

General Criteria Formulated by the Tenure Board for Evaluation Agreements pursuant to

Section 22 (3) of the Appointment Regulations and Section 5 (4) of the Evaluation Regulations for Junior Professorships with Tenure Track and Section 4 (4) of the Evaluation Regulations for Tenure-Track Professorships of the University of Bremen, respectively.

The introduction of the tenure-track professorship places high demands on the selection and evaluation procedures involved when filling permanent professorships. The Tenure Board of the University of Bremen is responsible for all professorial tenure-track procedures and prepares decisions with regard to the transition of *tenure-track* professorships into permanent positions. The Tenure Board is also responsible for developing general criteria for the Evaluation Agreements, which are intended to guarantee uniform quality standards as well as transparency and reliability of procedures within the framework of *tenure-track* evaluations across the University.

Background to the General Criteria

The transition to a permanent professorship depends on successful evaluation according to criteria clearly and transparently defined at the time of appointment. The criteria must be formulated in such a way as to ensure that their fulfillment confirms professional and pedagogical aptitude at the required level. In order to comply with the statutory regulations governing the granting of tenure, it must be ensured that, in accordance with the criteria laid down in the Evaluation Agreements, the academic achievements of junior professors with a *tenure track* is equivalent to the requirements of habilitation (Section 116 [3] and [4] BremBG [Bremen Civil Servants Act]). The general criteria developed by the *Tenure Board* are based on the following principles:

- 1) Academic (i.e. academic/scientific and pedagogical) requirements for the transfer into a permanent professorship,
- 2) Predictability of the criteria with respect to the academic/scientific development of *tenure-track* professorships,
- 3) Transparency of assessment of required achievements; and
- 4) Conformity with international standards.

For quality assurance, the *Tenure Board* will evaluate the criteria and their applicability at appropriate intervals.

Structure of the criteria catalogue

This catalogue of criteria defines and accounts for **general criteria** in the areas of a) research and development, b) academic teaching, c) academic self-administration and d) extra-academic qualification, which are assigned to the requirement categories "*indispensable*", "*essential*" and "*desirable*". The Evaluation Agreements must contain concrete specifications for the first two requirement categories. The Evaluation Agreements may define criteria in the third category on the basis of subject-specific and/or interdisciplinary and/or individual standards.

Concretization of the general criteria

The hereby defined general criteria for evaluating the achievements in question must be specified in the individual Evaluation Agreements, taking into account **subject-specific and internationally conventional evaluation standards**. For this purpose, this catalogue also contains instructions and suggestions on how the criteria should be concretized. The examples listed in the catalogue of criteria are not understood to be exhaustive.

The *Tenure Board* explicitly points out that for the subject-specific concretization within a discipline the same standards must be applied to the evaluation criteria that are established for all other procedures in the respective field. In the interest of equal treatment, the Faculties are called upon to become aware of their responsibility when concluding Evaluation Agreements. This also includes ensuring that the organizational, financial and temporal framework conditions necessary to fulfill the criteria are either in place or will be created.

In the course of individualizing the criteria in the appointment negotiations, it must be ensured that the weighting of the subject-specific, concrete criteria remains unaltered and is taken into account accordingly.

Evaluation of the criteria laid down in the Evaluation Agreements

In order to create transparency in the **evaluation** of compliance with the agreed criteria, the present catalogue also contains instructions on the basis of which the defined criteria can be evaluated and by whom. Due to the nature of the matter at hand, these instructions cannot be part of the evaluation criteria; rather, they are intended to serve as leads for the preparation of the documents opening the tenure evaluation and for determining the procedures for reviewing the achievements in question. The instructions should be made available to all stakeholders.

Protection of Professors with Tenure Track in the Course of Evaluation

For the sake of transparency and reliability, the tenure-evaluation must not, on the one hand, set different or higher requirements than those laid down in the Evaluation Agreement. On the other hand, in respect of the academic freedom of the evaluated persons, it shall apply that in the case of very concrete stipulations in the Evaluation Agreements, the evaluation must also take into consideration whether the evaluated person has achieved any outstanding academic/scientific achievements within the framework of the tenure-track professorship, which, although not identical to individual concrete stipulations in the Evaluation Agreement, are at least equivalent, so that the requirements can be considered as fulfilled in general.

