



Detailed description of actions

2.3 Greater use of the job advertisement portal EURAXESS

EURAXESS is an information and advisory service and job exchange for internationally mobile researchers who come to Germany to pursue academic work or wish to move to a different country. EURAXESS offers researchers services throughout Europe. Its aim is to facilitate the international mobility of researchers and help public and private employers find researchers. Fulda University offers posts, especially professorships, that are suitable for persons from abroad or with a migration background. In this respect, it makes sense to publish job advertisements internationally and in English to increase the potential number of applicants. This is why Fulda University intends to make greater use of the job portal EURAXESS in future.

3.11 Review of equal opportunities for researchers in terms of career opportunities and, if appropriate, promotion of equal opportunities

1. Review of studies carried out in the last 10 years on equal opportunities at German universities of applied sciences
2. Review of the careers of the best 5% of female graduates in the 10 most important Master's degree programmes at Fulda University, review of communication between Fulda University and these top graduates
3. Identifiable placement of the results for researchers at Fulda University
4. Agreement on the further procedure with deans
5. Possibly an anonymous survey among researchers at Fulda University by an external party
6. Presentation of results to the Presidential Board

40. Introduction of an applicant tracking tool at Fulda University

Fulda University intends to introduce an applicant tracking system. This system will be used for professorial appointment procedures and for the appointment of employees who are subject to wage negotiations and trainees. The measure aims to develop an attractive application portal that presents the respective procedures in a clear manner. One advantage of the measure is that all the persons and committees involved in the procedure can process applications together on the same platform. Moreover, documentation of all points of contact with the applicants and persons involved in the process improves transparency and communication. Depending on the system, an initial analysis of the applicant's qualification profile can be carried out electronically. The continuous analysis and evaluation of staff selection procedures by the system helps identify optimisation potential.

43. Mentoring Hesse: Actively targeting outstanding young female researchers

In the first phase of the Charter & Code, Fulda University set itself the goal of reviewing and, if necessary, adjusting the number of places available in all four funding lines of the Mentoring Hesse programme. In the 2022 round, all four lines started simultaneously for the first time. The number of female applicants was satisfying in all four lines and this should remain high in forthcoming rounds thanks to a targeted approach and appropriate promotional measures. Mentoring Hesse is an appropriate means of supporting outstanding women in their professional and personal development.



The four funding lines are: ProCareer.MINT, which focuses on female STEM students; ProCareer.Doc aimed at female doctoral students and postdocs of all subjects who are in the career decision-making phase; ProAcademia which targets early postdocs and advanced female doctoral students of all subjects who are aiming to pursue an academic career; and ProProfessur for qualified women transitioning to a professorship at a university or university of applied sciences. In 2025, applicants will again have the opportunity to apply for ProAcademia and ProProfessur, with new rounds expected to begin in summer 2026. Fulda University also actively reached out to suitable female candidates for the science-support funding programmes.

44. Individual opportunities and career counselling for junior researchers in all their diversity (ProGEPP)

Individual opportunities and career counselling services for junior researchers in all their diversity are offered by the Equality and Diversity Office as part of the Programme for the Recruitment and Development of Professorial Staff (ProGEPP). The opportunities and career counselling services are aimed at doctoral students and postdocs, but also alumni with doctoral degrees and Master's students in advanced stages of their programmes at Fulda University, and they are designed as an ongoing support service throughout the qualification process that always considers and affirmatively includes individual backgrounds in career planning. Another special feature of the highly individualised opportunities and career counselling services is that an initial interview is offered to all junior researchers.

45. Support programme for junior researchers in all their diversity (ProGEPP)

The Support Programme for Junior Researchers in All Their Diversity is a measure that was initiated by the Equality and Diversity Office and is organised as part of the Programme for the Recruitment and Development of Professorial Staff (ProGEPP). The programme aims to support all junior researchers from all the subject areas represented at Fulda University with multidisciplinary and soft skill events and it consists of three elements: multidisciplinary workshops in the area of academic support (e.g. on publishing work, academic writing, networking) help junior researchers plan their qualification phase. The soft skills Support Specials address cross-cutting topics (e.g. in the form of self-care and reflection trainings) and encourage junior researchers to develop greater autonomy and confidence in the qualification phases. Networking opportunities (e.g. "Meet & Feed Your Paper-Friday") encourage junior researchers to inspire each other and open up new perspectives. To promote equal opportunities, the courses are offered primarily as online events and in English.

