

**MODELS OF CATHOLIC HIGHER EDUCATION**

Based on Melanie M. Morey and John J. Piderit, *Catholic Higher Education: A Culture in Crisis*

	<b>Catholic Immersion</b>	<b>Catholic Persuasion</b>	<b>Catholic Diaspora</b>	<b>Catholic Cohort</b>	<b>Barry University</b>
<b>Educational Goal</b>	To provide undergraduates with an education that prepares them to be well informed and significant leaders not only in society but also in the Catholic Church	To give all students knowledge and appreciation of the Catholic tradition, regardless of whether they are Catholic themselves.	To ensure that all students become more open and accepting or religious beliefs and to observe standards of Catholic belief in all activities	<p><i>Dual Objective:</i></p> (1) To ensure the acquisition of knowledge and skills for a particular business or profession with an appreciation for religious diversity (2) To develop a cohort of Catholics within those so educated who will advance a specifically Catholic social agenda	<p><i>As a Catholic university,</i></p> <p><i>What are our educational goals for our students? What kind of student do we wish to graduate?</i></p>
<b>Recruitment Goal</b>	To attract already committed Catholics, those who seek to become committed Catholics	To attract Catholics with a need or desire for greater understanding of the teachings of the Church	To attract religiously diverse students with a small proportion of Catholic students	To attract students with high academic ability and demonstrated leadership skills with and without religious aims	<p><i>What are our recruitment goals for our students?</i></p>

**STRATEGIES FOR EACH MODEL**

<b>Academic Programs</b>	Require students to take four or more courses in Catholic theology and philosophy, and sometimes literature, and history of the Church	Academic sector has a clearly identifiable Catholic component and students are expected to take course(s) related to Catholic teaching, including theology and philosophy	Students encouraged but not required to take course(s) related to Catholic teaching; one course in scripture or theology ordinarily required; aim for religious sensitivity	<p><i>Dual Objective:</i></p> (1) Promote a general knowledge of the function of religion in society and history (2) courses and resources for education about the Catholic heritage in all respects with the expectation of promoting the Catholic tradition	<p><i>What is the nature of our academic programs?</i></p> <p><i>Do they support the educational goals stated above?</i></p>
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<p><b>Residential Life</b></p>	<p>Focused on relationship and responsibility based on the moral teaching of the Catholic Church; expectation that students live in a manner consonant with Church teaching and thus develop in character and virtue; compliance is monitored</p>	<p>Education around Catholic moral teaching is provided with the expectation that students live in a manner consonant with these teachings; separate housing provided for men and women; resident advisors address ethical violations in an appropriate and firm manner</p>	<p>Students live in a manner in consonance with generally Catholic ethical teaching; handbook articulates acceptable practices in relational intimacies; supervision and review restrained, but clear rules and guidelines provided with strong orientation toward Catholic faith</p>	<p><i>Dual Objective:</i>  (1) expectation of civility, studious atmosphere, rules and norms articulated but less strictly enforced  (2) Catholic cohort serves as effective leaven for the student body and model behavioral standards on campus</p>	<p><i>What is the culture of our residential life?</i></p> <p><i>Does it support the educational goals stated above?</i></p>
<p><b>Student Activities (including Sports)</b></p>	<p>Centered on speakers and activities that demonstrate consonance with Catholic moral, social, and religious commitments</p>	<p>No sanction for students groups advocating political or ethical positions at variance with Catholic teaching</p>	<p>Political or ethical positions at variance with Catholic teaching not sanctioned</p>	<p><i>Dual Objective:</i>  (1) expectation that students abide by Catholic teaching; activities and groups at variance permitted with the presumption of sufficient intellect to determine positions on the matters  (2) Catholic cohort raises moral and ethical issues and raise awareness of Catholic sensibilities</p>	<p><i>What is the culture of our school and sports activities?</i></p> <p><i>Does it support the educational goals stated above?</i></p>
<p><b>Religious Activities</b></p>	<p>Widespread opportunities for liturgical worship and sacramental celebration as well as devotional prayer; participation in such activities required or explicitly encouraged</p>	<p>Array of liturgies, services, and devotions provided; participation encouraged by public statements and official publications</p>	<p>Regular religious activities offered but participation modest; non-denominational services more common</p>	<p>Catholic practice favored with institutional support and representation for other religious traditions</p>	<p><i>What is the character of our religious activities?</i></p> <p><i>Do they support the educational goals stated above?</i></p>

<p><b>Personnel</b></p>	<p>Emphasis on hiring committed, practicing, and knowledgeable Catholic faculty and administrators to ensure a strong cadre of committed Catholic personnel</p>	<p>Catholic faculty and administrators well recruited and prominently engaged; identifiable cadre of faculty to promote and nurture component of catholic culture</p>	<p>Majority of faculty not Catholic and thus not in a position to provide leadership in Catholic faith; cohort of Catholic faculty and administrators model the expectations distinctive of the Catholic culture</p>	<p>Catholic faculty deemed important for certain disciplines or institutes; Catholic administrators favored but not exclusively</p>	<p><i>What do we look in for our faculty, staff, and administrative personnel?</i></p> <p><i>Does this vision support the educational goals stated above?</i></p>
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**QUESTIONS FOR REFLECTION AND DISCUSSION**

*What makes the Catholic institutions of higher learning that you know distinctive? How are they distinguished from non-sectarian institutions?*

*What makes Barry University different from the other colleges and universities in South Florida or throughout the United States?*

*Into what model(s) of Catholic higher education above does Barry fit? Is this where we want to be? If not, what must we change for the future?*

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