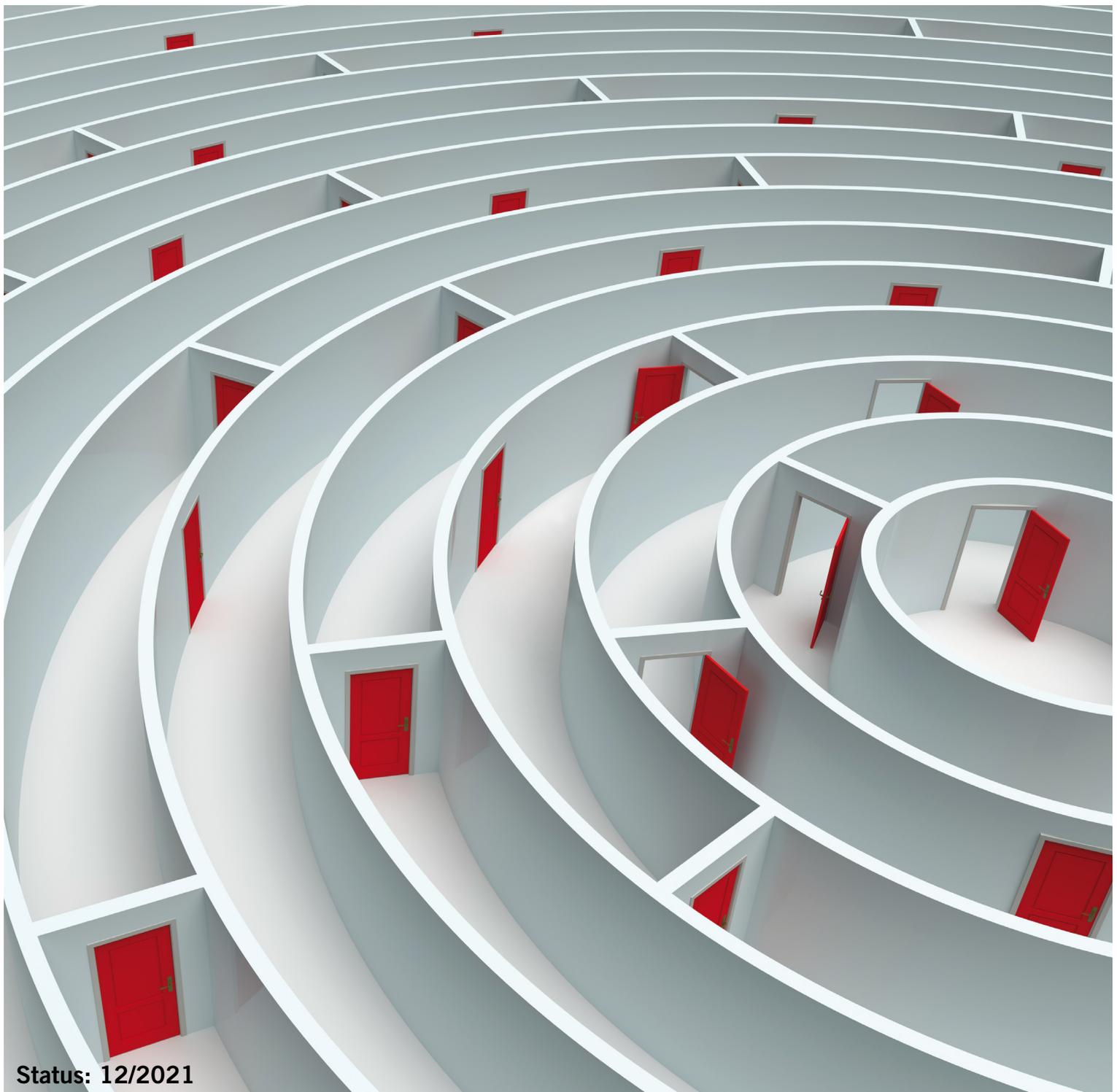




UNIVERSITÄT
HEIDELBERG
ZUKUNFT
SEIT 1386

GUIDELINES

CAREER DEVELOPMENT



Status: 12/2021

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FOREWORD

A new generation of researchers is an essential driver of innovation and learning in academia and likewise the most important resource for competence transfer in the modern knowledge society. Young researchers have a central position in the endeavour of Heidelberg University to develop and exploit knowledge and ability in an open, unbiased attitude towards human beings and ideas. Forming young researchers is one of the core tasks of the university. The high status accorded them is shown in the comprehensive programmes of recruitment and support that are rooted in the university's institutional strategy. In 2019 alone, approximately 1,200 candidates earned a doctorate and the university employed 1,100 postdocs (not counting grant-holders) and about 200 academics working towards a professorship. With targeted support for young researchers, it creates an attractive atmosphere for self-managed research and connects the knowledge and ability of its members across all the generations. This is conducive to scientific progress and ensures that the university remains attractive and competitive.

In its mission statement, the university subscribes to diversity of membership, which it regards as enriching. The individuality of early-stage researchers is also perceived and fostered. Individual support and structural measures aim to create fair chances so that young researchers can enjoy the best possible conditions to develop their potential.

Committed to these principles, and those of good academic practice and fair conduct, Heidelberg University pursues the goals of

- a) attracting outstanding talents from all over the world and positioning Heidelberg University as a performance-led employer, committed to equal opportunities and diversity,
- b) supporting early-stage researchers in the best way towards ambitious careers both inside and outside the university, through fostering early independence and systematic, collegiate guidance,
- c) making university careers in specific disciplines and leading positions more attractive and easier to plan, and highlighting diverse and positive role models,
- d) enabling early and well-founded career decisions through clear prospects, transparent and meritocratic performance requirements, with both supervisors and supervised shouldering their responsibility,
- e) enhancing permeability between the different worlds of work and their career paths, even at advanced career stages, through an exchange between the university and its environment at the substantive, strategic and personal level.

