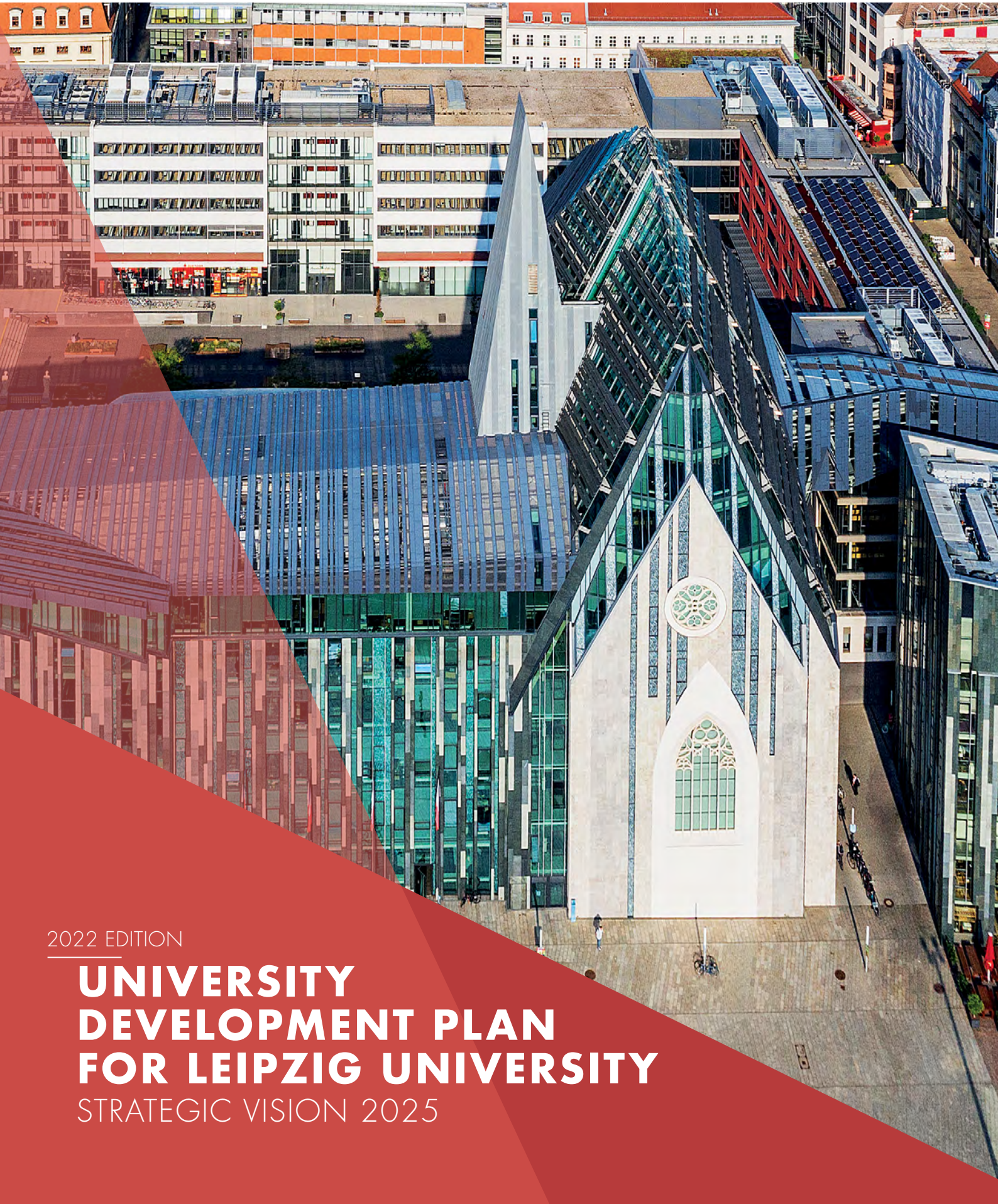
UNIVERSITÄT
LEIPZIG



2022 EDITION

UNIVERSITY DEVELOPMENT PLAN FOR LEIPZIG UNIVERSITY

STRATEGIC VISION 2025

ADAPTED AND REVISED VERSION OF THE UNIVERSITY DEVELOPMENT PLAN FOR LEIPZIG UNIVERSITY

STRATEGIC VISION 2025

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Status:

This version of the University Development Plan 2025 for Leipzig University was passed by the Senate on 12 July 2022, according to Sect. 81(1) Sentence 1, No. 16 of the Saxon Freedom of Higher Education Act (SächsHSFG) and approved by the University Council on 14 July 2022, according to Sect. 86(1) Sentence 3, No. 5 SächsHSFG.

FOREWORD
2022

Climate change, globalisation, social cohesion, global health and digitalisation: since the University Development Plan for Leipzig University was published in 2018, societies around the world have been confronting formidable challenges. Nothing has demonstrated this more clearly than the consequences of the COVID-19 pandemic. These challenges call for comprehensive and profound transformation processes, and higher education is an essential element if we wish to successfully manage the necessary changes.

Conscious of its responsibility, Leipzig University (UL) strives to address the most pressing issues of our time. It generates knowledge that is highly relevant to society, passes this knowledge on to the up-and-coming academic generations, and transfers expertise and technologies into all areas of society. In doing so, Leipzig University has become a driver of structural change in Central Germany and beyond.

This revised version of the University Development Plan for Leipzig University takes stock of the development goals UL has pursued since 2018. It integrates these goals, adding to and adapting them in its development plan until the year 2025 while retaining principal aspects of the original version.

In its strategic planning, Leipzig University includes ideas derived from the revision of the Saxon University Development Plan 2025 (SächsHEP) and the objectives of the administrative agreement between the German federal government and the federal states titled the Future Contract for Strengthening Study and Teaching in Higher Education (ZSL), hereinafter referred to as the »Future Contract«. The federal government's commitment to provide ongoing funding for university teaching increases stability and planning reliability for Leipzig University, enabling the University to set its own priorities in order to ensure higher quality study and teaching and improve the ease of planning academic careers at UL.

Establishing artificial intelligence (AI) research in Leipzig provides another important impetus for enhancing the profile of our university. In addition, unique opportunities for cooperation will arise from collaborating with the planned major research centre in the Central German mining district. Together with this research centre, but also with politicians, the private sector and civil society, our university will open up new prospects for people and communities in the region after the coal-fired power stations here are phased out.

This revised version of the University Development Plan 2025 for Leipzig University emphasises the importance of the strategic and organisational development processes that were introduced in 2018, for example, strengthening both the University's self-management and the Transfer Strategy that was approved a year later.

Leipzig University has taken on the digitalisation of research, teaching and administration as one of its core tasks. Experiences from the digital transformation of teaching, which was driven forward on an ad hoc basis during the COVID-19 pandemic, have been drawn on to clearly prioritise this topic in university development planning as it is relevant for all areas. The overarching objectives of equality and internationalisation are also being pursued with increased intensity. Adding sustainability as a shared objective underlines the high priority placed on climate protection and sustainable development not only in every aspect of daily life at the University, but also in its research profile and teaching portfolio. →

This adapted and revised version of the University Development Plan 2025 for Leipzig University was worked on and approved by the Rectorate, the faculties and the central institutions. The University's committees also participated constructively in the process.

Once again, we would in particular like to thank the academic members and staff in the faculties and central institutions for their dedication to enhancing our university's profile and improving its visibility. We would also like to thank the supporting staff members in all organisational units for their tireless commitment towards the further development of our Alma mater Lipsiensis.

One essential requirement for Leipzig University to achieve its ambitious goals is to ensure that the process of finding and reviewing the University strategy is synergistically linked to the efficient planning and management of resources. This is a challenging and ongoing task. And this is why a comprehensive process for the fundamental revision of the University Development Plan is to be started promptly under the leadership of the new Rectorate, which began its term of office in the spring of 2022, and with the support of the University committees. In particular, university development will focus on establishing outstanding conditions for research, teaching and transfer as well as the structural development of our campuses both internally and externally. Strategic emphasis will also be placed on talent development in the broader sense of character development, including the many qualification phases of academic employees and staff development for non-academic employees. We warmly invite all University members as well as partners and patrons to participate in the further development of Leipzig University.

Leipzig, 30 June 2022

Uni.-Prof. Dr. Eva Inés Obergfell
Rector

Dr. Hans-Gerhard Husung
Chair of the University Council

FOREWORD
2018

In this University Development Plan, Leipzig University wishes to inform all interested parties about its plans for future development. The University can shape its future based on a long tradition, as it was founded in 1409 and has repeatedly had to adapt to changing circumstances.

Rooted in an outward-looking city, our university is part of an international academic community in which it also actively participates. Strategically developing internationality at all levels is one of the primary tasks for the future and one to which the University is firmly committed. »A tradition of crossing boundaries« is what Leipzig University stands for. This applies to cross-border international cooperation as well as advancing towards new horizons in research and teaching.

Leipzig University's 14 faculties are home to many disciplines that we will continue to promote in the future. Internationally visible top-notch achievements across the breadth of this spectrum of topics requires a solid foundation of supporting structures. Our aim is to bring our strengths to the fore to show that UL can hold its own on the national and international stage. We work towards this objective with cross-faculty cooperation and interdisciplinary projects in research, with an innovative range of courses and sustainable quality assurance in teaching, and with continuing education. In our most important research areas, we aspire to gain funding through the Excellence Strategy of the federal and state governments.

We are particularly interested in close collaboration with the city of Leipzig and the region of Central Germany as a centre of research. In this collaboration, the transfer of academic knowledge and technology is becoming increasingly important, and transfer therefore plays a prominent role in this University Development Plan. Leipzig University's diverse activities and connections have an impact on the region. The »third mission« is part of our university's everyday practice, and the Development Plan emphasises its priority as such.
In this Development Plan, University members reflect on their work and agree on a common strategy for the upcoming years as part of the Saxon University Development Plan 2025 (SächsHEP), the grant agreement until 2024 and the University's target agreement with the state of Saxony. UL views the Development Plan not as a static set of regulations for University members' activities but as a mandate for further dynamic development. Recognising opportunities while assessing and using them against the backdrop of the University Development Plan remains our central task in the core processes of research, teaching, transfer and governance. Leipzig University is on the move, and by further specifying the Leipzig Way we aim to make the unique aspects of our university even more tangible.

An interim report on the development plans for the period from 2018 until 2025 will also be presented here.

We would like to sincerely thank everyone who showed such impressive dedication to producing the University Development Plan: those in the Senate, the faculties, the Rectorate, the administration and the working committees who laid the groundwork as well as all those involved in the mobilisation process. For the members of the University Council, cooperation with the Rectorate in an atmosphere of mutual trust was a matter of course. Constructive consultations with the Senate opened up new perspectives, the Structural Commission was involved, deans and faculties provided advice, in short: this University Development Plan is the result of collaboration between many, many people at the Alma mater Lipsiensis.

Leipzig, 30 June 2018

Prof. Dr. Beate A. Schücking
Rector

Dr. Hans-Gerhard Husung
Chair of the University Council

LEIPZIG UNIVERSITY'S PROFILE

Founded in 1409, UL is one of the oldest universities in Europe. Many people known around the world have taught or studied here, and important ideas for the development of research have repeatedly come from Leipzig. As an outward-looking and modern comprehensive research university, it strives to play a leading role among German universities. A member of the German U15[1], today UL has one of the strongest research and medical programmes in Germany.

Fourteen faculties with over 130 institutes and centres as well as 19 central institutions capitalise on interdisciplinary, cross-faculty and international cooperation in research and teaching. This cooperation also extends to other research institutions, businesses and local society.

Around 500 professors and 2,550 academic staff members research and teach at UL.[2] In all, UL employs approximately 5,560 people. The proportion of women has stabilised in recent years at around 52 per cent (excluding the Faculty of Medicine). At the Faculty of Medicine, the proportion of women is currently around 59 per cent. The non-profit donors' association Stifterverband für die Deutsche Wissenschaft (Stifterverband) presented the University with the certificate Vielfalt gestalten (shaping diversity) for its work in the fields of equality and diversity.

With 152 degree programmes ranging from Advanced Spectroscopy in Chemistry to European Private Law and Western Slavonic Studies, UL offers a spectrum of subjects unique in Saxony, making it the most popular university in the Free State. UL has system accreditation, and its courses of study have been in high demand for years. Currently, over 31,000[3] students are enrolled, and each year around 7,000 young people begin studying at UL. The proportion of female students is above average (60 per cent), and that of students from abroad is now once again around 11 per cent after the University experienced a dip in numbers due to the COVID-19 pandemic. In teaching, UL has distinguished itself as Saxony's centre for subjects involving public services of general interest (law, medicine, dentistry, veterinary medicine, teaching, pharmacy, psychology/psychotherapy, and midwifery), and more than one in three students are enrolled on one of these courses. The 45 »small subjects« are a major aspect of the University's profile, and in 2022 UL had nearly 50 per cent of all »small subjects« offered at Saxon universities (a total of 97).[4]

UL views itself as a leading university that represents the core of the Leipzig region as a centre of research. Developments in recent years have been characterised by dynamic changes in all performance markers. In the German Research Foundation's (DFG) Funding Atlas for 2021, UL is ranked 28th. The amount of external funding acquired has continued to increase in recent years: a total of around 131 million euros in external funding was acquired in 2015, rising to 145 million euros in 2018 and to 208 million euros in 2021 (the University and Faculty of Medicine). UL has noticeably enhanced its profile and bundled its topics into three strategic research fields: (1) Changing Orders in a Globalised World, (2) Intelligent Methods and Materials and (3) Sustainable Principles for Life and Health. These three overarching research fields act as the interface for cooperation with the research institutions in Leipzig and the European

1 *In the German U15 e. V., 15 prestigious German universities with leading medical centres and strong research programmes have joined together for closer collaboration.*
2 *Most of the figures given are based on statistics from December 2021.*
3 *This includes students (including those on leaves of absence, students enrolled at other universities who are auditing courses at Leipzig University, and students at the Studienkolleg Sachsen) in their first degree programme and first subject (individuals) on 1 November of the respective year including the Faculty of Medicine. Data for the winter semester 2020/21 was collected on 1 December. A total of around 1,200 students are on leaves of absence or are students at the Studienkolleg Sachsen.*
4 *See Schmidt, Uwe (Mainzer Arbeitsstelle der Kleinen Fächer): »Entwicklung der Kleinen Fächer« (lecture, 19 May 2022), Freiberg: Symposium of the Saxon Rectors' Conference.*

Metropolitan Region of Central Germany. In its teaching, research and transfer services, UL is linked to 22 other higher education institutions as well as research and education institutions in Leipzig. This cooperation has been institutionalised in the Leipzig Science Network (LSN) and includes three institutes of the Max Planck Society, two Fraunhofer-Gesellschaft institutions, four Leibniz Association institutes, two Helmholtz Association institutes, one DFG national research centre and an integrated research and treatment centre funded by the federal government as well as the high-performing Leipzig University Hospital (UKL).

UL has defined the transfer of knowledge as a performance marker that visibly influences its profile and creates competitive advantages. In its dialogue with society at large, UL aims on the one hand to put its wide body of knowledge and methodological competences into practice and on the other to develop new research topics as well as social and technical innovations in a dialogue with stakeholders outside the University. These topics and innovations are responses to the significant challenges faced by the global community today. UL works to anchor a culture of transfer within the University, in particular, by promoting its members' entrepreneurial spirit. On average, the University produces 30 university spin-off companies each year.
Among Germany's comprehensive research universities, Leipzig is unique in having a campus in the city centre. Traditionally, academic life has been closely linked to Leipzig's urban and economic activities as a city of culture, commerce, sport and media. With the Neues Augusteum and the Paulinum – Assembly Hall and University Church of St. Paul, the modern campus has combined tradition and modernity to become a hallmark of today's urban university. The renowned University Library (UB), university archives, art collections and the Institute of German Literature enrich cultural life in Leipzig. Visitors are attracted by Germany's oldest botanical garden, three museums and the teaching collections. Thousands come each year to hear the University orchestra, University choir and the Unibigband. UL is one of the most distinguished higher education institutions in Germany in terms of its international impact. It is regularly among the top-ranked universities in the German Academic Exchange Service's (DAAD) funding atlas and has successfully completed the German Rectors' Conference »Internationalisation of Universities« audit. It maintains numerous international collaborations on all continents and is expanding strategic university partnerships, such as those with Stellenbosch University (South Africa) and the University of Graz (Austria), into a network of transnational research programmes and courses of study. With this work, UL promotes international cooperation in teaching and research. The bilateral university partnerships and UL's work in the Utrecht Network are of particular importance here, as is its membership in the Arqus European University Alliance.

UL recognises its obligation to fair trade as part of globalisation. In 2015, it was the third university in Germany to successfully participate in and be certified by the Fairtrade University movement organised by the non-profit association TransFair e. V. Members of all status groups at UL work together on making their efforts towards environmental protection and sustainability visible on the path to becoming a »green university«.

1. UNIVERSITY DEVELOPMENT PLAN 2025
1.1 VISION OF ALMA MATER LIPSIENSIS 2025: THE LEIPZIG WAY

In the dynamically changing societies of a globalised world, knowledge is the most important strategic resource of the twenty-first century. UL therefore positions itself as a modern, integrating agent that generates, transmits and transfers knowledge. It is the institutional location for designing academically, socially, economically and culturally impactful ideas and solutions. With its many highly qualified graduates in the courses of study that conclude with a state examination, it ensures that the Free State of Saxony has young talent for the judiciary, schools, and healthcare, thus contributing to Saxony's development.

UL relies on the principle of research-based learning to attract students and develops its internationally networked range of courses according to parameters of success and the Bologna structure. With its quality-assured, certified degree programmes, UL fulfils its particular responsibility to developing the skills of coming generations. It also actively promotes the international mobility of its students, researchers and lecturers.

The University works to expand its internationalisation strategy across all performance markers and to enhance its profile as a networked institution with strategic collaborations.

When it comes to top-class research and medical expertise, the Alma mater Lipsiensis aspires to be one of the leading higher education institutions in Germany. With its inter- and transdisciplinary collaborative structures and a continually evolving research profile, the University's academic focus is on complex, forward-looking and socially relevant issues of our time.

In addition to generating knowledge, UL has also established knowledge transfer as a key field. This appreciably shapes the University's profile and creates competitive advantages. In this way, UL actively assumes its social responsibility as a regional player with an international perspective, giving rise to new ideas in dialogue with society. The University motivates its members to actively participate in transfer activities, and it is one of the most important agile institutions in the diverse, networked region of Central Germany as a centre of research (Halle-Jena-Leipzig region), one that influences and shapes the potential of this region.

As a renowned equal-opportunity and family-friendly employer in a thriving city, UL attracts bright minds from around the world and is internationally competitive at winning over excellent early career researchers. For its academic staff in particular, UL aims to offer more reliable career prospects that provide both personal planning security and the necessary basis for stable supervision of students. In doing so, UL also strives to strengthen its position as an attractive employer for academic support staff.

The University constructively capitalises on the social diversity of its members and affiliates. For UL, inclusion is a matter of course. The University sees itself as an outward-looking, social space and at the same time as a learning, agile organisation that is in a position to develop innovative solutions because of its formative experiences of transformation and upheaval.

UL's solution-based management and administration processes and robust infrastructure form the necessary foundation for outstanding results in all performance markers. UL deals responsibly with the freedoms granted to it based on principles of self-management, considering both state objectives and development opportunities from the bottom up. Organisational development and quality assurance have priority in all institutions, as do transparency and participation of all member groups in the processes affecting UL's evolution.

The Leipzig Way was established to make the unique aspects of UL even more tangible. The Leipzig Way describes the most important instruments and parameters for planning the University's development up to 2025 and beyond. At its core, it defines the systematic further development and structural support of the interaction between diversity and dynamics, an interaction that is constitutive for the University's profile. The Leipzig Way provides guidance and motivation for the University's institutions and members in achieving continuous optimisation for all performance markers. It offers sufficient flexibility to take into account the diversity of the University's institutions – many of which developed over long periods – both in terms of content and structure. The Leipzig Way pursues the following five constituting principles in all three performance markers – teaching, research and transfer (see also Fig. p. 39).

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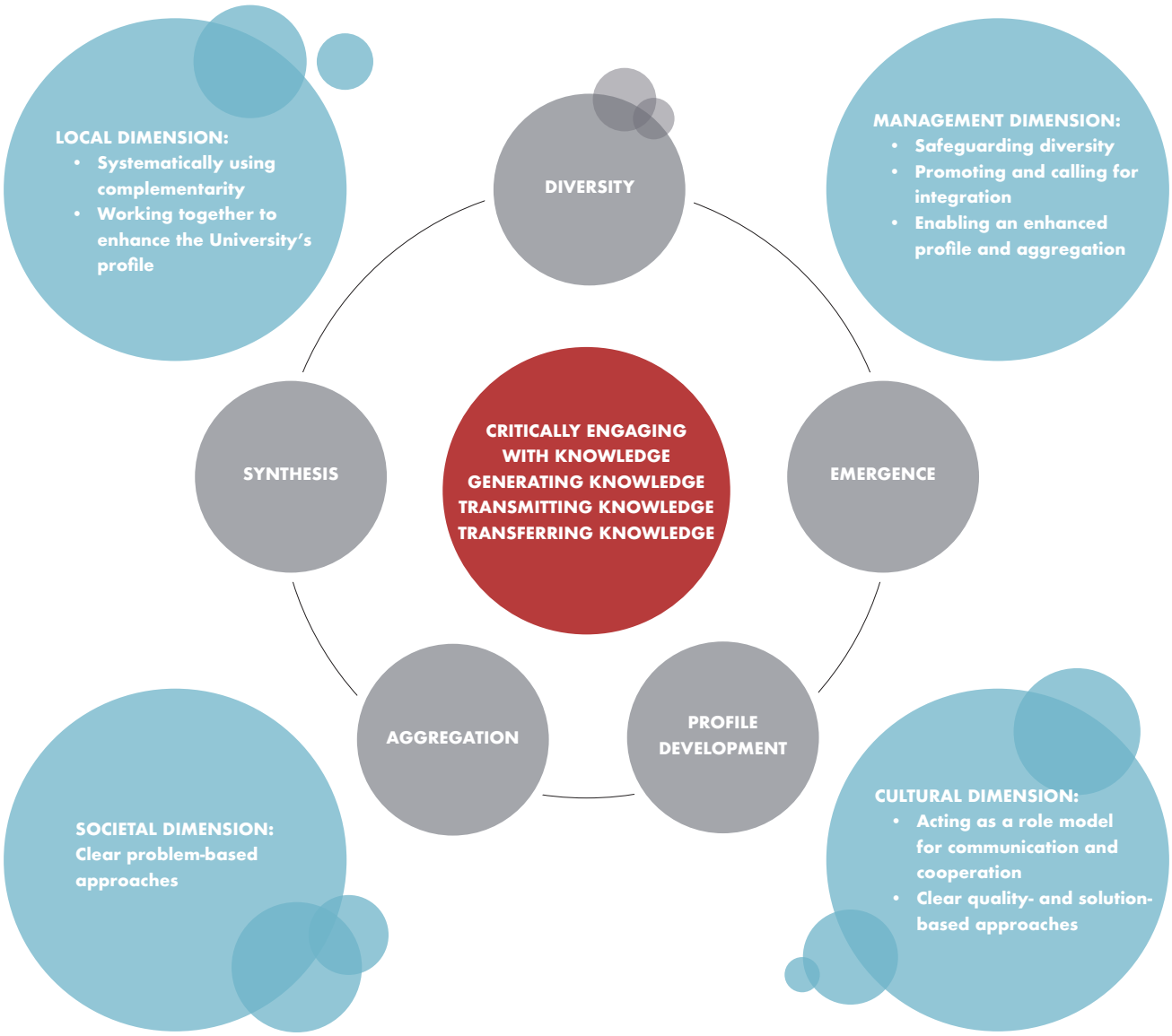


The Leipzig Way: Guidelines for development planning at Leipzig University

DIVERSITY

The starting point – phase one – of the Leipzig Way is the diversity of academic disciplines that developed in the past. This diversity of subjects is aligned with top-class international research and is one of UL's particular strengths. In order to further strengthen the University's competitive position and develop UL's profile, this diversity must be coordinated and joined up with other objectives. To this end, researchers must engage in systematic inter- and transdisciplinary dialogue to create opportunities for transitioning, cooperating and recombining knowledge. This is also how ongoing processes of innovation and transformation are initiated at the University.

