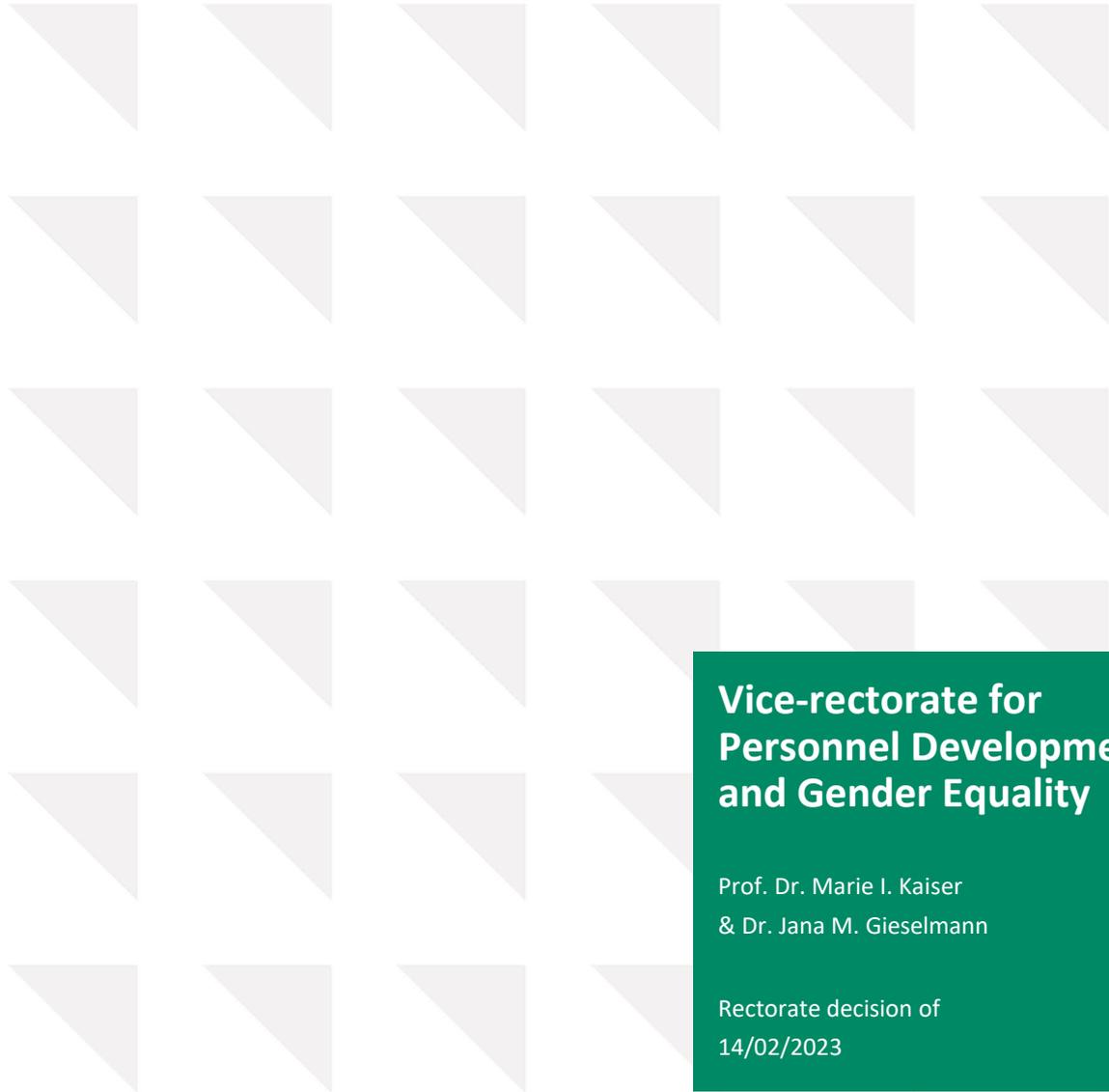


Academic Tenure Concept

Concept for establishing the career path of
Academic Tenure at Bielefeld University



**Vice-rectorate for
Personnel Development
and Gender Equality**

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Rectorate decision of
14/02/2023

Foreword

Tens of thousands of researchers used the Twitter hashtag #IchBinHanna to call on the federal and state governments, universities, and research institutions to offer reliable career paths for young researchers and permanent positions for permanent tasks in the summer of 2021.

Bielefeld University placed critical examination of the challenges of academic career paths on its political agenda as far back as in 2017. At that time, it successfully submitted a federal-state proposal for supporting young researchers. Representation of these issues was also considered at the management level of the university with the establishment of the Vice-rectorate for Personnel Development and Gender Equality in 2019.

In the course of the past three years, the Vice-rectorate for Personnel Development and Gender Equality developed a concept for establishing the career path of *Academic Tenure* (permanent positions among the non-professorial academic staff) in a broad participatory process. Bielefeld University assumes responsibility for shaping career paths within its institution and contributes to improving career and working conditions in academia with the Academic Tenure concept.

