

REVIEW REPORT

IGW 'Institut für Gemeindeorientierte Weiterbildung,' Zurich, Switzerland
Related to visit for Institutional Review; 18th, 19th and 20th of May 2022

ECTE

European Council
for Theological
Education

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A. EXECUTIVE SUMMARY

This report relates to a process, including an onsite visit from 18th to 20th of May 2022, for the purpose of accrediting the Institut für gemeindeorientierte Weiterbildung (IGW) on the basis of the European Council for Theological Education (ECTE)'s current *Standards and Guidelines*, in the form of an Institutional Review. The report finds the school generally excellent in achieving its institutional intentions in theological education, and suggests to the ECTE Accreditation Commission six commendations of excellence, two recommendations, and no requirements.

B. INTRODUCTION TO THE REVIEW

IGW has been a member of EEAA / ECTE for many years, but is not accredited. Recently, IGW has discussed Institutional and programme accreditation, but the suggestion did not gain approval due to financial implications and assumed efforts involved in the process. At the same time, a shift in education has occurred leading to a more robust consideration of quality management including, but not limited to, content and relevance of Quality Management in theological education. Transparency is also desired in this process, whilst also exhibiting the evangelical identity of IGW through its affiliation with ECTE. Following the institutional accreditation, IGW will seek accreditation of its First and Second Cycle (QF-EHEA) programmes (locally named bachelor and masters programmes and corresponding to EQF level 6 and level 7). (See SER, p.6).

The I-SER endeavored to show that IGW matches the Institutional Standards and Guidelines for ECTE accreditation (SG-ECTE). The process of review by the school in order to write the SER was carefully undertaken, comprehensive, and is described by the school as follows:

The process for accreditation was initiated by a request of the IGW-internal working group *School Development* ("Arbeitsgruppe Schulentwicklung" - AGS)¹ to the School Management ("Schulleitung" – SL) and the board of IGW with an urgent recommendation to start the accreditation process at ECTE, in addition to the certification at *eduQwa*. This proposal was approved by the Board and SL in Spring 2021.

IGW staff member David Jäggi (dj) was designated as IGW's process facilitator. Following a review of the reference documents, the following steps were taken as outlined in the I-SER, p.8.

- August 2021: Creation of an online-board as a collaborative working tool (dj)²
 - Including: introduction to the process, purpose and aim of accreditation (to be and remain a learning organisation), reference documents ECTE collected, timetable, "to do" list, lessons learned from the process.
- September 2021: Introduction of school management to the process and distribution of responsibilities for I-SER and site visit (dj)
- November 2021: Ongoing information for employees by e-mail and at staff days (dj)
- November 2021: Invitation of stakeholders for site visit (dj)
- End of December 2021: Raw version of I-SER prepared with contributions from all responsible persons (SL)
- Beginning of January 2022: Revision of all parts of the I-SER (dj, Michael Girges (mg)).
- Beginning of February 2022: Translation of the I-SER into English (dj)
- Beginning of March 2022: Dispatch I-SER to ECTE (dj)

¹ List of abbreviations: AGS Arbeitsgruppe Schulentwicklung / Working Group School Development, STC: IGW Studiocenter / Extension Centres, STL: Studienleiterinnen und Studienleiter / Tutors, Study Guides

² Link to the Miro Board: https://miro.com/app/board/o9J_l324n3w=?invite_link_id=739569073334 (Link only authorises viewing, not editing). See also Annex: 03 Miro Board IGW Process I-SER.

The team involved in developing the I-SER included, Rector of IGW, Head of Studies (Bachelor Level), Head of Continuing Education (Master Level), Executive Board IGW, Head of “Arbeitsgruppe Schulentwicklung” (organisational development), Module Development & Teaching Staff.

During the visit, the team was very warmly received by the leadership and the staff, organised by IGW’s Institution Review Coordinator (IRC), The school provided all means needed for an effective evaluation of the institution, academic work, and communal life of the institution. The programme of visitation and meetings was agreed upon in advance and carried out effectively. Among other activities, members of the team were involved in meeting students, participating in community life events, and lecture delivery. Discussions with board, leadership, faculty, staff, and students were carried out in a congenial and friendly manner. From the team’s point of view, the documentation submitted and discussions held were highly transparent. The I-SER was submitted to the ECTE with hyperlinks to supporting documentation. It was requested by RS (Review Secretary) and the VET (Visiting Evaluation team) that some documents would be translated in advance. The school has provided these in a timely manner. The school also provided an additional document responding to the OE/DE standards upon request from ECTE. The I-SER provides a good summary of the school’s current state and reflects a genuine desire by the school to develop in all areas.

The *Standards and Guidelines* which form the basis of this report are those applying post December 2019,³ but prior to the later revision and addition of standard A7 which is not considered in this review.

The review was authorised by Dr. Hubert Jurgensen as the ECTE Quality Assurance Co-coordinator (QAC). It was conducted by a Visitation Evaluation Team (VET) put together by the Review Secretary of ECTE. The team consisted of peer experts, a student VET member, and the review secretary, viz:

- Dr. Paul Sanders, France, team leader.
- Dr. Lina Toth, Scotland.
- Tiago Fonesca, The Netherlands, student representative.
- Grace Al-Zoughbi, Palestine, Review Secretary.

Grace Al-Zoughbi, ECTE Review Secretary (RS) for this visit, was involved in the initial preparation for the visit on behalf of ECTE, as well as the report writing based on the VET members’ findings. The SER was planned and written in a professional manner following the template set out in the ECTE protocol for writing a SER. It addressed each area of the relevant standards competently and comprehensively.

Additional, embedded supporting documents were also well-constructed and helpful.

Logistical and administrative arrangements prior to the visit were set up as follows;

1. The Review Secretary sent the SER accompanying documents and all previous correspondence with the school to all VET members using Google Drive links.
2. VET members communicated the results of their initial reading of the documents to the team leader and RS via email.
3. In conjunction with the VET leader, the school organised and agreed upon a programme for the visit.
4. An initial pre-visit meeting of the VET took place via Zoom on 11 April 2022.
5. A WhatsApp group was set up including the Institution Review Coordinator (IRC), the VET members, the Accreditation Director, and the General Secretary of ECTE for fast communication.

³ ECTE *Standards and Guidelines* and can be found at <http://ecte.eu/ga/standards/>

6. A second WhatsApp group was created by the Team Leader (TL) for use within the ECTE team for confidential communication.
7. A Review Report worksheet was set up using Google Docs for members of the team to access and modify, which followed the current standards and protocol of ECTE current at the time of the creation of the I-SER. This was filled out and commented on by members of the VET as the visit progressed in preparation for the interim report-writing on the last day of the visit.
8. The review took place over two days, beginning on Wednesday evening 18th May 2022, and concluding early evening on Friday, 20 May 2022.

Schedule

During their visit to IGW, The VET met with the following stakeholders and participated in the following events.⁴

1. Senior Leadership team: Dean, Study Director MAS, Study Director BA, Chief of Admin, Marketing director.
2. Course development staff.
3. Administrative staff
4. Educational Staff (Mentors/Tutors)
5. Board Member and Mission Organisation Leader (Stakeholders)
6. Zoom Meeting with Alumni
7. Teaching Faculty
8. IGW Board President
9. Study Site Team (site manager, administrative and educational staff)
10. Church representative
11. Students

The VET also participated in the following activities:

1. Visiting OT class.
2. Alumni & Students of different study sites, mainly ZRH.
3. Attending community event.

C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES

History

Below is a brief History of the school as outlined by the school. A fuller summary can be found on p.9 in the I- SER.

