



TUM Diversity & Gender Equality Plan

Compiled on behalf of the President of the Technical University of Munich, Prof. Dr. Thomas F. Hofmann, under the direction of the Senior Vice President for Talent Management and Diversity, Prof. Dr. Claudia Peus.

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1. Executive Summary

The European Commission is intensifying its efforts to promote gender equality. In this context, institutions seeking to participate in Horizon Europe, the European Union's key funding program for research and innovation, and to act as hosts of an European Research Council (ERC) grant holder from 2022 are required to present a "Gender Equality Plan" (GEP) before signing the agreement¹. The GEP is to be signed by the president and published on the university's website. At TUM we want to address all diversity dimensions, this is why at TUM, the document is called "Diversity & Gender Equality Plan (DGEP)".

The DGEP for the Technical University of Munich (TUM) has been compiled under the direction of the Senior Vice President (SVP) for Talent Management and Diversity in coordination with the TUM Gender Equality Officer and the TUM Equal Opportunity Officer. It has been approved by the TUM Board of Management. The document will be published on the Diversity and Equal Opportunities Office website.

The following table details the requirements established by the European Commission for creation of a GEP. It also lists the currently implemented and planned measures at TUM to meet these requirements.

Table 1: Requirements of European Commission and corresponding measures at TUM

Requirements of European Commission	TUM measures
Resources Commitment of resources and gender expertise to implement it	⇒ Transparent breakdown of human resources as part of the restructuring of the Diversity and Equal Opportunities Office ⇒ Breakdown of the resources used in the departments/schools ⇒ New version of the Gender & Diversity Incentive Fund ⇒ Gender equality-based resource allocations to departments/schools
Data collection and monitoring Sex/gender disaggregated data on personnel (and students for institutions concerned) and annual reporting based on indicators	⇒ Introduction of TUM-wide diversity monitoring
Training Awareness raising/training on gender equality and unconscious gender biases for staff and decision-makers	⇒ Online training courses on diversity ⇒ Training measures for diversity-conscious staff selection ⇒ Expanding range of training measures for diversity-sensitive management
Work-life balance and organizational culture	⇒ Continuation and expansion of the TUM Family Service program ⇒ Possibility of tenure-clock extension for family time ⇒ Support of management in part-time work

¹https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/information-for-applicants_he-erc-stg-cog_en.pdf (accessed 27 Dec 2021)

Gender balance in leadership and decision-making	⇒ Embedding gender and diversity in governance ⇒ Compensation program for relief of women for committee work
Gender equality in recruitment and career progression	⇒ Avoiding gender bias in TUM job postings by using the “Gender Decoder” ⇒ Diversity-oriented talent scouting ⇒ Guidelines for gender-equitable staff selection and promotion
Integration of the gender dimension into research and teaching content	<i>Research</i> ⇒ Introduction of professorships in the areas of Gender & Diversity in Science & Technology and Social Psychology of Promoting Equality & Inclusion ⇒ Continuation of Anna Boyksen Fellowships at TUM Institute for Advanced Study ⇒ Continuation of Liesel Beckmann Symposium & Diversity Research Network <i>Teaching</i> ⇒ Initiative for promoting female adjunct instructors ⇒ Continuation of diversity competency training courses for students and university teaching staff ⇒ Continuation of STEM experiences for young women ⇒ Guidelines for gender-sensitive language
Measures against gender-based violence including sexual harassment	⇒ Cooperation with Munich women’s emergency helpline ⇒ Introduction of the TUM Respect Guide ⇒ TUM Compliance Office

2. Background and starting point

“Excellent research requires diversity and originality.” This is how the German Research Foundation explains the significance of diversity for research organizations like universities. TUM emphasizes the importance of diversity by putting it at the core of its mission: “We inspire, support and develop talent in all its diversity (...).” Accordingly, TUM is committed to comprehensive diversity management that addresses the common dimensions of diversity². This encompasses four areas³: Firstly, embedding diversity in TUM's central structures and processes. Secondly, implementing and continually developing diversity-sensitive talent management. Thirdly, integrating diversity into research and innovation. Fourthly, considering aspects of diversity in teaching and continued education.

By implementing diversity-promoting measures in all four areas, we have significantly increased the diversity of TUM members over recent years. In particular, we have increased the percentage of women in TUM professorships from 7.7% (2005) to 21.6% (2020) over the past fifteen years. This makes TUM a forerunner among Germany's technical universities and competitive at international level (in comparison: ETH Zürich has a 20% proportion of female professors⁴ and MIT 21%⁵). TUM is taking this successful development as an incentive to further increase the proportion of women in professorships and particularly in management positions at the university. Role models strongly influence how representatives of a professional field are perceived and, in turn, to whom that field appeals as a potential career path. This also applies to experts in academic disciplines, which is why TUM is aiming for a female proportion of 40% in management positions. Furthermore, an appropriately diverse representation of genders should apply in panel discussions and on panels at events staged on TUM campuses. This kind of inclusive representation works against often predominant gender-specific perceptions of certain positions or career paths and communicates to students that all paths are open to them regardless of gender. For example, the TUM Board of Management reserves the right to turn down contributors (e.g., making speeches, welcome addresses, participating in panel discussions, etc.) at TUM events if the genders are not appropriately represented.

