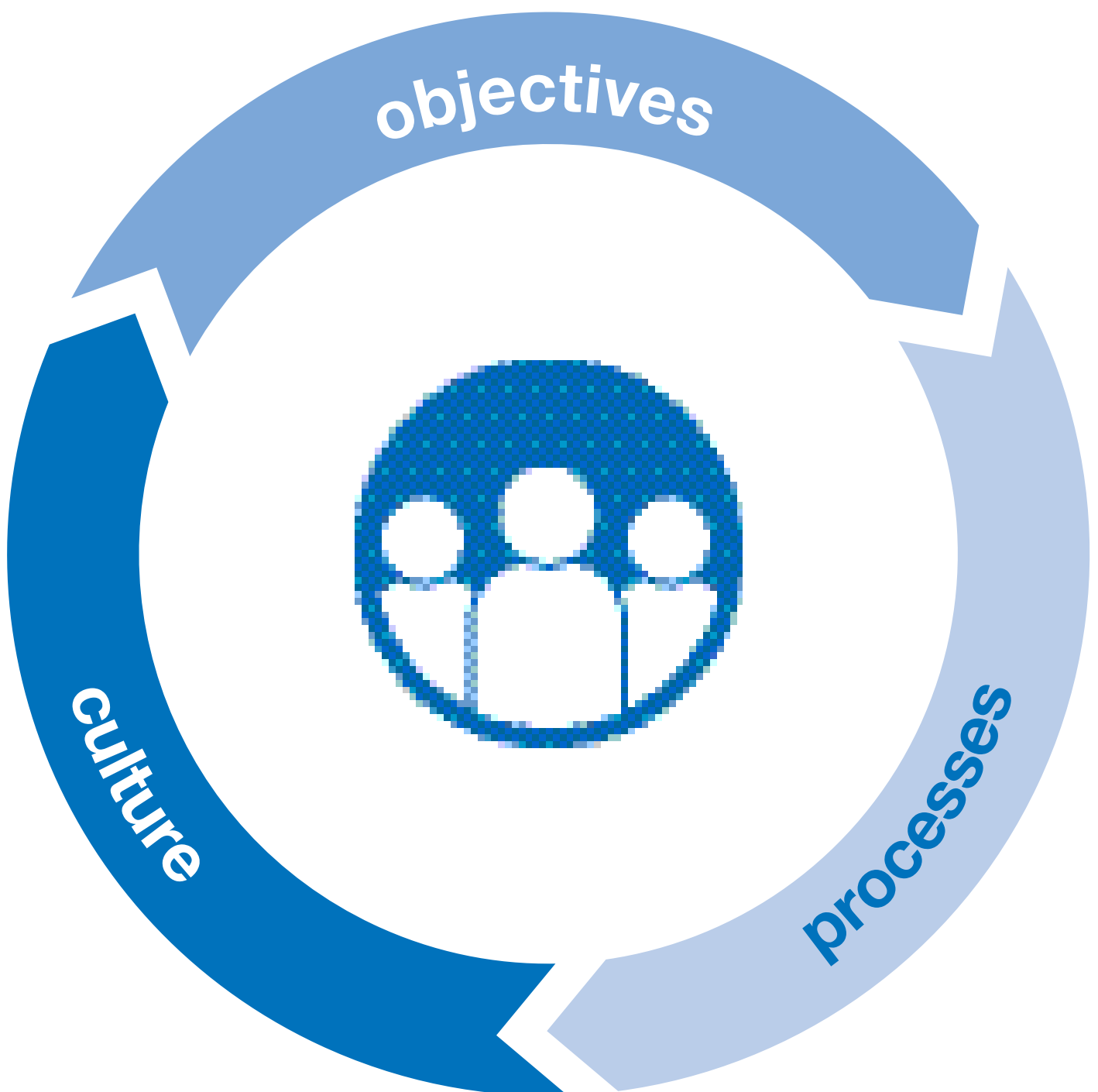


# Staff Development at RWTH



It is people who are at the core of RWTH and, to a great extent, it is they who determine the University's excellence and international success. That is why staff development is firmly established in the University Strategy, representing a trademark quality that significantly shapes the culture of RWTH. Processes already developed are being improved upon in order to guarantee that excellent researchers can be identified early on and persuaded to commit to RWTH for the long-term.

Structured continuing education strategies and equal employment opportunities foster each individual's quality of life at the workplace while also causing members to strongly identify with the University's culture. RWTH is a university committed to operating in a highly interdisciplinary fashion, fully integrated within a network of collaborating research facilities from all different sectors. Based on this background and a human resources development process aligned with the University Strategy, the overarching objective is to make RWTH one of Europe's most attractive educational and research locations.

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# Preamble

RWTH Aachen University has set itself the goal of contributing to solving the global challenges of the future by conducting strong integrative and interdisciplinary research. This can only succeed if we succeed in attracting the brightest minds to our University and if we inspire and motivate all employees to work together on this common purpose. As the largest employer in the Aachen region and one of Germany's universities of excellence, RWTH commits itself to creating an environment for individuals to optimally develop their performance and potential. It does so by recognizing and valuing their differences regardless of their origin, culture, physical ability, or gender.

While in 2009, the year in which the "RWTH 2020" institutional strategy was drawn up, the aspiration to excellence and qualitative growth was critical, in 2016, an additional focus is to attain quantitative growth of student and staff numbers on the one hand and the filling of vacant professorship positions on the other; goals that both pose great challenges for RWTH. These are particularly reflected in university management and in staff development and management. In order for RWTH to retain its leading role in research and teaching, all managers in science and research must possess the respective leadership and management skills in addition to their technical expertise. Furthermore, communication processes and the interconnectedness of actors in these processes are becoming increasingly important. This requires all RWTH employees to be able to competently face digital change and take advantage of digitalization by using electronic media and networks in research and teaching.

RWTH views staff development as an ongoing process which takes both the development of the personnel structure and the University's personnel planning into consideration and uses these to initiate processes of change. With demands on all sides becoming more complex, interdisciplinary and interdepartmental approaches are increasingly important. RWTH focuses on a high level of participation in decision-making processes and has developed this Staff Development Concept with all University councils.

The concept at hand shows the status quo of staff development at RWTH and important current and future fields of action with corresponding measures that are currently being developed or already being implemented. The cross-cutting issues Gender & Diversity and Internationalization, which are also integrated in the University Strategy and which each have their own specific strategies, were also taken into consideration in this Staff Development Concept.

The objective is to evaluate the designated measures after five years. This allows for transparency between the various providers and offers in staff development as well as transparency regarding the attainment of the staff development objectives and those in the University Strategy.