EMERGENCE

As a learning system and social space, UL promotes the developing self-organisation of its units. Resulting from inter- and transdisciplinary as well as international communication and cooperation, in phase two of the Leipzig Way, the University members formulate new and innovative research programmes and create collaborative structures. This sustainable process – which also serves to enhance the University's profile – enables developments that are not dependent on short-term changes in funding lines.

PROFILE DEVELOPMENT

In the third phase of the Leipzig Way, UL's profile will be further developed in a continuous and dynamic process. The strategic research fields and profile areas in the performance markers help identify and support innovative and socially relevant cutting-edge research in both large consortia and small research groups. This enhances UL's profile outside the institution and increases its competitiveness.

AGGREGATION

The fourth phase involves integrating several prominent collaborative structures. The aim is to include as many new partners as possible from other academic fields for mutual support in integrated platforms for research, teaching and transfer.

SYNTHESIS

To secure and assist with the development of UL's profile in the long term, structured interaction and feedback processes will be established and actively promoted between successful collaborative platforms and emerging areas of growth and innovation. This will enable new approaches, methods and questions to be integrated into established collaborative structures. It also means that UL will create a foundation for new cycles to establish collaboration that will shape its profile in all performance markers.

The Leipzig Way also achieves its highly dynamic development by systematically incorporating and creating internal and external dimensions:

- The management dimension creates incentives to promote larger collaborative structures while also calling for the integration of the University's institutions and its members into these structures. Overcoming the boundaries between natural and life sciences on the one hand and the humanities, social sciences, and cultural and area studies as well as computer science on the other is of particular strategic importance.
- Successful integration into vibrant collaborative structures requires that all of the University's structural units and members develop their willingness to communicate across disciplinary boundaries. They also need to proactively cultivate and extensively exercise collaborative skills. This means that in addition to the organisational dimension, further development must target the culture of communication and cooperation at UL.
- The region of Central Germany as a centre of research is the home of international high-tech companies, competitive higher education institutions and important institutes of renowned research associations. This local dimension offers the potential of developing strong consortia in research, teaching and transfer. With the Halle-Jena-Leipzig Central German University Alliance, founded in 2007, and the LSN that was founded in the spring of 2018, network structures already exist that promote cooperation and integration and thus substantially further UL's objectives on the Leipzig Way.
- The Leipzig Way strives to create incentives that align all performance markers with the complex social challenges of the future and urgent needs of the present. These are to be translated into academic research questions for the University to work on so that the knowledge gained can be transferred back to society. UL actively incorporates this societal dimension, enhancing its profile as an institutional space for ideas and innovations that have a social, economic and cultural impact. It takes its key inspiration for development from dialogue with stakeholders from business, culture, politics, administration and civil society – an exchange that is based on mutual trust.

In particular, the Leipzig Way leads to:

- Cooperation being strengthened among the fields of medicine, natural and life sciences, humanities, social sciences, cultural studies and computer science
- Communication with UL being systematically intensified across the boundaries of faculties and disciplinary cultures with the inclusion of business, culture, politics and civil society
- Academia and administration working together even more closely to achieve common objectives
- Cooperation in the region of Central Germany as a centre of research being optimally linked with UL's profile development and new programmes and initiatives for study and teaching
- UL's international networks and visibility being increased.

1.2 MOTIVATIONS FOR UPDATING THE UNIVERSITY DEVELOPMENT PLAN (HEP)

In research, teaching, transfer and its administrative work, UL takes on immense global challenges like climate change, social cohesion, geopolitical changes, global health and digitalisation. For these comprehensive and profound transformation processes, research and research-based public education is essential. In a dynamic and forward-looking process relying on strategic foresight, UL defines the objectives of its development planning and regularly reviews and adapts these as necessary.

UL has revised its University Development Plan due to the following motivations in particular: (1) the update to the Saxon University Development Plan 2025 (SächsHEP); (2) the Future Contract for Strengthening Study and Teaching; (3) the planned foundation of a major research centre in the Central German mining district; (4) the consequences and lessons from the COVID-19 pandemic; (5) the establishment of top-notch AI research in Leipzig; and (6) the planned participation in the Excellence Strategy of the federal and state governments.

Motivation 1: Update to the Saxon University Development Plan 2025 (SächsHEP)

The heart of this update is setting the number of students in Saxony at a level of around 101,000, while making the number of positions necessary to support this number of students permanent using funds from the Future Contract that increase over time. For UL, a target number of 28,000 students was set for the winter semester 2024/25, which would mean an additional 5,000 students. The increase in planning reflects the sustained high demand for UL's courses of study. In addition, the SächsHEP focuses on and supports subjects involving public services of general interest and defines digitalisation as a core task in the development of higher education institutions.

Motivation 2: Future Contract for Strengthening Study and Teaching

The Future Contract is the successor to the Higher Education Pact 2020, and with it the federal and state governments aim to contribute jointly to improving the quality of study and teaching at higher education institutions across the board in the long term. The additional funds provided through the Future Contract offer UL more stability and security in financial planning. UL's development until 2025 will therefore be largely influenced by the targets set in the Saxon Declaration of Commitment (Sächsische Verpflichtungserklärung) 2021–2027, which foresees maintaining the expanded admission capacities based on need, improving the supervisory situation and increasing the number of permanent positions for university personnel who work in the area of study and teaching. Based on this and combined with the intention of improving the ease of planning academic careers at UL, the University aims to increase the proportion of academic staff members with permanent positions. As defined in the target agreement with the SMWK 2021–2024, the proportion of employees whose positions are financed by the funds for the establishment plan or other budgetary funds is to increase to 33 per cent by the end of 2024.

Motivation 3: Founding a major research centre (GFZ) in the Central German mining district

With the German Coal Phase-Out Act (Kohleausstiegsgesetz), coal power plants are to be closed down in Germany. The German lignite district, which also includes Saxon Lusatia and the Central German mining district, have been facing serious challenges due to this upcoming structural transition. Research and innovation will be the key drivers for structural changes and future value creation, especially when combined with the creation of new jobs. The German Structural Development Act (Strukturstärkungsgesetz) states that in each of the affected regions in the Free State of Saxony, a new, institutionally funded GFZ is to be founded as part of a competitive process. UL has carried out intensive negotiations for possible institutional cooperation for the GFZ initiatives that seek to found a centre in the Central German mining district. The aim is to design an independent unit for research, teaching and organisation at UL that functions as an institutional bridge to the GFZ. This will enable UL to take advantage of the legal possibilities open to a central research institution that has competences similar to a faculty. Setting up a major research institution in the direct regional environment is an excellent, singular opportunity for strategic cooperation that has the potential to bolster UL's profile and organisational development well into the future.

Motivation 4: Consequences and lessons from the COVID-19 pandemic

The COVID-19 pandemic that swept the world starting in the spring of 2020 posed unfamiliar and serious challenges for UL in all performance markers and organisational units, but especially in the area of study and teaching. Students and lecturers were involved in many ways as they shaped the digital transformation of teaching and practised creativity and solidarity. Staff in the faculties, central administration and central institutions worked diligently to ensure that services were maintained and adapted, that courses and exams could take place and that research work continued to be possible. In line with the SächsHEP as mentioned above, UL defines digitalisation as one of its core tasks. Based on the consequences and lessons from the COVID-19 pandemic, one development path for UL can be seen as the strengthening of its resilience, as called for by the Council of Science and Humanities. According to this path, robust networks are needed across the boundaries of institutions and the research system, as are agile structures and processes characterised by the flexible handling of funds and the consistent use of the potential benefits of digitalisation.[5]

Motivation 6: Participation in the Excellence Strategy of the federal and state governments

One important motivation for adjusting the University's development until 2025 is the intention to submit three proposals as outlines in the Cluster of Excellence funding line, which is part of the next Excellence Strategy of the federal and state governments. These proposals are Breathing Nature, New Global Dynamics, and Metabolic Syndrome.

Additional motivations for university development

Additional motivation for university development can be found in the coalition agreement of the SPD, Bündnis 90/Grüne and FDP for the German government 2021–2025, for example, an increase in the proportion of state funding for research and development to 3.5 per cent of gross domestic product, pushing ahead with the Future Contract for Strengthening Study and Teaching, and expanding the tenure-track programme while also making it permanent. Factors that are especially important for further development in transfer include agreeing on the support and acceleration of innovation and transfer from basic research up to the applied research stages, promoting start-ups as a driver of innovation boosts, providing funds to higher education institutions to create the infrastructure necessary to promote technological and social entrepreneurship, and creating innovative regions in which the university would like to participate more actively in the future. The revised Innovation Strategy of the Free State of Saxony passed in 2020 continues to represent an important development step with its guiding principles on strategic innovation management and innovation culture and the declaration of commitment to renewing and establishing regional innovation profiles. UL will take this up in its transfer efforts. Finally, the introduction of self-management and the associated change process will be of great import at UL. In UL's governance system, planning, management and control instruments are closely coordinated to enable the University to develop, head towards and review its objectives while at the same time ensuring that resources are used economically and structures are maintained.

5 *See: Council of Science and Humanities: Impulse aus der COVID-19-Krise für die Weiterentwicklung des Wissenschaftssystems in Deutschland [Ideas drawn from the Covid-19 crisis to further develop the research system in Germany], position paper (Drs. 8834-21), January 2021.*

1.3 STRATEGIC GOALS IN UNIVERSITY DEVELOPMENT PLANNING FOR 2025

UL strives for excellence in all of its fields. Until 2025, it is pursuing the following strategic goals.

1.3.1 INTEGRATED PROGRAMME FOR RESEARCH EXCELLENCE

UL bundles its academic strengths into three strategic research fields that, in the long term, will be made up in approximately equal parts of the humanities and social sciences, life sciences, and medicine as well as the natural sciences and computer science. In Central Germany, these research areas are closely connected to the external research institutions in Leipzig and the Halle-Jena-Leipzig University Alliance. The strategic research fields offer development potential for top-class competitive research.

By 2025, the objective is to develop additional UL research initiatives such that they extend beyond the networking or consortium status of individual collaborative research centres (CRCs). In line with the recommendations made by the Council of Science and Humanities,[6] these research initiatives are to be able to link several large consortia in various performance markers. An important driver of development in this area will be the institutional cooperation with the GFZ in the Central German mining district (see Section 1.2).

UL has taken its strategic research fields and used them to derive its planning for the next Excellence Strategy of the federal and state governments in the Cluster of Excellence funding line.

In the performance marker research, the goals until 2025 are as follows:

- Develop our research programme: The Leipzig Way also describes the dynamic further development of the University's research profile. This includes the following stages: (1) stimulating, identifying and promoting new research fields (emerging fields), (2) combining these fields as a nucleus for acquiring collaborative projects, (3) further evolving these into interdisciplinary research networks with overarching research questions and (4) developing internationally visible integrative centres (iCenters) (see phases 1 to 4 in Fig. p. 39).
- Establish research centres: The Leipzig Way is geared towards the long term and provides for the establishment of several integrated research centres (iCenters). The iCenters will be formed independently of the Excellence Strategy of the federal and state governments. UL intends to develop multiple iCenters to tackle the primary social challenges of the day, such as the dramatic loss of biodiversity and the impact of globalisation processes and projects.
- Give ideas for research: Early career researchers, whether as individuals or as part of collaborative research teams, constitute an important catalyst for the Leipzig Way. To strengthen its research profile and competitiveness, UL has established the following successive packages of measures and programmes: (1) doctoral preparation programme (Pre-Doc Award), (2) doctoral programmes (Graduate Schools), (3) Leipzig Excellence Fund for Young Researchers (LE4YOU), (4) Leipzig Researcher Development Programme (LRDP) and (5) Leipzig Tenure-Track Programme (LTTP).
- Connect topics and people: To facilitate interaction between the integrated research centres and all of the University's research areas, in 2020 we established the Leipzig Lab as an innovative institution to create synergy between topics and bring together researchers.
- Incentivise research: Services and infrastructure are being expanded in the areas of research data management and open-access publishing to strengthen the research process. The research information system leuris is to be developed into the central tool for documenting and presenting UL's research achievements.

6 *See: Council of Science and Humanities: Perspektiven des deutschen Wissenschaftssystems [Prospects for the German research system], position paper (Drs. 3228-13), July 2013.*

1.3.2 QUALITY, STABILITY, INTERNATIONALITY AND INNOVATION IN TEACHING AND STUDY

For the performance marker teaching (see Section 4), university development is structured along a broad range of subjects, ranging from natural and life sciences and medicine to numerous disciplines in the humanities and social sciences to law and computer science. The interaction of the individual disciplines, including a wide variety of »small subjects« characterises UL's profile as a comprehensive research university. Following the principle of the unity of research and teaching (teaching through research), teaching will also contribute to further concentrating Leipzig University's strategic research fields. In turn, successful research collaboration and platforms that arise as part of the Leipzig Way will continue to provide new input for interdisciplinary courses of study. A significant boost to development will also come from institutional cooperation with the GFZ in the Central German mining district (see Section 1.2). With degree programmes whose quality has been assured, study success is to be improved further and the drop-out rate reduced. By 2025, we will further enhance the profile of our degree programmes and conduct their accreditation. UL has made a name for itself as a Saxon centre for subjects involving public services of general interest and, in particular, as the centre for teacher training in Central Germany. In addition, the University will continue to promote the internationalisation of teaching and study and use digitalisation for new and innovative teaching formats.

In the performance marker study and teaching, the goals for 2025 are the following:

- Consolidate and shape degree programmes: With the successful completion of our system accreditation, UL has made a clear commitment to quality assurance and development in teaching and study. It offers degree programmes of a high academic and didactic standard that are recognised and in demand internationally. Accrediting degree programmes is a continual requirement, and preparations are underway for re-accreditation. All degree programmes are subject to the quality management system (QMS).

- Enhance and promote teaching: As outlined in the Future Contract, UL will ensure that study and teaching are of high quality while creating or maintaining good conditions for studying across the broad range of its courses of study. To this end, it will develop continuing professional development programmes for academic teaching. The University will enhance the continuing education of all lecturers in the field of university teaching under consideration of the heterogeneous target groups. It will promote and implement innovative forms of teaching on a project-by-project basis. UL strives for an appropriate proportion of permanent and fixed-term employment contracts for mid-level faculty members that ensures that the high quality of teaching and supervisory tasks can be maintained. The proportion of academic personnel (including academic staff members and lecturers (with a specific function, LfbA)) who have permanent contracts can be increased with the funds from the Future Contract that are being used, among other things, to maintain teaching capacity, improve the supervisory situation and infrastructure required for teaching, and boost the quality of teaching. This is another step towards achieving the goal of having more permanent positions and easing the planning of academic careers at UL.

- Enhance the quality management system for teaching and study: UL will develop its QMS strategy further and connect lecturers and students as well as faculties and central organisational units. On this basis, by 2025 all bachelor's and master's programmes will undergo our QMS and be subject to external evaluation. And by 2025, our university will only enrol students on courses of study it has already accredited. Enrolment on degree programmes that end with a state or ecclesiastical examination will be the exception to this rule.

- Internationalise teaching and study: Modern graduates must be prepared for a globalised labour market and multicultural and multilingual environments. Leipzig is developing various resources to help students develop these skills while they are studying: from integrated study programmes with international partners to mobility windows and curricular components that enable an international experience »at home«.

- Create innovative study models: UL is developing courses of study with an international focus in areas where teaching interfaces with research and transfer, such as research master's, practice-oriented degree programmes with the active participation of companies, transnational study opportunities abroad, and marketable continuing education formats.

- Establish UL as a centre for teacher training in Saxony and Central Germany:
  UL offers high-quality and sustainable teacher training not just for the undergraduate stage of teacher training, but also for qualified teachers and career changers. The Student Advisory Service provides information and advice in various formats related to the teaching degree programmes that are specific to the five school types in Saxony. It has thus reacted to the increased demand for advice and guidance. UL aims to develop and implement the »Teacher Training 2025« strategy, which also includes stabilisation structures as well as elements that focus on quality and quantity in teacher training. The new specialisation for teachers at vocational schools will further strengthen training for state tasks and systematically expand the range of subjects offered at UL.

- Utilise digitalisation: The digital revolution is changing teaching and learning cultures and requiring us to rethink various teaching and learning formats. It is also important to review the balance between in-person learning and independent study with electronic resources. In this way, new formats can enrich both the form and content of the courses we offer without weakening the personal development of students, which depends on regular university attendance in person. Digital teaching will continue to be developed based on the faculties' experiences during the COVID-19 pandemic in the years 2020–2022 so that the University is ready for the future, especially with a view to the international and transnational range of courses. Digitalisation strategies are to be devised for each faculty in cooperation with the Chief Information Officer (CIO). Another potential area for digitalisation lies in expanding the technical infrastructure for hybrid teaching. At the same time, when designing its hybrid and digital teaching, UL will not ignore the fact that digitalisation affects not only technical aspects. The processes can only be put into place if the administrative, legal and staffing conditions are met, and didactic aspects must also be considered.

1.3.3 EXPAND TRANSFER WITH REGIONAL INTEGRATION AND SUPRAREGIONAL VISIBILITY

For the performance marker transfer (see Section 5), all academic areas make use of innovative services to contribute to the diverse and lively exchange of knowledge between the University and society. By national standards, we are already highly successful when it comes to promoting start-ups and continue to pursue this course as a leading partner in the Leipzig SMILE start-up initiative. For years, UL has consistently ranked highly with this initiative in surveys such as the Gründungsradar, carried out by the Stifterverband. By ensuring that knowledge and technologies impact business, culture, and politics, UL fulfils its social responsibility in the region. An important driver of development in the area of knowledge and technology transfer will be the institutional cooperation with the GFZ in the Central German mining district (see Section 1.2). With the Research and Transfer Centre for Bioactive Matter (b-ACT^{matter}), UL has established a platform involving multiple faculties that is funded as part of the federal programme for strengthening transformation dynamics and represents a new start in the mining districts and at the former coal power plant locations (STARK).
In the areas of biophysics, ecology and life sciences, b-ACT^{matter} acts as a hub between research and the industrial sector.

The following goals are to be achieved by 2025:

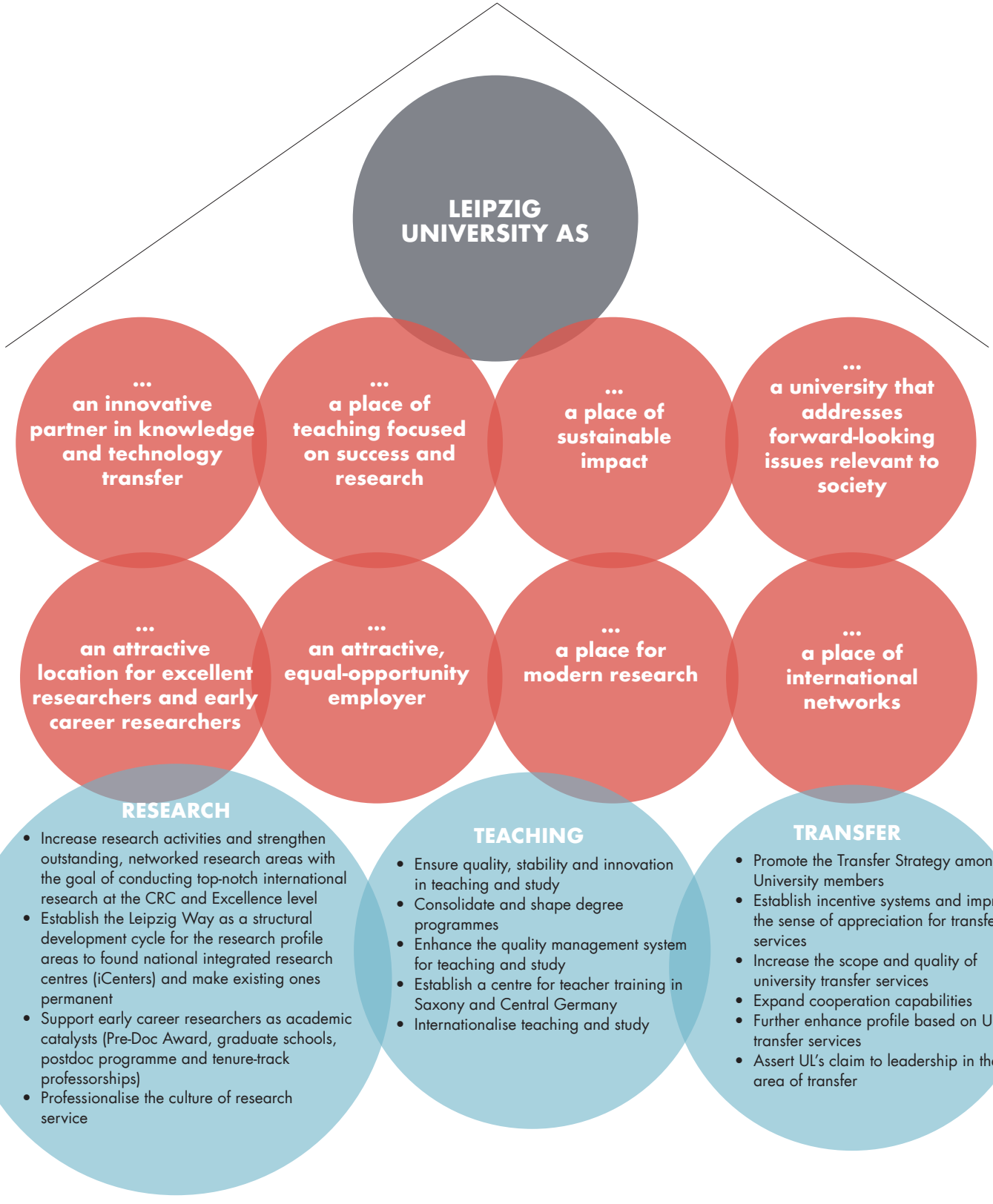
- Promote the Transfer Strategy among University members: A vibrant culture of transfer is the foundation for successful transfer. UL works to raise awareness of transfer and motivate members of all status groups to participate in transfer activities. Every faculty and every institution is to develop its own specialised transfer objectives and activities within the scope of the University's overarching goals. This will strengthen UL's overall profile development while making outstanding, socially relevant academic achievements visible and effective. Tailored training programmes will be offered to encourage and enable University members to engage in successful transfer activities. Incentives, awards and honours will motivate them to continue and expand their work.
- Increase scope and quality of university transfer services: UL is pursuing this goal in all areas related to transfer, that is, in knowledge application, knowledge dissemination, consulting, and research communication. More cooperative activities are to be initiated with civil society, culture, politics and business. UL's transfer infrastructure will continue to be expanded while opportunities for cooperation will be systematically identified and used. Further intensifying and professionalising research communication will remain of particular importance. This can serve not only to promote the interests of academia and improve understanding of research findings, it can also shape social dialogue and strengthen the function of research as a source of guidance.
- Enhance the University's profile with its transfer services: With regard to its »third mission« activities, Leipzig University plans to expand its profile. As a further performance marker alongside research and teaching, it aims to promote the strategic and institutional anchoring of the idea of transfer in all of the University's institutions and processes. By doing so, UL aims to make a name for itself beyond Central Germany as a university with excellent transfer activities, thereby actively taking on its regional responsibility in dialogue with social actors from all areas and levels. At the same time, it will have an impact beyond the region with an international perspective. UL sees itself as the most important catalyst for social and technical innovations in the Central German innovation ecosystem and aspires to a key role in moderating the exchange of knowledge among academia, politics, administration and civil society.