The first IGW study centre (at that time: "Institut für Gemeindebau und Weltmission") was founded in Zurich in 1991 by Heinz Strupler. His practice-oriented study approach was intended to equip

⁴ For a more detailed schedule, please see Addendum 1.

passionate leaders to plant missionary churches. Based on the Willow Creek model, Strupler's model was visitor-oriented worship services. In the following years, IGW extended beyond Switzerland and further established study centres in Germany. In 2006 a first comprehensive study reform took place for the purpose of implementing the Bologna education reform. Since then, the curriculum has been employing the European Credit Transfer System (ECTS) and the Bachelor's and Master's nomenclature, which – according to IGW – is not limited to the use by Higher Education Institutions where they operate. IGW has been certified according to *eduQua* in Switzerland since 2008.

About a decade ago, IGW initiated annual Think Tanks on theological topics from a missional perspective. The first Think Tank took place in 2008. Since then, with a few exceptions, a Think Tank has taken place every year. From 2009 onwards, the results of the Think Tanks were published in the form of Proposals. The first publication was the "12 Theses on Missional Theology" (in March 2009).⁵ In 2015, the Study Reform 2015 (ISR 2015) was applied. The study programmes at IGW are aligned according to six areas of competence (theology, spirituality, leadership, communication, social skills, research). In 2018, IGW reformulated its vision, mission, and values and published the policy paper "How we do theology at IGW". The meaning of the acronym IGW was changed to "Institut für gemeindeorientierte Weiterbildung".

IGW is currently represented at three locations in Switzerland, at five locations in Germany and in Austria. The following link shows the development of IGW, for the last three decades, which has been described by the VET as 'clear, informative and innovative.'

<https://www.youtube.com/watch?v=oWXYBTXDBYs>

During the introductory meeting on Wednesday, 18th May, the leadership team communicated the value of obtaining ECTE accreditation for IGW. The challenge of teaching culture and theology at IGW is present as a result of the transnational work and the high number of teachers with a small teaching load. IGW have expressed their concern regarding two questions in particular (applying mainly to the bachelor level, as there are many more lectures and teachers than on master's level):

'How can IGW achieve a more comprehensive outcome with its teachings than just a mixture of different personal "congregational theologies"?'

Leading to the second question:

'How can the DNA, the culture of IGW be promoted better among teachers and passed on to students in the various countries and extension centres more consistently?'

These two issues are an ongoing challenge for IGW and the IGW has discussed them with the VET team.

Facilities

IGW does not own any real estate. In terms of buildings, IGW operates extremely cost-efficiently and with simple structures to ensure a high element of flexibility. For Study Centres (STC), IGW rents space from churches, which is a win-win situation: IGW can rent inexpensive rooms and the churches generate rental income from rooms that would otherwise be empty during the week. This

⁵ See Annex: C 03 Proposals Missional Theology and all other series of theses published to date. All theses on missional theology are publicly available on the IGW website: <https://www.igw.edu/ch/ressourcen/?typ%5B%5D=403503403503#Downloads> [06.06.2022].

further reinforces IGW's relationship with the church context. A significant criterion for the location of the STC is good accessibility to public transport, with shopping places nearby.

STC have at least one large classroom, a kitchen for catering during breaks, and several side rooms for individual discussions, huddles, group work. Free Wi-Fi is available for teachers and students. Due to the central location of the STC and due to the nature of programmes, accommodations are not required.



The VET during site visit to IGW, photos courtesy of IGW.

Governance

IGW is organised in two associations (Verein) located in Germany and Switzerland. Together they constitute one general assembly (GA) as supreme body. The GA elects new board members, approves the audited accounts, and amends the Statutes of the two associations. The International Executive Board manages the two associations and is responsible for IGW's legislation, strategic direction, and finances. Board members represent a cross-section of church associations in Germany and Switzerland. Thus, they have two associations, one board, and one executive board to coordinate operations. There appears to be a clear distinction between Governance and Management.

The Management team includes the Rector and four department heads:

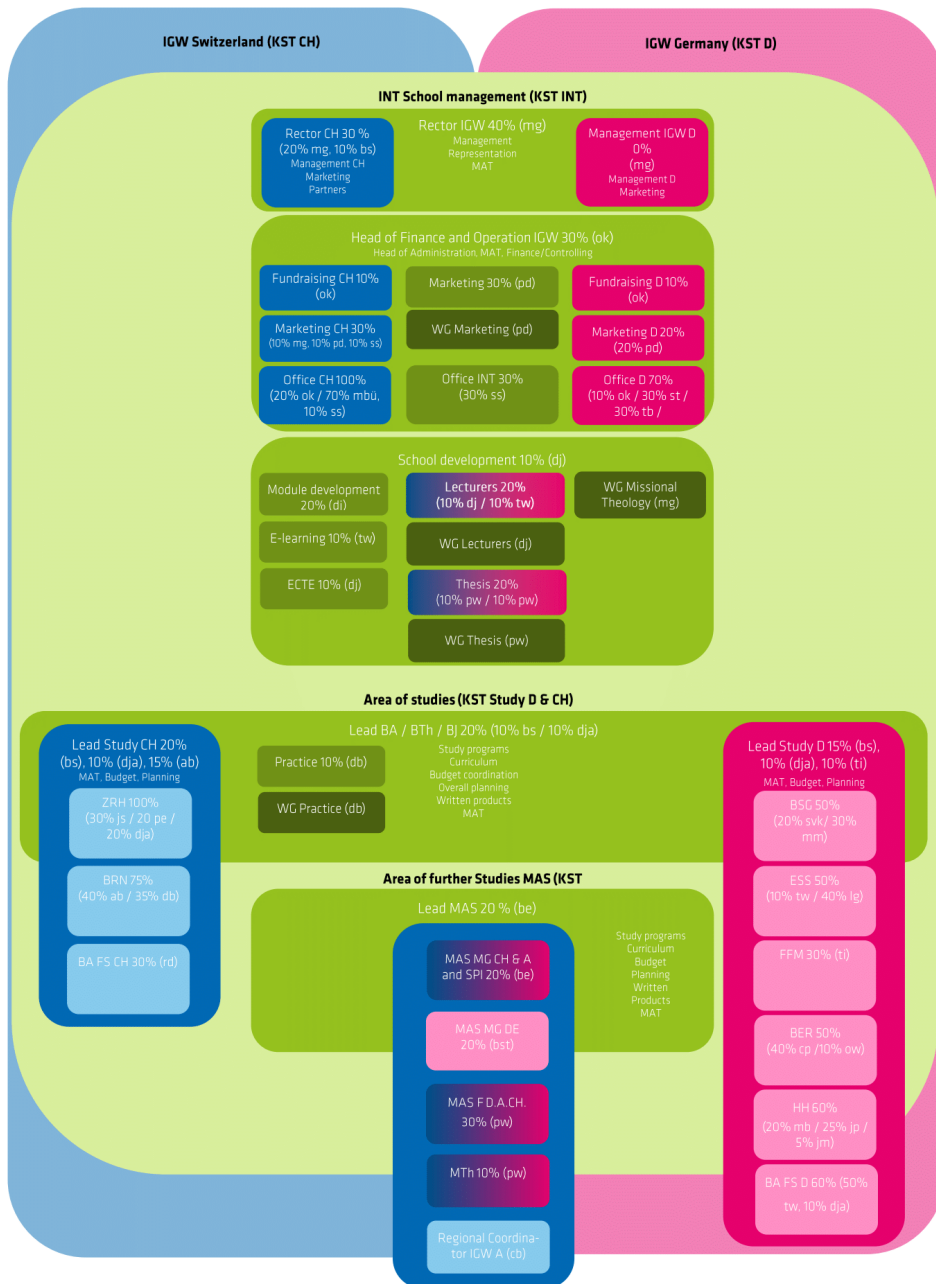
1. Finance/IT/admin.
2. BA Programmes Head.
3. MA Programmes Head.
4. Head of Marketing.