Overview

	Indispensable	Essential	Desirable
Research and Development			
1	Good academic/scientific practice		
2	Independent research and publications		
3	Research projects	Research applications and third-party funding	
4	Promotion of emerging researchers	Supervision of Ph.D. projects (postdocs, if applicable)	Participation in structured Ph.D. programs Promotion of international emerging researchers
5		Cooperation activities	International research cooperation
6			Promotion of research culture and knowledge transfer
Academic Teaching			
1	Fulfillment of teaching duties		
2	Independent academic teaching	High quality of teaching Fulfillment of subject-specific language requirements	Research-based learning Internationalization of teaching
3	Examiner activities	Assuming coordination of modules	Examination portfolio
4	Student supervision and counseling	Academic/scientific support beyond courses	Promotion of international student exchange
5		Further education in university didactics	Innovation in teaching Digital university teaching
6			Participation in the further development of study programs
Academic Self-Administration			
1		Participation in university commissions, boards or committees	
2			Active support for the strategic goals of the university, its faculties and subject areas
Extra-Academic Qualifications			
1			Extension of extra-academic competences

General criteria in the area of Research and Development

Indispensable
Good academic/scientific practice
Grounds
<i>In accordance with the "Guidelines for Safeguarding Good Research Practice of the German Research Foundation (DFG), it is essential that the rules of good scientific practice are observed. This includes the general principles of academic/scientific work, such as</i>
<i>- working lege artis,</i>
<i>- documenting results,</i>
<i>- consistently questioning one's own results,</i>

- maintaining strict honesty with regard to the contributions of partners, competitors and predecessors.

Concretization

This criterion is not negotiable, but a prerequisite of all scientific work.

Evaluation and Assessment

The Tenure Board assumes that the rules of good academic/scientific practice are observed by all members of the University. If a tenure-track professorship is suspected of academic misconduct, the university's Rules on Good Scientific Practice shall apply. According to these rules, should the Commission for the Investigation of Allegations of Scientific Misconduct consider scientific misconduct to be proven, the Tenure Board will not support transfer to a permanent professorship.

Indispensable

Independent research and publications

Grounds

An indispensable criterion is the submission of academic/scientific publications as well as worksc. that are ready for publication, which demonstrate the particular ability to carry out independent academic/scientific research in the field of the professorship and whose results represent an essential promotion of academia/science. The quality and originality of the works should be the focus of the assessment.

Concretization

The Evaluation Agreement should contain concrete agreements appropriate for the subject area of the professorship on the type and scope of expected publications and, if applicable, on formal assessment criteria. These include:

- the subject-specific forms of publication (articles, book chapters, edited anthologies, research data, conference contributions, monographs, overview articles, etc.)*
- the subject-specific scope (it should be published appropriately and continuously, an indication of the "quantity" is not absolutely necessary, but can be determined for an individual subject area – but then applying to all tenure-track professorships in that area)*
- the common subject-specific publication organs, particularly quality-assured publication organs must be explicitly referred to (peer-review procedures), as must the subject-specific guidelines on open access publications*
- the expected subject-specific status of the publication (ready for publication/submitted, accepted, published)*
- the proportion of the publication considered appropriate in the subject area (the contribution of the evaluated person must be substantial; in the case of subjects in which co-authorships are customary, an indication of the weighting of authorships should be included)*

Evaluation und Assessment

The Evaluation Commission and the reviewers should deliver a reasoned opinion on the quality of the submitted academic/scientific work and achievements. The Tenure Board will work towards limiting the number of publications (three to five) to be submitted to the reviewers. The following assessment standards are thinkable (depending on the discipline) for the evaluation of publications with regard to the essential promotion of science:

- Further development of the research profile*
- Independence and originality of the academic/scientific approach*
- Extension and innovation of the works since the dissertation thesis (depending on the subject, for example, second field, extension or deepening of the research topic)*
- Plausibility, theoretical and methodological substantiation, level of innovation, development of the field of research*

