

Abstracts

Carolin Vogler, Claudia Begemann, Jasmin M. Kizilirmak, Julia Röwert:
Fairness of Tenure-Track Evaluations: An Interdisciplinary Analysis of Formal Frameworks and Individual Perception

This article examines how the formal design and individual perception of the evaluation criteria for tenure-track procedures for university professorships in Germany can be classified in the context of value-based governance. Based on psychological concepts of fairness—distributive, procedural and informational fairness—we analyse how the requirements are structured. The results show that there is considerable room for manoeuvre on the part of the universities, which, in conjunction with normative requirements, contributes to the implementation of fair procedures. At the same time, it becomes clear that existing standardisations alone are not sufficient but should be supplemented by a stronger consideration of further fairness elements.

Keywords: tenure-track-professorship, evaluation criteria, fairness dimensions, mixed-method

Christina Elhalaby, Maike Reimer, Bianca Burkert:
Mentoring the Next Generation of Translational Researchers:
Comparing Scientific and Clinical Mentoring

Mentoring is a key element of structured clinician scientist programs, yet little is known about how mentoring differs between scientific and clinical contexts or which mentoring roles shape protégés' evaluations of mentor effectiveness. Drawing on Kram's Mentor Role Theory, this study examines mentoring relationships among early career clinician scientists at a large German university hospital using quantitative survey data. We analyse characteristics of mentoring relationships, career-related and psychosocial mentor roles, and their association with protégés' evaluations of mentoring effectiveness. Scientific mentors provided significantly more challenge than clinical mentors. Aggregated career-related roles were positively associated with evaluations of scientific mentor effectiveness, whereas psychosocial roles were linked to more positive evaluations of clinical mentor effectiveness. These findings highlight the distinct functions of scientific and clinical mentoring in supporting clinician scientists' dual career development, with different mentoring roles required across contexts and career demands.

Keywords: early career clinician scientists, mentoring relationships, mentor roles, mentor effectiveness

Julia Rathke, Kerstin Janson, René Krempkow:

How Data Makes an Impact: Factors Influencing the Use of Evidence in the Quality Development of Studies and Teaching

The use of empirical evidence in the quality development of studies and teaching has been demanded in higher education policy for years, but in practice it is subject to many conditions. Based on an explorative, non-representative approach drawing on 23 interviews at 14 universities, 34 examples of evidence use were reconstructed and examined to determine under what conditions evidence is actually used. The results indicate that dissemination and relevance are particularly decisive factors. Similar trends emerge for the credibility of data and data producers, albeit less clearly. By contrast, evidence-based leadership as well as high competencies and resources in quality management appear to be less decisive. Evidence-based higher education development is therefore not secured solely through the accumulation of resources or methodological expertise, but rather through the dissemination of data.

Keywords: evidence use, quality development, higher education development, data-informed decision-making, dissemination

Jil Schmetz-Wolf, Nicole Bellin-Mularski, Kim Hartung, Simone Dunekacke, Marianne Schüpbach:

Professionalisation for Extended Education: An Analysis of All-Day Primary School-Specific Objectives and Content in the Intended Curricula for the Qualification of Educational Staff

The nationwide legal entitlement to a place in an all-day primary school from 2026 in Germany requires professionally qualified educational staff with all-day primary school-specific knowledge and corresponding competencies. However, to date, there is a lack of a systematic overview of whether and which objectives and contents specific to all-day primary schools are included in the intended curricula of various qualification tracks for educational staff, such as primary school teacher, early childhood educators and educators. In this context, this study examines the qualification tracks of educational staff regarding the consideration of all-day primary school-related objectives and content of the respective curricula in all-day primary schools in Berlin. The results of the deductive-inductive qualitative content analysis of the respective curricula ($n = 17$) show that the (all-day) primary school is named as a potential field of action in all the examined qualification tracks, and that a wide range of objectives and contents are addressed, but that these vary in scope, objectives, and content between the qualification tracks. However, these are predominantly available on a selective basis, which indicates that it has not yet been sufficiently integrated into the curriculum.

Keywords: extended education, professionalisation, educational staff, objectives and contents, intended curricula

Andre Magner, Alexander Greif, Kathrin Kohake:
Study Satisfaction in Physical Education Teacher Education:
A Mixed-Methods Study with Special Consideration of Gender

In addition to objective criteria like academic performance or study duration, study satisfaction is considered a subjective feature of academic success. Based on the person-environment-fit-model (Caplan, 1987), the study satisfaction of current physical education students at a German university is examined in a sequential, explanatory mixed-methods design. For this purpose, the results of an online survey ($n = 553$) and the results of episodic interviews ($n = 18$) are integrated. The interpretation of differences includes group and frequency analyses. While there are no gender differences in the quantitative study regarding satisfaction with study contents and study conditions, the results of this study show gender differences in satisfaction with coping with study stress in favour of male sports students. Accordingly, female sports students report more stress due to practical exams, the standard period of study and restrictions due to the pandemic in the interviews of the qualitative study. The results are discussed in the light of the university's options for developing higher study satisfaction perspectives for all students.

Keywords: study satisfaction, gender differences, teacher education, mixed methods

Okka Zimmermann, Esther Höhle
Between Generation and Composition: Explanatory Approaches to
Differences in the Proportion of Women Professors at Private and Public
Universities of Applied Sciences

At private universities of applied sciences (pHAW), the share of women professors has increased more strongly over the past two decades and is now higher than at public universities of applied sciences (sHAW). To explain this development, our study examines three mechanisms and suggests that each has contributed to the observed trend. First, at pHAW, fields with comparatively high shares of women have gained considerable weight (composition effect). Second, the higher share of women among newly appointed professors affects the overall share at pHAW much more strongly than at sHAW. This is due to the substantially greater relative growth of pHAW, meaning that many new appointments are made on top of a much smaller initial stock (generation effect). Third, some of the strongly growing pHAW also show sharply rising shares of women professors (growth effect). Data from the German Federal Statistical Office provide very clear evidence for the first two effects, while the evidence for the third is less conclusive.

Keywords: professor, gender, universities of applied science, public and private ownership

Sandra Schön, Martin Ebner, Bettina Mair, Walther Nagler:
Changes in Knowledge and Use of OER, Open-Source Software, and
Generative Artificial Intelligence Among First-Year Students – and
What This Means

Recent surveys at Graz University of Technology (TU Graz) reveal a marked shift in digital media use among first-year university students. This paper centers on the extent to which open digital resources – such as Wikipedia, open-source software, and Open Educational Resources (OER) – have gained or lost visibility and usage in recent years, and whether these trends are linked to the increasing adoption of generative AI tools like ChatGPT. Drawing on data from three questionnaires conducted between 2022 and 2024 with more than 3,300 first-year students, we analyse changes in awareness, usage, and attitudes toward digital tools. Particular attention is given to the decline in the use of open infrastructures alongside a rise in the deployment of proprietary AI applications. Unlike the publication by Nagler et al. (2025), which examines overall digital competencies of first-year students, this contribution specifically focuses on shifts in information access, possible reallocation of usage among established open platforms, and the implications for digital sovereignty within higher education.

Keywords: open-source software, open educational resources (oer), use of ai applications, digital sovereignty