

## External Evaluation Report

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### Introduction

The Chur School of Theology (TH Chur) is located in the Swiss canton of Graubünden at the south-eastern edge of its capital city of Chur. The origins and development of the Seminary of St. Lucia, from which TH Chur emerged, are closely connected with the historical development of the diocese. The episcopal see of Chur certainly had its own ecclesiastical training center very early. Already in the 12th century there was a cathedral school at the episcopal court, which was under the direction of the cathedral scholastic and whose most important task was the education of the clergy. After the Council of Trent, several bishops of Chur were concerned with the establishment of their own seminary; but only since 1807 has there been an actual diocesan seminary in Chur.

Today, TH Chur possesses the rank of a Faculty of Catholic Theology and is accredited in Switzerland as a private university institution. Its credentials are recognized by the Swiss state and its operations are substantially subsidized by the cantonal Government as well as by the diocesan regions belonging to the diocese. Its mission statement places particular emphasis on academic theology that is sensitive to the times and anchored in the living world of the people. The Congregation of Catholic Education (CCE) recognized the TH Chur as an 'institutum theologicum ad instar facultatis' with the purpose of an academic formation of future priests and pastoral agents but also of future theological experts in ecclesiastical or civil institutions.

As a free-standing theological faculty, TH Chur offers a rather classical set of study programs ranging from BA and MA in Theology (corresponding to canonical baccalaureate with 300 ECTS) to licentiate and PhD in Catholic theology. Besides that, the faculty engaged in various forms of course programs for practitioners – for example for persons engaged in pastoral work in specialized functions (together with the Universities of Bern and Zurich). This includes also further education courses in the pre-academic area in the form of a 'Theological graduation certificate' or a short circle mandating for pastoral work (Special Episcopal Program) under the responsibility of the Head of the diocesan priest seminary.

Today, TH Chur is effectively managed by the very popular and engaged deputy director Prof. Faber, who is still waiting for a 'nihil obstat' confirmation of CEE (while she had already received several other CEE 'nihil obstat' confirmations earlier in her career). TH Chur contacted AVEPRO to prepare an evaluation of the faculty, as required by the 2017 Apostolic constitution 'Veritatis gaudium'. It was decided to carry out this evaluation within the framework of the institutional accreditation of the University organized by the Swiss Agency AAQ as required by Swiss legislation. To this end, an agreement had been concluded between AVEPRO and AAQ on September 29<sup>th</sup>, 2020: only those elements of a typical AVEPRO evaluation but not covered by the institutional accreditation would be evaluated by AVEPRO. Therefore, it was not necessary for the TH Chur to submit a separate self-evaluation report according to AVEPRO standards; instead, it was considered sufficient to submit a self-evaluation report that included the following parts:

- the SWOT analysis;
- AVEPRO's standards 4, 5, 6 and 7:
  - Standard 4: General overview regarding programs: education, multi-disciplinary, inter-disciplinary and trans-disciplinary approaches;
  - Standard 5: Strategies and modes of learning and the centrality of students;
  - Standard 6: Support and services for students;
  - Standard 7: Learning and teaching: definition of study plans, their monitoring and review, appreciation of teaching staff; the statistics required by a typical AVEPRO evaluation.
- Hence, this report covers only a part of the evaluation of TH Chur: It is suggested to also read the one drafted on AAQ behalf to obtain a more complete picture. As experts for the external evaluation, AAQ together with AVEPRO appointed:
  - Prof. Dr. Stephanie Bohlen, Rector, Catholic University of Applied Sciences Freiburg, Chair of the Review Panel (chair)
  - Rev. Prof. Eamonn Conway, Mary Immaculate College, reviewer in the last procedure (Quality Audit)
  - Tabea Naemi Aebi, Studies in Protestant Theology University of Bern
  - Prof. Dr. Andre Habisch, Catholic University Eichstätt-Ingolstadt, AAQ and AVEPRO - Reviewer
  - Prof. Dr. Andreas Heuser, Dean, Faculty of Theology University of Basel

A pre-site visit was held on March 28<sup>th</sup>, 2022. Due to the pandemic caused by the coronavirus, the pre-site visit was conducted by videoconferencing. The main site visit took place on May 2<sup>nd</sup> and 3<sup>rd</sup>, 2022. During the whole process, the AVEPRO expert simultaneously served as a full member of the AAQ expert group. Hence, all the meetings held by the AAQ expert group with the different groups of the University were attended by him as well. A discussion with the church representatives of the TH Chur was fully integrated into this program. Albeit this meeting was moderated by the AVEPRO/ AAQ expert, the whole AAQ expert group was actively participating asking questions and expressing opinions. As Church Participants the following discussants participated in that meeting:

- Bishop Rev. DDr. Joseph Bonnemain of the Diocese of Zurich-Glarus;
- Luis Varandas, Vicar General of the Diocese of Zurich-Glarus;
- Dr. Bernhard Willi, Dean of Obwalden.