50. Active recruitment of researchers through participation in international fairs

Participation in international fairs helps attract international researchers. To systematically pursue marketing and recruitment activities at such events, relevant fairs in Germany, other European countries and the rest of the world must first be identified. Participation in these events is of interest both to advisers in International Office, but possibly also to other departments, e.g. Research and Transfer or PM. To prepare for a professional exhibition presence, existing information material (e.g. leaflets and presentation videos) should be reviewed and updated if necessary, and English versions produced. Fulda University's network of international partner universities will also be strategically used as a disseminator of information.



53. Appointment to a tandem professorship

As part of its current equal opportunities strategy (Female Professor Programme 2030), the University proposed establishing a tandem professorship (W1) within a STEM department to support an early-career female researcher working towards a full professorship, contingent upon the University receiving an award of excellence. A tandem professorship is a special type of position in which a person is employed simultaneously by a university and a company. This arrangement allows the researcher to gain professional experience outside academia – an essential requirement for a university of applied sciences professorship – by combining academic and practical work. It offers postdocs the opportunity to acquire the practical experience needed to qualify for such institutions.

Based on the criteria for equality concepts published in the funding guidelines for the Female Professor Programme 2030, the review committee selected the equality concepts that were deemed the best overall. Fulda University was recognised as a University with a Strong Commitment to Gender Equality, and is thereby eligible to receive funding for an additional position for a female researcher or artist working towards a professorship.

54. Gender bias in professorial appointment procedures

To ensure greater gender equity in future professorial appointment procedures, specialised briefings are being developed for the chairs of appointment committees, focusing on the issue of gender bias. These briefings aim to provide committee chairs with the knowledge and awareness needed to assess applicants' career paths and performance in a gender equitable way. Online tools, such as e-learning videos, will be used to support this process. In close collaboration with the chairs of appointment committees, a catalogue of evaluation criteria will also be developed to ensure that all applicants are assessed according to consistent standards throughout every stage of the appointment process. Moreover, committee chairs will be encouraged to actively address topics such as gender equality, the compatibility of academic work and family life and related support services available at Fulda University during selection interviews. This measure will be established as a permanent component of the digital Toolbox for the Recruitment of Female Professors at Fulda University and made available to all departments.

55. Culturally reflexive teaching for instructors

In the German higher education system, researchers' responsibilities typically also include teaching. To help researchers deliver courses to an international student body, the Office for Interculturality and Cultural Reflexivity, in cooperation with the University Didactics office, offers workshops on culturally reflexive teaching each winter semester. These workshops aim to help educators design teaching formats that are as inclusive and respectful as possible.

Participants are introduced to the theoretical principles of cultural reflexivity and interculturality. In a safe environment, instructors have the opportunity to discuss the challenges of dealing with diverse academic cultures and heterogeneous teaching and learning styles. The workshops also provide space for participants to adapt their own teaching methods to the different learning requirements of international students and to develop needs-based support measures.

56. Mentoring female researchers on caregiving and pursuit of a professorship



For many academics, the phase of starting a family coincides with their doctoral or postdoc years – sometimes referred to as the “career rush hour” in academic career progression. Among female researchers, there is a noticeably higher drop-out rate from the academic system because juggling caregiving responsibilities with career demands is seen as too challenging. At the same time, female role models – those who have successfully balanced care responsibilities and careers – are largely absent in the sciences. The planned mentoring programme will give female researchers in the early stages of their careers the opportunity to discuss career progression and caregiving responsibilities with an experienced female professor, providing a safe space to share experiences and address questions that might otherwise remain unspoken or even impede career advancement. Over the period of one year, mentees can speak openly and confidentially with their mentor about caregiving and careers. Additionally, through the mentors, they can actively shape the dialogue around the reconcilability of family and careers and equal opportunities, and strengthen long-term networks within our University.

