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EUROPEAN UNIVERSITY

Career Model
Teaching and Research

Version 3.0
Last updated: 29 February 2024

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Preface

Back in 2013, the St. Pölten UAS was one of the first universities of applied sciences in Austria to introduce a career model for its teaching and research staff. This was an important milestone not only for the development of the entire UAS, but for systematic personnel development in particular. Since then, the St. Pölten UAS has seen tremendous development in all its subareas: The number of persons with a permanent employment contract in teaching, research, and knowledge transfer has increased by over 60 percent, and many colleagues have developed greatly within the framework of the career model. For example, some Junior Researchers from 2013 have come to head study programmes and research centres by now.

In keeping with the strategic focus "We strengthen staff members and teams", the third version of the career model once more constitutes the essential pillar for long-term career perspectives and diverse development possibilities in the best possible way. At the same time, however, a continuous academic career from the bachelor degree programme to a professorship cannot be guaranteed. Time and time again, the St. Pölten UAS also fills positions with excellent new persons from outside the institution in order to strengthen the university's future viability with new impulses and perspectives.

The St. Pölten UAS attaches particular importance to equal opportunities, fairness, and transparency, which is why all open positions are filled based on a job posting (in-house at least) and according to clearly defined recruiting processes, and employment contracts are permanent from the very beginning.

The development of the Career Model 3.0 (LBM 3.0) was already started back in 2020 in connection with the action plan for the Human Resources Strategy for Researchers (HRS4R) and the associated award from the European Commission for Human Resources Excellence in Research. Since then, employees' needs and wishes were surveyed in several workshops, discussion panels, and other participatory formats and were integrated into the further development in many ways. The Works Council of the St. Pölten UAS contributed its perspective in several discussions with the Higher Education Board and thus effected important improvements on behalf of the staff members. It goes without saying that the St. Pölten UAS' strategic goals and institutional needs were thoroughly considered as well. (Inter-)national comparability is another important aspect for securing the employability of teaching and research personnel in the European Higher Education Area and for strengthening the position of the St. Pölten UAS as a European University and a (future) "Hochschule für Angewandte Wissenschaften"[1] (university of applied sciences).

While the main focus of the Career Model 2.0 (LBM 2.0) from the year 2017 was on the introduction of the position "Lecturer for Teaching and Practice" and especially the revision of the framework conditions for in-house advancements for research assistants employed in research projects, the third version (LBM 3.0) targets the closest possible connection between teaching, research, and knowledge transfer, greater consideration for required practical professional experiences, the resulting development opportunities in the context of teaching, and the longer-term predictability of development possibilities. Apart from numerous adaptations of detailed aspects, the following four items are of central importance:

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[1] The German designation for ‚universities of applied sciences' intended for future use

First, relevant practical professional experience is defined as the third important prerequisite for a professorship at the St. Pölten UAS because it is just as indispensable for "practice-oriented teaching at university level" (as demanded in the Austrian University of Applied Sciences Act, FHG) as scientific expertise and didactic competence.

Second, a Junior Professorship (with tenure track to Professorship) is introduced. In the tenure phase towards the Professorship, the St. Pölten UAS supports the acquisition of scientific expertise (i.e., through qualification agreements towards the PhD) and practical professional experiences, so that the candidate can subsequently cover the initially lacking competencies as well. The advancement to the Professorship takes place automatically following the Junior Professor's positive evaluation.

Third, positions for Academic Professionals ("Akademische Fachkräfte") are newly created. These persons have the according academic qualification and practical experience, and the focus areas of their activities lie, e.g., in the (further) development of the relevant infrastructure. Academic Professionals take over important tasks in practice-oriented subareas of teaching, research, and knowledge transfer.

Fourth, an establishment plan will form the basis for the overall development of the teaching and research personnel in future. This plan takes the needs of the institution with its faculties, departments, study programmes, institutes and centres, potential (future) opportunities and challenges, and legal and financial framework conditions into account. The establishment plan will be annually evaluated, reasonable and necessary changes will be incorporated and approved with the budget.

We are convinced that this third version of our Career Model constitutes another important development step that reinforces the future viability of the St. Pölten UAS. As its successful implementation can be achieved only through good teamwork among everyone involved, annual evaluations have been agreed on with the Works Council. The objective is to review the Career Model's effectiveness at regular intervals in order to make any necessary adjustments as soon as possible.