# 1 Objectives

The [Preamble of the RWTH Bylaws](#) and the [Aachen Way](#), developed within the framework of the Institutional Strategy, make clear that staff development and the promotion of staff in science, technology, and administration are central concerns of the University. One outstanding task is the training of highly qualified, responsible-minded, and nationally and internationally visible early-career researchers for the economy, society, research, and teaching. In doing so RWTH fulfills its responsibility as a training center for technical and administrative professions. The University offers space to develop creativity, knowledge, and innovations and aims to promote the ability to expand acquired knowledge and initiate new developments and make them usable for the future of society. The central objectives of staff development at RWTH are

- Increase in the University's attractiveness for the best minds in the world
- Establishment of a flexible recruitment strategy to link national and international talents and recruit female scientists to increase the percentage of women, particularly in the professorial body and the career steps between a doctorate and professorship
- Strategic appointments of excellent researchers to strengthen the entire scientific environment
- Systematic accompaniment and promotion of all employees' careers with consideration for their individual life situation
- Broad support of scientists by promoting individual performance, strengthening team spirit, and creating structures to achieve synergies
- Strengthening the management culture to successfully support employees' personal and professional development
- Valuing diversity through an equal and diverse university culture and an inspiring, intercultural environment
- Implementation of a transparent, fair, and internationally oriented and balanced communication and decision culture
- Implementation of reliable and transparent contractual and employment conditions within the framework of a flexible and efficient infrastructure
- Structure quality assurance and evaluation of staff development to sustainably implement the necessary staff development measures
- Use of the collaborations and transfers within the entire integrated, interdisciplinary academic environment with non-university research institutions, JARA, and industry-linked RWTH Campus

By achieving these objectives staff development significantly contributes to an improvement in the organizational culture and structure and is thus a strategic instrument in the University's development.

## 2 Staff Development Target Group

RWTH ascribes significant importance to responsibly dealing with employees. Staff development is thus oriented towards all employees. The University promotes their individual professional development conceptually and strategically as well as based on their needs. Specific measures for different target and professional groups are developed and offered in collaboration with the respective representative councils. These measures will qualify individuals for the demands of current and future tasks. They also take personal interests, skills, potential, and organizational framework conditions into consideration. The target groups for staff development at RWTH are

- professors
- recently appointed professors
- academic staff (both a limited and unlimited contract outside of the qualification phase)
- early-career researchers with a doctoral degree in the qualification phase
- early-career researchers in the qualification phase still completing their doctoral degree
- staff in technology and administration (incl. apprentices)

All employees are granted fair access to RWTH's staff development measures. Personal involvement and the employee's personal preparedness to further qualify themselves are prerequisites to participation. Managers are responsible for discussing and recommending suitable continuing education measures to their staff and enabling their participation (see Chapter 5.4.2).

## 3 Institutional Anchoring

As part of a continuous process staff development is viewed as the interaction of various participation levels.

Together with the Faculties, the RWTH Rector's Office serves as the central strategy and decision level and assumes the strategic responsibility for staff development in agreement with the existing Institutional Strategy and with particular consideration for human resources planning.

Decisions are made together with the deans, the group representations, and the staff councils. Subsequently they are submitted to the Senate. The expertise of specific departments in the Central University Administration, of the Equal Opportunities Officer (GSB), the Rector's Staff Unit for Gender and Diversity Management (IGaD), Concerns for Employees with Disabilities (SBV), Occupational Health Management (BGM), the staff councils,

and group representations are included in **Staff Development Steering Committees** at the advising, development, and implementation levels.

This ensures that cross-cutting topics such as gender and diversity as well as internationalization are always considered during the development of staff development concepts (cf. Figure 1).



Figure: 1 Institutional Anchoring of Staff Development

Correspondent to the defined fields of action such as recruitment, career promotion, and framework conditions, those responsible for staff development within Departments 2, 4, 6, and 8, and within the Faculties develop concepts and measures tailored to the target groups. The Faculty of Medicine can also draw on the staff development concept developed at University Hospital Aachen for its academic staff.

After the measures have been approved they will be transferred to the relevant institutional structures, such as the International Office, the Center for Doctoral Studies (CDS), and the Center for Professional Leadership (CPL). As the central unit, the Vice-Rector's Office for Human Resources Development and Management determines the focuses and coordinates development with those responsible for staff development in the divisions. However, the concepts and measures are discussed with all those involved in the Staff Development Councils.

## 4 Transparent, Reliable Career Paths

One of RWTH's primary responsibilities is to accompany employees along their individual career paths. Thus, it offers them attractive possibilities to develop within an optimal work and research environment. Here, career path is understood as the personal development in one's profession and not necessarily hierarchical advancement. Diverse continuing education opportunities, which are specifically designed for various target groups, promote and support career paths in academia, administration, and technology, both within and outside of the University. In general these aims are connected to measures for stronger transparency and better predictability of career paths.

### 4.1 Career Paths in Academia

When developing transparent career paths for junior researchers for the period after doctoral studies, one must consider that a maximum of 20% of doctoral candidates in Germany remain in science and that a maximum of 5% of those are actually appointed to a professorship. Generally, candidates decide at the end of their doctoral studies whether or not to stay in academia.

RWTH takes its responsibility for the roughly 3,700 doctoral candidates seriously and supports them with career orientation during the doctoral process, often in an employment relationship. Aside from the supervision agreement, the employment conditions within the framework of the "Guidelines for Good Employment Conditions for Personnel" are binding. This requires doctoral supervisors to be skilled managers with an ability to communicate possible career paths within and outside of higher education and offers for acquiring additional skills.

The same applies to the mentorship of junior researchers during the first post-doc phase. The decision to pursue a professorship should be made no later than two years after doctoral studies, ideally much earlier than is currently the case in many instances. If the general preference is to stay in academia, other structured career paths will be pointed out to the postdocs (cf. Figure 2).

#### 4.1.1 Professorship as Career Aim

All qualified individuals who fulfill the formal requirements have the opportunity to be appointed to a permanent professorship at RWTH within a competitive process. With this offer RWTH appeals, first and foremost, to established and experienced international and German researchers. Furthermore, in order to attract promising junior researchers, the University offers tenure-track professorships as an attractive career option to those near the beginning of their scientific career. Within the framework of the promotion of early-career researchers, scientific skills acquired through junior professorships or the management of a junior research group, e.g. the DFG's Emmy Noether Program, have become increasingly important in addition to the Habilitation (post-doctoral lecture qualification).