1.3.4 MANAGEMENT, STAFF AND INFRASTRUCTURE

Our university strives for the greatest possible autonomy in order to optimally utilise its resources. It took a decisive step towards this autonomy when it was allowed to self-manage starting in 2022. Financial, staff and property resources are effectively and efficiently utilised by means of strategic and operative controlling instruments. The internal target agreements with the University faculties and the central institutions represent one important strategic instrument for management. UL's administration supports both the University management and the academic institutions in fulfilling new requirements for all performance markers.

The following goals are to be achieved by 2025:

- Implement self-management: Bundling and continuing to expand controlling processes will contribute markedly to an improvement in UL's capacity to manage and act. The next milestone will be to optimise and consolidate the central and decentral financial management processes. UL's administration supports the Leipzig Way with a clear service orientation along with data provision and management. It thereby supports the development towards top-notch performance and excellence in all fields.
- Regularly conclude internal target agreements: One of the key elements of the management strategy is internal target agreements that the Rectorate negotiates in a cooperative process with the University faculties and the central institutions.
- Develop, attract and retain personnel: UL is pushing forward with staff development for its academic and non-academic staff members. Outstanding professors are to be recruited and retained. Thanks to the LTTP, UL is able to attract excellent national and international researchers in the early stages of their careers, laying the groundwork for their long-term commitment to the University. UL's comprehensive understanding of talent development means that it also focuses on developing students' competences. In the area of staff development, UL will optimise offers, looking specifically at the needs of non-academic personnel. Occupational Health Management (OHM) creates healthy working conditions and tailored prevention programmes as needed, enabling excellent performance in research, teaching, transfer and administration and contributing to retaining staff.
- Internationalise the administration: To optimise support for research, teaching and transfer, UL promotes the internationalisation of its administration.
- Advance construction projects: To become more competitive and to allow UL to respond better and faster to the needs of its academics, the University strives for greater autonomy in construction projects.



Leipzig University's strategic goals for 2025

1.4 OVERARCHING GOALS IN UNIVERSITY DEVELOPMENT PLANNING FOR 2025

In addition to the strategic development goals in the individual performance markers, by 2025 UL intends to reach four overarching goals that affect all areas of the University: internationalisation, equality, digitalisation and sustainability.

1.4.1 INTERNATIONALISATION: FOCUS ON STUDENTS AND STAFF

A welcoming culture and internationality have always been part of the University's identity. UL has set itself the goal of accelerating internationalisation and exploiting it to the full to enhance the University's profile.

To attract the best doctoral researchers, researchers and students to Leipzig, UL must offer optimal conditions and the best possible support. Internationalisation is a core component of achieving this objective. As an overarching task, every area of the University – from the University management to the faculties and administration – must be a part of this drive for internationalisation. To this end, the University aims to expand international research alliances, recruit outstanding early career researchers from abroad (see Section 3), enhance the international mobility of its students and further open itself to international students (see Section 4). The University administrative structures, which are becoming increasingly internationalised, support the overall objective of internationalising research and teaching (see Section 6). UL brings these activities together in its overarching internationalisation strategy.

1.4.2 EQUALITY: EQUAL OPPORTUNITY, EQUITY, DIVERSITY AND FAMILY

UL is committed to and accountable for advancing diversity, and in future it will bundle its strategic approaches to promote equality, diversity, anti-discrimination, inclusion and a balance between work and family in a university-wide equal opportunity strategy (see Section 6). This central framework is coordinated with the decentral equal opportunity policies in the faculties and central institutions, ensuring that needs-based measures lead to reciprocal effects in implementing equality and diversity requirements at all levels. When diversity is understood as a principle of equal opportunity, then differences among University members become opportunities to tap for higher performance and more innovation and should therefore be encouraged in research, teaching, study, knowledge management and administration. In this, an intersectional approach is applied that extends from supporting women to increasing social diversity and from enhancing accessibility to expanding the services for a family-friendly university. UL thus fulfils its responsibility to ensure that students and staff interact respectfully while showing appreciation for one another.

This approach does justice to diversity by considering all dimensions and focuses on reducing intersectional discrimination. Anchoring these activities in all structures combines resources and ensures that the relevant actors engage in purposeful communication. The aim is to create an approach to anti-discrimination that is applied throughout the University and is institutionally supported by the establishment of structures that promote diversity and shape the conditions for research, study and work such that they are attractive and competitive. Beyond the University context and political agenda, UL takes its social charge as expressed by the »third mission« seriously: unequal opportunities exist, and UL raises awareness of this fact across the University, in academia, in local society and among the general public.

1.4.3 DIGITALISATION: EMBEDDING DIGITALISATION IN THE ENTIRE UNIVERSITY

The digital transformation is highly important for all performance markers. UL has therefore defined digitalisation as one of its core tasks, one which will require specifying and consolidating central as well as decentral processes. The digitalisation strategy sets down medium- and long-term goals and areas for which scheduling and resource planning are to be specified with the help of packages of measures. This overall strategy arose from the continuation and consolidation of the three partial strategies for the digitalisation of research, teaching and administration. For the performance marker research and teaching, plans of action are to be developed so that the digitalisation strategy can be implemented together with the faculties. An Enterprise Resource Planning system (ERP system) will be introduced as part of the digitalisation of the administration. The administration structure will be continually adapted to the digitalised work processes. In all areas, the existing IT systems and services are to be safeguarded. This includes effective on-site assistance.

1.4.4 SUSTAINABILITY: INTEGRATION INTO THE UNIVERSITY'S WORK

UL believes it has the responsibility to ensure that its development planning as well as daily life at the University are conducted in an environmentally conscious and sustainable way. In light of this, in 2019 the Rectorate declared the integration of environmental protection into daily life at the University and sustainable development in research, teaching and transfer to be one of the University's overarching goals.

UL recognises the unique role it plays and the opportunity it has to contribute to researching the environment and the consequences of changes to the ecosystem. Its task is to train the decision-makers of tomorrow in these areas and equip them with innovative ways of thinking and acting. Sustainability is already embedded in UL's strategic research fields and in the centralised and decentralised decision-making processes. This is particularly visible in the collaborative initiatives Breathing Nature and New Global Dynamics.

Student-led initiatives, the University management, central administration, researchers and external partners remain in close communication on the topic of sustainability in the established format of a round table discussion on sustainability, which is hosted regularly by the student working group Nachhaltige Universität together with the Office for Environmental Protection and Occupational Safety. The joint goal of the various stakeholders is to network existing activities across the University and make successes in the area of sustainability more visible, for example, the new environmentally friendly building of the Centre for Educational Sciences (use of geothermal technology). The format is also being used to constructively support the planning and establishment of a Green Office at UL. In future, the Green Office will bring together the work of various stakeholders and status groups in the area of sustainable university development. Additionally, possibilities are to be found for integrating aspects of sustainability into administrative and decision-making processes and into research, teaching and transfer.

There are already numerous extracurricular resources such as a lecture series on sustainability and environmental protection, which raises awareness of the topic among all University members. In particular, an internal University budget for these kinds of events supports student initiatives related to sustainability.

In a sustainability report, UL will regularly report publicly on its activities and the status of implementing its goals and in 2023 will bundle these in a sustainability strategy that is to be generated in a broad participative process.

1.5 ESTABLISHING FACULTY PROFILES (TAKING INTO ACCOUNT THE SAXON UNIVERSITY DEVELOPMENT PLAN 2025 (SÄCHSHEP) AND THE FACULTIES' ROAD MAPS FOR THE FUTURE)

The 14 faculties and 19 central institutions assume a great deal of responsibility in the profile enhancement and development planning described above, actively implementing the principle of coordinated diversity. Cooperation among subjects within the University creates synergies, and there are also many inter- and transdisciplinary collaborative projects.
UL views collaboration among various disciplines and institutions as a great source of potential for its success in enhancing its research profile. For this purpose, interdisciplinary centres have been established to enable joint research and teaching activities. All University faculties have prepared their own specific road maps for the future based on the state and university development plans and as a step to fulfilling their internal target agreements 2019 – 2020. These road maps outline prospects and opportunities for development for all performance markers. Overall, the goal is to take the state requirements to ensure that a certain range of degree programmes are offered in the state and combine these requirements with the University's and individual faculties' specific, strategic goals and opportunities to enhance their profile into a coherent strategy that also takes the work done by the »small subjects« at UL into consideration. All faculties are involved in strategic university development, which increases the visibility of their strengths both individually and jointly across faculty boundaries. In the following, selected aspects and development prospects for the faculties are highlighted:

The Faculty of Theology is one of UL's original faculties. Its task is to educate future pastors in Saxony and within the German Protestant Church as well as to train teachers. Scholars at the faculty conduct research into the Christian tradition. By 2025, the faculty aspires to more closely network the individual institutes for joint externally funded projects.

The Faculty of Law is the only training site in Saxony for those who want to become fully qualified lawyers. Leipzig's visibility as an important location for the judiciary will be significantly increased with the construction of the planned building on Wilhelm-Leuschner-Platz in cooperation with the Forum Recht Foundation. Specialisations in administrative law, media law, corporate law, tax law and international law will be maintained and developed. The Leipziger Examensoffensive (LEO), which offers students a chance to review the aspects of law pertinent to their state exam, has played a significant role in helping students successfully complete their law degrees.

The Faculty of History, Art and Area Studies offers a broad range of degree programmes including teacher training and is represented in many of UL's research areas. It generates important, meaningful ideas for the city and region. The specific combination of disciplines found at the faculty, the expansive spectrum of historical basic research, and the work done on new and heterogeneous knowledge stocks – especially in non-European languages – contribute substantially to critical knowledge of global dynamics in the past and present. In the area of music and musicology, the faculty cooperates with the University of Music and Theatre »Felix Mendelssohn Bartholdy« Leipzig (HMT). A cooperation agreement opened up courses to students from both institutions, and collaborative research projects are also being planned. The field of theatre studies was restructured to include innovative courses of study with transdisciplinary and transcultural emphases. In future, innovative research with a focus on application will be the emphasis together with closer networks within and outside of UL.

The Faculty of Philology views itself as a space for reflection on language, literature and cultures in various cultural regions and eras. Discourse skills and other competences taught in this way play an ever greater role in an increasingly globalised, networked, digital and multilingual world, for example, in the attempt to understand and overcome geopolitical conflicts (which can currently be seen with the war in Ukraine and the linguistic and cultural skills of Slavonic Studies). The faculty also makes a particular contribution to teacher training in public service and in the area of interpreting and translation. Long-standing international relations and contacts are one of the faculty's specific strengths.

The Faculty of Education focuses its research, teaching and transfer on educational practice in complex topic areas, from nurseries and schools all the way up to university level. The faculty's primary purpose is to ensure teacher training for all types of schools and grade levels. Starting with the winter semester 2022/23, the first students to specialise in Business and Administration for Teachers at Vocational Schools were enrolled in cooperation with the Faculty of Economics and Management Science and the Centre for Teacher Training and School Research (ZLS). One unique aspect of the faculty is its Leipzig Research Center for Early Child Development (LFE), which cooperates with Max Planck Institutes in Leipzig and Leipzig University Hospital (UKL).

The Faculty of Social Sciences and Philosophy contributes to enhancing UL's profile with its various disciplines in the humanities and social sciences as well as the »small subjects«. The Leipzig Research Centre Global Dynamics (ReCentGlobe), founded in 2020 as a central institution at UL, institutionalised research into globalisation projects in the past and present. Together with other institutions, researchers at this faculty are developing the New Global Dynamics initiative in the Changing Orders in a Globalised World strategic research field.

To ensure that certain subjects are offered in the state, the business and economics faculties at all Saxon universities agreed on a joint, structured programme for doctoral researchers in the areas of business administration, economics and business information systems. Especially when it comes to sustainability management, the Faculty of Economics and Management Science was able to contribute to the Sustainable Principles for Life and Health strategic research field. By closely linking theory and praxis, students, lecturers and researchers at the faculty discuss issues relevant to business and economic policy and transfer their insights.

Members of the Faculty of Sport Science focus on examining the health and therapeutic meaning of sport from a scientific point of view. The faculty cooperates closely with sport associations in various disciplines and is also involved in teacher training. With the establishment of the International Coaching Course (ITK), the faculty introduced a continuing education programme for coaches and P. E. teachers from developing countries.

The Faculty of Mathematics and Computer Science makes relevant contributions to training skilled workers (computer scientists and teachers). In line with state requirements, the number of new computer science students is to be increased. By 2025, the faculty aims to enhance its profile areas in research, teaching and transfer both within the faculty and externally. Researchers at the faculty used federal funds to expand the national Competence Centre for Big Data (ScaDS Dresden/Leipzig), which was founded in 2014, into one of the German Centres of Excellence for AI Research with the establishment of the Center for Scalable Data Analytics and Artificial Intelligence Dresden/Leipzig (ScaDS.AI). In basic research on AI methods, the centre aspires to close the gap between the efficient use of big data, progressive KI methods and knowledge management.

UL's Faculty of Medicine is the largest training facility for students of medicine and dentistry in Saxony. The University was able to retain the pharmacy degree programme in Leipzig by organisationally shifting it from the Faculty of Life Sciences to the Faculty of Medicine. The Faculty of Medicine is the only place in Saxony where students can study pharmacy. Midwifery is another example of a degree programme at the Faculty of Medicine that ensures that students are educated for state and public tasks.
The successful establishment of the Integrated Research and Treatment Centre (IFB) for AdiposityDiseases is a sign that topics at the Leipzig University Hospital fit well with UL's enhancement of its academic profile. The faculty's researchers actively contribute to the Sustainable Principles for Life and Health strategic research field with initiatives titled Metabolic Syndrome – Causes and Consequences as well as Intelligent Therapeutic Strategies for Integrated Precision Medicine. Based on the expertise in basic research in the area of metabolism (including the IFB AdiposityDiseases, CRC Obesity Mechanisms, SaxoChiLD and HI-MAG), innovative drugs, diets, microbiome-based and behavioural interventions for rational strategies are to be developed that reduce cardiovascular risks.
The motto »Research, Teach, Heal« stands for the three pillars of first-class university medicine and its networked methods of working. The Faculty of Medicine collaborates closely with nationally and internationally renowned academic and non-university research institutions, Leipzig University Hospital, the Leipzig Heart Center and local biotechnology companies.

Researchers at the Faculty of Life Sciences substantially influence two strategic research fields: Sustainable Principles for Life and Health, and Intelligent Methods and Materials. They work across disciplines, including with those in the social sciences and humanities. With its numerous collaborative projects, the faculty makes a significant contribution to UL's research profile, to teacher training and to training psychotherapists. At the German Centre for Integrative Biodiversity Research (iDiv), the faculty's scientists conduct research into biological diversity as well as its genesis, dynamics, prevalence and importance for ecosystems. The faculty also plays a prominent role in the Breathing Nature initiative. Together with other faculties, it is advancing the establishment of the b-ACT^{matter} research and transfer centre for bioactive material.

In response to the decision to concentrate the field of geosciences (excluding geography) at the TU Bergakademie Freiberg (TUBAF), the Faculty of Physics and Earth Sciences' geosciences area was restructured and the Institute of Geophysics and Geology's focus was placed on the paleo-climate and the geophysics of the Earth near the surface as well as on remote sensing. As a joint institution of the faculty and the Helmholtz Centre for Environmental Research (UFZ), the Remote Sensing Centre for Earth System Research (RSC4Earth) was established as a cross-institutional facility at the faculty. This centre brings together Leipzig research activities related to remote sensing in Earth system research and in biodiversity research. The Faculty of Physics and Earth Sciences is currently developing a new, interdisciplinary specialisation at the interface of physics and biology with the planned establishment of an integrative Centre for Eco-Evolutionary Dynamics (iCEED). Together with other disciplines, the faculty is further developing the Breathing Nature initiative. It is also working with the Faculty of Life Sciences and other partners to pursue the establishment of the b-ACT^{matter} research and transfer centre. Work is also underway to establish an interdisciplinary Centre for Applied Quantum Sciences (ZAQ). A research building request based on Art. 91b of the German Basic Law (GG) is being prepared by the faculty, taking into account iCEED, b-ACT^{matter} and ZAQ as well as other strategic research foci.

Four research forums (chemistry in micro-space, materials and energy, sustainable multifunctional catalysis and chemical theranostics) represent the fields in which the Faculty of Chemistry and Mineralogy specialises. In close collaboration with the neighbouring faculties (Physics and Earth Sciences, Life Sciences, and Medicine), and with the support of the joint graduate school BuildMoNa and numerous institutes outside the University, these forums are being further developed with the goal of working towards more sustainable chemistry. The integrated links provide the foundation for successfully acquiring competitive collaborative research initiatives in the strategic research fields of Sustainable Principles for Life and Health and Intelligent Methods and Materials. The faculty is also participating in the major research centre initiative (GFZ, CMI – Center for Medicine Innovation, CTC – Center for the Transformation of Chemistry), in which it will build an important bridge between the University and the GFZ in research and teaching. In future, the faculty will train not only chemists but also chemistry teachers, emphasising new focus areas for chemistry lessons at the Chemistry Teacher Training Centre Leipzig-Jena.

The Faculty of Veterinary Medicine is one of only five veterinary medicine training centres in Germany. The faculty's vision »Healthy Animal – Healthy Person« encapsulates the comprehensive challenges and demands at all levels and includes academic teaching, training and continuing education as well as biomedical research and the entire spectrum of patient care. Members of the faculty contribute to the Sustainable Principles for Life and Health strategic research field. An expansion of the collaboration with UL's central institutions and the Leipzig Heart Center is also being pursued.

For the collaboration of faculties and central institutions, the following strategic goals arise in line with the Leipzig Way:

- Strategic appointments support the creation of integrated research centres (see Section 3) and ensure that these centres are embedded more broadly into the faculties.

- UL continues to expand its interdisciplinary training of doctoral researchers. Based on an innovative and long-term research plan, for this purpose it will establish graduate schools with structured doctoral programmes in areas where there is high demand. This requires the broad participation of relevant faculties and a well-founded quality assurance process. The graduate schools are regularly evaluated but in principle are created as permanent structures.

- The University aims to put out calls for applications for tenure-track professorships (TTP) and to fill these positions. Faculties will explicitly include the LTTP approach in their structural planning. This ensures that they contribute to making academic careers easier to plan.

- The faculties also aim to increase the proportion of their academic staff with permanent employment contracts by using their allotted state positions or other budget funds.

- The Leipzig Lab represents an important tool for managing research cooperation within UL in line with the Leipzig Way. Faculties participate actively in the Leipzig Lab, as well as in the Lab's advisory and executive boards, where they coordinate the integration of visiting scholars into everyday life at UL.

- The faculties contribute to the Research and Transfer Commission and the Teaching, Study and Examination Commission, and together with the service points for research, education and transfer they develop joint initiatives on emerging research fields, innovative and interdisciplinary programmes for studying and continuing education as well as transfer activities. As such they are an important foundation for continuing to enhance UL's profile for all performance markers.

- The faculties develop their administrative and service structures such that they can optimally fulfil the tasks set down in the University Development Plan for Leipzig University and, for the university faculties, in the internal target agreements 2022 – 2024.

2. IMPLEMENTATION OF UNIVERSITY DEVELOPMENT PLANNING UNTIL 2025 INTERIM REPORT 2018 – 2021

The University Senate passed the University Development Plan in the summer of 2018, and it was then approved by the University Council. In the University Development Plan, with its Strategic Vision 2025, UL defined its strategic goals for development for the performance markers research, teaching and transfer. At the same time, it introduced the Leipzig Way as a programme for systematically developing its profile and structures.

In this section, an interim report will be given for the period from 2018 to 2021. In summary, a significant number of the strategic goals set out in the Development Plan were achieved and a majority of the measures announced have already been initiated or implemented. One key aspect was that the requirements stated in the target agreement with the SMWK for the period from 2017 to 2020 were fulfilled in their entirety.

2.1 INTERIM REPORT FOR RESEARCH AS A PERFORMANCE MARKER

The targets formulated in the Development Plan for the performance marker research – related especially to the further development of the research programme, increasing research activity and establishing research centres – are nearly all process-based and designed for the long term. Recurring targets continue to be pursued. The targets (funds from research-driven procedures and number of completed doctorates) agreed on with the SMWK for the period from 2017 until 2020 were fully achieved.

With a view to the three strategic research fields, UL enhanced its research profile and launched a strategy for participating in the next round of the Excellence Strategy of the federal and state governments. A process to relaunch the existing nine research profile fields was also initiated. Additionally, the faculties address specific prospects in their research development in the road maps for the future they created in 2020.

Establishing the Leipzig Way as a dynamic, evolutionary cycle for continually developing research topics was furthered with supporting strategic instruments. For example, measures were implemented that included incentives for acquiring external funding using internal research funding instruments (e.g. Leipzig Flexible Fund and Leipzig Seed Fund), and strategic appointments and resource allocations were used for the specific purpose of strengthening research fields.

This has had a positive impact on UL's research activity, as can be seen in particular in the increase in collaborative projects acquired (see table).

SELECTED SUCCESSES IN THE STRATEGIC RESEARCH FIELDS SINCE 2018

SUSTAINABLE PRINCIPLES FOR LIFE AND HEALTH

This strategic research field includes research on the foundations for the life and health of people, nature and the environment. Researchers from the life, natural and social sciences as well as management, economics, humanities and computer science work together closely to drive forward basic research, applied research and transfer into society.

- Extension until 2024
- Third funding phase
- Second funding phase
- Second and third funding phases
- Second funding phase

CHANGING ORDERS IN A GLOBALISED WORLD

This strategic research field focuses on investigating globalisation processes such as global interdependencies, the dialogue among world religions and the development of human orders. In this field, scholars from area and culture studies, social sciences as well as humanities, law and history cooperate with the Leibniz Institute for Regional Geography (IfL) and the Leibniz Institute for the History and Culture of Eastern Europe (GWZO).

- Second funding phase

INTELLIGENT METHODS AND MATERIALS

In this strategic research field, scientists look into the properties of molecules including complex nanostructures and cell mechanics, work on topics related to language and communication in the digital age, and conduct research into the issues related to physics, geosciences, chemistry, minerology, life sciences, mathematics, computer science and medicine.