FOREWORD

These guidelines define and depict the career stages at Heidelberg University and describe how they interlock. In addition, they set out programmes, offers and recommendations for action that have been matched with the respective career development stages under the heiDOCS and heiTRACKS umbrella. With the heiDOCS programme, the university has created the framework for a strategically oriented quality development in the sphere of doctoral supervision and set standards for the continuing development and optimisation of outstanding conditions in the doctoral stage. The heiTRACKS offers focus on the postdoc stage and cluster the many different career paths and tailor-made support offerings for more advanced researchers. Besides fostering research-relevant cross-disciplinary competences, heiTRACKS also covers advisory and coaching services to go with all important decision-making processes. At all levels, the aim is to make the differing career paths more transparent and easier to plan.

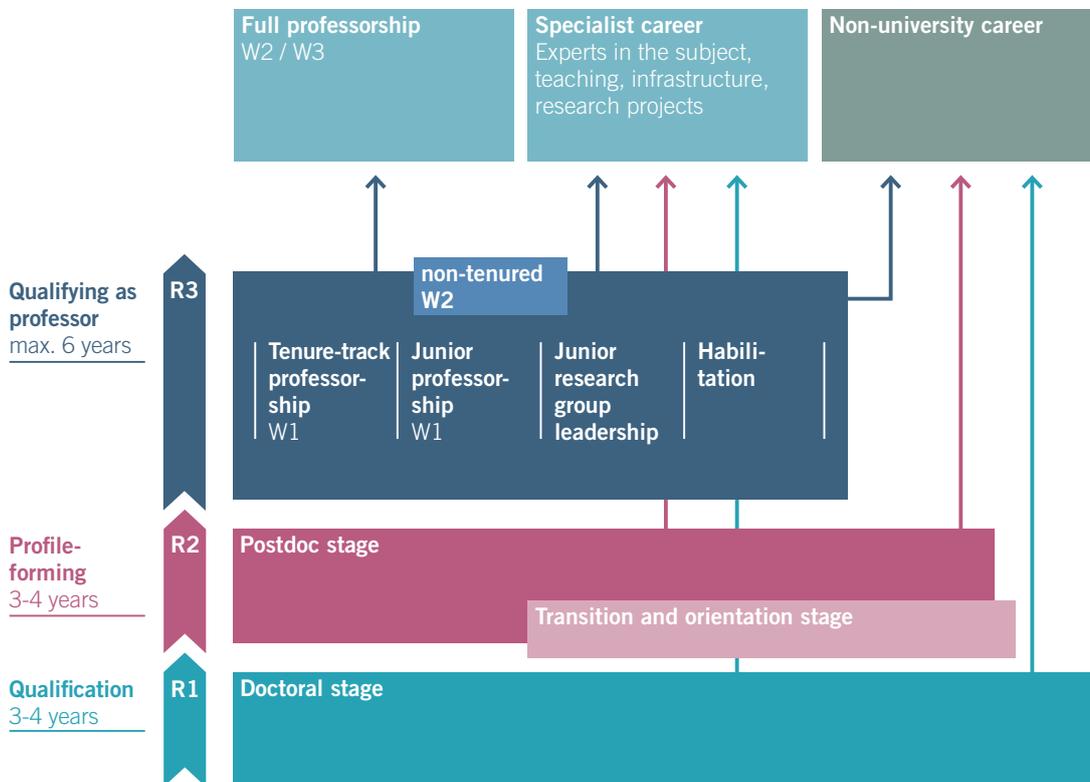
The guidelines were drafted by a working group appointed by the Rectorate with the participation of representatives of different academic disciplines and experts from the administration and central services. They were adopted by the Senate on 28 September 2021.



Prof. Dr. Karin Schumacher
Vice-Rector for Quality Development

I. CAREER STAGES AT HEIDELBERG UNIVERSITY

As a collective term, young researchers covers all stages of the academic qualification process from the doctorate to the appointment as a professor. Hence young researchers at Heidelberg University include all those graduates who are working on a doctoral thesis, or who then work in research to gain further training. In order to be able to support this target group at all career stages, a system is required that maps out the different career paths and takes account of the fact that qualified researchers are in demand in industry and society as well. The university therefore attaches great importance to identifying talents at an early stage and supporting them in their career decisions in the light of their individual backgrounds and resources. They can then move forward accordingly on their career paths. Using the definitions given by the European Framework for Research Careers (“Towards a European Framework for Research Careers”, European Commission, 2011) this brochure describes the career stages, their characteristics in the different subject cultures and the corresponding programmes and opportunities for career development at Heidelberg University.



Career stages at Heidelberg University according to the definitions of the European Framework for Research Careers (“Towards a European Framework for Research Careers”, European Commission, 2011): R1 First Stage Researcher (up to the point of PhD), R2 Recognised Researcher (PhD holders or equivalent who are not yet fully independent), R3 Established Researcher (researchers who have developed a level of independence), R4 Leading Researcher (researchers leading their research area or field). The career paths differ in the R2 and R3 stage among the disciplinary cultures. The duration of stay in the individual stages varies as well, yet there should generally not be more than ten years between the doctoral stage and the appointment to a tenured professorship (plus parental leave, as appropriate).

R1

DOCTORAL STAGE

DEFINITION, ACCESSION PREREQUISITES, QUALIFICATION GOALS

Obtaining a doctorate is regarded internationally as the first proof of ability to complete an independent, self-managed academic thesis. Frequently the tracks are set for a later research-oriented career as early as in the doctoral stage. Doctoral support therefore plays a fundamental role in the forming of young researchers.