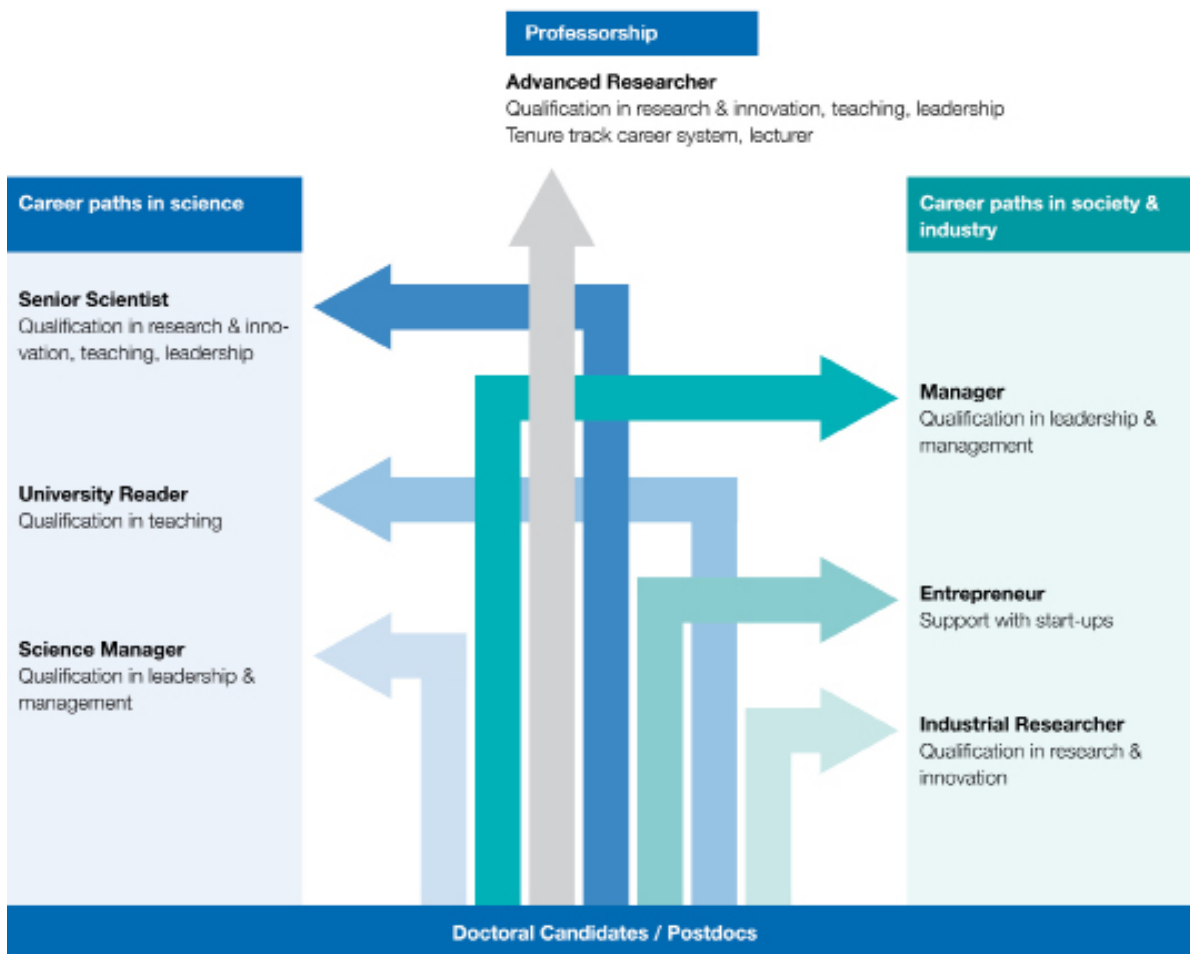


Figure: 2 Career Paths for Scientists

The declared objective is to support the early-career researcher, referred to as an "Advanced Talent," on their path to a professorship both at RWTH or at another institution. Individual qualification programs play a large role in this context.

### Tenure Track Professurship

Aside from improving support for early-career researchers with transparency and a better predictability of career paths, the implementation of the tenure track professorship career path serves as one of RWTH's strategic measures in recruiting excellent international junior researchers. This necessitates a consistent appointment and career system that requires a transparent and challenging **tenure evaluation**.

In order to offer the best possible development opportunities, the University aims to design attractive career paths. Junior researchers have various career paths open to them (e.g. W1 to W2 or W2 to W3, cf. Figure 3). In this context the exact design of a tenure track professorship depends on subject-specific, structural, and financial aspects.

By defining a fixed, permanent career option, a reliable and transparent future perspective is opened up to the junior researchers. This could form the foundation for a further scientific career. The tenure track professorship distinguishes itself in that it transitions from a limited, temporary contract to a permanent professorship after an evaluation.

The establishment of a tenure track professorship depends on the resources available. However, once on the tenure track, there are no restrictions on transitioning to a long-term professorship in order to reach permanent status.