- Third funding phase
- Second funding phase
- Made permanent

- DFG research centre iDiv (FZT 118), Halle-Jena-Leipzig
- CRC 1052: »Obesity Mechanisms«
- CRC/TRR 67: »Functional Biomaterials for Controlling Healing Processes in Bone and Skin – From Material Science to Clinical Application«
- CRC/TRR 172: »ArctiC Amplification: Climate Relevant Atmospheric and SurfaCe Processes, and Feedback Mechanisms (AC)^3«
- CRC 1423: »Structural Dynamics of GPCR Activation and Signaling«
- FOR 5000: »Biotic interactions, community assembly, and eco-evolutionary dynamics as drivers of long-term biodiversity-ecosystem functioning relationships«
- GRK 2324: »TreeDi – Tree Diversity Interactions: The role of tree-tree interactions in local neighbourhoods in Chinese subtropical forests«
- SPP 2361: »On the Way to the Fluvial Anthroposphere«
- SPP 1294: »Atmospheric and Earth System Research with the ›High Altitude and Long Range Research Aircraft‹ (HALO)«
- SPP 1782: »Epithelial intercellular junctions as dynamic hubs to integrate forces, signals and cell behavior«
- BMBF project »ZK-FA – Faktencheck Artenvielfalt« (Fact check species diversity)
- IFB AdiposityDiseases
- EU project »FORCE – Imaging the Force of Cancer«
- Leipzig Research Centre for Civilization Diseases (LIFE)
- LIFE Child study
- SMITH – Smart Medical Information Technology for Healthcare
- SaxoCell – Future cluster in the area of cell and gene therapy
- SaxoChild – Partner of the new German Center for Child and Youth Health (DZKJ)

- CRC 1199: »Processes of Spatialization under the Global Condition«
- KFOR 2344: »Multiple Secularities – Beyond the West, Beyond Modernities«
- GRK 2011: »Interaction of Grammatical Building Blocks« (IGRA)
- FOR 5175: »Cyclic Optimization«
- Leipzig Research Centre Global Dynamics (ReCentGlobe)
- »Forum for the Study of the Global Condition«
- BMBF Project »Leipzig – Forschungsinstitut Gesellschaftlicher Zusammenhalt« (Research Institute for Societal Cohesion)
- BMBF Project »Radikaler Islam versus radikaler Anti-Islam« (Radical Islam versus Radical Anti-Islam)
- BMI Project »Rassismus als Gefährdung des gesellschaftlichen Zusammenhalts im Kontext ausgewählter gesellschaftlich-institutioneller Bereiche« (Racism as a Danger to Societal Cohesion in the Context of Selected Social-Institutional Areas)
- BMBF Project »African Non-Military Conflict Intervention Practices«
- BMBF Project »Die Produktion von Weltwissen im Umbruch« (Upheaval in the Production of Global Knowledge)
- DFG Project »Pandemic Space«
- Leibniz ScienceCampus »Eastern Europe – Global Area« Leipzig-Halle-Jena
- Else Frenkel-Brunswik Institute
- Jean Monnet Centre of Excellence (JMCoE) »The European Union and Its Rural Periphery in East Central Europe«

- CRC/TRR 102: »Polymers under multiple constraints«
- GRK 1763: »Quantitative Logics and Automata«
- FOR 2177: »Integrated Chemical Micro Laboratories«
- FOR 2857: »Copper Iodide as Multifunctional Semiconductor«
- GRK 2522: »Strong Dynamics and Criticality in Quantum and Gravitational Systems«
- GRK 2721: »Hydrogen Isotopes 1,2,3H«
- BMBF Collaborative Project: »ScaDS Dresden/Leipzig – Competence Center for Scalable Data Services and Solutions« for an AI Centre of Excellence

Beyond these successful collaborative projects, many disciplines have received acknowledgement for excellent research work conducted by individuals and research groups. These include, for example, the Gottfried Wilhelm Leibniz award winners, the appointment of Alexander von Humboldt professors, the receipt of ERC grants and Reinhart Koselleck projects from the DFG as well as long-term projects from the SAW.

In all, external funding (University and Faculty of Medicine) totalled around 118 million euros in 2017 and increased to 208 million euros in 2021. In the ranking of higher education institutions with the highest amount of funding received from the DFG, UL has continually improved its position since 2011 and is currently ranked 28th (DFG Funding Atlas 2021). The external funding acquired from the DFG increased by 32 per cent between 2017 and 2019 to a total of 132 million euros. Currently, the DFG is funding a research centre, 15 collaborative research centres (5 of which are headed by UL), 13 research groups (6 of which are headed by UL) and 5 research training groups (3 of which are headed by UL). The number of ongoing projects funded by the BMBF with a volume of at least 500,000 euros increased from 42 in 2017 to 74 in 2021.

Prominent milestones for the goal of establishing research centres included the DFG's approval of the third funding phase for iDiv, the letter of intent by several federal states on making iDiv a permanent structure after the DFG funding ends, and the dedication ceremony of the new iDiv building in September 2021. iDiv, which was set up from the outset as an integrative research centre that includes several federal states and institutions, can thus be seen as a blueprint for phase 4 and thus the target of the Leipzig Way.

In the Leipzig Way, strong initiatives for cutting-edge research and excellence arise through the interaction of various phases. The Breathing Nature initiative has exemplified many promising synergy effects that have built capacities resulting from interactions between iDiv (phase 4, iCenter) and successful research in the area of meteorology (CRC TRR 172, SPP 1294).

The idea of continually developing research fields into interdisciplinary research networks with overarching questions has been realised in the institutionalisation of the ReCentGlobe as a central institution at UL and in the founding and establishment of the centre RSC4Earth at the Faculty of Physics and Earth Sciences. The former initiative received approval for the application for the research construction project Global Hub and also aspires to participate in the Excellence Strategy.

In the first three interdisciplinary working groups of the Leipzig Lab, professors and early career researchers investigate topics related to global health, intangibles, and children and nature together with international guests.

By specifically supporting the group of early career researchers, since 2018 UL has been able to significantly advance its research profile and increase its competitiveness. Important milestones in this area have included establishing the LTTP to attract and support academically outstanding postdocs shortly after their doctorate, setting up the LE4YOU fund and making Pre-Doc Awards permanent to finance a one-year preparatory stage before a doctorate. Processes to further develop the Research Academy Leipzig and realign the graduate schools have been started, and implementation of the graduate school plan has begun.

2.2 INTERIM REPORT FOR STUDY AND TEACHING AS A PERFORMANCE MARKER

The targets formulated in the University Development Plan for the performance marker study and teaching – related especially to the further development of the degree programmes, ensuring study success and the internationalisation of teaching and study – are nearly all process-oriented and designed for the long term. Generally, these are still being pursued. Many of the goals agreed on with the SMWK for the period from 2017 to 2020 (including the number of students and graduates and the adherence to the standard period of study) were fully achieved. For those that were not fully achieved, this was due to the effects of the COVID-19 pandemic and therefore not something that could be influenced by UL (number of new students[7]).

UL's courses of study have consistently been in high demand. In the winter semester 2021/22, the total number of students (including those on a leave of absence, those in a preparatory course and auditors) was 31,022, and 3,515 of these were international students.

In July 2018, the University reached the key milestone of system accreditation with a closed control loop of quality evaluation, quality development and quality assurance. The Quality Management Handbook (QMH) defines standards for good teaching, cross-faculty quality objectives and essential processes of quality management in teaching and study for everyone involved in the process. The quality management system brings together lecturers and students as well as faculties and central organisational units via what are called quality discourses. By 2025, all bachelor's and master's programmes will have gone through the process of being evaluated by external reviewers at least one time. The faculties have introduced measures for this purpose and established quality management processes such as the teaching reports.

The field of quality management and further development in teaching is embedded in the target agreement between the SMWK and UL 2021 – 2024 and influences the allocation of funds, for example, by determining the number of working days permitted for continuing education in university teaching, the commitment to a strong Centre for Teacher Training and School Research, and quality management measures in the teacher training programmes.

The possibility for students to set individual concentrations is also anchored in the quality management systems. Digital elements in the curricula are to sustainably contribute to this goal in order to support independent study and make programmes more flexible.

The visions for teaching and study established by the faculties in 2015/16 and quality objectives derived from these have become part of the faculties' road maps for the future.

Under consideration of current developments (digitalisation and internationalisation), these visions must be updated, ideally based on a vision of teaching that applies throughout the University and is created in a participatory process.

Using the constitutive principles of the Leipzig Way as a starting point, UL continues to pursue the goal of defining a curricular counterpart to each phase and transition of the Leipzig Way using a cascading approach (research-based teaching in courses and modules).

The master's programmes that already exist and are typically research-based cooperate closely with the corresponding research groups so that courses and final projects can be included in the research groups or vice versa. Existing service-learning formats and master's programmes in the social sciences and area studies, for example, usually implicitly involve initial steps to link the curriculum with the performance marker transfer.

Resources for continuing education have been continually improved. According to the requirements in the target agreement between SMWK and UL 2021 – 2024, a strategy for life-long learning is currently being developed that includes expanding the programmes available to all age groups.

The opportunities to internationalise curricula (English-language programmes and modules) and improve the study success of international students are closely monitored together with the University faculties through the integration of corresponding goals in the internal target agreements 2022 – 2024.

UL has established itself as Saxony's centre for subjects related to state and public tasks (law, medicine, dentistry, veterinary medicine, teacher training programmes, pharmacy, psychology/psychotherapy, and midwifery). The central objective was and continues to be to ensure that the planning numbers for courses of study which end with a state examination degree are fulfilled as defined in the target agreement 2021–2024 with the SMWK. Programmes for the academic training of teachers (wAL) as well as continuing education and in-service teacher training (skills development programme for Saxon teachers) that are coordinated by the ZSL have been conceptualised and implemented.

The coronavirus pandemic led to significant advances in digitalising teaching and study. As a result, the faculties have been able to specify their requirements (some of these are specific to individual disciplines). At the same time, technology for teaching and learning support has become more heterogeneous at UL. The faculties' experiences and tools need to be bundled and included as a basis to further develop the strategy for digitalisation in teaching.

7 Primarily due to travel restrictions during the coronavirus pandemic, the number of new students from abroad was much lower in 2020.

2.3 INTERIM REPORT FOR TRANSFER AS A PERFORMANCE MARKER

The objectives formulated in the University Development Plan related to embedding the performance marker transfer across the University while strengthening UL's ability to collaborate with both internal and external partners are for the most part long-term and process-driven. These objectives are now part of the Strategy for Knowledge and Technology Transfer (Transfer Strategy), which was published in 2019 and marked a key milestone in embedding the performance marker transfer within the University. This strategy forms the basis for planning and implementing suitable measures to promote transfer at UL. Implementation of the measures defined in the Transfer Strategy has been started. The targets (large amount of funding from the private sector, number of start-ups, and high revenues from patent exploitation) agreed on with the SMWK for the period from 2017 until 2020 have been fully achieved. In all, external funding from the private sector (for the University and Faculty of Medicine) totalled around 9 million euros in 2017 and increased to 12 million euros in 2021. Since 2017, a total of 150 businesses have been founded as start-ups emerging from the University.

To strategically strengthen transfer activities, the University was able to further fund and institutionalise transfer services and structures such as the SMILE start-up initiative. Furthermore, incentives to start transfer activities such as the Science Meets Business and Science Meets Society programmes have also been established.

In addition, development goals specific to transfer activities have been integrated into the faculties' road maps for the future and their internal target agreements 2022–2024. The performance marker transfer is also considered when calling for applications and appointing professors. Incentives such as the transfer prize from the University Society for Friends and Supporters of Leipzig University (Universitätsgesellschaft – Freunde und Förderer der Universität Leipzig e. V.) helped achieve the goal of encouraging more student transfer activities. Further potential is to be tapped in the future by ensuring that UL's central institutions also create their own specific transfer objectives and activities. An evaluation of UL's transfer activities is being prepared and is to lead to further optimisation of the process.

Numerous measures, for example, as part of the website relaunch and the establishment of an Expert Service at the University have led to an increase in the visibility of transfer both within and outside the University. The transfer prize, which is funded by UL and was awarded for the first time in 2020, honours researchers who have made valuable contributions to transfer.

Various centrally organised skills development programmes for staff members have helped support and raise awareness for transfer activities.

The primary goal for strengthening UL's ability to collaborate within and outside the University was to identify opportunities for partnerships in the area of transfer. The goal was partially achieved, for example, by implementing pilot projects funded from the initiative budget that then led to procuring the STARK project b-ACT^{matter} and to further developing the portfolio offered for continuing education.

UL has demonstrated its ability to collaborate in the area of transfer by approving the International Startup Campus and extending the Excellence Cluster for Nutrition and Cardiovascular Health (nutriCARD), which were both initiated and established in the Halle-Jena-Leipzig Central German University Alliance. The procedure for determining the sex of chicks while they are still in the egg is an example of a successful project carried out and brought to market together with the private sector (with SELEGGT GmbH and the REWE Group).

By establishing the TransferLab in the research centre ReCentGlobe, a model project in global studies research was initiated to show how transfer potential could be made visible in the humanities, social sciences, and area and cultural studies. The University's own transfer funding programme Science Meets Society, as announced in the University Development Plan 2025, also contributed to making transfer potential visible in the humanities and the social sciences beyond globalisation research.

Institutional memberships such as that in the European Central German Metropolitan Region and the Transfer Alliance have strengthened UL's cooperation network, as has the conclusion and extension of collaboration agreements (including with the city of Leipzig and enviaM), participation in regional committees (including the Regional Monitoring Committee for the Central German Mining District and the Skilled Worker Alliance Leipzig), and the re-orientation of the University Society for Friends and Supporters of Leipzig University. In addition, new channels for transferring knowledge to civil society were established with event and continuing education formats, as well as publications and social media activities. By the time the global coronavirus pandemic broke out, the Paulinum – Assembly Hall and University Church of St. Paul had developed into a centre of research communication known in Leipzig and outside the region.

UL was able to partially achieve its goal of optimising its transfer infrastructure, for example, by considering transfer needs when submitting an application for the Global Hub research building and through the initiative to restructure the central institutions Centre for Biotechnology and Biomedicine (BBZ) and the Saxon Incubator for Clinical Translation (SIKT) as available spaces for temporary transfer and research projects in the area of medicine and applied life sciences.

2.4 INTERIM REPORT FOR THE AREAS OF MANAGEMENT, STAFF AND INFRASTRUCTURE

Most of the goals formulated in the University Development Plan for the areas of management, staff and infrastructure – related to implementing self-management, further development of the Staff Development Plan (PEK) and optimising IT services – are set up as long-term goals that are process-driven. They are therefore still being pursued.

The SMWK approved UL for self-management. This means that an important milestone on the path to more autonomy and flexibility in managing finances and staff positions has been reached. Introducing business accounting procedures and creating risk management processes were two key requirements for this approval. The areas of monitoring and planning were also strengthened institutionally, especially by setting up the Office for Central Reporting and the Office for Strategic University Planning. The Office for Quality Management in Administration was also created to support UL's organisational units in analysing processes and designing them to be forward-looking.

In a second step, more decisions about the use of resources are to be taken decentrally in future. Faculties and central institutions can use their competences to allocate resources prudently where they are needed. This also means the faculties will have a higher degree of autonomy. The target agreements 2022 – 2024 concluded between the Rectorate and the faculties included the key requirements for decentralised participation in the introduction of self-management.

The establishment of committees in the Senate contributed to more transparency in financial management. These committees work together with the Rectorate to provide statements of the Senate on the draft of the budget and allocation of staff positions according to Sect. 81(1) Nos. 6 and 15 SächsHSFG.

With the introduction of the internal target agreements with the university faculties in 2018, the University management's governing capacity and activities were strengthened. Target agreements were also made with central institutions.

The implementation of the Staff Development Plan is regularly monitored. One way in which this was done was a staff survey carried out in 2021. Additionally, UL implements the "Framework code on dealing with fixed-term employment and the advancement of career prospects at higher education institutions in the Free State of Saxony".

As part of the funding programme for junior academics (WISNA Programme) from the federal government, UL established the LTTP. The guidelines for selecting and hiring academic and non-academic personnel were published and the handout for hiring processes was updated. There has also been an improvement in advance human resource planning. Preparations are being made to systematically transfer these improvements to staff planning processes. The areas of staff development and health management have been institutionally reinforced by combining them into one section. All staff members found their daily working lives impacted by the effects of the COVID-19 pandemic. Possibilities for working from home were expanded and underpinned with the Dienstvereinbarung Mobile Arbeit (Service Agreement on Mobile Working, DVMA) at Leipzig University and a system for digitally recording working hours. During the pandemic, the psychosocial staff counselling service was established as a prevention measure for mental health.

Internationalisation has become more important in administration, and a high degree of English proficiency is a skill increasingly required in job advertisements for positions at the University. The goal of furthering the internationalisation of the administration is still being pursued, as is the goal of achieving autonomy in construction planning. With the financial assistance of the state and federal governments, many large and small construction projects were completed at UL in recent years. Particularly worth mentioning are the sustainable building design of the new Centre for Educational Sciences with a modern branch of the University Library and a research and teaching kindergarten for the Faculty of Education on the Jahnallee campus, the new buildings for iDiv on the property of the Alte Messe, the renovation of the Faculty of Theology's building on Beethovenstraße while respecting all regulations on preserving historical buildings, and the renovation of the Mensa Liebigstraße to convert it to a combined cafeteria and library for medicine and the natural sciences. Other plans include the new construction of the Global Hub research building on Wilhelm-Leuschner-Platz, planning and constructing a new building for the Faculty of Law, as well as a new AI computing centre.

At the same time, the maintenance backlog documented by the Saxon Court of Auditors' report from 2016 could not be substantially reduced and is currently worsening due to the situation in the construction industry (staff and material shortages, as well as significant cost increases).

An evaluation and assessment of space needs at UL was carried out with the HIS H. E. Hannover. This is the basis for the structural development planning and serves to prepare implementation of a bonus-penalty system by the end of 2024. This project resulted in a method for regularly carrying out a space needs analysis and space needs management.

2.5 INTERIM REPORT FOR THE OVERARCHING AREAS OF INTERNATIONALISATION, DIGITALISATION AND EQUALITY

The objectives formulated in the University Development Plan for the overarching areas of internationalisation, digitalisation and equality are reflected in every performance marker and every area of UL's governance. They are pursued step-by-step as projects or recurring tasks and supported organisationally through being linked to the respective area of responsibility – the International Centre (SI), the Office for Equality, Diversity and Family Affairs (SCDF) and/or the University Computing Centre (URZ).

The former International Office's structures were further developed with the establishment of the International Centre (SI) as a division that reports directly to the Rector. The SI supports efforts to recruit international staff, increase international mobility and network personnel (Erasmus staff mobility).

The SI's Welcome Centre assists visiting scholars with advice and services on all questions related to planning and carrying out their stay. As another measure, the mobility windows (for students and researchers) were expanded. Internationalisation, especially internationalisation of teaching and study, is an area that was anchored in the internal target agreements 2022–2024 with the University faculties. UL's membership in the Arqus European University Alliance enables close networking and collaboration as well as an open exchange of experiences and ideas with the partner universities.

An international university communications policy was created in the context of Arqus as was a language policy (multilingualism and international cultural competence at all university levels).

In the three performance markers research, teaching and study, and administration, UL looks strategically at the opportunities and challenges of digitalisation with the goal of developing an overall strategy. New requirements and topics that are increasing in relevance are also considered such as digital sovereignty, the growing importance of collaboration with other higher education institutions, IT security and IT service management. Aspects of transfer are considered in all areas. In digitalising research, the research information system leuris provides a way to publicly and internally submit research reports; services for research data management were introduced; and central services were expanded for scientific computing. For the performance marker teaching, strategies are being developed for each faculty, many of which also draw on the experiences of the COVID-19 pandemic. Various digitalisation sub-projects are being pursued to digitalise the administration, for example, establishing an appointment portal and appointment management system as well as a system for managing doctoral researchers and postdocs as well as committees. The AlmaWeb software, which has been in regular operation since 2017, is being further developed and optimised. Digitalisation has also been integrated as a focus in the internal target agreements 2022–2024 between the faculties and Rectorate.

As part of UL's work on equality, the goal of continually increasing the proportion of female professors was successfully achieved. This field was structurally reinforced by the establishment of the Office for Equality, Diversity and Family Affairs (SCDF). The Office supports University members with initiatives and activities including mentoring, workshops and training sessions through the t.e.a.m. programme. It also provides advice on funding programmes and on topics such as career prospects, possibilities for striking a balance between University tasks and childcare, and caring for relatives as well as on accessibility, discrimination and sexualised violence. The equal opportunity strategy is currently being revised. Equality is steered via the target agreements between the University faculties and the Rectorate 2022–2024, and here a particular emphasis is placed on strengthening equality-promoting measures in the faculties.

3. INTEGRATED PROGRAMME FOR RESEARCH EXCELLENCE

In recent years, UL has invested a great deal of effort into expanding its research strengths. In doing so, it has increased its national and international visibility. The DFG Funding Atlas 2021 also reflects this success (see Section 2.1). With the Leipzig Way, an instrument has been created to specifically target the development of researchers' outstanding performance.

UL bundles its academic strengths in three strategic research fields with a total of nine research areas that shape the profile of the University:

SUSTAINABLE PRINCIPLES FOR LIFE AND HEALTH

- Sustainable Systems and Biodiversity
- Modern Diseases
- Brain Dynamics
- Molecular and Cellular Communication

CHANGING ORDERS IN A GLOBALISED WORLD

- Global Connections and Comparisons
- Contested Order

INTELLIGENT METHODS AND MATERIALS

- Language and Culture in a Digital Age
- Complex Matter
- Mathematical and Computational Sciences

The strategic research fields were designed with a view to the long term. They enable close collaboration with the Halle-Jena-Leipzig Central German University Alliance, other universities and non-university institutions in the LSN e.V. and beyond, offering the potential to establish large research clusters. This collaboration will serve as a foundation to further develop the competences of individual and cooperative projects while encouraging outstanding research to be even more dynamic.

With the Leipzig Way (Fig. p. 39), Leipzig University has created a strategy in its development plan for a long-term, integrated programme to further the strategic research fields. It has continually implemented this programme since 2018. In this dynamic model, strong initiatives for cutting-edge research and excellence arise through the interaction of various phases. However, the initiatives are not required to evolve through all four phases. Instead, the phases make evolution possible. Visible evidence for a successful University Development Plan 2025 can be seen in top-notch research as recognised with the approval of the Global Hub research building and the AI computing centre; the approval of ScaDS.AI, which was also made permanent; the founding of the RSC4Earth centre; participation in three plans for a GFZ in the Central German mining district; and finally, the plans to apply for the Excellence Strategy of the federal and state governments.

To further this strategy, the Leipzig Lab connects emerging research fields with existing large centres for mutual benefit. In order to support outstanding areas of research as flexibly as possible on the Leipzig Way, the following additional measures will be continued or implemented:

Pool for strategic appointments

- Significant number of strategic appointments
- Continuation of the LTTP after successful participation in the WISNA programme of the federal and state governments.

Incentives to attract external funding (research funding)

- Continuation and consolidation of the strategic instruments that are part of UL's internal research funding – Leipzig Flexible Fund (LFF), Leipzig Review Fund (LRF) and Leipzig Seed Fund (LSF) – after successful pilot stages between 2019 and 2021
- Continuation of the Leipzig Excellence Fund for Young Researchers LE4YOU as an integrated programme for excellent, internationally visible early career researchers.

