

Equal opportunities at the School of Science

Plan for implementation of the Gender Equality Directive (2020-2030)

Field of action 1: Realisation of the objectives of TUD's gender equality concept for the proportion of women and men at different career stages in science

According to the TUD's gender equality concept from 2018, the targets for the proportion of women at the School of Science shall be as follows in 2030:

- for chairs: 21-28%
- for habilitations: 25-30%
- for doctorates: 49-54%
- amongst the non-professorial academic staff: 49-54%

In degree programmes with a strong over-representation of women or men, the proportion of men or women should be increased to over 20% in each case.

To achieve these targets, the following measures shall be taken to support those responsible for this field of action:

1. Implementing new forms of active recruitment in appointment procedures (application field screening).
2. Providing training for persons involved in appointment procedures.
3. Taking gender issues into account at all stages of appeal procedures.
4. Establishing a platform for the networking of female post-doctoral and students who are working on their habilitation at School level.
5. Providing information about and organising further education events to strengthen women at all career levels in science.
6. Assisting the managerial staff to recruit and supervise female researchers in a gender-sensitive and diversity-sensitive manner during the qualification phase.
7. Involving the decentralised Equal Opportunities Officers of the Faculties (GBF) in recruitment procedures for positions of unlimited term.
8. Passing on targeted information in the faculties to female students (e.g. in the 4th semester BA/beginning Master's) about equal opportunities work and possible funding opportunities in a centrally organised event that is also included in the catalogue of lectures.
9. Greater targeting of prospective students for Bachelor's and Master's degree programmes provided by the School of Science.
10. Attracting female students for STEM courses and male students for courses in psychology.
11. Establishing quality management (QM) in this field of action at the School of Science by using the QM to be introduced at central level.

Field of action 2: Embedding gender equality work at the Faculties and the School

12. Regular meetings (at least once per semester and when required) involving the Equal

Opportunities Officer of the School (GBB) and the Chairperson for the School, and at faculty level between the GBF and the deans to coordinate the progress of the equal opportunities work. The results of the meetings are reported and accounted for in the responsible committees.

13. A regular exchange between the GBF and the GBBs on fundamental issues of equal opportunities work (at least once per semester). The results are reported on the School's equal opportunities website.
14. Securing the exchange between the GBF and the respective responsible persons about planned equal opportunities measures in the faculties and the associated Collaborative Research Centres, research training groups and Clusters of Excellence;
15. Participation of the GBB in the meetings of the School Council when gender equality relevant topics are discussed; same procedure at faculty level when there are analogous committees at faculty level; the gender equality relevant results of the meetings of the School Council and, if applicable, the analogous committees at faculty level will be disclosed to the respective Equal Opportunities Officer (GB) as confidential information.
16. Improving public relations and communication to increase the acceptance and visibility of gender equality work in the Faculties and the School of Science.
17. Allocating financial resources from the Equal Opportunities Fund in the School of Science by the GBB and the GBF for the support of all activities that serve to ensure equal opportunities following the adopted guidelines in the School of Science; regular evaluation of the success of the financed measures, including feedback from the GBs to the funding recipients with conclusions for future funding practice; further development and publication of the guidelines and a catalogue of criteria for the allocation of funds, as well as increasing the visibility of the funded measures and the equality funds used through suitable means of public relations work.
18. Public recognition of the work of the GB and appropriate individual relief and support for the GB at School and faculty level, including general solutions at university level for relief and support of the GB.
19. Anchoring the responsibilities and tasks of the GBB and GBF in profile descriptions.
20. Involving the members of the School in the implementation, evaluation and updating of the "Equality Plan".
21. Long-term and transparent recruitment of members of the School to take over the offices of the GB at faculty and School level.

Field of action 3: Reconciling family, studies, and work

22. Raising awareness amongst members of the Schools of the importance of reconciling family, study and work.
23. Informing members of the School about support measures offered at central level as part of the "family-friendly university" action programme and ensuring communication between the equal opportunities actors in the School and the responsible persons in the University Executive Board.
24. Allocating the School's equal opportunities funds to support mothers and fathers when faced with family-related burdens in addition to studies and academic careers, and to support the care of relatives.

Field of action 4: Gender and diversity aspects in research and teaching, studies and work

25. Continuing the public debate on the phenomenon of "leaky pipeline" (sinking number of

women occupying qualified positions in Science).

26. Better support for people with disabilities in their studies and at work.
27. Training offers for teachers to design courses concerning diversity and inclusion and to ensure equal opportunities in case of unequal social conditions among students.
28. Anchoring gender-sensitive language in all areas of work.

For monitoring the implementation of the "Equal Opportunities Directive", in particular, the approach to the targets in field of action 1, an analysis of the implementation of the planned measures and their success is carried out every three years at the beginning of a new legislative period of the School Council or Faculty Councils with the help of QM at central and School level. When concluding target agreements with the University Executive Board, the framework conditions for determining the statistical data must be clearly defined and communicated. Under the direction of the Chairperson for the School or the Equal Opportunities Officer from the School Council, conclusions shall then be drawn for the adaptation of the measures.