Many university members have participated in a number of discussion rounds on drafts of the concept since March 2020. We thank all participants greatly for their commitment and their critical and supportive suggestions. The Academic Tenure concept, adopted by the rectorate of Bielefeld University on 14 February 2023, represents the result of this university-wide process of understanding and coordination.



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Preliminary remarks

The Academic Tenure concept results from intense university-internal discussions. It can be considered the **university's self-commitment**. The concept's content **guides the actions** of the university's members. The concept specifically is not designed in the form of rules. It is to convince in its implementation via its content rather than regulating by way of formal provisions.

The Academic Tenure concept **applies to all** permanent positions in the non-professional academic staff to be newly established and filled at Bielefeld University. The P/O department is going to work with the faculty administrations to operationalise the concept and initiate its **implementation** once the concept has been adopted. The concept needs to be implemented in the form of an administrative regulation by the personnel administration to directly legally affect the respective personnel measures.

The first year after the start of implementation of the Academic Tenure concept is to be experienced as a **transitional phase** where faculties, the central administration, and the rectorate practise the new procedures and processes together and existing permanent positions of the non-professorial academic staff can be converted into Academic Tenure ones (subject to the agreement of the current position holders and the faculty). The concept is to be evaluated after approx. 3 years and adapted as necessary.

1. Goals of *Academic Tenure*

The concept is to establish and raise the profile of the *Academic Tenure* career path as an **independent, attractive career option** in academia. While there have been some permanent non-professional academic staff positions for a long time, the concept increases transparency and planning capacity for this career path. Following a period as a postdoc, researchers are to make a deliberate decision between taking up a permanent position in the non-professional academic staff (Academic Tenure position) or setting out on the path to a professorship in a qualifying position. While there may be some permeability from Academic Tenure positions to professorships (and this may be desirable in some cases), the concept helps in distinguishing more clearly between the two career options and their respective advantages and disadvantages.

The Academic Tenure concept must be viewed in a **political context** targeted at creating more permanent employment relationships in academia – in the form of professorships and/or permanent positions for non-professorial academic staff. This is one of the goals of the “Zukunftsvertrag Studium und Lehre stärken” (ZSL) and the main objective of the ZSL supplementary agreement. The Academic Tenure concept does not contain any particular specifications on how these ZSL goals are to be met. Rather, it further develops the area of permanent positions for non-professorial academic staff in general, creating the framework within which sensible expansion of permanent employment is possible.

One condition for establishment of the *Academic Tenure* career path is introduction or strengthening of inclusive and gender-equitable **strategic personnel planning for permanent positions for non-professorial academic staff** within the faculties to increase transparency and planning capacity for the *Academic Tenure* career path. These plans are based on a faculty's strategic goals, in particular in research and teaching. Based on this, the faculties will identify strategically relevant permanent tasks, i.e., tasks that arise in a faculty in the longer term. Most of these permanent tasks are to be performed by permanently employed researchers (“permanent positions for permanent tasks”). The Academic Tenure concept will create a uniform framework and orientation for specific planning of the task profiles of the individual Academic Tenure positions.

Within the scope of this, however, it also offers a high degree of flexibility in order to consider the faculties' different needs. Professors, representatives of non-professorial academic staff, and equal opportunities officers should be involved in the decision on how many Academic Tenure positions with which task profiles a faculty needs, and which ones those are.

Academic Tenure is to establish an **attractive career option** in academia. The concept is to help ensure that Academic Tenure positions are not perceived as a second-best choice (following professorships), but as *another* option, turning them into a decision for another, equally good career path in academia. Different aspects help in rendering Academic Tenure positions more attractive. An onboarding offer and supplementary staff development measures specifically for the target group will be introduced. Academic Tenure positions provide for continuous development of position holders and task profiles that also include upgrading/promotion from E/A13 to E/A14. At least 20% of the working time should be available for independent tasks in Academic Tenure positions. In order to ensure the quality of teaching and to give the position holders more space for their own ideas and further development, Bielefeld University recommends deviating from the upper limit of the regular teaching load in cases of posts subject to high teaching loads. Transparency of individual task profiles achieved within the scope of strategic personnel planning also makes options for reductions and increases of the teaching load more clearly visible.

The goal when planning and filling Academic Tenure positions is having at **least 50% of the permanent positions for non-professorial academic staff filled by women**. Faculties where women are under-represented in permanent positions for non-professorial academic staff are to implement measures to increase their female quotas (e.g., using scouting lists, targeted approach of women, gender-adequate task profile development). 5% of the vacancies for Academic Tenure positions should also be filled by severely disabled persons if possible. Academic Tenure positions are also advertised externally and internationally.