To sustainably foster the overall aim of an inclusive culture at TUM, we solidify and expand successful measures and introduce new measures within the scope of systematic diversity management. TUM governance has undergone significant development regarding diversity. The Diversity and Equal Opportunities Office has been restructured, so that diversity now falls under the SVP for Talent Management and Diversity, and the Gender Equality Office now takes an independent place in the university's organizational structure. In line with the Bavarian Equality Act covering all institutions of the public sector, the activities of the TUM Equal Opportunity Officer focus on scientific support staff. Acting independently, this officer is assigned to the TUM SVP of Human Resources, Administration and Finance, as well as to the Department of Human Resources.

The following section reviews the measures introduced by TUM in the eight areas stipulated by the ERC. They comprise both already established measures and new initiatives planned for the future.

3. Requirements of European Commission and Measures at TUM

² Gender, origins, religion/world view, age, disability, and sexual identity, see Grözinger & Langholz-Kaiser. “Bewusste Anerkennung von Unterschieden” [Conscious recognition of differences] *Forschung & Lehre* Nr. 3/18 (2018): 198–200.

³ Peus, C. “Fortschritt durch Vielfalt: Ansatzpunkte für das Diversitätsmanagement an Hochschulen.” [Progress through diversity. Approaches for diversity management at universities.] *Forschung & Lehre*, 3/18 (2018): 206–208.

⁴ see <https://ethz.ch/staffnet/de/anstellung-und-arbeit/arbeitsumfeld/diversity/strategie-und-zahlen/equality-monitoring.html> (accessed 31 May 23)

⁵ see <https://ir.mit.edu/diversity-dashboard> (accessed 27 Dec 2021)

3.1. Resources

Transparent breakdown of human resources as part of the restructuring of the Diversity and Equal Opportunities Office:

Status: in progress

The already established Diversity and Equal Opportunities Office safeguards the conception, evaluation, and consistent further development of the named measures through content-related and organizational reorientation. This office has been restructured, and an independent Gender Equality Office has been separated from it. This will ensure the supervisory function of the Gender Equality Officer as required by the Bavarian Higher Education Act (see Art. 4 BayHschG) and detach it from operative business. The tasks of this office include setting up the diversity monitoring system, organizing events, and PR work covering diversity. The office offers advice for TUM members on a wide range of diversity issues. Further, TUM Family Service works within the framework of the Diversity and Equal Opportunities Office. The Gender Equality Office (formerly Women's Affairs Office) provides TUM members with advice on questions about equality and is the point of contact for TUM members with gender equality concerns. The Gender Equality Office provides competency training courses for students in the area of gender/diversity, organizes internal TUM events, and carries out PR work related to equality.

Breakdown of the resources used in the departments/schools:

Status: initiated

Diversity monitoring in the Diversity and Equal Opportunities Office involves compiling an overview of the resources that the departments and schools invest in diversity measures.

New version of the Gender & Diversity Incentive Fund:

Status: in planning

The Gender & Diversity Incentive Fund (GDIF) provides funds from the Excellence Initiative for the implementation of diversity measures in the departments and was allotted for the period from 2014 to 2019⁶. For example, measures for inclusion of staff and compatibility of family and work were supported, but also a series of video portraits about young women in electrical engineering and IT, as well as various studies, for example, about gender equality in architecture and factors influencing women to enter MINT programs. At present, this has been suspended during the ongoing transition process from departments to schools. A reintroduction of the funds is recommended, however, to support measures in the new school structure. Consequently, the school formation and the support of a common identity and strategy are also being pushed ahead. In the past, funds amounting to over €600,000 were allocated over the period of approx. 5 years. In future, central funds amounting to a maximum of €250,000 per year will be provided. The measures will be funded generally according to the principle of "matching funds", i.e., half of the measures will be financed using central funds and the other half using funds from the schools/departments. The decision about the allocation of funds is made by the Talent Management and Diversity Board (after an application is submitted through the department/school concerned): SVP Talent Management and Diversity, Vice Deans Talent Management and Diversity of the Schools, TUM Gender Equality Officer and Equal Opportunity Officer. During the transition period of the school transformation, the deans will assign a representative to the board if there is not yet a Vice Dean Talent Management and Diversity.

Gender equality-based resource allocations to departments/schools:

Status: in planning

In performance- and workload-related fund distribution to the departments/schools, the annual budget is allocated based on successes in teaching and research, as well as success related to equality issues. The payout of funds based on equality success to the departments/schools

⁶ see <https://www.chancengleichheit.tum.de/en/diversity/staff-unit-diversity-equal-opportunities/gender-diversity-incentive-fund/> (accessed 31 May 2023)

is linked to them having concluded target agreements with the Board of Management for the area of equality. The target agreements each run for a period of three years and include target operationalization, annual reporting (short and with minimal bureaucracy) and sanctions at the end of the period if targets are not met.

