



UNIVERSITÄT ZU LÜBECK

Personnel Development Concept for the Universität zu Lübeck



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PREAMBLE

The Universität zu Lübeck (UzL) is a young, innovative, agile and dynamic university with a thirst for breaking new ground. Over the five decades since its foundation, the university's portfolio has broadened considerably, but it has always stayed true to its motto: "Focus on Life". This is reflected in our triple focus on (1) medicine including healthcare, (2) life science-oriented natural sciences as well as (3) computer science and engineering.

The UzL is a relatively small university with around 5,000 students and approx. 350 technical and administrative staff (of which approx. 68 % are ♀), approx. 1,700 scientific employees, of which approx. 1,400 work at the teaching hospital Universitätsklinikum Schleswig-Holstein (of which approx. 53 % are ♀), and approx. 150 professors (of which approx. 17 % are ♀). There is currently a range of 33 degree courses available to choose from¹. When expanding its portfolio, the university follows the Humboldtian educational idea of directly linking teaching and research and promotes a close connection within the core research priorities at the UzL.

The personnel development of the scientific and technical-administrative staff is defined in the Structure and Development Plan of the university (*Struktur- und Entwicklungsplan der Universität zu Lübeck, STEP*)² as a primary strategic goal. Therefore, the university aims to set up and implement a holistic concept of strategic personnel development for all member groups. Suitable personnel development tools play a key role here, opening up a wide range of development paths in science, science-related management, administration or leading to careers outside the university.

The present Personnel Development Concept provides a conceptual framework and a systematic description of development paths available at the UzL and illustrates the existing personnel development tools in detail. With this, the university wants to live up to its responsibility regarding the development of its staff and further increase its attractiveness as an employer. Since the UzL has historically grown structurally close to the teaching hospital Universitätsklinikum Schleswig-Holstein (UKSH), and many employees officially work in both institutions or collaborate with one another, the personnel development of both institutions is closely linked, and the relevant departments are in regular, intense contact with each other. Nevertheless, both institutions have their own personnel development concepts that focus on different target groups and employ different measures. Joint target groups (e.g., lecturers and employees in fields relevant to degree courses) are offered a wide range of participation opportunities in both institutions.

¹ <https://www.uni-luebeck.de/studium.html>

² https://www.uni-luebeck.de/fileadmin/uzl_hochschulrecht/uni_intern/STEP_2017-2022_Universitaet_zu_Luebeck.pdf

1. CONCEPTUAL FRAMEWORK

1.1 Definition of personnel development at the UzL

Universities are faced with the task of making career paths in the science system more accommodating due to people's changing, diverse and increasingly flexible life plans as well as due to a growing need for scientifically educated and science-supporting staff in all areas of society. But universities should not merely meet their own needs – society, too, has a great need for young academics. In order to meet this demand, it is important to make decisions about careers inside and outside the university at an early stage and to prepare for them in a qualified manner. Personnel development at the UzL includes a system that allows all employees to gain further qualifications and skills, both in the scientific and in the science-supporting areas. Suitable, target group-oriented, data-based³ and evidence-based offers are being planned and implemented for the different staff groups. Personnel development demands a holistic approach, which has led the UzL to develop three core aims:

- I. Personnel development shall be expanded to meet the needs of an innovative university with a focus on research. This applies to the science departments as well as to the scientific support staff.
- II. Attractive, reliable career paths and transparent application and staffing procedures are to ensure that the most suitable people are recruited for the respective jobs in all areas of the university. The university is aiming to become even more attractive as an employer for potential new employees, both nationally and internationally.
- III. Skills that specifically prepare for career paths outside of science and academia and instead in areas of business and society are to be taught and promoted.

1.2 Main goals of the Personnel Development Concept

Due to the personnel structure of the UzL, personnel development affects all employees of the university. Academic personnel development is regarded as an essential basis for overall personnel development and is integrated into all concepts as a genuine university task. A special emphasis of the university structure and research focus lies on (further) boosting interdisciplinary approaches in the medical context, which is also reflected in the orientation of personnel development.

In the future, transparent internal personnel development processes are to regulate how qualifications for vacant positions can be successfully offered and sustainable new appointments can be made. Rights and obligations arising from a corresponding agreement between the university and employees are to be defined. From this, the university infers the following key objectives for the professional and personal development of its employees:

1. Further developing the quality of research and teaching
2. Improving career opportunities and making them more transparent

³ e.g. through employee surveys, annual DSC surveys, HRS4R polls

3. Further establishing equal opportunities, diversity and family friendliness in all university spheres
4. Providing support for leaders: strengthening leadership skills and acquiring leadership knowledge to further develop a leadership culture that promotes mutual appreciative and motivating interactions
5. Supporting professional change and development of employees
6. Health-promoting work routines and strengthening of employees' health awareness and skills

1.3 Strategic personnel development process

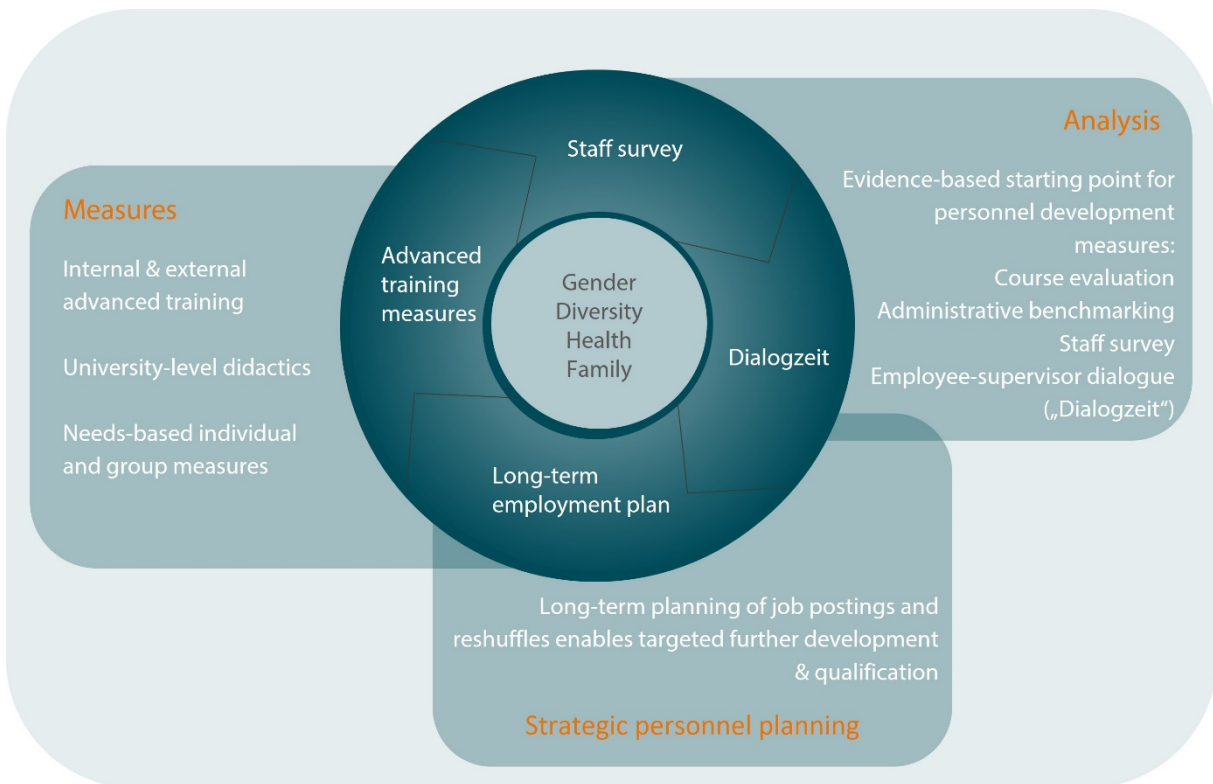


Figure 1: Process of strategic personnel development at the UzL

The process of personnel development represents an interaction of regular, detailed analyses and, based on this, the strategic planning of individual development paths as well as the measures derived from them (see Fig. 1). The early and targeted qualification for a position should ensure optimal development and thus avoid loss of knowledge and transfer. In 2014/2015, the university's first ever staff satisfaction survey was carried out in order to get an evidence-based starting point for university personnel development measures and to create bespoke instruments based on knowledge of the employees' well-being and needs. The survey is repeated every two to three years. Meanwhile, it enables longitudinal analyses and closes the cycle between needs analysis and evaluation of the existing measures and tools. In order to raise the analysis of personnel development needs to an individual level, annual dialogues are held between employees and