The organisational chart provided by IGW is as follows:

Organisation IGW International (Feb. 2022)



Legend: blue color stands for IGW Switzerland (KST CH); green color stands for IGW International (KST INT); pink color stands for IGW Germany (KST D)

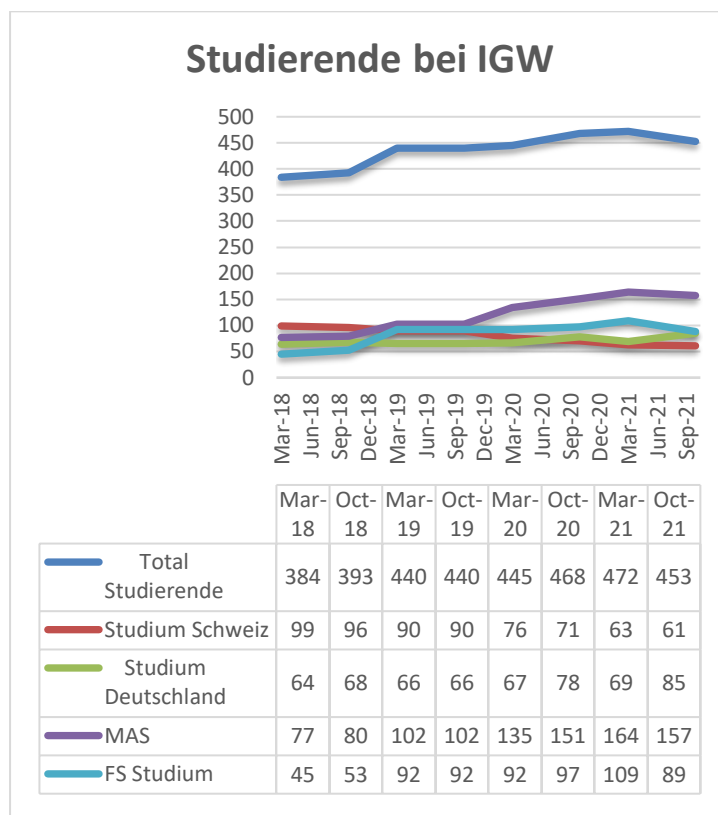


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Student Numbers

There are currently just under 400 students (headcount) in the various degree programmes at IGW. They are distributed as follows among the various study programmes (as of end of Nov. 2021): 234 students in Bachelor's programmes (61%) and 151 in Master's programmes (39%). Most courses are open to the public and are also open to guest students. This offer is particularly taken up by relatives

(spouses, friends), pastors, and so called “Praxisbegleiter” (mentors in practical work). The courses offered can be viewed and easily booked on the IGW website.⁶



Educational and Non-Educational Staff

The I-SER mentions that, in line with the ECTE definition, all staff employed by IGW are designated as non-educational staff. Educational staff are not employed on a permanent basis at IGW, but on a fee basis. STL (tutors) are also part of the non-educational staff. Most STL teach between 2-8 days per year, depending on their competencies. However, teaching is not part of the main activity and takes up only little space. EduQua requires that STL ought to complete a training as adult educators SVEB1 (nationally recognised training in adult education) within the first years of their employment. Regular subject-related and didactic continuing education is further required by eduQua. A curriculum vitae with a focus on education and continuing education is required for all STL. Non-educational staff are employed on the basis of the relevant job description and according to their qualification. New applicants are given an “MBTI Test” and an online “Strengths-Finder Test” in advance and results are taken into account in selecting new employees. Existent also is a defined process for new appointments.

IGW does not have full faculty members. All teaching staff are contracted. Besides the teachers for on-site classes, IGW has the following roles:

⁶See "Individual courses" (“Einzelne Kurse”) at <https://www.igw.edu/ch/studienangebot/?art%5B%5D=859263859263#list>.

Learning guide	("Lernbegleiter / STL"), Supervision, monitoring and grading of distance learning modules
Graders	("Korrektoren") Graders support highly qualified and competent lecturers of on-site modules who are not able to grade student papers due to time constraints.

Learning guides and graders also work based on a mandate basis and are remunerated per graded paper.

In the selecting of teachers' process, IGW is evaluates professional competence and practical experience in relation to the subject matter. Teachers also need to be acquainted with the activities in the Church and Christian organisations and be able to connect theory and practice. 90% of the teachers are pastors or leaders of Christian ministries or mission organisations. The remaining 10% are active in theological education outside their commitment at IGW. Additional requirements include experience in adult education and personal faith in Christ.⁷

Despite these measures and the awareness of the IGW leadership, the challenge of developing the teaching culture and theology at IGW remains due to the transnational work and the high number of teachers, each with a small teaching load.

Budget

The I-SER points out that the budget of IGW International (for D-A-CH) totals approximately 1.4 million CHF annually. Around 90% of the income comes from tuition fees. Only around 10% comes from donations, the annual charity run, and fundraising.

Accounts of the school are externally audited.

⁷ For a comprehensive list of educational staff, please see addendum 2, attached separately.

Programmes and Delivery mode⁸

As this was an institutional visit only, there are no programmes included in this institutional review. The following listing of IGW programmes provides the context for the institutional review.

Num ber	IGW Nomenclature of Programmes	ECTS and Delivery Mode	EQF and ISCED Levels	ECTE Certification Framework: QF-EHEA (Dublin descriptors)
1	Certificate in Theology ("Berufungsjahr" = vocation year)"	Credits (ECTS): 24 Delivery: DE/OE	Corresponds to the EQF level 5 (Partial)/ISCED 5-541 (Partial)	Short Cycle (partial)
2	Bachelor of Arts in Theology	Credits (ECTS): 180 Delivery: DE/OE	Corresponds to the EQF level 6/ISCED 6-65	First Cycle
3	Bachelor of Theology (BTh)	Credits (ECTS): 180 Delivery: DE/OE	Corresponds to the EQF level 6/ISCED 6-64	First Cycle
4	Postgraduate Certificate in Theology (Certificate of Advanced Studies, CAS)	Credits (ECTS): 12 Delivery: DE/OE	Corresponds to the EQF Level 7 (partial)/ISCED7-761 (Partial)	Second Cycle (partial)
5	Postgraduate Certificate in Theology (Master of Advanced Studies, MAS)	Credits (ECTS): 60 Delivery: DE/OE	Corresponds to EQF Level 7/ ISCED 7-74	Second Cycle (partial)
6	Master of Theology (MTh) Credits	Credits	Corresponds to EQF Level 7/ISCED 7-74	Second Cycle (partial)

⁸ The basic Delivery Mode for All Programmes is DE through Extension Centres

		(ECTS): 60 Duration: 2 to 3 years (or longer) Delivery: DE/OE		
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Functions and Activities and Mission Statement

CORE BELIEFS, VALUES, AND GOALS

The ECTE core values are endorsed, reflected, and applied by IGW.