Accompanying programmes

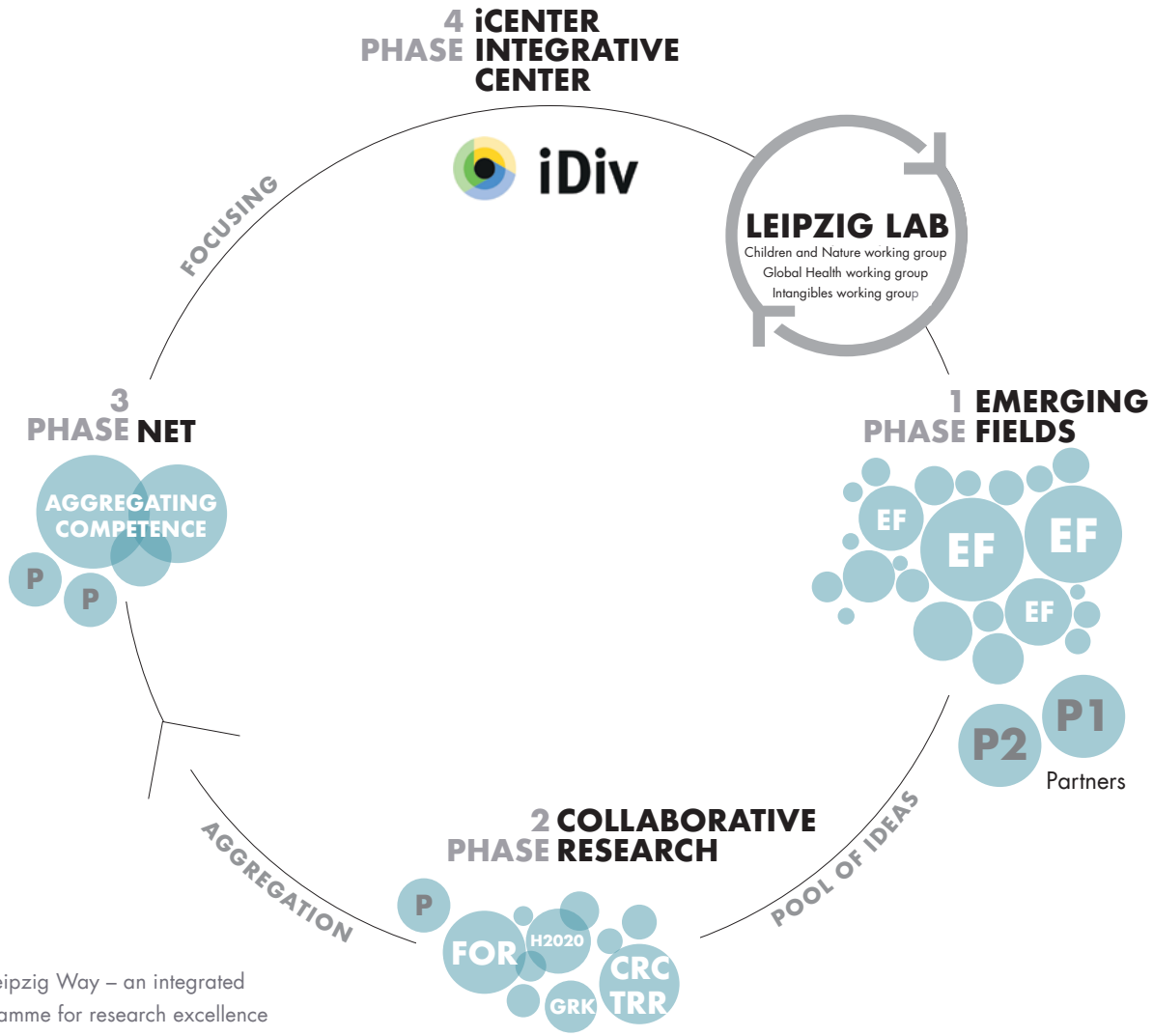
- Young scientist support:
  - Continuing development at the Research Academy Leipzig
  - Continuation and consolidation of the Pre-Doc Awards after a successful pilot stage until 2021 for five more cohorts (2022–2026)
  - Further development of the LRDP (postdoctoral qualification programme).
- LeipzigLab
  - Permanent provision of one full-time position (postdoc) each for temporary research groups with various thematic foci
  - Establishment of a transparent and competitive process for calls for applications for the Leipzig Lab research groups
- Giving priority to large equipment initiatives and DFG programmes for equipment-based research infrastructure.
- Leibniz Programme, Leibniz Chair and external scouting (Come2Leipzig).

Professionalise the culture of research service

- Continue to professionalise research services and link them to quality management,
- Further develop the consolidated research information system leuris by setting up and implementing the module for data-driven research management leuris:analysis,
- Implement the digitalisation strategy for research including the related package of measures,
- Consolidate open-access support,
- Implement UL's publication guidelines,
- Implement the DFG requirements in the Code Guidelines for safeguarding good research practice,
- Establish principles for research data management,
- Continue the activities in the National Research Data Infrastructure (NFDI),
- Set up and establish research infrastructure management (also as part of Arqus).

3.1 DEVELOPING THE RESEARCH PROFILE

In research development, the Leipzig Way outlines the cycle for dynamic further development of successful research topics (see Fig. p. 40). In the first step, emerging research fields are identified, stimulated and supported (I). This is followed by the consolidation of these fields as a nucleus for attracting collaborative projects (II). These projects can be developed into interdisciplinary research networks with overarching research questions (III) or built up into internationally visible and interdisciplinary centres (iCenter) (IV).



The Leipzig Way – an integrated programme for research excellence

In the long term, this cycle aims to establish interdisciplinary research centres that are nationally and internationally visible and, in principle, are independent of the Excellence Strategy of the federal and state governments. Each centre is to tackle the primary social challenges of the day, for example, the dramatic loss of biodiversity (iDiv) or the impact of globalisation processes and projects (ReCentGlobe). These iCenters are established as central institutions upon the request of those responsible for the centre and after an external review. They are evaluated at regular intervals. They have the freedom to manage themselves, which allows them to ensure that the interests of the faculties supporting the respective centre are taken into consideration at all times. There is an ongoing discourse to determine the precise position of the iCenters in UL's structural organisation (in particular, their relationship to the faculties) and the iCenters' role in enhancing UL's profile.

STARTING POINT: LEIPZIG LAB AS A SPACE FOR INTERDISCIPLINARY RESEARCH AT LEIPZIG UNIVERSITY.

The Leipzig Lab organises synthesised work between the iCenters and other cooperative research projects such as the emerging fields at UL, enabling close collaboration and direct social interaction.

Leipzig Lab's contribution to this synthesis lies in actively using the knowledge generated in the integrated centres and linking it with the entirety of UL's on-site research potential. It also strives to further improve UL's competitiveness and develop new, forward-looking units.

Leipzig Lab's working methods have four characteristics:

- Temporary, topically focused and interdisciplinary research groups made up primarily of younger international visiting scholars together with experienced, external experts and local researchers,
- Flexible support for postdoc projects with close links to the topics of the research groups in coordination with the Research Academy Leipzig,
- Visiting scholar programme for distinguished international experts to support the planned activities and programmes of the research groups,
- The Lab's steering committee is made up of successful professors from UL's iCenters and emerging fields as well as scholars from non-university research institutions in Leipzig and Central Germany.

PHASE 1 – INDIVIDUAL EXCELLENCE AND EMERGING FIELDS

New research areas are decisively shaped by the activities of individuals and small, efficient groups. Emerging fields refers to new fields at UL that are still in the early stage of what is proving to be a forward-looking, dynamic development. These fields respond to urgent needs for research that are often relevant to society as a whole. They arise from the work of the faculties, profile areas, and centres and are the result of collaboration with partners from outside the University. Phase 1 also includes the fields that have already been named research profile areas due to existing competences but are still working on attracting large collaborative research projects and partners. The Leipzig Lab ensures that the emerging fields are linked to the three integrated centres.

The primary measures of support in this phase include targeted, joint appointments and in some cases equipment purchases and programmes to train doctoral researchers. Furthermore, several strategic instruments are used to promote emerging fields at UL (see also Accompanying programmes, p. 38):

- Identify potential candidates and fields using the research information system for assistance,
- attract and retain excellent and international early career researchers (Come2Leipzig),
- flexible funds for early career researchers,
- targeted appointments, for example, using the LTTP.

PHASE TRANSITION 1 TO 2

To achieve a »critical mass« for large research consortia, overarching and joint research questions must be elaborated in phase 1. During the transition, the goal is to include specific partners, particularly those from outside the University. The University supports the creation of consortia with seed grants and, if applicable, the purchase of large equipment. This can also be done as part of appointment procedures.

PHASE 2 – COLLABORATIVE RESEARCH

The primary goal of the University Development Plan 2025 in the area of research is to attract large collaborative research networks like collaborative research centres, research training groups, research groups and collaborative projects that are funded by the EU or BMBF or cooperative projects of the Volkswagen Foundation. These enable research projects designed for the long term, thus contributing to enhancing UL's specialisation areas and structures in a unique way. In phase 2, the collaborative projects are to contribute to the structured education of doctoral researchers at the Research Academy Leipzig and to participate in existing master's courses. Large collaborative projects give rise to research fields that are internationally visible and have a coherent topic and programme. Many collaborative projects are therefore not expected to move towards phase 3, nor is it desirable for them to do so. Instead, they oscillate between phase 1 and phase 2.

To systematically support collaborative projects, the following instruments are used:

- Strategic instruments for internal research funding such as LFF, LRF and LSF, LE4YOU as an integrated programme for excellent, internationally visible early career researchers,
- Strategic appointments with the purposeful use of the LTTP,
- Use of large equipment initiatives,
- Intensified research service.

PHASE TRANSITION 2 TO 3

In some cases, several collaborative projects network with an interdisciplinary focus that is as broad as possible by bringing in new partners from other academic areas (aggregation).

PHASE 3 – NETWORK AND RESEARCH PLATFORM

In phase 3, individual or multiple collaborative projects (e.g. DFG and BMBF) link up together with additional partners into a research platform such as ScaDS.AI. This allows researchers to work on complex issues across disciplines and with a broad range of expertise. Similar to phase 2, the networks are to contribute to the structured education of doctoral researchers at the Research Academy Leipzig, and they are expected to design new master's programmes. Research platforms are typically funded for three years (maximum six years). They develop into an iCenter or continue with new content and new staff in phase 1 or 2.

The following strategic instruments can be used by the University to steer these networks on the path to research excellence:

- Strategic instruments for internal research funding LFF, LRF and LSF,
- LE4YOU as an integrated programme for excellent, internationally visible early career researchers,
- Strategic appointments with the purposeful use of the LTTP,
- Use of large equipment initiatives,
- Implementation of a common digital research infrastructure.

Center for Scalable Data Analytics and Artificial Intelligence (ScaDS.AI) Dresden/Leipzig

With the Saxon AI centre ScaDS.AI (Center for Scalable Data Analytics and Artificial Intelligence) Dresden/Leipzig, top-notch AI research is being driven forward while strengthening the connections among the areas of data science, artificial intelligence (AI) and big data. ScaDS.AI Dresden/Leipzig is funded institutionally by the federal and state governments as a national AI centre, and this includes long-term funding of a total of at least four AI professorships in Leipzig. With interdisciplinary cooperation, ScaDS.AI networks with UL's faculties and numerous institutions outside the University, a benefit that can be seen in the research programme with its applications in the life, natural and human sciences. ScaDS.AI provides AI researchers in Leipzig space for innovation and exchange. The master's programme Data Science contributes both to increasing the number of graduates in the field of computer science with a focus on data science as well as to ensuring they have an interdisciplinary perspective on a broad spectrum of areas of application. To educate early career researchers with doctorates, a graduate school was established. Visible proof of the successful AI developments at UL includes the acquisition of an AI Humboldt professorship and joint acquisition of the Konrad-Zuse School of Excellence in Embedded Composite Artificial Intelligence – SECAI in the DAAD programme funding line. Researchers at ScaDS.AI were involved in creating GFZ initiatives and contributed to plans for UL's participation in the Excellence Strategy. In addition, ScaDS.AI supports knowledge transfer in the area of AI between UL and businesses in the Leipzig region

PHASE TRANSITION 3 TO 4

By focusing the research questions and carefully choosing project partners within a research platform, a few integrated research centres can be established. The perfect example for this is ReCentGlobe.

Research Centre Global Dynamics (ReCentGlobe)

ReCentGlobe was established as a central UL institution in 2020. It structures research at the University on the topic of global dynamics in four interdisciplinary research fields, in which University institutes as well as institutions outside the University participate in forms such as collaborative networks and projects with external funding (e. g. CRC 1199: Processes of Spatialization under the Global Condition, FOR 2344: Multiple Secularities, the Research Institute for Social Cohesion, the BMI study Institutions and Racism, the Else Frenkel-Brunswik Institute and the research group Global Health in the Leipzig Lab).
To educate and further train early career researchers, the Centre works with the Graduate School Global and Area Studies. The Centre has access to labs to coordinate worldwide cooperative projects, to work on digital humanities projects and for research communication and knowledge transfer. In 2021, 34 million euros in funding were acquired from the Council of Science and Humanities for the Global Hub research building, which is to be built on Wilhelm-Leuschner-Platz by 2026 and house the Centre's nearly 500 researchers. ReCentGlobe also includes the coordinating office for the Forum for the Study of the Global Condition, in which the universities of Halle, Jena and Leipzig bundle their efforts to examine global dynamics. In this context, a Cluster of Excellence initiative on the topic New Global Dynamics is being designed. Apart from the University of Halle, two Max Planck institutes and two institutes of the Leibniz Association will also participate in the initiative.

PHASE 4 – INTEGRATED CENTRES (ICENTER)

iCenters strengthen already established research fields across disciplinary boundaries and create a significant potential for cooperation throughout UL. Much of the work for this purpose is done in the Leipzig Lab with a focus on the emerging fields in phase 1. The iCenters conduct research projects of various sizes and have their own instruments and infrastructure as needed. Their central administrations and coordination offices have the capacity to act autonomously in certain regards. The perfect example for this is iDiv.

It is very important that each iCenter has a space in which researchers, guests, early career scientists and administrative staff can meet and exchange ideas and experiences. The centres are set up for seven years according to the Cluster of Excellence model and the cycles of institutional evaluation for non-university institutions. If the evaluation is positive, they can become a permanent fixture of the University. iCenters continue to attract their own collaborative projects and establish interdisciplinary graduate schools. They are also required to design new master's programmes. The following strategic instruments can be used by the University to steer these networks on the path to research excellence:

The following strategic instruments can be used by the University to steer these networks on the path to research excellence:

- a significant number of strategic appointments with the purposeful use of the LTTP,
- LE4YOU as an integrated programme for excellent, internationally visible early career researchers,
- setting up and establishing research infrastructure management,
- implementation of their own integrated digital research infrastructure.

German Centre for Integrative Biodiversity Research (iDiv) in phase 4

iDiv will be funded as a DFG research centre until 2024. As the development process did not move along the ideal and typical Leipzig Way, the strategic instruments listed above for phase 4 were not all applied. The consolidation and further development of the Centre itself as well as the initiation of new emerging fields and collaborative research initiatives at UL is a key element to enhance the University's profile in the Development Plan 2025. Accordingly, the following complementary goals have been formulated for iDiv:

I. Consolidation of a high-performing Integrated Centre for Biodiversity after 2024

- Consolidate nine professorships including staff as well as tools for integrative cooperation in the Centre in Leipzig after 2024 by the four participating institutions
- Replace a full W3 professorship for experimental interaction ecology in the Faculty of Life Sciences
- Replace a full W3 professorship for biodiversity economics in the Faculty of Economics and Management Science
- Continue structural units and iDiv tools for integration and synthesis of the »central project« in cooperation with the participating universities and the UFZ
- Support iDiv in the long term by establishing additional profile professorships at UL.

II. Synthesis of research potential for biodiversity in more UL fields.

- Continue and intensify support for the Breathing Nature initiative
- Actively participate in the Leipzig Lab or initiate and support new emerging fields or collaborative research initiatives
- Broaden the number of disciplines and strengthen cooperation across the University
- Continue and deepen cooperation with partners outside the University.

3.2 SUPPORT AND DEVELOPMENT OPPORTUNITIES FOR EARLY CAREER RESEARCHERS

Early career researchers serve as important catalysts both as individual researchers and as part of collaborative research teams. Supporting early career researchers is therefore essential for research excellence:

(1) Staff Development Plan (PEK)

The PEK describes measures for staff development of early career researchers at UL, in particular, UL's intention to improve transparency and the ability to plan academic careers. UL aims to attract and retain highly qualified international personnel.

(2) Research Academy Leipzig

The Research Academy Leipzig is a central institution to promote early career researchers and aims to train doctoral researchers and postdocs for the careers in their respective fields. The Research Academy conducts quality assurance work during doctoral studies. In doing so, it supports the faculties responsible for the doctoral procedures and pursues the primary objective of structuring doctoral studies. The support services prepare the researchers for either an academic or a non-academic career path.

The Research Academy Leipzig is continually evolving. For example, it is to be opened to all doctoral researchers who have concluded a supervision agreement and been accepted onto one of the UL faculties' lists of doctoral researchers.

(3) Additional support services and structures

Starting with the preparatory stage for the doctorate, through the doctoral studies and into the postdoc stage, support services and structures have been designed to suit each of these academic stages. The support aims at career development both in academic career fields as well as in leadership positions in business and society.

UL's Clinician Scientist Programme also supports physicians as they undergo specialist training. At the Faculty of Medicine, this structured training programme supports physicians working in a hospital setting to develop a clearly defined research profile while also providing for the time off from work needed to achieve this goal.

The training measures are based on the University's strategic research fields. The programmes are linked with one another and enhance UL's research profile while improving its national and international competitiveness. The successive packages of measures in the pre-doctoral programme (Pre-Doc Award), the doctoral skills development programme (graduate schools), the postdoc skills development programme (LRDP) and the LTTP make up the core elements.

- Pre-Doc Award: First granted in 2017 and since approved for the long term, the Pre-Doc Award brings together students with excellent final grades in their degree programmes and early postdocs. Together, they work on a doctoral project and secure funding for the doctorate by successfully acquiring external funding. In addition to assisting the students interested in starting a doctorate, the postdocs also benefit by gaining initial experience supervising early career researchers, a skill they need on their path to academic independence.
- Graduate schools: UL further develops existing interdisciplinary graduate schools that involve multiple faculties and supports the establishment of new graduate schools.[8] In the graduate schools, international standards are implemented for developing doctoral researchers' skills such as quality assurance in continuing education, in supervision and in doctoral procedures. In this, the graduate schools are particularly important for designing interdisciplinary forms of education and continuing development for early career researchers in UL's profile areas. Together with the faculties, the graduate schools and the Research Academy Leipzig will implement the following goals by 2025[9]:
  - Establish transparent selection procedures based on performance criteria for allocating doctoral positions
  - Ensure that supervision agreements become standard across the University as a quality assurance measure in the doctoral studies stages between doctoral researchers, supervisors and mentors (thesis advisory committees)
  - Establish resources for training and interdisciplinary key skills (the latter is coordinated with the Research Academy Leipzig) according to international quality standards that lead, among other things, to significantly shortening the duration of doctoral studies and to increasing employability after receiving a doctorate
  - Improve the visibility of early career researchers by expanding the Research Academy Leipzig as the Young Scientists Forum
  - Integrate international doctoral researchers in the graduate schools and develop a supervision policy that focuses on their specific needs.

8 *In 2022, the University had three of its own graduate schools: BuildMoNa, Graduate School »Global and Area Studies« (GSGAS), Brain Dynamics.*

9 *The supervision and training standards mentioned should, to the extent possible, also be applied to doctoral researchers who are not involved in the graduate schools*

- UL Postdoc Researcher Development Programme (LRDP): The LRDP focuses on early career researchers in the Recognised Researcher and Established Researcher qualification stages. The programme takes into consideration the particular requirements placed on researchers during these stages. It integrates all of UL's services to support researchers and works to develop these further. UL ensures that academic and non-academic careers can be more easily planned by creating dependable employment situations – including aspects of equality and family friendliness. Postdocs have the opportunity to have supervision work recognised through their membership in graduate schools and participation in thesis advisory committees.
- Leipzig Tenure-Track Programme (LTTP): To recruit and develop the most talented and ambitious postdocs, UL offers attractive conditions for the career path to a professorship. The University understands the TTP as a strategic method for targeted support and development for early career researchers and aims to institutionally anchor the TTP academic career path. The goal is to enable early career researchers to plan their career at an early stage and to increase UL's international competitiveness. This includes researchers who have been appointed jointly with research institutions outside the University. The programme aims to open up attractive career prospects to excellent early career researchers from all disciplines. Good career planning and a sense of personal security increase the incentive for this outstanding target group to stay at the University. The TTP provides the basis for early academic independence. It opens up space for these scholars to pursue their own research interests and independently carry out teaching tasks. Of the professorships that open up, a significant portion are to be filled as TTPs with excellent postdocs using a quality assurance selection process. This will expand the group of those responsible for research, teaching and knowledge transfer at UL to include young, independent researchers with tenure prospects. Talented individuals with a high potential for performing drive UL forward on its path to excellence in all performance markers. For the LTTP, the following goals have been set:
  - Significantly increase the portion of professorships filled as TTPs across all faculties, while considering specifics about each faculty, and maintain this portion at a high level.
  - Continually optimise and update the established conditions and quality assurance measures of the LTTP, for example, as part of the evaluation of the Tenure-Track Statutes initiated in 2022.
  - Integrate the TTP at an early point in the support for doctoral and early career researchers and staff development.
  - Optimise transparency and researchers' ability to plan their career path.

3.3 ADDITIONAL MEASURES TO STRENGTHEN THE RESEARCH PROFILE

Data-driven and data-intensive research is changing the working culture in academia. UL takes up this challenge as it implements its digitalisation strategy for research to enable forward-looking research work and to be able to carry out the recommendations of the Council of Science and Humanities and the SächsHEP205 (see Section 6). Based on the specific needs of the faculties, the digitalisation strategy for research is implemented in close cooperation with the CIO and the Digitalisation Coordination Office, the Vice-Rectors for Excellence Development and Campus Development, the University Library, the URZ and the Department of Research Services.

UL has a comprehensive and diverse spectrum of important research museums and collections, and using these in research and teaching enhances UL's profile, for example, the Egyptian Museum, the Antiquities Collection, the Geological and Palaeontological Collection, the Kustodie (Art Collection), the Musical Instruments Museum and the Botanical Garden. As a partner of science and research, the University Library supports researchers whose projects require the use of extensive special collections by providing materials, information on the library's collection and an appealing working environment. The holdings of as many collections as possible are to be digitalised and presented on a joint website of the UL and its affiliated institutions. Links to international and national initiatives as well as the integration into overarching infrastructures will increase the visibility and accessibility of UL's collections for collaborative, interdisciplinary projects that utilise holdings across collections.

With strategic infrastructure support from the open-access transformation, UL's research findings will gain more visibility, fulfil the requirements of funding organisations and enable or continually improve access to research information. UL therefore continues to subsidise the costs of open-access publications. Additionally, according to the recommendation of the Council of Science and Humanities,[10] the conditions for an information budget are being established. In line with the Open Access Policy, the University Library is improving its services for open-access publishing, taking the specific requirements of the respective disciplines into consideration.