The third version of the Career Model shall come into force on 1 March 2024. As of this date, any vacancies shall be filled according to the prerequisites and guidelines defined here. All existing members of the teaching and research staff retain their current positions and are not required to switch to the new Career Model (LBM 3.0). All staff members can apply for all advertised positions and can changer over to the LBM 3.0 upon assuming a new position.

We wish us all collective success as it will increase the satisfaction of our employees, thereby ensuring high quality and the successful further development of our institution in general!

FH-Prof. DI Johann Haag | FH-Prof. DI Hannes Raffaseder
Geschäftsführung

1 Framework Conditions

The St. Pölten UAS introduced the first version of its Career Model for Teaching and Research in 2013 and adapted it in a second version in 2017. For this third version, whose main features were already laid down in the first quarter of 2023, the entire document was fundamentally revised and further developed following intensive discussions in internal committees and with the participation of numerous staff members.

This updated version of the Career Model for Teaching and Research will be gradually introduced from 2024, which means that the changed framework conditions for new positions, new job openings, and new career developments will be implemented. There is no obligation for existing employees, who continue to be active in their current function, to switch to the new Career Model unless they intend to apply for a position advertised according to the new criteria or they deliberately wish to change over to the new Career Model due to more attractive further development opportunities. Of course, all staff members are free to apply for any position provided that they have the necessary qualifications.

1.1 Basic Principles

This Career Model is oriented towards the framework conditions for universities of applied sciences in the Austrian and European higher education sector, with special consideration for the close ties between teaching and research and the strong practical relevance, and towards the institutional priorities including the strategic commitment to knowledge transfer and innovation.

In terms of its most important objectives, the Austrian University of Applied Sciences Act (FHG) states the assurance of a practice-oriented education at university level and the imparting of the ability to solve problems in the respective profession according to the state of the art and the current and future practical requirements (see § 3 (1) FHG). In order to meet these requirements, universities of applied sciences must offer up-to-date teaching standards on a future-oriented level and actively guarantee and advance the generation of knowledge in the respective practical fields. Teaching and research activities create a future-oriented added value and result in new knowledge that is relevant for their respective discipline in order to live up to the continually growing demands of our society and economy. The quality goals for teaching and research at the St. Pölten UAS are laid down in the White Papers on Quality in Teaching and Quality in Research.

Accordingly, the following basic principles were considered in particular in the revision of the Career Model:

- Provision of attractive development possibilities and interesting career prospects for highly qualified and motivated staff members
- Equal opportunity, fairness, and transparency
- (Medium- and long-term) assurance of the competence profiles required for "practice-oriented teaching at the higher education level" as laid down in the FHG in terms of the primary objective
    - ⇨ *Demand and promotion of competencies both in the professional practice relevant for the respective subject area and in higher education didactics and science*
    - ⇨ *Close connection between activities in teaching, (applied) research, and knowledge transfer*

- (Medium- and long-term) assurance of the St. Pölten UAS' quality and profile in the European Higher Education Area
- (Medium- and long-term) employability in professional fields relevant for the St. Pölten UAS and/or at higher education institutions
    - ⇨ *As far as possible, equivalent consideration of practice-oriented and scientific competencies (allowing for the requirements of the individual career levels, the disciplines represented at the St. Pölten UAS, and the internal and external framework conditions)*
    - ⇨ *Consideration of higher education standards that are common at the international level as well as European guidelines and recommendations*

The St. Pölten UAS' career model for teaching and research is complemented by further career models for general staff (which already exists and will be further developed in the future) and for management positions (which has yet to be developed and introduced) in their respective applicable version. It is important to the St. Pölten UAS to ensure permeability between these career models: Given appropriate qualification, it is not only generally possible for staff members to switch between areas of activity, but it opens up further development opportunities as well.

1.2 Purpose and Objectives

The objective of the career model is the continuous further development of the institution's teaching and research staff with consideration for the individual employees' diverse needs and the St. Pölten UAS' institutional challenges as well as European and international higher education standards in order to fulfil the many different expectations even better. In addition, we want to be able to

- provide our staff members with orientation for action in order to promote their personal and professional development.

- be attractive for the "brightest minds" by offering clear, transparent, and generally the best possible framework conditions for teaching and research.

- react fast to quality requirements that develop dynamically.

- live up to the requirements of national needs and European frameworks such as the European Education Area and the European Research Area.

- be recognised as an attractive employer in the European Higher Education, Research, and Innovation Area.