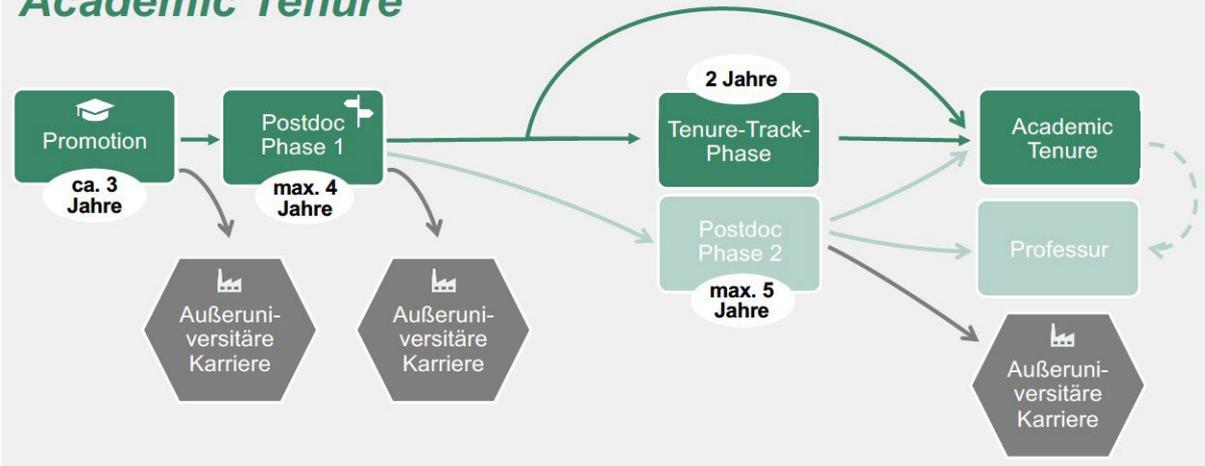
2. The *Academic Tenure* career path

The **guiding principle** for Academic Tenure positions is that of filling positions with high-potential candidates. This means that Academic Tenure positions specifically are to be filled with researchers in an early phase of their careers, i.e., 1-4 years after they receive their doctorates. The time following the doctorate is not to include any periods of maternity leave, childcare, nursing, extended periods of illness, chronic illnesses, disabilities, further training, non-academic employment, and employment abroad. A longer post-doctoral phase (6-9 years after the doctorate) can be assumed for high-potential candidates in the medical field since the MD degree is acquired earlier in the career than other doctorates would be, and specialist training is completed in parallel to the academic qualification. Researchers with a second doctorate may use that one to calculate the time after the doctorate as well.

Potential appointments give position holders the security of a permanent position at an earlier stage in their careers, help to **advance career decisions**, and counteract a long period of time spent in the academic system without any clear prospects. This guiding idea serves as **orientation**, *rather than* as a rule. Some permanent tasks require a higher level of work experience or extensive, specialised skills. High-potential candidates may not be appropriate for such Academic Tenure positions.

There usually is a **two-year tenure-track phase** starting out the *Academic Tenure* appointment to permit the employment of high-potential candidates. This is to enable good start for position holders at Bielefeld University and in the job (cf. also Annex 2). It also serves to ensure that the position holders acquire further competences and experience required for the position according to the job opportunity if the requirements are not yet fully met at the time at which they take up the position. The tenure-track phase and the evaluation at the end thus are central elements of **quality assurance** in permanent positions for non-professorial academic staff.

Karriereweg Academic Tenure



Academic Tenure positions are typically advertised with the **option of a two-year tenure-track phase**. The job opportunity clearly states that whether or not a tenure-track phase is going to apply and how long it will be depends on the requirements of the Academic Tenure position (according to the advertisement) and the qualifications of the person to be hired. If the highest-ranking applicant has all the required competences and experience specified in the job opportunity, that person will be **hired directly** without any tenure-track phase. If it is expected that the highest-ranking person can complete the desired competence development within one year, the tenure-track phase will be **shortened to one year**. The tenure track phase may be renewed for one year to up to 3 years at the request of the position holder for severely disabled or chronically ill holders of a position.

Furthermore, Academic Tenure positions can also be advertised **without (the option of) a tenure-track phase** in justified cases. Permissible reasons include, among other things:

- (1) The target group of the position mainly comprises people already employed on a permanent basis (e.g., teachers).
- (2) The Academic Tenure position with (the option of) a tenure-track phase is too unattractive for qualified applicants and cannot be filled, e.g., because the applicant market is small and competitive or because there are attractive alternative job offers.
- (3) The specific opportunity of filling the Academic Tenure position is part of an appointment commitment.

At the end of the tenure-track phase, an **evaluation** was performed to determine whether the opportunities for further development have been seized, whether further development has taken place, and, in particular, whether the necessary competences and experience identified at the time of taking up the position have been developed to enable the person to fully perform the tasks associated with their position. If it is decided during the appointment procedure that a tenure-track phase is appropriate, the conditions for a positive evaluation should be phrased in the scope of the appointment process or in close temporal proximity to it and made transparent to the position holder. It must be clear at the beginning of the tenure-track phase which competences and experience named in the job opportunity the position holder needs to develop and to what extent this is the case, or where there are any individual development needs and what opportunities or support options are available to develop these.