During the meetings, AAQ staff members took detailed notes. The cooperation within the group was harmonious and very effective. AAQ's support throughout the evaluation process was excellent. In retrospect, the decision of forming an integrated AAQ expert group, in which one member simultaneously serves as AVEPRO expert, turned out to be very productive. It represented a sensible solution which is clearly superior to possible alternatives - such as forming two independent commissions or organizing a partially different program. If the additional effort for the AAQ/ AVEPRO assessor is adequately considered by the agencies, this model is also recommended for future assessment procedures.

## 1. Self-Evaluation Report/SER

The AVEPRO self-evaluation report of TH Chur was finalized on Jan 31<sup>st</sup>, 2022, and was available to the reviewers several weeks before the pre-site visit. It covers 11 pages of text structured in a similar way as the existing report:

2. SWOT analysis and updating of the Strategic Plan (p. 2)
  4. General overview regarding programs: education, multi-disciplinary, inter-disciplinary and trans-disciplinary approaches (p. 4)
  5. Strategies and modes of learning and the centrality of students (p. 6)
  6. Support and services for students (p.8)
  7. Learning and teaching: definition of study plans, their monitoring and review, appreciation of teaching staff (p. 9)
- ANNEXES (Statistic) (p. 12)

Additional 7 pages were submitted as appendices to the report – including a faculty organigram, Numbers of teaching staff (8 Prof.), Mean age of teaching staff (59 y), Mean hours of teaching per week (51), Numbers of students (60 Swiss, 3 international), Number of newly enrolled students (14/1), Number of graduate students (0), Economic sources. The report was transmitted in English and German language.

The SER was prepared with great care and accuracy. For a small unit as the TH Chur, its preparation and delivery represent a big effort. The SER contains a detailed SWOT analysis, and it covers all the areas and topics that had been requested for this evaluation; all the statistics required by the AVEPRO Guidelines are also present.

Following the pre-site visit, the commission requested 15 additional materials. This additional report (22 p.) is covering topics like:

- **issues of student statistics**
  - Gender (female students only approx. 1/3 of the overall numbers, decreasing numbers of overall students 56 -> 51).
  - age groups (only 26 students born after 1990 while 58 students born 1970-1989 and 15 even born 1940-1969).
  - countries of origin (79 Swiss, 18 Ger/Aus, Poland 4, Asia 3, Africa 1).
  - outgoing (9) – incoming (1); reasons: high costs, policy of Swiss officials.
  - Priesthood Candidates (14).
- **External Research funding and research positions and publications,**
- **Gender-relation in appointment procedures**
  - fem 2, male 3.
- **Conferences (including students)**
- **Offers of Doctoral program**
  - limited interdisciplinarity, all offers in German.
- **Study plan**
  - according to framework of Swiss Bishop's conference
- **Quality strategy**
- **Financial situation**
  - Connected with Priest seminar
  - deficit in 2019/20, positive in 2021.
- **Internationalization strategy**
  - Goals are not fully realized, scattered reporting, Movetia: beyond German only 2 French meetings .

- Int. is not specific profile: rather Science transfer especially for the church base in the diocesan and Swiss context is prioritized.
- Focus on recruiting Swiss researchers for an academic career.

Summing-up, the added-upon-request materials provided insights into some factors, which had not been fully reflected in the SER, f. e. the low percentage of female students (compared with other theological faculties in Switzerland), the very low number of students from outside the German speaking countries, the limited interdisciplinary learning spaces for young scientists.

**Recommendation:** Leadership and faculty worked intensively for the SER and requested documentations. Based on the results and feedback from the reports, however, they should not halt their efforts to work towards a "strategy TH Chur 2030". Beyond (principal valuable) pastoral engagement, Faculty should embrace their primary responsibility for the future of TH Chur as such ("Steering instead of rowing!"). When newly appointed colleagues arrive, strategy based KPIs should be defined and monitored accordingly. For strategic self-awareness, they should also ponder 'alternatives futures' to the current situation and decide collectively (also including students' and assistants' representatives), which road to pursue. For that purpose, every 3-4 month the meeting of the university governance ('Hochschulkonferenz') should turn into a 'strategy council' (with methodical support from Catholic organizational leaders or management consultants) to define overall goals and discuss implementation strategies in research, teaching, and engagement.