3.2. Data collection and monitoring

Introduction of TUM-wide diversity monitoring:

■□□ *Status: initiated*

The introduction of TUM-wide “diversity monitoring” ensures that reliable data on the different dimensions of diversity at TUM is always available for reports (for example, in the scope of grant/funding applications) and for monitoring the progress of measures for the purposes of coordination and evaluation. The available data on the diversity of TUM members at the different levels are collected for this purpose, statistically evaluated, and processed. The data collection and evaluation refer to the distribution of TUM members in individual dimensions of diversity (insofar as data can be collected in compliance with data protection provisions), but also to the use of resources (staff and finances) in the individual (central and decentralized) measures for increasing diversity. The resulting overview enables systematic benchmarking with other national and international universities (e.g., MIT⁷, the University of Vienna⁸, and RWTH Aachen University⁹) and enables conclusions to be drawn about the effectiveness and efficiency of the diversity-related measures. Accordingly, the diversity monitoring system can be used as a strategic decision-making tool for the further development of the measures and the complete diversity management system at TUM. The responsibility for reporting and the management of the monitoring system lies with the Diversity and Equal Opportunities Office – in close cooperation with the team of the Vice President for Controlling and Planning and the TUM Data Protection Officer. The Diversity and Equal Opportunities Office creates a corresponding diversity report each year.

3.3. Training

Online training courses on diversity:

■□□ *Status: in progress*

The Diversity@TUM workshops, offered by TUMhorizons, provide a well-founded overview of the current research progress in the area of diversity and equal opportunities with a special focus on research, teaching, transfer, and administration at the university. The virtual training courses are aimed at imparting extensive understanding of the topic of diversity at universities to participants, raising their awareness of opportunities by supporting diversity in research, teaching, and transfer, and providing them with strategies for dealing with challenges in the area of diversity.

The fundamentals of diversity are introduced, followed by brief incentive workshops on selected aspects with direct relevance for everyday work. All speakers are qualified experts in their field and, in addition to their discipline-specific expertise, provide space for in-depth discussions among participants¹⁰.

In addition to the “Diversity Basics”, there are workshops on “Unmasking the Myth of Cognitive Gender Differentiation”, “Dealing with resistance, ignorance, challenging situations and authentic appreciation”, “A creative approach to diversity in teaching and learning”, “Gender and diversity training for reviewers”, and “How to manage implicit biases in the university context”. Making the “Diversity Basics” workshops compulsory is under consideration.

Training measures for diversity-conscious staff selection:

■□□ *Status: initiated*

⁷ see <https://ir.mit.edu/diversity-dashboard> (accessed 27 Dec 2021)

⁸ see <https://personalwesen.univie.ac.at/gleichstellung-diversitaet/gender-monitoring/> (accessed 27 Dec 2021)

⁹ see <https://www.rwth-aachen.de/cms/root/Die-RWTH/Profil/Gender-Diversity/~mcri/Gender-Monitoring/> (accessed 27 Dec 2021)

¹⁰ see <https://wiki.tum.de/display/horizons/Diversity@TUM> (accessed 27 Dec 2021)

Numerous studies¹¹ indicate that unconscious bias based on stereotypes about certain groups of persons influence staff selection processes and thus cause (continued) underrepresentation of these groups. Women and men are confronted with different expectations and questions in the workplace that require greater legitimization from women, for example, as regards partnerships and motherhood, as well as to life and career expectations¹². The organizational culture in academia is no exception here. Accordingly, some organizations, for example, the U.S. National Science Foundation¹³ and Siemens AG¹⁴, have developed and implemented training courses in unconscious bias. It makes sense, then, to raise awareness among TUM members of the recommendations on systematic staff selection¹⁵ developed at TUM and to provide the relevant training measures for our research and science management staff. Similarly, greater awareness and use of the training guidelines developed by the Chair of Research and Science Management for a) gender awareness and b) management development in the STEM (science, technology, engineering, maths) subjects at TUM is to be generated¹⁶. These guidelines are also useful for the chairpersons and members of recruitment and promotion commissions.

Expanding range of training measures for diversity-sensitive management:

■■■ *Status: implemented*

As a rule, academic excellence is not achieved through solitary struggle, but through effective collaboration in diverse teams¹⁷. With this in mind, TUM established a continuing education program¹⁸ as early as 2012 that supports leaders in research and science management in carrying out their management role and contributes to a diversity-conscious organizational culture. The continuing education program is based on the latest research on effective management and manager development. Its relevance for the university is confirmed by the participation of over 300 professors since 2012 and by the currently high demand for the (online) seminar “Leading in Science.” Because diversity harbors special potential particularly for teams, while posing special challenges for managers, the continuing education program is to be expanded to cover questions of diversity in teams specifically. These courses instruct research and science management staff about central aspects in the design of effective teamwork and the management of heterogeneous teams. Further, questions about staff selection and team composition are discussed, and success factors for the specific support of positive effects of heterogeneity in teams are addressed¹⁹.