Best-practice examples from the faculties show that it makes sense to establish **small selection committees** for filling Academic Tenure positions. These comprise professors, potentially deans, and representatives of the non-professorial academic staff. The small selection committees will conduct the selection interviews, make the selection decision and the decision on whether there will be a tenure-track phase, and if so, how long it will be.

In the case of a tenure-track phase, the commission will also phrase the evaluation criteria and review whether further development has taken place in accordance with the evaluation criteria at the end of the tenure-track phase. Changing the composition of the commission may be useful for the evaluation. The concept deliberately does not specify any items to be stipulated on faculty level here. All processes consider aspects of equal opportunities, inclusion, and diversity. Equal Opportunities Officers, representatives of severely disabled employees, and representatives of the academic staff council must be involved in the processes.

3. The *Academic Tenure* profile

In order to establish *Academic Tenure* as a career path in its own right, it needs to be clearly distinguished from any other career paths and position types, in particular from professorships and qualifying positions. Academic Tenure positions at Bielefeld University are mainly intended to take on **permanent tasks**, i.e., tasks that arise in a faculty in the long term. Further qualification takes place and should be encouraged, though this is primarily the case for the permanent tasks and competences associated with the position. Academic qualification leading to a professorship may take place in Academic Tenure positions (e.g., within the scope of the 20% for independent tasks or as part of the assigned long-term research tasks). However, it will remain of secondary importance in this career path. In **contrast to professorships**, Academic Tenure positions can be associated with a higher teaching load. The task profiles of Academic Tenure positions also usually have a higher proportion of permanent tasks with a service aspect (e.g., activities in working groups, supervision of large-scale equipment, quality management, teaching coordination, etc.).

In contrast to Academic Tenure positions, post-doctoral **qualification positions** focus on academic qualification towards a professorship. The university considers itself responsible for providing the best possible support and encouragement to qualified researchers on their path to professorship. Qualification positions may be associated with permanent tasks. However, these should comprise a relatively small proportion.

Permeability of the career path of the *Academic Tenure* towards professorship varies greatly by task profile of each Academic Tenure position. Some permanent tasks are more conducive to academic qualification leading towards professorship (e.g., independent research, development of innovative teaching concepts, etc.), while some other permanent tasks are less advantageous (e.g., a very high teaching load, very time-intensive organisational and management tasks), in particular where they leave no time for any other tasks.

Higher permeability implies that Academic Tenure positions are less clearly distinguishable from qualification positions. Some faculties have good reasons for mixing of the two career paths more closely (e.g., research tasks as permanent tasks, making permanent positions for non-professorial academic staff more attractive, support for women). Generally, however, it is useful to have a clear profile of the two types of jobs and to **clearly separate the two career paths** from each other. Two things are important if a faculty decides to mix the two career paths more closely and to establish Academic Tenure positions with higher permeability towards professorship: The task profiles must be transparent and the estimated workload for the individual permanent tasks must be realistic. Sufficient time for academic qualification must be ensured in qualification positions.

Introduction of Academic Tenure positions as an independent, attractive career option in academia must not lead to **dropping out of women from the path to professorship**. The faculties are to develop specific measures adapted to the particular subject cultures and challenges in the individual faculties to prevent this. In particular, women with disabilities or chronic illnesses should also be considered. Additional general measures to counteract dropping out of women comprise supporting women's deliberate career decisions, e.g., by mentoring and career counselling. If a researcher with the potential of becoming a professor, who has not ruled out this career path for herself, prevails in the application procedure for an Academic Tenure position, it is recommended that the faculty discuss the matter of permeability of the Academic Tenure position towards professorship with the researcher and develop further plans together.

4. Academic Tenure tasks

Researchers in Academic Tenure positions primarily perform permanent tasks, i.e., tasks that occur in a faculty in the long term. Tasks known to have a limited, shorter duration (e.g., elective posts, PIs in third-party funded projects) are not considered permanent tasks. Permanent tasks at a university are very diverse. The permanent tasks that are strategically relevant can differ greatly from faculty to faculty. **Four types of permanent tasks** can be distinguished:

- (1) **Teaching:** e.g., design and implementation of courses, supervision of placements, supervision of theses, development of innovative (e.g., digital) teaching concepts.
- (2) **Teaching-related tasks:** e.g., course development, teaching planning, degree programme comprehensive teaching coordination, Student Counselling Services, provision of further education, management of graduate institutions, quality management, teaching evaluation, monitoring of accreditation procedures, coordination of the examination board, e-learning officer, recognition procedure for placements/Teaching Experience Semesters, Erasmus officer.
- (3) **Research:** e.g., independent research, academic management of research projects, academic cooperation in research projects, academic tasks within the scope of proposals for third-party funded projects.
- (4) **Research-related tasks:** e.g., supervision of large-scale equipment, databases or special libraries, library officer, laboratory manager, laboratory safety officer, support in obtaining third-party funds, coordination of third-party projects, support in research methods, internationalisation officer, publication of a journal, science communication.