## SWOT analysis, Vision, Mission, Governance and Strategic Plan

### Strengths

Probably the most important strength, which also became visible during the talks of the site visit, is the strong community spirit and high identification among the TH Chur core group of (some) professors, many elder and some younger students. Through their close relationship and frequent interaction, this core group forms a "strong-tie" network of mutual support, service, and identity formation characterized by mutual trust. Core group members of the other university groups joined forces for the report, praise the faculty on the TH Chur website, represent students and assistants during the on-site-visit etc. They were also still present when the AAQ evaluation committee presented their final vote in the afternoon of day 2. Even in the face of close ties in the core group, however, we found no accusations of cronyism; rather we were assured during the talks with different stakeholder groups, that standards of scientific qualification remain high at TH Chur.

Around this core group, a wider network of relevant stakeholders exists (Bishop and diocese leadership, Canton Graubünden representative, diocese canton representative, lecturers, students) emphasizing TH Chur as 'our faculty'. Obviously, these persons are not just paying lip service but support the faculty very tangibly – also with funding. In return, Faculty provides personal counseling and support to students, engages in pastoral work and committees of the diocese, contributes to the pastoral institute - which is a common organization of TH Chur. This unusual degree of assistance TH Chur receives from the supporting organizations corresponds with a satisfactory financial equipment and allows a favorable teacher/ student ratio.

Other assets include:

- the network of dedicated and intrinsically motivated lecturers, who engage beyond their financial compensation;
- a large building embedded into a spectacularly beautiful nature and equipped with a barrier-free, accessible infrastructure;
- a dense network of contacts in the region – connected with a latent (but not consequently used) willingness to engage voluntarily;

- the relative stability of parish life in many villages of the 'Oberland', which serves as a practical resonance room for the pastoral research focus and which is closely connected through the adult education formats;
- the well-equipped library embedded in the Swiss library network;
- the small apartments offering permanent or temporary overnight stays;
- Moreover, the eligibility of TH Chur students to the opulent means of the Swiss International exchange program Movetia, which allows for cheap visits of students and teaching staff at international partner universities (similar to Erasmus plus program of the EU).

## **Weaknesses**

The geographical position of TH Chur represents curse and blessing, as it may occasionally also foster self-centered perceptions among the core group. Some staff members even live physically on-site dedicating also large parts of their private life to the organization. Indeed, strong tie networks help to build trust, develop a common identity, deliver care and support, create family. However, weak tie networks are also necessary to enlarge students' perspective, strengthen their self-awareness and help them to become more environment sensitive. External lecturers are not fully integrated into the community of TH Chur. Compared with the high academic wage level of Swiss universities, they are rather poorly compensated and receive little more than cost-reimbursement. Consequently, they either hold offices in the local church or – as clergy or religious people from Swiss monasteries - feel obliged to travel even long distances for their lectures. As most of the external lecturers are rather of advanced age (SER: mean age of 59), it may become difficult to quickly substitute qualified lectures, who represent no less than 40 percent (13:9) of the overall teaching staff. Moreover, missing 'weak tie' relationships become obvious in a lack of advisory boards, which would be staffed with laypersons from other areas of society (politics, economy, civil society). Thus, external experts' knowledge plays a limited role in the process of teaching and research. This corresponds with limited interdisciplinary and multidisciplinary learning spaces. Even contacts with international partner organizations (outside the German speaking countries) are scattered and not systematically integrated into an internationalization concept, which would make the universal church more tangible for TH Chur students. Finally, the employment structure of TH Chur lacks professional administrative staff such as a faculty head or secretaries for the faculty. In this sense, the SER emphasizes: "The large amount of work involved in maintaining the Institution's daily operations is distributed among a small number of people (p.3)". When faculty is left alone with administrative and support tasks, however, this prevents them from performing their core academic functions.