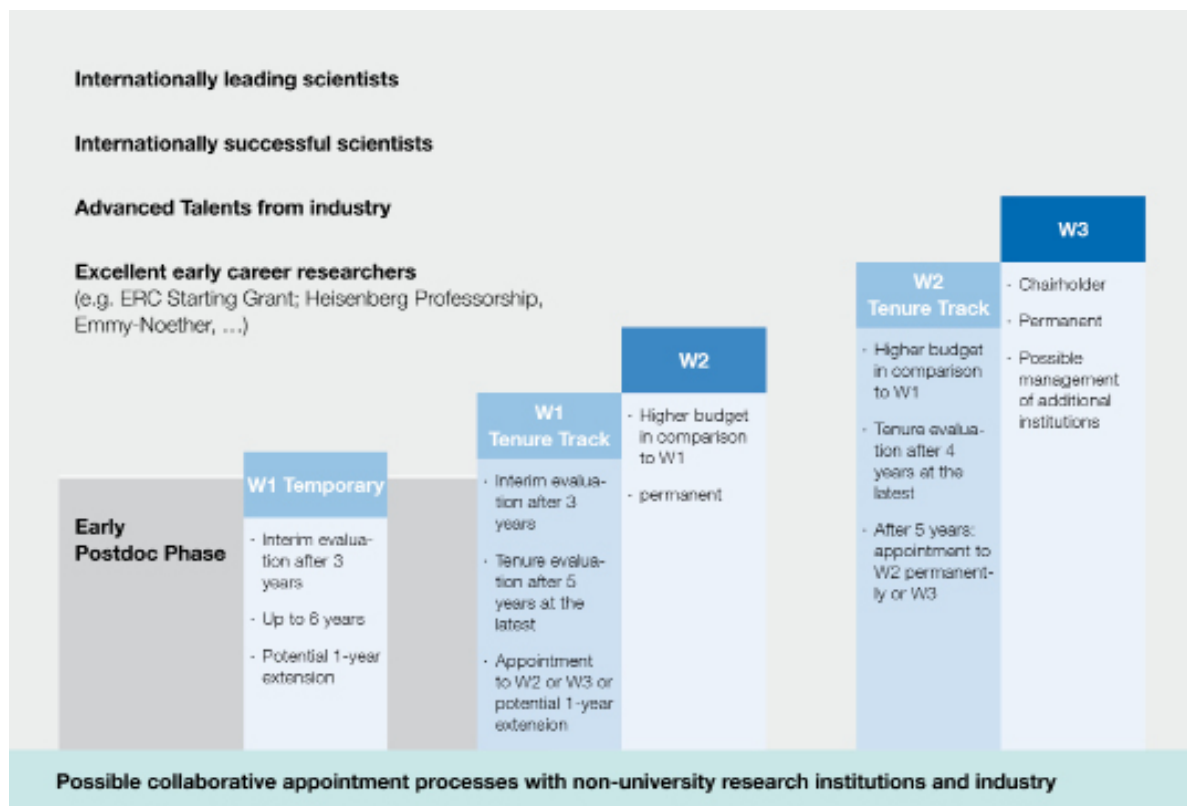


Figure: 3 Appointments at RWTH with the implemented tenure-track career path

A successful evaluation depends solely and completely on the candidates' individual performances, which can be measured using concrete and transparent criteria that have been communicated early on. Structural or financial aspects do not play a role in the decision to make the professorship permanent. As a dynamic system the University wishes to sustainably support the development of promising talents and open the door to further career opportunities whenever possible.

### Measure

Up to 20 tenure track professorships will be established in the next five years within the "Tenure Track Program."

### Lecturer

After the introduction of the position of university lecturer in the NRW Service Law Modernization Act (Dienstrechtsmodernisierungsgesetz), an additional permanent career path, aside from a professorship, was made available to junior researchers who have a doctorate, additional scientific achievements, and outstanding teaching skills. In the style of comparable international career paths, these individuals receive the academic title of "lecturer." An appointment to a position valued as W2 or W3 particularly requires evident teaching skills or a teaching portfolio.

The primary responsibility is independent teaching at 13 weekly contact hours. A candidate must have two years of experience outside of RWTH in order to be appointed a lecturer, if that candidate completed their doctoral studies at RWTH. The implementation of this career path depends on the resources available.

## Advanced Researcher

Advanced researchers or "Advanced Talents," whose professional objective is a professorship, distinguish themselves through excellent research performance, high-ranking international publications, a unique selling point in the respective scientific community, and experience in managing international research projects. Experience in international, interdisciplinary, and independent research and external funding; teaching; and in the autonomous construction and management of a working group are pivotal to this career path. Given maximal autonomy and the freedom to choose research directions, this should enable researchers to develop their own scientific profile and result in a successful appointment. A professorship at a university of applied sciences may also be of interest as a potential career path for advanced researchers.

There are currently discussions at the political level about simplifying the decisive double qualification in science and practice, by allowing the individual in question to acquire professional experience part-time outside of university employment.

### 4.1.2 New Career Paths in Science

The delineation and implementation of new and transparent career paths, aside from professorship, result from a structured assessment of the traditional scientific fields of work. These new career paths are greatly valued at RWTH and are seen as alternatives to the professorship career path (cf. Figure 2):

#### Measure

Advising and qualification to support employees with finding a suitable career path

#### Senior Scientist

A senior scientist is an internationally renowned scientist who is permanently employed with ongoing tasks. The responsibilities may include the technical responsibility and management of a comprehensive and internationally oriented research program and responsibility for defined structural and/or organizational tasks within an institute.

Further responsibilities include independent acquisition of external funding, teaching, and committee membership.

#### University Reader

Based on comparable, international career paths, the university reader career path with a focus on independent teaching has been created for postdocs who have outstanding teaching skills and enjoy teaching others. The ratio of work in teaching and research is 2 to 1 then. Additional demands include creating innovative teaching concepts, for example by using blended learning, and further development of and involvement in teaching evaluations.

To prove competency in teaching, either evidence of completing the "Teaching and Research" module or the actual certificate in "Teaching" is needed.

#### Science Manager

Individuals with a doctorate, experience in science, and skills in project management, but who are also skilled in organizational development, personnel management, and in business administration, can pursue a career as Science Managers. The required qualification can be acquired through the corresponding certificate for RWTH Research Managers (see 5.4). They may work in institute

and faculty administration as well as the management of divisions in the central administration, generally on the basis of a permanent employment agreement.

## 4.2 Career Paths in Industry and Society

Close and diverse contacts to industry are characteristic of RWTH as a university of technology. These contacts reveal career paths in industry to doctoral candidates early during the doctoral phase. Doctoral candidates in engineering and the natural sciences especially assume project responsibility, gaining initial experience in managerial roles.

RWTH views itself as a "career-smith," with its targeted promotion of top junior researchers and training of management personnel for industry. For junior researchers in the postdoc phase, this additional support along the path to autonomy is important.

### Industrial Researcher

The majority of doctoral candidates (approx. 80-90%) leave university directly after their doctorate in order to take up a position in industry or a social organization. They possess not only professional qualifications but also initial management expertise. Furthermore, in addition to teaching professional skills, particular value is placed on doctoral supervisors teaching candidates competencies in the fields of responsible research and innovation, research data management, and scientific and academic integrity.

### Entrepreneur

During doctoral studies and in the initial postdoc phase, advising and support for the path to autonomy is available to individuals who have a research-based business idea or invention and are interested in starting a company. The responsible administrative departments and the Entrepreneurship Center are ready to answer questions about property rights and commercialization strategies as well as the EXIST entrepreneur scholarship.

### Manager

This career path is targeted towards those in the early postdoc phase with management responsibilities for the first time, who are interested in management, business, and economics, and are pursuing a superior management position in industry or society. This requires not only professional qualifications but also management expertise. This management expertise can be acquired through a specific MBA with economic fundamentals offered in collaboration with RWTH Aachen International Academy.

### 4.3 Accompanying Qualification for Scientists

All scientists are supported and accompanied by various programs and offerings (see Section 5.4.1). The cross-sectional issues equality, equal opportunity, and internationalization are especially relevant. They are given adequate consideration in all staff development measures for management and communication and research and teaching (see Section 5.5).

Aside from individual coaching sessions offered to researchers, mentoring measures such as those for the Advanced Talents are extremely important. The TANDEM mentoring programs, situated within the Rector's Staff Unit: Integration Team - Human Resources, Gender and Diversity Management (IGaD), have supported the career paths of women researchers with varying levels of qualification since 2002. Aside from individual talent development these programs aim for equal opportunities in science.

