

Reference Framework for Tenure Track Professors*

* [This translation is for information purposes only. Legally binding is the original German version](#)

This reference framework, developed jointly by the deans and the rectorate, outlines the requirements for researchers on the Tenure Track 2.0 career path. Faculties and clusters are encouraged to elaborate discipline-specific requirements. Exceptional performance in individual areas is anticipated; strengths and weaknesses across subdomains are considered within a holistic assessment of overall performance

Profile		Full Professor /	
	S4	Univ.-Prof.	leading scholar with pioneering expertise; decisively shapes the further development of the teaching and research area.
	S3	assoz.-Prof.	established scholar with visible contributions to research, teaching, and third mission; exercising a high degree of autonomy
	S2+	Ass.-Prof.	ambitious postdoc with preferably two years of discipline-relevant professional and mobility experience and a clearly defined development concept for research and teaching (recognized scholar)

	S4		creates an innovative and creative environment that enables the development of researchers across the broader organizational context
	S3		shapes and coordinates the development of their area; assumes responsibility for staff career advancement; contributes to a supportive and enabling work environment
	S2+		assumes responsibility for their own career development with ambitious goals; integrates into existing social structures; participates in relevant training
Leadership and Social Skills			
	S4		publishes influential work suitable for advancing the field; ensures research results are accessible for the benefit of the scholarly community and society
	S3		publishes in discipline-recognized venues; masters the processes and requirements of publishing according to Open Science principles
	S2+		Produces original research as (co-)author that leads to publications in recognized outlets; is familiar with Open Science principles and adheres to good scientific practice
Research Output and Open Science Strategies			
	S4		sustains or secures continuous external funding for their research, team, and early-stage researchers
	S3		independently acquires competitive third-party funding
	S2+		engages with the competitive peer-review process for research proposals
Research Funding			

Scientific Visibility and Scholarly Service	S4	delivers invited talks; assumes responsible roles in the publication and editorial processes; serves, where possible, as reviewer or panel member for research funding bodies
	S3	presents research as an invited expert; (co-)organizes national and/or international conferences; takes roles in publishing and editing research results; serves as reviewer
	S2+	presents own research at scientific conferences, etc.; (co-)organizes smaller event formats
Networking and Cooperation	S4	participates in and helps shape collaborative networks in research and teaching (within faculty, across faculties, inter-university, interdisciplinary, international)
	S3	builds collaborative relationships with researchers and non-university partners
	S2+	demonstrates willingness to participate in research networks
Science Communication and Knowledge Transfer	S4	contributes responsibly to communicating their research area and helps strengthen public trust in science
	S3	communicates research topics clearly to diverse audiences; shows openness to societal dialogue (e.g., Citizen Science)
	S2+	can explain the significance and impact of their research to the public
Support for Early-Stage Researchers	S4	supports the career planning and development of early-stage researchers (e.g., as mentor)
	S3	independently supervises theses (PhD level) and supports early-stage researchers
	S2+	co-supervises theses and supports students' progress
Teaching, Teaching Development, and University Continuing Education	S4	develops teaching in an innovative and continuous manner and serves as an engaged teacher and supervisor
	S3	delivers student-centered, research-led teaching; continually refines personal teaching concepts; contributes to teaching development at the faculty; participates as mentor in buddy/mentoring systems
	S2+	explores diverse teaching methods; reflects on teaching evaluations; integrates innovative higher-education didactics; attends didactic training; develops adeptness in teaching diverse student bodies
Academic Self-Governance / Institutional Citizenship	S4	proactively contributes to the university's strategic development
	S3	serves in shaping and/or leading roles within academic self-governance
	S2+	participates in academic self-governance where possible