uk2030 Development Plan of the University of Koblenz

university of koblenz

continue discovering

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❯ Opening message

I am proud and happy to announce that the first development plan of the University of Koblenz is now available. This is the result of a strategy process of two years in which the entire university was involved. A consistently participatory approach was taken in preparation of the development plan, as it was developed from within the university for the university. The strategy profile and content-related alignment of our future university were thus developed within the scope of a broad-based participation process in which all internal university stakeholders participated. The university public was involved throughout preparing and compiling the development plan by way of a wide range of information and participation opportunities, which many people used.

It stands out how many members from the different areas of the university have contributed to the development planning process; this not only shows the deep attachment of many people to their university, but also the great commitment to the development of the university, which is going to be independent from 2023 onwards. Going independent as the University of Koblenz is a long-harboured wish of the campus coming true. The process of development planning was accordingly driven by an evident sense of optimism and the desire to help shape our own future. I hope that we will maintain this spirit of optimism and new beginnings as we start implementing the measures decided in the development plan and its further development at the University of Koblenz.

On behalf of the university, I would like to express my sincere gratitude to everyone who has contributed to the creation of the university's development plan for the commitment, ideas, competences, and experience that they have brought to the process. They have walked the proverbial "extra mile" for the University of Koblenz in times of special challenges due to the coronavirus pandemic. They deserve the university's deepest thanks for this.

Your
Stefan Wehner,
President of the University of Koblenz

› Preface

This development plan formulates the basic alignment and perspectives for the development of the University of Koblenz. It results from a participatory work process that started in a "Future Conference" on 14 and 15 July 2020. Employees from all status groups as well as from all faculties, central departments, and the administration, as well as students, have been extensively involved in this process. As a result, the development plan is to speak for the entire university and everyone who is a part of it.

The participatory approach has helped ensure that this text is not expressing a particular, selected perspective; it benefits from the breadth and diversity of views of all who contributed to it. These are also reflected in the many other documents that have been created and preserved as intermediate steps. These documents include, in particular, the presentations with which the participating working groups have reported on the progress of their work in the senate committee meetings and that are in turn supported by extensive documents. These are – although not part of the development plan as such – still available and can be used to specify and better clarify the statements, goals, and measures formulated here.

The development plan is about the professional, organisational, and social development of the university – internally among its members as well as externally in relation to its partners and its role in the region and beyond. As a document of its own alignment, it excludes all areas that are hardly or not at all subject to the direct influence of the group that formulated it. For example, there is no chapter on the subject of construction and building, even though there are considerable challenges here – which, however and in light of the scale, a university cannot meet with its own resources.

This first development plan of the University of Koblenz is both a commitment and a vision – it formulates positions that the university would like to adopt and to which it already feels beholden in many cases. It lists measures and goals that the university strives to implement and achieve, of course always within the limits of the available resources. Thus, it paints a picture of the University of Koblenz that – ambitiously but realistically – documents the development of the next few years and the common goal: "continue discovering".

› Chapter 1 continue discovering

Knowledge, transformation, and innovation at the interdisciplinary University of Koblenz

The University of Koblenz is the youngest university in Germany – and at the same time based on a long academic tradition. It has summarized its self-conception in the claim "continue discovering". This reflects the incentive and the aspiration of all university members to keep questioning the familiar and known in order to arrive at new insights and to be pioneers of integrated, interdisciplinary thinking. Interdisciplinary and cross-institutional cooperation as well as short distances on campus Culture and characterise everyday university life. They make it possible to practice interdisciplinarity and continuous innovation in science. Four profile areas are linked in a unique manner here: "Education", "Computer Sciences", "Culture and its Mediation", and "Material and Evironment". They shape research and teaching and provide important impulses for teacher education, which plays a central role at the university. The University of Koblenz also considers its further development as a continuous and dynamic process towards becoming a more equal-opportunity, diverse, tolerant, and sustainable institution.

Education

Knowledge and education are the keys to social participation in a globalised world characterised by social, cultural, economic, and ecological transformation dynamics in all phases of life. Educational sciences examine forms of learning, development, perpetuation, reflexive shaping, and networking, in particular of education-specific social structures. They address questions on the binding nature of common value orientations, analyse the effects of technological innovations in education, and explore possibilities for sustainable use of resources. Based on an understanding of the ways and means of social transmission of knowledge, they address inequality and diversity in terms of educational opportunities, focusing on both curricular and extracurricular educational contexts. This is done with thematically and methodologically innovative approaches and in intra- and interdisciplinary cooperation; research, teaching, and transfer are closely connected. They thus contribute to knowledge generation and innovation in the context of social change and transformation.

Computer Sciences

Digitalisation refers to a comprehensive change and transformation process driven by technical progress in various application scenarios of new digital technologies, such as big data, Internet of Things, cloud computing, virtual reality, or artificial intelligence, encompassing all areas of life and work. Interdisciplinary approaches to digitalisation and its consequences are made possible from the perspectives of core computer sciences, computer visualistics, software engineering, web and data science, business and administrative informatics as well as digital business management, and implemented in a large number of research projects, taking the perspective of "data intelligence", i.e., the combination of data and artificial intelligence, which serves education profile development for computer sciences in Koblenz. Algorithms, modelling, simulations, analyses, and visualisations play just as important a role as considering the transformative effects of digitalisation in economy, politics, education, culture, and administration. For this purpose, computer sciences at the University of Koblenz are developing innovative methods, models, tools, and instruments that are relevant not only for science, but also for the city of Koblenz, the region, and for society as a whole, ensuring the corresponding sustainability.

Culture and its Mediation

Culture is essential to our society and its sub-sectors such as politics, economy, technology, the arts, education, religion, upbringing, and everyday life, which are produced by, negotiated between, and changed by people. Knowledge, transformation, and innovation are always shaped by forms of perception, language, belief, historical experience, and expectation. Society can only be mediated through culture. And only through mediation can it be changed. Culture, also as cultural memory in a historical sense, forms the basis for society's capacity for democracy. The interdisciplinary view of cultural studies is directed at such inner dimensions of the cultural mediation of social reality. They deal with the conditions of possibility of knowledge, transformation, and innovation as well as the cultural, social, and media conditions of their mediation. This happens in direct research into mediation cultures, their forms, potentials, and limits in cooperation with the other profile areas of the University of Koblenz and in the form of the university's own mediation work in the Koblenz region, in the scope of cooperation with regional and municipal institutions.

Material and Environment

Sustainable and future-proof use of natural resources is the focus of mathematical and natural-sciences research at the University of Koblenz. The competences in biodiversity research as well as terrestrial and aquatic ecology, a broad analytical spectrum of methods, and the established cooperation with regional and supra-regional institutions permit interdisciplinary investigation of the effects of human activities on ecosystems. Findings are transformed into recommendations for action for different players. Materials science research in the fields of ceramics and plastics enables cooperation with industry and applied science and results in practical solutions for innovative, resource-saving processes and materials. Research on mathematical models, further development of computer-based simulation methods and data- and model-based mathematical optimisation produce innovative application-oriented mathematical research fields.

Teacher Education

Teacher education holds a special position at the University of Koblenz; it benefits both from the discipline-specific achievements and from the interdisciplinary interaction of the four above-mentioned profile areas of "Education", "Computer Sciences", "Culture and its Mediation", and "Material and the Environment". Based on research in these areas, the University of Koblenz clearly focusses on a future-oriented teacher education for all school levels that is grounded in the disciplines and subject-specific pedagogics as well as educational sciences. In Koblenz, strong subject-specific pedagogies in all offered school subjects are closely connected to each other as well as to the educational sciences. All faculties jointly shape teacher education, both in teaching, research, and transfer. The interdisciplinarity of the University of Koblenz is also reflected in the diverse possibilities of subject combinations due to the broad range of subjects and is itself also the subject of research.

Based on its research in teacher education and in the closely interlinked profile areas, the interdisciplinary University of Koblenz shapes transfer in dialogue with players in all parts of society. It cooperates, among other things, with the education sector, cultural institutions, the economy, public administration, the health sector and the judiciary. It generates new knowledge in research and teaching and transforms it into innovative contributions to overcome social challenges together in cooperation with the region, but also with national and international partners. This way, it practices its guiding principles of knowledge, transformation, and innovation.

› Chapter 2
Research

The University of Koblenz continues to develop its research profile and, with its interdisciplinary alignment, relies on a special interplay between its various disciplines. The research profile, designed for interdisciplinarity, is based on research in the four faculties with their designated profile areas. The diverse research activities will be made visible in the future, among other things, at an annual research day on campus and by awarding a research award. The overarching strategic goals for research activities at the University of Koblenz are:

- promoting the interdisciplinarity of research

- sharpening the research profile by development and expansion of research subjects

- sustainable strengthening and promotion of externally funded research, including coordinated programmes of the German Research Foundation (Deutsche Forschungsgemeinschaft; DFG)

- membership in the DFG

- expansion of research cooperations and alliances

- targeted support and promotion of the research activities of junior researchers

- promotion of the international alignment of research

- securing quality assurance in research

- promotion of research outside of the university by supporting spin-offs and transfer in cooperation with partners from politics, business, and society

2.1 Interdisciplinarity of research – Interdisciplinary centre in Koblenz

The language of interdisciplinary research groups is targeted at mutual understanding. Interdisciplinary research chooses objects of common interest (objects of experience), illuminated under the disciplinary aspects of different disciplines; their results are then put in relation to each other. This way, it may open up a more comprehensive perspective on problems than would be possible from a monodisciplinary or single-subject perspective. The connection between the specialised research of individual subjects and the possibility of comprehensive transfer is simultaneously maintained this way.

Cooperation in research and teaching at the University of Koblenz is to be organised in four overarching subject networks, based on the profile areas.

The four subject networks address central societal challenges to be researched in an interdisciplinary manner by the faculties of the University of Koblenz *(see figure 1)*. They also structure the core activities of research, teaching, and transfer. They are to be understood dynamically: content adjustments or even new subject-specific alliances are to be identified and, if necessary, implemented within the scope of a strategy monitoring process lasting approximately two to three years.
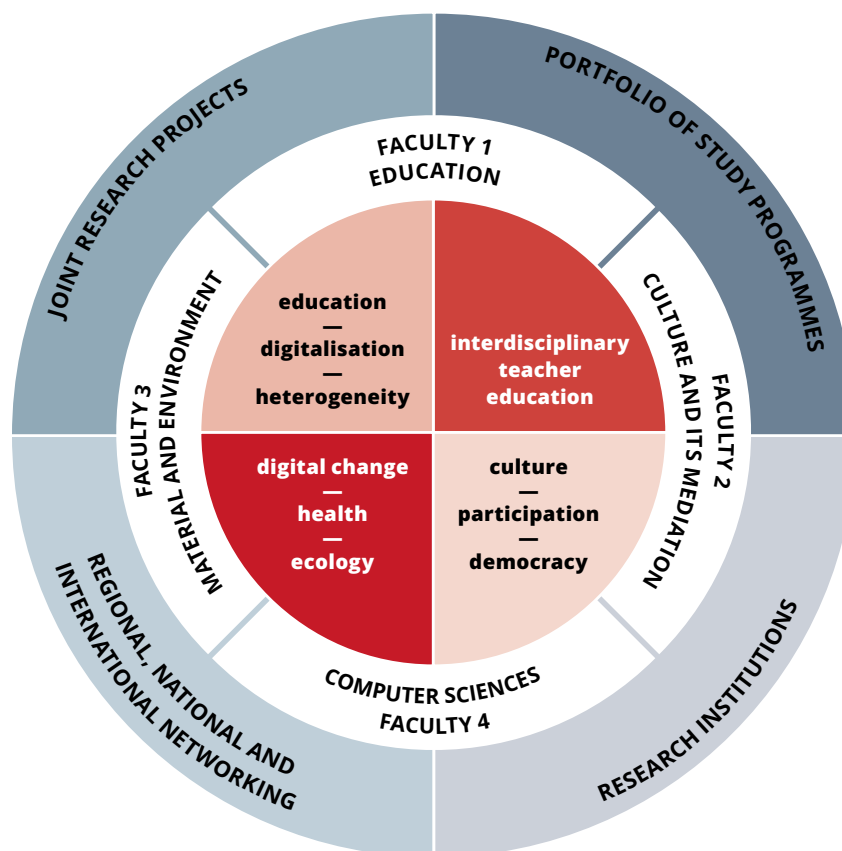

Figure 1: The four cross-faculty subject networks at the University of Koblenz (figure: Kathleen Hartung/University of Koblenz)

Digital change – health – ecology

Digital transformation has permeated all areas of life in our society today. Further development and exploitation of new information and communication technologies as well as innovative participatory or co-creative concepts in various areas of society are key items at the University of Koblenz. Last but not least, these innovative technologies and concepts for digitalisation also serve as essential pathfinders to meet the current challenges in the health sector and also in ecology.

Human health is affected by the increasingly evident impact of anthropogenic influences on the living environments of humankind. Our way of living and producing as a society, the way we feed ourselves and fulfil our mobility needs, directly affects the ecosystems around us by pollution and reduction of biodiversity as well as due to changes to the world climate or population development. Proper modelling of anthropogenic influences and their effects, i.e., the collection and evaluation of large amounts of data, enables protection of health as well as preservation of ecosystems and limitation of damage caused by anthropogenic and other influences. This is, on the one hand, to precisely describe the status quo and, on the other hand, to develop scientific foundations for the design of sustainable, ecological, resilient processes in the economy and society that are beneficial to the populations' health.

The growing complexity of the research objects described above cannot be successfully examined without interdisciplinary cooperation between computer sciences, the natural sciences, and the humanities, social sciences, and cultural studies. Social sciences and humanities-based conveyance of knowledge and transformation of findings and innovative developments in the natural sciences and computer sciences will be another important aspect in the future, in order to contribute to fact-based democratic decision-making processes in an increasingly well-informed society. Therefore, cooperation with partners such as companies, public institutions, and other educational and research institutions in the region is an integral part of working on the subjects.

Education – digitalisation – heterogeneity

Education is an indispensable prerequisite for social participation and development; it is increasingly faced with the challenge of having to be transferred to and aligned with digital contexts. Heterogeneity-related research questions arise for all areas of society, economy, media, art, and politics. They concern education (processes) in general and, beyond that, the divergent accesses to (educationally mediated) participation and the disadvantages limiting it due to disability, gender, social, cultural, and religious affiliations, language skills, etc. An open approach and active willingness to participate are valuable goals of education. The goal is to examine what chances for education and participation there are for members of different population groups, how they change, and how they can be improved by organisational development processes, interventions, further education, and use of specific pedagogic procedures and materials. The opportunities and potentials associated with heterogeneous groups will be considered in addition analysing heterogeneity as a product of social inequality.

General educational and heterogeneity-related issues also need to be discussed in the context of increasing digitalisation, which has radically changed the living reality of children, young people, and adults in the last few decades and, in some cases, requires the development of new cultural techniques. Digitalisation creates new heterogeneity in society or allows a stronger expression of it. These changes and their consequences are to be accompanied and investigated by research – also with a view to their partly different, partly parallel manifestations in different fields, among different groups of players, and with a view to interactions between human and non-human players.

The question arises how teaching/learning methods and competences can be delivered in the context of digitalisation and how different groups can be qualified to use digitalisation media and techniques for their own learning and to integrate them meaningfully into professional interactions, e.g., in the context of increasing needs and requirements for technological support in the workplace (see also the section on interdisciplinary teacher education on the following page).

Learning with digital media is an object of research, not least from the perspective of heterogeneity and participation. Further research questions concern innovative approaches to delivering or acquiring media literacy – within the meaning of developing new knowledge with and in relation to media, reflecting on one's own media use and critically evaluating developments in the media field.

The research activities consider thematically and methodologically heterogeneous approaches; they take place in interdisciplinary cooperation, contributing to generation of knowledge and innovation in the subject network "Education – digitalisation – heterogeneity".

Culture – participation – democracy

The subject network of "Culture – participation – democracy" explores mechanisms for participation of all population groups in democratic processes. Its joint research combines perspectives from education, social sciences, humanities, and cultural studies with those from natural sciences, mathematics, and computer sciences. In the sense of an inclusive, resilient, and democratic society, educational equity, and scientific literacy, for example, build essential foundations for this. Digitalisation of large areas of daily life expands the spaces for such participation and creates new opportunities. One example of this is the opportunities that broad-based electronic participation and e-governance offer citizens in their interaction with public authorities, government, and political decision-makers. However, these potentials of the digitalisation of society are also accompanied by risks: fake news, online racism, manipulation of elections, filter bubbles, or even data theft and abuse. Such opportunities and risks of participation are subject to research especially on the part of cultural and media studies, social sciences, and computer sciences. In particular, digitalisation is considered a socio-cultural, technological, and aesthetic transformation process in which new media enable new forms of democratic participation but may also create spaces for the articulation of anti-democratic resentments. Research on the requirements of participatory processes for democratic, inclusive, and resilient societies is needed in this context. Developing and utilising new innovative technologies and forms of citizen participation are targets as socially relevant results.

Interdisciplinary teacher education

The University of Koblenz places great importance on research-based teaching and explorative, interdisciplinary learning in teacher education. This subject network performs research, among other things in externally funded projects and in student (teaching) research projects, on teaching and learning, on school and extra-curricular players, (individual) schools, and framework conditions for the professional activities of teachers, as well as on teacher education in and after completion of the study programme.

One focus is on evaluative research approaches and impact research. The results achieved are continuously incorporated into teaching and are discussed and reflected upon with students in order to initiate new research projects as a result. Thus, the promotion of interdisciplinary reflection in teacher education study programmes is to take place in the scope of integrating the study of the two individual school subjects, which are only studied in parallel so far. Similarly, the research results are prepared for further education and passed on to teachers *(see chapter 3.2)*. The overarching objects of empirical research in this area are research on addressees, subject-specific pedagogy, and other research on subject teaching, career research, school research (e.g., on school transitions, school culture, and other subjects) as well as research on the educational system.

Institutionalising interdisciplinarity

In the scientific context, interdisciplinarity is targeted at the cooperation between different subjects. The University of Koblenz not only permits such cooperation with its broad range of subjects offered and short distances but considers it downright necessary and puts this into practice everyday. In order to support the exchange between subject representatives, it is necessary to develop a university-culture of communication and encounter opportunities that offers a view beyond the horizon of one's own discipline and facilitates cooperation with others, while legitimate discipline-specific perspectives are not limited by this.

