition of the students without forgetting the preferential choice⁴⁷, on the services for others, and on contributions coming for various reasons from the government and from official and/or private entities.

[39] b) In view of the specific goals of staff development, research, outreach services, strategic joint operations, scholarships, and so on, it is necessary to move actively in **the sourcing of funds**, eventually setting up a **trust fund** for the IUS, if this is necessary. In all these it would be suitable to find the most suited ways and means of sourcing, managing, and allocating these funds, always

⁴¹ cf. *Diagnosis*, no. 18.

⁴² Cf. *For You I study*, pp. 32-35.

⁴³ Cf. *Identity*, no. 33g-k.

⁴⁴ Cf. *Diagnosis*, no. 25.

⁴⁵ Cf. Constitutions of the Society of St Francis of Sales (Salesians of Don Bosco), nn. 187 – 190.

⁴⁶ cf. *Diagnosis*, no. 24

⁴⁷ Cf. *Identity*, no. 19.

respecting the responsibilities already set in the Salesian Congregation — on the provincial as well as on the central levels. As far as *fund-raising* or other similar ways are concerned, it is advisable to use the existing structures of the Congregation, making sure that they provide a specialized service of information and orientation in the field of higher education.

[POLICIES REFERRING TO THE OPENING UP AND THE PUBLIC RELATIONS OF THE IUS]

[40] **7. Let the IUS work synergistically in a network⁴⁸, both among the universities themselves, and in using technological networking of information and communication (ICT).**

[41] a) Participating in the **university networks⁴⁹** should mean, first of all, synergy among the IUS and their consolidation as the Salesian presence in higher education, whether on a global level or within the boundaries of continents or regions, language, and specific fields of science. The participation, however, must be extended to other university networks, with preference for Catholic universities.

[42] b) Working with the **technology network⁵⁰** of information and communication would mean for the IUS: the widespread availability of the internet in each institution, the widespread use of the internet in research, study, teaching, and internal and external communication, and the move towards virtual distance-learning, at least as a complementary alternative to classroom teaching. All this, in order to enter critically into the cultural component of this modern phenomenon, which, especially by institutions with educative goals and prospects, must be understood and controlled.

[43] **8. Let the process begun by the IUS in the period 1998--2002 be expressed in precise statements regarding institutional co-ordination and the linking together of relationships and collaboration among them⁵¹.**

[44] a) The **institutional co-ordination** of the IUS will be under the responsibility of the Youth Ministry Department of the Salesian Generalate. Its service to the IUS will be concentrated above all in guiding the development of the general policies and common programmes, such as those steps towards collaboration among various institutions which could be a model or an example for the others.

⁴⁸ Cf. *Identity*, no. 33j.

⁴⁹ cf. *Diagnosis*, nos. 21-22.

⁵⁰ Cf. *Diagnosis*, no. 20

⁵¹ cf. *Identity*, no. 33a, b, j.

[45] b) The **linking together** of the IUS should be based, first and foremost, on a network of relations, exchange and collaboration which include both the reflection and deepening on questions of general interest—for example, the perspective and practical way of understanding and developing the Salesian presence in higher education—as well as relationships of bilateral or multilateral collaboration among the IUS.

If the need for internal co-ordination and external networking on the international level would suggest working under the protection of a legal formula, one should choose that formula which responds best to that need, but without excluding the responsibility and normal organization of the Congregation, and making sure that the approval of the Rector Major and his Council is obtained before going ahead with the official negotiations.

[POLICIES REFERRING TO THE RELATION BETWEEN THE GROWTH IN QUALITY AND THE EXPANSION OF THE IUS]

[46] **9. During the six-year period (2002-2008), let the provinces and the IUS concentrate preferentially on the consolidation and strengthening of the quality of the existing institutions before embarking on hasty expansions or becoming involved in the administration of new institutions⁵².**

To this end, knowledge about the current situation — *IUS 2001 Report and Diagnosis*, the guidelines of the documents *Identity of the IUS* and *Policies*, and the *continued service* of the Generalate in guiding and encouraging the IUS will prove helpful.

When it is necessary to restructure — for expansion or reduction — existing IUS or open new ones, let consideration be given to the possibility of moving beyond the narrow context of the province and reaching, together with the other provinces, the level of national or regional collaboration.

In any case, when setting up a new center of higher education or transforming substantially an existing center, the provinces must bear in mind the following needs⁵³:

[47] a) For **authorization to proceed**

As the point of departure, to inform the Rector Major and his Council of the desire to begin the process of setting up or transforming a center, through an official **declaration of intent**, in which the provincial superior must state:

⁵² cf. *Diagnosis*, nos. 11-15.

⁵³ cf. *Diagnosis*, no. 5.3.

- a clear social need⁵⁴ for higher education for those to whom the Salesian mission especially directed, or a special strategic need for the province and/or the provinces in the region;
- the integration of the new center in the overall plan of the province;
- the available human resources, including the qualified presence of a Salesian community
- the financial resources that can be disposed;
- the degree of possibility in obtaining official authorization to open the center.