In addition to the external reviews and publications, other indicators of the quality of academic/scientific performance can be applied, such as:

- *Reputation and visibility (domestic/international)*
- *Invitations to give keynote lectures, conference presentations*
- *Prizes and awards*
- *Citation indices*
- *Impact factors*
- *Reviews*

Indispensable	Essential
Research projects	Research applications and third-party funding
Grounds	
<p><i>Research in the field of a professorship serves to gain academic/scientific knowledge as well as to establish the academic/scientific base and further develop teaching and studies. Research projects usually have a time-limited research objective in a more narrow area of the subject area (individual or joint research with colleagues in the discipline) or interdisciplinary research objectives in cooperation with one or more other disciplines. Research projects can be financed from basic funds, from special application-based university funds or from funds of third parties. Research projects that are suitable for third-party funding on the basis of successfully evaluated applications are highly desirable. Research projects are characterized by a description of the objectives and methods, the necessary resources and the risks. They are subject to the risk of failure. The Tenure Board considers it necessary to include statements regarding defined research projects in the Evaluation Agreement.</i></p>	
Concretization	
<p><i>The Evaluation Agreement should contain concrete agreements appropriate to the subject area of the professorship on the type and scope of research projects and, if applicable, on formal assessment criteria. These include:</i></p> <ul style="list-style-type: none"> - <i>the subject-specific expectations with regard to research projects, research funding or third-party funding applications (applied for, approved, ongoing, completed)</i> - <i>the subject-specific expectations with regard to funding sources (non-university such as EU, DFG, or comparable organizations from other countries, BMBF, other ministries, foundations, industry, the state; or intra-university such as Central Research Funding)</i> - <i>the subject-specific expectations with regard to the type of research (individual research, cooperative and/or collaborative research, interdisciplinary research)</i> - <i>if applicable, subject-specific expectations with regard to the usability of research projects (registration of patents, technology transfer, entrepreneurial spin-offs)</i> 	
Evaluation and Assessment	
<p><i>The Evaluation Commission and the reviewers should deliver a reasoned opinion on the requirements laid down. If applicable, previous research proposals (incl. rejected) should be submitted. The following assessment criteria are thinkable (depending on the discipline) for the evaluation of research projects:</i></p> <ul style="list-style-type: none"> - <i>academic/scientific merit</i> - <i>originality of content</i> - <i>conceptual and/or methodological new developments</i> - <i>consideration of gender, diversity and heterogeneity in research design and proposals</i> - <i>successful completion and quality of results</i> - <i>scope/ if applicable funding amount</i> - <i>degree of competition (high vs. low competition)</i> - <i>degree of risk (high vs. low risk)</i> - <i>participation in coordinated research projects (e.g. CRCs (SFBs), research groups, etc.)</i> - <i>position and share in the project of the evaluated person</i> - <i>acquisition of special funding formats (ERC, AvH, Emmy-Noether)</i> 	

Indispensable	Essential	Desirable
Promotion of emerging researchers	Supervision of Ph.D. projects (postdocs, if applicable)	Participation in structured Ph.D. programs Promotion of international emerging researchers
Grounds		
<p><i>Participation in the promotion of emerging researchers is one of the full-time tasks of university professors, in particular within the framework of their supervisory function (Section 16 (2) BremHG [Bremen Higher Education Act]), and is therefore indispensable. The term “emerging researchers” refers to persons who, after successfully completing a course of study (Master's or comparable), qualify themselves academically/scientifically, i.e. aspire to a doctorate or pursue a career goal within or outside the higher education system as so-called postdocs.</i></p>		
Concretization		
<p><i>The Evaluation Agreement should contain concrete agreements on the promotion of emerging scholars appropriate to the subject area and the staffing and resources assigned to the professorship and, if applicable, on formal assessment criteria. These include:</i></p> <ul style="list-style-type: none"> - <i>the subject-specific expectations with regard to activities for the promotion of emerging researchers (supervision of doctoral, postdoctoral and other qualification projects, organisation or participation in research/doctoral colloquia, promotion of structured doctoral programs, participation in research training groups or graduate schools, activity as mentor, participation in calls for applications by the Central Research Development Fund of the university, consideration of gender, diversity and heterogeneity)</i> 		
Evaluation und Assessment		
<p><i>The Evaluation Commission and the reviewers should deliver a reasoned opinion on the requirements laid down. The following assessment criteria are thinkable (depending on the discipline) for the evaluation of research projects:</i></p> <ul style="list-style-type: none"> - <i>The usual number of doctorates to be supervised in the given period of time</i> - <i>Completed doctoral projects, taking into account the available time period</i> - <i>Doctorates that have been awarded prizes, etc.</i> 		