Beginning in fall 2021, the TUM Institute for LifeLong Learning will be staging a series of new workshops, for example, “Leading Diverse Teams: How to Create an Inclusive Workplace” and “LeadershipX Diversity & Inclusion”. Further, a so-called “Faculty Circle” will be set up specifically for female professors at TUM to deal with questions, problems and topics related to their own role as female managers²⁰. These courses are held in and organized by Faculty@TUM. In addition, intensive training courses for (early-career) female managers will

¹¹ see Heilman. “Gender stereotypes and workplace bias.” *Research in Organizational Behavior*, Volume 32 (2012): 113-135.

¹² see Kühne, F. *Was Männer nie gefragt werden. Ich frage trotzdem mal.* [What men are never asked. I will ask anyway.] Frankfurt am Main: Fischer Verlag, 2021

¹³ see https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5383 (accessed 27 Dec 2021)

¹⁴ see <https://www.siemens.com/global/de/home/unternehmen/nachhaltigkeit/diversity.html> (accessed 27 Dec 2021)

¹⁵ see https://www.professors.wi.tum.de/fileadmin/w00bca/strategy/abf_wi/Dokumente/Leitfaeden_gesamt.pdf; Peus, C., Braun, S., Hentschel, T., & Frey, D. (Eds). *Personalauswahl in der Wissenschaft - Evidenzbasierte Methoden und Impulse für die Praxis* [Staff selection in science – evidence-based methods and incentives for practice]. Heidelberg: Springer, 2015. <https://link.springer.com/book/10.1007/978-3-662-48112-7>

¹⁶ see <https://www.msl.mgt.tum.de/rm/third-party-funded-projects/projekt-fuehrmint/praxistransfer/> (accessed 31 May 2023)

¹⁷ see National Research Council. *Enhancing the Effectiveness of Team Science*. Washington, DC: The National Academies Press, 2015. <https://www.nap.edu/catalog/19007/enhancing-the-effectiveness-of-team-science> (accessed 27 Dec 2021)

¹⁸ see <https://www.tum.de/en/lifelong-learning/all-employees> (accessed 31 May 2023)

¹⁹ see Hentschel, T., Shemla, M., Wegge, J., & Kearney, E. “Perceived diversity and team functioning: The role of diversity beliefs and affect.” *Small Group Research*, 44(1) (2013): 33–61.

²⁰ see <https://www.tum.de/en/lifelong-learning/all-employees/facultytum> (accessed 31 May 2023)

be on offer²¹. A workshop on the topic of “Gender-sensitive appointment processes” is also planned for summer 2022. A toolbox for managers providing recommendations for gender-sensitive, ethical, and value-based management is to be compiled in collaboration with the Chair of Research and Science Management.

Table 2: Diversity-related training courses in winter semester 2021/2022

TITLE	FOCUS	TARGET GROUP	ORGANISER
Diversity Basics	How multifaceted teams best thrive at university	(Newly appointed) professors, heads of department and officers in administration	IL ³ /TUM horizons
Typical female? Typical male?	Unmasking the myth of cognitive gender differentiation	(Newly appointed) professors, heads of department and officers in administration	IL ³ /TUM horizons
Lost in Translation...?	Dealing with resistance, ignorance, challenging situations, and authentic appreciation	(Newly appointed) professors, heads of department and officers in administration	IL ³ /TUM horizons
How to choose diversity?	Finding the best talents with a special focus on diversity issues	(Newly appointed) professors, heads of department and officers in administration	IL ³ /TUM horizons
The ‘normal’ student?!	A creative approach to diversity in teaching and learning	(Newly appointed) professors, heads of department and officers in administration	IL ³ /TUM horizons
Gender and Diversity Training for Reviewers	A close look at faculty recruiting processes	(Newly appointed) professors, heads of department and officers in administration	IL ³ /TUM horizons
From Affinity Bias to Zero Sum Bias	How implicit biases are impacting universities	(Newly appointed) professors, heads of department and officers in administration	IL ³ /TUM horizons
How to manage implicit biases in the university context	Strategies to reduce implicit biases in university and research context	(Newly appointed) professors, heads of department and officers in administration	IL ³ /TUM horizons
Professional, diversity-suitable staff selection	How to find the best talents for your team	Professors and research managers	IL ³ /Faculty@TUM
Leading in Science	Your evidence-based toolbox for effective leadership	Professors	IL ³ /Faculty@TUM
Leading Diverse Teams	How to create an inclusive workplace	Professors	IL ³ /Faculty@TUM
LeadershipX Diversity & Inclusion	How leaders can capitalize upon their teams’ diversity and foster an inclusive climate	Professors and research managers with management responsibilities	IL ³ /Faculty@TUM
Faculty Circle	Daily challenges as a female academic leader	Female professors	IL ³ /Faculty@TUM
EVA-LUTION	Intensive course for (young) female managers	(Young) female managers	IL ³ /TUM horizons