At Heidelberg University, doctoral candidates are classified as first stage researchers (R1). They generally possess a good, or very good, graduate degree (master's) enabling them to go on to obtain a doctorate. 'Fast-track' programmes raise the international compatibility of such degrees by enabling particularly talented and committed young researchers to count the last year of their master's programme as the first year of their doctoral work. Based on their individual doctoral agreement with their respective supervisors, future doctoral trainees are accepted as such by their faculty and so, at the same time, become members of the Graduate Academy.

It is basically possible to earn a doctorate in all the subjects offered at Heidelberg University. There are individual doctorates or those acquired in a structured programme, and there is an increasing trend to harmonise the two pathways. A large number of projects conducted individually are today bound up in overarching structures so that the doctoral trainees benefit from the expertise of second supervisors or a thesis advisory committee (TAC). Depending on the disciplinary culture, the thesis is written as a monograph or a cumulative work. In many subjects a binational doctorate (cotutelle) is also possible.

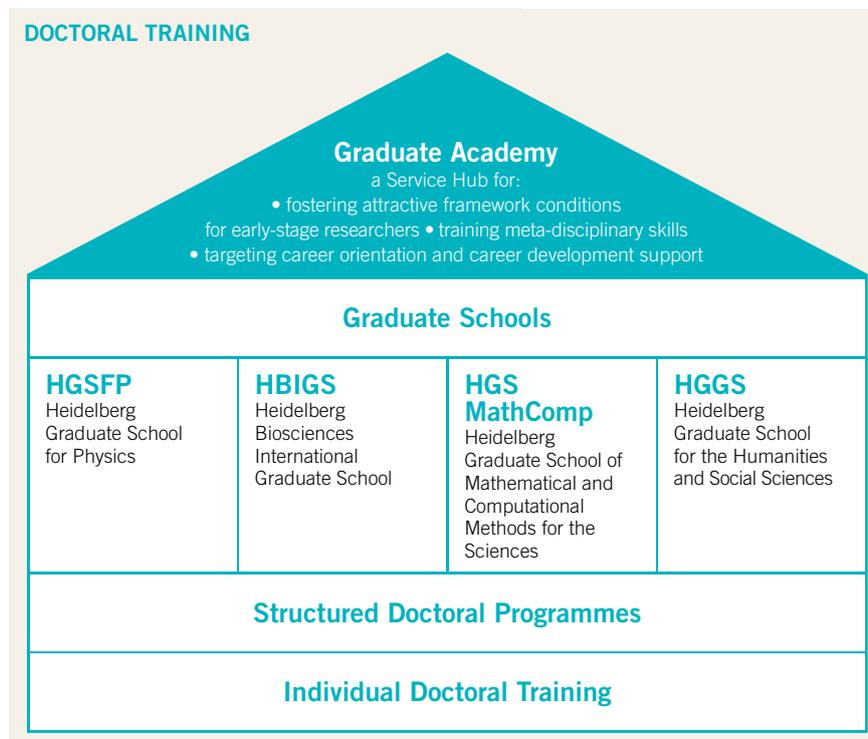
Heidelberg University understands the consistent and continuing improvement of doctoral support to be a central strategic assignment. The implementation of the support programmes is continually being developed in the framework of the heiDOCS qualification programme in cooperation with the heiQUALITY office and Graduate Academy. This happens in exchange with the Council for Graduate Studies, a university advisory committee. The following quality standards apply:

- Attracting especially qualified doctoral candidates from Germany and abroad
- Observing transparent disciplinary and interdisciplinary criteria and procedures for admission and assessment
- Respecting the principles of good scholarly and scientific practice
- Providing the best possible supervision for doctoral candidates
- Ensuring low-threshold access to preventing and managing conflicts
- Promoting academic self-reliance and internationalisation
- Fostering interdisciplinary skills
- Specifically imparting occupationally relevant supplementary skills

R1

PROGRAMMES, OFFERS, RECOMMENDATIONS

The main responsibility for creating the framework for a successful doctorate lies with the faculties, the institutes and the respective supervisors. In the doctoral agreement the supervisor and the candidate organise the form of the doctoral project with respect to the planned duration, available resources, reporting intervals, agreed sessions of continuing education etc.



Furthermore, a number of service units contribute to training doctoral candidates at Heidelberg University. The Graduate Academy forms the umbrella organisation for the cross-disciplinary programme in the framework of forming young researchers and, in this function, supports the decentralised qualification strategies and programmes in the faculties and graduate schools. They include over 40 structured doctoral programmes and research training groups and, in particular, the four major graduate schools in the life sciences (HBIGS), physics (HGSFP), mathematics/computer science (HGS MathComp) and the humanities and social sciences (HGGS).

heiDOCS, the quality programme for doctoral candidates, initiates faculty-specific action plans for optimising administrative processes around the topic of a doctorate, and makes suggestions for the continuing strategic development of the faculties, graduate schools, research training groups and the Graduate Academy. The aim is to continually improve the general conditions on the way towards a doctorate. These include, besides advisory and support programmes, offerings on the topic of career guidance and career development.

R1



Prospective doctoral students and doctoral candidates can take advantage of the advice and training options at the **Graduate Academy**. Its offerings fall into two sections: an **open programme for all doctoral candidates** at Heidelberg University with the emphasis on advice, financing and career development, and a **closed programme with support programmes specific to the faculty and subject** for doctoral candidates in the faculties, graduate schools and research training groups. Presented in differing digital and seminar formats, the range of topics comprises the areas of (1) self-management, (2) communication skills, (3) digital competencies, (4) open science, (5) transfer & entrepreneurship (6) research ethics, (7) university teaching and (8) enabling tools.

detailed description of
 central services in Part II

In addition, doctoral candidates can use central services like the **Career Service** for professional orientation and positioning in the job market, **heiSKILLS** (higher education didactics, foreign languages and speech training, advanced scientific training) and the **internal training programme**. The **Equal Opportunities Office** advises doctoral candidates on questions of equal opportunities, career chances in academia and work-life balance. The transfer agency **hei_INNOVATION** supports young researchers in the R1 stage in start-up projects and issues around entrepreneurship.