- Emphatic promotion of interdisciplinary exchange and an integrative research culture is ensured by explicit designation of subject-comprehensive and cross-faculty, and thus interdisciplinary, research subjects. This institutionalises what has already implicitly characterised the essence of the research atmosphere in Koblenz. This institutionalisation does not define any specific research subjects or questions but creates a formal framework for changing foci that adapts to scientific and social progress and change, and thus for changing thematic foci.

The four above-mentioned subject networks are to be a constitutive part of an interdisciplinary research unit supported both centrally as well as by the four faculties; it can be associated with central departments of the university. Such an interdisciplinary research unit will require resources, and its development could be supported by further coordination and pooling of already-existing offices and funds. One possible scenario for establishing such an interdisciplinary research centre requires a five-year start-up phase being accompanied by a post-doctoral position with a post-doctoral qualification/research project relevant for these purposes.

Two functions are to be met specifically within this scope: organisation of interdisciplinary research as well as reflection and facilitation of the interdisciplinary research performed at the University of Koblenz in the subject networks and faculties.

Institutionalisation thus has the character of a research, coordination, support, and evaluation centre; the developing activities are organised, and projects are initiated here; furthermore, this is where developments towards transfer are supported, added value of interdisciplinary research is reflected, and results are secured through suitable publication formats.

- The common interests and research impulses of the faculties should stimulate interdisciplinary encounters by creating university-cultural-scientific as well as formal and informal occasions, and simultaneously provide a forum for planning cross-faculty study formats.

- Identification of interdisciplinary announcements, funding guidelines, and calls for proposals as well as addressing and networking with potentially relevant players should be coordinated by accompanying central offices and made accessible on digital platforms (direct and indirect information channels). Based on this constitutive design of interdisciplinary research, the disciplines involved are to be made internally and externally visible by a strengthened communicative structure, and their innovations are to be made accessible to colleagues and the public in a prominent position.

- Interdisciplinarity should not become a compulsion, but rather emerge from the existing dynamics of the University of Koblenz as a continuous and attractive offer for researchers. Handling with formalities should, therefore, be made easier for scientists through appropriate structures in research, administration, and central departments.

- Additional opportunities for promoting interdisciplinary exchange as well as incentive systems and support services for interdisciplinary cooperation are to be established.

Interdisciplinarity, the brand essence of the University of Koblenz, makes targeted use of the wide range of subjects on the one hand. On the other hand, a special approach in the sense of reflexive interdisciplinarity, as could be set up and operated by a reflective instance of interdisciplinary research via an interdisciplinary centre, should help in developing a special (and innovative) sensitivity to its potentials and problems.

2.2 Research activities of junior researchers

The University of Koblenz considers the promotion of junior researchers one of its core tasks. This covers the doctoral and post-doctoral phases up to the first professorship appointment, thereby comprising both promotion of junior researchers and career advancement. One essential aspect of this is the existence of a sufficient number of positions for qualification for the doctoral and post-doctoral phases. The University of Koblenz also continues a long tradition of accompanying offers in the form of institutionalised support for junior researchers and has created a central cross-faculty structure with the Interdisciplinary Centre for Research, Graduate Support and Human Resources Development (Interdisziplinäres Forschungs-, Graduiertenförderungs- und Personalentwicklungszentrum; IFGPZ), which is responsible, among other things, for supporting junior researchers, in addition to structured PhD programmes from various funding contexts and participation in federal-state programmes *(see chapter 7.1)*.

The University of Koblenz intends to both improve the conditions for scientific qualification and increase the quantity of completed doctoral and post-doctoral projects. In addition, the promotion of female junior researchers and other potentially underrepresented groups is to be granted greater attention.

- Additional positions for qualification are to be created for this purpose.

- Promoting (inter-)disciplinary competences and developing career strategies and education profile development in the phases from interest in doctoral studies to first appointment, also considering gender equality aspects, should be ensured.

- In keeping with the profile of the University of Koblenz, development opportunities by way of doctoral and post-doctoral projects with an interdisciplinary focus are to be increasingly developed alongside the disciplinary perspective.

- Within the scope of enabling structures, the University of Koblenz promotes active contribution of its junior researchers to the progress of scientific discussions through outstanding research contributions, participation in international research networks and the visibility of research activities at home and abroad, both ideally and within the framework of university-internal programmes.

2.3 Externally funded research

The University of Koblenz aims to significantly increase the scope at which external funding is raised. In this context, it focuses both on research cooperations in the region and on fund-raising from renowned public sponsors. The University of Koblenz makes it a priority to become a member of the German Research Foundation (DFG). By 2030, the conditions are to be created to also realise larger DFG joint research projects at the university.

Ongoing professionalisation in the area of supporting research is necessary in order to achieve these goals, as administrative and legal concerns are growing increasingly important by comparison to the strict organisation of research activities. Thorough knowledge of the constantly changing funding landscape also plays an important role. The University of Koblenz has, therefore, set itself the goal of providing professional advice and support to researchers in externally funded projects within the scope of available resources, from fund-raising to the administration and project management to the completion of the project.

The following measures are in focus in order to be able to implement the tasks listed:

- expanding the competence and task spectrum of the research division and the IFGPZ,

- establishing an efficient, process-oriented communicative structure between the supporting institutions involved (central departments, administration departments, ethics and dual-use research committee, quality assurance, etc.),

- establishing and expanding contacts with state, federal and EU research support institutions,

- continuing the provision of own funds for grant programmes maintained by the research division, which on the one hand support research activities (e.g., through conference grants) and on the other hand act as a motor for acquiring external funding (e.g., seed capital),

- examining whether a stronger incentivisation of proposals for external funding can be enabled through a financial return to project leaders from a higher share of the overhead of the third-party funds raised or an increased return of project profits.

2.4 Quality assurance

The University of Koblenz establishes a structured and efficient quality assurance system for research in order to achieve its goals. The assurance and monitoring of research quality should be ensured through independent commissioning. The primary goal is that of advising researchers on the establishment and presentation of quality assurance processes based on ethical standards, DFG guidelines and relevant professional associations and legal requirements. Supporting researchers in their extensive documentation obligations in reporting and public image, e.g., through simplified data queries, also contributes to quality. Quality assurance measures in research can be summarised as follows:

- developing an overarching quality assurance concept for research, including the establishment of structures and advisory services as well as the definition of responsibilities,

- considering issues and challenges of scientific quality and good scientific practice as well as research ethics issues in the distribution of business plan of the collegial presidential steering committee,

- introducing a point of contact for the legally anchored quality assurance concept for procedures for doctoral and the post-doctoral qualification (including a content-related key items paper and a legally coordinated procedural regulation),

- establishing a counselling service on subjects such as research-related conflict situations, research ethics issues including questions of "dual use", writing of ethical reports, aspects of good scientific practice, and data protection, etc.,

- implementing transparency and ensuring uniform, consistent high-quality standards and equal treatment of all doctoral candidates, also by formulation of supervision guidelines and doctoral degree regulations framework.

The University of Koblenz considers the broad public reception and discussion of research results not least to be an important means of quality assurance in research and promotes the dissemination of research results. As a result, it supports the global initiatives to simplify access to research results for all population groups.

- In future, the university – to a greater extent within the scope of its possibilities – will support efforts to establish open access as a regular form of publication for peer-reviewed scientific articles, whether in open-access journals or in publicly accessible repositories.

- The university develops a repository (OPUS) in which scientists can make their research results freely available to the scientific and non-scientific general public to promote the accessibility of the results of the scientists' research services.

- In addition, the university is to maintain a permanent fund in the library where publishers can apply for subsidies, if necessary up to the full costs, for publication costs (article processing charges in open access). A grant will require compliance with certain quality standards for publication.

2.5 Internationalisation

Both the focus on interdisciplinarity at the University of Koblenz and the increasing number of scientific discourses beyond national borders make international exchange with established scientists and junior researchers a logical decision. International visibility of the university must be a central and promoted concern in order to be able to make contributions to as many contexts of the scientific community as possible.

- The University of Koblenz aims to improve the conditions for scientists to increase their international presence, mobility, and visibility throughout all stages of their careers.

- The university's visibility as a research and educational establishment is to be improved and the internationally renowned publication output as well as the number of international visiting researchers, doctoral candidates and students is to be increased.

- Establishing and integrating into international research cooperations and PhD programmes should be promoted.

- The university will also work to ensure that procedures for binational dissertations (cotutelle) that follow uniform but flexible rules can be performed.

Service

- The University Library, as the central operating unit of the university *(see chapter 7.1.2)*, should be provided with sufficient funds to support translations and internationally visible OA publications. Furthermore, the university is going to provide funds to support international guest lectures, workshops, meetings, and conferences.

- The International Relations Office (IRO) supports scientists in identifying, fund-raising, and operating (managing) international research cooperations within the scope of its possibilities; the IFGPZ also provides support here within the scope of its mandate.

- In cooperation with the research division, the IRO offers support in identifying international research programmes and in submitting applications within the same framework.

- Exchange programmes are accompanied on all professional levels by the IRO, mobility is supported by an endowment of travel funds to be raised.

- The physical mobility of researchers as well as the research supporting staff – including further education in the field of foreign-language scientific communication – is to be supported by these measures.

2.6 Non-university research

The University of Koblenz cooperates with regional, national, and international institutions in a variety of research and application fields. This goes from cooperation with cultural and educational institutions to corporate cooperation and cooperation with associations, political players, and research institutions on regional, national, and international levels. As the only university in northern Rhineland-Palatinate, the University of Koblenz bears a special responsibility for regional knowledge transfer, reflected in a high density of cooperations with institutions in this region. These, as well as supra-regional and international cooperations also form a basis for recognised research services and spin-offs, in which the mutual exchange with the state, market and civil society sectors manifests itself. Close contact with alumni of the university is of particular importance here.

- The activities mentioned here will be consolidated and expanded further. In order to initiate comparable projects and to be able to activate and maintain the corresponding contacts/cooperation relationships, providing counselling for spin-offs is to continue. All in all, promoting start-up activities is to be further facilitated and intensified. The outward view and transparent networking with other cultural and educational institutions corresponds to this cultivation for the research projects in education, the humanities, social sciences, and cultural studies. The university's goal is to use its self-image to make knowledge and technology useful for society and, conversely, to productively absorb impulses from society.

Support for such activities is provided by the transfer team (dept. 1) and the Central Institute for Scientific Entrepreneurship & International Transfer (*Zentrales Institut für Scientific Entrepreneurship & International Transfer; ZIFET*) in close coordination with the research division, including coordinated monitoring of suitable research initiatives, advice on initiatives in the area of transfer, and the formation and strengthening of networks between players at the university and in the region *(see chapter 4)*.

> Chapter 3
Academics
and teaching

The University of Koblenz offers undergraduate and graduate study programmes and study courses for further education in the fields of education, humanities, social, cultural, and natural sciences as well as mathematics and computer sciences. The range of study programmes in teacher education with nearly the full range of subjects and for all school levels is an integral part of this. Studies at the University of Koblenz benefit in particular from the pluralistic self-image of the subjects, for which interdisciplinary cooperation is a profile feature *(see chapter 2.1)*. Based on this, new, innovative subject combinations can be continuously developed, which also offer students opportunities for individual profiling. In the future, the following strategic goals will be promoted regarding the attractiveness of the university:

- maintaining a broad range of subjects and expand combination options,

- maintaining adaptability under changing conditions,

- improving capacity for innovation.

In order to be able to act in times of organisational and societal transformation dynamics, the university strives to design study programmes and teaching structures in an agile manner and to subject them to continuous further development. The focus is on improving the quality of academics and teaching, and thus on the core of a successful study process; this is made possible by research-based teaching and learning. This enables students to prepare themselves in the best possible manner for the demands of the professional world and participation in social life. In future, the diverse activities in academics and teaching will be made visible, among other things, at an annual Academic Teaching Day on campus and by a teaching award with an awarding ceremony to which regional partners from the science and business community will be invited as well.

The University of Koblenz continuously develops its range of study programmes, comprising the following pillars:

- undergraduate and graduate, exclusively disciplinary study programmes,

- teacher education study programmes for all school levels,

- further education (distance) study programmes.

In this context, the university follows a clear basic system that opens up a wide range of options, thereby promoting the attractiveness of the university location. Supplemented by the institutional accreditation procedure and the introduction of an examination regulations framework, optimized use of resources can be achieved and the university-internal administrative workload can be significantly reduced.

3.1 Undergraduate and graduate, exclusively disciplinary study programmes

An academic structure will be established for the undergraduate and graduate, exclusively subject disciplinary study programmes in order to achieve the outlined goals; based on this, a range of study programmes can be developed in a flexible and contemporary manner. This makes it possible to react adequately and promptly to changing social demands and needs. At the same time, a flexible module structure is to offer students a high degree of variability by allowing modules to be combined individually.

Three basic models *(see figure 2)* are to consider the different needs of students to combine their key study areas and also to enable them to switch between the models:

- Model 1 provides for focus on *one* disciplinary profile. It corresponds to the current one-subject study programmes of largely specialised subjects. All (also supporting non-subject-related) contents are integrated into the curriculum of these full-subject study programmes. Current examples of this are the Bachelor's degree programmes in pedagogy and computer sciences and the Master's degree programmes in pedagogy with a focus on research and development in organisations, and computer sciences. This model can be considered accordingly for other Bachelor's and Master's programmes with a *single* disciplinary profile.

- Model 2 allows students to focus on *two* disciplinary key areas. It follows the idea of the previous two-subject Bachelor's programme. Within the model, it should be possible to implement different variants with different weighting between the subject key areas and to combine them as freely as possible. A supra-disciplinary area is to provide supplementary opportunities for the interdisciplinary connection of the study subjects. While only Bachelor's degrees were offered in the two-subject structure in the past, the ranges of study programmes are to be developed to include Master's degrees as well in future.

- Model 3 makes it possible to study in several disciplinary orientations; this creates an additional offer of individual profiling, in which one subject comprises at least one third of the credit points (plus final thesis). On the one hand, this requirement ensures the formation of at least one disciplinary cultural identity and, at the same time, fulfils the minimum requirements for the transition to the Master's degree.

The individual modules in all models ideally have 30 credit points in order to be able to guarantee implementation based on existing resources, making it easy to calculate the 180 credit points for Bachelor's study programmes or 120 credit points for Master's study programmes.

- New ranges of study programmes are designed based on existing programmes in accordance with the models and integrated into the portfolio of study programmes. "Pathways" with specific pre-structured course contents are developed for these ranges of study programmes. They propose an interesting

combination of subjects and a path through the study programme on which the building blocks are systematically interlocked and studied in sequence. When designing the ranges of study programmes this way, focus is on ensuring that there are connecting elements between the individual modules within the pathways, particularly through the profile area, so that they receive the coherence corresponding to the degree being pursued and are not studied in isolation next to each other. This also creates the genuine interdisciplinarity that characterises the University of Koblenz.
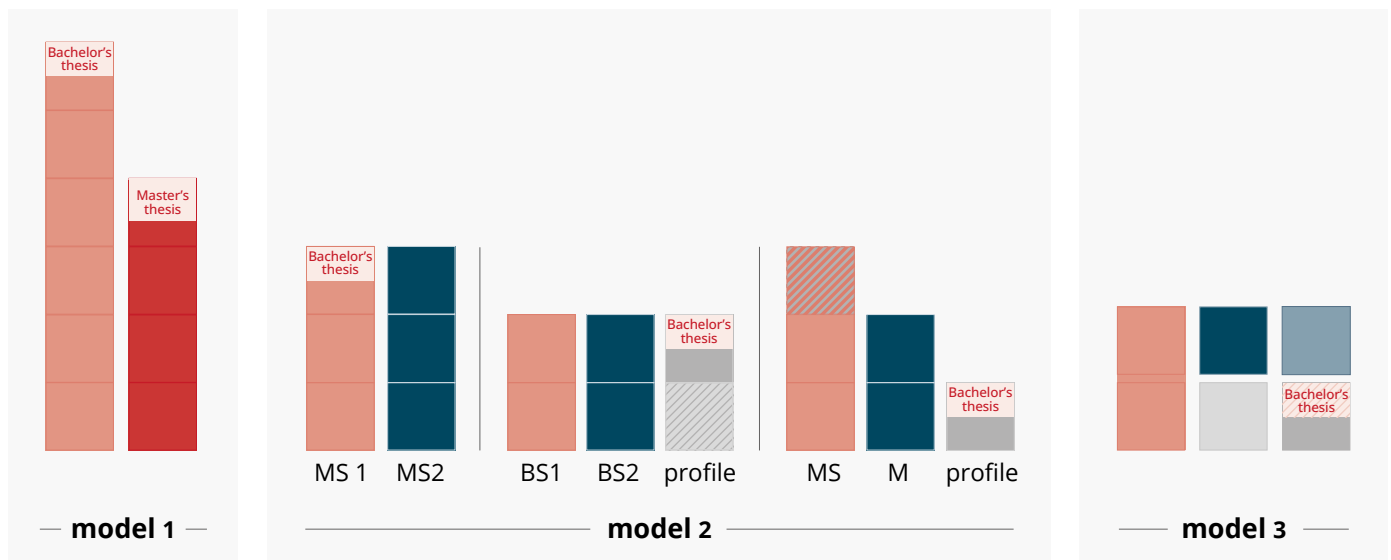
Figure 2:
Model 1: study programme with a disciplinary profile – Bachelor's and Master's degree
Model 2: study programme with two disciplinary specialisations, three variants for Bachelor's degreew
Model 3: study programme with several disciplinary orientations, only Bachelor's degree here for the beginning
Legend: 1 box = 1 element, MS: main subject, BS: basic subject, M: minor subject, profile: profile area

The pathways combine the desired high degree of flexibility for students with a level of commitment through which professionally qualifying degrees can be obtained.

Introduction and maintenance of the system of a flexible modular structure requires customised counselling for prospective and current students. The counselling

structures necessary for this will be integrated into the merged counselling services. The Interdisciplinary Career and Study Centre (Interdisziplinäres Karriere- und Studienzentrum; IKaruS) is to systematically strengthen exchange between the various players and institutions for coordination and advice on questions of academics and teaching *(see chapter 7.1.1)*.

3.2 Teacher education study programmes

Teacher education is an important pillar in the portfolio of the various study programmes at the University of Koblenz. The University of Koblenz lives and breathes research-related and future-oriented teacher education, both in terms of educational sciences and subject-disciplinary as well as general pedagogics and school-related quality and diversity.