Structured and networked research information with high-quality data form the foundation of every research service. A comprehensive, transparent research information system is the primary source of information on UL's research and transfer activities both within and outside the University. Implementing the research information system leuris is thus a key strategic measure for the University. It provides the quantitative and qualitative analyses necessary for the Leipzig Way so that developments and individuals can be identified at an early stage and supported in their networking efforts in the emerging fields (see Fig. on p. 39). leuris and integrated tools such as leuris:analysis for data-driven research management will therefore bundle, link and structure research information from existing source and target systems step-by-step, providing these for internal and external use while managing quality assurance (according to Sect. 9 SächsHSFG).

The Ethics Advisory Board advises academics on their research projects as part of the freedom and responsibility of research, but also due to issues related to the dual use of research data and methods that can trigger political and ethical discussions. The focus is on those research projects, research and development contracts, and dissertations that receive external funding. Ethical aspects of research conducted on people are largely assessed by the ethics commission of the Faculty of Medicine.

10 See Council of Science and Humanities: Empfehlungen zur Transformation des wissenschaftlichen Publizierens zu Open Access [Recommendations on transforming academic publishing to open-access] (Drs. 9477-22), January 2022.

AN OVERVIEW OF THE TARGETS:

- UL will develop its research profile along the Leipzig Way to improve and concentrate its competitive, top-notch research on socially relevant issues. To this end, it will make use of specific supporting measures.
- UL will increase its research activity, thereby improving success with research network projects in particular.
- UL will continue to develop the Leipzig Lab after it has been consolidated.
- UL will continue to develop the existing interdisciplinary and cross-faculty graduate schools (e. g. supervision agreements and key skills resources).
- UL will continue to develop the Research Academy Leipzig while focusing on opening the institution to all UL doctoral researchers.
- UL aims to use the integrated programme LE4YOU to create an attractive research environment for excellent, internationally visible early career researchers who are interested in consortia and network initiatives and are conducting world-class research.
- UL will implement the digitalisation strategy for research and the plan of action.
- UL aims to open up attractive career prospects that can be planned for outstanding early career researchers. It will use the LTTP systematically for this purpose.
- UL supports the entire research cycle by ensuring appropriate literature is available and supporting the open-access transformation. In the area of research data management and publication services, it also works to expand innovative services and infrastructure specific to the respective disciplines.

4. QUALITY, STABILITY, INTERNATIONALITY AND INNOVATION IN TEACHING AND STUDY

UL believes one of its core tasks is ensuring that education originates in research. Students work internationally and across disciplines on academic research questions, methods and results. This enables them to develop knowledge and skills related to their discipline as well as social and personal skills. Students are to develop a reflective and reflexive relationship with the world in their thoughts and actions and be able to situate themselves (self-)critically in economic, ecological, cultural and multilingual contexts (global citizenship). This expressly includes understanding how to apply the competences they have acquired. In this way, the University prepares students to pursue various professional careers (employability). The Leipzig Way ensures that new teaching content is continually developed out of the latest research findings. This content is then embedded in the curricula of transdisciplinary, research-driven master's programmes.

4.1 STABILITY IN TEACHING AND STUDY

The basic principles of teaching and study at UL are the unity of research and teaching (teaching through research) and the community of lecturers and learners. From this, a joint responsibility arises to plan, organise and carry out university teaching, but also to continue to improve its academic and teaching standards by 2025. This is to be done with accredited, high-quality degree programmes for improved study success, a curriculum that is interdisciplinary and international, and the binding requirement for lecturers to take part in needs-based skills development for university teaching.

Stability in teaching is also to be achieved by the long-term allocation of funds from the Future Contract. In all, UL has been allocated 343 full-time equivalent (FTE) positions. After the education package has expired, these funds will ensure a high degree of planning security in the long term. Following the requirements in the catalogue of measures from the Saxon Declaration of Commitment (Sächsische Verpflichtungserklärung) 2021 – 2027, these funds will be used to ensure high-quality study and teaching across the University, good conditions for studying, and the retention of the needed capacities for study places as established in the University Pact. The University will thus once again boost its contribution to educating and securing educated experts for research, business and society.

In a first step, the subjects and areas in which future teachers are trained were given a long-term perspective. Based on the capacities the faculties required for teacher training that went beyond their basic capacities and expired in December 2020, the faculties were allocated positions for follow-up funding starting in January 2021 from the Future Contract funds (teaching package positions made permanent). The faculties were only permitted to use these positions for securing capacity and establishing higher capacities in teacher training, especially in regard to subject didactics. The positions assigned to the faculties serve to improve teaching and support teaching infrastructure as well as to continue to strengthen study and teaching. They will be filled on a fixed-term or permanent basis for academic support staff, academic staff, lecturers (with a specific function, LfbA) and professors. As the primary goal is to improve the quality of study and teaching and the associated necessity to secure capacity for this task, the proportion of permanent positions for lecturers (with a specific function, LfbA) and academic staff is higher than the other types of positions filled in this context. This was the only way UL could ensure that there will be sufficient teaching capacity to achieve its goal.

4.2 DEGREE PROGRAMME DEVELOPMENT

Degree programmes at UL are developed based on the interdisciplinary principles of good teaching. In particular, they include:

- Linking teaching to the skills that are to be acquired,
- Promoting intrinsic motivation,
- Understanding students as partners in the academic process,
- Enabling students to obtain international experiences and skills with mobility phases and/or international components »at home«,
- Linking academic, practical and reflective learning,
- Offering opportunities for active and cooperative learning and
- Providing space for autonomous, self-organised and self-guided learning.

With this in mind, good teaching must fulfil the following requirements:

- The design of degree programmes must follow logical reasoning based on the current state of the art in the respective disciplines,
- Qualified staff members that work to further their subject-area and teaching skills must be available,
- How teaching is conceptualised and carried out must be transparent,
- Adequate material, spatial and personnel resources must be provided,
- Students' perspectives must be included in curriculum development,
- It must be possible to complete the programme within the standard period of study,
- Those active in teaching must be able to ensure the stability of teaching and supervision.

Using the applicable quality standards, by 2025 UL will further develop its entire range of degree programmes. During this time, every bachelor's and master's programme will be evaluated with the participation of expert reviewers, a representative from the job market and an external student. By 2025, the goal is to only enrol students on accredited bachelor's and master's programmes. Enrolment on degree programmes that end with a state or ecclesiastical examination will be the exception to this rule.

In addition, by 2025 UL aims to implement a model multi-stage degree programme for teacher training in Leipzig as well as to provide opportunities for studying outside of the urban centres in cooperation with a university of applied sciences (Hochschule für angewandte Wissenschaften, HAW).

As an innovative partner in knowledge transfer, UL has also embedded the idea of transfer in teaching. For example, continuing education programmes that are fee-based and marketable will be established. Knowledge transfer and the participation of the citizens of the city, surrounding areas and the Central German region will be consolidated through strategic cooperation with the City of Leipzig and city institutions, among other strategies. In further developing the University's skills development services, resources that have already proven themselves (e.g. senior studies) as well as specific resources for continuing professional education are to be expanded. By using continuing education services suited to the needs of the target groups and developing new continuing education courses, the area of continuing education programmes and courses is to be strengthened. In this, digital teaching is to be increased in the continuing education formats and implemented in a way suited to the target groups. Regular reviews will ensure the efficiency of the new and existing continuing education services.

To encourage lecturers to participate in continuing education, UL will ensure favourable conditions. Regional needs and supraregional developments will be taken into consideration when designing services specific to regions and target groups. Both region-specific and target-group-specific approaches must be strengthened. UL aims to further develop its strategy in the area of continuing education as part of the continuing education audit process by the Stifterverband.

Along with expanding and bundling the continuing education services, the Senior Academy's digital services that were established in response to the COVID-19 pandemic consequences will be integrated and further developed. Demand-based continuing education services will bring UL even closer together to local and regional actors as well as international partners. A particular focus of the continuing education strategy will be ensuring people are educated for state and public tasks.

4.3 SECURING AND IMPROVING STUDY SUCCESS

UL aims to further improve study success so that more students finish their degree within the regular period of study. The possibility of extending the regular period of study due to COVID-19 (starting in the summer semester 2020, Sect. 114a SächHSFG) will facilitate the achievement of this goal. At the same time, however, an increase in the number of students must be anticipated. Extending the regular period of study has led to a distortion in the number of students to some extent and means that UL will deviate from the goals in the target agreement 2021–2022 with the SMWK to a degree that cannot be entirely anticipated.

Currently, various projects at University institutions are working to ensure and improve study success:

- Plan A – Study Success Forum is a project run centrally to assist and support students through the various stages of their studies.
- The Academic Lab (AL) offers students interdisciplinary workshops, writing and research consultations, and digital resources (e.g. Studierapp, and the Writing and Research Portal) on academic and research methods, learning and communication strategies, and methodological skills as well as on improving German and English language skills needed for studying. The services are available to students from the start of their programme until they submit their final thesis. The AL includes the Open Math Rooms and various programme lines that follow a peer-to-peer approach and thus offer students low-threshold opportunities for support. Student tutors are trained in the Tutoring-Kolleg, which is also part of the AL.
- The project Mindfulness in Education and University and School Culture (ABiK) offers modules based on mindfulness to support personal development and contribute to study success, resilience and general well-being.
- In addition to the central projects, the faculties also provide many resources. They complement existing, established instruments and measures by providing student orientation services online or on-site; comprehensive advisory services for prospective students, groups of pupils, teachers and parents; psychological therapy and social support; supplementary courses to bridge gaps in basic subjects; as well as mentoring and tutoring.

Each initiative addresses certain target groups and stages in the student life cycle:

- In the student info portal Leipzig studieren, prospective and new students can access extensive information about possibilities for studying. There they can find information about orientation services from the Student Advisory Service, for example, or about application, admission or individual degree programmes. The online degree programme database includes all UL's degree programmes and offers comprehensive information on admission requirements and the content of the programmes while providing multimedia insight into the range of programmes. In the academic podcast Auf einen Kaffee mit, lecturers introduce their research area to the interested public, thereby also offering prospective students an important resource for making their decision about what to study. UL continues to offer several Online Self-Assessments (OSA) as a tool prospective students can use anywhere at any time to discover their individual skills and interests. The Faculty of Economics and Management Science initiated the development of this tool and expanded it to include other areas. The OSAs are used in advising sessions on studying and student information events. When they start their programme, students with deficits in mathematics can go to the Open Math Rooms.[11] Currently, AL runs three Open Math Rooms, all of which are in high demand by students in the STEM subjects.
UL's student ambassadors make it easy for pupils to access information about what they can study and what it's like to study at the University. This peer-to-peer service takes advantage of pupils' media use and offers both digital and on-site opportunities for getting in touch with other prospective and new students. The Student Advisory Service regularly offers interdisciplinary orientation workshops in addition to some that are designed specifically for teaching training. These support prospective students in choosing the degree programme that best suits them. The workshops mix informative, reflective and interactive elements to give pupils guidance.
- During the degree programmes, there is an early warning system to identify students at risk of dropping out. They can then get in touch with the contact point for students who have doubts about their studies or are thinking of dropping out. The contact point offers a low-threshold way to get quick and comprehensive support as well as additional information in critical situations. In addition to advising and coaching, there are resources available to improve students' motivation or their personal studying habits and to work on personal development. The podcast Vom Studieren und Zweifeln bundles key information to encourage students to talk openly about doubts they have about studying.
The ZLS offers a teacher training compass to support teacher training at UL. The web-based tool for self-reflection is meant for those interested in becoming teachers as well as current teacher training students. It gives students individual feedback on current topics in their studies and helps them become acquainted with suitable services at the University. In addition, they can learn more about the requirements they will have to meet in their studies and as a teacher. There are plans to network the teacher training compass in the UL's faculties with the Student Advisory Service.
- As students complete their studies, the University's Career Service provides professional advising on further studies and careers. The Career Service provides a diverse programme including workshops and presentations to convey skills relevant for the job market. The new mentoring programme »Inspiration – Qualification – Networking« developed in cooperation with Leipzig alumni supports students in transitioning to their career and establishing their professional network. By actively including alumni, the mentoring programme makes a decisive contribution to the lively UL network, enabling discussions across disciplinary boundaries, supporting innovation and thus becoming an important element of transfer measures. The Career Service maintains a network of companies within and outside the region and is in regular contact with the skilled worker alliances in the city and surrounding districts. Students can use the job portal to look for their first position after graduation. The AL offers many services to help students complete the final stage of their studies successfully (exams and final thesis).

11 At the Faculty of Economics and Management Science, at the Faculty of Mathematics and Computer Science and at the Faculty of Physics and Earth Sciences

In each study stage, services are reserved, established and continually expanded specifically for international students:

- The Studienkolleg Sachsen has established information events for study orientation for graduates of the specialisations (Schwerpunktkurse) and for international students in the preparatory course (Propädeutikum). Refugees who are looking to start or continue their studies can take advantage of German courses to prepare them for studying at the University. Each semester, the International Centre (SI) organises a Welcome Week for international students and the Studienkolleg carries out a three-week language and orientation course. Virtual services are being expanded for new international students who have not yet arrived in Leipzig.
- During the programmes, the SI and subject coordinators offer extensive advisory services on all questions related to studies. The information resources and events on topics relevant to study success are also being continually expanded.

In future, UL aims to make its degree programmes even more attractive with interdisciplinary cooperation. Interdisciplinary aspects will be considered when developing the curriculum for degree programmes by ensuring various fields cooperate and open their courses to students from other fields. The compulsory elective modules and the elective modules provide students with an interdisciplinary range of courses that enables them to set their own concentrations and shape their degree programme. A combination of compulsory curricular elements and interdisciplinary elective courses promotes students' individual learning profiles and skill sets. At the same time, this increases the demands on the scheduling process for the more than 4,500 courses offered each semester. It must be ensured that compulsory elements do have not time conflicts and that a sufficient number of the compulsory courses are offered. Elective and compulsory elective courses, in particular, must be coordinated with student demand and available capacities.

The integrated campus management system AlmaWeb successfully provides IT-supported management of the core processes in the student life cycle, including curricular and semester management. AlmaWeb must be adapted to requirements arising from Online Access Act (Onlinezugangsgesetz, OZG). UL continues to pursue the goals of further developing and optimising the software in regard to aspects such as accessibility, archiving, usability for mobile end devices, and modernising the user interface, taking the needs of the faculties into account (see Section 7.1.2).

4.4 INTERNATIONALISATION OF TEACHING AND STUDY

UL is a founding member of the Arqus European University Alliance. Since 2018, the partner universities have networked closely in the areas of research and teaching, public and transnational efficacy, and social responsibility by closely sharing information and expertise among the university management and researchers with the goal of developing UL within the network.

With this work, UL also clearly enhances its profile as a research and teaching university that operates internationally. It views itself as a European university with global connections and aspires to create transregional networks around the world with selected partners. These networks are not limited to individual regions of the world. Students and staff are thus to be enabled to study, teach and research around the globe while international networks among students are supported. To this end, UL will internationalise the curriculum, ensure that academic work done abroad is recognised, and promote the integration infrastructure and exchange of international experiences. UL prepares its students for the globalised job market in business, society and research. Based on the German Rectors' Conference »Internationalisation of Universities« audit, in 2015 UL set itself interdisciplinary goals for study and teaching that are to be further enhanced and expanded:

I. Internationalise staff: UL recruits outstanding international visiting lecturers and academic staff with an international background. It also promotes the foreign language and intercultural skills of all staff members.

II. Ensure high-quality mobility: UL supports its students' international mobility with flexible module structures, generous recognition practices and a mobility window in degree programmes. With its international partners, it offers an attractive and reliable network based on quality standards in the respective disciplines.

III. Internationalise the curriculum: UL is expanding the integration of international components in study and teaching, especially for international and English-language degree programmes.

IV. Improve study success: UL is scaling up its services for preparing international students both in terms of language proficiency and subject-area skills before and during their studies. It is also optimising recruiting and selection processes to attract outstanding international students and doctoral researchers.

V. Organise consortia: UL aims to establish and utilise transregional consortia with selected partners. With its research profile areas, UL has identified centres of academic growth which bring together outstanding members of UL and non-university research partners. The consortia are to be utilised more closely for internationalising teaching and study.

VI. Optimise reputation: UL is optimising its public image based on an international communication policy. For example, press releases and news about UL and social media activities are published on digital channels. This provides the foundation for increasingly using digital tools in ways directed at specific target groups and content. The digital tools are to be used in addition to analogue tools.

4.5 CONTINUING TO MODERNISE AND PROFESSIONALISE TEACHING

Good teaching can only take place if the conditions are also favourable, and the conditions must be continually developed and subjected to quality assurance measures.

The faculties have set up the framework for a university-wide understanding of quality in their mission statements, which were created in a dialogue among lecturers and students. In their mission statements, the faculties commit themselves to their specific responsibility for teaching and study. They also clarify the shared values, convictions and goals within each faculty while integrating the requirements of the research community. The faculties have taken the mission statements, which are necessarily abstract, and operationalised quality objectives, enabling them to be included in quality management processes. At the same time, all UL actors involved in degree programme development have set down key standards and instruments of quality management in a QMH. The aim is to continually develop this handbook and enhance the degree programmes' innovative and research-based profiles as well as their internationalisation.

In a second step, UL will bring together the established faculty mission statements in light of current findings (incl. digitalisation) into a common mission statement. As a part of this process, UL will show that, despite the necessity of specific aspects for each faculty, teaching and study are supported by a common culture in all faculties and institutions. This culture links lecturers and students, as well as directors and administrators in a community of shared responsibility that constitutes itself in discourse, exchange, critique and self-critique. The quality of teaching and study is also ensured through skills development and professionalisation of university teaching as well as by consolidating and enhancing the profiles of the degree programmes related to state and public tasks.

To support its own quality assurance measures, UL intends to continue using the opportunities for support such as those from the Stiftung Innovation in der Hochschullehre (foundation for innovation in higher education teaching) in order to try out ideas and experimental projects for teaching development. As part of the Freiraum 2022 programme, for example, several innovative projects for teaching are being funded at UL.

Another important requirement for modernising teaching is the infrastructure. In the coming years, UL will focus explicitly on the issue of campus development. This includes the technical equipment in rooms used for teaching purposes and the conditions for digital and hybrid teaching. Alongside this infrastructure development, teaching personnel will be trained in the new technology, and resources will be provided for students. The strategy for digitalising teaching is to be specified together with the faculties, taking the faculties' individual experiences during the COVID-19 pandemic into consideration as many challenges and needs emerged during this time. Building on this, the specifications for the digitalisation strategy for teaching are to be refined – both in terms of technical requirements (e.g. e-learning, e-assessments, new hybrid teaching formats and digital tools for on-site teaching) and other requirements (e.g. effects on capacity calculations and on the scope of the teaching load, as well as how to handle the requirement for university exams to be completed in writing).

UL's lecturers will continue to be required to participate in professional development courses for teaching in higher education in order to ensure and improve the quality of teaching. For UL's lecturers, this is part of their professional accountability. When compared with the target agreement between the SMWK and UL for the years 2021 – 2024, UL's lecturers voluntarily attended the HDS, ZLS, URZ and UL's internal continuing education courses in the area of university teaching more frequently than required. The courses for teaching in higher education are to be coordinated centrally within the University and implemented decentrally.

Centre for Teacher Training and School Research (ZLS)

In the five degree programmes specific to the school forms, UL has become the centre of teacher training in Central Germany – this has particularly been the case since the enrolment numbers increased sharply starting in the winter semester 2012/13. Around 20 per cent of all students are enrolled on one of the teacher training degree programmes, which are distributed across 11 faculties. In addition to the teacher training programmes in the five school forms, UL offers return-to-learn courses for Saxon teachers as part of the career changer programme. The ZLS is largely responsible for coordinating teacher training in terms of content and organisation. Mandatory cooperation among various disciplines, educational sciences and the subject didactics is to ensure that the courses offered and teaching quality are better aligned with future professional fields. UL includes the cross-cutting topics of heterogeneity, digitalisation and civics education both in the supplementary programmes and together with the educational sciences and subject didactics. The Centre for Educational Studies at the Jahnallee campus opens up possibilities for innovative courses as well as continuing education opportunities for teachers.

AN OVERVIEW OF THE TARGETS:

- UL will combine the faculties' mission statements into a common mission statement for teaching.
- By 2025, new students are only to be enrolled on accredited degree programmes.
- UL will expand its fee-based and marketable continuing education services.
- UL aims to make its degree programmes more interdisciplinary, for example, by increasing cooperation among subjects and including modules from other disciplines.
- The integrated campus management system AlmaWeb is to be further developed and adapted to future needs, particularly those related to the Online Access Act.
- UL aims to internationalise the curriculum, ensure that academic work done abroad is recognised, and promote the integration infrastructure and exchange of international experiences.
- The International Centre will be strategically developed.
- The strategy for digitalising teaching is to be specified together with the faculties.
- UL's mentoring programme is to be further expanded.
- UL will develop a strategy for how to transition key parts of the project Plan A into a sustainable, routine structure starting in 2023.
- UL aims to continue peer-to-peer formats such as the student ambassadors.
- UL will develop a student marketing strategy to comprehensively inform pupils and prospective students in a targeted manner about what they can study at UL and what it is like to study here.
- UL will expand its professional development for teaching in higher education. Lecturers are to continue to maintain their current high degree of participation.
- UL aims to set up a model multi-stage degree programme in Leipzig.
- UL strives to reach the planned size of degree programmes concluding with a state examination as defined in the target agreement with the SMWK 2021 – 2024 and to reserve the necessary capacities for this.
- UL aims to increase the number of new computer science students.

5. LEIPZIG UNIVERSITY'S THIRD MISSION: SOCIAL IMPACT AND VISIBILITY THROUGH THE TRANSFER OF KNOWLEDGE AND TECHNOLOGY

In its third mission, UL promotes transfer and the exchange of knowledge and ideas in and with society. This includes teaching and basic research that is focused on social needs as well as the responsible application of research findings. Transferring knowledge and technology to business, politics and civil society is among the University's core tasks.

With the goal of making knowledge visible, accessible and effective, UL implements the third mission in research and teaching and in the performance marker transfer. The third mission also contributes to UL's profile and strengthens its competitive position in higher education and research.

5.1 TRANSFER PRINCIPLES AND UL'S UNDERSTANDING OF TRANSFER

UL understands transfer as a participatory process of exchange that includes all areas and levels of society. The term transfer is based on the definition given by the Council of Science and Humanities. According to this definition, transfer means »conveying and transmitting academic insights from all areas of research in a dialogue with societal, cultural, business and political actors«.[12] This includes »declarative knowledge in the form of concepts, statements, models and theories as well as procedural knowledge in the form of research methods and process expertise«[13] and thus also encompasses knowledge of technology and techniques.