## **Opportunities**

The strong support networks of TH Chur represent a unique opportunity to respond to a changing societal environment and to prove the relevance of Christian values in the contemporary World. Partnerships with other organizations – like (Catholic) clinics, companies, or civil society organizations – are easier to establish because of the common background of active Christian faith life. Common projects with those organizations may help to overcome a current limitation of TH Chur by improving interdisciplinary learning opportunities for students at the interface of different disciplines. In the medium term, this may generate new interdepartmental research foci - and ultimately teaching programs open to third-party funding. Modern, cross-divisional programs could attract interested students and junior scientists, thereby enlarging the professional employment environment of TH Chur students. One example was mentioned by Bishop DDr. Joseph Bonnemain during the meeting moderated by the AVEPRO expert. Bishop Bonnemain (who is eager to not intervene into the autonomy of the faculty) is also trained as a medical doctor and mentioned the possibility to team up with a local clinic (Neuburg/ Swiss) for a new Endowed Chair in Palliative Care, which may ultimately even become a nucleus for a new study program.

## Threats

Decreasing numbers of (young) students (according to SER: 10 % in recent years) represent an existential risk for a small faculty. In the SER (p. 3/ 4), the faculty perceives the Church-crisis and the remote location – as students prefer city life – as reasons for low student interest in their course program. It is certainly true, that the current situation in Graubünden, but for sure in Zurich and other parts of the diocese, is characterized by a declining religiosity. However, this change of regional conditions should be anticipated and reflected with regard to the study contents of TH Chur; as it makes the faculty's traditional body of theological study programs even more debatable. In the long term, Church-crisis and secularization will not remain without consequences for the church finances and will threaten the current support structure of TH Chur. What is TH Chur's answer to that development? How can the faculty – in the medium and long run – gradually adapt its study program to changing conditions of their regional context?

### **Standard 4: General overview regarding programs: education, multidisciplinary; interdisciplinary and transdisciplinary approaches**

*The Institution should provide clear information regarding the programs and courses available. In particular, the study plans should be coherent with the learning outcomes to be achieved, the central role of students, and the employment opportunities foreseen. A multi-disciplinary, interdisciplinary and trans-disciplinary approach should be followed, in accordance with the unity of knowledge that characterizes the Institutions' Christian context.*

In order to correspond to the Bologna process and in coherence with the framework program TH Chur confers the academic titles of bachelor's and Master's in Theology in the first cycle, the Master's in Theology corresponds to the canonical baccalaureate (300 ECTS). TH Chur confers the title of licentiate for the second cycle of the canonical degrees and the title of the PhD in theology for the third cycle of the canonical degrees.

The "Study- and Examinationprogram" of TH Chur (2011) corresponds and concretizes this. Information about these programs, respective study plans, and the lectures are available via the regulation documents and the booklet for the lectures, both in print and via internet. The students can also make use of an additional internal communication tool (Microsoft Teams). Modifications are decided by the University conference (faculty council) and published in internal communications. The current version of this document is available to students on the home page respectively via the internal communication platform. Before enrolling, persons can request counseling concerning their choice of study program. The study plans according to the Study framework predetermine to a certain degree the proceedings within the programs.

It remains unclear, whether the documentation practice of TH Chur complies completely with EU Bologna rules. For example, learning goals and workload of the different course elements seem to be documented only to a limited extent in the course descriptions. Moreover, no English version is provided, which would enable exchange students to attain a course recognition in their home university. Finally, workload and ECTS points granted to participants do not seem to be properly aligned in many courses, which results in an excess burden for students during the semester. During the on-site visits, some students complained about having to pursue 12 examinations during the semester. However, according to ECTS rule, there basically should be only one (possibly combined) examination instrument in a 5 ECTS course, which must be specified in advance in the module description.

Concerning multidisciplinary; interdisciplinary and transdisciplinary approaches, it is clear - as also the SER emphasizes - that a free-standing faculty of Theology faces challenges here. According to the SER, the following instruments exist to compensate that:

- cooperation of different theological disciplines takes occasionally place between TH professors (f. e. in seminars).
- the interdisciplinary study week takes place every two years but is also mainly focusing on intra-theology dialogue.
- TH Chur profits from exchange and cooperation with the Academia Raetica, for instance the "Fachhochschule Graubünden" that offers courses for media education, or the "Pädagogische Hochschule Graubünden".
- A cooperation with the Univ. Frankfurt/Main (Germany) enabled a common excursion to Israel etc.

Given the relevance of multi-, inter-, and transdisciplinary approaches (and their importance for a comprehensive learning program), these (mostly elective) offers seem to only reach a small proportion of the students. *It remains doubtful whether they really suffice to compensate the relevant challenges for TH Chur.* Rather, methodical (and methodological) aspects of theological inquiry/ theological language possess important implications for the capacity of the church's witness in the contemporary society. For example, in public discussions pressing questions concerning the relationship between Creation theology and natural scientific research results, Bioethics, Social/Economic/political scientific analyses and social ethics, responsibility of Christians for sustainable business practices, the nature and possible role of theological language in today's world etc. pop-up. Those will only be adequately answered if students are confronted with (and have learned to reflect on) multi-, inter-, and transdisciplinary approaches during their studies.