Supervisors and advisors receive support from the **Graduate Academy** in creating optimum framework conditions. As leading academics, they can also avail themselves of the courses on **personnel development** (leadership courses, individual coaching, career development conversations) and **higher education didactics** (“Supervising the doctorate”).

R2

POSTDOC STAGE

I. TRANSITION AND ORIENTATION – R1/2 STAGE

DEFINITION, ACCESS PREREQUISITES, DEVELOPMENT GOALS

Once the candidate has obtained their doctorate, a transition and orientation stage in their same working group may follow. This is mostly useful for finalising work on the doctoral topic, including the publication of the results, and also for preparing the next steps on their professional path. This stage, which does not usually last longer than a year, should also be used to decide for or against a career within academia. At this sensitive stage, care is particularly taken to prevent talented young researchers from dropping out, and to pave their way to excellent research careers, regardless of their individual backgrounds and resources. Particular emphasis should be laid on the traditional, but also digital, mobility of early-career researchers.



PROGRAMMES, OFFERINGS, RECOMMENDATIONS

Besides the support from experienced academics in the doctoral graduate's own discipline, the latter should have a career development conversation with their supervisor in the first postdoc year for further career guidance and profile formation.

During this period, there are many central services available to recent postdocs. In particular, the **Graduate Academy** accompanies the transition and orientation stage thanks to especially tailored further training and advice opportunities. Furthermore, **heiSKILLS** courses and the **internal training programme** can build up cross-disciplinary skills.

detailed description of
 central services in Part II

If the postdoc opts for a non-university career or decides to found a startup, the **Career Service** and transfer agency **hei_INNOVATION** can provide referrals to specific contact persons.

To continue an academic career, the **Heidelberg Research Service** offers advice on making applications and acquiring third-party funding and grants, and the **Equal Opportunities Office** recommends funding programmes specifically for women researchers.

R2

II. PROFILE FORMATION – POSTDOC/R2 STAGE

DEFINITION, ACCESS PREREQUISITES, DEVELOPMENT GOALS

The actual postdoc stage lends itself for tapping into new topics or methods and developing a personal research profile. Further training in the scientific field, also institutional and interdisciplinary mobility, raise a researcher's visibility. Financing comes from the third-party funds acquired for projects by the supervisors, from time-bound academic staff positions provided by the state ministry, and also from grants acquired by the young researchers themselves. Postdocs on state-financed positions are increasingly being brought into teaching and supervising younger researchers. Besides consolidating their qualifications in their field, this puts a further focus on acquiring teaching skills and on personal development with respect to self-management, communication and method. These opportunities are also available to Heidelberg's international postdoc fellows, who contribute considerably to the university's international reputation.

As early as possible, but at the latest four years after the doctorate, the recognised researcher should decide – with the support of their supervisor or mentor – whether to continue the qualification process as a professor. Alternatively, the university offers a number of academic and support positions in research that are attractive career goals beyond a professorship. A shift to such professional fields is generally very possible at this point in time. For a non-professorial research career, or a career in a non-university field, it is advantageous to acquire cross-disciplinary knowledge and methods besides the qualifications in a specific subject.

PROGRAMMES, OFFERS, RECOMMENDATIONS

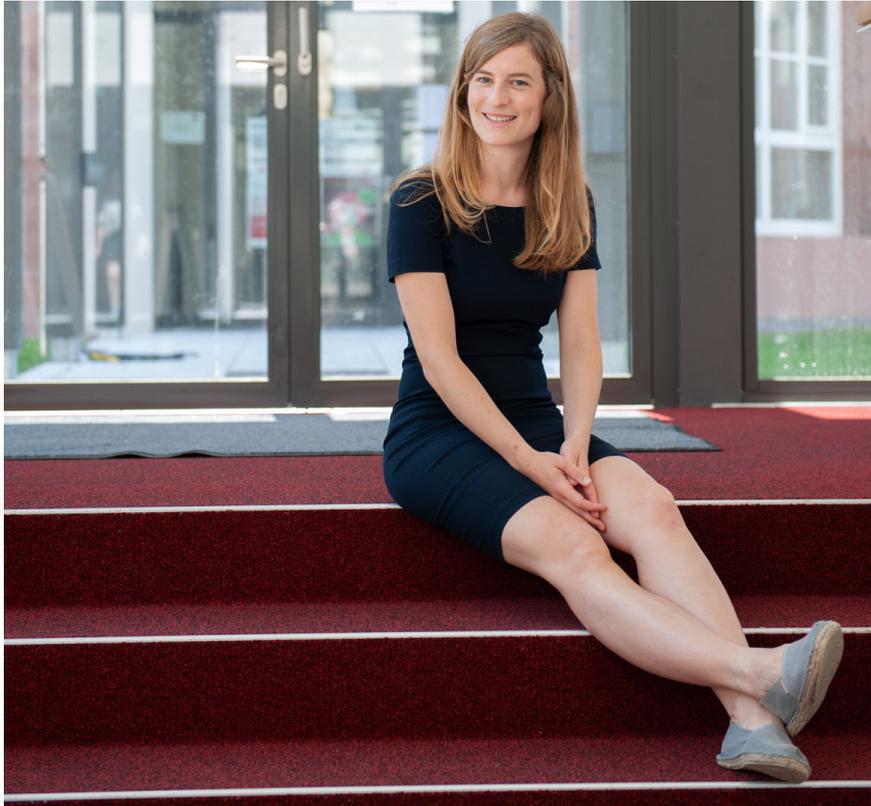
Postdocs in the R2 stage must continue to receive guidance from their supervisor or self-selected mentor on their professional pathway. The topics are as varied as the range of academic activities: publication strategies; research data management; the new role of supervising students and doctoral trainees; networking for further career planning; preparing for stays abroad and visiting lectureships; non-university cooperation; preparing joint or personal applications for third-party funding; science communication; soft skills; leadership skills. Structured development conversations along subject lines are recommended, along with an open, dialogue-based management culture. Providing supervision and advice in this career stage is a responsible assignment and Heidelberg University fosters it under the umbrella of heiTRACKS in many and varied ways. Besides comprehensive central and decentralised offerings for postdocs, the university also supports the supervisors in their career guidance role.