supervisors (*“Dialogzeit”*).⁴ These dialogues form the basis for possible further development, promote communication and trusting cooperation, identify areas that could benefit from optimisation or problem areas and help to strengthen employee satisfaction and the leadership culture at the UzL. The 2020 survey provided valuable insights into needs and optimisation opportunities at the administrative level through benchmarking on the satisfaction and efficiency of the science-supporting sector. In addition, the teaching modules and degree courses at the UzL are evaluated centrally every semester with a needs-based assessment. The knowledge gained leads to measures being implemented by the Lecturer Service Centre (*Dozierenden-Service-Center, DSC*)⁵, which, as a central institution, coordinates the conception, organisation and implementation of the university didactic training as well as Internal Training (*Interne Weiterbildung, IWB*). Further and advanced training measures within the university are free of charge and may be attended during working hours. This way, a broad range of measures can be offered and implemented. The DSC structurally bundles the areas of personnel development, university didactics and digital education technologies and is established as a central point of contact for inquiries and concerns regarding these issues.

1.4 Structural anchoring of personnel development

As a central institution, the DSC acts independently. The Executive Board Officer, the Senior Management and the Advisory Board form the decision-making bodies. Within the university administration, the DSC is positioned under the overall responsibility of the Chancellor. In addition, under the responsibility of the President, the Executive Board is involved in the promotion of personnel development, with all Executive Committee members representing and furthering their interests according to their function. At the same time, all measures take place in close cooperation with the Departments of Quality and Organisational Development, Equal Opportunities and Family, Human Resources and Finance. This facilitates taking action within the framework of holistic structural decisions and implementing targeted measures with the support of the university management.

The Department of Personnel Development is in regular contact with the university committees, staff councils and the heads of personnel development at the UKSH and the Polytechnic University. This way, needs and necessary changes in the area of personnel can be identified as they emerge, appropriate measures can be introduced, communicated to the target groups and implemented together with the university management and the relevant institutions. All the measures listed are supervised centrally and evaluated and further developed in collaboration with the implementing institutions.

⁴ <https://www.uni-luebeck.de/universitaet/personalangelegenheiten/personalentwicklung/dialogzeit-mitarbeitenden-vorgesetzten-gespraechen.html>

⁵ <https://www.uni-luebeck.de/universitaet/personalangelegenheiten/interne-weiterbildung.html>

2. PERSONNEL DEVELOPMENT TOOLS

For the three target groups of the UzL (professors, academic staff and technical-administrative personnel), comprehensive and bespoke offers have been and are being developed (see Fig. 2).

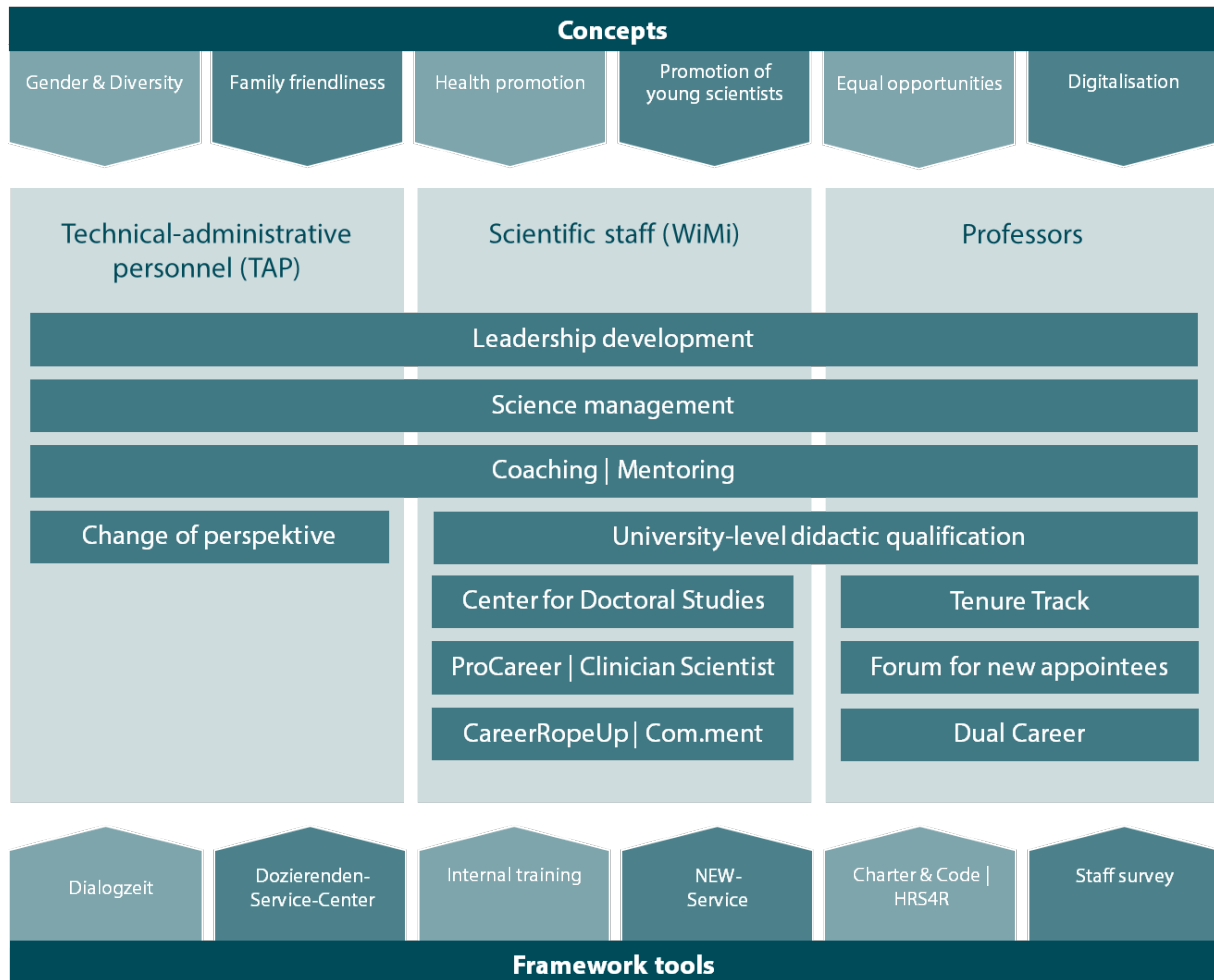


Figure 2: Target group-specific personnel development measures in conjunction with overarching concepts and framework tools

On the one hand, the framework for these target group-specific offers is made up of overarching tools that address all personnel groups. These include the staff satisfaction survey and the dialogues between employees and superiors ("*Dialogzeit*"),⁶ which aim to analyse personnel development needs. Then, there are the offers of the so-called NEW-Service, the Lecturers' Service Centre (*Dozierenden-Service-Center*) and advanced internal training. On the other hand, the basic concepts of equal opportunities, family friendliness, gender & diversity, promotion of young talent, health promotion and digitalisation, which are being implemented and lived at the UzL, enable a constant improvement of personnel development offers. On the following pages, the individual offers are discussed in greater detail.