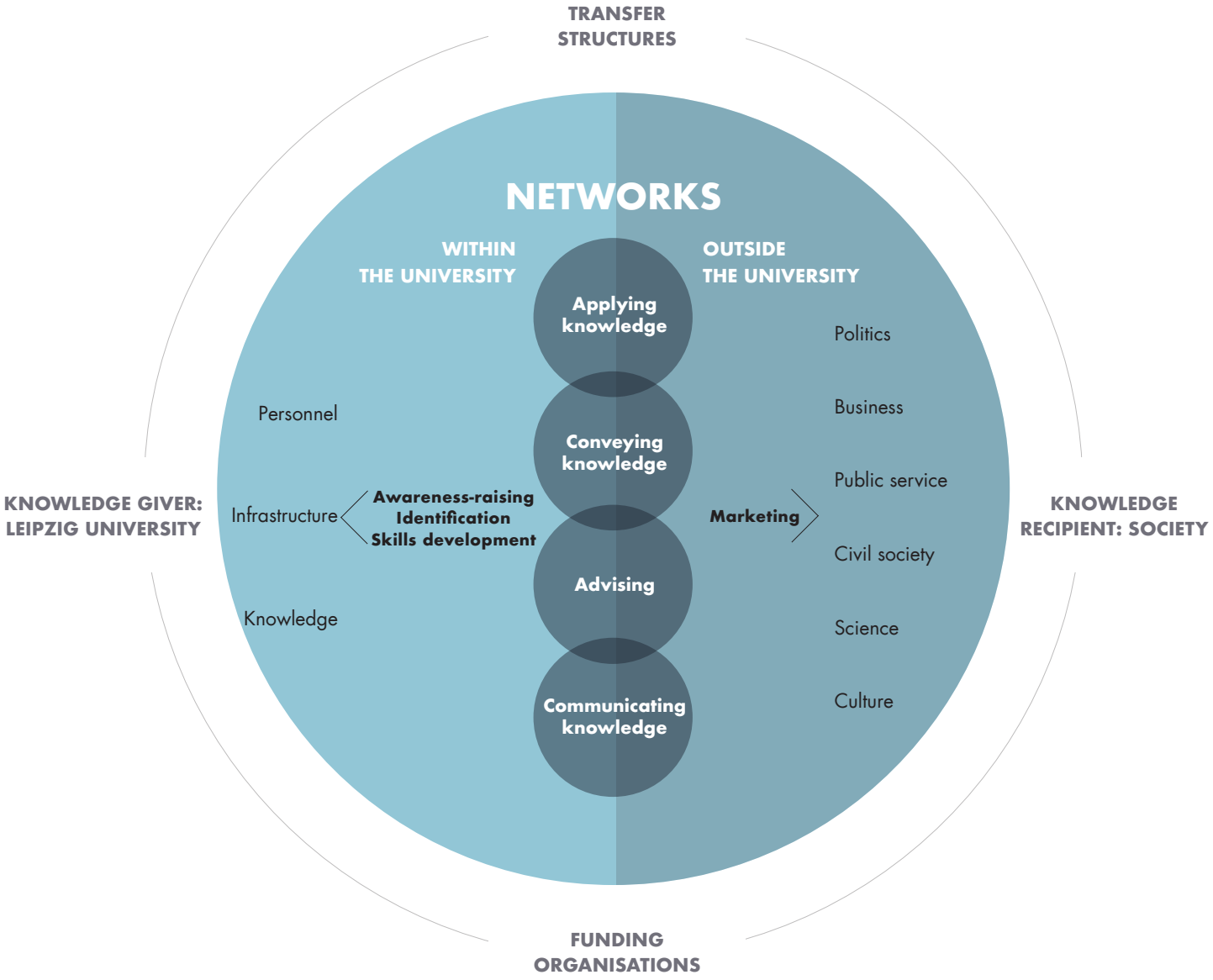
UL views itself as an innovation laboratory that acts in the public interest and as a catalyst and an active trailblazer for social, cultural and economic innovations for the city and region. UL's many subjects and their synergies when working in cooperation facilitate the generation of transferrable knowledge and the emergence of innovation. Transfer work at UL therefore includes a broad spectrum of various activities – from exploiting patents, consulting and actively shaping public discourse to publicly conveying knowledge and providing people with opportunities to gain knowledge. In 2019, UL passed its strategy for knowledge and technology transfer. This is the basis for subsequent planning and implementation of suitable measures to reach the strategic goals. On this foundation, UL will develop its transfer activities by 2025 such that its full impact in the area of knowledge and technology transfer becomes visible.

Key elements of the Leipzig Way will also be taken up in the field of transfer. To achieve synergetic aggregation, UL strives to bundle its efforts, seeks out synergetic consortia, and in doing so builds up networks that do not just include the University's own members. After all, the Leipzig Way calls for active support of structured interaction and feedback processes, such as those between successful transfer projects and new, emerging areas of innovation. This synthesis also benefits other aspects of transfer and promotes cyclical sustainable transfer and long-term transfer structures.

This management model for transfer at UL differentiates four overarching transfer paths: applying knowledge, conveying knowledge, consulting and communicating knowledge. Individual transfer activities can be assigned to one of these four categories.

12 Council of Science and Humanities: Perspektiven des deutschen Wissenschaftssystems [Prospects for the German research system], position paper (Drs. 3228-13), July 2013, p. 26.

13 Council of Science and Humanities: Wissens- und Technologietransfer als Gegenstand institutioneller Strategien [Knowledge and technology transfer as an object of institutional strategies], position paper (Drs. 5665-16), October 2016, p. 9.



Transfer management model

5.2 PROMOTING THE TRANSFER STRATEGY AMONG UNIVERSITY MEMBERS

A lively transfer culture is the foundation for successful transfer. UL has worked on building up such a culture in the city and region and benefits from it today.

UL's objective is to embed the idea of transfer in all institutions and include all UL status groups to an even greater extent than in the past. Based on the University's overall strategy, each faculty is to define and pursue its own goals for transfer by 2025. UL's central institutions are also to determine their potential in the area of transfer and develop their own strategies. To improve the dissemination of issues and processes relevant to transfer, the faculties and central institutions will appoint specific individuals to act as the point of contact for communication. Within the strategic research areas as well, research leaders are asked to make the potential for transfer more apparent. In all of these areas, individual transfer policies that reflect the culture of the respective discipline are to be developed. This means that by 2025, areas of growth for knowledge and technology transfer that are particularly worth supporting will arise from UL's diverse range of subjects.

In future, the idea of transfer is also to be strengthened when naming professorships, institutions and degree programmes. This aspect is already considered when UL makes joint appointments with research institutions outside the University. Endowed professorships are also to become more important in this context.

For transfer to be successful, it is also important for those concerned to be closely informed about relevant activities. UL therefore communicates this information regularly, transparently and in a manner appropriate to the respective target groups. Along with examples of successful transfer, potential and options for transfer are to be published more openly both within and outside the University in future. At the same time, applicable results of research relevant to transfer are to be communicated and promoted publicly. In future, UL will give more space to its third mission on all communication channels, especially on its website. It will promote forms of communication that spark interest and curiosity. Thanks to spaces open to lively dialogue such as the Paulinum – Assembly Hall and University Church of St. Paul, UL is a centre of research communication. As a socially responsible leader, it seeks to enter into dialogue with the wider public and with interested groups on specific topics. The aim is to convey, multiply and cultivate knowledge, to help laypeople understand research findings and to enrich UL's own knowledge by receiving feedback from others.

UL also supports University members in planning and carrying out events related to transfer, for example, trade fairs and exhibits or public discussion formats and presentations.

The University offers continuing education services to raise awareness among UL's members about the opportunities that arise through transfer. To make its knowledge accessible to the greatest number of people possible, UL is further developing the Studium universale, the University for Kids, and the Senior Academy. It is also expanding its postgraduate and master's programmes for professionals and confronting the challenges of digitalisation.

Overall, UL is reviewing how it can best support its members in beginning and maintaining their transfer activities, for example, with incentive systems and University funding lines to initiate transfer projects. Institutional support from the state of Saxony would be welcome on this point. UL also aims to include students and their transfer activities at all stages. In future, UL's goal is to provide support services to encourage student involvement and to emphasise students more strongly in its strategic transfer activities.

5.3 INCREASING SCOPE AND QUALITY OF UNIVERSITY TRANSFER SERVICES

UL is continually developing its strategy for knowledge and technology transfer.

UL's transfer processes are to be optimised. For example, the University aims to coordinate reporting processes and enable the use of the research information system leuris for data relevant to transfer. Transparent, quantitative and qualitative processes to assess transfer activities are to be established, and these processes will bear in mind that in the humanities, social sciences and cultural studies, for example, findings can often not be quantified or monetised. By 2025, UL will further develop instruments for assessing the use of the knowledge generated in the humanities, social sciences, and area and cultural studies.

To intensify its networks and expand strategic partnerships, UL strives to improve its capacities for collaboration. UL therefore aims to communicate more closely with representatives from civil society, culture, politics and business with the goal of initiating new partnerships. And well-established partnerships are to be continued. Cooperation arrangements that are relevant for the entire University are to be managed centrally in a systematic manner and UL's participation in networks and consortia is to be evaluated regularly. The University will ensure the scope and quality of its transfer activities by measures such as continually monitoring its ability to collaborate and focusing in particular on the networks and consortia in which it participates. UL projects the idea of transfer into municipal and regional contexts with many cooperation projects. With partners such as the City of Leipzig and the Leipziger Stiftung für Innovation und Technologietransfer, the University helps shape the regional innovation ecosystem. The University supports the successful marketing of this economic, research and cultural region as part of the European Central German Metropolitan Region. UL aims to maintain its role as a partner and catalyst for the promising business clusters in the region that have the greatest potential for growth, for example, by adapting teaching content and learning formats to the needs of practitioners. To the extent possible, practitioners are to be included in research and teaching. This is how the University strives to optimise knowledge transfer to the market, strengthen the region as a business location and pave the way for students' transition into employment.

To the same extent that UL promotes its ability to collaborate with external partners, it intensifies and professionalises cooperation among various areas within the University to improve transfer. This includes, in particular, the cooperation between the University, the Faculty of Medicine and the Leipzig University Hospital (UKL). Transferring university knowledge to regional businesses is UL's goal in its support of start-ups. This is most apparent in the activities of SMILE, which is now part of the International SEPT Competence Center. Since being established in 2006, SMILE has actively assisted with more than 500 start-ups. The number of new start-ups has consistently remained high. SMILE also aims to become more visible and effective by connecting more directly with the University's central services. To ensure that the programme remains successful in the long term, UL is seeking sustainable financial support from the state of Saxony.

Construction developments on campus also reflect UL's desire to enhance its profile in the area of transfer. In future, University buildings that are renovated and newly created are to include meeting places in which people can easily enter into dialogue and discussion (open spaces). The aspects of visibility and transparency, which are key for transfer, are to be manifested in the architecture, for example, in the Global Hub research building (see Section 6.5), whose Transfer Lab aims to review the transferability of research conducted in the humanities and social sciences in the Global Hub together with industry partners and then apply this research. In addition, UL plans to set up a central contact and coordination office for transfer activities in the humanities and social sciences that supports the activities of decentral participants and bundles them to further the University's overarching strategy. In the areas of biophysics, ecology and life sciences, b-ACT-matter acts as a hub for research and the industrial sector. Infrastructure such as the BBZ and SIKT are to be developed together to optimally support life science research (including in medicine) that is focused on transfer.

5.4 ENHANCING LEIPZIG UNIVERSITY'S PROFILE WITH ITS TRANSFER SERVICES

UL strives to heighten its visibility as a source of knowledge and technology both in the region and nationwide. Within Central and Eastern Germany, it already has an important hub function as it brings together regional and international cooperative projects and networks for excellence in research and teaching.

UL will also participate in and lead initiatives in the federal government's plans to create new innovation regions as well as in the planned renewal and formation of regional innovation profiles in Saxony as part of the Innovation Strategy 2020.

As a partner for training students for state and public tasks, UL also aims to make a significant contribution to the functionality of public infrastructure. Thanks to a broad spectrum of subjects, it ensures that the demand for experts and managers in Leipzig and Saxony as a whole is met and thus has laid claim to the role as Saxony's centre for state and public tasks. UL ensures that the state has enough experts with the Career Service advisory centre, for example, and with its active participation in the Skilled Worker Alliance Leipzig. In dialogue with the business sector, UL will reflect these synergies and potential as it establishes centres and applied research initiatives that generate a large amount of external funding. This takes advantage of the possibility to work on innovation in close cooperation with business representatives and aligns UL's activities with the needs of the market.

AN OVERVIEW OF THE TARGETS:

- Implement, develop and continue the Transfer Strategy. Promote the idea of transfer among University members.
- Include all status groups – especially students – more closely in the University's transfer efforts.
- Expand continuing education services that motivate and develop University members' skills in the area of transfer activities.
- Maintain and expand established channels of knowledge transfer to civil society.
- Expand UL's communication in the area of transfer.
- Consider transfer as a feature when naming professorships, institutions and degree programmes.
- Retain existing incentive systems; develop and implement innovative instruments to inspire members of all status groups to get involved in new transfer activities.
- Faculties will name contact persons for transfer.
- Communicate transfer potential in the strategic research fields more clearly.
- Faculties and central institutions will name their own transfer goals by 2025.
- Expand UL's ability to collaborate. UL will increase cooperation among the University, Faculty of Medicine and Leipzig University Hospital.
- Endeavour to continue the SMILE start-up initiative.
- Continue to jointly develop BBZ and SIKT to support transfer-relevant research in the life sciences (including medicine).
- Enhance UL's profile based on its transfer services.
- Assert UL's claim to leadership in the area of transfer.
- Head up efforts to create new innovation regions and regional innovation profiles.
- Aim to make a significant contribution to the functionality of public infrastructure as a partner for training students for state and public tasks.

6. MANAGEMENT, STAFF AND INFRASTRUCTURE

To successfully continue down the Leipzig Way, the University administration has set itself far-reaching goals for 2025: UL's management capacity must be increased while attracting, retaining and developing the skills of qualified staff. In addition, the building infrastructure needs to be made competitive. UL's administration focuses on service as it fulfils the ever-changing requirements placed on it by research and teaching. It regularly reviews its processes and structures, and provides professional support for other areas of the University. The following fields have been identified as targets for 2025:

- Implement self-management and financial autonomy,
- Regularly conclude target agreements with faculties and all central institutions,
- Evaluate and refine the Staff Development Plan,
- Internationalise the administration and
- Advance construction projects.

6.1 SELF-MANAGEMENT AND FINANCIAL AUTONOMY

Extensive financial autonomy is paramount to UL achieving its targets in research, teaching and transfer and expanding its position as a high-performing, nationally and internationally visible university. A key milestone in expanding financial autonomy was achieved in 2022 with the approval to self-manage. This also means that the Rectorate can better guide UL, and the faculties' and central institutions' autonomy has been strengthened as responsibility for resources was decentralised in part. The budget flexibility achieved when the global budget was introduced also means that the University has more leeway in its use of funds.

The faculties have been preparing to begin the roll-out of self-management processes within UL since the start of 2022 together with the central institutions and central administration. In these processes, the particular situation in each of the faculties is taken into consideration. In addition to process optimisation and the revision of organisational regulations, the IT systems currently used to manage resources (HIS, ELVI and IVMC) will be continually developed, integrated and utilised across the entire University. UL participates in the Saxon ERP consortium for the development of HIS modules. The consortium is made up of 13 cooperating higher education institutions and is coordinated by the joint central institution Competence Centre for Saxon Higher Education Institutions (KSH).

The structures, processes and instruments required for economically utilising resources have been established at UL and must continue to evolve according to changing conditions over the coming years. Among other objectives, one goal of this development is to test updated regulations for budgeting and management in cooperation with selected faculties and central institutions.

6.3 FURTHER DEVELOPMENT AND IMPLEMENTATION OF THE STAFF DEVELOPMENT PLAN

Qualified, motivated and satisfied staff members are essential for an innovative and forward-looking university. At UL, staff development is based on the needs of the employees and systematically supports the skills development of staff members in research, teaching, administration and service. Staff development is viewed as a part of organisational development and is one building block of strategic management. In 2017, the University established a comprehensive Staff Development Plan (PEK) that brought together existing and new instruments of staff development. The plan serves as a frame of reference for University employees and their supervisors.
In 2022, the PEK will be evaluated in part based on the staff survey carried out in 2021. In line with legal regulations, the Staff Council participates in the continued development of the PEK. UL aims to regularly adapt the PEK to the dynamics of research and teaching, for example, to the new requirements in the area of digital skills. As it implements the PEK for academic and non-academic staff members, UL strives to strengthen research, teaching and administration and continue to improve the University's attractiveness as an employer. To this end, UL is also implementing the »Framework code on dealing with fixed-term employment and the advancement of career prospects at higher education institutions in the Free State of Saxony«, which was agreed on in 2016 with the SMWK.

6.3.1 QUALITY ASSURANCE

At UL, staff development is based on national and international quality standards. The University makes use of academic expertise to monitor the staff development process. Internal processes, organisational implementation and the economic use of resources are documented and evaluated.

6.3.2 OVERARCHING FIELDS AND INSTRUMENTS

UL promotes equal opportunity for all staff groups, works to attract more international staff members and supports its staff members' international mobility and networking. In addition, it has set itself the following goals in the overarching areas of human resource planning and recruiting as well as staff deployment and retention:

- In close coordination with the central human resource administration and the respective areas (faculties, central institutions and organisational units in the central administration and Rectorate), human resource planning is to be conducted for the long term and with the corresponding lead time.
- With a particular eye to the mid-level faculty members, longer running times for fixed-term employment contracts are to be implemented and in general a higher proportion of permanent positions is to be achieved. To carry out tasks that are of a permanent or long-term nature with no definite end, academic staff members are to be employed on permanent contracts. As defined in the target agreement with the SMWK 2021 – 2024, the proportion of employees whose positions are financed by the funds for the establishment plan or other budgetary funds is to increase to 33 per cent by the end of 2024. Compared to the starting point used in the negotiations for the target agreement, this would more than double the number of permanently employed academic staff members (2019: 15.8 per cent).
- By 2023, UL will introduce a digital application and appointment management system for academic and non-academic personnel.
- The University's health management will be expanded, and it will integrate the many resources available for behavioural and situational prevention.
- By 2023, tailored leadership development programmes will be introduced.
- Another prevention programme to strengthen mental health will be established by training a trainer as part of the programme Mental Health First Aid (MHFA) in 2023. In this programme, staff members are to be trained as mental health first-aiders who can act as points of contact for problems and mental health crises.

6.3.3 EQUALITY: EQUAL OPPORTUNITIES, DIVERSITY AND FAMILY

UL has set itself the goal of being an outward-looking, inclusive, just and family-friendly space in which equal opportunities are a reality for staff and students. The strategic starting point for this is a fundamental understanding of diversity as an overarching approach and the equal opportunity plan of the future that can be used to think about dimensions of diversity and how these dimensions interact with one another.

In line with the SächsHEP and to realise the overarching goals of the target agreement with the SMWK 2021–2024, UL's equal opportunity strategy addresses the following fields, which are interrelated and subject to continual processes of change and optimisation:

- Family-friendly university: UL's staff policies take family and life phases into account, acknowledging family responsibilities from childcare to care for relatives. To train and attract qualified staff members, UL continually develops its resources for striking a balance between work and studies and family life according to the needs of those affected. All measures are based on a broad understanding of various family forms.
- Gender equality: The t.e.a.m. programme for female students and academics has been established as a gender-exclusive staff development instrument and continues to evolve according to the target groups' needs. To support women in areas in which they are still underrepresented, gender-sensitive reviews are carried out for the process and decision-making structures. These reviews examine possibilities for participation. Barriers to careers must be carefully and flexibly dealt with by more closely coordinating the demands of study, career and family. UL's Dual Career Service supports highly qualified couples in their search for a professional career in the region. Gender perspectives are also continuing to be embedded in teaching and research. Gender diversity is being addressed by the use of gender-neutral language.
- Inclusion: The plan of action on inclusion that was passed in 2018 and revised in 2022 will continue to ensure the implementation of the UN Convention on the Rights of Persons with Disabilities in the areas of prospective students, students, teaching, research, staff members, public relations and local accessibility. Access to education and research is continually improved by making needs visible and through sustainable structural changes and the equitable participation of students and staff.
- Anti-discrimination: All interactions between University members are to be characterised by appreciation and the respectful handling of commonalities and differences regarding personality aspects, in particular, those related to gender, age, ethnicity, religion, worldview, sexual orientation or disabilities. UL views anti-discrimination as a combination of preventive and awareness-raising measures as well as advising and support services that are available to those affected and those responsible for taking action. These services are provided in transparent processes that are easy to access and assist with individual and institutional ways to handle discrimination. A particular focus of prevention is on sexualised discrimination and violence as well as racism. In addition to signing the Diversity Charter, in February 2017 UL became the first Saxon higher education institution to obtain the certificate Vielfalt gestalten from the Stifterverband and will be re-audited in 2022.
- Equal opportunity structures: To effect sustainable changes in processes and structures for equal opportunity at UL, the Office for Equality, Diversity and Family Affairs (SCDF) was established. As a hub for this topic, it is responsible for equal opportunities and is the service point for the decentral commissioners for equal opportunities and other individuals working in this area. Links between the central and decentral levels promote processes and resource efficiency, and cooperation on further developing equal opportunity structures therefore operates both top-down and bottom-up. The internal target agreements with the University faculties 2022–2024 also set down key goals and measures to realise equal opportunities.

6.3.4 STAFF DEVELOPMENT FOR EMPLOYEES IN THE AREAS OF RESEARCH MANAGEMENT, ADMINISTRATION AND SERVICE

UL's central administration and the administration of the faculties and central institutions view themselves as University service offices. Together, they build the foundation for teaching and research innovations as well as creative spaces. At the same time, this allows the administration to offer attractive areas of employment for staff members. Part of the PEK is tailored to non-academic staff members for this purpose:

- Task descriptions are updated in standard processes and adapted to changing requirements.
- Together with the University Staff Council, a development plan is being created to enable horizontal movement and internal promotions.
- Starting in 2022, all areas are to regularly define their future needs for qualified personnel.

6.4 INTERNATIONALISING THE ADMINISTRATION

In recent years, UL launched a successful internationalisation strategy with which it increased the proportion of international students and researchers as well as the number of international cooperation agreements and degree programmes with multilingual or foreign language components.

To continue improving services for students and researchers, UL aims to drive forward the internationalisation of the administration by 2025. A first milestone on this path is the qualification of administrative personnel for consulting and support services for international target groups.

English classes and courses for acquiring intercultural skills are already being offered to administration staff members in the project Willkommen in Leipzig. The Erasmus+ programme funds for international staff mobility are also already used to their full extent. Membership in the Arqus European University Alliance offers new possibilities for developing the international competences of administrative staff members.

UL's international public relations work is to be professionalised using the international university communication policy so that it is cutting edge and adapted to specific target groups. UL makes an effort to expand multilingualism and intercultural competences at all levels of the University.

6.5 BUILDING DEVELOPMENT

In Sections 3 to 5, it was already made clear that plans in all areas continue to depend to a large extent on the necessary construction measures in future. It must be noted here that the funding and conditions for construction measures are different in the Faculty of Medicine and the rest of the University. The specific aspects of construction measures for the Faculty of Medicine will not be discussed in the following. The establishment of a vice-rectorate for campus development is linked to the intention to formulate an overall plan for UL's construction and infrastructure development that also does justice to the principles of the sustainability strategy.

Apart from the ongoing construction measures for the Institute for Meteorology and the final construction phase for the Faculty of Education, the focus of activities and coordination processes with the responsible ministries include plans to alter and renovate the veterinary pathology area and to erect a new building for veterinary parasitology, to construct a new Global Hub research building for the humanities on Wilhelm-Leuschner-Platz, to plan a new faculty building including lecture halls and a library for the Faculty of Law, and to create a new AI computing centre.