Essential	Desirable
Cooperation activities	International research cooperation
Grounds	
<p><i>Cooperation within and between disciplines plays a major role in many academic/scientific fields. Cooperation activities are characterized by mutual interest in a topic, open-endedness, contributions from both partners and, if applicable, a high level of interest in joint publications.</i></p>	
Concretization	
<p><i>The Evaluation Agreement should contain concrete agreements on the type and scope of cooperation appropriate to the subject area of the professorship. This includes:</i></p> <ul style="list-style-type: none"> - <i>subject-specific expectations with regard to intra-university cooperation activities (other working groups, tie in with the university's high-priority research areas or collaborative research initiatives, to central academic/scientific institutions, ...)</i> - <i>subject-specific expectations with regard to cooperation outside the university (regional, national, international) with colleagues from other universities and/or other academic/scientific institutions</i> - <i>if applicable, subject-specific expectations with regard to cooperation with other educational institutions, e.g. schools, adult education institutions, museums, etc.</i> 	
Evaluation und Assessment	
<p><i>The Evaluation Commission and the reviewers should deliver a reasoned opinion on the set expectations. The type and scope of the cooperation activities shall be appropriately taken into account. The following assessment criteria are thinkable for the evaluation of this criterion:</i></p>	

- sustainability, duration, regularity of exchanges, intensity,
- joint academic/scientific output, etc.

Desirable

Promotion of research culture and knowledge transfer

Grounds

In addition to the classical tasks in research, there are a number of activities that indirectly contribute to the acquisition and transfer of knowledge and thus to a functioning academic/science system as well as to the further development of society as a whole (in accordance with its knowledge-based, pluralistic and democratic understanding). Also such activities can and should be made visible.

Concretization

The Evaluation Agreement can formulate appropriate subject-specific requests or signal support for corresponding activities. These may include, for example:

- organization of symposiums, events, conferences (target group, size if applicable)
- reviewer activity for publishers or academic/scientific organizations
- editor of academic/scientific articles
- memberships in academies, academic/scientific associations or academic/scientific societies
- collaboration with foundations for the promotion of science (e.g. AvH, DAAD)
- collaboration with research funding institutions (e.g. DFG, German Science Council, EU)
- engagement in extra-university science-related activities, in particular in the area of knowledge transfer (e.g. "Jugend forscht" [Nation-wide research contest for young people])
- commitment to academic/scientific communication
- transparency of research data, open access strategy
- promotion of knowledge and technology transfer through advisory, further education and transfer activities (in the economic sector, education, art, culture, administration, politics)

Evaluation und Assessment

The Evaluation Commission and the reviewers should, if applicable, suitably acknowledge the nature and scope of the commitment to the promotion of academic/scientific culture and communication.