IGW's mission statement has changed several times. However, the core content and values have remained the same since its establishment in 1991. The most recent version was published in July 2018. It brings the individual aspects to the point in a short and appealing form:

‘The vision - the hope that drives us: We dream of relevant churches and a renewed society.’
‘The mission - the task that inspires us: We train women and men to become leaders who live the Gospel in word and deed.’

In its capacity as a training partner of local churches, ministries, mission societies and denominations, IGW trains people to be leaders in a manner particular to each denomination, so that they can live out their individual calling thus contributing to the *Missio Dei*.

GENERAL DESCRIPTION OF INSTITUTION

Established in 1991 by Heinz Strupler, IGW has headquarters in Zurich and a total of eight decentralized Extension centers (STC) in Germany (D), Switzerland (CH) and Austria (A). IGW offers formal theological education through bachelor's and master's programmes via classroom and distance learning. The basic delivery mode at IGW is DE through extension centers. The study programmes at IGW are aligned according to six areas of competence: theology, spirituality, leadership, communication, social skills research.

D. FINDINGS OF THE REVIEW



















Description of the extent of the review

This report relates to an Institutional Review of IGW. Therefore, standards A1-A6 relating to the institution (part A of *Standards and Guidelines*) are examined. The institutional review is seen as the basis for programme review.

D1 - Standards relating to the institution

A.1 - IDENTITY AND PURPOSE
















INSTITUTIONS HAVE CLEARLY FORMULATED STATEMENTS OF IDENTITY AND PURPOSE

Guidelines examined	A.1.1 Identity, A.1.2 Legal and Fiscal status, A.1.3 Vision and Mission, A.1.4 Public information.
Evidence of Compliance	<p>SER A.1.1, examination of Identity and Purpose on the ground and meetings with leadership and governance personnel. Ancillary documents including:</p> <ul style="list-style-type: none">  A1 01 Booklet Churches and Organisations.pdf  A1 02 Degree Program BA.pdf  A1 02a Degree Program BA Curriculum.pdf  A1 03 Degree Program BTh.pdf  A1 03a Degree Program BTh Curriculum.pdf  A1 04 Short Program BJ.pdf  A1 04a Flyer Short Program and BA.pdf  A1 05 Degree Program MAS.pdf  A1 05 Degree Program MTh.pdf  A1 05a Degree Program AAP.pdf  A1 06 Degree Program CAS 1.pdf  A1 07 Degree Program CAS 2.pdf  A1 08 Degree Program CAS 3 .pdf  A1 09 Degree Program CAS 4.pdf  A1 10 Degree Program CAS 5.pdf  A1 11 Annual Report 20_21.pdf  A1 12 Agreement IGW Bund ETG.pdf  A1 13 Annual Focus and Goals 21_22.pdf
Analysis	<p>IGW has a clear identity and purpose. The VET has noted an outstanding alignment of the school’s written values and identity with the practice of their staff, learning community, and the local churches.</p> <p>I-SER A.1 shows that vision, mission, and theological values apply across IGW. Goals and mission apply to all areas of IGW. IGW links its doctrinal identity to the European Evangelical Alliance (EEA), German Evangelical Alliance (DEA) family as well as to the Lausanne covenant. The identity of IGW stakeholders indicates Churches and ministries who see themselves as kindred to the school.</p> <p>IGW has a very general vision: “Relevant churches and a renewed society”, but a more concrete MS: “Women and men who live the Gospel in word and deed”. This is lived out in five core values: anchored</p>

	<p>in practice; committed to the Kingdom; aligned with the Bible; inspired by innovation; interested in people (SER, p.14). I-SER A. 1.3: Explicitly explain that vision and mission also apply to all programmes at IGW, including DE/OE.</p> <p>All information is freely available on the Internet. Far beyond that, IGW offers freely available podcasts, videos, theses, exemplary works by students. Only books published by a publisher are available for a fee. Everything else is available for free use. Costs are transparently presented in brochures and on the website. The availability of internet connection and devices is not explicitly mentioned, but are standard in Germany and Switzerland. For participants in other countries, these requirements will be clarified in the interview. Data protection laws are observed at IGW.</p> <p>In both the I-SER and in person, the VET found evidence that the various departments at IGW have a shared understanding of the identity, purpose, and mission of the school. The VET observed a strong sense of purpose among staff at IGW, relating their individual roles to the overall purpose of the school. The current vision and mission statements, although general, capture the purpose of IGW and connect the activities of the school. Vision and mission statement were last revised in 2018.</p> <p>Overall, the public information about IGW is in keeping with ECTE standards.</p>
Commendations, recommendations, requirements	<p>Commendation: The VET commends the way the school introduces its students to the breadth of theological views within the Evangelical spectrum, whilst providing careful pastoral support to students as they encounter this diversity.</p>
Panel conclusion	Fully compliant

A.2 - GOVERNANCE AND QUALITY ASSURANCE

INSTITUTIONS HAVE APPROPRIATE AND EFFECTIVE GOVERNANCE AND QUALITY ASSURANCE STRUCTURES

Guidelines examined	A.2.1 Governance, A.2.2 Leadership and Management, A.2.3 Decision-making structures, A.2.4 Strategic Planning, A.2.5 Internal Quality Assurance Procedures, A.2.6 Cyclical External Quality Assurance.
Evidence of Compliance	<p>SER A.2.1, examination of QA processes on the ground and meetings with leadership and governance personnel. Ancillary Documents including:</p> <ul style="list-style-type: none">  A2 01 Constitution IGW Schweiz.pdf  A2 02 Constitution IGW Deutschland.pdf  A2 03 Board Members IGW.pdf  A2 04 Functional Diagram Board and School Leadership IGW.pdf  A2 05 Minutes Strategy Days Board.pdf  A2 06 Role Model IGW.pdf  A2 10 Minutes School Leadership.pdf  A2 11 Invitation Staff Days 2021.pdf  A2 12 Job Description David Jäggi.pdf  A2 13 Concept Overall Processes IGW INT.pdf  A2 14 Continuing Education Activities Staff CH.pdf  A2 15 IGW Team Neo-PI-R.pdf  A2 16 SEA Together against violation.pdf  A2 17 Study Guide Navigator 21-22.pdf  A2 18 Style Sheet 21-22 IGW.pdf
Analysis	<p>In both documents and in conversation with the board chairperson, the VET found evidence that school governance is functioning well. Further, appropriate and flexible strategic planning is practised at IGW and involves the stakeholder community in determining institutional needs.</p> <p>IGW has a clear governance and management structure with clear distinction between the two. The Governing Board structure is adequately described in A.2.1.</p> <p>The IGW administration meets the requirements. Because IGW, according to its definition, offers only DE/OE study options, there is also only one integrated administration. Further, responsibilities are clearly defined in employment contracts and job descriptions.</p> <p>The supporting documents are well-written, including organisational chart, constitution, list of board members, functional diagram, strategy minutes, role model, and leadership minutes.</p> <p>Further, IGW's strategic plan is revised annually in its basic focal points, goals for the following academic year, and for the following 3 years.</p>

IGW's Strategic Planning work also includes the various study programmes under the framework of "missional theology".