The **individual career coaching** of the Personnel Development Department supports postdocs in the R2 stage in their decision about whether to embark on a career in higher education or elsewhere. In confidential, individual conversations they can consciously reflect on their own professional path and take action to shape it.

detailed description of
 central services in Part II

In addition, postdocs can take advantage of many course and advice opportunities offered by the central services, such as the **Internal Training Programme** and **heiSKILLS**.

R2



If the postdoc researcher aims to focus on the non-university job market, the **Graduate Academy** as well as **hei_INNOVATION**, the advisory service on startups, offer support.

Relevant to developing the academic career are the offerings of the **Heidelberg Research Service** and the special support programmes of the **Equal Opportunities Office** (e.g. Olympia Morata programme, Margarete von Wrangell habilitation programme, MuT programme). The practical advice given in the **higher education didactics** programme also enhances qualifications in academic teaching.

Networking and exchange likewise play a central role for postdocs. **Personnel Development** holds appropriate events around the topic of career development.

R3

QUALIFYING AS A PROFESSOR

DEFINITION, ACCESS PREREQUISITES, DEVELOPMENT GOALS

Researchers at the advanced career stage R3 have decided to pursue an academic career towards a professorship. In so doing, these researchers deliberately expose themselves to international competition and the selection of the best. The prerequisite is an outstanding doctoral grade, several years of research activity (generally two to four years) and above-average academic performance at different institutions in the national and international arena. In this time, they acquire experience in academic self-government, acquiring third-party funding, project management and staff leadership. Additionally, they sharpen their teaching, research and transfer profile. The financing in this stage varies and may come from employment in a state-financed position, third-party funded projects or fellowships.

The main target of support is achieving differentiated subject and cross-disciplinary qualifications for a professorship or another leading academic position. In the cross-disciplinary field, this comprises mainly teaching, leadership and communication skills, along with competence in self-management and method. An understanding of administration also plays an increasing role, likewise responsibility for compliance, sensitivity to diversity and involvement in the university's transfer activities.

If the goal is a leading academic career, there are several paths towards a professorship at Heidelberg University. Junior research group leadership, junior professorship, tenure-track professorship and the traditional habilitation represent pathways with equal status that are open to all subject cultures. Generally speaking, additional academic achievements are required for a professorial appointment, besides the doctorate. These may be a habilitation, a positively evaluated junior professorship or accomplishments equivalent to the habilitation. In particular, if the research work took place abroad, external reviewers must confirm the habilitation equivalence in the appointment procedure.

No more than ten years should lie between the doctorate and the appointment as a tenured professor. An appointment at a later point in time is not fundamentally impossible, but frequently the competition grows stiffer with the years and a successful change to a non-university position becomes more difficult. In order to combine work and family, the qualification phase can be extended: In the case of civil servant status, up to two years per child with a maximum of four years to look after children under 14 or relatives needing care (in order to achieve the qualification goal linked to the service contract). In the case of employee status, an extension of two years per child is possible on grounds of family-policy components. In all cases the consultation with the respective institute is required.

R3



Junior research group leadership

Junior research group leaders are researchers with limited employment contracts who have undergone a competitive and quality-assured selection process, acquire their own third-party funds and have both staffing and budgetary responsibility. The necessary basic equipment, access to infrastructure and all necessary resources are provided by the receiving institute. Junior research group leaders advance their own research topic and sharpen their profile in international competition. Through producing outstanding publications and assuming qualification-specific teaching assignments they fulfil the prerequisites for an appointment as a university professor. The independence of junior research group leaders is shown in the right to supervise theses, guide members of their own research group to a doctorate and examine them, as well as acquire their own funds. Independently of an evaluation by the financier, the career development of the junior research group leaders should be reviewed in the context of an evaluation by the respective faculty. Junior research group leaders can also, in principle, be appointed to a junior professorship or tenure-track professorship at an early stage. In this case, attention must be paid to the prior employment period or employment preconditions under the State Higher Education Act.

Junior professorship without tenure-track (W1)

The high degree of academic independence is a crucial characteristic of a junior professor, whose position profile resembles a full professorship. The junior professorship enables independent research and teaching at institutions of higher education and involves the autonomous supervision and role as first reviewer of theses; further, it entails the holding of doctoral examinations and is conducive to qualifying for an appointment as tenured professor. The junior professor stage is limited to six years and allows for the further expansion of the person's own research and teaching profile. Junior professors are also involved in academic self-government, through which they pick up significant skills for their future career.

With the appointment to junior professor, attention must be paid to the employment preconditions under the State Higher Education Act. As a rule, the prior doctoral and postdoc employment period should not exceed six years. Junior professors receive an appointment agreement setting out definite subject and position-specific evaluation criteria. These serve as a basis for a conciliar evaluation after three years (feedback on performance to date) and the final aptitude evaluation at the end of the career stage (establishing the ability to exercise the office of university professor).