#### **Recommendation:**

- The dean of studies should make sure that course descriptions follow the rules of the Bologna process (for example concerning the 'ECTS-Work load' ratio).
- Multi-, inter-, and transdisciplinary approaches should be systematically integrated and methodically reflected in an adequate way during obligatory courses of the study program. This may include the invitation of relevant guest lecturers from other Swiss and international universities.
- The program of the interdisciplinary study week should be thematically broadened to also include topics like those mentioned above. Therefore, the invitation of non-theological speakers to that event should be prioritized.
- Complementarily, an internship in external organizations like companies, clinics, administration (including a reflection of personal learning experiences) could be established.
- In the long run, new professional areas (for example in company HR, in Clinic chaplaincy service, in social work) should be gradually envisioned for TH Chur students. They could be developed in close cooperation with external partners – ultimately also resulting in interdisciplinary study programs.

#### **Standard 5: Strategies, modes of learning and the centrality of students**

*The Institution should guarantee that courses are run in a way that encourages students to take an active role in the development of the learning process.*

Close relations with staff members enable quick feedback loops, criticism is accepted and even suggested in most of the TH Chur courses.

A recent process of renovation ensured wheelchair accessibility of the accommodation. If other special needs arise, the Institution is willing to provide solutions.

As a nucleus of any academic and institutional practice of TH Chur, QSS Art. 1 § 1 describes the participation and dignity of all concerned persons.

According to the SER, it is especially the Master thesis – accredited with 20 ECTS – which is supposed to stimulate progressive and independent learning. Trained by the seminar papers written throughout the foregoing semesters, the students choose one topic according to their personal interest and author a thesis of about 80 pages. While working mostly on their own for several months, students are supervised by the responsible professor in the subject they autonomously selected. Given the extent of the (academic) thesis, however, and the duration of the challenge, 20 ECTS seems inadequate for such a challenge, which in other European universities is credited with 30 ECTS – thereby also emphasizing its crucial importance in the study program. In general, (inter-semester) elements of action-learning or project-learning should be strengthened in the study programs of TH Chur (see below Standard 7).

A student evaluation system exists in all the study programs of TH Chur. Results are transmitted to the faculty's quality assurance as well as to the rector and to the respective teacher. Lecturers are invited to discuss insights and results with the students still at the end of the lecture. If necessary, moderated talks involving lecturer, rector and the quality insurance officer are scheduled. This aspect is very advanced as it allows for a coordinated learning and quality improvement process. However, the format of the feedback seems only partly useful and should be adapted (see also AAQ report).

## **Standard 6. Support and services for students**

*The Institution should make adequate resources and services available to students (e.g. didactic resources, support structures, advising in civil questions, recognition rights, housing etc.).*

TH Chur students find themselves in a position to receive a degree of support and service, which is hardly attainable in any other faculty of theology – neither in Switzerland nor elsewhere in the German speaking countries. This starts with the accessibility of staff members, which often also discuss students' personal study requirements with them. Cheap seminary meals served in a beautiful wood paneled dining room are available to all students. After the meal, students can study a selection of newspapers or meet with others in the launch. Moreover, there are even some rooms that can be rented, and part-time students are allowed to book rooms for single nights in the facilities of the seminary. This reduces their time on public transportation, offers them an academic home base and fosters encounters among the students.

All these services render part-time studies well possible: this practice is supported by an easy (but rules-based) crediting process, individual counseling from staff regarding modules that are advisable in a certain situation, special development of Christian female volunteers, encouragement to continuing part-time study, good accessibility even from mountain villages as a condition for work-family balance, special sensitivity to family obligations etc.

International students praise the warm reception, extraordinary counseling, and high interest in their culture of origin, which they enjoyed during their study period at Chur. Their language requirement is C1 German, they found themselves supported by other compatriot students, enrollment and visa were supported, professors personally 'tutored' them, fellow students also helped, and teachers provided a forum for reports from the foreign church during lectures.

Compared with these generous services, however, questions remain concerning psychological counseling opportunities for students and the cancellation of an abuse counseling center. TH Chur governance persons should discuss with the foundation, how these services so crucial during the current situation of the church can be revitalized.