A yearly, three-day retreat involving all employees deals with innovations, teambuilding, and communication. The organisational values of qualifications, personal talent, and personal autonomy are highlighted at IGW.

IGW's Internal quality assurance takes place on various levels. The following are some examples:

- The staff (annual evaluation, further training).
- Overall team levels (team-building).
- Students/staff (ombudsman unit).
- Faculty (module development, revision, visiting classes).
- Educational partners (feedback flows into QA), students (surveys, module feedback).
- Academic administration, (study conditions, written work, teaching conditions, document storage, language requirements, design, plagiarism, grading appeal).

An impressive array of supporting documents reinforces these QA descriptions

The board supervises management and school development. Annual evaluation by the eduQua (quality certificate), audited accounts, and annual reporting includes qualitative and quantitative school development.

IGW is aware of the latest technology developments. Purchasing software (LMS; administration, website, etc.) ensures that the IT provisions are always up-to-date and being run efficiently. Modules in face-to-face and distance learning include versatile digital resources. Ideas and feedback from students are implemented quickly whenever possible.

Because the distance learning courses do not include synchronous portions of lectures, a short-term Internet outage usually does not adversely affect student learning






















IGW takes students feedback into consideration. The last major roll out in 2015, when the study reform was implemented, would not have been possible without intensive collaboration with students who gave their ongoing feedback. For example, trial modules were created in advance, students involved, and staff trained. Ongoing, task-related internal and external training of employees is an important matter to IGW and corresponds to the Swiss standard of quality assurance. Within the appropriate framework, this applies to all innovations at IGW (I-SER A.3.4).

IGW's Governance and Quality Assurance are firmly in place.

<p>Commendations, recommendations, requirements</p>	<p>Commendation: The VET commends IGW for its board governance practice which extends across the German-speaking world. IGW understands and practices clear distinctions between government and management. Further training and use of board governance resources could bring added value to the entire IGW operation.</p> <p>Commendation: The VET commends IGW leadership for its efforts in taking staff and students' perspectives into account in IGW decision-making.</p> <p>Commendation: The VET recognises IGW's exemplary internal QA policies and practices in promoting a culture of responsiveness to feedback from students, staff, and faculty.</p>
<p>Panel conclusion</p>	<p>Fully compliant</p>

A.3 - HUMAN RESOURCES

HUMAN RESOURCES IN INSTITUTIONS ARE FIT FOR PURPOSE AND MANAGED FOR FLOURISHING

Guidelines examined	A.3.1 Human Resources; A.3.2 Non-Educational Staff; A.3.3 Educational Staff; A.3.4 HR Policies and procedures.
Evidence of Compliance	<p>SER A.3. Discussion in meetings with leaders, staff, and students, ancillary documents including:</p> <ul style="list-style-type: none">  A3 01 IGW-Focus and Motto Goals.pdf  A3 02 List Staff IGW.pdf  A3 03 MBTI-Questionnaire.pdf  A3 04 Process New Hiring.pdf  A3 05 Assessment Tasks.pdf  A3 06 Employment Contract CH.pdf  A3 07 Employment Contract DE.pdf  A3 08 Template Journal Employee Conversation.pdf  A3 09 Template Timekeeping 2022_CH.xltx  A3 10 Template Timekeeping 2022_DE.xltx  A3 11 Regulation Fees and Expenses Educational Staff CH.pdf  A3 12 Regulation Fees and Expenses Educational Staff DE.pdf  A3 14 Form CH New Hiring.pdf  A3 15 Form DE New Hiring.pdf  A3 16 Introduction Staff Admin.pdf  A3 17 Regulations Expenses.pdf  A3 18 Form Expenses Staff.xlsx  A3 19 CV Staff Dave Jäggi.pdf  A3 20 Concept for Further Education Staff.pdf  A3 21 Foundations for New Fee Regulations IGW.pdf  A3 22 Personnel Regulations DE.pdf  A3 23 Personnel Regulations CH.pdf  A3 24 IGW Fee Regulations.pdf
Analysis	<p>The VET team found practices relating to human resources in line.</p> <p>Based on the Mission Statement, key terminology communicates IGW’s HR intentions: “encouraging... appreciative ... innovatively ... entrepreneurially ... responsibility... complementarity”. Attention to “employee culture” and “staff culture” is explicit. Other elements such as focus on conflict resolution, honouring employees, and a clear and regularly revised organisational chart, portray a healthy Human Resources emphasis and culture at IGW.</p> <p>For module creation for face-to-face and distance learning modules there are:</p> <ul style="list-style-type: none"> ● Software Super User: 1 person for LMS. Technical aspects, interface IGW - software producer, course duplication, all technical aspects.

- Instructional Design: 1 person with responsibility for ID, in collaboration with other IGW staff, involved lecturers etc.
- Multimedia production: 1 person with responsibility for video recordings of lectures, other multimedia offerings (podcasts, videocasts, etc.) in collaboration with the Head of Marketing IGW.

Only non-educational staff are employed by IGW. Educational staff are employed on a fee basis as “subcontractors”. Ongoing training is regulated by eduQua. Employment criteria are clear and candidates are well-screened. A probation period takes place and employee interviews monitor subsequent stages.

IGW has no permanent faculty. Teachers take on one 4-ECTS module and sometimes several 2-ECTS modules. In addition to teachers, IGW have *Lernbegleiter* who supervise, monitor and correct DL modules and *Korrektoren* who assess learning activities when teachers do not have sufficient availability. Subject allocation is based on professional competence and subject matter.

Concerning formal qualifications, IGW faculty “usually have an academic degree at least one level above the students’ intended degree ... in rare cases professional qualification and experience is more important to IGW, for example in homiletics. The one level above requirement also applies to staff with leadership roles. Teachers are primarily ministry practitioners of various kinds, competent in adult education as well as having clear personal faith in Christ and spirituality.

By its own transparent admission, IGW needs to progress in the development of its educational staff (see SER "Conclusions", pp. 37-39). IGW values its posture as a learning organisation with flat hierarchies and active staff involvement in decision-making.

Online teaching took place during the Covid-19 Pandemic. Educational Staff and Non-Educational Staff had the opportunity to attend external seminars on online teaching at no cost. Videos are recorded for distance learning courses (diachronic learning). Due to IGW's certification with EduQua, teachers who teach more than 150h per year are required to have undergone recognised continuing education in adult education (mainly concerns IGW staff).

IGW seeks to continually develop its human resources. One example has been a workshop with Dr. Eric McCauley for all IGW employees (March 2022). The workshop provided IGW with an important external perspective.