⁶ <https://www.uni-luebeck.de/universitaet/personalangelegenheiten/personalentwicklung/dialogzeit-mitarbeitenden-vorgesetzten-gespraech.html>

2.1 Academic personnel development

Producing highly qualified academics is a genuine task of the universities. One way to achieve this is through the doctorate and the phases of academic qualification following the doctorate (postdoc period, habilitation and professorships with or without Tenure Track). Initially, this requires support in developing skills and abilities that are necessary for a career as an independent researcher. In addition, the university imparts skills that can be used both for scientific work and in other areas of the economy and society.

In the style of the European Framework for Research Careers⁷ of the European Commission, the university distinguishes between temporary qualification positions for a doctorate (R1 First Stage Researcher) and habilitation (R2 Recognised Researcher), permanent positions for scientific employees in the classic sense or with functional tasks (R3 Established Researcher in science, teaching, science management etc.) and professorships for life (R4 Leading Researcher). Figure 3 shows all professional development paths for scientific staff at the UzL. Each option is described in detail in the text below.

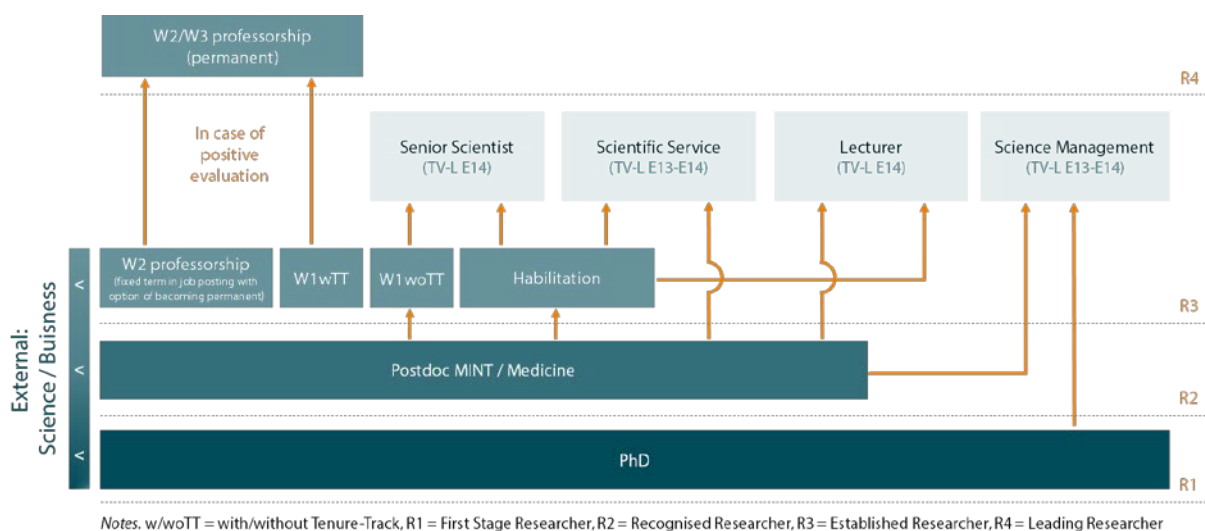


Figure 3: Development paths for scientific staff at the UzL in the style of the European Framework for Research Careers of the European Commission (R1-R4 model)

2.1.1 Temporary qualification positions: PhD

This first qualification phase up to the level of doctorate corresponds to the First Stage Researchers (R1) in the European Framework for Research Careers of the European Commission and is supervised by a doctorate supervisor. The PhD boards of the sections and the Centre for Doctoral Studies (CDSL) are further contacts and advise supervisors and PhD candidates on the doctoral process, further training and funding opportunities. The CDSL is particularly focussed on promoting the career development of young scientists and helping them along on their further path within or outside the university. As a central institution, it advises all those interested in doing a PhD and those supervising

⁷ <https://euraxess.ec.europa.eu/europe/career-development/training-researchers/research-profiles-descriptors>

them. In addition, the CDSL offers a comprehensive, structured range of advanced training for all PhD candidates and acts as a connecting element for the doctoral programmes on site.

Within the sections, the chairperson of the responsible doctoral committee and the respective office advise the PhD candidates and their supervisors on all questions relating to the initiation and realisation of the individual PhD.

Thanks to these well-developed structures and extensive third-party funding, the university can offer very good framework conditions for PhD candidates. In close cooperation with the sections that are responsible for the exams, the CDSL offers all PhD candidates advice, coaching and a network, which accompanies them through the entire PhD process – on top of the scientific support provided by the doctorate supervisor. In order to make the relationship between PhD candidates and supervisors transparent, the so-called supervision agreement was introduced as a tool.

There have been various third-party funded PhD programmes in Lübeck over the years. The Executive Board is always open to new applications from other research training groups. For these structured programmes, a common curriculum was introduced by the existing PhD programmes in collaboration with the CDSL. This defines the standards for all types of structured PhD.

Junior funding, the doctoral scholarship "*Lübeck Exzellenzmedizin*" and applying for funding for teaching are ways of financing a PhD in Medicine. Details on the application and approval framework can be found on the UzL homepage under Internal Research Funding for Medicine (*Interne Forschungsförderung der Medizin*)⁸.

As detailed in the constitution of the UzL, the Doctoral Council represents the interests of PhD candidates. It represents everyone who is aiming for a PhD at the UzL in the sections of computer science / technology and natural sciences as well as in medicine. The defined tasks of the Doctoral Council include: representing the interests and involvement in PhD student affairs, promoting networking and offering support in doctoral matters. The Doctoral Council can also send a representative to the Senate to champion the interests of the PhD candidates there. For more information, please visit the UzL website under Doctoral Studies⁹.

2.1.2 Temporary qualification positions: postdoc or habilitation positions

According to the European Framework for Research Careers of the European Commission, scientists with a doctorate are among the Recognised Researchers (R2) and, at the UzL, they are considered specialised experts and top performers in the fields of teaching and research. They are in a career phase that is crucial for their further personal development – both inside and outside of academia – and that requires increased attention. Only very few postdocs can secure a lifetime professorship, because nationwide the number of permanent positions and professorships is only a fraction of the number of doctorates. The UzL is aware of its special responsibility here: it is not only committed to the career development of its scientific employees within the university, but also and especially

⁸ <https://www.uni-luebeck.de/forschung/interne-foerdermoeglichkeiten.html>

⁹ <https://www.uni-luebeck.de/index.php?id=11984>

prepares them for careers outside the university, as this corresponds to the most common career path (see Fig. 4).