- In order to ensure that teacher education is compatible and can be further expanded, a special focus is placed on professionalisation in study programmes for teacher education with well-founded professional participation of the disciplines. An educational and academic alignment is considered the basis for this; with strong networking of the faculties with and through the Centre for Teacher Education (*Zentrum für Lehrerbildung; ZfL*), it focuses on the profiling and personality development of the students.

Strong disciplines (in the subjects and their subject-specific pedagogy as well as the educational sciences) and school-type-related key areas (such as primary education and vocational education) are basic prerequisites for comprehensive research-based and student-oriented offers in teacher education study programmes.

- In addition to the recently introduced subject of nursing, the possibility of establishing new subject areas (e.g., social pedagogy, pedagogy, psychology) is to be examined for the study programmes for teachers at vocational schools (BBS) and the existing cooperation with Koblenz University of Applied Sciences is to be deepened in order to be able to develop an even more attractive offer here.

The close connection with the region that characterises teacher education in Koblenz is also expressed by the network of study-related activities with schools and teacher training colleges (campus schools network (*Netzwerk Campus-Schulen*) as well as Koblenz Network of campus primary schools and teacher training colleges (*Koblenzer Netzwerk Campusgrundschulen und Studienseminare; KONECS*)) in northern Rhineland-Palatinate. Stable contact with the region's schools serves further

development of teacher professionalisation in the mirror of the future fields of work and the subject-disciplinary as well as subject-specific pedagogy expertise at the university and enables a field of reflection of theory-practice offers.

- Integration of practical relevance in teacher education, which has been further developed in recent years through the large-scale MoSAiK (*Modulare Schulpraxiseinbindung als Ausgangspunkt zur individuellen Kompetenzentwicklung*; modular school practice integration as a starting point for individual competence development) project in the „Qualitätsoffensive Lehrerbildung" (a joint initiative of the Federal Government and the Länder which aims to improve the quality of teacher training), is to be further expanded and intensified.

Students who decide to pursue a teacher education programme at the University of Koblenz can professionally develop their strengths and interests with regard to working in schools by taking advantage of an additional offer for individual profiling.

- To this end, education profile development offers are to be established through cooperation between the subjects involved in teacher education and the Centre for Teacher Education (ZfL). Specifically, these are:

1. further development and expansion of the existing range of teacher education certificate courses with the goal of acquiring a teaching qualification for a third teaching subject

2. certificates that are subject-related supplements, such as languages, theatre, art, instrumental pedagogy, denominational cooperation in religious education (e.g., the existing certificates "Content and Language Integrated Learning" (CLIL) or "language education and German as a foreign language")

3. certificates that address cross-sectional subjects for teachers, such as cultural education, education for sustainable development, peer counselling, parental work, digital teaching/learning methods or gender and diversity

Regarding future-oriented teaching and learning methods, the University of Koblenz continues to develop the use of digital media, in particular in teacher education study programmes, and to reflect on it in relation to the subject area of teacher education.

- An efficient university pedagogy, developed in the Interdisciplinary Centre for Teaching *(Interdisziplinäres Zentrum für Lehre; IZL, see chapter 7.1.1)*, pays particular attention to the aspect of digitalisation and offers continuous qualification and exchange formats.

- In the scope of revision of the curricular standards for teacher education in Rhineland-Palatinate, digitalisation is going to become an integral part of all subjects and will be established as a networking element in the teacher education study programmes at the University of Koblenz, creating an interrelated, interdisciplinary teaching-learning offer where all prospective teachers can develop their own digitalisation competences as well as corresponding mediation competences.

Continuing and further education for (prospective) teachers

The University of Koblenz offers a wide range of continuing and further education courses for (prospective) teachers for different school types; this is to be expanded, in particular in terms of target group. The guiding principle for this offer should be direct proximity to research, and thus direct transfer of knowledge from the university to the region or to the schools.

- Existing certificate programmes should also be opened up to teachers.

- The continued and further education range is to be designed with recurring subject-related series, which are fed from the faculties and subjects, but jointly and centrally advertised by the ZfL via a university portal.

- Centralising the coordination of the offers should lead to active and reliable advertising to the rele-

vant target groups (e.g., school networks, teachers, trainee teachers, graduates, etc.).

3.3 Further (distance) education study programmes

Scientific further education is the third pillar of the University of Koblenz's portfolio of offers and services; it is an integral part of lifelong learning. It is mainly aimed at an academically qualified audience or at people who have acquired the necessary aptitude for a study programme for further education through their profession. The online and distance education programmes offered by the Centre for Distance Studies and Continuing Education (*Zentrum für Fernstudien und Universitäre Weiterbildung; ZFUW*) generally makes the university a dual-mode institution, i.e., an institution that offers its knowledge distribution in an online and offline mode at the same time *(see chapter 7.1.1)*.

In order to further develop the offer, the aspect of digitalisation should be considered more thoroughly. Distance education by its nature constitutes media-based teaching and learning. As media or media technologies evolve, the university's distance education programme offers also require constant modernisation. Furthermore, new offers, both in terms of content and concept, are to be examined and implemented, and low-threshold further education formats are to be expanded.

The following measures are envisaged to achieve the targeted objectives:

- developing a concept for the digitalisation of distance education,

- developing and establishing new study programmes for further education and examine internationalisation of the programmes,

- examining the implementation of a "Bachelor's degree in further education",

- expanding the successful "KoLaFlex" distance education model with flexible, integrated offers from certificates to complete distance education programmes.

3.4 Teaching and learning formats

Further development of the entire range of undergraduate and further education study programmes is linked to contemporary teaching and learning formats that characterise studying at the University of Koblenz.

Sustainable learning

Sustainable learning is essential for the self-image of the University of Koblenz. Strategies for promoting sustainable learning need to be developed further. Understood as a life-long process, learning aims not only at the acquisition of specialised knowledge, but also at competences of knowledge acquisition, to be applied in further life as well. The university achieves sustainable learning through measures that promote individualisation, flexibility, and personal responsibility or independence in the study programme and beyond. Teaching is consistently designed to be research-based and opens up sustainable, research-focused learning approaches through appropriate formats, among other things also bringing the desired genuine interdisciplinarity to life.

Individualisation

Individualisation means that specific needs of learners are addressed and turned into a benefit for everyone involved. Concepts of internal differentiation should also be applied in the lecture hall or seminar room; this way, learning opportunities for all are created from the challenges of growing heterogeneity.

Flexibilisation

Flexibilisation means that studies can be adjusted beyond standardisation and prescribed formats. Temporal aspects of learning as well as structural aspects of teaching are made more flexible. This should also and

specifically enable students with various professional and/or family commitments to integrate their studies into everyday life and complete them successfully *(see chapter 6.3)*.

Personal responsibility

Individualised and flexible teaching-learning formats promote personal responsibility in the learning process. Students acquire important key competences for the systematic knowledge acquisition through the independent organisation of their studies. Individual responsibility in learning should not exclude joint, i.e. social, learning. Collaborative learning formats, e.g., peer-to-peer learning, support competences in the areas of autonomy, communication, and project management.

Research focus and interdisciplinarity

Teaching is to be made research-based in content and interdisciplinary by anchoring both aspects in the curriculum. Research focus is a core criterion for high-quality university teaching. Methodological competences are promoted in addition to subject knowledge aligned with the current research status, e.g., by research-based learning and (cross-faculty) project work. Interdisciplinarity of the study programmes is aligned with contemporary developments in the sciences, which are increasingly interdisciplinary or transdisciplinary, and also with the transformation dynamics of society. Such developments are to be used in ranges of study programmes and key areas. Explicitly interdisciplinary courses are to be expanded and anchored in the courses offered.

Digitalisation

Digitalisation expands the repertoire of available pedagogic procedures and methods and enables new teaching/learning formats, with digital formats and platforms permitting individualised, flexible, and autonomous study in a meaningful manner. Upcoming digital transformations are to be consciously, critically, and actively shaped through digitalisation as a cross-sectional task at the University of Koblenz, integrating digitalisation as a content and method of the academics and teaching processes in the study programmes.

- Digital literacy should be regarded as a basic academic competence at the University of Koblenz and, if possible, anchored in all curricula as an educational goal.

Further development of digital media, tools and programmes should be initiated, discussed, and adapted not only across the university, but also within the subject area, and the corresponding subject cultures should be included in the development of a joint digitalisation strategy so that the conscious, critical, digital transformation in academics and teaching can succeed.

- In the medium term, corresponding media-theoretical or media-pedagogic competences should be implemented in all study programmes/module handbooks.

3.5 Quality assurance and development

The University of Koblenz has an established system for quality management for academics and teaching. This was confirmed by the institutional accreditation for the University of Koblenz-Landau; both – the system for quality management as well as the institutional accreditation – will be transferred to the new university. In line with the developments in academic structures, the system for quality management is also to be developed further. The experience of the subjects and bodies with implementation of the existing system is incorporated into the process, as are requirements that arise from special study models.

- The goal is to establish a transparent, participatory, lean, and effective system, which considers the understanding of good teaching and an attractive range of study programmes and is accepted and lived at all levels.

Chapter 4
Idea, knowledge, and technology transfer

The transfer of ideas, knowledge, and technology (*Ideen-, Wissens- und Technologietransfer*) is a central task of the University of Koblenz. It is coordinated by the transfer team as a central hub in cooperation with the transfer officers of the faculties and with involvement of the central departments and the administration. The understanding of transfer is in line with the joint transfer strategy of the University of Koblenz and Koblenz University of Applied Sciences.

4.1 Understanding of transfer

The University of Koblenz is committed to the transfer of ideas, knowledge, and technology as a third mission along with research and teaching. It is based on a systemically integrated understanding of transfer. An immanent connection between research, teaching, and transfer is assumed. The equivalence of the areas is recognised, and their mutual reference is promoted.

• The University of Koblenz's understanding of transfer encompasses technological and economic dimensions as well as social and cultural dimensions in their mutual relationships.

• It strives to integrate all sub-areas of society, i.e., to include them comprehensively, systematically, and sustainably, and is based on the principles of "integrative" (research, teaching, and transfer are regarded as equally important), "dialogical and participatory" (transfer from and into society), "reflexive" (transfer is practised and researched at the same time), and "plural-interdisciplinary" (different subject and transfer cultures are considered).

- Transfer is understood as a process closely linked to the life-long learning of all players – also from each other.

- It is reciprocal and thus leads to a transformation of knowledge and competence in circular innovation chains among all players involved. Following the model of the quintuple helix, these are the economy, civil society, politics, science/technology, and the environment. They act as push and pull factors here in equal measure, requiring both accompaniment and critical reflection. Complete value and innovation chains, from basic research to product and community welfare, enable a range of transfer that encompasses all stakeholders.

Accordingly, the university is committed not only to accelerating the translation of scientific findings and research into marketable or application-capable products, processes, and services, but also to strengthening transfer and its visibility in science and society. The University of Koblenz contributes to further development of the surrounding knowledge and innovation region and to knowledge-based regional development based on close cooperation with its partners. In light of this, the transfer activities particularly aim to actively strengthen the research and innovation systems in northern Rhineland-Palatinate in association with other universities in the state and their different regional and thematic focuses, in addition to more far-reaching national and international projects.

Idea, knowledge, and technology transfer is understood as a dynamic process that is continuously performed and further developed with the participation of interested university members.

- The University of Koblenz cooperates transparently with its partners in order to intensify and increase visibility of transfer and to systematically reach all transfer players (business, civil society, politics, science/technology, and the environment) and all areas of society in accordance with the understanding of transfer. The circle of such partners is subject to constant expansion.

4.2 Transfer positioning

The transfer profile of the University of Koblenz aims at active cooperation with the region and its citizens, organisations, and companies. The university focuses on current and future challenges by combining interdisciplinary basic research and applied research in a specific way.

- In future, the diverse transfer activities will be made visible at an annual transfer day on campus and with awarding a transfer award, to which partners from the science and business region will also be invited.

- Public participation in local transfer networks in the form of citizen science and community-based research will be further developed and intensified. New formats are being tested and applied for this purpose as well.

Transfer regionally, nationally, and internationally

The University of Koblenz plays a special role for the districts of Ahrweiler, Altenkirchen, Cochem-Zell, Mayen-Koblenz, Neuwied, Rhein-Hunsrück-Kreis, Rhein-Lahn-Kreis and the Westerwaldkreis as well as the city of Koblenz as the university of northern Rhineland-Palatinate, between the metropolitan regions of Cologne-Bonn, Rhine-Neckar and Rhine-Main. The region shows a high density and interconnectedness of "hidden champions" as well as a strong middle class. Regional networks increase the region's potential as an economic, cultural, and educational region and promote intensive cooperation between business, civil society, politics, public administration, science/technology, and the environment. The economic and academic alliance region in Koblenz (*Wirtschafts- und Wissenschaftsallianz Region Koblenz e. V.; WWA*) with its members is considered a strong transfer partner, in particular since it was founded, among other things, to actively shape the cooperation and transfer activities of the Koblenz region.

- The university actively cooperates with the city of Koblenz, the neighbouring districts, their citizens, initiatives, networks, and the economy. The strategic potential of the campus schools network, with more than 30 secondary schools in the region already at this time, is subject to intense use and expansion.

- The University of Koblenz considers itself an active partner in a wide range of non-university and internal scientific networks, coordinated and supported by the university's transfer team.

- The alumni networks contribute to transfer at regional and national level. The transfer dimension of alumni work will be further expanded.

The University of Koblenz consolidates its international networks, continuing to visibly position itself in the research landscape. Transnational cooperation is considered an important contribution to improving the quality of teaching, research, and transfer. Lectures, publications, licences, patents, projects, further education, or spin-offs are launched together with the partners.

Transfer research

A reflexive understanding of transfer includes the accompanying research of transfer activities. It takes place – in an interdisciplinary manner – in the faculties, some of which have established their own structures for this purpose. The transfer team accompanies and supports these activities.

- The overarching goal of transfer research is to create both a theoretical foundation and a methodological further development of the field of transfer in an interdisciplinary perspective. Thus, in the transfer projects on regional, national, and international levels, accompanying research, in particular within the meaning of quality assurance for interdisciplinary research projects, is constantly considered and, if possible, expanded.

- The goal to further move research on transfer from a temporary status to an unlimited one is achieved through establishing an independent research area for research on transfer and citizen science at professorial level.

Founding

In the area of start-up promotion, the start-up office of the University of Koblenz motivates, supports, and accompanies students, professors, employees, and alumni with innovative ideas for founding a company.

- The goal is to increase the number and quality of start-ups from within the university across all disciplines by accompanying and supporting start-ups from the area of science (scientific entrepreneurship).

Further education and transfer

There are various offers and players at the university in the area of transfer; some of these measures belong to the area of further education. However, transfer is often not explicitly declared or understood as further education, as "learning" frequently happens informally in facilities such as: technology camps, KinderUni, SommerUni, advice from the start-up office, exchanges in transfer projects, workshops, etc. There are also some lectures with a further education character, for example the "Science meets ..." series or participation in external lecture series.

The university transfer team as a central player addresses various target groups with most of its measures and promotes inclusion of all stakeholders, also in the area of further education. However, so far there is no structurally anchored organisational connection to the area of further education.

In this perspective, the following measures are to be implemented in the areas of transfer management, citizen science, entrepreneurship, as well as by inclusion of contacts for further education in a transfer network and through exchange between the contact persons for further education and the transfer team:

- Closer networking between the areas of further education and transfer, e.g., by designating transfer events as further education.

- Opening up the transfer network to the area of further education.

- Conducting further education for employees active in transfer.

4.3 Strategic guiding objectives of transfer

In order to be able to act systematically as an important driver of regional, national, and international development and the expansion of social, cultural, scientific, and economic opportunities for participation, the university uses the following means or will establish and expand them in future:

- Cooperation in the form of application-oriented research and development projects, mission-oriented research, research services, implementation of cooperative research, final and project theses.

- Communication with other transfer players in joint regular meetings, transfer days, a public transfer newsletter, and a social media platform.

- Exchange of information in formats such as publications, conference papers, counselling, participation in fairs and further education.

- Personnel exchange, e.g., through joint study programmes with other universities, practical phases, and preparation of final theses in cooperation with companies, increased mobility of teachers and researchers between science and practice.

- Promotion of spin-offs, among other things, by intensive cooperation with start-up offices to enable and promote spin-offs, cooperation with other start-up-oriented institutions.

4.4 Quality assurance of the transfer activities

The transfer activities are to be evaluated with the help of an assessment concept along qualitative and quantitative parameters. The transfer division develops a suitable concept for this.

> Chapter 5
Development in the faculties

The University of Koblenz relies on the high degree of autonomy and responsibility of its faculties as the bearers of teaching and research. In the following, the faculties will describe their development goals and priorities in terms of suitable measures to achieve them, based on five guiding questions from their respective perspectives. In addition, they present the options that would be sought, for example, in setting priorities in individual subjects through possible changes in the denomination of professorships or in the case of an increase in staff and funding. Last but not least, this also involves a presentation of the potential for increasing external funding.

5.1 Faculty 1: Educational Sciences

Educational processes depend on social conditions and, like established and newer formats of conveyance of culture and knowledge, are challenged by complex transformation dynamics. Within its departments, faculty 1 has a distinct sensorium for current changes in the various social fields that are investigated in scientific know-how and with methodologically diverse approaches. This way, it contributes to information and generation of knowledge for science and society – also in a regional context – by its closely related research and teaching.

Apart from this, researchers from faculty 1 are internationally active and visible. They participate regularly and extensively in international scientific discourse, publish in international journals, and present their research at conferences worldwide.

- All in all, faculty 1 aims to develop its departments to a substantial size and in a balanced size ratio, as well as to achieve a workable endowment for each professorship. This can go hand in hand with the development of new additions to the range of study programmes as well as establishing further professorships with corresponding denominations within the five priority areas (see below) – in addition to the constant efforts to generate external funding. Intensification of research efforts in the profile area "Health and resilience", closely linked to the department of nursing sciences, is considered a priority.

- In addition to the requirement of turning cultural exchange processes into a subject of research and application practice, faculty 1 strives to increase internationality in teaching, among other things through international courses or those that address intercultural and transcultural subjects and are offered in cooperation with universities abroad. This also includes promoting international student mobility by expanding available ERASMUS and comparable contacts beyond Europe, promoting the international mobility of staff in all qualification phases (doctorate and post-doctorate), and increasing the number of international doctorates.