3.4. Work-life balance and organizational culture

Continuation and expansion of the TUM Family Service program:

■ Status: implemented

To provide TUM scientists with optimum conditions to develop their performance potential, the university has implemented a series of measures to aid the compatibility of career and family. They include childcare facilities (there is particularly high demand due to the shortage of daycare options particularly in Munich), the organization of childcare staff (for exceptional situations where no other childcare is available, e.g., business trips abroad or sickness), organization of babysitters, vacation care, and various events covering the topics of family, childcare, and care. High demand warrants continuation of the existing program, while the rapid growth of the TUM community calls for the expansion of the TUM Family Service program

²¹ see <https://wiki.tum.de/display/horizons/Kurs%3A+EVA-LUTION> (accessed 27 Dec 2021)

as required. Particularly in the context of the pandemic, the TUM Family Service program, which provides our scientists time and space to continue pursuing their scientific work, takes on greater significance, particularly for women, who tend to perform more care provision²².

Possibility of tenure-clock extension for family time:

Status: implemented

Researchers at our university should be able to combine their career easily with their family life. To this end, TUM offers a wide range of support. Our TUM Faculty Tenure Track system takes family circumstances into consideration – with special working-hour models and in performance assessment. During the tenure phase, parental leave or a leave of absence can be granted to allow staff to care for young children within the framework of the legal regulations (parent tenure clock extension). In these cases, the tenure phase is extended for the duration of the leave upon request. The extension is up to a maximum of four years for parental leave and up to a maximum of three years for other forms of leave. The status assessments and tenure evaluation are postponed by the corresponding period. Furthermore, parental leave is routinely made possible during ongoing research projects (also third-party funded) in accordance with funding and general legal requirements.

Support of management in part-time work:

Status: in progress

TUM supports the option of assuming or continuing management positions with reduced working hours to ensure the compatibility of career and family, even in particularly demanding positions in research and science management. In addition, management functions can also be performed in tandem, where possible, insofar as the duties of the position permit and the involved parties concur.

3.5. Gender balance in leadership and decision-making

Embedding gender and diversity in governance:

Status: in progress

The centrality of gender and diversity has been laid down in the TUM Mission Statement – “We inspire, promote and develop talents in all their diversity to become responsible, broad-minded individuals (...)” – and equal opportunities are formulated as a strategic goal. As such, diversity targets are integrated into the university's development plan, into its target agreements with the ministry, and into TUM Agenda 2030. Further, university-wide guidelines on equal opportunity have been formulated in the TUM Diversity Code of Conduct. Diversity has also been taken into consideration in TUM governance through the office of the SVP for Talent Management and Diversity on the university Board of Management. In addition, the Diversity and Equal Opportunities Office operates alongside the Gender Equality Office. The office of the Vice Deans for Talent Management and Diversity has already been set up at four schools and will also be established at three other schools-in-formation within the scope of the school transition. Within the Talent Management and Diversity Board, the SVP for Talent Management and Diversity, the Gender Equality Officer, and the Vice Deans for Talent Management and Diversity meet on a regular basis to ensure that school-specific measures are closely meshed with the overall TUM diversity strategy. Reports from the Talent Management and Diversity Boards will be included in the meetings of the TUM Extended Board of Management (EHP) as a fixed item on the agenda.

²² see https://www.dfg.de/download/pdf/dfg_im_profil/geschaeftsstelle/publikationen/infobriefe/ib01_2021.pdf (accessed 27 Dec 2021)

Compensation program for relief of women for committee work:

□□□ *Status: in planning*

The German Research Foundation (DFG) has called for “relief for female researchers in connection with committee work” within the framework of its “Research-oriented Standards on Gender Equality”²³. TUM takes this call seriously, as women are often burdened with an overproportionate amount of committee work compared with men. In this regard, it makes sense to compensate the greater additional burden of committee work (e.g., assuming positions like (study) deans, involvement in a particularly large number of faculty recruitment committees, etc.) with additional staffing funds. This will ensure the target of 40% female participation in all committees can be achieved on all levels. In addition, associations whose head belongs to the underrepresented gender at management level in their discipline can apply for a lump sum of €80,000 per funding year from the German Research Foundation (DFG) by submitting an establishment or renewal proposal²⁴. A central relief fund is being set up at TUM for women who are involved in committees on a large scale. The central relief fund is administrated by the SVP Talent Management and Diversity and is evaluated each year in the Diversity Report. Staff can apply for reductions in their teaching load as well as for material and human resources funds from the central relief fund. This compensates the burden of committee work taking personal circumstances into account.