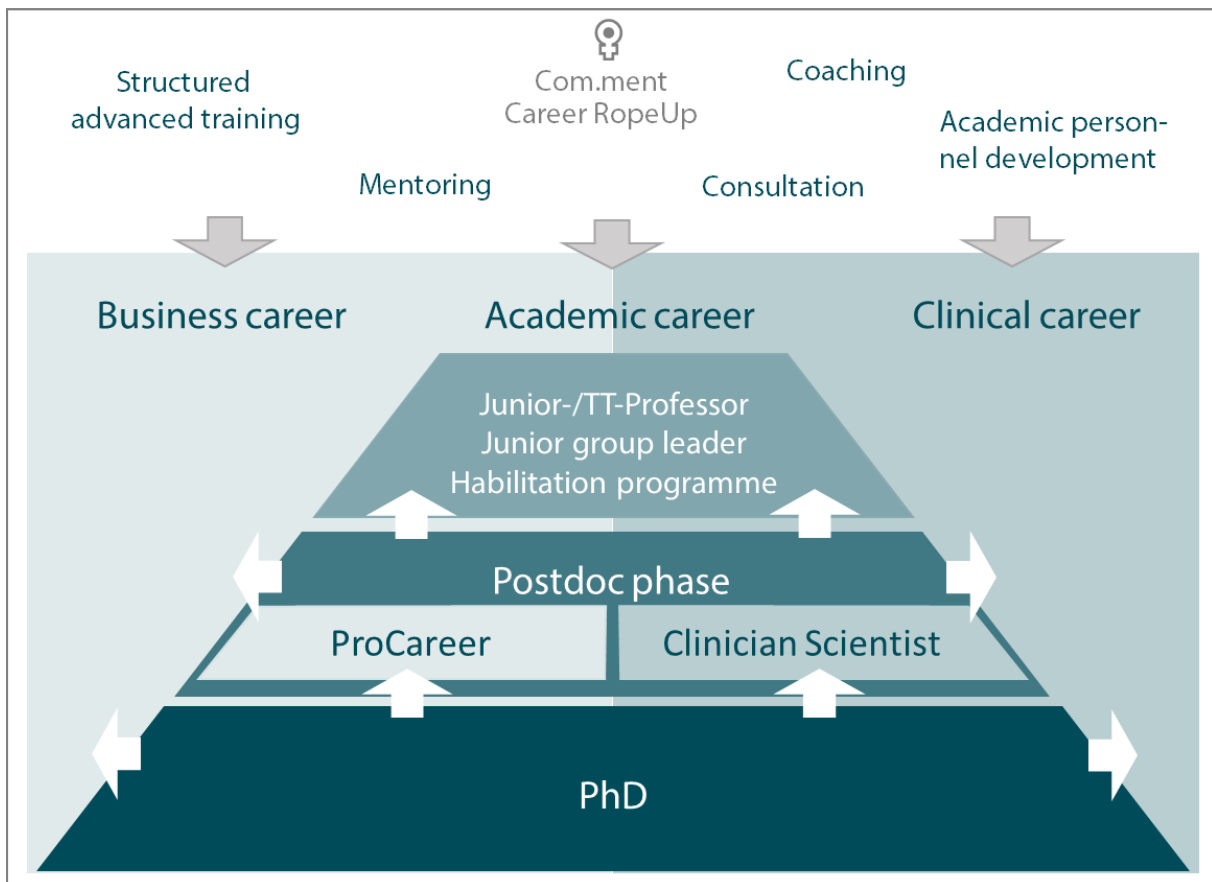


Figure 4: Advancement structure for junior scientists at the UzL. In the upper section (white background), the current promotional tools of the university are outlined.

Around 75 % of those completing their PhD at the UzL leave the university (for details, see the framework code, section on employment circumstances and fixed-term contracts). The remaining 25 % begin their first postdoc phase in Lübeck and benefit from a sustainable funding programme that actively supports them in their career planning and development. Depending on their personal goals, postdocs can choose between two different programmes promoting young researchers at the UzL.

2.1.2.1 ProCareer programme for postdocs

This programme, which is currently in the process of being set up, is aimed at all postdocs who are not directly involved in clinical work, who do not aspire to work as a doctor and who, for example, would like to pursue a career as a medical scientist (for details, see 2.1.2.3). It aims to provide comprehensive support, such as open advice centres, networking and courses as well as a two-phase backing system, which is divided into an orientation phase (up to two years) and a phase that allows individuals to make their mark. During the orientation phase, junior scientists should make a conscious decision about remaining in the academic system or transitioning into the non-university job market. But they should also be prepared to realise that, despite their own interest, there may

not be enough attractive open positions in their field. For both career paths, the UzL offers an extensive training and consultation programme. In the second phase, postdocs work on their habilitation or do equivalent work, for instance as a junior research group leader or as a junior professor. To this end, comprehensive advice and advanced training courses are also available.

Regardless of any postdoc programme, those aiming for a professorship are advised to change location in the interest of academic exchange. In preparation, individual courses – e.g., on creating your own teaching portfolio for application documents or producing entire certificate packages comprising qualifications for university didactics or proof of leadership skills – are offered by internal training.

2.1.2.2 Clinician Scientist School Lübeck

For many years, the UzL has been actively involved in the scientific training of doctors to become Clinician Scientists. The successful expansion and professionalisation in this field was achieved through an application as part of the DFG's Clinician Scientist Programme and was fully approved in 2018. With the approved funding, the university was able to establish the Clinician Scientist School Lübeck (CSSL). The curriculum includes an interdisciplinary mentoring system and a training programme for comprehensive interdisciplinary skills in the scientific environment. The CSSL training programme was created in close consultation with the State Chamber of Physicians of Schleswig-Holstein (*Landesärztekammer Schleswig-Holstein*) and recognises certain research periods for specialist medical training. Research here is primarily focussed on Connecting Brain, Metabolism, and Inflammation (BMI) Mechanisms and Disease Expression. The programme thus combines the research priorities of the UzL and promotes scientific interaction at the university. The candidates for the Clinician Scientists development path are selected annually by the CSSL in a competitive selection process. From the point of view of the university, a structured programme such as this offers ideal conditions, providing a link to the W1 Tenure Track career path and thus opening up this opportunity of cultural change to researching physicians as well. For more information on the programme, the application process and requirements as well as the extent of funding, please go to the UzL¹⁰ website.

The UzL also supports measures to promote established Clinician Scientists who have already achieved specialist or senior physician status, so-called Senior Clinician Scientists. These people are of vital importance for the further development of patient-oriented research and the qualification of young scientists in clinical and experimental research. Measures to promote this target group primarily focus on helping raise third-party funding, including endowed professorships. At every development stage of Clinician Scientists (during or after specialist training), the personal contractual situation is coordinated with the UKSH.

¹⁰ <https://www.uni-luebeck.de/forschung/interne-foerdermoeglichkeiten/clinician-scientist-programm.html>

2.1.2.3 Medical Scientist

Research-active, science-led medicine thrives when there is close collaboration between different scientific disciplines and professional groups. Medical Scientists are scientists who do not take direct personal responsibility in patient contact and therefore do not need a medical license to fulfil their tasks in medicine and medical science. This does not mean that licensed physicians cannot pursue this career path. Medical Scientists have a university degree in medicine, natural sciences, including psychology, technology, computer science or engineering, increasingly also in health sciences, and have already completed a doctorate or are attending the Medical Scientist School at the Universität zu Lübeck (MSSL)¹¹. They work in a wide range of fields, from basic research to application-related disciplines, and can also be indirectly involved in patient care: for instance, in diagnostics, in prognostics, in interdisciplinary case advisory teams or in the production and application of complex medical products. Or they might work in business or with regulatory authorities. Medical Scientists may also collaborate with Clinician Scientists and medical staff in standard healthcare. The quality and innovative strength of university medicine is directly dependent on the optimal integration of this professional group for demanding tasks in research, teaching and patient care. And, last but not least, the increasing digitalisation and mechanisation of medicine lead to a constantly growing need for Medical Scientists.

At the UZL, many scientists from other disciplines (anatomists, biologists, chemical scientists etc.) are involved in the preclinical training of students in human medicine and thus contribute significantly to the medical course. The goal is interaction on an equal footing in a mix of professional groups, generating optimum expertise for the tasks at hand and advancing the interprofessional paradigm.

To pursue this development path, interested parties are encouraged to get involved in the Medical Scientist School at the Universität zu Lübeck (MSSL)¹¹. Here, students have the option of completing a structured doctorate to become a Medical Scientist. With the ProCareer programme, the DSC, the Centre for Clinical Studies (*Zentrum für klinische Studien*, ZKS) and the UKSH Academy, interested scientists who have already completed their PhD can attend a wide range of further training courses, take advantage of networking opportunities or seek individual advice to suit their individual development phase.

2.1.2.4 Habilitation grants for female scientists

Special habilitation grants are available for female scientists in computer science / technology, natural sciences¹² and medicine¹³. These grants allow female scientists to take a paid leave of absence to continue or complete their habilitation thesis or enable them to go on a research stay in connection with their habilitation thesis. The aim is to increase the number of female habilitations. In addition, this encourages effective networking between sponsored people from both sections.