### 4.4 Career Paths in Technology and Administration

Well trained technical and administrative personnel are an important aspect of strengthening RWTH's profile in an international research environment. That is why career development is particularly supported for employees in these areas. On one hand this entails the possibility of advancement into higher-level positions with extended responsibilities; but, on the other, it also means promoting the expansion of professional and personal responsibilities at the current level of management.

Offering human resources development to technical and administrative employees creates exciting and diverse job opportunities for them at RWTH. This includes, among others, not only further technical training but also the development and expansion of leadership and management skills as well as social and communication skills. The cross-cutting issues of equal opportunities, equality, and internationalization are, of course, also taken into consideration here. A career at RWTH can already begin with an apprenticeship in one of 25 qualified job training programs. Diverse offers for action-oriented continuing education opportunities and further advancement training support staff in their professional development (cf. Figure 5 and Figure 6).

## 5 Fields of Action – Status Quo and Future Outlook

A University's personnel are a pivotal resource, significantly contributing to its excellence and success. RWTH's international competitiveness greatly depends not only on the consistent promotion of existing personnel, but on its ability to attract and connect researchers and employees in technology and administration. To achieve this goal, recruitment processes are implemented in various places. Furthermore, transparent and family-friendly employment conditions and a structured qualification concept are important prerequisites to keep employees engaged and committed to continuing their careers at the University.

## 5.1 Appointment Policies Field of Action

First, the appointment policies at RWTH are oriented towards the recruitment of experienced international and German scientists. Associated with the professorships to be filled are in particular the ability to lead large departments and institutes as well as the possession of definitive qualities in order to be able to play a part in building the University's profile in strategically important topics and areas. Moreover, the University aims to attract and retain outstanding early-career researchers who have the possibility of a scientific career at a professorial level, for example through the establishment of tenure track professorships.

Collaboration with non-university partner institutions plays an increasingly important role in the development of attractive inter-institution career paths. Particularly when it comes to the recruitment of outstanding researchers, joint appointment models can create competitive advantage through the provision of special equipment and infrastructures. In order to obtain the best minds for our University and ideas, all measures that serve to attract new professors will be given the utmost attention, from the job posting to advising newly appointed colleagues.

Appointment processes at RWTH give consideration to equal opportunities, fairness, and transparency and value all applicants. They are constructed in such a way as to further internationalize the professorial body and increase the percentage of women professors. Proactive recruitment and the direct address of highly qualified candidates in Germany and abroad play an increasingly greater role in achieving this aim.

## 5.2 Recruitment Strategy Field of Action

The foundation for a strategic approach to recruiting academic talents was set in the Institutional Strategy II in the Recruitment Strategy section of the Place To Be field of action (cf. 4).

Focus is placed not only on the improvement of RWTH's international visibility and positioning as an attractive employer but also on the identification, recruitment, and integration of national and international research talents and the promotion of gender equality.

RWTH's recruitment strategy is continuously being further developed and professionalized. In the future target groups are to be more clearly differentiated and target group-specific mechanisms for attracting, selecting, and orienting talents are to be better defined.

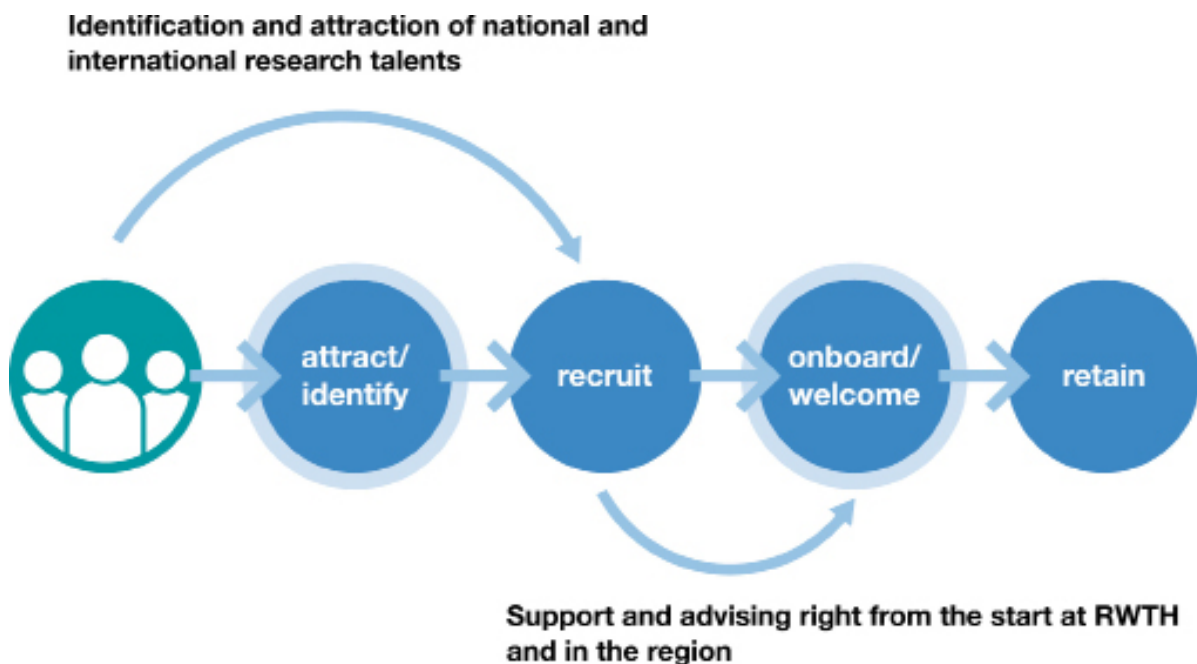


Figure: 4 RWTH's Recruitment Strategy

## 5.2.1 Recruitment – "Attract/Identify"

Filling academic positions through traditional, rather nationally oriented job advertisement procedures ("post and pray") was already supplemented in the Institutional Strategy with proactive methods and approaches. This includes expanding human resources marketing at the international level, for example, a stronger presence at career fairs and recruitment events, and the targeted placement of job postings in international media. With the help of funding from the Alexander von Humboldt Foundation, RWTH is using its contacts with former visiting researchers in its own research alumni network to build new international research and university collaborations and increase its prominence worldwide.

Using an "active sourcing" approach, appointment processes are supported with the targeted identification of highly qualified female applicants. National and international women candidates are identified and addressed for vacant positions with the aim of increasing the number of women professors. The successful model of proactively recruiting highly qualified women to take up professorships will be transferred to leadership positions as well.

Proactive market analysis and the proactive construction of a talent pool will optimize the expansion of the "active sourcing" approach for the need-oriented recruitment of top international researchers and individuals with discernibly great potential in research and teaching.