General criteria in the area of **Academic Teaching**

Indispensable
Fulfillment of teaching duties
Grounds
<i>Teaching staff at the University are obliged to teach in accordance with the provisions of the Higher Education Act of the State of Bremen (Bremisches Hochschulgesetz, in German only) and the Teaching Obligations and Proof of Fulfillment Ordinance (Lehrverpflichtungs- und Lehrnachweisverordnung – LVNV, In German only) as well as the other regulations applicable to their employment (regulations of the university on the fulfillment of teaching obligations and the advisory and supervisory obligations of teachers). For tenure-track professorships, the teaching load is specified in the appointment agreement. It is based on the LVNV. For junior professors with tenure track, the teaching load is initially lower and increases during the tenure-track phase. The reduced teaching load is a privilege of junior professors with tenure track and should offer sufficient time for their own further development in research and teaching.</i>
Concretization
<i>After the finalized appointment agreements, the teaching load is no longer negotiable.</i>
Evaluation und Assessment
<i>The Tenure Board assumes that the defined teaching load is fulfilled and that proof is provided in accordance with § 6 of the Ordnung über die Erfüllung der Lehrverpflichtung [Rules on the Fulfillment of Teaching Obligations]. Deviations have to be justified. If the reasons are deemed insufficient, the Tenure Board will not approve transfer into a permanent professorship.</i>

Indispensable	Essential	Desirable
Independent academic teaching	High quality of teaching Fulfillment of subject-specific language requirements	Research-based learning Internationalization of teaching
Grounds		
<i>An indispensable criterion is the special ability for academic teaching in the subject area of the professorship, which makes an essential contribution to the imparting of knowledge and thus results in an essential promotion of education and science. The quality of teaching – of basic knowledge of the subject and in the specializations of the subject area represented – should be the focus of the assessment.</i>		
Concretization		
<i>The Evaluation Agreement should contain concrete agreements, appropriate to the subject and subject area of the professorship, on the type and development of teaching activities and, if applicable, on formal assessment criteria. These include:</i>		
<ul style="list-style-type: none"> - <i>the subject-specific spectrum of teaching formats (lectures, seminars, tutorials, internships, labs, blended learning, etc.)</i> - <i>the level (compulsory modules, compulsory elective modules, elective modules) or the qualification level of the students (Bachelor's, Master's)</i> - <i>subject-specific participation in interdisciplinary courses (General Studies, key qualifications, teaching exports)</i> - <i>subject-specific expectations with regard to the development of modules, teaching and course concepts and corresponding materials or scripts</i> - <i>subject-specific expectations with regard to the development and introduction of new teaching content</i> - <i>integration into the quality management processes of the subject areas/faculties in accordance with the Statutes for Quality Management and Evaluation in Teaching and Studies</i> 		

<p><i>at the University of Bremen (in particular the module and course evaluation) and the respective faculty standards)</i></p> <ul style="list-style-type: none"> - <i>subject-specific quality objectives for research-based learning and the student-centered approach of the University of Bremen</i> - <i>subject-specific expectations with regard to the internationalization of teaching</i> - <i>subject-specific language requirements in teaching (courses in English, German or other languages)</i> - <i>if applicable, subject-specific expectations with regard to participation in practical vocational training, teaching in dual study programs and academic/scientific further education or in further education study programs</i>
Evaluation und Assessment
<p><i>The Faculty Evaluation Commission and the reviewers (as far as possible) should deliver a reasoned opinion on the quality of teaching. The procedure is determined by the Evaluation Commission, and the students are required to give a vote. The following assessment criteria are thinkable for the evaluation of teaching:</i></p> <ul style="list-style-type: none"> - <i>degree of reference to current research questions</i> - <i>regular update of teaching contents according to academic/scientific progress</i> - <i>theoretical / methodological foundation of teaching</i> - <i>results of module and course evaluations (at least two bachelor's and two master's courses each)</i> - <i>range of university didactic methods applied</i> - <i>application of the didactic principle of research-based learning</i> <p><i>In addition, other criteria of evaluation may be applied, such as:</i></p> <ul style="list-style-type: none"> - <i>teaching portfolio, teaching philosophy</i> - <i>reflection on and assessment of results of teaching evaluations incl. conclusions</i> - <i>teaching awards, other awards</i>