Academics and teaching

In the teacher education study programmes, faculty 1 is going to expand its range of study programmes in the short term. This specifically includes

- comprehensive expansion of the study programmes for the teaching profession at vocational schools by establishing the subject of nursing science with a total of three professorships as well as the professorship for vocational education, which has the task of providing an educational science

foundation in the teaching profession at vocational schools, as well as

- prompt implementation of social pedagogy in the study programme for the teaching profession at vocational schools, which will enable cooperation with the Koblenz University of Applied Sciences to be intensified, and

- medium-term introduction of the subjects of pedagogy and psychology as teaching subjects for the study programmes in teaching at vocational schools.

In addition to this, faculty 1 plans to introduce social studies as a teaching subject for Gymnasium schools (German grammar schools) and to participate in an interdisciplinary certificate programme on social studies.

Faculty 1 takes a positive view of the state government's considerations to establish the teaching profession for special-needs schools at the University of Koblenz. This would meet the need for teachers in this school sector in the northern part of Rhineland-Palatinate. In addition, the University of Koblenz would thus serve all types of schools.

The prompt introduction of the interdisciplinary and cross-facultyly designed consecutive two-subject Master's programme and the Bachelor's programme Computational Social Sciences represents an important step for faculty 1 on the way to expanding its portfolio of study programmes in the course of the university-wide reorientation towards a flexible modular structure. In the long term, the portfolio of study programmes will be expanded in breadth and differentiated. This is just as much about expanding the range of competencies in the teacher education programmes as it is about raising the profile of all other study programmes:

- expanding the two-subject Bachelor's degree by further profiled specialisations, so-called pathways (e.g., health psychology/sociology, forensic psychology, biological psychology, sociology of memory, military sociology, sociology of the environment and technology),

- restructuring the specialisations with regard to the B.A. in Pedagogy (e.g., in the areas of health or nursing education, media/digital education, environmental education/education for sustainable development, cultural education),

- examining the establishment of other, potentially dual formats of practice connection,

- substantial expansion of the elective options within the Master's programme in Educational Sciences with a focus on research and development in organisations, potentially also through links with the above-mentioned two-subject Master's programme, as well as

- expanding the profiled specialisations/pathways and elective subjects in the two-subject Bachelor's degree in the form of a major in psychology (B.Sc. and M.Sc. according to model 2, *see chapter 3.1*) with the application subjects "Environmental and health psychology", "Forensic psychology", or "Business psychology and counselling", which are geared to regional needs.

Research

The research interests of the institutes and departments culminate in the five focus areas of "System and organisation", "Culture and knowledge", "Difference and heterogeneity", "Individual development and change", and "Health and resilience". Research projects and the faculty-wide OER Lab (Open Educational Resources) also focus on the cross-sectional area of "Digitalisation and education", which should receive greater consideration in future.

In the medium to long term, a large-format application (DFG research group, DFG priority programme or research training group) initiated by faculty 1 will come into view in at least one of the priority areas. These are to be further developed accordingly:

Focus on "System and organisation"
Faculty 1 strives for a broader and even more visible placement in the field of national and international research for projects that tackle educational system development in the various institutional fields. Based on the initiatives to date, the foundation is to be laid for further applications and profiling in the areas of organisational and school pedagogy as well as organisational sociology and psychology.

Focus on "Culture and knowledge"
Research on cultural actions as well as forms and practices of knowledge should make substantial scientific contributions to participation in cultural events in a society. In the long term, faculty 1 strives to establish a centre for this thematic area.

Focus on "Difference and heterogeneity"
In the area of basic research as well as application and accompanying research, permeability, and participation in the educational system are analysed from an educational sciences perspective. This focus also suggests the development of the expansion of research activities on the promotion of disadvantaged people and inclusion.

Focus on "Individual development and change"
In addition to research on individual learning and educational histories and their subjective interpretations, which is to be further expanded, the previous third-party-funded research commitment in this area points to the expansion in the direction of development research with a biopsychological or health and environmental science orientation.

Focus on "Health and resilience"
The profile area forms the interface between education and health sciences and, within the scope of establishing an education profile development professorship in this area, is to accentuate resilience research much stronger.

Transfer

The transfer activities of faculty 1 are closely related to the research and teaching profile and complement it. They include many formats such as lectures, conferences, fairs, workshops, networking, placements, final theses, advisory services, or practical and research projects. Regarding the objectives for the coming years, three institutional levels can be distinguished:

- On the level of the departments, proven transfer activities in research and teaching will be continued (e.g., school cooperation, KONECS, Ada Lovelace project, Transfer Day, etc.); apart from this, there will be further key areas, in particular in digitalisation, care and health, urban and regional development, sustainability, migration, and multilingualism.

- The current common understanding of transfer is being further developed in faculty 1. Establishing a separate transfer office could serve to strengthen the institutionalisation of transfer concerns, i.e. to improve coordination, documentation, visibility/public relations, and monitoring/evaluation. A special task here would be supporting acquisition of external funding for financing transfer activities as well as the targeted linking of transfer, research, and teaching with the goal of creating synergies.

- Faculty 1 focuses on the level of connection and integration of its transfer practice into the university's transfer strategy.

5.2 Faculty 2: Arts and Humanities

Faculty 2 combines the subjects of art, music, German studies, English/American studies, Protestant and Catholic theology, history, philosophy as well as the Department for Cultural Studies, comprising politics, ethnology, and media studies. Faculty 2 derives its strength from the combination of various subjects. The interface function of different study programmes is one of its special features. It is not only the single centre for humanities and cultural studies in northern Rhineland-Palatinate, but also represents a range of scientific perspectives that can live up to any cultural and social phenomenon or problem. In combination of its different perspectives, faculty 2 can develop its critical, analytical, and problem-solving potential in research, teaching, and transfer. To this end, faculty 2 maintains intensive cooperation between its disciplines and with other institutions at the university and in the region.

Based on these prerequisites, faculty 2 has set itself the following primary objectives for the next few years, and in particular for the period after the University of Koblenz becomes independent:

- The individual subject profiles should be preserved and sharpened in order to prevent levelling of subject differences, to make cooperation between the subjects effective, and to be able to use the respective subject perspectives all the more purposefully. Therefore, expansion of subjects with participation in all forms of study programmes (teaching profession GS, RS+, Gym, BBS; two-subject Bachelor's, certificate, research, and application-oriented Master's study programmes) is planned in all departments of faculty 2. One current focus is the reintroduction of teacher-education art courses.

- Developing the cross-faculty key areas of mediation cultures, democracy, and posthumanism is intended to interlink faculty 2 more closely internally across all levels and to make it more capable of acting as a unit externally. Further key areas are to be developed in the coming years.

- It is planned to expand externally funded research, with a particular focus on programmes offering support for junior researchers, in order to expand and improve the research infrastructure of faculty 2 and to produce more of its own junior researchers. The application for a DFG Research Training Group, the follow-up application to the MoSAiK project and a mentoring programme to increase the number of DFG applications serve this purpose.

- Faculty 2 and the department of art studies are striving for a joint PhD research school in cooperation with the institute for artistic ceramics and glass at the Koblenz University of Applied Sciences.

- The area of transfer is to be expanded and strengthened by targeted and institutionalised cooperation between faculty 2 and regional and supra-regional institutions. The "Koblenz culture and politics working group" is to be further developed. This is a contractually agreed cooperation with the Federal Archives, the State Main Archives, the State Library Centre, and the City Archives and Library. Further cooperations with museums at local and state level and the Koblenz Theatre are intended.

Faculty 2 strives to achieve these goals through future workshops, the exchange format of the cultural studies colloquium, targeted specialist conferences, workshops as well as funding applications.

5.3 Faculty 3: Mathematics/ Natural Sciences

Faculty 3 comprises the Institute for Integrated Natural Sciences with the Departments of Biology, Chemistry, Geography, and Physics, the Institute for Sport Sciences, and the Mathematical Institute.

Faculty 3 is going to focus its research and teaching activities on the three main areas of "STEM pedagogics", "effects of anthropogenic stressors in ecosystems", and "materials science". All key areas have regional relevance and pursue research approaches that have the potential for national and international visibility. In addition, faculty 3 has identified the two overarching cross-sectional subjects of "Water" and "Mathematical modelling, simulation, and optimisation".

These are relevant in all key areas, and also enable the key areas to be networked with each other and increase the competence of faculty 3 in interdisciplinary research approaches. Developing the key areas is determined to a large extent by the current staffing strategy of faculty 3. This pursues the goal of generating critical masses of research expertise, to be regionally interlinked as well as nationally and internationally visible. These critical masses are also able to successfully raise funds for and implement coordinated programmes.

Focus on "STEM pedagogics"
All subject-specific pedagogy areas are staffed with professors or at least with unlimited, habilitated staff. The research approaches of the professorships cover all age groups from primary to secondary school and further education aspects. The KOMINT umbrella structure, which has already been established, will bring together the pedagogics professorships and make them visible players within the educational landscape of the region; close cooperation with the "Computer Science and its pedagogics" professorship of faculty 4, which is to be appointed, will be sought as well. The pedagogic professorships are going to play a visible role in the BMBF's application for the "„Qualitätsoffensive Lehrerbildung" (a joint initiative of the Federal Government and the Länder which aims to improve the quality of teacher training) the issues of STEM education in schools and further education are going to be one of the pillars for education profile development and for the application and the project to be performed.

Focus on "Effects of anthropogenic stressors in ecosystems"
This focus is specifically supported by the current appointment strategy, so that the critical mass required for promising applications for coordinated programmes is further strengthened.

Focus on "Material science"

The focus will be strengthened with the "Inorganic chemistry" professorship, which will have a research relation in the field of functional ceramics. A research focus to be pursued with priority in the direction of ceramic biosensors will allow the focus of "materials science" to go beyond its current activities in the fields of ceramic high-temperature materials and materials and surface physics to find and successfully address intersections and research questions with a focus on "effects of anthropogenic stressors in ecosystems". In this context, the professorship to be appointed again in 2026 should continue to bear the denomination of "Physical chemistry" or "Technical chemistry"; regarding its research fields, it should continue to be active in the field of ceramic materials, since it is precisely this area that has an equipment-based research infrastructure that also meets international standards.

Cross-sectional subject "Water"

Faculty 3 cooperates with the Koblenz University of Applied Sciences and the Federal Institute of Hydrology on the subject of "water". The resulting combination of expertise is a national unique selling point for the Koblenz science region. The working groups of faculty 3 work on or develop research approaches that deal with the subject of water as a habitat, as a resource or as an environmental space for materials, with close interaction of the cross-sectional subject with the focus on "Effects of anthropogenic stressors in ecosystems". The appointment strategy for the next few years is going to additionally strengthen this subject, as the research area of the professorship of botany to be appointed in 2028 will be advertised with the same name, but with a research focus in, e.g., the area of the water-land transition (e.g., floodplains, bogs, etc.).

Cross-sectional subject "Mathematical modelling, simulation and optimisation"

Large amounts of data will be generated in all priority areas as well as in connection with the cross-sectional subject of "water". In addition, it is necessary to translate research results into mathematical models that are suitable for understanding the effects of various influencing variables on complex events.

A network with faculty 4: Computer Sciences in research and teaching will also be implemented through the Mathematical Institute. The department's focus in the area of "Mathematical modelling, simulation, and optimisation" will be further strengthened by means of the upcoming or announced appointment procedures in 2023 and 2029.

The goals listed below are to sustainably strengthen the quality of research and teaching in faculty 3 and thus ultimately strengthen the quality and career opportunities of graduates as well as the possibilities of acquiring external funding:

- creating critical masses in the key areas and cross-sectional subjects while developing intersections between the key areas,

- increasing visibility and external funding capacity of faculty 3, particularly with regard to coordinated programmes,

- contributing to meeting the regional academic labour demand and the need for addressing problems through cooperative research projects with public institutions and commercial enterprises.

In the area of academics and teaching, faculty 3 plans to

- sharpen and improve the quality of teacher education study programmes by filling the newly established subject-specific pedagogy professorships,

- introduce a consecutive study programme "Hydrology and Water Management B.Sc./M.Sc." jointly supported by the University of Koblenz, the Koblenz University of Applied Sciences, and the Federal Institute of Hydrology, which meets the demand for professionally suitable graduates (see above),

- further develop the disciplinary study programmes and examine options for strengthening internationalisation,

- open up the Bachelor's study programme "Applied Natural Sciences" for dual-degree students and develop certificates as online offers in the area of further education in close coordination with the ZFUW and depending on the interest of regional employers.

In light of identified deficits, additional resources in the area of human resources are preferably used by faculty 3 in the following areas:

- creating temporary positions for qualification to increase research output and the ability to obtain external funding,

- expanding in the area of secretarial positions and in the area of technical positions to supervise laboratory placements and large equipment,

- converting positions with a high teaching load in the scientific non-professorial staff into positions for scientific staff.

Faculty 3 is going to use an increase in funds to improve research equipment in the experimental natural sciences, but also in sports science. It will preferentially invest in infrastructure where its use in as many working groups as possible can provide impetus for interdisciplinary research projects.

5.4 Faculty 4: Computer Sciences

The special feature of computer sciences at the University of Koblenz is in its broad and closely interlinked spectrum: Core computer sciences, computational visualistics, software engineering, web and data science, business and administrative computer sciences and digital business management are organisationally institutionalised in a joint faculty. This breadth and heterogeneity open up interdisciplinary and multi-perspective approaches to computer sciences, which the faculty 4 will maintain and further expand for the future.

The development goals relate to the three dimensions:

- Profile and interdisciplinarity,

- Teaching and studies and

- Research and transfer.

Profile and interdisciplinarity

"Data Intelligence" is the primary and overarching profile theme. It stands for the combination of data – across the above-mentioned spectrum of faculty 4 – and artificial intelligence to support ever new applications. In this context, data intelligence is assigned the importance of creating an interdisciplinary profile both internally (both between the faculty institutes and as an interface to the other faculties) and externally (city, region, Germany, internationally). Education profile development must be dynamically adaptable in computer sciences in order to be able to meet the rapid technological developments with high dynamics, quantity, and heterogeneity of research results at an early stage and in a targeted manner.

Faculty 4 has set itself the following goals:

- Strengthening the profile subject of "Data Intelligence" within the university and externally as part of its development into a stable core for the internal organisational culture of faculty 4 as well as an attractive externally oriented brand core through appropriate regional, national, and international marketing and the establishment of an industry advisory board.

- Agile further development (sharpening, opening, expanding) of this profile, for example in the direction of health data intelligence, artificial intelligence in medicine, artificial intelligence in robotics, business intelligence. Systematic consideration of current trends in computer sciences and ongoing review of the profile via a faculty-internal task force on "future trends in computer sciences".

- Interdisciplinary further development of the faculty profile, for example by incorporating behavioural and economic insights; also linking with orthogonal priorities such as sustainability. A working group comprising one computer sciences officer/interested person from each faculty and from each central department is to be established for the consistent further development of the interdisciplinary aspects of the profile.

- Increasing the attractiveness of faculty 4 for its own professors and staff as well as external parties by developing a "Personalized Onboarding and Stay with Us" concept for the long-term retention of staff.

Teaching and study

The high quality of teaching in all Bachelor's and Master's study programmes, with innovative pedagogic approaches for the conveyance of knowledge and a short distance between teachers and learners, faces the challenge of a highly dynamic fluctuating and volatile number of students. This is reflected in a decreasing proportion of German students and a simultaneously increasing proportion of international students, as well as a fluctuation within the study programmes.

In the area of teaching and studies, faculty 4 has set itself the following goals:

- consolidating, differentiating and sharpening the range of study programmes with the help of a task force for long-term planning of the range of study programmes with regard to key study areas, micro-certificates, and closer cooperation with the ZFUW:

  - sharpening profiles in computer sciences, computer visualistics, business informatics, digital business management, and e-government,

  - new study programmes with unique national features (e.g., computational social sciences, health data intelligence),

  - flexibility through key study areas (e.g., digital business management and sustainability with the appropriate personnel requirements).

- ensuring scientific and pedagogic quality as well as practical relevance. Establishing another task force "Innovative Teaching" for digitalised teaching-learning concepts, experimental openness, practical relevance, involvement of students as learners and teachers, and a mentoring programme.

- raising awareness of the needs and potentials of different target groups (women, educationally disadvantaged families, international students, migration biographies, etc., *see chapter 6.3*) and securing and increasing the respective student share accordingly.

- offers for further education and life-long learning (together with ZFUW).

Research and transfer

In research and transfer, faculty 4 is characterised by multiple contents and methodological approaches of its six departments. It is successful in raising external funding, is dedicated to promoting junior researchers and has an above-average rate of technology transfer as well as spin-offs via start-ups. At the same time, there are high expectations from the state and the university for an increase in external funding. An application benefit of research results in computer sciences is expected from the point of view of the economic and public sectors. Faculty 4 has the following goals in the areas of research and transfer:

- maintaining the volume of external funding despite challenging framework conditions, in particular on the part of the DFG and coordinated programmes,

- establishing a project assistant at faculty 4 to support the planning, acquisition, and implementation of externally funded projects,

- expanding interdisciplinary research projects and relevant publications in the field of "Data Intelligence",

- expanding cooperative doctorates; corresponding requests from universities should only be rejected in well-founded cases,

- expanding cooperation with business and the public sector,

- expanding cooperation with the start-up office of the University of Koblenz, accompanied by systematic expansion of a culture that promotes start-ups, as well as the expansion of start-up-related curricular content in all study programmes,

- establishing a scientific data centre in the faculty while strengthening its role in relation to machine learning, also by means of a position to support the cloud in research-focussed teaching and projects.

› Chapter 6
Central processes

Modern science is differentiated by disciplines and subjects. The disciplines develop independent research areas and, above all, their own specialist linguistic jargons as subject-related communication contexts. Interdisciplinarity presupposes disciplinarity. The primary challenges of interdisciplinarity are the translation and mediation between different subject jargons, cultures, and subject-specific methods.

6.1 Interdisciplinary science

Interdisciplinarity is a form of collaborative knowledge production through which scientists from different disciplines integrate methods, ideas, concepts, data, and results to address a common research question from multiple perspectives. Interdisciplinarity as a leading idea encourages the identification of problems across disciplines, defining and working on them. This goes beyond being a matter of increasingly differentiated and specialised basic research, and accesses science that can focus on emergent problems and search for answers and solutions. In this context, "pure" science and its application-oriented forms or forms linked back to the educational system can merge seamlessly.