57. Development of an onboarding concept for employees and process optimisation

Building on its Human Resources Development Concept, Fulda University aims to strengthen its onboarding process to integrate new employees as effectively as possible – professionally, socially, culturally and emotionally. This approach is designed to enhance performance while strengthening long-term commitment to the University. The University is currently working on a structured onboarding plan that details and organises specific actions according to different target groups. A needs analysis will identify the particular requirements of new employees, professors and those in managerial roles. The focus is on streamlining processes and addressing group-specific needs, such as those of researchers. Existing onboarding tools – including the intranet information platform for new staff and various checklists – will be updated to reflect practical needs and supplemented with predesigned onboarding plans. In the long term, the University intends to implement a digital platform to make the onboarding process more efficient, transparent and modern.

58. Implementation of a dedicated careers section on the Fulda University website

In the third quarter of 2025, Fulda University started updating and professionalising a central careers website to give prospective applicants a detailed view of the University and position it as an attractive employer. The site is also designed as a structured, target group-specific information platform, offering an overview of academic career opportunities, especially for doctoral candidates, postdocs and professors at Fulda University. Content will be organised according to typical career stages, providing guidance on career planning and development as well as information on training and development opportunities and advisory services. A key feature of the site will be video portraits in which researchers at various stages of their careers, for example, present their personal career journeys. These authentic insights are designed to provide guidance and inspiration and highlight the diversity of academic careers at Fulda University.

The website will also prominently feature the nationwide campaign Karriereweg HAW-Professur, which informs potential applicants about the specific requirements, oppor-



tunities and development prospects of professorships at universities of applied sciences and specifically targets potential applicants. The site will be bilingual (German/English) to ensure it effectively reaches international researchers.

59. Introduction of a tool to assess digital competencies

At the beginning of 2026, Fulda University plans to introduce a tool to assess the digital competencies of all staff, including research associates and professors. The aim is to systematically record digital skills and provide tailored staff development opportunities. The tool focuses on five key areas of competency:

1. information and data literacy
2. communication and collaboration
3. digital content creation
4. IT security
5. problem-solving skills

The tool enables the integration of a diverse and comprehensive range of courses across all competency areas, including offerings from external provider platforms. Courses on research-specific digital skills, such as data analysis, collaboration via digital platforms and the secure handling of sensitive research data, will be aligned to the needs of doctoral candidates and professors, on the basis of established frameworks like ResearchComp.

60. Development of a programme of English-language courses to promote language skills

At the end of 2025, Fulda University started developing a programme to promote English language skills. For researchers, English proficiency is key to participating in international scientific communication, publishing and collaboration. These skills form the basis for visibility within the scientific community, for participation in international research cooperation and for teaching in an increasingly international academic environment. The first step was to conduct a needs assessment in order to design a pilot programme for a prioritised group, which was subsequently evaluated. Based on the findings, a proposal was prepared for regular in-house courses, which are scheduled to begin in 2026 with a view to long-term implementation. The future course portfolio will include a range of formats, target groups and thematic focuses.

Suitable providers will be selected based on feedback from the relevant departments. After the courses have been successfully implemented, an evaluation process will ensure the programme's quality is continuously maintained and developed to meet evolving needs.

61. Coffee Lectures on the subject of open science

The Coffee Lectures are an initiative of the Research-Related Services department of the University, State and Public Library Fulda (HLSB). They offer concise 10 to 15-minute introductions to key topics in the field of open science in a relaxed and informal setting. After each session, participants are invited to share ideas and seek individual consultations. Several events were successfully piloted in 2025, with the first session on open access held in May 2025 at the HLSB Readers' Café on the campus site. The format will become a regular fixture as of 2026.



62. Research-related service of the month

The HLSB sends out a monthly newsletter to over 6,900 subscribers. Each newsletter, like the website, includes a feature called the Research-Related Service of the Month, which is presented in a compact info box with key details about a specific service offered by the HLSB's Research-Related Services department. The newsletter also highlights other advisory services offered by the library and links to relevant information pages. Topics from the field of open science range from the Open Access Publication Fund to services in the areas of research data management. The research-related service of the month will be featured at irregular intervals.