Stronger networking and synergy among the involved RWTH actors create potential for improvement in process and applicant management and achieves a higher degree of professionalization with regards to search strategies and diversity of methods. Furthermore, there is a

### Measures

Establishment of a central supportive recruiting service unit

Significant increase to the number of potential applicants by directly addressing them



need for the sustainable funding of programs that make research stays for qualified junior researchers attractive and enable a relationship.

## 5.2.2 Personnel Selection – "Recruit"

Aside from proactive recruitment activities, suitable methods and instruments, the recognition of potential, transparent processes, and their professional application and implementation taking account of decentralized selection process at RWTH play an important role. Only these can ensure that suitable candidates from all target groups (scientists and staff in technology and administration) appropriately fit the RWTH job advertisement. This, in turn, is the fundamental prerequisite for subsequent individual and successful career development.

As a part of the Qualification Concept, workshops are currently being offered to all target groups to teach them this entire process. Members of appointment committees also have access to offers addressing the work resulting from the appointment process. There are also information and advising services for scientists to prepare them for appointment processes. A detailed, transparent, and structured process description of the job advertisement procedure at RWTH and all the involved divisions and contact persons can be found via the job database in the University's Intranet.

In order to ensure equality in particular, job advertisements must already address gender-specific and intercultural differences – when creating the requirements profile attention is given to ensure that women and men are equally addressed and feel encouraged to apply.

The following areas are to be further developed within the framework of personnel selection:

- Selection procedure and processes: Greater transparency of both the processes and support services and contact persons will be pursued.
- Selection methods and instruments: Here we aim for a wide variety of implemented instruments based on the required skills profiles.
- Qualification measures for those involved in the selection process: Based on the current workshop offers, which address the selection process at RWTH, further offers will ensure the qualified application of selection methods.

### Measures

Illustration of existing process descriptions, process support, advising offers in the Intranet, connection to other support offers

Development of a toolbox of methods and an extended interview handbook

Expansion of further qualification measures for those involved in the selection process, including interview

## 5.2.3 A Culture of Welcome – "Onboard/Welcome"

Equipped with a comprehensive portfolio of services, RWTH offers its employees individual support for their start at the University. Particular emphasis is placed on welcome events for researchers and employees in technology and administration. Furthermore, employees in technology and administration receive comprehensive info material about institutions at RWTH as a welcome service when they begin their work.



The Welcome Service for recently appointed professors not only puts together a tailored mentorship package, which links and facilitates skilled advising from various service offices, but also supports the families of the appointed professor during their arrival and integration into Aachen.

The non-technical support provided by the Welcome Center for International Researchers to foreign professors and junior researchers significantly contributes to successful integration. Additionally, RWTH's Dual Career Service opens the door to options for the partners of recently appointed professors to develop their own career prospects in Aachen.

**Measure**

Optimization of services offered by the Dual Career Service

## 5.2.4 Commitment – "Retain"

All staff development measures aim to not only promote employees' personal and professional development but also to bond the best minds with RWTH. Gender-sensitive management, the design of optimal working and research conditions, and support for shaping one's individual career all serve to establish RWTH as a "Place to Be" (see Sections 5.3, 5.4).

The RWTH Alumni Network's activities, which connect active and former RWTH members through diverse funding opportunities, supplement this work. ([www.rwth-aachen.de/alumni](http://www.rwth-aachen.de/alumni)).

## 5.3 Employment Conditions Field of Action

RWTH is rising up to the challenge of improving employment conditions, especially with regards to limited employment contracts. While doing so, it also takes equality and equal opportunity aspects into consideration.

### 5.3.1 Guidelines for Good Employment Conditions

RWTH feels particularly committed to ensuring qualification possibilities for early-career researchers who significantly contribute to research and teaching. Thus, RWTH Aachen uses all of its legal and financial resources available to attain transparent and good employment conditions and to ensure reliable framework conditions that allow junior researchers to achieve their respective qualification objectives.

RWTH is also improving the employment prospects of scientists who have completed the qualification phase within the framework of existing legal and financial possibilities.

This equally applies to employees in technology and administration who significantly contribute to the attainment of the qualification objectives in science. On April 1, 2016, RWTH enacted the "[Guidelines for Good Employment Conditions for Personnel](#)."

**Measure**

Compliance will be monitored, particularly with regard to improved contract periods in the contracts of researchers.

## 5.3.2 Permanent Employment Concept

With its Permanent Employment Concept RWTH aims to specify the prerequisites and framework conditions of permanent employment possibilities for academic staff and staff in technology and administration in Faculties 1 – 8; the central institutions; the Central University Administration; and for academic staff in Faculty 10. Concretely this means it aims to give qualified personnel reliable employment prospects and permanently retain them.

In doing so, RWTH creates the prerequisites for meeting the increasing demands in teaching and research. Sufficient long-term employment of academic staff will ensure the quality required for completing tasks. This also applies to employees in technology and administration.

Structural and, in particular, financial aspects are important factors in the creation of permanent contracts, as they often result in a claim to a position until the employee retires. On April 1, 2016, the "[Permanent Employment Strategy of RWTH](#)" was enacted.

### Measure

The number of permanent employees will be raised noticeably. Review after two years

## 5.3.3 Occupational Health Management (BGM)

RWTH sees potential in promoting health to efficiently facilitate organizational change while also helping to manage current structural change; moreover, we consider it our duty to continue to evolve into a university that promotes health among all of its members. Occupational Health Management will not only help avoid impairments to health at the workplace, such as lost time, job-related illnesses and psychological stress, but it will promote health potential and improve well-being at the workplace as well. In order to establish the basis for effective and efficient health management at the University, RWTH has – as an integrated part of the Division of Human Resources – created a coordinating structure with

- the position of **Health Management Officer**. This person acts as a liaison for all those at RWTH who plan, execute, and coordinate health promoting activities and projects.
- a **superordinate steering committee on the promotion of health**, which brings together representatives from the Rector's Office and the Division of Human Resources, as well as the BGM officer and other experts from within or outside of the University.

Regular communication is practiced with the "Working Group for the Promotion of Health," which consists of members from diverse staff and student councils as well as the Equal Opportunities Officer, IGaD staff, and the team for the Concerns for Employees with Disabilities.

The objective of hiring a 5% share of severely disabled persons, as mandated by law, has almost been reached. The University is furthermore committed to winning individuals with chronic illnesses or disabilities as employees above and beyond the 5% mark.

### Measures

Integration of the topic of "Accessibility" within the continuing education offers for management personnel

Execution of the survey on "The assessment of dangers and psychological stresses at the workplace" and analysis of the current state of staff health

Establishing the topic of "accessibility" as an essential part of continuing education offers for managers will also further promote awareness of this issue.