3.6. Gender equality in recruitment and career progression

Avoiding gender bias in TUM job postings by using the “Gender Decoder”:

■□□ *Status: initiated*

Various studies indicate that there is frequently a largely unintentional, limitation of the applicant pool even during early stages of the staff selection process. For example, women will be considerably less likely to respond if calls for applications describe the prospective candidates using agentic attributes with male connotations or if the design of the ad is dominated by male imagery²⁵. Within the framework of the TUM task force assigned to the digitalization of application processes, it is made use of the results from two research projects on the selection of female scientists by the Chair of Research and Science Management, funded by the Federal Ministry of Education and Research. This involves, for example, creating text blocks for job postings and standardizing application processes to a greater extent. A “Gender Decoder”²⁶ is available to all TUM members. This online tool automatically checks whether job postings (or similar texts) are formulated in a gender-fair manner.²⁷ Gender-fair formulation means that the job postings contain a balanced ratio of stereotypically male (agentic) and stereotypically female (communal) words so that both men and women feel addressed.

Diversity-oriented talent scouting:

□□□ *Status: in planning*

TUM will introduce systematic, diversity-oriented scouting with a special focus on the early identification of outstanding young female scientists, particularly in STEM subjects. For this purpose, decentralized databases (in the schools) are to be compiled listing the names, departments, and awards of particularly interesting female scientists from Germany and

²³

see

https://www.dfg.de/en/research_funding/principles_dfg_funding/equal_opportunities/general_information/research_oriented/ (accessed 31 May 2023)

²⁴ see https://www.dfg.de/foerderung/info_wissenschaft/2020/info_wissenschaft_20_82/index.html (accessed 27 Dec 2021)

²⁵ see Hentschel, T., Braun, S., Peus, C., Frey, D. “Sounds like a fit! Wording in recruitment advertisements and recruiter gender affect women's pursuit of career development programs via anticipated belongingness.” *Human Resource Management* (2020): 1–22.

Hentschel, T., Horvath, L. K., Peus, C. & Sczesny, S. “Kick-starting female careers: Attracting women to entrepreneurship programs.” *Journal of Personnel Psychology*, 17(4) (2018): 193–203.

²⁶ see <https://genderdecoder.wi.tum.de/> (accessed 27 Dec 2021)

²⁷ see Dutz, R., Rehbock, S., & Peus, C. FührMINT Gender Decoder: Subtile Geschlechtskodierung in Stellenanzeigen erkennen und auflösen. [Recognizing and resolving subtle gender coding in job postings] *Personal in Hochschule und Wissenschaft entwickeln* [Developing staff in universities and science], 5/2020, p 87-95, 2020.

abroad. The databases will gather data from various other databases (e.g., AcademiaNet, FemConsult, WILS database of women in life science), the member directories of (young) science academies (e.g., Young Academy of Europe and Die Junge Akademie) and from lists of winners of relevant scientific awards (e.g., ERC Starting Grant). In addition, targeted research will be carried out into relevant portals (e.g., ResearchGate and Google Scholar). Finally, it may be useful to focus specifically on certain countries (e.g., the UK in the wake of Brexit) and actively search websites of leading universities for interesting female scientists. The Diversity and Equal Opportunities Office creates a template of the database and passes it on to the schools. A central database will not be maintained due to discipline-specific requirements.

TUM scientists at the various schools can also, for example, identify particularly promising candidates at discipline-specific conferences and in the context of grant programs for post-docs or young group leaders (e.g., Helmholtz Young Investigator Group, Emmy Noether Program, Marie Skłodowska Curie Postdoctoral Fellowship, etc.). Research colloquiums and specialist conferences at the departments and schools themselves can be used even more systematically to identify particularly interesting (international) female scientists. The resulting pool of outstanding (international) female scientists can then be used specifically for recruiting future TUM professors. For the first time, the numerous new professorships in the scope of the High-Tech Agenda Bavaria allow the precise denomination of professorships to be determined after highly qualified candidates have been identified.

In this context, particular attention should also be paid to female scientists with disabilities. It should be mentioned that special support schemes for people with disabilities are already in place at TUM²⁸, and their continuation is supported. Special regulations for severely disabled persons or persons with equivalent disabilities when taking examinations is also supported by the Bavarian State Ministry of Finance and Regional Identity.

Further, TUM has been awarding “TUM Liesel Beckmann Distinguished Professorships” to internationally renowned female scientists to encourage female students and female junior scientists from the fields of natural sciences and engineering to choose a career at the university. The professorship is named after TUM’s first female professor and will continue to be awarded to outstanding female scientists in the future.²⁹

Guidelines for gender-equitable staff selection and promotion:

■■■ *Status: implemented*

Gender-equitable staff selection and promotion are basic requirements for successful organizations. Talent markets can be exploited optimally, and performance and innovation maximized only with gender-equitable human resources management. In addition, the image and reputation of an organization are contingent upon positive work towards gender equity. The guidelines for gender-equitable staff selection and promotion is a manual for decision-makers in industry and science and was developed by the Chair of Strategy and Organization, Prof. Isabell Welpe, and the Chair of Research and Science Management, Prof. Claudia Peus. It provides an overview of the current scientific findings from the area of gender-equitable human resources management with a focus on the influence of stereotypes³⁰.