1.3 European Charter for Researchers

A comprehensive consideration of the commonly applied international higher education standards, and especially European guidelines and recommendations, contributes to long-term quality assurance and profile development, and promotes individual employability in the European Higher Education, Research, and Innovation Area at the same time.

Key documents forming the basis for the St. Pölten UAS' career model include the European Charter for Researchers[2] and the European Framework for Research Careers[3]. Accordingly, central points for the career model are:

- Open, transparent, and performance-oriented recruiting
- Orientation towards excellence, gender equality, and diversity
- Job descriptions that make reference to required knowledge and competencies as well as working conditions
- Presentation of career and further development opportunities in a multidimensional manner
- Orientation of the demanded qualification level towards the position's requirements
- Transparent evaluation of professional performances at regular intervals
- Diverse career paths including geographic, sectoral, and inter-organisational mobility
- Assessment of researchers' overall situation (performance, potentials, activities, (leadership) experiences, knowledge of teaching and practice, science communication, methodological competence, etc.)
- Personnel management as a specific career development strategy in different career phases
- Provision of information and support for career development, e.g., mentoring irrespective of the contractual situation

2 Career Model

2.1 Competencies in Practice, Science, and Didactics

In order to guarantee a practice-oriented education at university level, as laid down in the FHG, and to ensure the close connection between teaching, research, and knowledge transfer both stipulated by international higher education standards and pursued in the strategic goals of the St. Pölten UAS, proven competencies along the following dimensions are required for a comprehensive career in teaching and research at the St. Pölten UAS:

- Practice-oriented competencies in a vocational field relevant for the respective position
- Scientific competencies in a specialist area relevant for the respective position
- Didactic competencies

The scope and extent of the required competencies along these three dimensions depend on the position in question, with the aspired reference level being determined by the competencies that are to be demonstrated for a UAS Professorship. The criteria and procedure for the awarding of a UAS Professorship are proposed by the UAS Board, adopted by the UAS Board in agreement with the Executive Board, and

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[2] https://euraxess.ec.europa.eu/jobs/charter/european-charter

[3] See ANNEXES to the Proposal for a COUNCIL RECOMMENDATION on a European framework to attract and retain research, innovation and entrepreneurial talents in Europe, https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2023%3A0436%3AFIN

reviewed and further developed at regular intervals. The career model always refers to the currently applicable version:

- It is necessary to prove practice-oriented competencies in the relevant professional field that were acquired through relevant professional experience (whose minimum duration in years is defined in the criteria for a UAS Professorship, just like the minimum duration of experiences outside of academia), or alternatively a practice-oriented qualification deemed equivalent by the St. Pölten UAS (again, according to the respectively applicable regulations proposed by the UAS Board and adopted by the UAS Board in agreement with the Executive Board).

- It is necessary is to provide proof of their scientific competencies through a PhD in a discipline relevant for this position or through a scientific qualification deemed equivalent on the basis of the respective applicable regulations as proposed by the UAS Board and adopted by the UAS Board in agreement with the Executive Board.

- At the St. Pölten UAS, proof of the required didactic competencies shall be based on several years of successful teaching activity at a higher education institution (whose duration and scope are determined in the criteria for a UAS Professorship as proposed by the UAS Board and adopted by the UAS Board in agreement with the Executive Board) and on the positive completion of the St. Pölten UAS' "Certificate on Higher Education Didactics". Any regulations beyond this scope or deviating from it may also be developed and proposed by the UAS Board.

For other stages of the Career Model, the necessary competence levels are derived from this and adapted to the concrete requirements and tasks. When it comes to the development of new employees and career changers, qualifications in only one or two of the above-mentioned competence areas may be sufficient provided that these persons are willing and able to engage in (further) development in the other competence areas.

The St. Pölten UAS does its best to support its staff members active in teaching and research in their further development in all competence areas. In this context, the objective is to complement the staff members' continuous further qualification through appraisal interviews between the employee and their team coordinator at regular intervals in order to identify, document, and evaluate joint development steps, potentials, and goals. In the course of these interviews, the participants reflect on both the potentials and expectations of the staff members and the perspectives of the respective department, the faculty, and the UAS as a whole.

Qualification agreements ("QV" from the German "Qualifizierungsvereinbarung") serve to support longer or more complex qualification processes with financial and/or organisational assistance from the UAS (e.g., for PhD candidates). These are not mandatory for all staff members.