¹¹ subject to a positive application evaluation

¹² https://www.uni-luebeck.de/fileadmin/uzl_gleichstellung/Chancengleichheit_und_Familie/Gleichstellung/Akademisch/Habilitationsfoerderung_fuer_Wissenschaftlerinnen.pdf

¹³ <https://www.uni-luebeck.de/forschung/interne-foerdermoeglichkeiten/habilitationsfoerderung.html>

2.1.2.5 Career prospects beyond science

To provide for the increased need for orientation for other potential professional fields (science management, industry, self-employment) in this career phase, the UzL offers extensive support in the areas of founding, transfer and negotiation. As a certified EXIST start-up university, the so-called UzL *Gründer-Cube*, an information point for potential founders, is available to advise all students, employees and leaders at the university for up to 5 years after the end of enrolment or the end of their employment contract. Internal Advanced Training (*Interne Weiterbildung, IWB*) offers support with implementing ideas into business concepts as well as with applying for a wide range of financing options – including detailed preparation through various advanced training courses on the subject of business modelling and business administration – and is part of the programme.

Furthermore, in 2012, the UzL created the science campus *BioMedTec Wissenschaftscampus*¹⁴ together with partners from science and business. Its task is to promote joint knowledge and technology transfer in business and society and thus to ensure mutual permeability of personnel.

2.1.3 Permanent posts: Science Management, Senior Lecturer, Scientific Service, Senior Scientist

The personnel development of scientific non-professional teaching staff deserves particular attention: according to the European Framework for Research Careers of the European Commission, they belong to the Established Researchers (R3), to which all permanent functional positions, junior research group leaders, junior professorships and W1 professorships with Tenure Track belong. Career paths that lie beyond the tenured professorship are to receive particular support, since this type of professorship is not achievable for everyone and may also not be what everyone strives for (see Fig. 3). The aim should be to give qualified staff the opportunity to remain permanently at the university and with the prospect of rising wages. The UzL is currently developing four paths that are intended to offer local scientists secure and fulfilling positions at the university. A distinction shall be made between habilitated and non-habilitated staff. The permanent positions are to be filled on the basis of professional qualifications in four key areas:

1. *Science Management* – for details, see 2.3.1
2. *Senior Lecturer* – for details, see 2.1.3.1
3. *Scientific Service* – for details, see 2.1.3.2
4. *Senior Scientist* – for details, see 2.1.3.3

This is an approach that takes into account the different strengths of the scientific staff and is therefore intended to attach particular importance to outstanding teaching.

2.1.3.1 Senior Lecturer

Scientists who are in an fixed-term postdoc phase or who have already completed their habilitation and do not want to or cannot leave the UzL should seek an interview with their head of institute in order to discuss the possibility of taking on special functions in the institute. People with a high

¹⁴ <http://www.bio-med-tec.de>

affinity for teaching and exceptional didactical skills may want to consider the individual career path of Senior Lecturer.

As part of the DSC, they can obtain a professional university-level didactic certificate with a focus qualification from the Scholarship of Teaching and Learning (SoTL). This is essential for those wanting to follow the Senior Lecturer's career path. Consistently above-average teaching evaluation results in compulsory and optional course modules are equally important. Senior Lecturers are qualified to teach independently on a permanent basis.

They each have a permanent position with an increased teaching load of up to 16 hours per week per semester or the maximum possible load according to the current teaching duties ordinance of the state of Schleswig-Holstein. The resulting increase in the teaching load at the institute is not taken into account in the allocation system by the Executive Board so as not to generate any indirect disadvantages.

2.1.3.2 Scientific Service

In recent years, the UzL has established a truly outstanding lab- and experiment-driven research infrastructure. This infrastructure is essential for the research fields that benefit from it. Expert staff in permanent positions underpin this framework. A job in Scientific Service requires a highly specialist qualification in the corresponding scientific area. A basic qualification as a postdoc is a prerequisite. However, those in Scientific Service do not pursue an independent scientific career. Instead, they cater to the needs of the assigned department. It is a service job that requires a strong methodological background, oriented towards the respective field. Examples are: the administration of core units, tasks in the university's central administration or the coordination of a special research area. Large equipment and biobank supervision can also be part of such a job. Or key tasks such as applying for grants or scientific writing. In any case, excellent networking skills – e.g., with colleagues in science management, administration and research – is essential. Also, service and communication skills are very important.

2.1.3.3 Senior Scientist

The minimum requirement for a Senior Scientist is a habilitation. A Senior Scientist can be entrusted with particularly responsible tasks, such as the management of demanding research infrastructure, or they could become deputy head of the institute. Further training in the area of leadership is obligatory (recommendation by the IWB: Certificate of Leadership Management). The Senior Scientist assumes responsibility for the training of young scientists. In consultation with the respective head of institute, a Senior Scientist may also take on special teaching tasks.

2.1.4 Professorial development paths

The professorship for life (W2 and W3) is classified as Leading Researcher (R4) in the European Framework for Research Careers of the European Commission. It is a recognition of exceptional scientific achievements and is linked to specific requirements. Appointments are made with the aim

of selecting the very best in an open and competitive process. A successful professorial development path usually requires at least one change of location. Experience outside the UzL is a prerequisite, especially when it comes to traditional professorships or Tenure Track professorships.

Accepting a professorship is often accompanied by a shift in the range of things that are expected, from purely academic performance to a significant management and leadership component. Often, first-time appointees are not fully prepared for these tasks. The personnel development measures are intended to help with mastering this new area of responsibility.

2.1.4.1 Well connected! – Forum for new appointees

A joint onboarding event for newly appointed professors takes place twice a year. *Well connected!*¹⁵ is a forum for new appointees and those who have just obtained habilitation and forms a building block in the academic personnel development of the management at the UzL. Over the course of two half-days, new appointees get to meet the most important contacts, have the opportunity to network and learn all about the university structures first-hand. This is a great way for new appointees to receive personal, comprehensive and competent support. In short, the event provides them with a complete package that forms the basis for their management work on top of their research work. But even after *Well Connected!*, the personnel development department is always available as a point of contact for new appointees.

2.1.4.2 W1 professorships

A W1 professor with or without Tenure Track is free to enjoy all the rights of a full professorship without being burdened with all the usual duties. A W1 professor benefits from a legally guaranteed reduced teaching load and having to do fewer administrative tasks. In contrast to W2/W3 professorships, the UzL does not expect W1 professors to perform extensive academic self-administration, although they may, of course, do this if they so please. Thus, the university gives the young professors the opportunity to settle into their new field of work and, above all, to strengthen their own scientific profile. Thanks to the greatly reduced administrative workload, they also have enough time to attend advanced training courses and to engage in networking. At the start of their academic career, young appointees require new forms of skill and value transfer. It is important to enable young professors to train and develop – both scientifically and as a leader. The university's aim is to link leadership skills with a particularly high level of interdisciplinary and interprofessional skills. In addition to developing their own leadership abilities, acquiring university-level didactic skills is an important part of this academic qualification phase. The offers by the DSC, including the university-level didactic teaching certificates, are highly recommended.

In 2018, the UzL developed its own recruitment process for junior professorships with Tenure Track: this process is binding and set in the rules of procedure (statute) for the evaluation of junior

¹⁵ <https://www.uni-luebeck.de/universitaet/personalangelegenheiten/interne-weiterbildung/specials/well-connected.html>

professorships and Tenure Track professorships (W1 and W2)¹⁶. The statute provides for the W1 professorship with Tenure Track to lead to a W2 professorship for life if the evaluation is positive. The statute includes clear criteria for judging whether a Tenure Track professorship should be made permanent following evaluation or not. The objective agreement criteria cover:

- a) Research and development performance, including knowledge and technology transfer,
- b) Achievements in academic teaching,
- c) Academic dedication,
- d) Leadership skills, capacity for teamwork and social skills

(For an evaluation grid for recording leadership and social skills, [see 2.1.4.3](#))

Before advertising a vacancy, the sections check which type of professorship should be advertised. A W1 professorship is always advertised with Tenure Track. With the launch of the statute, an attractive tool for the early appointment of excellent young scientists was introduced. It aims to implement a sustainable, transparent and plannable career path and thus promotes a culture change in the appointment system. Experience from other universities shows that with a long-term appointment policy based on the Tenure Track model, excellently qualified junior staff can be recruited both nationally and internationally.¹⁷ The W1 professorships with Tenure Track are offered structured dialogues on a regular basis as part of a voluntary mentoring programme. In the event of a negative tenure track evaluation, they have the option of taking a Senior Scientist position.