### 5.3.4 Family-Friendly Work Organization

As part of its family-friendliness efforts, RWTH Aachen aims to improve the compatibility of work and family by changing how work is managed. This goal should help make it easier for employees to manage their own life plans as part of everyday work life. This represents an important contribution to equal treatment and opportunities. A particularly important topic in this regard is the flexibility for staff to choose their work location. In order to do justice to these employee needs in a flexible manner and for the long-term, RWTH offers the models "Home Office" and "Situative Mobile Work." The well-staffed Family Services Center is part of the Equal Opportunities Office and provides advising on a variety of different topics to make family and career compatible. Services include advising for expectant parents, support in finding child care, or caring for aging parents or other family members.

Since 2009, RWTH has been involved with the certification process of "[audit familiengerechte Hochschule](#)" and has successfully been re-audited every year.

In the future, managers are to follow specific guidelines in conversations with employees who are planning to take long-term leave for family reasons, so that the ramifications of this step for their developing careers are clearly laid out and to possibly encourage them to return to work in a timely manner. Furthermore, to help avoid suffering career disadvantages due to having family responsibilities, working part-time even for those holding professionally demanding or leadership positions is to be made possible.

#### Measure

Guided conversations with employees when family-related matters necessitate extended unpaid leaves

Implementation of part-time leadership positions

### 5.3.5 Internationalization@home

RWTH Aachen University wants to offer all of its members a highly intercultural and stimulating study, research, or work environment on campus. By bolstering RWTH's self-image as an international university that operates on a global scale, not only the integration and productivity of international members of the University is guaranteed, but, moreover, all members of the University are encouraged in their personal and academic development. In this, the University supports staff mobility by offering continuing education and exchange programs, such as Erasmus Staff Training Exchange Programme or "Professional Weeks" for administrative staff, as well as through granting individual stays abroad and encouraging scholars to collaborate with other institutions in doing their research.

A crucial factor is the consistent fostering of bilingualism at the University and the encouragement of social connections between national and international members of the University, for instance by establishing English-language support and service offers. Furthermore, offerings for language courses and intercultural competencies training will be expanded.

#### Measure

Establishment of the "Certificate International for Staff"

## 5.4 Qualification Concept Field of Action

The qualification concept is based on the [Guidelines for Staff Development at RWTH](#). These delineate sets of skills, which are to be developed and expanded with the help of specific qualification measures. The range of topics and sets of skills outlined are: leadership ability, innovation and research capacity, teaching competency, commitment, self-improvement, team spirit, equal opportunity and diversity, as well as internationalization (see addendum of the Guidelines for Staff Development).

### 5.4.1 Qualification Concept – Status Quo

The qualification concept is structured in a comprehensive and systematic manner. At the present time, it is oriented towards different target groups (cf. Figure 5). The Center for Doctoral Studies (CDS) is responsible for doctoral candidates, while the Center for Professional Leadership (CPL) provides interdisciplinary qualification for postdoctoral candidates, non-professorial academic staff, advanced talents preparing for a professorship, as well as professors. The Division of Vocational and Further Training belonging to the Department of Human Resources conceptualizes the measures for technical and administrative employees. The Center for Excellent Academic Teaching is responsible for qualification measures across target groups with regard to teaching competency. The offers provided by the divisions concerned with staff development will furthermore be supplemented by offers from on-campus and off-campus partners.

#### Measures

Grouping of offers oriented towards the new pillars for the promotion of early-career researchers under the umbrella of the CDS

#### New Pillars of Promoting Early-Career Researchers

In addition to the current offers for the support and promotion of researchers, new pillars for the promotion of early-career researchers are being established. These pillars involve topics such as scientific integrity, responsible research and innovation, research data management, and the interdisciplinary nature of research (with regard to methods and procedures).

#### Management Development

A distinct focus lies on management development. The ability for all University staff to grow personally and professionally can only be realized with competent and professional executives to guide them.

Here, a new offer directed at all different target groups has been created with the Certificate Course for Executives in research, administration and technical divisions. For career advancement that involves an increase in managerial responsibility, this Executive Certificate is a prerequisite. Participation in management development measures is mandatory for newly appointed professors.



Figure: 5 Qualification concept

## Career Support

Some career-specific qualification offers for researchers have already been implemented:

- RWTH Science Manager (science management), in collaboration with the International Academy
- Mini MBA for Managers (for management positions in industry and society) in collaboration with the International Academy
- Individual coaching and mentoring offer for advanced talents as professional preparation for applying for a professorship

Employees in technology and administration can find career support in the shape of comprehensive advising on qualification and continuing education opportunities. Qualification, advising, and coaching formats have been specifically developed based on the needs and demands of their various career paths. In individual cases employees are encouraged to attend (external) courses of study and training courses. Here we differentiate between action-oriented further training and advanced further training (cf. Figure 6).



Figure: 6 Career support for staff in technology and administration

Action-oriented further training encompasses a comprehensive further training portfolio of tailored in-house offerings, individually organized in-house trainings for concrete areas based on requests, and advising on external further training opportunities.

Advanced further training includes, for example:

- **H2:** Training course for modern university administration (external course)
- **IT 2:** Internal modular course for IT experts with completed vocational training (internal curriculum + final project, pilot phase)
- **Management Development:** Internal (partially) modular courses for different target groups

Within the framework of a structured conversation with employees with the help of a handbook, they and the supervisor will agree on career options and participation in further training. These conversations are mandatory in some areas of RWTH and are explicitly recommended for all areas.

## 5.4.2 Qualification Concept – Further Development

In the future further development of this concept will take up a stronger orientation towards the life phases of the target groups and expand management development and career advising to include new focuses. While the qualification measures are continuously and systematically implemented, the aspects individualization, need orientation, career advising, target group specification, networking, and the assurance of quality and transfer will be more strongly implemented than previously.

## Orientation Towards Life Phases

Orientation towards employees' life phases means that transitions such as initial professional employment, re-entering the workforce, family periods, and leaving the workforce all open up varying amounts of freedom for personal professional development and place different demands on the employees. Phases of more intensive qualification and professional development can alternate with those with less temporal and personal resources.

Depending on the phase of life, substantial content can have a more technical or interdisciplinary focus. An equal-opportunity qualification concept takes this into consideration with various focuses, different offer formats and the individualization of qualification measures.

### Measure

Implementation of offers and formats strongly oriented towards phases of life

## Management Development

Supplementing the current qualification offers, management development encompasses the role of the manager as a staff developer by training them on how to promote their employees' careers. As a result staff development is viewed as both a central and peripheral task and carries over into the manager's understanding of their role and responsibility in career promotion. To accomplish this, an understanding of leadership is necessary, which ensures orientation and mentorship as part of individual career development for every single employee.

Instruments include the annual conversation with employees, the supervision agreement with doctoral candidates, and the creation of personal development plans with postdocs and non-professorial academic staff. A corresponding qualification offer composed of classic workshops and coaching will be established based on the financial resources available.