**Recommendation:** The faculty should check whether psychological and abuse counseling can be offered in a sustainable way – also given the legal risks for Catholic organizations in that respect.

### **Standard 7. Learning and teaching: definition of study plans, their monitoring and review, appreciation of teaching staff**

*The Institution should provide for processes to plan and approve study plans, as well as to review and revise them, so that courses are designed to achieve predetermined objectives, taking into account the learning outcomes to be met, and benefit from appropriate modes of teaching. The qualification awarded at the end of the study program and the level it corresponds to must be specified.*

As explained in the SER (p. 8) TH Chur considers most of the students aiming to be priests or pastoral agents. For this reason, the mission statement was selected with a pastoral focus of the Institution "TH Chur is a place of scientific reflection and theological education that enables students to get a pastoral mandate and helps to develop competences for theologically reflected responsible engagement in church and society." According to the SER, it remains under the responsibility of the teachers to consider the ecclesiastical professional areas with a focus on the Swiss context. In line with the 'framework program for full studies in theology according to the Bologna Process', which the Swiss Bishop's conference published in 2005, TH Chur specialized on preparatory disciplines for pastoral work such as religious education or theology of spirituality.

Around the turn of the millennium, the faculty underwent a major restructuring by also establishing new academic standards for the selection of professors, the teaching and research operations etc. Thanks to the expansion of its structures (Pastoral Institute in 2003, postgraduate school in 2014, positions for academic associates in 2014), the ongoing work on regulations (above all the quality assurance system, which has been in place and continuously revised and expanded since 2007, and the associated more minor regulations) and the introduction of new functions (since 2007: Quality Assurance Officer; since 2008: Public Relations Officer; since 2012: Erasmus Coordinator Movetia Agency for Exchange) the structures more and more adapted to the modern academic requirements.

Nevertheless, concerning the modes of teaching necessary to achieve the predetermined educational objective and considering the learning outcomes to be met, a certain dominance of traditional knowledge creation goals/ contents has to be acknowledged in many courses. As we know from educational literature, however, for student's study experience learning spaces dominated by autonomous action and practice are particularly important. Therefore, the faculty should take modern teaching practices like project-learning or action-learning into account. For that purpose, (groups of) students could be brought in contact with external practitioners (from parishes, social work, company chaplaincy, foreigner pastoral Care etc.) to autonomously formulate (and develop) solutions to well defined practical challenges of their future professional life – also supporting their solution proposal with scientific literature. Project learning formats of that kind do not necessarily have to stop after one semester but could also become inter-semester.

**Recommendation:** More project- and action-learning elements should be integrated in TH Chur's study programs

## Concluding remarks and and presentation of recommendations in order of priority

Summing-up, TH Chur enjoys the enduring support of its most important stakeholder groups. Nevertheless, given the situation of the Catholic Church in Switzerland, attracting enough students remains the key challenge to ensure the future of the organization.

1. The faculty must continue to work towards a “strategy TH Chur 2030”. When newly appointed colleagues arrive, strategy based KPIs should be developed and monitored. The university governance (‘Hochschulkonferenz’) should therefore regularly turn into a ‘strategy council’ (with methodical support from Catholic organizational leaders or management consultants) to define overall goals and discuss implementation strategies in research, teaching, and engagement.
2. Complementarily, precious working time of teaching staff should be relieved from administrative and support tasks by hiring non-academic, administrative employees of adequate alternative measures.
3. New inter- and cross-disciplinary learning spaces must be opened-up for students and young researchers. For example, Bishop DDr. Joseph Bonnemain mentioned a potential partnership with a local clinic (Neuburg/ Swiss) for a new Endowed Chair in Palliative Care at TH Chur: the faculty should ponder this proposal. Moreover, internships in external organizations like companies, clinics, administration should be introduced. In the long run, new professional areas for theology students (for example in company HR, in Clinic chaplaincy service, in social work) should be gradually explored and developed in close cooperation with external partners. They may ultimately also resulting in new cross-disciplinary study programs at TH Chur.
4. The dean of studies should make sure that course descriptions follow the rules of the Bologna process (including the ECTS – workload ratio).
5. Multi-, inter-, and transdisciplinary approaches must be systematically integrated and methodically reflected during *obligatory* courses of the study program, f.e. by broadening the program of the Study week and prioritizing non-theologian presenters. Moreover, to overcome a dominance of traditional knowledge creation goals/ contents, project-learning or action-learning formats should be considered.
6. Psychological and abuse counseling should be continuously integrated into the study program.

Ingolstadt, May 2022

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