2.1.4.3 W2/W3 professorships

In 2019, the UzL introduced a statute on the procedure and awarding of performance-related payments as well as research, teaching and transfer allowances.¹⁸ The aim is to strengthen performance-related elements in the salary of professorships. According to this, additional benefits can be granted for special achievements in the areas of research, teaching, technology transfer, further education or the promotion of young talent. Benefits are awarded for performances that are significantly above average and usually have to be achieved over several years. There are three levels of special performance bonus: level 1 equals over-fulfilment of official duties, level 2 equals significant over-fulfilment of official duties, and level 3 equals outstanding achievements that clearly boost the university's international reputation. To qualify for the bonus, an objective agreement based on the specifications of the structure and development plan is required.

In addition to this incentive-based salary structure, personnel development supports W2 and W3 professorships with their multifaceted range of tasks, particularly with regard to health, leadership and management. Leadership and social skills are key and have a lasting effect on every level of any

¹⁶ https://www.uni-luebeck.de/fileadmin/uzl_hochschulrecht/Bekanntmachungen/Satzungen_2018/181108_Verfahrensordnung_zur_Evaluierung_von_Juniorprofessuren_und_Tenure-Track.pdf

¹⁷ Barlösius, E., Weißenborn, L. (2019): Begleitforschung zum Nachwuchspakt: Erste empirische Befunde. Tagungsbeitrag an der Leibniz Universität Hannover: Die Umsetzung des Nachwuchspaktes. Zur nachhaltigen Implementierung von Tenure-Track-Professuren im Bund-Länder-Programm zur Förderung des wissenschaftlichen Nachwuchses, Hannover 2019

¹⁸ https://www.uni-luebeck.de/fileadmin/uzl_hochschulrecht/Bekanntmachungen/Satzungen_2019/191122_Leistungsbeuegesatzung.pdf

collaborative work. Which is why a cross-institutional workgroup on the subject of personnel management – consisting of members of the teaching hospital Universitätsklinikum Schleswig-Holstein (UKSH), the Christian-Albrecht University of Kiel (CAU) and the UzL – was set up, and a uniform procedure for filling management positions in clinics and medical institutes was agreed: an externally commissioned Assessment Centre (AC) is appointed to determine the leadership and social skills of the shortlisted candidates. The results gathered by the AC are systematically linked to the onboarding process. Targeted measures are extrapolated, and all parties agree on them. In addition, an internal system for recording leadership and social skills was developed which, after successful piloting, is to be used when filling W2/W3 professorships that call for strong leadership in the medicine section as well as in the computer science / technology and natural sciences sections. Leadership and social skills are also systematically recorded throughout evaluation procedures for fixed-term professorships. To this end, a special evaluation grid has been developed.

In addition, in case of special challenges in teaching or in a team, people can always opt to undergo additional training, seek advice and sit in on lectures. The Personnel Development Department is always happy to arrange something.

2.1.5 Charter & Code and Human Resources Strategy for Researchers (HRS4R)

In February 2019, the UzL committed to the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, the so-called Charter & Code¹⁹. These are key elements of the Human Resources Strategy for Researchers (HRS4R)²⁰, with which the European Commission wants to strengthen academics and increase academic mobility. In order to implement the principles defined in the Charter & Code at the UzL, a targeted reflection and critical examination of the processes for personnel recruitment and development were launched, thereby initiating the first phase of the implementation of HRS4R. A workgroup – with members from the personnel development department, research and international affairs, the Centre for Doctoral Studies and the EU research funding programme, together with representatives from all academic career phases – developed a corresponding internal analysis of aspects of good academic practice and how this is anchored in the processes of the university, helping with the selection, recruitment, employment and further development of scientists. To strengthen these fields of action, an action plan with targeted measures, guidelines for open, transparent and performance-oriented personnel selection processes and an HRS4R implementation design was developed. The process was accompanied by the Executive Board from the outset and aims to make recruitment processes fair, to make advertised positions visible internationally, to create excellent working conditions and thus to attract highly qualified applicants to the UzL.

In November 2021, after a successful and independent assessment, the UzL received the HR Excellence in Research Award from the European Commission for its outstanding recruitment and development of scientific staff. This quality label stands for fair and transparent personnel selection and recruitment procedures, good employment conditions, compliance with ethical standards and

¹⁹ https://www.uni-luebeck.de/fileadmin/uzl_dsc/1541081298charter_and_code_de_en.pdf

²⁰ <https://www.euraxess.de/de/node/5765>

the provision of a motivating work environment with attractive further development opportunities. The UzL is the 9th university in Germany to have been awarded the seal.

2.1.6 University-level didactic teaching development

The UzL's academic Personnel Development Department offers all lecturers at the university the opportunity to attend courses in university-level didactics²¹. These are free of charge for everyone involved in student teaching. Lecturers who want to strengthen their didactic skills can choose from around 50 courses a year in seven skill domains. In addition, lecturers who attend a combination of different courses are given the opportunity to obtain four different certificates. These are accredited by the German Society for University Didactics (*Deutsche Gesellschaft für Hochschuldidaktik*, dghd) and are therefore also recognised at other universities.

Other accompanying individual measures for teachers include teaching coaching, sitting in on lectures²² and the Lübeck interactive interim evaluation (*Lübecker interaktive Zwischenauswertung*, LiZa)²³, which provides a mid-semester assessment to show what works well and what could be improved. An independent range of measures for medical didactics has been audited by the Medical Didactics Network (*Netzwerk Medizindidaktik*, MDN) and is therefore also recognised at other universities. The introduction is planned for 2022.

*The Scholarship of Teaching and Learning (SoTL)*²⁴ workgroup, located in the DSC, is open to all lecturers interested in teaching methods or the learning methods of their students and are looking for an exchange of experiences or for support with the publication process.

2.2 Non-academic personnel development

The steadily increasing number of students and the acquisition of third-party funds place special demands on the scientific support staff at the UzL. This group of people includes all employees in departments and central facilities as well as technical and administrative staff in decentralised areas (sections, institutes etc.). They relieve scientists of administrative and operational tasks, actively shape structures and processes and support researchers, lecturers and students with information, advice and services. Here, too, the above-mentioned structural changes are accompanied by an increasing scope and a further differentiation of the fields of action. How to master these new challenges and relieve the associated burdens was systematically examined in the administrative benchmarking carried out in 2019. The results from this and the repeated staff surveys provide important insights into the satisfaction level and needs of the technical and administrative staff and show that personal development and change opportunities for this group of people within the university must be promoted and facilitated even more in future. Based on the latest survey results,

²¹ <https://www.uni-luebeck.de/universitaet/personalangelegenheiten/interne-weiterbildung.html>

²² <https://www.uni-luebeck.de/universitaet/personalangelegenheiten/interne-weiterbildung/lehrpraxis-service/lehrberatungshospitation.html>

²³ <https://www.uni-luebeck.de/universitaet/personalangelegenheiten/interne-weiterbildung/lehrpraxis-service/evaluationstools.html>

²⁴ <https://www.uni-luebeck.de/universitaet/personalangelegenheiten/interne-weiterbildung/lehrpraxis-service/eigene-lehrforschung.html>

key topics were identified in an interactive discussion event. Employees from administration, science and technology are encouraged to participate in workgroups²⁵ to tackle these topics and thus actively shape change processes. In addition, the personnel development department provides internal advanced training (*Interne Weiterbildung, IWB*) for staff and managers, offering needs-based measures and bespoke schemes.