Interdisciplinarity at the University of Koblenz can be described in the following contexts, which serve as the basis for the targeted development of this proprium of the University of Koblenz:

- systematic methodological diversity and methodology,

- basic research as well as application-oriented research,

- testing new interdisciplinary formats,

- participatory transfer cycle, reflexive knowledge transfer (developing forms of communication and cooperation with regard to the exchange between science and other areas of society),

- further development of the framework: Sustainability, integration, co-environmental perspective, transfer,

- establishing infrastructure and cooperation modules that are jointly supported by all faculties.

Interdisciplinarity depends on the guarantee of certain framework conditions. First and foremost, these comprise a broad range of subjects offered, fundamentally strengthening the opportunity for multi-perspectivity. Moreover, they contain a broad range of study programmes with undergraduate programmes, the students of which will benefit other university members with their in-depth knowledge in polyvalent contexts; on top of this, there will be combined study programmes with students that can experience a form of practical interdisciplinarity through the "automatic" integration of two or more subject perspectives *(see chapter 3.1)*. The success of such interdisciplinarity with individual curricula depends on the offer of specific opportunities for association between the respective subject perspectives studied – both in teacher education study programmes and in combined programmes outside teacher education.

Based on this, the University of Koblenz is committed to enabling and promoting interdisciplinarity in both research and teaching. In accordance with fundamental values in education and science, interdisciplinarity addresses the promotion of cross-faculty participation of university teachers and students and the facilitation of a higher degree of acceptance or understanding due to their problem orientation with regard to the relationship of university and society.

The intention is to cultivate the common interdisciplinary brand core in all study programmes. In doing so, the study programme is to refer to interdisciplinary work and research, taking up the connection possibilities of the respective subject cultures. One prerequisite for this is to strengthen the delivery of the individual disciplines in light of their access to knowledge and their methods. Thinking in a specialised manner while still keeping an eye open for non-specific solutions to problems can be a proven goal of academic teaching. Teaching content is to be made research-based and interdisciplinary by anchoring both aspects in the curriculum in the medium to long term. In addition to this subject knowledge anchored in the curriculum, aligned with the current disciplinary research status, methodical and methodological competences are additionally promoted by e.g., "research-based learning" and project work.

Interdisciplinarity of the study programmes is aligned with contemporary developments in the sciences, which are increasingly interdisciplinary or transdisciplinary, and also with the transformation dynamics of society. These developments are to be used in classical as well as in modern and innovative study programmes. Explicitly interdisciplinary courses are also to be expanded and anchored in the courses offered.

The emphatic promotion of interdisciplinary exchange and an integrative research culture is ensured by explicit identification of cross-faculty and thus interdisciplinary research subjects. This type of coordination does not specify particular research subjects or questions but creates formal frameworks for changing foci that adapt to scientific and social progress and change, and thus for changing thematic foci.

Interdisciplinary subject networks that systematically incorporate a wide range of methods, for example from quantitative and qualitative approaches, are to be created and further developed. Research cooperations across the boundaries of research fields and social areas are to be promoted by the University of Koblenz.

In all interdisciplinary subject networks, the participants have the task of involving heterogeneous subject cultures in the same way from the outset and developing a concept of research that, among other things, takes equal account of basic research and application-oriented research. In this approach, players from all areas of society are involved in the research idea from the very beginning.

6.2 Internationalisation

The University of Koblenz aims to sustainably strengthen internationalisation as an outstanding cross-sectional subject. In doing so, it pursues the following goals:

- stable anchoring of international cooperation in the form of already existing and expandable cooperations and networks,

- internationally visible and attractive range of study programmes with a structurally anchored option of stays abroad as well as a foreign language teaching offer in all study programmes,

- a proportion of international students and researchers approaching the subject-related national average,

- establishing intensive support for the exchange of students, teachers and researchers through a comprehensive advisory service and the generation of sufficient funding.

The university should formulate and adopt an internationalisation strategy in order to sustainably anchor these and other goals *(see chapter 2 Research)*. This will then be the guideline for all measures to be derived from it.

Various packages of measures that are indispensable for successful expansion of internationalisation can already be identified. The initial measures form the necessary foundation to enable the further steps. The other measures are clustered into the three equally important strategy modules of mobility, research and teaching, and infrastructure. Within these building blocks, the different measures are assigned priorities with varying degrees of importance. The highest priority measures are essential and should be fulfilled by 2025. The medium and lower priority measures are only targeted once the highest priority measures have been implemented.

Initial measures

The starting point for further development of internationalisation is the provision of adequate personnel resources and funds, and the structures for

- supervision and continuation of the programmes for incoming and outgoing students and scientists,

- recruitment and supervision of international students and scientists,

- support for the faculties and central departments in submitting and implementing applications.

Mobility

The focus in the "Mobility" module is on supporting incoming and outgoing students.

Support for the incomings
Infrastructural measures (see below) make an important contribution to the orientation of international (exchange) students on campus and support access to everyday university life at the University of Koblenz. Other important elements of a welcoming culture are integration measures for international students and academics, such as seminars on the specifics of the German academic and teaching culture and intercultural communication.

- The existing offers are to be secured and, if necessary, further expanded. This could include, for example, more opportunities for international and German students and scientists to meet and exchange ideas, as well as the further digital development of a "Welcome Package" in English and in German in the medium term and the further development of events for the labour market integration of international students.

- Providing working and social spaces for visiting researchers is being sought as part of the university's structural expansion in the medium term.

- In addition to better integration and support for international students, instruments (e.g., voluntary self-assessment tests) are to be developed or further expanded in order to make the course content and requirements transparent even before the application and thus ensure the success of the study programme.

Support for the outgoings

The University of Koblenz considers a stay abroad to be an enrichment for students of all study programmes. Raising awareness of this is an urgent task. This also applies to scientific staff and staff which supports scientific research (staff mobility). To this end, the relevant information should be made available and both students and staff should be supported in the planning, funding, and implementation of stays abroad. This includes, for example, information about funding opportunities (usually from external funding).

- Information on internal and external funding opportunities is to be bundled centrally, information events and materials on funding opportunities are to be further developed and promotional measures for studying abroad are to be established.

Research and teaching

On the one hand, the "Research and teaching" module aims at structures that enable the successful fund-raising of international cooperations in research and teaching. On the other hand, the internationalisation of the existing range of study programmes is also considered.

Research as well as knowledge and technology transfer

Goals and possible measures for internationalising research have already been described in chapter 2.5. All in all, the measures for both research and transfer activities focus on the increased use of internationally oriented grant programmes with adequate support through corresponding personnel and material resources. These may include:

- expanding the infrastructure and administrative support for the exchange of scientists, e.g., through a better-developed internally accessible website and establishing an advisory service for the application and implementation of EU/DAAD projects,

- promoting the international exchange of lecturers and strengthening cooperation with Africa, in particular Rwanda, in the medium-term,

- continuing the start-up counselling for international students *(see chapter 4.2)*;

- establishing an international network of alumni and ambassadors as well as creating a network to intensify scientific exchange, should also be envisaged in the long term.

Internationalisation of the range of study programmes

In the area of academics and teaching, the goal is to secure and strengthen international references in the existing range of study programmes. In addition, top priority is to be given to examining whether and how the range of study programmes offered locally can be further internationalised.

- One way for this would be expanding the range of foreign-language courses in the elective programme and to intensify efforts to attract visiting professors.

- In the scope of formulating the internationalisation strategy of the University of Koblenz, it should be examined whether and how the option of stays abroad and a foreign language teaching offer can be established in all study programmes in the long term, whereby the teacher education study programmes are explicitly included. Existing offers are to be expanded.

- In addition, an intercultural module is to be developed for the teacher education programmes in particular, which is to be transferred to other study programmes in the medium term.

- By establishing double and joint degrees based on already accredited study programmes, exchange programmes can be institutionalised and thus become better structured and more visible.

In addition to a tailored marketing strategy to recruit suitable international and German applicants for the international study programmes, targeted measures are also needed to ensure the sustainable success of international students.

- Tutorials and bridge courses are to be further expanded for this purpose.

- In addition, it should be examined to what extent an expansion of international Master's study programmes can meaningfully complement the range of study programmes offered at the University of Koblenz and by what means international doctoral projects (e.g., Cotutelle) can be strengthened.

Infrastructure

Strengthening internationalisation at home can only succeed if certain infrastructural framework conditions are created or improved.

- This includes, among other things, developing bilingualism (typically German and English) in internal and external communication (website, signage, brochures, forms, information mails, etc.).

- Campus management systems should also enable the creation, maintenance, and presentation of foreign-language or bilingual (teaching) events.

- The use of a German-English glossary for common terms used in everyday university life will be implemented as a further support measure.

A vast range of intercultural workshops as well as language workshops, also for technical and administrative staff, should be a trademark of the University of Koblenz.

- Developing a certificate for intercultural competences can also contribute to this in the medium term.

- The necessary organisational and legal framework for digital offers should be created in the medium term; these digital programmes may also be offered internationally on a fee-financed basis. The framework should also address the development of further offers with international partner universities.

- Infrastructure measures also include the expansion of the university's language courses. The goal here is to further developing the German courses that are free of charge for international students and researchers, in particular as intensive courses.

- In order to promote outgoing mobility, in the long term it is also desirable to further expand the offers of the languages section in IKaruS in the languages of the destination countries.

6.3 Diversity and equal opportunities

Further development into a more equal-opportunity, diverse, and tolerant institution is an important cross-sectional goal for the University of Koblenz. To this end, the university relies on making potential unequal treatment visible. Making it visible is a prerequisite for raising awareness of discrimination.

The University of Koblenz is committed to creating the best possible working, study, and research conditions for all its members and affiliates, in particular considering their different lifestyles. In this context and within the scope of its possibilities, it sees family support as part of its university culture and endeavours to support and relieve the burden on other university members and family members who are carers. Diversity is consistently considered in staff selection and development, in research and teaching, in training and further education, in working conditions and workplace design, in the composition of and cooperation in committees as well as in quality cycles.

An important reason for differentiation between the dimensions of "equal opportunities" and "diversity" is the different legal basis: While equal opportunities for all genders have had a firm place in higher education legislation since the 1990s, there are no corresponding university-specific regulations that ask for authorised representatives for diversity who then would have the corresponding rights and obligations. Therefore, internal structures should be created that allow diversity to be understood and used as an opportunity and also to systematically prevent discrimination and causes of discrimination.

6.3.1 Diversity

The University of Koblenz is to develop a diversity strategy in which the diversity dimensions mentioned in § 1 AGG, i.e. cultural/ethnic origin, religion/belief, disability/chronic illness, and age, as well as social origin, are considered adequately. The university management will support this process. Furthermore, all university members and associates should be enabled to recognise discrimination and disadvantage and to counteract them.

The diversity strategy aims to establish equal opportunities and freedom from discrimination. This includes, on the one hand, detecting discrimination and minimising it within the framework of anti-discrimination measures and, on the other hand, developing a resource-oriented approach to diversity in order to promote and utilise the potential of all university members and associates.

Cultural and/or ethnic origin
The University of Koblenz does not tolerate any racist remarks, exclusion, or other harassment based on origin within its scope. Instead, it aims to strengthen equal opportunities for its members and affiliates regardless of ethnic and cultural affiliations. All members of the university should be sensitised to an appreciative and productive approach to ethno-cultural diversity through relevant further education, information material, etc.

Disability and/or chronic diseases
Improving the working, qualification, and health conditions for people with disabilities is an explicit goal of the university. It is committed to the demands of the UN Convention on the Rights of Persons with Disabilities. The legal framework is provided by the Act on Equal Opportunities for Persons with Disabilities (*Gesetz zur Gleichstellung von Menschen mit Behinderungen; BGG*). In addition to offering flexible working time models and alternating teleworking for employees, personalised study plans could be developed, for example, to address the special needs of affected university members. For other needs, appropriate, individually adequate solutions are sought.

Age

The potential of people of different age groups should be given greater consideration at the University of Koblenz and, if possible, lead to formation of age-heterogeneous working relationships. Strategic human resources planning should implement this ideal image in a sustainable manner; in the case of individual age-related needs in workplace design, these are taken up constructively.

Social origin

First-generation students are facing special challenges during their studies (such as uncertainty in their studies regarding their personal suitability, problems of distancing themselves from their family of origin due to the change in language use and other aspects related to a social or educational advancement). Such challenges should be met with specialised counselling and support services as well as exchange formats, such as those offered by IKaruS *(see chapter 7.1.1)*.

Religion and/or world view

The University of Koblenz respects different faiths: It encourages its members and affiliates to actively counteract discrimination motivated by religion. Intersectional discrimination at the intersection of religion and gender must also be considered.

Building blocks of the diversity strategy

The University of Koblenz considers itself a diversity-sensitive and discrimination-critical/free place. In order to achieve this ideal situation, a diversity or anti-discrimination unit is to be established. This coordinates the already-existing university-internal measures, creates a network structure for the players and develops a diversity strategy. The latter should include in particular the following building blocks:

- establishing exchange formats as well as counselling and support services for the diverse need groups,

- developing and implementing measures to ensure everyday work and study that is critical of discrimination, to develop diversity competences and to do justice to the potential of all university members and associates,

- establishing an anti-discrimination and complaints office and a senate diversity committee,

- specific measures of disadvantage compensation and introduction of standards that make discrimination more difficult or prevent it, e.g., transparent, pseudonymised recruitment procedures, raising awareness among all university members and associates, leadership training,

- diversity-sensitive and non-discriminatory university communication and publication of a guideline on gender-equitable and non-discriminatory language as a guide to action for all university members and associates,

- implementing the many aspects of accessibility (linguistic, constructional, etc.),

- offer and further development of demand-oriented working time models and workplaces,

- prevention and training of all university members and associates with regard to matters of diversity and equal opportunities,

- developing a guideline for dealing with diversity and discrimination.

Employee development

The diversity perspective is actively practiced in the context of employee development; corresponding diversity among employees is an explicit goal of the University of Koblenz and actively promoted through appropriate measures *(see chapter 7.4)*. This includes, in particular, introduction of application and selection procedures that consider the latest discrimination-critical standards.

In the area of diversity, for example, relevant institutions in the region – e.g., those that deliver training and education for people with disabilities – should be contacted in order to attract employees with disabilities to the University of Koblenz.

Data monitoring

A data monitoring strategy sensitive to discrimination and diversity is to be developed in cooperation with representatives of those affected; this is going to form the basis for regular data surveys on the state of diversity at the university and the experiences of discrimination of all university members and employees. In addition, diversity dimensions should be considered in evaluations and in the processing of collected data within the framework of legal requirements, e.g., GDPR (General Data Protection Regulation).

Research, academics, and teaching

Diversity dimensions are to be consistently considered in research at the University of Koblenz in future; the DFG guidelines for taking diversity into account in research content and methods provide orientation in this regard.

- Liaison teachers for discrimination issues are to be appointed in each faculty to advise and support students who are affected by discrimination.

- The study programme actively and constructively considers diversity dimensions in terms of content as well as in the approach to prospective students, the design of teaching-learning processes and other moments of the student life cycle.

Promotion of junior researchers

Transitions in scientific careers (e.g., to a Master's programme, a doctoral and post-doctoral phase) tend to act as a filter ("education funnel") for certain groups of people, e.g., first generation students or students with a migration background. Measures are to be developed to compensate for corresponding career obstacles according to specific needs.

Transfer

The productive shaping of diversity is a task for society as a whole. Diversity Day events serve, among other things, to transfer research results, but also to share best practice examples on how to deal successfully with diversity.

6.3.2 Equal opportunities

In Rhineland-Palatinate, the fundamental requirement of gender equal opportunities arising from Article 2 of the Constitution is specified in particular by § 4 of the Higher Education Act (*Hochschulgesetz;* HochSchG). It mentions the cascade model as well as gender mainstreaming as an orientation for the implementation of this cross-sectional task of universities. The university management is supported in this by the equal-opportunities bodies: the equal-opportunities officers of the senate and the faculties as well as the senate committee for equal opportunities issues and, in addition, the women's officer who heads the women's office. The University of Koblenz understands equal opportunities for all genders comprehensively and in relation to all sexual orientations and perceived gender affiliations.

Gender mainstreaming

According to § 4 (2) HochSchG, the university has the legal mandate to implement gender mainstreaming in its area of application and explicitly commits itself to this. The DFG's gender equality standards, among other things, serve as a guideline for the content of its work.

In order to anchor gender mainstreaming even more strongly and at all levels of the university structure, specific measures are necessary, which are to be developed based on systematic gender monitoring across the university. These include, among other things

- faculty-specific plans for ensuring equal opportunities, which are developed in cooperation with the equal-opportunities officers of the faculties,

- a gender-sensitive revision of professorship appointment and tenure guidelines,

- targeted approaching of suitable female candidates to fill professorships and other leadership positions,

- supporting further education that qualifies women for better-paid jobs,

- low-threshold approval of applications for teaching load reductions for female scientists who are particularly involved in bodies and committees.

Reconciliation of family and work/studies

Due to the continuing imbalances in the distribution of (family) care work, the improvement of the compatibility of family and work or studies serves in particular to increase the share of women. The University of Koblenz takes its responsibility in this area seriously and introduces further appropriate measures. For example, it is a member of the corporate network "Erfolgsfaktor Familie" and, by signing the charter, is also to become a member of the network "Familie in der Hochschule e.V." in the medium term.

Solutions for family- and life-phase-conscious human resources management and development can be established by cooperation with family-political municipal service structures and networks. In this way, working time models are to be coordinated with family needs.

The various needs of students with children are to be considered even more in the individual study programmes. The compatibility of family and studies is to be made possible by evaluating the implementation of part-time courses under equality aspects, standards for family-conscious design of study and examination regulations, and greater consideration of the needs of students with family responsibilities in the design and implementation of ranges of study programmes.

- In order to improve the childcare situation, the University of Koblenz, in cooperation with the Studierendenwerk, aims to set up emergency childcare during off-peak hours, during events and business trips as well as during school holidays after a pilot phase; this is also linked to expanding the infrastructure (baby changing rooms, (supervised) parent-child rooms, etc.).

- In addition, cooperation with regional childcare providers is to be intensified, the Studierendenwerk is to work towards the expansion of the campus's own day-care centre "Bullerbü", and other childcare options are to be developed.

In cooperation with the Koblenz University of Applied Sciences, the implementation of a dual-career service in the region is being sought.