2.2 Equal Opportunity, Fairness, and Transparency

The St. Pölten UAS places great emphasis on equal opportunity, fairness, and transparency. It is, therefore, developing an establishment plan that takes the requirements of the institution with its faculties, departments, study programmes, institutes and centres, (future) potentials and challenges, and legal and financial framework conditions into account. In future, this establishment plan will be annually reviewed,

discussed / further developed within the framework of AP/ZV[4] conversations, and approved along with the budget.

All vacancies in teaching and research are posted, either internally or externally depending on the applicable procedure for the respective career stage. The selection process is based on the valid St. Pölten UAS guidelines and processes for personnel development and recruiting which, of course, take all legal framework conditions and European higher education standards into account. In this context, it is important to actually live these principles in order for part-time employees and, for example, employees with family responsibilities to enjoy equal opportunities as well.

As a result, advancements in the career model are possible only in case job openings are advertised. Tenure tracks from Junior Professor to Professor are the exception to this rule. In other words, an advancement depends not only on staff members' competencies but also on the availability of open positions. There can be no automatism or entitlement to an advancement, although the St. Pölten does strive for long-term work relationships with staff members in teaching and research with their specific expertise and experience, of course.

As the only exception for promoting continuity and further development, this Version 3.0 of the Career Model for Teaching and Research includes a tenure track model for the first time as well. This development programme offers new Junior Professors the opportunity to conclude an accompanying QV to further develop towards the career stage of Professor and eventually become a holder of a "UAS Professorship" upon successful completion and positive evaluation of this QV. The number of positions intended for this programme will be laid down in the establishment plan for teaching and research in future in order to ensure a balance between Junior Professors and Professors. Positions for Junior Professors shall generally be publicly advertised.

2.3 Positions

The St. Pölten UAS' Career Model for Teaching and Research defines the following positions which are described in more detail below:

- **Teaching & Research Assistant**
- **Junior Researcher**
- **Researcher**
- **Senior Researcher**
- **Junior Professor**
- **Professor**
- **Leading Professor**
- **UAS Lecturer**
- **UAS Lecturer for Teaching and Practice**
- **Academic Professional (Junior to Senior)**

Detailed descriptions for all positions of the Career Model are worked out and evaluated annually within the responsibility of Human Resources and Legal Affairs.

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[4] Working programme / target agreement

2.3.1 Career Stages for Achieving a Comprehensive Job Profile along the Three Dimensions

The following positions of the Career Model define the development stages of a comprehensive job profile that demands didactic, scientific, and practical competencies at a level that is suitable for the career stage in question:

- **Teaching & Research Assistant**
  Excellent students can already gather their first professional experiences at the St. Pölten UAS as student assistants during their master's studies. The key areas of their activity lie in assistance in teaching (beginners' level; e.g., preparation and support during lab work) and/or research. Students can pursue this activity until they graduate from their master degree programme.

- **Junior Researcher**
  (Level R1 according to the "research profile descriptors" of the European Commission)
  Graduates with excellent grades in their final exams at the St. Pölten UAS or another higher education institution have the possibility to start a professional career as specialists with a focus on research. While these positions are project-specific, they are nevertheless permanent[5], which the St. Pölten UAS considers as an essential asset in favour of an employer. Junior Researchers have their focus of activity in research, generally third-party funded. These persons are in the process of pursuing their PhD studies or preparing for them. They independently work on subtasks in larger research projects, issue publications together with colleagues, and are involved in larger research proposals. The position shall include mandatory teaching in the amount of up to 6 semester periods per week[6]. To a minor extent, Junior Researchers are also involved in administrative tasks on behalf of their organisational units. Staff members generally stay at this stage for 4 to 6 years.

- **Junior Professor**
  (Level R1 or R2 depending on whether a doctorate/PhD or equivalent qualification has already been obtained or is part of the QV / tenure track; the definition of equivalence is worked out by the UAS Board and decided by the UAS Board and the Executive Board in agreement)
  For this position, didactic competencies and proven teaching experience as well as scientific competencies (certified through a PhD or an equivalent qualification according to the respective applicable provisions) or relevant professional practice (at least 5 years, among them 3 years of practice outside of academia) are already required when entering into the tenure track model. The respective third and still missing pillar of competence is laid down in the QV and needs to be developed in the course of the Junior Professorship.
  Activities in teaching and research are mandatory, both to an appropriate extent that shall be individually determined by the Junior Professor's superior in coordination with the Personnel Development unit. If the Qualification Agreement (QV) is positively evaluated, i.e., all qualification goals laid down in the QV are met, the Junior Professor shall automatically advance to the Professor stage in line with the Career Model.