The *Academic Tenure* career path comprises two different career paths with different focal points. **Academic Lecturers** focus on teaching and teaching-related tasks (at least 60% of their working time), while **Academic Researchers** focus on research and research-related tasks (in addition to teaching) (at least 50% of their working time). This conceptual standardisation of job titles in the area of permanent positions for non-professorial academic staff does not mean that the desirable **close interlinking of research and teaching** is lost. The names merely reflect focal points. A certain degree of linking between research and teaching will be ensured because academic researchers must teach at least 20% of their working time (and often more than this) since the teaching load cannot be any less than 4/5 teaching hours. On the other hand, Academic Lecturers have at least 20% of their working time available for independent tasks (see below) and are able to conduct independent research during this time.

In spite of the uniform job titles, the **available staff categories are as flexible as they can be** (cf. Annex 1). Academic Tenure positions can be chosen as either salaried or civil servant positions. The decisive factors are not the “civil servant hats” available in a faculty, but whether or not the faculty is ready to bear any potentially arising pension costs, and whether the faculty has a convincing concept under which conditions permanent positions for non-professorial academic staff in the pay scale or in the civil service are designed. These must be consistent throughout the faculty. This must be regulated at faculty level. Gender controlling ensures that the distribution of pay-scale employee and civil servant positions is gender-equitable. Staff categories with medium (lecturers with a regular load of 8 teaching hours; Akademische Räte with a regular load of 9 teaching hours) or high teaching loads (deviating from the upper limit of 14 teaching hours for the regular teaching load for Departmental Teaching Staff and 15 teaching hours for Studienrat level teachers on university level) are available. Staff categories with medium (lecturers with a regular load of 8 teaching hours; Akademische Räte with a regular load of 9 teaching hours) or low teaching loads (lecturers with at least $\frac{3}{4}$ of other duties with 4 teaching hours; Akademische Räte with at least $\frac{3}{4}$ of other duties with 5 teaching hours) are available for Academic Researcher positions (cf. Annexes 1 & 2).

Some faculties focus strongly on such permanent tasks that are **faculty-wide functional tasks**. Permanent tasks of this type can be found in the above task types (1)-(4). For example, some teaching or research-related tasks are important for the faculty as a whole. These include quality management and laboratory safety officer tasks. Some faculty-wide functional tasks cannot be clearly assigned to the above four task types (e.g., IT service/EDP officer, AGUS officer, PR/public relations officer, building officer).

The faculty-wide functional tasks are contrasted with **activities in working groups** that do not arise for the faculty as a whole, but that are essential for individual working groups in the faculty.

Locating the position centrally with the dean's office or the office of the dean of studies, assigning it to a working group (or other organisational units such as departments), or assigning it to an individual professorship can be useful based on the task profile of an Academic Tenure position. Once again, the faculties should ensure a consistent overall structure. Academic Tenure positions can also be placed in central academic departments or core facilities instead of in faculties.

At least 20% of the working time is available for **independent tasks** in all Academic Tenure positions. These are tasks in or related to research and/or teaching that the position holders can use for their own profile development (e.g., independent research, independent teaching projects, further qualification beyond the assigned permanent tasks, etc.). The faculties are to provide appropriate in-kind grants for completion of independent tasks. Independent tasks are outside the scope of the Academic Tenure positions. Independent tasks are to give position holders the opportunity to develop their own potential and to strengthen independent, responsible action.

5. Strategic personnel planning for *Academic Tenure*

The Academic Tenure concept is to introduce or strengthen **inclusive and gender-equitable strategic personnel planning** for permanent non-professorial academic staff positions among the faculties. The rectorate's discussions with the faculties on the current status and plans for permanent positions for non-professorial academic staff in the summer of 2022 have made clear that the faculties are in very different places regarding planning status. Some faculties are already aligned strongly with professorial tasks, while others have set out or are currently on the road to establishing strategic human resources planning for permanent positions for non-professorial academic staff. Strategic personnel planning for permanent non-professorial academic staff functions has also turned out to be working particularly well and bringing about the greatest degree of satisfaction in the faculty where **broad participation in the planning processes** is offered. This means that professors, representatives of non-professorial academic staff, and Equal Opportunities Officers of a faculty jointly consider which permanent positions for non-professorial academic staff with which task profiles the faculty needs. Tried and tested communication formats and decision-making processes (e.g., faculty conference) can be used for the planning processes. However, a faculty can also use the concept as an opportunity to develop new formats and processes. Aspects of equal opportunities, inclusion, and diversity should be considered in planning.