LGBTQIA+ community

Protection of university members and associates who identify themselves as members of the LGBTQIA+ community and the visibility of this community is to become part of the self-conception of the University of Koblenz. In addition to equal opportunities for men and women, protection from discrimination against other sexual identities and orientations has also become a focus of the legislator, at the latest with the introduction of the new legal gender category "diverse". In light of this, the equal opportunities representation at the University of Koblenz also sees itself as responsible for the concerns of the LGBTQIA+ community and is to work towards the development and implementation of the following measures, among other things:

- introducing an unbureaucratic and dignified procedure for changing names, the result of which is reflected at all levels of university communication,

- making the content of gender and queer studies visible in university teaching,

- introducing queer-sensitive further education ranges for university pedagogics,

- considering structural requirements such as all-gender toilets.

Research, academics, and teaching

The University of Koblenz welcomes women's and gender studies as part of the university portfolio and supports its members in participating in relevant collaborative projects. In addition, it encourages its members to apply for funds that promote equal opportunities when applying for external funding and advises them on how to do so.

Measures such as a lecture series on gender and diversity subjects or an award for final theses with a gender and diversity reference carry the knowledge gained in this way into teaching and increase the visibility of the subject complex.

The gender-sensitive further education of teachers in higher education pedagogics makes it possible to study in a way that is less discriminatory; corresponding offers should therefore be expanded.

Promotion of junior researchers

The above "education funnels" also have a particular impact in terms of gender equity. The proportion of women decreases at each of these interfaces. In accordance with the "cascade model" prescribed by the Higher Education Act (see § 4 (10) HochSchG), a decrease in the proportion of women from qualification level to qualification level is to be counteracted through targeted promotion. The university offers are to be targeted at breaking down stereotypes that influence the choice of studies and careers.

- Previously successful modules (such as those worked on within the framework of ment² and NaWi) should also be continued in the new structures *(see chapter 7.1)* and supported with suitable measures.

- Another central aspect of work for equal opportunities at the University of Koblenz is increasing the number of young women in STEM subjects. To this end, the university advocates further promotion of the Ada Lovelace project through external funding and corresponding programmes are to be introduced or strengthened within the faculties. The latter also serve to reduce drop-out rates. In addition, both Girls' and Boys' Days are to be offered on campus regularly.

› Chapter 7 Organisational framework

The University of Koblenz has service structures (administration and central departments) to ensure that the tasks can be successfully implemented in their respective areas of responsibility in order to support the faculties in their core tasks in research, teaching, and transfer.

Furthermore, in the participatory process described at the beginning, on which the formulation of this development plan is based, tasks and subjects were identified that are relevant for the entire university and whose implementation is of great importance for the successful development of the university.

7.1 Central scientific departments and operating units

The University of Koblenz has a well-coordinated, compact overall structure comprising a few clearly structured central scientific departments and operating units that are well interlinked both internally and externally. All central departments in these two categories serve, each with a different focus, to perform the tasks of the university and take over important functions in achieving the goals defined in this development plan. This makes them an elementary part of the University of Koblenz. The central scientific departments and the central operating units see themselves as service institutions for the faculties and the members and affiliates of the university.

The central scientific departments significantly contribute to the university's functional and strategic capability by bundling tasks in the university's core areas of research, academics, and teaching at a central level, complementing, and supporting the faculties and departments in their academic tasks accordingly, bringing the players together on an interdisciplinary basis and making the respective subjects visible across the board.

The central operating units form an essential basis for the functioning of the university and contribute to its development. They support the faculties, the central scientific departments, and the administration in performing their tasks.

Characteristic for both – the central scientific departments as well as the central operating units – is a clear distribution of tasks as well as a clarity of responsibilities and competences towards the outside. Their structure allows for proper internal distribution of tasks, flexible substitution, and teamwork. Regular exchange formats between them create flexibility in adapting to future developments.

The central scientific departments and operating units will be formed as well upon the university's launch on 01/01/2023. This is also the starting point for their further development within a stable framework formulated for this purpose.

7.1.1 Central scientific departments

The University of Koblenz has four high-performance central scientific departments that address the university's various stakeholder groups:

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1. The Interdisciplinary Centre for Research, Graduate Support and Human Resources Development (*Interdisziplinäres Forschungs-, Graduiertenförderungs- und Personalentwicklungszentrum; IFGPZ*) addresses the **core area of research** and is aimed at all researchers, in particular junior researchers, but also employees in science management.
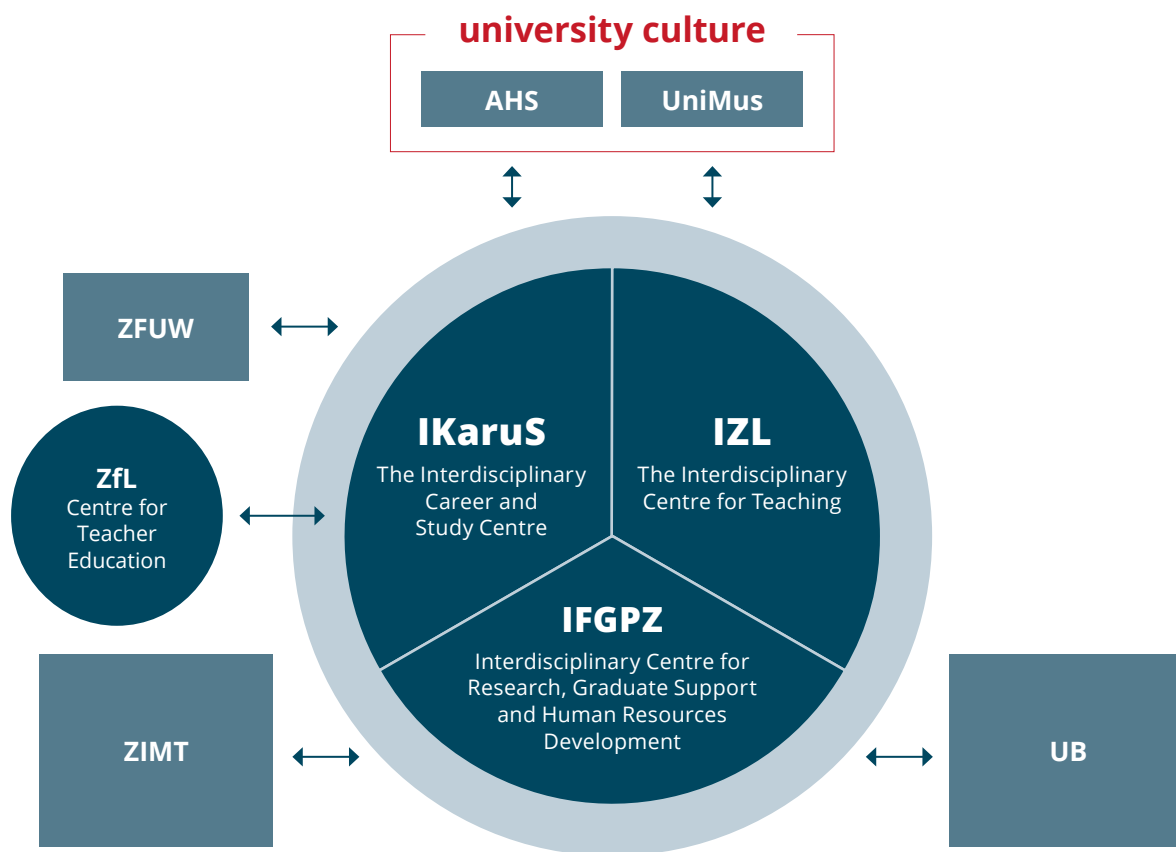

Figure 3: Overall structure of the central departments as of 01/01/2023
Legend: AHS: General University Sports, ZIMT: Centre for Information and Media Technologies, UB: University Library, UniMus: University Music, ZFUW: Centre for Distance Studies and Continuing Education

2. The Interdisciplinary Centre for Teaching (*Interdisziplinäres Zentrum für Lehre; IZL*) addresses the **core area of teaching** and is aimed in particular at teachers and other scientific staff who are concerned with subjects relating to the pedagogic design of teaching and learning, including digital formats.

3. The Interdisciplinary Career and Study Centre (*Interdisziplinäres Karriere- und Studienzentrum; IKaruS*) addresses the **core area of studies**, thus addressing students in all phases of the student life cycle from prospective students to the transition from university to work and coordinates the area of alumni.

4. For the large **cross-sectional area of teacher education**, which plays a central role at the University of Koblenz, the Centre for Teacher Education (*Zentrum für Lehrerbildung; ZfL*) is provided for under § 92 HochSchG in addition to the central scientific departments for the three core areas of research, academics, and teaching. As a central scientific department, the ZfL is the point of contact for all groups of players involved in teacher education, both inside and outside the university.

These four central scientific departments maintain a close exchange with each other as well as with the faculties, which in turn are actively involved in the decision-making processes through the institutions' boards and help shape the work of the institutions in a reciprocal exchange. IFGPZ, IZL, IKaruS and ZfL identify existing needs for their areas and take on board suggestions from university members and associates, from relevant scientific discourses and from practice in order to incorporate them into development processes. On this basis, they initiate and support strategic and operational projects for the further development of research, academics, and teaching as well as in the cross-sectional area of teacher education and make a systematic contribution to quality development in their respective areas.

After establishing the overall structure on 01/01/2023, the central scientific departments are to be further developed in accordance with their objectives, i.e., the newly tailored distribution of tasks for the various target groups and transformed accordingly. The following steps are initially focussed on:

- The IFGPZ focusses on, among other things, consolidating the existing offer based on the quality assurance measures in the area of graduate financial assistance, but also the corresponding further development of the fields of action and this in particular in the area of employee development for the other target groups as well as in research support, e.g., also through offers supporting and promoting interdisciplinarity.

- The IZL focuses on the further development of the existing offer, in particular with regard to the relevant competences of the players in teaching, establishing, and expanding the area of (digital) university and media pedagogics with a systematic internal further education structure in order to enable both sustainable qualitative development and agile adaptation of teaching.

- The IKaruS bundles the diverse interdisciplinary offers for studies and careers and interlinks and develops them further into a coherent overall concept. The area of career services with a focus on equal opportunities *(see chapter 6.3.2)* with the strong involvement of regional partners and the development of a differentiated offer for graduates, who also act as ambassadors for the university, is the first focus of the transformation. In addition, the gradual opening of the profile area parallel to the expansion of the two-subject Bachelor's degree with subsequent Master's degree is in focus, as is the further development of the language area as part of the university's internationalisation measures *(see chapter 6.2)*.

- The ZfL is particularly dedicated to the integration and development of the area of extracurricular learning venues and the sustainable, evidence-based implementation of the results from the projects of the „Qualitätsoffensive Lehrerbildung" (a joint initiative of the Federal Government and the Länder which aims to improve the quality of teacher training).

7.1.2 Central operating units

The University of Koblenz has five central operating units that support the university in fulfilling its tasks by providing basic services and offers:

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1. The University Library (*Universitätsbibliothek; UB*) forms the basis for academic work by providing knowledge and teaching resources.

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2. The Centre for Information and Media Technologies (*Zentrum für Informations- und Medientechnologien; ZIMT*) forms the basis for all work in research, teaching, study, and administration by providing the information technology infrastructure. Within the scope of its possibilities, it also provides support for specific IT needs in the context of teaching and research projects and develops and tests IT products and services that will be required in future.

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3. The Centre for Distance Studies and Continuing Education (*Zentrum für Fernstudien und Universitäre Weiterbildung; ZFUW*) forms the basis for the university's distance education portfolio by developing and offering study courses for further education and certificate courses.

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4. The General University Sports (*Allgemeiner Hochschulsport; AHS*) forms an essential basis for fulfilling health, social and personality-building tasks of the university and thus contributes significantly to the university culture.

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5. The University Music (*Universitätsmusik; UniMus*) forms an essential basis for the promotion of cultural and musical matters that are part of the university's tasks with its respective offers, thereby contributing significantly to university culture.

The five central operating units consider themselves to be service facilities for the members of the university and are in regular contact with their users, so that needs that arise can be addressed directly.

As part of the transformation, the ZIMT, for example, develops into an operating unit capable of acting, in which the IT for all areas of the university (research, teaching, studies and administration) is brought together and continuously developed in line with the changing requirements of a future-oriented university. The UB establishes an independent management and organisational structure and develops it further according to needs. In close cooperation with researchers, teachers, and students, it is to develop a contemporary service and media offer that considers the future challenges and developments of teaching and research.

An executive board meeting of the central scientific departments has been set up, in which the heads of the central operating units as well as the departmental executive boards and the heads of temporary externally funded institutions and overarching projects (Ada-Lovelace project, MoSAiK, Rwanda Centre, ZIFET, etc.) are welcome at any time; it serves as a regular exchange format to ensure that individual transformation of the various institutions leads to a goal-oriented (further) development of the University of Koblenz with a well-coordinated, agile overall structure of central scientific departments and operating units in continuous coordination.

7.2 Communication

When the University of Koblenz goes independent in 2023, the regional anchoring of the university location will be further deepened and at the same time national and international networking will be expanded. The university sees itself as a major driving force for science, business, and society in northern Rhineland-Palatinate, while at the same time contributing to national and international networks with excellent research services. In order to meet these demands, it is in continuous communication with regional, national, and international stakeholders, as well as internally. It works and communicates both internally and externally in a collegial and constructive manner.

7.2.1 Internal communication

The University of Koblenz practices transparent and participatory communication. In addition to continuous information via the website, intranet, and social media, this includes the establishment of competence networks in which members of the university from all status groups can participate in a subject-related and flexible manner. With their expertise, the latter complement the established bodies and structures of academic self-government and decision-making.

The university strives for thoughtful and transparent communication; important information and decisions are to be made accessible to all employees and students in a low-threshold manner. Information will be bundled in a meaningful way and can be accessed centrally. Regular and/or event-related, moderated communication takes place between all areas, status groups and interests, enabling dialogue and participation.

- A university intranet is to be established as an internal organisational information and communication platform for all employees. All important information (e.g., internal news, service agreements, forms, contact options, procedural instructions, press reviews, training, and further education ranges) is structured and accessible at all times. In addition, employees also have the opportunity to communicate with each other here (internal news, bulletin boards, video conferencing tool, social intranet, carpooling, etc.).

- Prepared teaching-learning tools for introduction or further education are also made available here.

- Existing information offers and services are integrated into the intranet as far as possible.

As part of onboarding *(see chapter 7.5)*, new employees of the university should receive bundled information and media to help them settle in and get started at the institution. Graduates and people who leave the university for other reasons are also invited to maintain permanent contact with the university, for example through membership of the alumni network.

In the scope of its structural development, the university strives to increase communication opportunities and the quality of stay on campus, among other things through an attractive campus design, but also through spaces and media that enable creative and interdisciplinary collaboration (co-working spaces/creative spaces). Important goals are also accessibility *(see chapter 6.3.1)* and sustainable campus design *(see chapter 7.6)*.

7.2.2 External communication

The university actively communicates with all target groups/stakeholders outside of the university. It uses its website and social media for this, but also direct exchange within the scope of university events on campus, in the region and through participation in national and international events. Providing the public with comprehensive and up-to-date information about its scientific activities and findings is a central task of the university and should – where possible – be bilingual (German and English).

- Databases and interfaces for information on research and transfer activities as well as networks are to enable the general public to obtain comprehensive information and establish contacts.

- Researchers at the university provide their expertise via an expert broker system, and the communications division provides bundled information on selected subjects for media representatives.

- The university is to record its external perception via media monitoring.

- External communication activities are coordinated with the communications division, which provides support and coordination and independently contributes to a high-profile public image of the University of Koblenz.

Recruiting of new students takes high priority, visible in media and channels that are in particular directed at prospective students, such as the university blog or the online self-assessment for study programme information (PASST).

7.3 Professorship appointments

For the further development of the University of Koblenz, it is essential to recruit established scientists in all faculties. This applies even more since many professorships will have to be appointed anew in the next few years. This offers the opportunity to strengthen or set new priorities *(see chapter 5)*. In order to achieve the desired profiling goals and to attract the "best minds" to the University of Koblenz, "soft" factors play a role in addition to the provision of adequate facilities and a working environment that promotes science. This begins with professional management of the appointment process and ends not least with support for the appointment process, e.g., through a dual-career service and appropriate onboarding *(see chapter 7.5)*.

Professional appointment management must ensure that the procedures are performed in a legally secure, speedy, and transparent manner. The complexity of the task makes it decisive that the faculties as the bearers of the procedures and the central areas supporting scientific research work closely and well together to ensure a quality-assured and successful overall process. The formal and legal knowledge rests predominantly in the central areas, while the technical responsibility, as well as that for handling the procedures, is within the faculties, in particular the deans' offices. The university therefore plans

- to accompany the work of the committees for professorships to clarify issues and to ensure that the procedure is performed swiftly and professionally and that its quality is assured; and

- to conduct regular briefings of the departmental management for the area of appointment procedures on the application (reassignment, establishment) and implementation of the procedures as well as other issues in the area of professorship appointments (evaluation of junior professors, questions on honorary professorships, substitute professorships, etc.).

7.4 Employee development

Successful employee development contributes to the employees' job satisfaction and is part of the overall organisational culture. Employee development includes the basic creation of staff prerequisites for the accomplishment of tasks, the further education of staff in line with the needs and requirements of the employees as well as the derivation of suitable measures aimed at the qualification of staff. The structural goals of the University of Koblenz include the following:

- introducing a staffing concept,

- implementing an employee development concept that also comprehensively considers aspects of equal opportunities and diversity *(see chapter 6.3)*,

- increasing the proportion of positions for qualification and, as a result, reducing the proportion of LfbA positions among scientific staff,

- developing standards in the salary budget for performance pay.

From an organisational point of view, further qualification of employees is internal further education. It is first and foremost part of employee development, the primary goal of which is to maintain competences as well as to expand and further develop them. With regard to the requirement profile of further education, a distinction can be made between scientific staff working in research and teaching and technical and administrative staff, under consideration of a certain overlap.

Scientific staff involved in research and teaching

Various already-established forms of further education – in a broad understanding of the term – can be identified for the internal target group of the university's scientific staff. Since scientific staff in science and academia, or in research and teaching, are a large and at the same time heterogeneous group with different further education needs and requirements, the following section distinguishes between central roles and task areas and the associated target horizons:

Further education in the context of further academic qualification for graduates, postdocs etc. with the target horizon: Continuing the offer for the promotion of junior researchers with a focus on employee development; in terms of content and form: further adaptation and contouring of the overall offer (in the task portfolio of the IFGPZ).