After receiving the letter of intent, the Rector Major and the Council will give or deny to the Provincial the written authorization to go ahead with the intent.

[48] b) To request the **approval of the project**

If the authorization has been granted, the Provincial must present to the Rector Major and his Council:

- the *Institutional Project*, well-defined and concrete, according to the characteristics indicated in no. 30;
- the *Strategic Plan* for at least five years (cf. no. 31) indicating the availability of sufficient human and financial resources, including the presence of qualified Salesians;
- the detailed *Plan of Action* corresponding to the center's first year of operation.

Once this documentation has been received, the Rector Major and the Council will authorize the project, or will ask for modification, or will withdraw the written authorization to carry out the project.

⁵⁴ Cf. Diagnosi, 6.

III. COMMITMENTS TO ACTION ON VARIOUS LEVELS

[49] 1. Of the Rector Major and his Council

The Rector Major and the Council, through the Youth Ministry Department, will be involved in the implementation of these policies, and will be responsible for:

- a) the guidance and the monitoring of the IUS according to the terms expressed in no. 44;
- b) the development and use of the human resources of the IUS, according to the guidelines expressed in nos. 33--36, through:
 - a detailed study by center and region: of the Salesian personnel and administrative staff (both lay people and Salesians);
 - co-ordination among the IUS in order to maximize the personnel;
 - the training of personnel in the Salesian style of education (see no. 32, in reference to the common denominator);
- c) the request for services, research and/or consultation from the IUS by the Generalate, for example those mentioned in no. 48b;
- d) the preparation every three years of a new report regarding the situation of the IUS, following the outline of the *IUS 2001 Report*;
- e) the installation of a process similar to the one experienced by the IUS (see nos. 05--07) to guide the other services that the Salesian Congregation offers in the field of university education (see no. 02).

[50] 2. Of the Provinces

- a) In the case of provinces with direct responsibility for the IUS, the provincial and his council will contribute to the implementation of these policies:
 - raising the IUS to the standards set in this paper,
 - requesting from the IUS services of research, consultation and/or community outreach in order to address the needs of the Province,
 - showing themselves available to prepare and provide the institutions more Salesians and share their qualified personnel with the other IUS.
- b) In the case of provinces without direct responsibility over the IUS, the Provincial and the Council will contribute to the implementation of these policies:
 - requesting from the IUS services of research, consultation, and/or community outreach in order to address the needs of the province,

- being available to share their qualified personnel with the other IUS.

c) In the case of a radical change in an institution for higher education or the creation of a new one, the Provincial and his council will be scrupulous with respect to the conditions required, as indicated in nos. 46—48.

[51] **3. Of the IUS**

a) Each IUS will contribute to the implementation of these policies:

- raising the institution to the standards established in this document,
- showing availability to share their qualified personnel with other IUS
- and responding to the request of the Generalate and/or the province for specific services.

b) All the IUS as a whole will contribute to the implementation of these policies:

- implementing in a co-ordinated and collaborative manner the policies described in this paper by means of the *common programmes* as indicated in no. 17,
- proceeding with the linking together of relationships as referred to in no. 45.

Rome, January 7, 2003



Fr. Pascual CHÁVEZ VILLANUEVA
Rector Major

NOTE ON THE PROCESS OF DRAWING UP THE DOCUMENT

1. **Starting Point:** the guidelines from the *Common Programme for the promotion of the IUS, 1998-2001* (cf. nn. 121-124 and 1211-1214).
2. **Consultation of 33 experts** (Salesians and laity, linked to the IUS and outsiders, people with responsibility for Provincial and Central government). The result of the contributions is the dossier *University Policies. Contributions for a reflection* (April - June, 2001).
3. **Reflection by the participants at the III Meeting of the IUS** (Rome, July 2001) starting from the dossier mentioned earlier: contributions presented in the assembly and written.
4. **Drawing up of a detailed index for a proposed policy document** starting from the contributions referred to in points 1, 2 and 3 above. (September 2001)
5. **Consultation of the IUS** in the IUS 2001 Conferences for Asia, Hyderabad, and for America, Campo Grande: presentation of the *detailed index* of the policies, reflections and debates, written contributions. Further consultation in Europe (October 2001 and May 2002).
6. **Information to the Rector Major and to his Council** on the procedure for the drawing up of the document and the study on their part of the main lines contained in it. (July 2002).
7. **First version of the text** with the contributions of the consultation (July 2002).
8. **Final consultation of the IUS and of the respective Provincials and their Councils:** for their information and examination of the text, and contributions for the final version to be submitted for approval to the Rector Major and his Council (July – November 2002).
9. **Second version** with contributions of the IUS and of the Provincials and their Councils (November 2002).
10. **Presentation to the Rector Major and his Council** of the document “Policies for the Salesian presence in higher education ” (December 2002).
11. **Unanimously approval** by the Rector Major and his Council (7 January 2003).