Strategic planning for permanent academic non-professorial academic staff positions begins with identification of the **strategic teaching and research objective** of a faculty in the medium and long term. Permanent tasks that are necessary to achieve the strategic goals of a faculty in the long term are to be identified based on these goals and in light of the task profiles of the existing permanent positions for non-professorial academic staff. Once the permanent tasks required in a faculty have been determined, the task profiles of new Academic Tenure positions can be planned and any necessary adaptations of task profiles of existing permanent positions for non-professorial academic staffs can be made (in coordination between the position holder and the faculty). Strategic personnel planning for permanent positions for non-professorial academic staff must, therefore, be closely coordinated with the appointment strategy of a faculty. Academic Tenure positions are to be conceived and designed primarily **based on tasks**, rather than on available persons. Nevertheless, the potential field of applicants must be considered when planning an Academic Tenure position, to be able to fill the position. Academic Tenure positions are also **advertised externally and internationally** (exception: Academic Tenure positions within the scope of appointment commitments).

Further important content-related aspects when planning Academic Tenure positions are raising the current **share of women** in permanent positions for non-professorial academic staff (broken down by staff category) and the measures to be taken to increase the proportion of women to 50% or keeping it there.

The goal is having at least 50% women each within the groups of permanent non-professorial academic staff positions with research focus (Academic Researchers) and permanent non-professorial academic staff positions with teaching focus (Academic Lecturers), as well as within the various staff categories, too. **Severely disabled applicants** should also be specifically considered when planning Academic Tenure positions in order to utilise existing potential and to permanently increase the employment rate of severely disabled researchers to 5%.

The faculties should consider further development and promotion opportunities for the position holder already when designing an Academic Tenure position. **Continuous development** in Academic Tenure positions has the advantage that the positions will remain attractive even after a longer period of employment and the daily work routine will remain interesting due to new tasks and challenges from the position holder's point of view. The flexibility of the task profiles of Academic Tenure positions is advantageous for the faculties since their strategic goals may change, which may also reflect on the required permanent tasks. There will be accompanying further training opportunities and advisory services in order to support the Academic Tenure holders in their individual career and further development.

Remuneration/salary at E/A14 level is to be achieved in many Academic Tenure positions in the course of continuous development. Remuneration/salary at E/A15 level is only possible in some rare cases. Faculties are advised to review whether the holder of an E/A13 Academic Tenure position can be assigned any higher-ranking tasks to a certain extent or whether their current activities may be re-evaluated based on a number of factors in order to achieve a remuneration payment/salary at E/A 14 level **approximately 5 years after the contract has become permanent**. Since the initial situations and requirements in the faculties differ greatly, the concept deliberately does not specify the conditions under which tasks are to be considered of higher value or of particular difficulty and importance. The faculties must develop **consistent and transparent provisions for upgrading/promotion** for Academic Tenure positions, under consideration of the legal framework. The general goal is enabling a significantly greater number of permanent non-professional academic staff positions to be upgraded/promoted across the university in future. This corresponds to the high value of Academic Tenure positions and the high importance of permanent tasks in academia for the university. Another factor is that permanent positions in the non-professional academic staff must become more attractive in light of the growing competition with non-university labour markets. Providing for upgrading/promotion in many Academic Tenure positions is one way of rendering these positions more attractive and competitive.

The faculties record the strategic research and teaching goals identified within the scope of strategic personnel planning, the resulting permanent tasks, the actual structure of the permanent positions for non-professorial academic staff, and the plans for creation of new Academic Tenure positions or new advertisement of existing Academic Tenure positions. Strategic personnel planning for the permanent positions for non-professorial academic staff of a faculty is central to applications for the creation and filling of Academic Tenure positions submitted to the rectorate. They will also be a relevant subject, among other things, in the periodic **development discussions** with the rectorate.

Development discussions are also going to address the matter of an **adequate staff structure** for a faculty, i.e., the current and desired future ratio between professors, permanent positions for non-professorial academic staff, and qualification positions (postdocs and doctorates), in figures. Permanent positions of non-professorial academic staff have the advantage of offering continuity and stability, while qualifying positions are often important for dynamism and new ideas. Whether faculties focus more on professorships or permanent positions for non-professorial academic staff often depends on how attractive permanent positions for non-professorial academic staff are as compared to the non-academic job market as well as on the extent to which permanent tasks with a stronger service aspect arise in faculties, and what kinds of tasks these are.

6. Attractiveness of Academic Tenure

Academic Tenure positions are strategically important for the faculty. They should be filled with researchers who are able and willing to continuously develop within the scope of a lifetime position and to adapt to changing framework conditions and academic developments of their faculty. This continuous development is accompanied and supported by a **target group-specific personnel development offer**. This starts out with **onboarding** in the arrival phase, where there will be comprehensive orientation offers – in particular with regard to the relevant interfaces within the faculty and university for the respective activity (e.g., relevant actors and departments of the central administration). There will be on-boarding events as well as (moderated) networking opportunities, collegial exchange formats, and specific qualification offers.