2.2.1 Advanced internal training

The personnel development department at the UzL offers all staff the opportunity to attend internal training courses (*Interne Weiterbildung, IWB*)²⁶. These are free for UzL employees and can be attended during working hours. In consultation with the respective head of department, further development needs are discussed on a regular basis during dialogues in *Dialogzeit*. Participation in the courses is purely voluntary and may only be refused by the department head if urgent official reasons prevent participation. The repetitive course structure is designed in such a way that everyone can develop to the extent they want. 3-5 advanced training courses per year are recommended. In IWB, participants who want to boost their personal development and professional careers can choose from around 150 courses a year in ten categories. In addition, those who attend a combination of different courses are given the opportunity to obtain four different certificates (each with compulsory and elective modules) in important career-oriented management areas, thereby making the most of individual development options: project management (*Projektmanagement, PM*), change management (*Changemanagement, CM*), leadership management (*Leistungsmanagement, LM*) or research management (*Forschungsmanagement, FM*).

2.2.2 External training and further education

In addition to internal training, which primarily imparts basic skills, it can also make sense to attend external training and further education courses to engage more in-depth with a specific topic. These include, for example, qualification courses offered by the federal state, science management, systematic consultation, coaching or special IT training. Having fresh eyes view your work and the exchange with other institutions is a valuable experience that cannot be offered to the same extent by internal training. If external training and further education is of particular importance for a person's professional advancement or a prerequisite for a mutually desired change of job within the university, the head of department and the chancellor should be contacted in advance to conclude agreements that regulate joint rights, obligations, costs etc.

2.3 Cross-status group tools

2.3.1 Science management

The structural change that has taken place in recent years due to the growth of the UzL required the creation of a job category that did not previously exist at the university: so-called functional positions

²⁵ AG Forschung & Verwaltung, AG Vorschlagswesen, AG Beurteilungssysteme

²⁶ <https://www.uni-luebeck.de/universitaet/personalangelegenheiten/interne-weiterbildung.html>

in the field of science management, which support the core processes in research and teaching. Having science management skills is increasingly proving to be a key qualification, indispensable in leadership positions for a modern and competitive university. In its recommendations for career goals and opportunities at universities, the German Science and Humanities Council (*Wissenschaftsrat*) writes: "With 'science management', a profession has emerged that is linked to certain skills and previous knowledge of the people working at the respective university. People with scientific experience and knowledge of project management, grant applications, organisation, personnel management, as well as an understanding of business administration match the job profile."²⁷ Science management combines knowledge of project management, personnel management, controlling and quality development with experience from or with the scientific system. By coordinating administrative tasks and offering support and advice, scientific projects are facilitated. At the UzL, these liaising positions are located in departments and central institutions and are integrated into the university administration in a way that facilitates an intense exchange between science and administration. The need for science management can arise from both the administrative and the science side. Therefore, science management as a career path is expressly open to both academic staff who do not intend to stay in academia permanently and non-academic staff who want to develop further within the university.

A wide range of skills is required for science management and promoting these is one of the main tasks of the Personnel Development Department. Targeted personnel development for staff at the UzL is achieved through regular dialogues between employees and superiors ("*Dialogzeit*"). When the skills and affinities needed for science management are identified in these dialogues, a targeted further training plan is developed for the selected person in consultation with Human Resources and the Personnel Development Department. Internal further training can add to the necessary skill set but engaging in more in-depth and advanced external training is also sensible. The university management assumes part of the further training costs as part of its commitment to facilitate individual personnel development and promotes an exchange with other institutions. This type of further training should be completed outside of working hours. This individual path of personnel development is associated with rights and obligations that need to be coordinated with the university management before the start of the process. The aim of the whole procedure is to ensure early planning security for fixed-term contracts and the best possible internal filling of vacancies.

2.3.2 Performance-based incentive systems

With the performance-based allocation of funds (*leistungsorientierte Mittelvergabe*, LOM) in medicine and the performance- and load-based allocation of funds (*leistungs- und belastungsorientierte Mittelvergabe*, LbMV) in the university's global budget, two monetary incentive systems have already been established that promote personnel development measures. For example, clinics/ institutes have a monetary incentive to regularly give their employees time off to attend training events. Rewards are also offered for activities that promote equality, exceptionally good teaching evaluation

²⁷ Wissenschaftsrat (2014): Empfehlungen zu Karrierezielen und -wegen an Universitäten. S. 30f.

results, outstanding commitment, for instance as a mentor, attracting third-party funding and for publications.

2.3.3 Change of perspective

The change of perspective (*Blickwechsel*) is a tool for activating personnel development: the basic idea is to encourage people get to know the university beyond their own workplace – a one-day exchange to another administrative unit or to a different institute. Various effects can be achieved with this model. For example, people get to broaden their minds on an individual level, get fresh impulses, establish new contacts or intensify existing ones. At an organisational level, it is often helpful to get to know the processes and procedures of other departments, to improve mutual understanding and to strengthen the internal flow of knowledge between different work units. The change of perspective can be requested several times a year in consultation with the management, is free of charge since it is considered a further development measure and counts as working time.

2.3.4 Career advice and planning

Personnel Development is tasked with supporting individual career planning and initiating suitable personal training and support measures. The aim of such systematic career planning is to open up opportunities for advancement and change, to enable the assumption of specialist, leadership and project responsibility and to promote self-efficacy through optimal personal development parallel to the job profile.²⁸

The personnel development department at the Lecturers' Service Centre (*Dozierenden-Service-Center*, DSC) offers comprehensive advice for career planning and development at the UzL. Here, qualification profiles are created, development goals and possible development options worked out and appropriate development measures initiated. All personnel development consultations take place in due consideration of the financial and legal framework and should, if necessary, be coordinated in advance with the human resources department.

2.3.5 New Employees Welcome – onboarding of new members of staff

For most people, a career change is a new beginning that affects many areas of their life. It is not uncommon for it to involve moving house, which (also for the family) means major changes that need to be managed before and during the induction phase in the new job. The UzL aims to support new employees with its "New Employees Welcome" (NEW) campaign and make it easier for them to arrive at the university and in the city.

Ideally, there should be a contact person for new colleagues in each team, ensuring their start at the university is a success. Teams with new colleagues are asked to use special documents for the introductory process. These documents are constantly updated and supplemented and offer support with regard to organisational aspects that need to be considered before, when and after a

²⁸ Becker, Manfred (2013): Personalentwicklung. Bildung, Förderung und Organisationsentwicklung in Theorie und Praxis, 6. überarbeitete und aktualisierte Auflage, Stuttgart 2013

new colleague arrives. Virtual and in-person support is offered on everything from A for Arrival to W for Webex. Various event formats also facilitate integration into university operations. These include the introductory events, which take place once a semester: here, all new employees are personally welcomed, they can mingle, start networking and get to know people from the central university administration. In addition, individuals are introduced in the form of short articles in the university newsletter.

For professors, there is *Well connected!*²⁹, the forum for new appointees (see 2.1.4.1), as well as a welcome evening in the city in cooperation with the Chamber of Commerce and Industry (*Industrie- und Handelskammer, IHK*) and the university of applied sciences, *Technische Hochschule Lübeck*.

2.3.6 Dual Career

As a certified family-friendly university, the UzL offers to support the partners of newly appointed professors with the following service: (1) in-person consultation for professional location analysis and further career planning, (2) providing information on employment opportunities at the UzL and its cooperation partners within and outside of academic operations and (3) support with the application process. Since 2018, the university has been a member of the German careers network *Dual Career Netzwerk Deutschland*. The advice given to clients is based on the quality standards and ethical guidelines developed in the network. Between five and eight clients use the service each year. The Executive Board and the NEW-Service are responsible for these measures. Dual Career consultations are also offered at management level in the administrative area.