UL views the university buildings as spaces for encounters and networking. This applies in particular to the AI computing centre. UL will press ahead with the plans together with the state-owned Sächsisches Immobilien- und Baumanagement (SIB) and prepare for the construction of the building for the computing centre. UL will actively and closely coordinate with the SIB and SMWK on organisational and legal questions that arise as a result of the cooperative operating model.

Into the year 2025, broad conceptual focal points will result from the goal of entering into the concrete planning phases for establishing a library for the arts in the Albertina building on Beethovenstraße as a joint project with the University of Music and Theatre, the Academy of Fine Arts, and UL; for the urgently needed general renovation of the buildings on Talstraße and Brüderstraße; for the renovation of the physical infrastructure of the Faculty of Sport Science's Institute of Sport Medicine and Prevention; and for the provision of a new, state-owned depot and workshop building for the Museum of Classical Antiquities' expansive collection of plaster casts.

Finding a home for the Leipzig Lab as a space for interdisciplinary interaction and a nucleus for new research topics is paramount to the success of excellent research along the Leipzig Way (see Section 3). As an additional catalyst for new research topics, another application for a research building is to be submitted.

In addition to the construction of new buildings, by 2025 extensive maintenance and renovation work must be carried out as well. To ensure UL's continued operations, the Rectorate is working to increase the SIB funds for building maintenance on and in the University's buildings and properties to at least an adequate level.

Compared to other German states, in the area of physical infrastructure, Saxon universities are at risk of no longer being competitive due to the extremely long period for planning and construction processes. Large construction measures currently require a time frame of around ten years between submission of the official pre-application for requirements to the SMWK and the completion by SIB. Small construction measures (funding of up to 2 million euros) currently take up to five years. Based on other universities in Germany, UL strives to receive more responsibilities, funding and personnel to carry out construction projects on its own, for example, small and mid-sized building and accommodation needs (such as rentals) without lengthy application processes. Currently, Saxon higher education institutions have only limited options to improve the state and development of their physical infrastructure on their own and to set their own foci based on their development plans.

UL's goal is to move the responsibility for construction plans to the University, at least in part. This would improve its scope for action and development in this area and increase its competitiveness. Administrative structures and processes as well as financial resources and staff capacities must continue to be adapted to the rapidly increasing demands, the difficult market situation in the construction industry and the booming real estate market in Leipzig. The growing number of externally funded projects, in particular, requires dynamic and flexible construction planning and foresight.

UL can only achieve these goals if it has a greater degree of autonomy and if the necessary resources (funding and skilled workers) are placed in the University's responsibility. Partial goals in this area are to be established by the end of 2024. UL will also transfer the findings of the assessment of space needs into a consensus-based construction development plan in coordination with the responsible ministries and the SIB by 2024. It is essential for ongoing construction needs to be approved and funded in order to ensure that UL can strategically develop its campus.

AN OVERVIEW OF THE TARGETS:

- UL's self-management and financial autonomy will be implemented.
- The area of strategic controlling will be expanded further.
- Internal target agreements between the Rectorate and the University faculties as well as central institutions will be concluded regularly.
- Further development of the existing IT systems to manage resources, which will be partly in cooperation with the Competence Centre for Saxon Higher Education Institutions (KSH).
- The PEK is to be evaluated and developed further for academic and non-academic personnel.
- UL aims to continue to support women, especially women in leadership positions.
- Gender perspectives are to be incorporated more strongly into teaching and research.
- A comprehensive equal opportunity strategy will be created. Indicators for diversity are to be embedded as part of the University's quality management.
- The plan of action for inclusion will be updated.
- The resources for creating a balance between family life, studying and a career as well as caring for relatives will be expanded.
- Planning is to be established for personnel requirements and skills development needs, task descriptions are to be reviewed in a standard process, and horizontal movement and internal promotions will be made easier.
- By 2025, UL will have made progress with internationalising the administration.
- Continuing education courses on intercultural, foreign language and international skills (including using Erasmus+ staff mobility) will be offered internally and externally, and grants will be obtained for this purpose.
- UL will create a language policy that promotes multilingualism and international cultural skills.
- UL aims to advance construction planning in coordination with the SIB, SMWK and SMF.
- UL strives to implement extensive maintenance and renovation work. At the same time, funds for building maintenance must be increased.
- UL aims to have construction responsibility moved back at least in part to the University. In coordination with the SMF and SMWK, responsibilities, budgets and personnel resources for rentals, real estate management and building maintenance are to be transferred from the SIB to UL. The responsibility and personnel resources for smaller construction measures (up to 2 million euros) are also to be transferred to UL, including the special budget for construction measures for retention and appointment measures (amounting to 1 million euros annually). Responsibility for larger construction measures (more than 2 million euros) is to remain with the SIB.

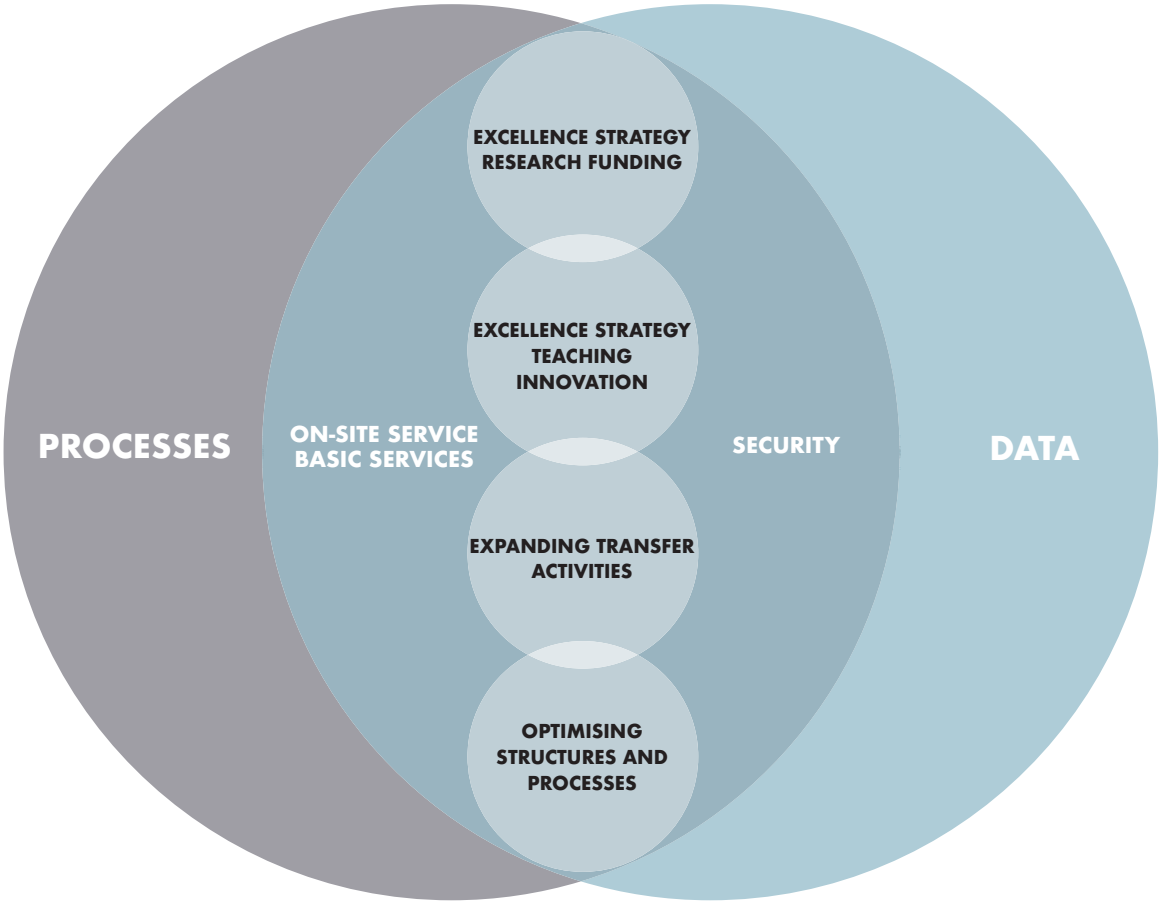
7. EMBEDDING DIGITALISATION
7.1 DIGITALISATION STRATEGY

In line with the SächsHEP, UL views digitalisation as a core task of university development. The related goals and areas of activity are determined in a digitalisation strategy that was developed in a participatory process. The partial strategies for digitalising research and teaching are to be consolidated and supplemented with the requirements for the digital transformation of the administration. In addition, plans of action for the digitalisation of research and teaching are to be developed.
A high degree of innovation is ensured by including UL experts from administration, teaching and research in the strategy processes. The IT governance updated in 2021 integrates these experts and other interest groups in all aspects of shaping the digital transformation. Important cross-cutting topics such as IT security, digital sovereignty, data protection and digital accessibility are embedded in the strategy. Structures are to be created and methods established to implement digitalisation projects. These structures and methods require cooperation across many areas of the University and systematically tap into the optimisation potential of digitalisation.

UL strives to achieve integrated information management with the following goals:

- Digitalising information and processes in research: AI computing centre in Leipzig, joint research infrastructure, research information system leuris and subject-specific research data management,
- Digitalising information and processes in study and teaching: integrated learning platforms, hybrid teaching, (self-) assessments, remote teaching cooperation and support for inclusion, and
- Digitalising information and processes in administration: financial and personnel administration, master data management, digital workflows, and online administrative services on the intranet.

To optimise and expand IT services in the area of information technology (IT), the University cooperates closely in Leipzig and with other higher education institutions and research institutions in Saxony regarding scientific computing, in particular, with the planned AI computing centre. Within UL, the IT service catalogue of the institutions is to be reviewed and consolidated to offer all University members the same basic IT services of an appropriate quality.
The following figure shows the connection between the measures in the Development Plan and digitalisation in all of the University's performance markers. Research funding, teaching innovations and expanding transfer activities – all areas are dependent on modern information technology and digitalised processes.



University development plan fields and the digitalisation strategy

7.1.1 DIGITALISING INFORMATION AND PROCESSES IN RESEARCH

Digitalisation in research is characterised by personalised access to academic resources anywhere and at any time through globally networked research communities and the intelligent analysis and evaluation of large amounts of data.

UL's digitalisation strategy for research sets out measures in three fields: (1) Digitalisation in the academic epistemological process (2) Collaboration and cooperation and (3) Digitalisation of research management. In all research areas, the importance of AI methods and techniques combined with processing large amounts of data (big data) will continue to grow. UL aims to use the AI computing centre to strengthen its key role in the Leipzig region as a centre of research and strives to expand cooperation with important research institutions and companies. The close connection to the ScaDA.AI will ensure the necessary transfer activities and a high level of networking. In addition, UL aims to systematically expand necessary research infrastructures, for example, for research data management. Together with researchers, the UB and URZ support the digitalisation of collections, including the available repositories. In addition, UL has developed into a visible location in the interdisciplinary area of digital humanities with numerous research projects and new degree programmes.

In line with the SächsHEP, the digital transformation of research is to be driven forward, in particular, in regard to digital technologies (infrastructure and applications) and digital added value and exploitation. Digital research infrastructure is to be expanded, integrated and made more flexible to improve data- and processor-intensive applications such as data analysis, simulations and optimisations. Gathering and providing research information is to be modernised, and for this purpose the research information system must be upgraded and integrated more closely with UL's existing IT systems (see Section 3). In the area of research data management, existing services for storing, back-up, publishing and (long-term) archiving of research data are to be expanded, taking existing expertise and experience into consideration (iDiv, LIFE; ScaDS.AI and digital humanities). Meta-

data, tools for data transformation and integration and specific data repositories are to be provided. Digital research infrastructures are to be expanded, integrated and made more flexible, especially by providing research-supporting digital services (e.g. AI computing centre, cluster for scientific computing, and data storage) and expanding discipline-specific IT support services. In addition, UL supports knowledge and technology transfer and cooperates with institutions that work on transfer such as the Institute for Applied Informatics association (InfAI) at Leipzig University.

7.1.2 DIGITALISING INFORMATION AND PROCESSES IN TEACHING AND STUDY

Digitalisation in study and teaching aims to ensure that teaching is based on research and is hands-on while better supporting individual learning and further improving study success (see Section 4). The digitalisation strategy for teaching determines the challenges faced in this area and defines initial goals such as developing digital skills, promoting self-direction and self-management, and improving structural development and governance. UL's graduates are to have acquired many subject-specific and interdisciplinary digital skills and be able to develop these further on their own. This will enable them to comprehensively participate in and actively shape the digital knowledge society. In a plan of action coordinated with the faculties, the further conceptualisation and implementation of digitalisation in study and teaching is to be determined while integrating administrative, legal and didactic aspects. The objective is to continually improve digital support for organising and carrying out study and teaching.

Another goal is to expand, update and better integrate the campus management system AlmaWeb, the learning management system and UL's video platform. The campus management system AlmaWeb is developed on an ongoing basis and adapted to new requirements such as digital transcripts. Guidelines will result from the continued digital transformation of the processes in the faculties (curricular, semester and exam management) as well as in the central administration (application, admission and student management). There is also a need to optimise the mobile use of AlmaWeb and its digital accessibility.

7.1.3 DIGITALISING INFORMATION AND PROCESSES IN ADMINISTRATION

The existing administrative information systems are to be modernised and increasingly integrated. To this end, structures within the University and those shared between the University and other institutions are to be optimised and integrated. Master data management is to be continually professionalised with a focus on data quality management in order to review and improve data quality and integrity on an ongoing basis. For this purpose, requirements for the data will be analysed and assigned to the responsible areas. In addition to the provision of personnel and technical resources, this also requires establishing an organisational foundation such as process and project management. By introducing the campus management system AlmaWeb, an important milestone in digitalising the administration was achieved. The current digitalisation plans focus on preparing the introduction of an ERP system. Use of the current ERP system from the HIS eG will be improved, in part in cooperation with the KSH. The aim is to improve the integration of the individual HIS modules (including HISinOne) and to digitalise additional administrative processes in the HIS software, for example, managing absences. The HIS eG software modules are to be supplemented with tailored solutions in the areas of purchasing (ELVI) and project management (IVMC) to further digitalise the administrative processes.

In future, a document management system will also be introduced. As a further step, UL aims to increase the intranet's functionality.

7.2 OPTIMISING IT SERVICES

At UL, many IT services are provided securely and efficiently. All members have equal access to basic IT services. Other IT services support excellent research and teaching or administrative areas. The URZ has consolidated its central services and bases its catalogue of services on the users' needs. By 2025, the management of these IT services is to be expanded to allow for an adaptation in the AI computing centre. For on-site support, the URZ intends to expand services based on needs in close cooperation with the institutions. A second faculty server room is to be established in the existing computing centre Augustusplatz by consolidating and reorganising the URZ's equipment. This will double the capacity for central accommodation of the servers for the faculties and institutions, a service that is attractive and in high demand, and in future the goal is to triple this space with an expansion. This approach will save resources, accommodate the increasing demands for computing and digital storage space in research and teaching and will enable the joint use of existing advanced technology and direct access for the users.

Expanding basic IT services focuses on developing the server, storage and cloud services as well as the data network. More memory space and servers will help support excellent research and teaching. In this process, UL also aims to increase the technical security of its services and data storage. To improve security, the data storage policy will be updated, and a second data storage area that is spatially separated from the first will be established. The joint, UL-operated WiFi network of Leipzig's four higher education institutions is to undergo a significant expansion.

Excellence in all performance markers also requires the availability of secure and reliable data. Data security has been continually improved at UL in recent years. In 2018, an organisational unit for data protection and information security was set up under the direction of the head of administration and finance. This is also linked to the establishment of a comprehensive information security management system that includes all faculties and central institutions. The URZ places particular importance on IT security.

AN OVERVIEW OF THE TARGETS:

- UL aims to create and implement a comprehensive digitalisation strategy for research, teaching and administration.
- UL strives to expand existing infrastructure, for example, by utilising the AI computing centre.
- By 2025, UL intends to further expand the research information system leuris and its research data management.
- If the AlmaWeb software provider (Datenlotsen GmbH) offers a completely updated replacement for the currently utilised software generation, UL will look into introducing it gradually.
- UL aims to introduce the management of structure and master data in a way that centralises the data sources for structure and master data, maintaining their consistency across systems.
- The IT service centres to support faculties and central institutions on-site are to be expanded.
- The self-service structure for cloud storage and servers is to be expanded.
- The physical structures that accommodate the academic server and digital storage solutions are to be modernised.
- The data storage policy will be updated and a second data storage area that is spatially separated from the first will be implemented.
- In close cooperation with the institutions, on-site IT support will be expanded.
- UL aims to establish a comprehensive information security management system that includes all faculties and central institutions.
- UL aims to continually improve the organisation and digital implementation of study and teaching.

LIST OF ABBREVIATIONS

AI . . . . . Artificial intelligence
AL . . . . . Academic Lab
AG . . . . . Research group / working group
ABiK . . . . . Achtsamkeit in der Bildung und Hoch-/schulkultur (Mindfulness in Education and University and School Culture)
b-ACT^{matter} . . . Research and Transfer Centre for Bioactive Matter
BBZ . . . . . Centre for Biotechnology and Biomedicine
BMBF. . . . . Federal Ministry of Education and Research
BuildMoNa. . . Graduate School »Leipzig School of Natural Sciences – Building with Molecules and Nano-objects«
CIO. . . . . Chief Information Officer
CMI . . . . . Center for Medicine Innovation
CRC . . . . . Collaborative Research Centre
CTC . . . . . Center for the Transformation of Chemistry
DAAD . . . . . German Academic Exchange Service
DFG . . . . . German Research Foundation
Drs. . . . . Printed document
ELVI. . . . . Elektronisches Verwaltungsmanagement und Informationssystem (Electronic administration management and information system)
ERC . . . . . European Research Council
ERP. . . . . Enterprise Resource Planning
ESF. . . . . European Social Fund
FSU . . . . . Friedrich Schiller University of Jena
GEPRIS . . . . . Database on projects funded by the German Research Foundation (DFG)
GFZ . . . . . Major research centre
GSGAS. . . . . Graduate School Global and Area Studies
GWZO . . . . . Leibniz Institute for the History and Culture of Eastern Europe
HAW. . . . . University of applied sciences
HDS . . . . . Saxon Centre for Teaching and Learning in Higher Education
HEP . . . . . University Development Plan
HGB . . . . . Leipzig Academy of Fine Arts
HI-MAG. . . . . Helmholtz Institute for Metabolic, Obesity and Vascular Research
HIS . . . . . Hochschul-Informations-System (University information system)
HMT. . . . . University of Music and Theatre “Felix Mendelssohn Bartholdy” Leipzig
HRK . . . . . German Rectors’ Conference
HTWK . . . . . Leipzig University of Applied Sciences
iCEED . . . . . Integrative Centre for Eco-Evolutionary Dynamics
iDiv. . . . . German Centre for Integrative Biodiversity Research
IFB . . . . . Integrated Research and Treatment Center
IfL. . . . . Leibniz-Institut für Länderkunde (Leibniz Institute for Regional Geography)
InfAI. . . . . Institute for Applied Informatics
iOb . . . . . International Reference Center for Integrative Obesity Research
IT . . . . . Information technology
ITK. . . . . International Coaching Course
ITSM . . . . . IT service management
IVMC . . . . . Integriertes Verwaltungs- und Management-Controlling (Integrated administrative and management controlling)
KSH . . . . . Kompetenzzentrum sächsischer Hochschulen (Competence Centre for Saxon Higher Education Institutions)
LE4YOU . . . . Leipzig Excellence Fund for Young Researchers
LEO . . . . . Leipziger Examensoffensive (Leipzig exam offensive)
LfbA . . . . . Lehrkraft für besondere Aufgaben (lecturer (with a specific function, LfbA))
LFE. . . . . Leipzig Research Center for Early Child Development
LFF. . . . . Leipzig Flexible Fund

LIFE . . . . . Leipzig Research Centre for Civilization Diseases
LRF . . . . . Leipzig Review Fund
LSF. . . . . Leipzig Seed Fund
LSN . . . . . Leipzig Science Network e. V.
LTO . . . . . Life Science Transfer Office
LTTP. . . . . Leipzig Tenure-Track Programme
LRDP . . . . . Leipzig Researcher Development Programme
MHFA. . . . . Mental Health First Aid
MLU. . . . . Martin Luther University Halle-Wittenberg
NFDI . . . . . German National Research Data Infrastructure
OSA . . . . . Online Self-Assessment
OZG . . . . . Onlinezugangsgesetz (Online Access Act)
PEK . . . . . Staff Development Plan
QMH . . . . . Quality management handbook
QMS. . . . . Quality management system
ReCentGlobe . Leipzig Research Centre Global Dynamics
RSC4Earth . . . Remote Sensing Centre for Earth System Research
SAW . . . . . Saxon Academy of Sciences and Humanities
SächsHEP. . . . Saxon University Development Plan 2025
SächsHSFG . . Saxon Freedom of Higher Education Act
ScaDS. . . . . Competence Center for Scalable Data Services and Solutions Dresden/Leipzig
ScaDS.AI . . . . Center for Scalable Data Analytics and Artificial Intelligence
SCDF . . . . . Office for Equality, Diversity and Family Affairs
SECAI . . . . . Konrad-Zuse School of Excellence in Embedded Composite Artificial Intelligence
SI . . . . . International Centre
SIB . . . . . Sächsisches Immobilien- und Baumanagement (Saxon real estate and construction management)
SIKT. . . . . Saxon Incubator for Clinical Translation
SMF . . . . . Sächsisches Staatsministerium der Finanzen (Saxon state ministry of finance)
SMILE . . . . . SMILE – die gründungsinitiative (SMILE – the start-up initiative)
SMWK . . . . . Sächsisches Staatsministerium für Wissenschaft, Kultur und Tourismus (Saxon state ministry of science, culture and tourism)
STEM . . . . . Science, Technology, Engineering and Mathematics
t.e.a.m. . . . . Programmlinie »Training. Expertise. Allianzen. Mentoring.« (Programme line »training. expertise. alliances. mentoring.«)
TUBAF. . . . . Technische Universität Bergakademie Freiberg
TTP. . . . . Tenure-track professorships
U15. . . . . German U15 e. V.
UB . . . . . University Library
UKL . . . . . Leipzig University Hospital
UL . . . . . Leipzig University
HEP . . . . . University Development Plan 2025 for Leipzig University
UFZ . . . . . Helmholtz Centre for Environmental Research
URZ . . . . . University Computing Centre
FTE. . . . . Full-time equivalent
waL. . . . . wissenschaftliche Ausbildung der Lehrkräfte (academic training of teachers)
WiSe . . . . . Winter semester
WISNA. . . . . Bund-Länder-Programm zur Förderung des Wissenschaftlichen Nachwuchses (Federal and state programme to support early career researchers)
ZAQ . . . . . Interdisziplinäres Zentrum für Angewandte Quantenwissenschaften (interdisciplinary Centre for Applied Quantum Sciences)
ZLS. . . . . Centre for Teacher Training and School Research

IMPRINT
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Editorial deadline: 30 June 2022
Editorial responsibility:
Rector, Office for Strategic University Planning

Design and typesetting:
Office for University Communications

Copyediting:
Office for University Communications

Image on title page:
Leipzig University, Augustusplatz campus, aerial photograph of Augusteum and Paulinum Leipzig.
Photographer: Christian Hüller

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This informational brochure was co-financed by taxes based on the budget passed by the Saxon State Parliament.