Bielefeld University recommends using the available freedom in the teaching load for **high teaching load positions** of the Academic Lecturer and **deviating** from the **upper limit of the teaching load** (16 teaching hours for Departmental Teaching Staff and 17 teaching hours for Studienrat level teachers at universities). A teaching load of 16/17 teaching hours corresponds to 80-100% of the working time (cf. Annex 3), thereby running the risk of negatively impacting the quality of teaching. It also leaves little or no time for continuous development and independent tasks. This is why it is advisable not to fully use the existing range of the regular teaching load, but to charge Departmental Teaching Staff with regular teaching loads of 14 teaching hours and university lecturers with regular teaching loads of 15 teaching hours. The Ordinance on Teaching Obligations at Universities and Universities of Applied Sciences (*Verordnung über die Lehrverpflichtung an Universitäten und Hochschulen für angewandte Wissenschaften*; LVV, § 3 (3)) stipulates that the dean review and decide every academic year whether there has been a deviation from the upper limit of the range of teaching obligations and why. This shall be recorded on the file. Deviations from the upper limit of the range of the regular teaching load do not reduce capacity (cf. Annex 3).

The Academic Tenure concept intends for Academic Tenure positions to receive **transparent and realistic task profiles** that provide orientation in daily work by listing the various permanent tasks and updating them regularly. They can also be used as a basis for discussing possible changes in the assignment of tasks (e.g., in the context of regular perspective talks). The task profiles should also be flexible in order to enable continuous development in Academic Tenure positions. This **flexibility** is expressed, among other things, in the fact that the teaching load of all Academic Tenure positions can be reduced for a fixed term (upon agreement between the position holder and the faculty) in order to make space for other permanent tasks that are not part of the position's task profile (cf. Annex 3). On the other hand, the position holder can apply to the dean for an increase in their teaching load by a maximum of 4 teaching hours. The increase in teaching load represents a targeted compensation for or supplement to the teaching offer in the faculties and applies for one academic year each. In order to free the increased workload for teaching duties, other permanent tasks of the task profile are temporarily cancelled or reduced in their scope of work. This is similar to reductions in teaching load, where, vice versa, teaching load is reduced in order to create time for additional, other permanent tasks.

Many Academic Tenure positions are to be upgraded/promoted to **E/A14** approximately 5 years after permanent appointment within the course of continuous development. Such an upgrading/promotion assumes that the position holders are assigned tasks of higher value to a certain extent or that the activities currently performed require a re-evaluation based on various factors. Which Academic Tenure positions this applies to under what conditions is regulated at faculty level. The **20% of independent tasks** also help provide time allotments for continuous development in Academic Tenure positions and to make permanent positions in the non-professional academic staff attractive.

Annexes

Annex 1: Staff categories & teaching loads for Academic Lecturer/Researcher positions (after the contracts have become permanent)

Depending on the design of the task profiles, **Academic Lecturers** can be employed in two different personal categories.

- (a) If Academic Lecturers are to focus on teaching courses, they are either employed as **Departmental Teaching Staff (*Lehrkräfte für besondere Aufgaben; LfbA*)** or as civil servants (***Studienrät*innen im Hochschuldienst; StR HD***). Bielefeld University recommends a regular teaching load of 14 teaching hours (LfbA) or 15 teaching hours (StR HD) for these staff categories (see section 6).
- (b) If Academic Lecturers are charged with any other teaching, research, or research-adjacent tasks in addition to teaching courses for a large part of their working time, they may be placed in the staff category of **lecturers (*Wissenschaftliche Mitarbeiter; WiMi*)** or ***Akademische Räte (AkadR)***. These staff categories are associated with a regular teaching load of 8 teaching hours (WiMi) and 9 teaching hours (AkadR) respectively.

Depending on the design of the task profiles, there are also two employment options for **Academic Researchers**.

- (a) Academic Researchers can be employed as **lecturers (WiMi)** or ***Akademische Räte (AkadR)***. They have a regular teaching load of 8 teaching hours (WiMi) and 9 teaching hours (AkadR) respectively.
- (b) If academic researchers spend at least 75% of their working time on tasks other than teaching, they can also be appointed as **lecturers or *Akademische Räte* with at least ¼ of other duties**. This staff category has a regular teaching load of 4 teaching hours (WiMi) and 5 teaching hours (AkadR) respectively. Further reduction of the teaching load is not possible for this category of staff. The 75% of other tasks include the independent tasks in this case.

Whether an Academic Tenure position is referred to as an Academic Lecturer or Academic Researcher position depends on the focus of its tasks. A position where the holder spends at least 60% of their working time on permanent teaching and teaching-related tasks is an **Academic Lecturer** position; if at least 50% of the working time go towards research and research-related tasks, it is an **Academic Researcher** position (the area in between these can be assigned to either).

Annex 2: Staff categories & teaching loads in the tenure-track phase

Academic Tenure holders are employed as **fixed-term salaried employees** for the duration of the tenure-track phase. Holders of Academic Tenure positions designed as civil servant positions after the contract becomes permanent will be treated as tariff employees in the tenure-track phase as well since a tenure-track phase is not feasible in civil service employment and Academic Tenure holders are not to be disadvantaged in civil service employment due to this.