Among other things, the following two points were highlighted through this workshop:

1. It is important that IGW explicitly defines blended learning to promote understanding of it among staff and faculty (blended

	<p>learning as a process, not just related to on-site instructional days).</p> <p>2. IGW must promote a theological understanding of formation among staff from a holistic perspective. The work must not only refer to existing, but different implicit understandings among employees.</p> <p>Distance learning courses do not have an instructor, but rather a learning support person who is available to respond to student inquiries and to correct work. All according to CH and DE standards and laws.</p> <p>The notion of learning community is integral to IGW's educational philosophy. This takes place via practical support, mentoring via the STL, "huddles", morning challenges, two full-day "koinonia" events, theologians' meetings, study days, disciplinary proceedings, virtual campus, inspiration evenings, and voluntary InterVision groups are all part of the learning community activities. Other Learning community activities are IGW Editions (book publishing), IGW Talks, MonTalks and webinars.</p> <p>In sum, IGW demonstrates its human resources strengths in its context and given its mission. IGW's Human Resources weaknesses lie in the areas of staff turnover, which could potentially affect its stability. The VET recognises the economic challenges of the early post-Covid context. The VET also recognises IGW's challenges in securing finances in the implementation of its recommendation stated below.</p>
Commendations, recommendations, requirements	<p>Recommendation: Given the unique structure of IGW and the need for greater stability of personnel, the VET recommends that the school consider increasing the working hours of employed staff, particularly study centre coordinators (STL). Such measures should result in a more coherent coordination of its teaching and learning programmes.</p>
Panel conclusion	Substantially Compliant

A.4 - COMMUNITY AND CONTEXT








INSTITUTIONS DISPLAY HEALTHY COMMUNITY DYNAMICS IN ACTIVE RESPONSE TO CONTEXT

Guidelines examined	A.4.1 Learning Community; A.4.2 Stakeholder Community; A.4.3 Civil Community; A.4.4 Communication.
Evidence of Compliance;	<p>Meetings with students and alumni, meetings with faculty, Ancillary</p> <ul style="list-style-type: none">  A4 01 Example Agreement IGW EGW.pdf  A4 02 List IGW Partnerships.pdf  A4 03 Feedback Morning Challenge.pdf  A4 04 Intervision MAS.pdf  A4 05 Virtual Campus.pdf  A4 06 Context Analysis Swiss Society ENG.pdf  A4 07 Concept MonTalks.pdf  A4 08 Study Field Trip BA.pdf  A4 09 Study Field Trip MAS.pdf  A4 10 Concept and Regulations Practice Supervision.pdf  A4 11 Concept and Information LifeShapes and Huddle.pdf  A4 12 Learning Circle.pdf  A4 13 Feedback IGW Partners on Study Reform.pdf  A4 14 Concept Character and Practice.pdf <p>documents including:</p>
Analysis	<p>Clear communication with staff, students within the community is supported by the publication of staff and student handbooks, placement and employment opportunities, and written policies covering core activities of the institution. Communication often takes place primarily at the association level via IGW management.</p> <p>The most important means of communication for students in distance learning is the "Infopool" in <i>Itslearning</i> for distance learners. Through this platform, all students can be reached quickly and easily with messages.</p> <p>Generally on communication, three other documents supplement the I-SER:</p> <ol style="list-style-type: none"> 1. Documentation for communication in crisis situations. 2. Documentation on external communication (final thesis of an IGW employee in the subject "Communication for Non-Profit Organizations"). 3. Documentation Hierarchy Communication with Stakeholders / Alumni. <p>Key stakeholders for IGW include the IGW board, the GBFE network, church associations, other educational institutions, the Swiss EA, Association of Evangelical Missions and the KbA network. The weakest link in this area is the alumni network, which is under construction. It is</p>

	<p>worth noting that a number of communication strategies and tools have been developed by IGW with students, faculty, staff.</p> <p>To link stakeholder perspective with curriculum development, the VET recommends using the following resource:</p> <p>Rupen Das, <i>Connecting Curriculum with Context: A Handbook for Context Relevant Curriculum Development in Theological Education</i>, ed. Riad Aziz Kassis (Langham Global Library, 2015).</p> <p>IGW student services include the role of the STL (on-site coordination, huddles, academic and pastoral concerns). This applies also to DE/OE students. Master’s level supervision and BA coaching is also provided by department heads, STLs and mentors.</p> <p>IGW does not have a film studio or video equipment. Lecture recordings are made at the study centres. Recording and editing up to the finished videos are done by an external, professional company. IGW receives the finished videos including separate audio files (mp3) for provision in the LMS.</p> <p>As IGW owns no real estate, facilities are limited to rentals of space in churches, facilitating contact with the church context. Accessibility to IGW facilities is made easier via public transport. STC facilities include one large classroom, kitchen, small rooms for breakout, and Wifi availability. No food services are provided. Studios (audio, video) are simple.</p> <p>Both the documentation and the on-site visit highlighted the centrality of community life, for students and staff alike (This is less so in relation to teachers/lecturers, but given their relatively modest role in the educational model, the VET didn’t consider it to be an issue. A similar comment could be made about its online education mode, but this is not the major learning mode at the moment, and it was evident that students who opt for OE have opportunities to connect with fellow students/staff).</p> <p>Good communication, written and oral, formal and informal, is a clear strength of IGW, and this was amply evident in the VET’s interaction with the students and teachers alike. It is evident to the VET team that IGW’s ethos is thoroughly communal, and creatively contextual - a major strength and a distinct feature of its identity, very much in line with its stated vision and mission.</p>
Commendations, recommendations, requirements	<p>Commendation: The VET commends IGW for its efforts in encouraging and supporting the ethos of learning- in-community, especially in relation to the role of STL’s and managers of IGW’s extension centres.</p>
Panel conclusion	Fully Compliant

A.5 - EDUCATIONAL RESOURCES

INSTITUTIONS HAVE EDUCATIONAL RESOURCES THAT SUPPORT THEIR MISSION AND STRATEGY

Guidelines examined	A.5.1 Student services; A.5.2 Study facilities; A.5.3 Library/Learning Resource Centres; A.5.4 Information management; A.5.5 Information Technology; A.5.6 Virtual Learning Environment and Educational Resources.
Evidence of Compliance	<p>SER A.5. Meeting formally and informally with different staff members involved in student services. The VET received an insightful tour of the study centres in Zurich and Bern. Ancillary documents included:</p> <ul style="list-style-type: none">  A5 01 Classrooms and Infrastructure.pdf  A5 02 Workshop Literature Research BA.pdf  A5 03 Annual Survey Graduates 2021.pdf  A5 04 Survey Alumni 2014.xlsx  A5 05 Maintenance Contract Server.pdf  A5 06 Workshop IGW Educators 2021.pdf  A5 07 Controlling and Progress Student.pdf
Analysis	<p>For BA and MAS levels, introductory days are offered before the start of studies to help clarify the organisation, introduction to studies and learning platform, first communal experiences (i.e excursion to churches, worship, praise and prayer times).</p> <p>On whether learning resources at IGW properly support the study programme outcomes, this is the case at IGW when such resources are limited to outside libraries and the IGW “LMSitslearning”. Other resources include Bible software (logos), Perlego, interlibrary loan.</p> <p>The VET encourages IGW to invest in greater access to digital theological resources, especially having in mind students who may live in places with little or no access to good libraries and opt for online programmes. Developing further access to theological literature online should promote availability of learning resources to support the instructional objectives, levels and learning outcomes of the institution’s programmes. This discussion will be considered at more depth when examining programme standards.</p> <p>The IGW information system includes processing of course and teaching evaluation, study programme evaluation among graduates, alumni surveys and employee surveys. Effective campus administration software is used for contact information, student files, grades and transcripts, finances, alumni information, student progress files, information on teachers, student individual curricula, individual learning and achievement, course management and booking.</p> <p>A well-trained IGW employee is responsible for the technical aspect of IGW learning. A variety of online solutions are used for data storage,</p>

archiving, communication and planning and teaching tools. All data is mirrored and backed up and monthly maintenance is carried out. IGW does not feel the need for an IT strategy “as its needs are completely covered by the subscription and cloud solutions”.