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[5] Fixed-term contracts are issued only in justified exceptional cases. The Executive Board takes this decision based on the justification of the requesting organisational unit and the Human Resources unit as well as with consideration for a statement by the Works Council.

[6] Anything beyond this scope is admissible only in justified exceptional cases and with the approval of the Higher Education Board.

- **Professor[7]**

  (Level R3)

  The activities at the stage of Professor integrate teaching, research, and knowledge transfer to an appropriate extent that shall be individually determined by the Junior Professor's superiors in coordination with the Personnel Development unit; the setting of individual (temporary) focus areas is possible in agreement with the Professor's superiors. These priorities (including the workload in teaching and research) are clarified during the planning and budgeting of the position. The criteria and procedures for awarding a UAS Professorship correspond to the respective applicable standards.

- **Leading Professor[8]**

  (Level R4)

  This is a Professorship with special responsibility and visibility/range for the individual specialisation in teaching, research, and knowledge transfer (e.g., management of modules, a research group, or a research focus, etc.). In this context, "Leading" does not refer to management tasks but to a leading role that enjoys renown in the respective specialist community beyond the limits of the UAS, and to the person's appeal and effectiveness in teaching and research in their own discipline. The specialist areas correspond to the Departments' focus areas in terms of content and specialisations (study programmes and institutes). Within the framework of the conditions staked out by the FHSTP and the respective organisational unit (vision, strategy, overarching goals), persons on level R4 are responsible for the further development of their specialist field in terms of content and strategy. They hold a strong position with an international orientation as pronounced as possible in their specific scientific community and cultivate intensive contacts in the realms of science, research, and business at the personal and institutional levels. They initiate, acquire, and lead major projects in teaching and/or research and issue publications in collaboration with their group's staff members. Within their organisational unit and discipline, R4 employees assume responsibility for organisational and administrative tasks in coordination with their superiors in higher education management.

2.3.2 Career Stages with a Specific Focus

In addition to the comprehensive position profiles defined above with their close ties between teaching, research, and knowledge transfer, the establishment plan may also provide for positions with a stronger focus on practical orientation in teaching or scientific research. These are listed with a brief description in the following. No advancements and no "FH-Professur" are intended for these positions, but persons who are successful in an application process may switch to other positions later. It goes without saying that all staff members can apply for all positions if they have the necessary qualifications.

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[7] By assuming the position of "Professor" as defined in this Career Model, the title holder is not automatically entitled to use the academic designation "FH-Professor*in" before their name. Pursuant to § 10 (8) FHG, the Executive Board (or the Provider of the university of applied sciences) shall be authorised, according to the regulations laid down in the Statutes and in consultation with the UAS Board, to allow persons employed at the university of applied sciences to use the corresponding designations as customary in the university system under the Universities Act (UG) with the addition of "FH" in an appropriate manner. Accordingly, the St. Pölten UAS can bestow the designation "FH-Professor*in" upon any staff member who meets its criteria in full.

[8] The term "Leading Professor" is used for the internal differentiation between levels R3 and R4 but shall not be externally communicated – as is customary at the international level. Just like "Professor", this position does not automatically entitle its holder to use the academic designation of "FH-Professor*in" before their name.

The following positions have their focus of activity in teaching and contribute to a great extent to the practice-oriented professional training as anchored in the FHG. For this reason, they primarily require practice-oriented competencies in a professional field relevant for the position:

- **UAS Lecturer**
  These are part-time lecturers in accordance with the applicable regulations.

- **UAS Lecturer for Teaching and Practice**
  This type of lecturer has their working emphasis on teaching with reference to their practical field. They hold classes, coordinate modules, and supervise practical projects and final theses in study programmes and continuing education programmes. They are actively involved in the content-related and methodological further development of teaching and in the organisational and strategic further development of their organisational unit. Their connection to the practical field is achieved through an according external activity carried out alongside their part-time contract with the FHSTP.