Further education for scientists working in the field of teaching with the target horizon: Considering teaching as a central task of further education; further conceptual design of the offer (in the task portfolio of the IZL).

Further education supporting research with the target horizon: Continuing and possibly bundling and supplementing existing support services in the area of research support (in the task portfolio of the IFGPZ and department 1).

Further education in various areas of scientific self-governance and management with the target horizon: Further developing the administratively relevant knowledge areas at all levels of the new university; conception and evaluation of needs-adequate as well as transparent offers, in particular in the area of digitalisation as well as in relation to management requirements and special tasks (such as occupational safety, equal opportunities, internationalisation, transfer, diversity, sustainability, etc.).

The following measures are envisaged to achieve the targeted objectives:

- regular examination of existing further education and support offers for fit with medium- and long-term further development and anchoring within the framework of employee development, which gives expression to the understanding of the University of Koblenz as a place of lifelong learning and as an attractive employer,

- establishing a complex understanding of further education as a cycle including advice, information, self-learning, support, supervision, or multiplier formats,

- integrating further education into quality assurance and development,

- securing the space for professional and personal further qualification perspectives,

- enabling scope for experimentation and piloting of innovative approaches to further education,

- utilising existing knowledge or initiatives and support opportunities that can be connected,

- sector-specific solutions in view of the above-mentioned diversity of further education requirements in research and teaching.

Technical and administrative staff

A coordinated and stringently applied further education strategy in the area of technical and administrative staff (*Mitarbeitende in Technik und Verwaltung; MTV*) can create added value for the university in many areas that can meet existing needs. For a closer look, however, the areas of employees in technology and employees in administration or science management must be treated separately.

Further education in the field of technology with the target horizon: Regulations with regard to mutual substitutions and further education in the IT area and in the area of occupational safety in the faculties (e.g., in the inspection of electrical equipment).

Further education in the field of administration with the target horizon: Further education of existing staff to enable reciprocal replacements; targeted further education for staff in central departments and departmental management, including in the area of science management.

The following measures are envisaged to achieve the targeted objectives:

- establishing a culture of further education at the university, integrating MTV, and accepting and valuing further education and lifelong learning.

- anchoring further education at the university is a central goal with central contact persons and is consistently considered, in particular in staff-related measures.

- simplifying further education with individual measures, such as establishing and maintaining an employee development concept for the MTV, developing a digitalised, standardised, and simplified application procedure for further education measures, further education information.

- examining quality cycles from annual staff interviews and feedback loops on the results; developing a questionnaire on further education and employee development issues distributed across the university.

7.5 The university as an attractive employer

At nearly 10,000 students, the University of Koblenz is the largest university in northern Rhineland-Palatinate. As one of the largest employers in Koblenz and the region, it is an attractive field of activity for the approximately 1,000 employees in the areas of teaching, research, administration, and technology. The university works towards creating the best possible working conditions that enable efficient and satisfying cooperation. Measures considered useful for this purpose are presented in the following subsections:

Working conditions

- Workplaces should be optimally and ergonomically designed. Employees are to be supported in maintaining their health. For this purpose, there will be a company health management system that is to be further expanded. Established institutions, workplaces, and health promotion measures *(e.g., see General University Sports in chapter 7.1.2)* and occupational health and safety work together in this.

- Mobile work/home office should be made possible to a greater extent in future; the same applies to making working time arrangements more flexible, also with a view to individual needs such as combining family and work, care duties, etc. Work support structures such as an appropriately structured intranet *(see chapter 7.2.1)* should relieve the burden of unproductive tasks.

- In order to establish the necessary conditions for a constructive and satisfactory cooperation for all, house rules shall be formulated and put into effect.

Employment relationships and performance-related pay

- The employment structure is to ensure that the necessary staff in unlimited employment relationships are available for central permanent tasks. Unfounded time limitations are to be minimised as far as possible.

- Temporary posts for qualification – doctorate, post-doctoral qualification, junior professorship – should be created and maintained in sufficient numbers. A contract subject to time limitation within the meaning of the WissZeitVG should generally have a doctorate or post-doctoral qualification as the learning objective for entire positions. For project positions that are by nature temporary, attention will be paid to adequate opportunities for the qualification of the employees.

- Aspects of diversity and equal opportunities *(see chapter 6.3)* should be considered comprehensively.

- Through flexibility and the possibility of adjustment, care should be taken to ensure that the job description, actual activity, and payment do not become disproportionate.

- Opportunities in grading, considering existing qualifications on entry into service, etc. are used in favour of promoting and rewarding a high quality of work.

- Payment for professors is awarded according to a transparent and non-discriminatory procedure.

- Contract-teachers receive an appropriate payment.

Employee development over time: On-, re- and offboarding, further education

- New employees of all status groups are to be integrated in a professional, social, and value-oriented manner with the help of a systematic, digitally supported induction process. The same applies to the re-integration of employees after job changes, reorganisations or restructurings, or the return after job sabbaticals.

- Materials that support this process are to be developed and made available for supervisors and employees.

- A dual-career service is to support the careers of the new employees' partners in science if they wish to work together in the Koblenz region.

- Departure of employees from the civil service/employment relationship should also be accompanied by a structured and value-oriented offboarding process. The supervisors should also be supported here through further education and information offers.

- Technical offboarding (e.g., technical data transfer, adaptation of the website and the organisational basis) is to be further developed in this context.

- All staff members should have access to needs-based, transparent, and coordinated opportunities for further education and training *(see chapter 7.3)*.

- Formats for regular mutual feedback in the work process as well as in the context of (re-)entries and exits are to be developed and those involved supported in their use.

Digital application and management processes

- Vacancies are to be filled with the help of a digital application management system in the medium term in all civil servant and employee groups. Applicants should be able to submit their applications online in a simple and uncomplicated way and the software used should support a proper, automated, and transparent comparison of the applications. All agencies involved in recruitment should have access to the same database and the individual procedural steps of the recruitment process should be digitally supported.

- Support materials should be provided for those involved in the process.

- The university thus strives for transparent and rapid staff selection procedures at all levels, as well as transparent and rapid feedback on the status of the procedure to all applicants.

- The long-term goal is digitally mapping the processes as completely as possible in the sense of a paperless administration, under consideration of the demands of data protection and legal security. To this end, forms that still have to be filled out manually are to be successively replaced by digital ones.

- The digital transformation leads to new working methods and processes for which the necessary training opportunities should be identified and realised *(see chapter 7.4)*.

Infrastructure/mobility

- In cooperation with the city of Koblenz and supra-regional transport companies, accessibility of the university is to be significantly improved in terms of a modern, sustainable mobility concept.

- The possibility of using job tickets should be designed based on demand at an attractive price and communicated via the intranet. An expansion of the scope of the respective tickets is to be worked towards.

- Other transport concepts, such as a car-sharing exchange for all university members and associates, a job bike, ride-sharing apps, etc., should be proactively explored and – if possible – used.

- Electromobility should be supported by the provision of charging facilities *(see chapter 7.6)*.

7.6 Sustainability and resilience

The University of Koblenz accepts its social responsibility and is committed to sustainable development in all areas of university operation. Sustainability is understood as a normative principle along the lines of global and intergenerational justice. Sustainable development is an open process that is plural and culturally variable. Their concern is to ensure long-term responsibility, environmental sustainability, social justice, and economic performance. Sustainability means participating in the transformation of society.

The task of universities is to engage theoretically-conceptually, methodologically, and reflexively with the processes and conditions of social transformation. At the same time, it is also about considering and implementing the ethical dimension in science in the fields of action of research, teaching, and university operations. Resilience is considered a cross-sectional subject in this context. Resilience means the ability to anticipate and prepare for externally generated crisis situations and to cope with them. Recovery and renewal in, through and after the crisis are also essential components of resilience.

There are already various sustainability activities and approaches at the University of Koblenz. In order to structurally anchor sustainability and resilience at the University of Koblenz, the University of Koblenz pursues the implementation of targeted measures in the fields of action governance, research and teaching, operations, transfer, and the field of action resilience. It intends to follow the Hamburg Declaration of 2021 and implements the measures recommended to all universities.

Governance

The University of Koblenz should establish permanent responsibility for the coordination of sustainability as well as specific goals that are regularly reviewed. The goal is to develop a common understanding of sustainability that is reflected in practices across fields of action.
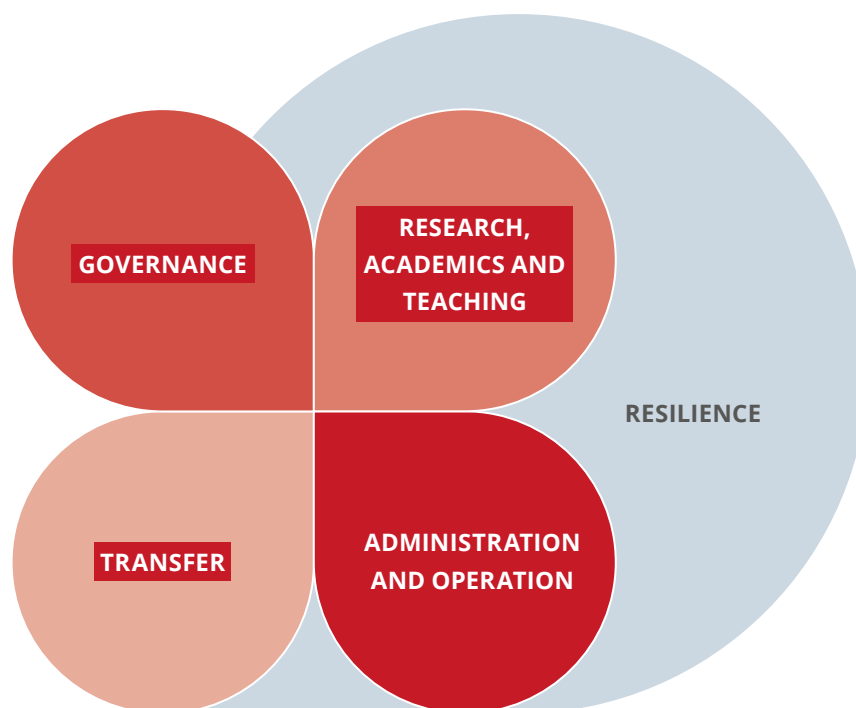

Figure 4: Fields of action sustainability (based on the fields of action of the nationwide project network "Sustainability at universities: develop – interlink – report – HochN"), supplemented by the cross-sectional area of resilience

Sustainability becomes a visibly recognisable part of the university's self-image through high-profile measures. Knowledge is generated, used, and made available in many different ways. The following measures, among other things, are to be examined and, if necessary, implemented to this end:

- creating a division for coordination, networking, and task performance,

- establishing and equipping a Green Office connected to the university management,

- anchoring sustainability in the basic regulations of the University of Koblenz as well as defining and establishing sustainability-related (sub-)strategies and a common understanding of sustainability,

- establishing a competence network in the short term to prepare and accompany these activities,

- establishing a senate committee on sustainability,

- creating a concept for sustainability communication and a self-commitment declaration for sustainability communication.

The above-mentioned coordination office, in cooperation with the Green Office, is to assume institutional responsibility for the implementation of these measures and accompanying activities. The coordination office should also maintain contact with non-university institutions, for example within the framework of the University of Koblenz's existing membership in the German Society for Sustainability at Higher Education (*Deutsche Gesellschaft für Nachhaltigkeit an Hochschulen*).

Research, academics, and teaching

Sustainability should be promoted as a possible component of the research profile. Existing references to sustainability subjects in the research priorities of the faculties *(see chapter 5)* should be expanded accordingly. In academics and teaching, sustainability is to be integrated into the course offerings of every faculty at the University of Koblenz across all study programmes. It is also facilitated as a focus subject in study programmes.

Resource-saving methods such as e-exams and digital term papers are to be implemented in teaching design, which will reduce the effort required for production and archiving. Specific possible measures towards these goals are listed below:

- Establishing key study areas related to sustainability in existing or new study programmes or in certificate form is being examined.

- Expanding the teaching offer by at least two more sustainability-related courses in each faculty, based on the possibilities of existing teaching loads.

- Establishing a new, interdisciplinary study programme in sustainability management is to be examined.

- Converting the paper-based teaching and examination system to digital archiving, signature and inspection in an electronic file is to be implemented.

Administration and operation

The goal is to consistently exercise sustainability in guiding principles, strategies, programmes, goals, and measures and to develop a university's own understanding of sustainable action in all areas. This includes sustainability in procurement as well as clear responsibility for sustainable waste management. To this end, guidelines on avoiding and recycling waste are to be issued. Mobility in all areas of the university should be designed with sustainability in mind. A sustainable controlling system is to be introduced that regularly evaluates all areas of operational management with regard to the formulated sustainability goals. Existing activities in the area of administration and operation, such as energy-efficient refurbishment, are to be continued and intensified.

To achieve this state, the following measures, among other things, are envisaged:

- acquiring the title of Fairtrade University and permanently and consistently meeting the relevant criteria

- creating a concept for a car-free campus

- reducing business air travel, in particular short-haul flights, and developing better alternatives

- unsealing the campus ground and planting it to a greater extent, thereby improving it in terms of ecological quality and quality of stay

- the LBB should be reminded of the need of imposing structural/operational measures such as improved thermal insulation of old buildings, installation of photovoltaic systems on roofs, or the use of rainwater increasing accessibility of the campus by more sustainable means of transport *(see chapter 7.5)*.

Transfer

Strategic and efficient networking of university players with regional players in the field of sustainability is sought in order to develop an impact together with the region. Teaching and research address sustainability through thematic focus and reflection. Sustainability transfer in teaching and research is to be systematically coordinated and supported – Education for Sustainable Development is to be anchored as a regular form of sustainability transfer.

In the area of transfer, the following measures, among other things, are being considered:

- Transfer of sustainability in research and teaching is to be systematically coordinated and supported, with strategic cooperation with practice partners.

- Sustainability transfer is to be anchored in a future version of the transfer strategy.

- Initiation, conceptualisation, implementation, and safeguarding of results of projects, research work, and seminars with sustainability relevance should be coordinated centrally.

- Practice-relevant research needs are to be identified and addressed in exchange with practice players, practice-university cooperations are to be

opened up as a space for development, testing, and reflection for such solutions.

- A "Sustainability Transfer Award" for final theses and publications is to be created to reward work that addresses the social responsibility of science and sustainability in theory and practice.

Resilience

Resilience is understood as a cross-sectional subject: The above-mentioned goals and measures interlock to enable the University of Koblenz to contribute to sustainable development, but also to enable it as an organisation to deal with the global changes that are imminent and currently taking place. This includes preparing for emerging competence needs in the area of sustainability, expanding the capacity for resource-saving operational processes, building design with a view to environmental conditions that can be expected in future (hot summers, heavy rainfall events), anticipating adaptation to an energy and transport transition, and more.

Measures in all of the four above-mentioned areas contribute to increasing resilience:

- The focus in the area of governance should be on sustainability, in particular with regard to information and decision-making processes,

- offers in the areas of research and teaching are to be developed and expanded to meet a growing demand for graduates with competences in the field of sustainability, in particular from an interdisciplinary perspective,

- equipment and processes in the areas of administration and operations are to be optimised to meet future requirements in terms of resource needs and environmental conditions; and

- activities in the area of transfer are to be developed to fulfil the university's claim to be a player in the context of social development and transformation.

› Epilogue

Suggestions for the further development of Rhineland-Palatinate's science landscape were made within the scope of a science-led analysis by an external expert commission in April 2018. In accordance with the mandate from the coalition agreement, the ministry in charge of the subject derived a reform package, resulting, among other things, in the state government's decision to initiate a university structural reform aimed at the University of Koblenz and a joint university of the Landau and Kaiserslautern locations in February 2019. It was already a long-awaited goal in Koblenz to be an independent university.

However, the question of the necessary financial and resource endowment for such independence led to substantial uncertainty regarding the future viability of the University of Koblenz following this joyful news. The heated debate of the Koblenz Campus led to Minister of State Prof. Dr. Konrad Wolf assuring University President, Prof. Dr. May-Britt Kallenrode, and Vice President, Prof. Dr. Stefan Wehner, of the strategic and functional capability of the University of Koblenz on 18 June 2020.

Models for the future universities were discussed in the scope of a participation and dialogue process conducted by the Ministry with members of the University of Koblenz-Landau and the TU Kaiserslautern, resulting in a "key points paper" in autumn 2019. This Memorandum of Understanding, agreed between the administrations of both universities and the state government, forms the basis of the law and the structural process that goes beyond it.

The Higher Education Restructuring Act (*Hochschulneustrukturierungsgesetz*), passed in the Rhineland-Palatinate state parliament on 8 October 2020, legally defined the path of making the University of Koblenz independent and merging the campuses in Kaiserslautern and Landau to form the Rhineland-Palatinate Technical University (RPTU) on 1 January 2023. The Koblenz campus of the University of Koblenz-Landau thus had to commence a process to open up the structural, as well as the strategic prerequisites for becoming an independent university. While university development had previously been considered and pursued as the overall University of Koblenz-Landau, the future of the Koblenz location now had to be thought out on its own. The state of Rhineland-Palatinate has stated the goal of an independent University of Koblenz in order to

„die gezielte Profilierung des Universitätsstandorts ermöglicht. Der Wissenschaftsstandort Koblenz wird durch eine eigene Universität sichtbarer. Die Vernetzung in die Region hinein kann leichter gelingen und ist somit erfolgsversprechender. Gerade in einer wachsenden Stadt ist eine Universität ein Erfolgsmotor für die Wirtschaft und bereichert die gesellschaftliche Vielfalt. In der Nachbarschaft zu Nordrhein-Westfalen kann sich der Norden von Rheinland-Pfalz mit einer Universität Koblenz wesentlich besser und erfolgreicher positionieren."[1]

After the course was set on political level, planning commenced for the Koblenz campus to use this wire-spread systemic change to perform broadly elaborated, participatory development planning. The Koblenz campus had to formulate its development goals for the first time. Since transformation processes can evoke a high degree of uncertainty among organisational members, it was decided to establish a high degree of co-determination and participation as guiding principles of the process.