Indispensable	Essential	Desirable
Examiner activities	Assuming coordination of modules	Examination portfolio
Grounds		
<p><i>Participation in exams and examination procedures is one of the full-time duties of university teachers and is therefore an indispensable criterion (§ 16 (2) BremHG).</i></p>		
Concretization		
<p><i>The Evaluation Agreement should contain concrete agreements, appropriate to the subject and subject area of the professorship, on the type, scope and development of examination activities and, if applicable, on formal assessment criteria. The scope of examination activities must be proportionate to the teaching load and the courses offered. This includes:</i></p> <ul style="list-style-type: none"> - <i>subject-specific expectations with regard to examiner activities (module examination)</i> - <i>subject-specific expectations with regard to assuming coordination of modules</i> - <i>subject-specific expectations with regard to the supervision and assessment of final theses (Bachelor's and Master's)</i> - <i>subject-specific expectations with regard to the participation in exams and examination procedures (competency-based exams)</i> 		
Evaluation und Assessment		
<p><i>The Faculty Evaluation Commission and the reviewers should (as far as possible) deliver a reasoned opinion on the type and scope of examination activities. The following assessment criteria are thinkable for the evaluation of this criterion:</i></p> <ul style="list-style-type: none"> - <i>completed and ongoing final theses</i> - <i>range of different forms of examination (examination portfolio)</i> 		
Indispensable	Essential	Desirable

Student supervision and counseling	Academic/scientific support – also beyond courses	Promotion of international student exchange
Grounds		
<p><i>The supervision and counseling of students is one of the full-time tasks of university teachers and is therefore an indispensable criterion (§16 (2) BremHG). Teachers at the university have the obligation to participate in student counseling. This includes that full-time teaching staff fulfill their teaching, counseling and supervision duties on four days of the week in the university during the semester, unless other official duties require their absence. This also includes regular office hours. During the semester break university teachers must be present at the university according to the students' counseling and supervision needs or must be reachable in another suitable form (§ 3 of the Regulations of the University on the Fulfillment of Teaching Obligations and of the Obligations of Teachers to Provide Counseling and Support at the University).</i></p>		
Concretization		
<p><i>The duties of the university teachers to provide counseling and supervision described in the Regulations of the University on the Fulfillment of Teaching Obligations and of the Obligations of Teachers to Provide Counseling and Support at the University are not negotiable. In the Evaluation Agreement, appropriate subject-specific requests can be formulated with regard to the specific counseling needs of the students or the support of corresponding activities. This may include, for example, the support of exchange students (incoming, outgoing) or support of students with special needs in terms of support or mentoring.</i></p>		
Evaluation und Assessment		
<p><i>The Tenure Board assumes that the counseling and support duties will be complied with. If applicable, the Evaluation Commission can provide a reasoned opinion on a particular engagement in counseling and mentoring of students and appropriately acknowledge the support of specific student target groups.</i></p>		

Central	Desirable
Further education in university didactics	Innovation in teaching Digital university teaching
Grounds	
<p><i>The teaching staff at universities have the duty to maintain their pedagogical skills by means of further education in university didactics (§ 28 (2) BremHG). The willingness to participate in further education in university didactics is a hiring prerequisite (§ 116 (3) BremBG) and is therefore also an essential criterion. Tenure track professors should make use of the opportunities offered by further education in university didactics in the tenure-track phase and, if possible, apply the contents of such training directly to innovations in teaching. This also includes participating in opportunities of the development of digital university teaching.</i></p>	
Concretization	
<p><i>The Evaluation Agreement should contain concrete agreements appropriate to the subject and subject area of the professorship on further education in the area of university didactics and, if applicable, on teaching innovations. This includes:</i></p> <ul style="list-style-type: none"> - <i>subject-specific expectations with regard to participation in further education in the field of university didactics (certificates and attestations)</i> - <i>subject-specific expectations with regard to the development or introduction of new and innovative teaching concepts and formats, especially in the field of digital university teaching</i> 	
Evaluation und Assessment	
<p><i>The Faculty Evaluation Commission should appropriately acknowledge the type and scope of further education in university didactics and innovation in teaching.</i></p>	
Desirable	
Participation in the further development of study programs	
Grounds	

In addition to the essential tasks in teaching, there are a number of activities that contribute to improving the quality of teaching and students' success. These include, above all, projects in the field of further development of study programs. Also such activities can and should be made visible.