The following positions have the main focus of their activities on (applied) research, which means that they contribute most strongly to education at university level, as anchored in the FHG, and therefore require scientific competencies in particular:

- **Researcher**
  (Level R2)
  Researchers independently take on assignments in research projects and lead work packages or smaller projects. If possible, they already contribute to project acquisition in their organisational unit and gradually establish personal connections in the scientific and business communities. To an appropriate extent, they also assume administrative responsibilities within the organisational unit they are assigned to. They may take over courses and supervise final theses. Researchers are financed predominantly through third-party funds.

- **Senior Researcher**
  (Level R3)
  These have an appropriate network of contacts in science, research, and business at the personal and institutional levels. They are present in the scientific community with publications and presentations – ideally at the international level – and make a recognisable contribution to project acquisition in their organisational unit. They head larger research projects and coordinate the content positioning of essential subareas of the organisational unit (e.g., research focus areas, research groups). Moreover, they are involved in the unit's organisational and strategic further development. To an appropriate extent, they also assume administrative responsibilities within the organisational unit they are assigned to. They supervise final theses and hold courses as well.

In addition, the establishment plan may allow for further positions that serve to support activities in teaching and research. These persons have methodological/technical/subject-specific competencies in their respective discipline that are valuable for practice-oriented teaching, research, and knowledge transfer and for the further development of the subject-specific infrastructure in their academic organisational unit, thereby ensuring continuity. These positions may also have stages from Junior to Senior (e.g., Junior Developer, Developer, Senior Developer, depending on the job description). The job description and level are determined and agreed upon in the establishment plan.

- **Junior Academic Professional**

  These staff members are in the first years of their (relevant) professional experience and have either a master's degree or a bachelor's degree with at least two years of relevant professional experience. They take over tasks supporting teaching (with a scope of max. 6 semester hours a week[9]) and research and develop further under supervision.

- **Academic Professional**

  They have at least a master's degree and at least 4 years of relevant professional experience. Under supervision, they take over tasks in teaching (with a scope of max. 6 semester hours a week[9]) and research and develop further within their area of competence (e.g., through further training or third-party-funded projects). To a minor extent, they also assume administrative responsibilities in their organisational unit.

- **Senior Academic Professional**

  Members of this group have at least a master's degree and at least 8 years of relevant professional experience – out of these, ideally 2 years outside the FHSTP. They take over tasks in teaching (no more than 6 semester periods a week[9]) and research and continually develop further within their area of competence (e.g., through further training or involvement in third-party-funded projects). Within the framework of their tasks, they actively contribute to the further development of their organisational unit.

2.4 Promoting Employees' Development

The FHSTP offers its employees development opportunities that are as attractive as possible, and it both demands and promotes continuous development. The internal and transparent development along the Career Model will be ensured through these four pillars in future:

1. **Annual appraisal interviews** between team coordinator and employee:
   These annual talks between team coordinators and employees include an evaluation based on the defined job profiles in order to ensure transparency. The focus is on self-assessment and mutual assessment between the team coordinator and the team member. Divergent assessments are examined together, and concrete measures are derived.

   Qualification agreements (not mandatory for all staff members) with annual status reports to the personnel development unit (until the completion of the agreement):
   In a coordination meeting between the team coordinator and the staff member, the qualification agreement (QV) is defined based on the position profiles of this Career Model – followed by another meeting with the personnel development unit in agreement with the Head of Faculty to ascertain where and to what extent the FHSTP shall contribute to the further qualification of the staff member in teaching and research in financial and/or organisational terms (e.g., in case of a PhD/doctorate).

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[9] This scope may be exceeded only in justified exceptional cases and with the approval of the Higher Education Board.

Development interviews between the team coordinator, the staff member, and the personal unit about halfway through the career stages of "Junior Researcher" and "Junior Professor":
The main purpose of these target-oriented sessions is to provide career advice with regard to whether the staff member strives for the development of a comprehensive profile in teaching and research, whether both parties consider this goal realistic, and whether there might be more aptitude and interest for other positions and functions.

2. **Further training offers** for the structured development of the required competence levels:

- The Certificate of Higher Education Didactics (Hochschuldidaktisches Zertifikat, HDZ) has been established as a fixed component of the education and further training of teaching staff. It develops and confirms the necessary competencies in higher education didactics and is a criterion in some stages of the Career Model.
- The FHSTP offers target-oriented qualification measures for researchers.
- When it comes to staff members socialised largely in scientific contexts, possibilities for the acquisition of practice-oriented competencies are reviewed and, if applicable, developed, with consideration for the financial, legal, and organisational framework conditions, possibly in cooperation with partner organisations from the respective professional field.