As defined by the law on temporary contracts in academia (*Wissenschaftszeitvertragsgesetz; WissZeitVG*), at least 51% of the working time must be spent on research and/or academic teaching for a **legally secure fixed-term contract** in accordance with §2 (1) *WissZeitVG*. Academic Lecturers are employed as fixed-term LfbA (12 teaching hours) or WiMi (4 teaching hours) in the tenure-track phase. Academic Researchers are employed as fixed-term WiMi (4 teaching hours). Following a positive evaluation, the position holder will be transferred from a fixed-term position as a salaried employee to a permanent position as a salaried employee or a civil servant position, usually in pay group/grade E/A13. The planned transfer of the Academic Tenure position to a permanent contract must be mentioned in the job opportunity already in order to avoid an additional job opportunity and appointment procedure after the end of the tenure-track phase.

The **teaching load** of the Academic Tenure positions is **lower** than in the tenured positions during the tenure-track phase. This gives the position holders sufficient time to acquire and develop further competences and experience necessary for the permanent tasks associated with the position. The lower teaching load is usually due to the fact that the regular teaching load for fixed-term employment is lower than for permanent employment (4 teaching hours instead of 8 teaching hours for WiMi, 4 teaching hours instead of 9 teaching hours for AkadR). Bielefeld University recommends that the regular teaching load of Academic Lecturers be reduced to 9 teaching hours during the tenure-track phase, even in the case of full-time teaching positions (LfbA and StR HD) (the law does not provide for any difference in the teaching load between fixed-term and permanent employment). Additional teaching load reductions based on performance of other tasks (as after the contract becomes permanent) cannot be granted in the tenure-track phase since the teaching of courses is an essential function of any Academic Tenure position. This also is to be assigned sufficient time in the tenure-track phase.

Annex 3: Teaching load reductions and planning of task profiles

The teaching obligations for both Academic Lecturers and Academic Researchers can be reduced from academic year to academic year for a fixed term and upon application to the dean once the Academic Tenure position contract has become permanent. In spite of the legal necessity of a new application for each academic year, it is advisable to plan teaching load reductions **for longer periods of time** (at least 3 years) since the tasks that are to be assigned time are usually also longer-term tasks.

The regular teaching load for Academic Lecturers who are employed as LfbA or StR HD can be reduced from the recommended 14 or 15 teaching hours to a **minimum of 9 teaching hours (LfbA) or 10 teaching hours (StR HD) respectively**. The regular teaching load of 8 or 9 teaching hours for Academic Lecturers and Academic Researchers who are employed as WiMi or AkadR can be reduced to a **minimum of 4 teaching hours (WiMi) or 5 teaching hours (AkadR) respectively**. The teaching load of WiMi or AkadR “with at least ¾ of other tasks” (4 or 5 teaching hours) cannot be reduced any further. This means that the teaching load of Academic Tenure positions is no less than 4 teaching hours.

Academic Tenure positions are always included in the capacity calculation just like already-existing budget items. The teaching load reductions announced for Academic Tenure positions and deviations from the upper limit of the range of the regular teaching load do **not reduce** capacities based on the overall teaching offer and the basic capacity as well as the capacity-related evaluation stipulated in the “Zukunftsvertrag Studium und Lehre stärken (ZSL)”. This has been decided based on previous experiences with the administrative courts in connection with lawsuits for university places that give rise to the assumption that a capacity-reducing crediting of the teaching load reductions provided for in the context of *Academic Tenure* would very likely not stand up in court. Faculties can compensate for the reductions in capacity neutrally by using quality improvement funds for staff or increases.

Teaching load reductions can be granted for the “performance of other official duties or related functions” (§5 (2) LVV) in accordance with the Ordinance on Teaching Obligations (*Lehrverpflichtungsverordnung*). The tasks covered by this that can be used to **justify a reduction in the teaching load** differ by Academic Tenure position and depend on the position’s task profile. Academic Tenure position task profiles include the regular tasks, including regular teaching obligations. The regular teaching load determines the amount of working time to be allocated to teaching. 1 teaching hour typically is converted into an average of 2 hours/week, i.e., 5 – 6.25% of the weekly working time for full-time employees (also in the lecture-free period). A teaching load of 8 teaching hours (WiMi), for example, will mean that approx. 45% of working time must be allocated to teaching and approx. 55% of working time will be available for other regular tasks. These are specified in the position’s function (or task profile). If Academic Tenure holders are to be assigned “other tasks” or wish to perform any tasks outside of their regular ones, the teaching load may be reduced to free up working time for this. The reduction in teaching load is justified by performance of these other, new tasks in this case. The particulars on what kinds of tasks can be deemed justification for the teaching load reduction will vary by position since the task profiles, and thus the regular tasks, differ greatly between them.

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