R3

Tenure-track professorship (W1)

The tenure-track professorship aims to offer candidates with outstanding talents early prospects at Heidelberg University. By analogy with the junior professorship without tenure-track, it enables the researcher to qualify for an appointment as tenured professor and is characterised by a high degree of academic independence. In the tenure-track model, moreover, the timely availability of a regular W3 position is guaranteed and being accepted for this position depends solely on the overall performance in the qualification stage. During the final evaluation, the basic ability to take on the professorial office (aptitude evaluation) is reviewed along transparent criteria defined in advance. The reviewers also assess the candidate's general suitability for appointment to the planned W3 tenured professorship (tenure evaluation).

In terms of labour law, attention must be paid to the employment preconditions under the State Higher Education Act. The prior doctoral and postdoc employment period should not exceed six years. The appointment of persons who have already achieved eligibility for a W3 professorship or where this is imminent (junior professors and junior research group leaders at the end of the qualification stage, those who have completed their habilitation, academics applying later than four to six years after taking their doctorate) is not intended.

As with the junior professorship without tenure track, the qualification stage is generally limited to six years. In special cases (to ward off an external offer for a tenured professorship or outstanding achievements, such as acquiring an ERC grant) a tenure evaluation may be initiated prematurely.

Habilitation candidates and senior postdocs

In this phase, the established researchers build up their research and teaching profile. They are hired on a temporary basis as academic staff on a state-financed position, in the context of third-party funded projects or through a habilitation grant.

In some fields, habilitation is an important step on the way towards a professorship. The focus is the Habilitationsschrift, i.e. acquiring the entitlement to lecture at universities by completing a scholarly piece of work. The research project is structured by a memorandum and accompanied by a mentor or specialist mentoring group. Frequently a cumulative Habilitationsschrift can be submitted instead of a monograph. In principle, a habilitation can be carried out in parallel to all the other career paths.

Habilitation candidates and senior postdocs can gather valuable project and leadership experience as sub-project leaders in the framework of research networks (e.g. collaborative research centres/priority programmes). Sub-project leadership is also possible and desired in the context of a position financed by budgetary funds, as a supplement to the other responsibilities in research and teaching. As a rule, the right to award a doctorate is to be granted to habilitation candidates and senior postdocs who can then be first and second supervisors and examiners of the doctoral candidates attached to the sub-project.

Besides sharpening their research profile, the further development of teaching competence is an important goal for anyone seeking to be eligible for appointment as a professor. Researchers doing a habilitation and senior postdocs should therefore – appropriately proportionate to their training process – have the opportunity to hold demanding lectures under their own responsibility. Senior postdocs frequently supervise students and doctoral candidates, with the right to examine having to be clarified in each faculty. To relieve the burden, habilitation candidates are to be enabled to take a ten-month break in which they are freed from teaching and administrative tasks in order to concentrate on their research.

R3

Depending on the subject culture, senior postdocs can qualify for appointment to a tenured professorship even without a habilitation. In this case, external reviewers must confirm that candidates' scientific and scholarly achievements to date are equivalent to a habilitation when considering them for a first appointment to a W3 professorship.

Start professorship (W2)

For outstanding, externally evaluated established researchers (e.g. ERC grant holders or Heisenberg fellows), Heidelberg University makes time-bound professorships available for the duration of the funding. In this way, the best early-career researchers can continue to build up their research and their teaching profile in order then to apply for a full professorship (W3 or equivalent) either in Heidelberg or worldwide. The increase in status through promotion to a time-bound professorship constitutes a very good springboard for the next career steps and generally enhances the eligibility for appointment to another university or research institution.

PROGRAMMES, OFFERS, RECOMMENDATIONS

heiTRACKS forms the umbrella for a variety of support programmes. It groups central programmes to foster research-relevant and interdisciplinary competences. In addition, it provides counselling and coaching to match decision-making processes, and generally supports career goals. Besides the providing of central services, it is important to enable structured integration and guidance in the researcher's subject and, at the same time, to encourage independence. Depending on their career path, the researchers may receive support from a qualification plan, an agreement regarding appointment to a professorship, and a conciliar evaluation at the institutes. In cases of foreseeable non-achievement or another change of career goal, institutes and Personnel Development should provide prompt guidance for a change to a non-university area of activity.

The university's central services support its future leading academics through the following specific programmes and offerings:

detailed description of
 central services in Part II

- In the year-long **mentoring programme**, experienced academics individually support postdocs aspiring to a professorship (R3 stage) in their professional and personal development.
- Likewise specifically directed to an academic career is the **management programme "Towards a Professorship"**. The modular qualification programme covers topics like leadership competence, negotiation skills and strategic preparation for appointment procedures.
- The **heiTRACKS certificate programme for junior professors** is meant for both junior professors and tenure-track professors. It accompanies them individually throughout the whole of their six-year qualification period.
- Programmes by the **Equal Opportunities Office** particularly support women researchers in developing their career (Olympia Morata programme, Margarete von Wrangell habilitation programme, MuT programme)
- **heiTRACKS bridging finance** (+3 financing) facilitates the transition to a professorship for Emmy Noether group leaders and ERC starting grant holders.