63. Onboarding event for newly appointed professors to the subjects of open access and research data management

In 2025, HLSB and the Research and Transfer department hosted an event for newly appointed professors at Fulda University for the first time. The programme introduced researchers to the subjects of open access, research data management and research information systems, and was followed by an FAQ session and discussions. This led to further contacts and inquiries to the library. There are plans to hold the event annually to help researchers familiarise themselves with the University's infrastructures and to identify their needs regarding library services.

64. Open science workshop

To supplement the shorter formats, such as the Coffee Lectures or text-based information on the website, a larger workshop on a topic related to open science is held once a year. This typically takes place as part of special events, such as the Long Night of Libraries or an open day. For instance, during the Long Night of Libraries on 4 April 2025, HLSB's Research-Related Services team hosted The Publishing Trap, a role-playing workshop exploring publication pathways in academic careers. These workshops aim both to raise awareness of open science and to engage target groups that have not yet been reached. In addition, needs-based formats are offered to departments and research centres independently of specific events.

65. Support and supervision of persecuted and refugee academics

Over the past three years, Fulda University's International Office, in collaboration with the relevant departments, has helped five persecuted and/or refugee academics conduct research at Fulda University through scholarships. A central part of this support involves assisting researchers with applications for scholarships under the relevant programmes of the Hesse State Ministry of Higher Education, Research and the Arts (HMWK) (such as the HessenFonds) or the Humboldt Stiftung (Philipp Schwartz Initiative), which are aimed at outstanding researchers who are at risk or face persecution in their home countries.

Several support services are offered in connection with the application procedure. These include assistance obtaining a visa, or, if this is not possible for political reasons, contacting the relevant authorities, such as embassies in the home country, the Scholars at Risk network (to request proof of risk) or country-specific DAAD contact points to secure the necessary travel documents. Once their application has been approved and they arrive in Germany, refugee academics (and, where relevant, their families) receive comprehensive support from International Office, gaining access to the full range of services offered to international researchers (see <https://www.hs->



fulda.de/en/international/international-office/ways-to-fulda/guest-lecturers.) Depending on the type of scholarship and funding body, International Office, together with Financial Management, is also responsible for administering the scholarship payment process.

Fulda University contributes its existing infrastructure, in other words, it provides equipment, workspaces and access to all university facilities.

It is crucial that refugee researchers are integrated into their academic and social environments as well as relevant professional networks. This enables them to apply for further funding or secure employment on their own once their scholarships expire (usually after one year). International Office continues to support them throughout this process.

Given the precarious situation in many countries, this initiative is of great importance. Fulda University considers it its responsibility to support outstanding persecuted or refugee scholars in advancing their academic careers. Further applications from persecuted academics are expected.

66. Support process for families of international instructors and researchers

Many international researchers already have families (partners and children) in their home countries, whom they understandably wish to bring with them when spending an extended period in Germany. This means that support is needed not only for the researchers themselves through a structured onboarding process, but also for their family members. This measure builds on Action 51, "Onboarding process for international researchers", by introducing a dedicated focus on family support.

This action specifically addresses the needs of accompanying children; it focuses first on children aged three to six, who should have the opportunity to attend kindergarten, and second, school-age children from six onwards. The employer, in this case the University, must inform incoming academics about compulsory schooling in Germany. It should clarify which steps need to be taken before and upon arrival to ensure a child can be enrolled in a suitable school, and establish which documents, medical examinations and, if applicable, aptitude tests are required. In addition, relevant contact points should be identified. Integration also includes providing access to group-appropriate language courses.

This measure aims to establish a clear chronological process for supporting the families of international researchers in integrating their children into the German school system. It should also identify and clarify which offices are responsible for each step – both now and in the future.