The task of drawing up multi-annual development planning for the universities is derived from § 8 (4) HochSchG:

"Die Hochschulen gemäß § 1 Abs. 1 Satz 1 stellen eigenverantwortlich mehrjährig geltende Entwicklungsplanungen auf und schreiben diese regelmäßig fort. In den Entwicklungsplanungen legen die Hochschulen ihre strategischen Ziele, insbesondere in den Bereichen Studium, Lehre,

Forschung, Nachwuchsförderung sowie Wissens- und Technologietransfer, fest."[2]

The Higher Education Act is based on the idea that the state and universities act together as partners. It thus emphasises the responsibility of the state for strategic control. The universities' responsibility for strategic further development of their institution (internal university development planning) goes hand in hand with the task of coordinating their strategic planning even more closely with each other, identifying and implementing opportunities for cooperation and driving forward the overall development of the university system. The Higher Education Forum Rhineland-Palatinate (Hochschulforum Rheinland-Pfalz), which is jointly supported by the state and the universities, also serves this purpose.

According to § 8 (1) HochSchG, development of higher education is a task of both the universities and the ministry entrusted with the subject; they both act as partners here. Overall responsibility remains with the state. In this context, higher education development encompasses the subject-related, structural, personnel, constructional and financial development of universities in order to fulfil the tasks to which they are entitled under § 2 HochSchG, formation of individual priorities and education profile development for universities as well as the allocation of tasks and priorities across universities. The development planning as stipulated in § 4 is an important instrument for strategic development and education profile development of the universities in accordance with the first sentence of § 1 (1) HochSchG. This leads to a more flexible format than the previous higher education development plans did. Development planning contains, in particular, the university's plans for its structural and subject-related development and its education profile development. The development plans are to be adopted by the senate (see § 76 (2) no. 17 HochSchG) and shall require the university council's approval (see § 74 (2) no. 6 HochSchG).

Led by the Vice-President for Koblenz, Prof. Dr. Stefan Wehner, a broad participation process of all internal stakeholders was conceived in order to develop the strategic profile and the content-related orientation of the future university. Change management speaker Dr. Dennis Maxeiner coordinated this process. Planning of

the participation process started in November 2019 with the tendering of the facilitation process. It had to be decided early on what kind of participation would be generally pursued. The goal was mapping all internal stakeholder groups in the form of a maxi-mix principle, i.e., a maximum section of the university members combined into efficiently working group sizes. In order to achieve a common understanding of the mission of this internal campus process within the organisation, a future conference for the development process of the University of Koblenz was organised in Lahnstein on 15 and 16 July 2020 with more than 54 participants from all areas of the university as a kick-off event on the path to an independent University of Koblenz on 1 January 2023. The speakers of the senate committee were already involved in the preliminary planning and discussions of the future conference in order to achieve broad acceptance of the process on campus. The coronavirus pandemic also affected the timing, as the retreat was scheduled for April 2020. Initiation of the process was postponed for three months since attendance was not dispensable for this important event of organisational understanding on a common path. The future conference was accompanied and moderated by an external consulting company; the university management itself was merely a participant in the retreat to signal that they were entering this strategy and transformation process together and on the same level.

Figure 5: View of the plenum of the future conference during coronavirus times: 54 employees and students of the Koblenz campus are thinking about what the new university could look like in future

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[1]Translation: enabling targeted profiling of the university location. The science location of Koblenz will gain in visibility by having its own university. Networking within the region will be easier to achieve and more promising as a result. In particular in a growing city, a university is a driver of success for the economy and enriches social diversity. Situated near North Rhine-Westphalia, the north of Rhineland-Palatinate can position itself much better and more successfully with a University of Koblenz.

[2] Translation: The universities in accordance with the first sentence of § 1 (1) shall draw up and regularly update multi-annual development planning on their own responsibility. In development planning, the universities define their strategic goals, in particular in the areas of study, teaching, research, support for junior researchers, and knowledge and technology transfer.

A number of subject clusters were developed in the scope of the future conference, subsequently giving rise to a two-stage working group process. Thus, the way forward for the strategy process was not predetermined top-down, but rather a result of joint discussion, so that the legitimacy of this process was given a broad foundation. The following working groups were formed:

WG1
Portfolio of study programmes
of the University of Koblenz

WG 2:
Subjects and research subjects
at the University of Koblenz

WG 3:
Communication and positioning
of the University of Koblenz

WG 4:
The University of Koblenz
as an attractive employer

WG 5:
University structures/processes
and academic self-government

WG 6:
Internationalisation
of the University of Koblenz

WG 7:
Further education
at the University of Koblenz

WG 8:
Diversity and equal opportunities
at the University of Koblenz

WG 9:
Sustainability and resilience
at the University of Koblenz

WG 10:
Determining, shaping, and structuring
interdisciplinarity in research, teaching,
and transfer at the University of Koblenz

2020

September
Kick-off of the project groups in the transformation process

14/15 July
future conference for builidng the "University of Koblenz"

2021

April
Kick-off of the 2nd round of the project groups in the transformation process

25 January
university public: presenting and discussing the project groups' interim results

2022

February/March
creating the written version of the development plan

22 November
university public: presenting and discussing the project groups' interim results

17 May
decision on the first development plan of the "University of Koblenz"

April until May
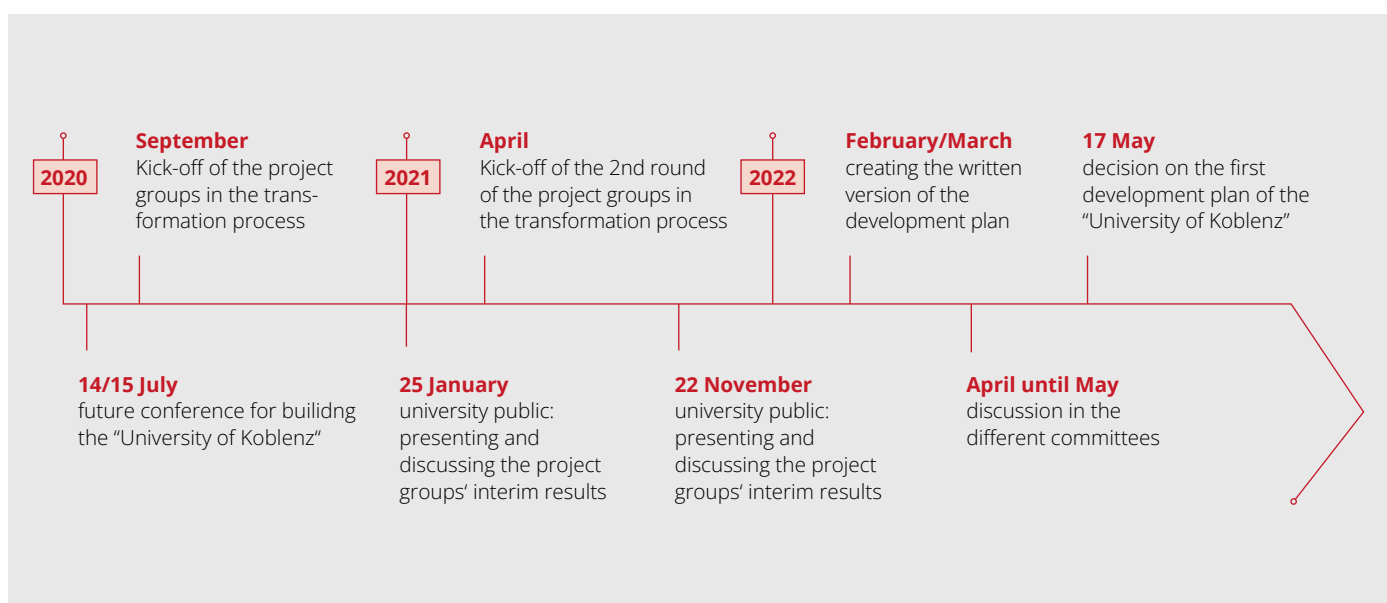discussion in the different committees

Figure 6: The timeline of the development planning process

The working groups contributed to drafting of the first development plan for the future University of Koblenz. There were two working group phases separated in time to avoid overloading the campus working capacity in terms of potentially available staff: WG 1-5 were to develop their subjects in the period from September 2020 to March 2021, WG 6-10 from April 2021 to January 2022. The working groups were not considered closed groups within the framework of continuous chances for participation. They informed the university public of the status of their work in report items in the senate committee, which served as a voting and decision-making body. The partial results of the working group phases could thus be subjected to constant public discussion at the university. All staff and students also were able to bring in proposals and concepts for advice and discussion in the respective thematically appropriate working group. The barriers to participation were to be kept low and uncomplicated throughout. The participation opportunities led to digital presentations of the results of the working groups to the university public. After 15-minute presentations of the results by the respective working group, the university public had 45 minutes to ask questions, make suggestions and criticise the presentation (university public participation phase I). The written results of the work were published digitally one week later. As part of this process, the university public was invited to make submissions on the results (university public participation phase II). The WGs were then tasked with examining the university public submissions and preparing documentation of this examination, which was presented to the senate committee in university public session.

Composition of the working groups was guided by the goal of involving all stakeholder groups and equally achieving an effective group size. In order to achieve such a mix, two maxi-mix places were created per working group in addition to the strict participation of the stakeholder groups, which were allocated from the pool of working group applicants by the campus management. The following scheme was established:

Representative of the faculty 1,

Representative of the faculty 2,

Representative of the faculty 3,

Representative of the faculty 4,

Representative from the group of university teachers,

Representative from the group of scientific staff

Representative from the group of technology and administration

Representative from the group of students

Maxi-mix I,

Maxi-mix II,

Representative of the campus management with speaker.

The faculties were to be represented by a member of the dean's office in working groups 1, 2, and 5 due to the importance of the subjects.

The working groups started with a kick-off event. The goal of this was discussing the self-organisation of the working groups. Each WG agreed on a leadership tandem to chair and organise the WG work. In addition, the working groups determined on their agendas and the corresponding timetables, in the course of which the working groups could also invite and involve guests and expert speakers.

On 25 January 2021, the public university presentation of the results of working groups 1-5 (public university participation phase I) took place, which had to be held digitally due to the coronavirus pandemic. This was followed by a one-week digital display of the results (public participation phase II). The participation of the university public could be evaluated as positive: a minimum of 117 and a maximum of more than 140 people were connected online to the presentations; in addition, a large number of comments were made during the one-week display.

Final reports were to be submitted by the end of March 2021. They were presented to the senate committee for information and discussion on 14 April 2021 in a highly public manner.

One demand from the first working group phase, namely the formation of competence networks as temporary units with the goal of finding solutions and increasing the efficiency of university processes, was fulfilled in two pilot projects:

- Competence network for communication and marketing with a focus on the campaign year 2022-2023,

- Competence network for immatriculation and onboarding of students.

The second working group phase was designed similarly due to the good experiences made. The kick-offs took place in April 2021, the partial results were reported and discussed in the senate committee and finally the results were presented as part of the university public participation phase I and II on 22 November 2021. The final documents were submitted by 31 January 2022 and presented to the senate committee as early as on 2 February 2022.

Figure 7: University chancellor Michael Ludewig, Vice-President Prof. Dr. Stefan Wehner, Spokesperson for the senate committee Prof. Dr. Nicole Maruo-Schröder and campus representative Prof. Dr. Henning Pätzold (from the left) present the University of Koblenz Development Plan on 17 May 2022 following a unanimous decision in the senate committee

An editorial team comprising campus representative Prof. Dr. Henning Pätzold, Dr. Dennis Maxeiner, Dr. Friederike Schulz, and Stefanie Quack drew up the voting draft of the Development Plan of the University of Koblenz based on the submitted texts from February to April 2022. The faculties were asked separately to submit their own development planning, which served as the basis for the chapter on faculties. The main task of the editorial team was to create a consistent, clearly structured overall document from the extensive, diverse as well as heterogeneous texts submitted.

The senate committee was the university body that initiated the development planning process and accompanied it from the beginning. Therefore, the senate committee should also take a final vote on the development plan. The senate committee meeting on 13 April 2022 served to provide information on the state of affairs and further scheduling. On 22 April 2022, the Development Plan of the University of Koblenz was presented to the members of the senate committee. A final version was voted on at the senate committee meeting on 17 May 2022. Amendments could be submitted for this purpose until 8 May 2022, which were sent out with the meeting documents the next day to all senate committee members for the purpose of individual voting. After voting on almost 40 individual amendments, the senate committee unanimously adopted the present development plan in a lively and constructive discussion, thus concluding with an extremely positive outcome the phase of a two-year strategy process that had been consistently planned and performed in a participatory manner and in which well over 200 university members from all faculties, central departments, and the administration as well as from the group of students had participated. The university council finally approved the development plan in September 2022, also unanimously. The final resolutions of the senate committee and the university council also opened a new phase: the implementation and constant monitoring, as well as – due to the dynamics of the university landscape – the continuous further development and adaptation of the development plan.

Members of the working groups

WG 1: Portfolio of study programmes of the University of Koblenz

Dean's office faculty 1	Thorsten Fuchs
Dean's office faculty 2	Ulli Roth
Dean's office faculty 3	Eberhard Fischer
Dean's office faculty 4	Andreas Mauthe
Group of university teachers	Diana Hanke-Boer
Group of scientific staff	Wiebke Lohfeld
Group of technical and administrative staff	André Stange
Group of students	Sandra Nauke
Maxi-mix I	Burkhard Lehmann
Maxi-mix II	Petra Meinerz
Campus management/speaker	Constanze Juchem-Grundmann/Dominik Weis

WG 2: Subjects and research subjects of the University of Koblenz

Dean's office faculty 1	Oliver Dimbath
Dean's office faculty 2	Christian Geulen
Dean's office faculty 3	Thomas Götz
Dean's office faculty 4	Maria A. Wimmer
Group of university teachers	Werner Manz
Group of scientific staff	Kathrin Ruhl
Group of technical and administrative staff	Andrea Ulitzsch
Group of students	Corinna Mühlenbruch
Maxi-mix I	Werner Moskopp
Maxi-mix II	Wiebke Waburg
Campus management/speaker	Stefan Wehner/Anette Neder

WG 3: Communication and positioning of the University of Koblenz

Faculty 1	Viola Dombrowski
Faculty 2	Jessica Gahn
Faculty 3	Jan Fleischhauer
Faculty 4	Kenneth Skiba
Group of university teachers	Michael Klemm
Group of scientific staff	Kornelia van der Beek
Group of technical and administrative staff	Siegmar Seidel
Group of students	Nina Schmidt
Maxi-mix I	Gerhard Lerch
Maxi-mix II	Christian Schneider
Campus management/speaker	Henning Pätzold/Miriam Voigt

WG 4: The University of Koblenz as an attractive employer

Faculty 1	Kerstin Bestvater
Faculty 2	Claudia Erdmann
Faculty 3	Elfriede van der Zalm
Faculty 4	Ikram Beneich
Group of university teachers	Lina Oravec
Group of scientific staff	Michaela Schlich
Group of technical and administrative staff	Andrea Hauswirth
Group of students	Michael Monschau
Maxi-mix I	Heike Knauf
Maxi-mix II	Frank Müller
Campus management/speaker	Henning Pätzold/Inka Engel

WG 5: University structures/processes and academic self-government

Dean's office faculty 1	Claudia Quaiser-Pohl
Dean's office faculty 2	Wolf-Andreas Liebert
Dean's office faculty 3	Wolfgang Imhof
Dean's office faculty 4	Jan Jürjens
Group of university teachers	Nicole Maruo-Schröder
Group of scientific staff	Regula Krapf
Group of technical and administrative staff	Thomas Hild
Group of students	Henrik Schmitt
Maxi-mix I	Peter Ferdinand
Maxi-mix II	Ralf Grunder
Campus management/speaker	Constanze Juchem-Grundmann/Dennis Maxeiner

WG 6: Internationalisation of the University of Koblenz

Dean's office faculty 1	Claudia Quaiser-Pohl
Dean's office faculty 2	Ruzanna Maxeiner
Dean's office faculty 3	Thomas Götz
Dean's office faculty 4	Thomas Burkhardt
Group of university teachers	Harald F. O. von Korflesch
Group of scientific staff	Anke Lensch
Group of technical and administrative staff	Christian Dorsch
Group of students	Jana Gail
Maxi-mix I	Siegmar Seidel
Maxi-mix II	Ines Tobis
Campus management/speaker	Constanze Juchem-Grundmann/Felicitas Fein

WG 7: Further education at the University of Koblenz

Dean's office faculty 1	Nicole Hoffmann
Dean's office faculty 2	Ruth Sandforth
Dean's office faculty 3	Patrick Löffler, Sabine Bauer
Dean's office faculty 4	Alexander Hug
Group of university teachers	Wolfgang Imhof
Group of scientific staff	Kathrin Ruhl
Group of technical and administrative staff	Daniela Roßkopp
Group of students	Lukas Müller
Maxi-mix I	Burkhard Lehmann
Maxi-mix II	Kerstin Kallass
Campus management/speaker	Henning Pätzold/Inka Engel

WG 8: Diversity and equal opportunities at the University of Koblenz

Dean's office faculty 1	Wiebke Waburg
Dean's office faculty 2	./.
Dean's office faculty 3	Elfie van der Zalm
Dean's office faculty 4	Karin Harbusch
Group of university teachers	./.
Group of scientific staff	Lesya Skintey
Group of technical and administrative staff	Thomas Hild
Group of students	Katharina Noll
Maxi-mix I	Tanja Gnosa, Andrea Hauswirth
Maxi-mix II	Julia Szakun-Solf
Campus management/speaker	Stefan Wehner/Anette Neder

WG 9: Sustainability and resilience at the University of Koblenz

Faculty 1	Natascha Berger
Faculty 2	./.
Faculty 3	Michaela Schlich
Faculty 4	Jeanine Krath
Group of university teachers	./.
Group of scientific staff	Kerstin Bestvater
Group of technical and administrative staff	Anne Heibel
Group of students	Ole Röwekamp
Maxi-mix I	Christian Schneider
Maxi-mix II	Victoria Schmitz
Campus management/speaker	Henning Pätzold/Miriam Voigt

WG 10: Determining, shaping, and structuring interdisciplinarity in research, teaching, and transfer at the University of Koblenz

Faculty 1	Oliver Dimbath
Faculty 2	Wolf-Andreas Liebert
Faculty 3	Silke Rathgeber
Faculty 4	Jan Jürjens
Group of university teachers	Michael Hinze
Group of scientific staff	Kornelia van der Beek
Group of technical and administrative staff	Axel Koch
Group of students	Benedikt Molchin
Maxi-mix I	Stefan Neuhaus
Maxi-mix II	Werner Moskopp
Campus management/speaker	Stefan Wehner/Dennis Maxeiner

❯ Contact

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