IGW adheres to the copyright legislation of Switzerland and Germany when providing the resources. Out-of-print books may be copied and provided as a whole. In the case of expensive books that are still being published and only excerpts of which need to be edited, IGW will provide partial excerpts as PDFs (copyright: scope of copies only in parts, not substantial parts of an entire book). If out-of-print books are reprinted, the PDFs of entire books will be removed by IGW and students will be informed.

IGW uses exclusively the LMS *Itslearning* to support its teaching/learning processes. Two staff are responsible here, one for technical, the other for content. They regularly offer training to teachers and the platform is used to provide assignments and learning resources. Responsible as direct contact persons are the personally assigned study leaders. Further, information on the technologies used takes place on the introduction days and is described in the Navigator for the students.

The student support is adequate, readily accessible and fit for the purpose. Students are provided with clear support structures which are appropriate to their reality. They are appointed to support groups and tutorship which ensure their spiritual growth and personal development. Tutors are readily available and participate in the academic life of the students, providing a good platform for growth and adequate learning support.

As IGW rents space in churches for classes and community times with its students, such a model helps keep the costs low and at the same time provides a good connection to the church and civil community. The facilities are adequate and fit for the purpose.









IGW has appropriate record-keeping in place that includes updated contact information, student files, grades and transcripts, finances and alumni. The VET encourages IGW to continue processing student and alumni data collected for the benefit of their strategic planning, particularly for quality assurance and further develop their alumni programme.






















IGW uses *Itslearning* as their VLE and it has proven to be an excellent tool to support student learning. The school provides enough qualified staff, student, and faculty support. Students have pointed out a learning curve for students and teachers to use the software. However, they have enough support and can quickly overcome such struggles. The VET encourages IGW to continue working with teachers so their courses can be better organised on the VLE.

Commendations, recommendations, requirements	Commendation: The VET Supports the school’s vision of training the students to find resources available within the civic community, e.g public libraries.
Panel conclusion	Fully compliant

A.6 - Finances and sustainability

INSTITUTIONS HAVE SUITABLE FINANCIAL POTENTIAL, PLANNING, POLICIES AND PROCEDURES

Guidelines examined	A.6.1 Financial Potential and Planning; A.6.2 Financial Policies and Procedures; A.6.3 Sustainability; A.6.4 Remuneration and Fees; A.6.5 Fundraising.
Previous requirements or recommendations	None
Evidence of Compliance;	<p>SER A.6, Meeting with the finance and accounting team, ancillary documents including:</p> <ul style="list-style-type: none">  A6 01 Budget INT 2021-22.xlsx  A6 02 Budget DE 2021-22.xlsx  A6 03 IGW INT Financial Results 2020_21.pdf  A6 04 IGW DE Financial Results 2020_21.pdf  A6 05 Concept Financial Objectives and Annual Cycle.pdf  A6 06 Process Month-End.pdf  A6 07 Process Dunning.pdf  A6 08 Analysis 20-21 Q4.pdf

	<p>  A6 09 Review Report Annual Account 2020 2021.pdf  A6 10 Cash Office Financial Control IGW 2021.pdf  A6 11 Customer Satisfaction.pdf  A6 12 Regulations Sur Dossier.pdf  A6 13 Template Corrections Sur Dossier.pdf  A6 14 Assessment Sur Dossier Example.pdf  A6 15 Registrations 211130.pdf  A6 16 Student Numbers 2021-10.xlsx  A6 17 Statistics Interested Persons.xlsx  A6 18 Solvency IGW CH 2020_2021.xlsx  A6 19 Concept Solvency Safety.pdf  A6 20 Concept Scholarship.pdf  A6 21 Form Scholarship.pdf  A6 22 Statistics 20 21 Dropout Interrupt.xlsx  A6 23 Concept Fundraising IGW.pdf  A6 24 Foundations IGW-Fundraising.pdf  A6 25 Annual Account CH 2020-21.pdf  A6 26 Annual Account DE 2020-21.pdf  A6 27 Checklist Dropout Interrupt.pdf  A6 28 Number of Students Graphic 2021-10.pdf  A6 29 Tax Exemption for Donations to IGW.pdf </p>
Analysis	<p>Funding principles and annual cycle are approved by the Board. IGW uses the financial software Abacus. Payroll, personnel are subcontracted, while financial accounting is done by IGW staff. Accounts are balanced monthly, and quarterly reports discussed by management. Sustainability is evaluated based on tuition income, development of student numbers and prospective students. Liquidity of three months in advance is IGW policy.</p> <p>Staff and faculty remuneration are important to IGW. Benefits include: 13th month salary, social benefits, annual salary adjustments. Funding sources include church support (40%), Scholarship support (30%), Sponsorship (10%) and Fundraising (20%)</p> <p>Based on written policy/concept, expansion of IGW fundraising is projected from major fundraising campaigns (major donors, foundations). The Foundation for Education and Research can house donations for education and training. The IGW Foundation is another source, particularly for loans, scholarships and bursaries.</p> <p>The VET recognises the challenge involved in ensuring sufficient financial resources are available to sustain IGW's mission. This is not unique and reflects the challenges faced by many theological institutions today. It is clear that IGW is fully cognisant of this challenge, as reflected in the organisation's strategic planning documentation. The VET notes, however, the fragility of a fee-based financial model, and</p>

	<p>supports the school’s efforts to increase and diversify the share of fundraising for the institution’s budget.</p> <p>The VET appreciated the transparency of the school in its reports on the financial situation, in the SER, and particularly during the on-site visit.</p> <p>IGW has a track record that is several decades long, and the VET celebrate that. However, the present circumstances indicate a need for appropriate funding to support the quality of their programmes and other activities, the lack of which can impact such areas as high staff turnover.</p> <p>The VET would like to encourage IGW to work towards appropriate recognition of realistic working loads, particularly for STLs (tutors), whilst appreciating the fact that for many of them this is a matter of ministry and vocation. Further, the VET supports the school’s expressed desire to increase the percentage of income from donor contributions.</p> <p>In light of the challenges involved in sustaining a non-denominational theological institution in a German-speaking world/culture, the VET commends IGW for its hard work in attracting donors and sponsors, and encourages its efforts to seek creative, cost-effective ways for carrying out its mission, including the expansion of its donor base.</p>
Commendations, recommendations, requirements	<p>Recommendation: The VET recommends that the school give urgent attention to the changes required for its financial model and encourages the board to explore all possible resources for enhancing financial stability.</p>
Panel conclusion	Substantially compliant

E. Conclusions

SUMMARY OF COMMENDATIONS

IGW is a reputable institution, with many strengths. The I-SER was well organised and clearly formulated.

The following mentions a list of six commendations and two recommendations,

Commendation 1: The VET commends the way the school introduces its students to the breadth of theological views within the Evangelical spectrum, whilst providing careful pastoral support to students as they encounter this diversity.

Commendation 2: The VET commends IGW for its board governance practice which extends across the German-speaking world. IGW understands and practices clear distinctions between government and management. Further training and use of board governance resources could bring added value to the entire IGW operation.