Concretization

The Evaluation Agreement can formulate appropriate subject-specific requests or signal support for corresponding activities. These may include, for example, the following:

- *participation in preparing and implementing the (re-)accreditation of study programs*
- *participation in the establishment of new study programs*
- *participation in the process of updating regulations (admission, enrolment, examination and internship regulations)*
- *measures to improve the success of students*
- *measures to improve the digitalization of study programs*
- *measures to improve the recognition of gender, diversity and heterogeneity as cross-sectional dimensions*
- *participation in internal/external calls for proposals to advance teaching (e.g. ForstA, Quality Pact for Teaching, Quality Offensive for Teacher Education, fellowships of the Stifterverband...)*

Evaluation und Assessment

The Faculty Evaluation Commission should appropriately acknowledge the nature and extent of participation in the further development of study programs.

General criteria in the area of **Academic Self-Administration**

Essential

Participation in university commissions, boards, or committees

Grounds

Involvement in the self-administration of the university is one of the full-time tasks of university professors and is therefore an essential criterion. Tenure-track professors should, however, only assume limited tasks in self-administration during the tenure-track phase, i.e. specifically in administrative commissions, boards or committees within the university, since they should have sufficient freedom for academic/scientific development in research and teaching.

Concretization

The evaluation agreement should reflect the fact that participation in self-administration is expected to a lesser extent than in the case of permanent professorships. The Tenure Board recommends that no management or directorial tasks be delegated and that a maximum level of participation be set in the Evaluation Agreement in order to protect tenure-track professorships from overload. The Tenure Board considers the following to be examples of such suitable commissions, boards or committees at the university:

- *appointment commissions*
- *examination boards*
- *selection committees*
- *academic commissions*
- *faculty councils*

Evaluation und Assessment

The Evaluation Commission should appropriately acknowledge the nature and extent of participation in academic self-administration.

Desirable

Active support for the strategic goals of the university, its faculties and subject areas

Grounds

In addition to direct work in university committees, boards and commissions, there are a number of other activities that contribute to achieving the strategic goals of the university, its faculties and subject areas. Here, too, the active contribution of tenure-track professorships should not hinder their

academic/scientific development in research and teaching. Nevertheless, such activities can and should be recommended and made visible to an appropriate extent.

Concretization

The Evaluation Agreement can formulate appropriate subject-specific requests or signal support for corresponding activities. These may include, for example:

- *subject-specific contribution to the further development of the strategies mentioned below*
- *active support of the Strategy 2018-2028, the Internationalization Strategy, the Language Policy ("Academic Multilingualism"), the Diversity Strategy, the Equality Future Concept, the Family-Friendly University, the Transfer Strategy, the Open Access Policy, Student Marketing, the Promotion of STEM subjects, the Promotion of Equality, the Participation at the Interface School, etc.*

Evaluation und Assessment

The Evaluation Commission should appropriately acknowledge the nature and extent of active support for the strategic goals of the university, its faculties and subject areas.

General criteria in the area **Extra-Academic Qualification**

Desirable

Extension of extra-academic Competences

Grounds

Already at the time of appointment, an assessment of extra-academic suitability of all shortlisted applicants is done (leadership skills, team competences, diversity competences, conflict management, etc.), for which external professional expertise must be sought. The university provides (newly appointed) professors with extensive, individualized measures of personnel development, which are free of charge for tenure-track professorships during the entire tenure-track phase. This illustrates the university's high level of interest in expanding the extra-academic qualification of its professors.

Concretization

In accordance with the Appointment Regulations, the Evaluation Agreement should contain specifications of extra-academic qualifications outside the field of specialization, i.e. this should serve as a recommendation for further qualification. The Evaluation Agreement can formulate appropriate requests or signal support for such measures. These may include, for example:

- *participation in further education beyond one's subject area*
- *acquisition and further development of leadership competences*
- *acquisition and further development of gender and diversity competences*
- *acquisition and further development of language competences*
- *participation in coaching and networking offers of the university*

Evaluation und Assessment

If applicable, the Evaluation Commission will appropriately acknowledge the nature and extent of progress in the acquisition of extra-academic qualification.

Translation into English language provided as a service.