67. Development of a policy for fellowships at Fulda University

To date, Fulda University has no formally binding procedure or administrative regulation for time-limited stays by visiting researchers. When a fellowship was planned, implemented and awarded at the end of 2025, the research initiative FIP 27 "SaFe" noted the absence of an internal operational framework for such visits. In response, FIP 27, in collaboration with the Legal Department and the Vice-President for Research and Transfer, developed a Fellowship Agreement along with supporting implementation regulations in the summer of 2025, which were approved by the University's Presidential Board on 19 August. The adoption of a general policy was also endorsed and is planned for a later date. Through the Policy for Fellowships at Fulda University, FIP 27 aims to contribute to the HR strategy for researchers under Action Plan III by establishing a binding, university-wide framework for time-limited stays by visiting research-



ers. From the perspective of FIP 27, this measure addresses a critical gap at the University by formalising the management of visiting researchers and providing an implementable administrative system.

68. Appointment training for professorships at universities of applied sciences

The measure aims to prepare early-career researchers for applications to professorships at universities of applied sciences. It addresses information gaps regarding the specific requirements and multiple qualifications expected of such positions, while providing transparency around the appointment process. Participants gain practical insights into the procedures, criteria and decision-making processes underlying appointments. Central elements, such as the interview, appointment lecture and trial teaching session, are actively practiced. Additionally, participants develop strategies for preparing application materials and effectively navigating appointment negotiations.

69. Development of a policy on the appropriate use of generative AI in doctoral theses

The measure aims to develop and implement a university-wide policy for the use of generative AI in the preparation of doctoral theses. Its goal is to promote the appropriate and transparent use of AI systems in doctoral research while ensuring compliance with good scientific practice. By establishing clear requirements for disclosure, the policy will reinforce scientific integrity and ensure the traceability of individual contributions. It will also provide clear guidance for both doctoral candidates and supervisors, raising awareness of the opportunities and limitations of generative AI in research.

70. E-learning courses on good scientific practice in doctoral research

Building on existing courses and events covering various aspects of ethical research practice, this measure aims to provide a university-wide e-learning programme titled Good Scientific Practice in Doctoral Research. The online format enables doctoral candidates to complete the course when and where they wish and receive certification upon successful completion. The programme is bilingual (German/English) and will be available via Moodle or a similar learning platform, complementing the subject-specific offerings of the respective doctoral research centres. The measure seeks to strengthen quality assurance in the doctoral examination process while providing a unified, accessible and flexible learning option for doctoral candidates in the long term.

71. Sustainable business travel, including for researchers who travel frequently

Business travel is essential to the operations of Fulda University. The University's strong research profile, along with expanding international engagement and European collaborations has led to an increase in business travel. To ensure that travel practices prioritise climate protection goals, principles for sustainable and climate-friendly travel are to be developed. These principles will be communicated to all staff, especially researchers.



72. Establishment of additional postdoc positions at Fulda University of Applied Sciences

As part of Action Plan II, Fulda University's previous postdoctoral concept was evaluated. This evaluation showed that establishing dedicated postdoc positions was a highly effective way of supporting early-career researchers. However, the University's previous concept had been based on the assumption that the departments had sufficient financial flexibility, since no additional funding was provided.

During the implementation phase of Action Plan III, Fulda University will, in principle, allow postdoc positions to be funded in the departments using resources originally allocated to establish an academic mid-level staff structure at universities of applied sciences, which until now have been used exclusively for doctoral positions. Specifically, a doctoral position under the mid-level staff programme may be converted into a postdoc position if a department can prove it has nine ongoing doctoral projects (from research projects and the mid-level staff programme) as of 1 January 2026. The long-term viability of this incentive will be assessed. At the same time, associated procedures will continue to be optimised and refined.

73. Implementation of a training course on leadership skills for the academic environment

The training course to strengthen leadership skills covers one to two workshops per year, aligned with the leadership competencies described in the European Competence Framework ResearchComp. These workshops address key aspects of academic leadership, including understanding roles, effectively coordinating tasks, developing communication strategies and overseeing teams, projects and early-career researchers. Participants acquire methods to motivate and support colleagues and early-career researchers, effectively guiding them through mentoring, coaching, and feedback or development discussions. Through interactive exercises, case studies and peer exchange, they gain practical skills that enable them to handle challenging leadership and team situations in the academic work environment. The course contributes to advancing the leadership culture at Fulda University of Applied Sciences and sustainably strengthening research teams.