Commendation 3: The VET commends IGW leadership for its efforts in taking staff and students' perspectives into account in IGW decision-making.

Commendation 4: The VET recognises IGW's exemplary internal QA policies and practices in promoting a culture of responsiveness to feedback from students, staff and faculty.

Commendation 5: The VET commends IGW for its efforts in encouraging and supporting the ethos of learning- in-community, especially in relation to the role of STL's and managers of IGW's extension centres.

Commendation 6: The VET Supports the school's vision of training the students to find resources available within the civic community, e.g public libraries.

SUMMARY OF RECOMMENDATIONS

Recommendation 1: The VET recommends that the school give urgent attention to the changes required for its financial model, and encourages the board to explore all possible resources for enhancing financial stability.

Please see reference to the analysis section in A6.

Recommendation 2: Given the unique structure of IGW and the need for greater stability of personnel, the VET recommends that the school consider increasing the working hours of employed staff, particularly study centre coordinators (STL). Such measures should result in a more coherent coordination of its teaching and learning programmes.

IN CONCLUSION

The visitation team recommends to the ECTE Accreditation Commission that IGW be judged to be in compliance with the *Standards and Guidelines* of the ECTE in institutional areas without requirements and suggests to the Accreditation Commission that the school responds with progress reports to the two recommendations above within the annual reporting processes of ECTE.

The visitation team would like to reiterate their gratitude to IGW for a warm welcome and continual efficient and professional interaction with the team throughout the process.

In producing this report, all those involved as peer experts have been free from undue influence of stakeholders on the findings, analysis, conclusions, commendations, recommendations and requirements.

The Visitation Team

Signed:

- **Dr. Paul Sanders (Team Leader)**
- **Dr. Lina Toth**
- **Tiago Fonesca (Student Representative)**
- **Grace Al-Zoughbi, Palestine (Review Secretary)**

June 2022

Addendum 1: Detailed Schedule

Wednesday, May 18 – IGW Office Josefstrasse 206, 8005 Zurich						
18:00 – 20:00		Senior Leadership Team Zoom Link 1 (Host: Oli) Grace Al-Zoughbi (ECTE, online) Michael Girgis, Dean Boris Eichenberger, Study Director MAS Barbara Stotzer Wyss, Study Director BA Olivier Kägi, CFO – Chief of Admin Paul Deck, Marketing Director		Senior Leadership Team Zoom Link 1 (Host: Oli) Grace Al-Zoughbi (ECTE, online) Michael Girgis, Dean Boris Eichenberger, Study Director MAS Barbara Stotzer Wyss, Study Director BA Olivier Kägi, CFO – Chief of Admin Paul Deck, Marketing Director	IGW Office Zürich, Josefstrasse 206 Olivier Kägi	
Thursday, May 19 – Study Center Zurich, Friedenskirche, Hirschengraben 52, 8001 Zurich						
8.30 – 8.45		Morning Devotions			STC ZRH	Daniel Janzen
9:30 – 10:00		Visit Class “Old Testament” (undergraduate level) Dr. Thomas Bänziger	Learning Resources Zoom Link 1 David Jäggi, Course Development (in person) Barbara Stotzer-Wyss, Director of Studies BA (in person) Tobias Wegschaider, Course Development LMS (online)	STC ZRH	Dave Jäggi Dina Burri	
10:00 – 11:15		Administrative Staff Zoom Link 1 (Host Dave)	Alumni & Students of different study sites, mainly ZRH	STC ZRH	Dave Jäggi, Judith Stahl	

		<p>Simeon Stiefel, IGW Staff CH, Marketing & IT (online)</p> <p>Sandra Tönges, IGW Staff DE, Accounting & Student Administration (online)</p> <p>Tobias Braun, IGW Staff DE, Accounting & Student Administration (online)</p>	<p>Zoom Link 2 (Host: Dina)</p> <p>Eliane Freiburghaus, Alumnus BTh, BRN (2020), online</p> <p>Samuel Truttmann, Alumnus MAS CH (2006), online</p> <p>Konrad Blaser, Alumnus MAS CH (2003), online</p> <p>Ingmar Thomas, BA ESS DE, Graduation 2022, online</p> <p>Samuel Lang, BA ESS DE, Graduation 2022, online</p> <p>+ 4 current Students from STC ZRH in person (B.A., B.Th., "Berufungsjahr")</p> <p>Names: Decides on the day of the visit</p>		Dina Burri
13.00 – 13.45		<p>Educational Staff (Mentors/Tutors)</p> <p>blended conversation with at least 5 colleagues from Sites zoomed in to include one in Germany</p> <p>Zoom Link 1 (Host Dave)</p>			Dave Jäggi Dina Burri
14:00 – 15:00		<p>Board Member and Mission Organisation Leader (Stakeholders)</p> <p>Timo Schneider, IGW Board Member, in person</p> <p>Beat Leuthold, President Missions Association AEM, in person</p>	<p>Zoom Meeting with Alumni</p> <p>Zoom Link 1 (Host Dave)</p> <p>Christian Fassbind, Alumnus BA ZRH (2021), in person</p> <p>Sascha Schmiedl, Alumnus BA ZRH (2018), in person</p>		Dave Jäggi, Daniel Janzen Dina Burri

			<p>Daniel Schönknecht, Alumnus BA ZRH (2021), Student MAS, online</p> <p>Martin Thoms, Alumnus BA BSG (2021), Student AAP MTh, online</p> <p>Alisa Weichsler, Alumnus CAS DE (2021), online</p> <p>Hannah Janzen, Alumnus BA BSG (2021), online</p>	
16.00 – 17.30		<p align="center">Teaching Faculty</p> <p align="center">blended conversation with at least 5 colleagues from Sites zoomed in Zoom Link 1 (Host Dave)</p> <p align="center">Dr. Daniel Ritter CH, Church History and Exegesis (online)</p> <p align="center">Lukas Amstutz CH, Church and Context (online)</p> <p align="center">Dr. Philipp Mertens DE, Missional Theology (online)</p> <p align="center">Dr. Gunnar Begerau DE, Old Testament (online)</p>		<p>Dave Jäggi</p> <p>Dina Burri</p>
<p>Friday, May 20 – Study Center Bern-Burgdorf, Lyssachstr. 33, 3400 Burgdorf</p>				
9.00 – 9:45		<p align="center">IGW Board President</p> <p align="center">Dr. Fritz Peyer-Müller, in person</p>	<p align="center">Study Site Team (site manager, administrative and educational staff)</p> <p align="center">Dina Burri, Tutor, Site Manager</p> <p align="center">Adrian Bieri, Tutor, Site Manager</p>	<p>Dave Jäggi</p> <p>Dina Burri</p> <p>Adrian Bieri</p>

10:00 – 10:45	Community Event	Potentially meeting with Dr. Matthias Wenk (church repr. / teacher Ethics)	Students (one person attending part of community event) Programmes: BA, BTh, “Berufungsjahr” Names: Decides on the day of the visit	Dave Jäggi Dina Burri Adrian Bieri
14.30 – 16.30		Finalising Report (commendations, recommendations, requirements) IGW Study Center – Bern-Burgdorf		VET
17.00 – 18.00		Sharing Conclusions with leadership team Zoom Link 1 (Host Dave) Review Secretary Grace Al-Zoughbi (online)		Dave Jäggi