### Measures

Development of a concept for management feedback

Implementation of mandatory participation in management development offers by recently appointed professors

## Career Advising

Within the framework of staff development, a career advising concept for scientists is being developed that views career advising as both a central and peripheral task (cf. Figure 7). Peripheral career advising takes place through management, as described in the Management Development/Career Advising Skills section. Central career advising encompasses many roles:

- Partner of management/management development
- Individual advising resource for employees,
- Guide for peripheral advisors, mentors, coaches, and collaborative partners

### Measure

Implementation of advising offers



## Career Advising



Figure: 7 Central and peripheral career advising for researchers

## 5.5 Equality and Equal Opportunity Field of Action

RWTH views the diversity of all University members as potential and enrichment. By creating a diverse and inclusive work environment RWTH acts against possible discrimination and strengthens its profile as an equal opportunity university. Differences regarding family responsibilities (see 5.3.4), disabilities or chronic illnesses (see 5.3.3), gender (5.2.1), or intercultural background (see 5.3.5 and 5.6) will be addressed and positively considered in a lively and innovative organizational culture. RWTH wants to help **all** employees optimally develop their performance under the same conditions. A visible expression of this desire is the integration of a specific field of action addressing equality and equal opportunities in the present staff development concept, which consistently references the Equal Opportunities Strategy and the University's efforts towards diversity.

Equality has been firmly anchored at the management level for many years at RWTH and is a determining criterion in internal university development strategies. The University has determined objective quotas for increasing the percentage of women at various scientific levels of qualification, as women are still underrepresented in both management positions and permanent post-doctoral scientific positions. Comprehensive information and qualification measures support this objective. Numerous career development measures, particularly targeted towards junior women researchers in the doctoral or postdoc phase, explicitly contribute to obtaining women scientists at various levels of qualification and simultaneously work against the loss of highly qualified women.



The percentage of women completing their post-doctoral lecture qualification (Habilitation) or holding a junior professorship is to be clearly increased through proactive recruitment and specific continuing education offers (see 5.2.1). Female employees in technology and administration's individual qualification will also be promoted through respective, targeted offers (see 5.4.1).

**Measure**

Stronger expansion of career promotion measures for women scientists and employees in technology and administration that are oriented towards equality

## 5.6 Internationalization

More than 8,900 individuals with an international background, from over 120 countries, currently study, research, teach, and work at RWTH. This lived internationality at RWTH is supported by strategies, measures, and services that promote internationalization in studies, teaching, and research. Internationalization is not an end in itself but rather increases the quality of research and teaching through targeted measures and contributes to RWTH's reputation and improved visibility nationally and internationally. Internationalization is thus a cross-cutting issue that affects and permeates all areas of the University, including staff development. Accordingly RWTH's objectives and measures in the Internationalization field of action, which are defined in the University's Internationalization Strategy, are aligned with the staff development objectives and the Staff Development Concept at hand.

The central intersection of the staff development concept and RWTH's [Internationalization Plan](#) is the field of action concerned with recruiting the best minds in the world, whose experiences and perspectives contribute to solving problems in research and teaching. Attracting and retaining international research talents is thus a central aspect of RWTH's international personnel work (see Field of Action 5.2).

As an international university, RWTH lives out a welcoming culture and supports and accompanies its international University members in their development with different services. International researchers are individually offered diverse advising and services from the International Office's Welcome Center based on their needs.

Aside from support during the arrival and orientation period at RWTH, other offers for language acquisition and career development are made in collaboration with other service units from RWTH and the city of Aachen. In order to further promote the process of obtaining international employees, the broad offering on social and intercultural integration will be further expanded.

**Measure**

Safeguarding existing offers and further developing them in order to help centralized and peripheral service providers deal with intercultural matters

## 6 Quality Assurance and Controlling

Human resources development measures have been strategically implemented and further developed for many years at RWTH. In doing so, we have always aimed for the highest degree of quality in fulfilling needs and following our objectives. A structured qualification concept is needed in order to reflect on the success of the staff development measures and to ensure the quality of the offers, their sustainability, and transfer to professional practice.

A further quality management concept is to be developed based on the current measures for quality control and assurance. The concept will utilize the plan-do-check-act-cycle to allow for inferences on the potential for change and new needs. This quality management approach was developed by Walter Shewhart and is the foundation of current quality management standards (cf. Shewhart, Walter A.: Economic control of quality of manufactured product. New York D. Van Nostrand Company, Inc., 1931). The quality management concept is to be based on this theoretical foundation and the following aspects. All measures in the Staff Development Concept will be evaluated in five years using the developed concept.

### Measures

Development of a quality management concept

Evaluation of all measures in the Staff Development Concept in 5 years

## 6.1 Quality Assurance in Staff Development Measures

The following will be considered in the development of the quality management concept:

### Individuals

The evaluation of the quality of staff development will include those individuals involved in the development process, those who implement it, and the participants.

### Content and Formats

Objectives, needs, target groups, and instruments are individually considered to ensure the quality of content and formats.

### Processes

Stable, transparent processes are the prerequisite to quality assurance. A higher degree of quality is possible if process descriptions are available that are both concrete and known to all those involved. Process descriptions can reference the selection of individuals (trainers and participants), content, formats, and the event management and evaluation processes.

### Measure

Standardized processes through the implementation of a University-wide event management system

### Structures

Within the framework of quality assurance structures in staff development are reviewed for their effectiveness with regards to the University's objectives. High-quality staff development is an instrument of University development and serves the University's superior strategic objectives.

### Evaluating Courses and Ensuring Sustainability

Current evaluation practices to evaluate courses will be improved with the development of a unified instrument portfolio for all those offering staff development measures.

Further measures that support skill transfer are being developed to ensure participants engage with the learned content long term.

### Measure

Expansion and implementation of instruments to ensure transfer

## 6.2 Quality Assurance in Gender and Diversity Measures

The basis of establishing sustainable and all-encompassing equal opportunity employment in all areas of the University are specific quality assurance measures to review those processes dealing with gender equality while also taking into account the fact that employees are naturally a diverse group of people. Crucial control mechanisms include RWTH's Equal Opportunities Concept, the Faculties' equal opportunities plans, the equal opportunity contingents according to the cascade model, and the development of gender-equal financing models in accordance with Section 24 (5) Higher Education Act.

With the help of adequate monitoring and evaluation instruments, the strategies named can be used for a gender-sensitive University and, in particular, Faculty development. Additionally, comprehensive gender monitoring facilitates well-grounded advising on the part of equal opportunity actors. Gender-sensitive measures will be both evaluated along the way in a continuous adaptation process and supported with separate target agreements

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