In its alliance for cutting-edge research, the university, together with the CAU and other research institutions, is striving to set up a *Dual Career* network in Schleswig-Holstein, so in spring 2019, the UzL joined the newly founded and Hamburg-based regional network *Dual Career Hamburg und der Norden*.

2.3.7 Leadership development

Leadership development is an essential part of the advancement and promotion of a common leadership culture at the UzL. Leadership always has far-reaching effects – on the quality of work on an individual level, on the achievement of organisational and strategic development goals and on the satisfaction of all members of staff. It is crucial therefore to have a common understanding of what good leadership and a healthy communication culture is.

This is already key in the selection process. In addition to using assessment centres to help fill a number of clinical management positions, an internal system for recording leadership and social skills has been developed (for details, see 2.1.4.3). After successful piloting, this may also be used to help fill a wide range of management positions. When it comes to selection and evaluation procedures, the Personnel Development Department is also ready to offer advice on leadership and social skills. They will get involved on request.

²⁹ <https://www.uni-luebeck.de/universitaet/personalangelegenheiten/interne-weiterbildung/specials/well-connected.html>

In addition, regular lunch meetings on various leadership topics are to be offered to promote the exchange of content and personal ideas. A wide selection of workshops for leaders in combination with individual coaching completes the range of offers. The Personnel Development Department is also happy to advise leaders on questions about employee-supervisor dialogues and personnel development processes.

3 FRAMEWORK CONCEPTS

3.1 Equal opportunities, diversity and family support

In 2011, 2014 and 2017, the UzL was awarded the TOTAL E-QUALITY title for exemplary recruitment and university policies based on equal opportunities. Core elements of this recruitment policy are mentoring programmes, career networks, habilitation grants and gender- and diversity-sensitive hiring guidelines. In 2019, the UzL received the '*Vielfalt Gestalten*' certificate for diversity from the Donors' Association for the Promotion of Humanities and Sciences in Germany (*Stifterverband für die Deutsche Wissenschaft*). The core elements of the university's diversity strategy are: teaching diversity skills in internal advanced training sessions and at the service centre for lecturers, the *Dozierenden-Service-Center*, as well as providing diversity-oriented consultation. The university has also set up a Conflict Advice and Anti-Discrimination Office (*Konfliktberatung und Antidiskriminierungsstelle, KoBAS*), an Equal Treatment Complaints Office (*AGG-Beschwerdestelle*) and an Equal Treatment Commission (*AGG-Kommission*) and issued guidelines for protection against (sexual) discrimination, harassment and violence. The KoBAS offers advice and develops preventative measures to combat conflicts and discrimination. The aim of the university is to enable and support an early and professional handling of conflicts in the workplace.

The UzL has been repeatedly audited as a family-friendly university (*Familiengerechte Hochschule*). Comprehensive advice and a range of offers for fixed and flexible childcare and for the care of relatives as well as hugely flexible working hours and the option of working from home part-time enable a healthy work-life balance. In addition, the workgroup *Wissenschaftliche Qualifikation mit Familie* explores ways to develop standards for family-friendly personnel management and to help people with children and families gain scientific qualifications. The Handbook for Family-Friendly Personnel Management at the University of Lübeck (*Handbuch für eine familiengerechte Personalführung an der Universität zu Lübeck*)³⁰ names relevant contact persons, offers "Golden Rules" for family-friendly leadership and provides guidelines for responsibilities as well as advice on legal issues and occupational safety in case of pregnancy and maternity leave of different status groups (staff members, scholarship holders, students, guest researchers, professors). In addition, checklists and processes for dealing with pregnancies have been developed that define the powers, tasks and responsibilities of all those involved.

³⁰ <https://focusinside.uni-luebeck.de/file/view/15184/handbuch-fur-eine-familiengerechte-personalfuehrung-an-der-uzl>

3.2 Health management

With the introduction of a health management system, the UzL has developed a research-based master plan to promote the health of students and employees, which goes beyond the legally required occupational health and safety measures and aims to design study and work in a way that promotes everyone's health and that empowers people to behave in ways that conduce to good health. Measures aim to improve the behaviour of individuals by strengthening health awareness and health competence (behavioural prevention). Measures also aim to improve the study and working conditions and to generate a health-friendly environment for study and work (workplace enhancement).

In line with this holistic approach to health promotion for all status groups at the university, the student health workgroup is working on identifying protective factors for the promotion of psychosocial health of students, identifying starting points for health-promoting interventions in the university setting with the participation of students, using qualitative methods and investigating the effectiveness of such interventions.

In-house health management advice is provided in cooperation with Internal Advanced Training (*Interne Weiterbildung, IWB*) and includes offers on health-oriented leadership, stress management, resilience, back health, eye training, ergonomics in the workplace and more. Staff at the UzL can take advantage of the active break *Vitalzeit*³¹ once a week during working hours: the 20-minute workout programme focuses on mobilisation, strengthening and relaxation. An emergency card for students and an information card for staff lists all the important advice and help services on campus for the respective target group. In addition, a joint project by the Institute of Psychology and the Personnel Development Department, commissioned by the UzL Executive Board, aims to develop and implement a step-by-step process for designing psychosocial working conditions and evaluating their influence on the experience of team flow in the university setting. Project plans include the adaptive introduction of a new, participatory implementation process of psychological risk assessment through communication and impact monitoring, the creation of a valid information base on organisational health, increasing the readiness to promote psychosocially healthy working conditions at organisational, management and team levels and thereby improving psychosocial health.

³¹ <https://www.uni-luebeck.de/universitaet/qualitaets-und-organisationsentwicklung/organisationsentwicklung/gesunde-hochschule/vitalzeit.html>

4 OVERVIEW OF DESCRIBED FIELDS OF ACTION

Target group	in the pipeline	in the process of being implemented
Technical administrative staff (<i>Technisch-Administratives Personal, TAP</i>)		
Development of the career path <i>Science Management</i>		X
Development of employee-supervisor dialogues (<i>Dialogzeit</i>)		X
Systematic use of the 'change of perspective' model <i>Blickwechsel</i>	X	
Systematic knowledge transfer when vacancies are filled	X	
Creation and implementation of a programme for leadership development (coaching, cooperative consultation etc.)	X	
Scientific staff		
Setup and development of the postdoc programme <i>ProCareer</i>		X
Implementation of the Human Resources Strategy for Researchers (HRS4R)		X
Providing more information regarding the Clinician Scientist programme on the university homepage	X	
Establishing the career path <i>Medical Scientist</i>	X	
Introduction of employee-supervisor dialogues in the field of science (mandatory regulation in case of a corresponding result in a survey of the scientific staff)		X
Habilitation grants for female scientists (on parental leave)		X
Maintenance and continuation of the com.ment programme		X
Maintenance and development of university-level didactics qualification options		X
Professors		
Inclusion of the Tenure Track option for all W1 professors		X

Supervision of TT professors through mentoring and status dialogues	X	
Implementation of the revised format "Well connected! – Forum for new appointees"		X
Development of a tool for assessing leadership and social skills in appointees		X
Development and piloting of an evaluation chart for assessing leadership and social skills in evaluation procedures		X
Development of qualification offers for the selection of personnel and leadership	X	
Maintenance and development of university-level didactics qualification options		X
Maintenance and development of the Dual-Career offer		X
General		
Promotion of personnel development as a central field of action (in STEP) with appropriate resources		X
Advice on career prospects through personnel development		X
Anchoring of diversity skills in a sustainable and binding way in personnel development		X
Setup of a personnel development website (NEW – NOW – NEXT)	X	
Drafting a training guideline		X
Expansion of the NEW-Service, development of an e-learning tool for onboarding new staff		X
Expansion of coaching and mentoring offers		X
Maintenance and further development of the qualifications attainable through internal advanced training		X
Workplace health management project for the development and implementation of a step-by-step procedure for evaluating and designing psychosocial working conditions		X
Development of guidelines on what to say to someone whose employment relationship has been terminated	X	