3.7. Integration of gender dimension into research and teaching content

Research

Introduction of professorships in the areas of Gender & Diversity in Science & Technology and Social Psychology of Promoting Equality & Inclusion:

■■■ *Status: initiated*

²⁸ see <https://www.tum.de/studium/hilfe-und-beratung/gesundheit/barrierefrei-studieren/nachteilsausgleich-bei-pruefungen/> (accessed 27 Dec 2021)

²⁹ see <https://www.ias.tum.de/ias/members/tum-liesel-beckmann-distinguished-professors/> (accessed 27 Dec 2021)

³⁰ see <https://www.ias.tum.de/ias/people/members/tum-liesel-beckmann-distinguished-professors/> (accessed 31 May 2023)

The Diversity Research Center, which formed part of the strategic plan in Excellence Initiative II (2012-2019), did not come to fruition and the most visible diversity research posts at TUM came to an end with the professorships of Gender Studies in Engineering & Science (Prof. Susanne Ihsen) and Sociology of Diversity (Prof. Elisabeth Wacker). Therefore, it is essential that new professorships with a visible focus on diversity be established. The formation of the TUM School of Social Sciences and Technology offers a unique opportunity to gain outstanding female scientists for this purpose, who will highlight diversity aspects at the intersections of social sciences, natural sciences, and engineering. Calls for applications for professorships in the fields of Gender & Diversity in Science & Technology and Social Psychology of Promoting Equality & Inclusion are being planned.

Continuation of Anna Boyksen Fellowships at the TUM Institute for Advanced Study:

■■■ *Status: implemented*

To promote internationally visible diversity research at TUM, the Anna Boyksen Research Fellowship was introduced at the TUM Institute for Advanced Study (TUM-IAS) in place of the Diversity Research Center within the framework of the strategic plan of Excellence Initiative II (2012-2019). The fellowship supports diversity-related research projects that are carried out at TUM by outstanding international scientists together with TUM colleagues. To date, a total of twelve (at present, six) scientists and their projects have been supported.

Continuation of Liesel Beckmann Symposium & Diversity Research Network:

■■■ *Status: implemented*

The Liesel Beckmann Symposium serves as a platform for international research projects in the area of diversity research. Held at TUM on an annual basis since 2007, the symposium has thus far focused on vastly different subjects from “Gender in teaching” to “Early programming and prevention of cardiometabolic disease.” The event warrants continuation in the future as a TUM-wide symposium for diversity-related research. A regular network meeting of all diversity researchers at TUM is to be implemented as part of the symposium.

Teaching

Initiative for supporting female adjunct instructors:

■■□ *Status: in progress*

In an effort to specifically increase the proportion of women among the honorary professors, the faculties/schools are encouraged to nominate suitable female candidates. If a school/faculty puts forward only male candidates without naming any women, the nominations will no longer be accepted by the TUM Board of Management. Furthermore, TUM introduced a new scheme for supporting female adjunct instructors in 2021: To systematically increase the proportion of female adjunct instructors and thus prospective honorary professors, TUM is supporting newcomer female adjunct instructors in particular. While recruiting women as new adjunct instructors, supervising professors can apply for central funds for graduate assistants and, if necessary, material resources.

Continuation of diversity competency training courses for students and university teaching staff:

■■■ *Status: implemented*

TUM helps raise awareness about diversity among university teaching staff where it is relevant to learning in their courses. It makes the specific use of diversity-equitable academic instruction visible to university teaching staff and students. Further, it provides university teaching staff with didactic and methodical instruments to make diversity visible in their teaching and to incorporate it constructively into their course offerings. University teaching staff also have the task of helping students understand their individual learning styles and learning requirements better and imparting suitable learning strategies and learning techniques to them. Promoting (further) development and greater use of digital tools is called for in this area.

At the TUM IL³, ProLehre Media and Didactics actively supports the implementation of diversity-oriented teaching with specific courses (e.g., Diversity in Teaching) and personalized

coaching for teaching staff³¹. Of course, support for diversity in teaching is not limited to the dimension of gender. In agreement with the SVP for Academic and Student Affairs and the SVP for International Alliances and Alumni, systematic support of intercultural competencies among students, for example, is to be anchored in curricula as part of broader teaching reforms.

Continuation of STEM experiences for young women:

■■■ *Status: implemented*

At technical universities in particular, it is imperative to get young women interested in STEM subjects. With this in mind, TUM is introducing a wide range of measures to attract girls in secondary school and female students to STEM subject areas and to provide them with support. This includes “mentorING”, a program directed at female engineers and scientists in three stages of life critical for their career paths: Female first-year students receive guidance for everyday university and student life, female students benefit from support in their transition to working life, and young female professionals receive assistance in tackling their new work requirements. TUM has been a member of “Femtec” since 2014. This is a program aimed at improving the networking of female STEM students in industry and science and supporting them in their personal career development³². The “TUM Entdeckerinnen – MINT Erlebnis an der Uni” program (TUM female discoverers – STEM experience at the university) gives girls aged 10 and above the opportunity to solve practical science/technology problems in small groups and meet female scientists involved in STEM subjects. The “MINT-Erlebnis an der Uni” program (STEM experience at the university) was created in 2019 combining “Mädchen machen Technik – das Ferienprogramm der TUM” (Girls do technology – TUM vacation program), which was launched in 1998, and “Schülerinnen forschen – die Herbstuniversität der TUM” (Schoolgirls research – the fall university of TUM), which was initiated by the Agentur für Mädchen in Wissenschaft und Technik (Agency for girls in science and technology) in 2001. In the “EI-Schülerinnenworkshops” (Electrical engineering and IT workshops for girls), female students also conduct workshops for schoolgirls from 9th grade and provide insight into general electrical engineering and studies at TUM. Further, the “Schueler.In.TUM” (Schoolchildren at TUM Informatics) program gives talented secondary-school students from 10th grade the opportunity to get their feet wet in an informatics pre-course. TUM is also involved in “Girls’ Day” every year to boost interest in technology among girls.

Guidelines for gender-sensitive language:

■■■ *Status: in progress*

TUM has already established guidelines for gender-equitable language³³ or for inclusive, diversity-sensitive, and respectful language³⁴. These guidelines are continuously updated and revised according to the latest standards. They serve as an internal university recommendation and do not have a mandatory character. Compliance with or rejection of gender-sensitive language does not have an influence on assessment criteria or decisions.

3.8. Measures against gender-based violence including sexual harassment

Cooperation with Munich women’s emergency helpline:

■■■ *Status: implemented*

TUM has maintained a long-standing cooperation with the Munich women’s emergency helpline and offers a regular consultation hour for TUM members. The university has already implemented courses to raise awareness about sexualized violence at institutions of higher education. The consultation service is open to people of any gender and is subject to confidentiality.

³¹ see <https://www.lehren.tum.de/themen/lehre-gestalten-didaktik/erfolgskriterien-guter-lehre/integration-von-diversitaet/> (accessed 27 Dec 2021)

³² see www.femtec.org (accessed 27 Dec 2021)

³³ see <https://www.chancengleichheit.tum.de/diversity/links-downloads/gendergerechte-sprache-und-bildliche-darstellung/> (accessed 27 Dec 2021)

³⁴ see <https://www.ed.tum.de/ed/ueber-uns/diversitaet/sprachleitfaden/> (accessed 27 Dec 2021)

Introduction of the TUM Respect Guide:

■□ *Status: in progress*

TUM is an inspiring meeting place for a community of students, staff, alumni, and guests that spans generations. TUM gains its strength in research, teaching, and innovation from the diversity of its members. By recognizing other people and appreciating their achievements – regardless of their origins, education, religion, world view, health, gender, or sexual identity, TUM acknowledges a culture of respect. Based on the TUM Mission Statement and following international example, the TUM Respect Guide outlines the principles for how all members of TUM should conduct themselves, act, and interact with each other. The TUM Respect Guide has been approved by the TUM Board of Management and is published³⁵. The TUM Compliance Office is the contact for information on the TUM Respect Guide³⁶.

TUM Compliance Office:

■■ *Status: implemented*

Compliance upholds the integrity and transparency of TUM. As a strategic measure of TUM Good Governance, the independently acting TUM Compliance Office (TUM CO)³⁷ was set up within the TUM Board of Management under the guidance of the Vice President for Compliance. The central goal of the TUM CO is the preventative risk management of an entrepreneurial university, as well as safeguarding the academic integrity of excellent research and teaching. The TUM CO is responsible for the TUM Codes of Conduct³⁸, which offer a transparent basis for action for fundraising and foundation measures, research and industry collaborations, and the acquisition and administration of third-party funding, as well as the statute for safeguarding good academic practice and for the handling of academic misconduct (TUM-SGwP)³⁹.

4. Commitment

This Diversity & Gender Equality Plan represents TUM's continued commitment to the principle of an open-minded university that attracts and supports the best talents in all their diversity. These measures are intended to create the best possible conditions for each person to develop their individual potential. Equality is an elementary pillar of TUM, and the university is committed to a focus on diversity and talent management. The TUM Board of Management fosters gender equality and wholeheartedly supports the Diversity & Gender Equality Plan.

Munich, 30 May 2023



Prof. Dr. Thomas F. Hofmann
President of the Technical University of Munich

³⁵ see <https://mediatum.ub.tum.de/doc/1637138/1637138.pdf> (accessed 27 Dec 2021)

³⁶ see <https://www.tum.de/die-tum/die-universitaet/compliance> (accessed 27 Dec 2021)

³⁷ see <https://www.tum.de/die-tum/die-universitaet/compliance> (accessed 27 Dec 2021)

³⁸ see <https://www.tum.de/die-tum/die-universitaet/satzungen-und-leitlinien> (accessed 27 Dec 2021)

³⁹ see <https://www.tum.de/die-tum/die-universitaet/satzungen-und-leitlinien> (accessed 27 Dec 2021)