R3



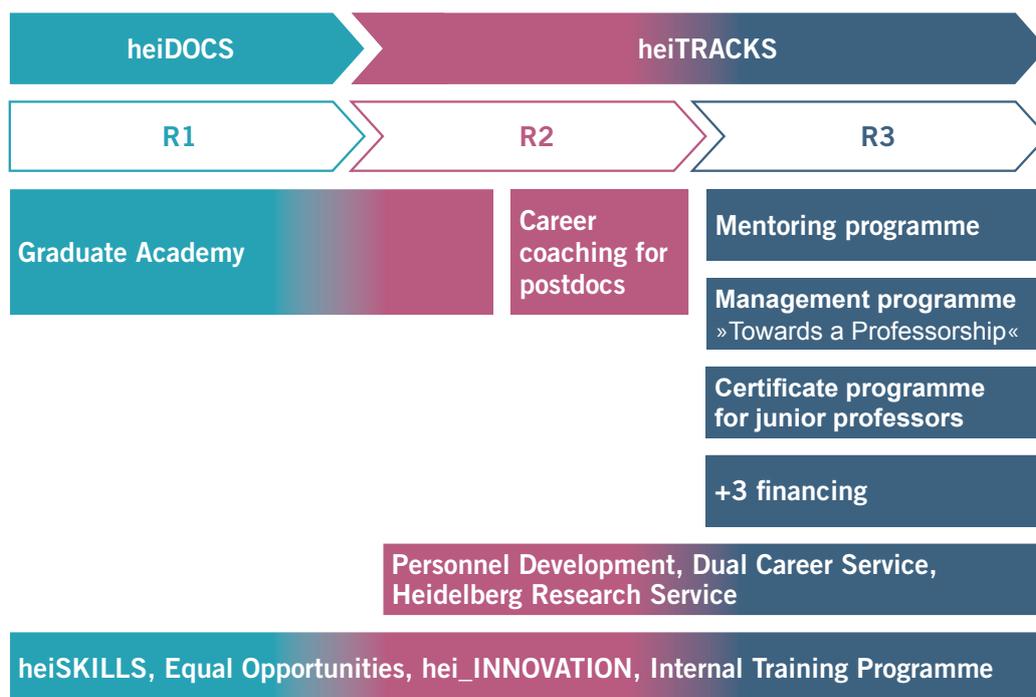
In addition, researchers in the R3 stage can take advantage of the following support services:

- Personnel Development (internal training programme, referral of one-to-one coaching etc.)
- Heidelberg Research Service
- hei_INNOVATION
- heiSKILLS (higher education didactics, foreign languages and speech training, advanced scientific training)
- Dual Career Service

II. SUPPORT AT EVERY CAREER STAGE

CENTRAL SERVICES FOR YOUNG RESEARCHERS

Heidelberg University offers numerous opportunities of career development within the university and supports young researchers in gaining further qualifications on their academic path. It is committed to preparing candidates for ambitious careers both within and outside academia.



➔ www.graduateacademy.uni-heidelberg.de

Graduate Academy

The Graduate Academy serves as the central point of contact for researchers prior to or on the doctoral and early postdoctoral level as well as for their supervisors and mentors. The Graduate Academy is a coordinating hub for meta-disciplinary skills training and for services targeting career orientation and career development support. The target group-specific qualification programmes are designed to support competency development for successful academic careers as well as for ambitious scientific and non-scientific careers outside of the university context.

Target group

Prospective doctoral students, doctoral candidates, postdocs in the transition phase (up to a maximum of three years after the doctorate), supervisors

➤ www.uni-heidelberg.de/careerservice

Career Service

The Career Service primarily accompanies students and graduates, but also doctoral candidates and early-stage postdocs, in career guidance and positioning themselves on the job market. This service unit for a successful entry to working life gives individual advice and career coaching, as well as arranging a variety of work-related information sessions, courses and introductions to companies.

Target group

Students, graduates, doctoral candidates, postdocs in the transition phase to the non-university job market

➤ www.uni-heidelberg.de/karriere_postdocs

➤ www.uni-heidelberg.de/bildungsprogramm

Personnel Development Department

The wide range of offerings of Personnel Development for postdocs aims to foster scientifically relevant cross-disciplinary skills and provide tailor-made support for their individual career development. It features the target group-specific heiTRACKS programmes “Career coaching for postdocs”, the management programme “Towards a Professorship”, the certificate programme for junior professors and a mentoring programme. In addition, Personnel Development covers more general topics such as leadership competence, communication and career planning. These are open to all employees, regardless of their career level, in the context of the internal training programme. For individual support in clarifying professional issues, e.g. on the topics of leadership skills or managing conflicts, Personnel Development supplies referrals, as appropriate, to suitable external coaches.

Target group

Doctoral candidates employed at the university, researchers in the R2 and R3 stage, leading academics

➤ www.uni-heidelberg.de/dualcareer

Dual Career Service for postdocs

The Dual Career Service supports the partners of newly-hired. Assistance with making applications, networking and career coaching makes it easier for the accompanying partner to find work in the region that matches their own professional career. For that reason, Heidelberg University also takes account of the timing of career development and founding a family during the postdoc stage. It supports the (international) mobility of researchers and strengthens the institutes’ moves to gain top-level academics.

Target group

Researchers in the R2 and R3 stage

➤ www.uni-heidelberg.de/en/research/research-service

Heidelberg Research Service (HRS)

In the search for appropriate financiers – both nationally and internationally – as well as applying for and acquiring third-party funding, Heidelberg Research Service provides comprehensive support, personal advice and training sessions. The HRS is the contact for +3 financing in the context of heiTRACKS career support.

Target group

Researchers in the R2 to R4 stage

➤ www.uni-heidelberg.de/de/transfer/heiinnovation

hei_INNOVATION transfer agency

As a transfer agency of Heidelberg University, hei_INNOVATION stands for knowledge and the technology transfer of university research findings into society. In this capacity, the team of hei_INNOVATION supports undergraduates, graduates and university employees, in developing e.g. business models and spin-offs, and transferring research findings into practice. It advises on questions of patent management and intellectual property. At the same time, the transfer agency offers different formats of entrepreneurship education.

Target group

Students, doctoral candidates, researchers in the R2 to R4 stage

➤ www.uni-heidelberg.de/gleichstellungsbeauftragte

Equal opportunities

Support is on offer for women researchers at every stage in their careers and for difficult situations in daily work. This includes advice on career planning, special programmes with individually tailored contact and learning options, counselling in the event of discrimination, harassment, bullying and stalking. In the postdoc stage, women who wish to remain in academia can avail themselves of a fast-track programme to finance their qualification project. Researchers with a family are supported with different services, some of which are assistance on everyday life, others involving flexible care provision. People in leadership positions receive briefings and tips on realising a non-discriminatory working environment and family-friendly conditions for the women on the staff. Supplementing all programmes is the offer of well-founded consultations on specific support programmes, as well as opportunities for professional development.

Target group

Students, doctoral candidates, Researchers in the R2 to R4 stage, leading academics, supervisors

➤ www.uni-heidelberg.de/slkl

heiSKILLS higher education didactics

Teachers and institutes at the university receive comprehensive support to professionalise their teaching through the higher education didactics service. The latter offers, firstly, higher education didactic workshops, in-house seminars tailored to the specific needs of the subjects, and advanced training for the Baden-Württemberg Certificate for Teaching and Learning at University Level. Secondly, teachers can receive individual coaching and professional support for innovative teaching projects.

Target group

Teachers (R1 to R4 stage), supervisors

➤ www.uni-heidelberg.de/zsl

heiSKILLS foreign languages and speech training

The heiSKILLS foreign language and speech training section covers offerings for (foreign) language acquisition and the improvement of language skills in spoken and written language. It also imparts skills concentrating on specific forms of communication such as public speaking or scientific writing and places emphasis on cultural diversity.

Target group

Students, doctoral candidates, researchers in the R2 to R4 stage

➤ www.uni-heidelberg.de/wisswb

heiSKILLS Advanced Scientific Training

The Advanced Scientific Training unit aims its subject-related offerings at researchers starting out in professional life and at experienced academics. Conducted by qualified lecturers with theoretical and practical backgrounds, the courses strengthen interdisciplinary skills, widen professional horizons and train for new career challenges.

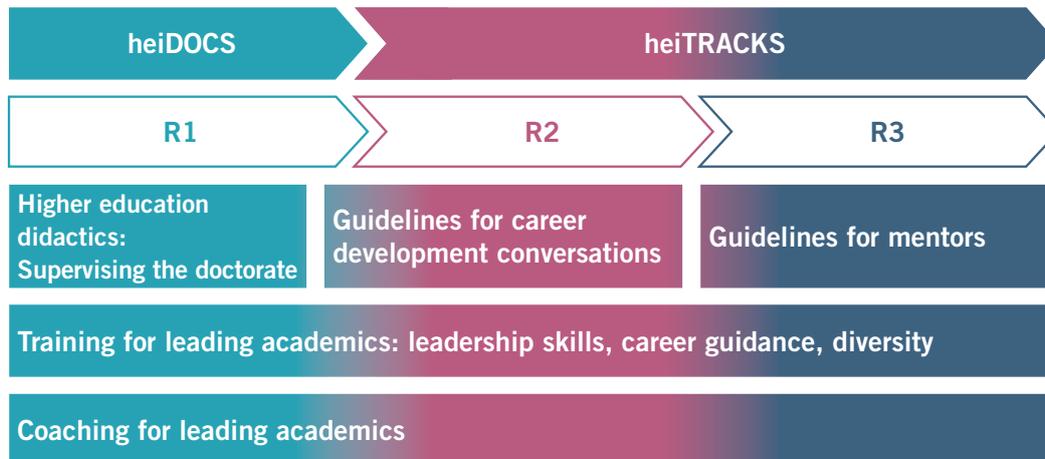
Target group

Graduates with (initial) professional experience, researchers in the R1 to R4 stage

OFFERS FOR SUPERVISORS AND MENTORS

Professors have a key role in support for early-stage researchers as leading academics, career guides and mentors. They have special responsibility to guide young researchers in the best way possible as they develop their career. The following resources and programmes are intended to support the professors in carrying out their assignments in young researcher support:

- Guidelines for career development conversations in R1 and R2
- Guidelines for mentors and individual support in their role as mentor
- Internal training programme: Workshops and coaching for leading academics, e.g. to facilitate their role as career guide and enhance their leadership skills
- Higher education didactic training and advice, particularly “Supervising the doctorate”, as part of the Baden-Württemberg Certificate for Teaching and Learning at University Level
- Sensitivity-to-diversity training for leading academics



SUPPORT PROGRAMMES AND RELATED CENTRAL SERVICES AT A GLANCE

TARGET GROUP	Prospective doctoral students	Doctoral candidates	Postdocs (Orientation stage R1/2)	Postdocs (R2)	Habilitands/ Senior postdocs	Junior research group leaders	Junior professors	Tenure-track professors	Supervisors and mentors	CONTACT
Graduate Academy	●	●	●	○					●	Graduate Academy
Career Service	●	●	○							Student Affairs and Teaching Division
Internal training programme		○	●	●	●	●	●	●	●	Human Resources Division
Career coaching for postdocs				●						Human Resources Division
Mentoring programme				○	●	●	●	●	●	Human Resources Division
Management programme "Towards a Professorship"				○	●	●	●	●		Human Resources Division
Certificate programme for junior professors							●	●		Human Resources Division
Dual Career Service				●	●	●	●	●		Human Resources Division
Heidelberg Research Service		○	●	●	●	●	●	●		Research Division
hei_INNOVATION		●	●	●	●	●	●	●		Research Division
Events organised by the Equal Opportunities Office, MuT programme	●	●	●	●	●	●	●	●		Equal Opportunities Office
Higher education didactics		●	●	●	●	●	●	●	●	heiSKILLS
Foreign languages/ speech training	●	●	●	●	●	●	●	●		heiSKILLS
Advanced scientific training	●	●	●	●	●	●	●	●		heiSKILLS

● on offer for the target group ○ restricted to the respective target group

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