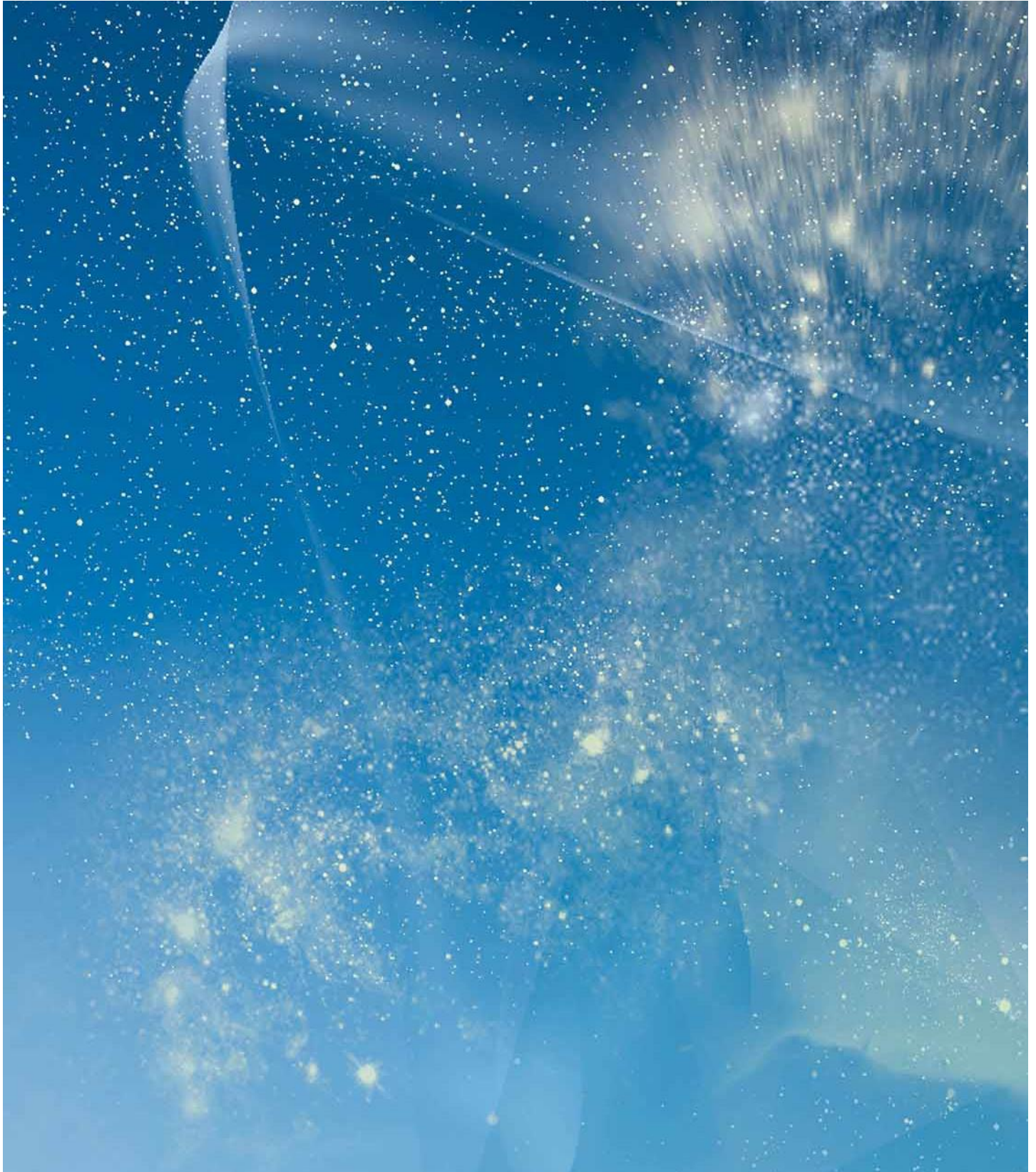


Diversity & Gender Equality Plan



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

Table of Contents

1.	Strategic Integration & Governance	6
1.1	Embedding Gender and Diversity in Governance	6
1.2	Strategic Alignment of Staff Unit Diversity & Inclusion	6
1.3	Gender Equality Office	7
1.4	TUM Equal Opportunity Officer	7
2.	Organizational Culture	8
2.1	Promoting Awareness of Diversity, Inclusion, and Work-Life Integration	8
2.2	TUM (German) Language Guide	8
2.3	Angela Molitoris Diversity Award	9
2.4	Fair Stage Seal: Equitable Representation of Genders at Events	9
2.5	Work-Life Integration Award	9
3.	Talent Management & Training	10
3.1	Awareness Raising and Training for All Employees	10
3.2	Awareness Raising and Training for Scientific and Administrative Management	10
3.3	Avoiding Gender Bias in TUM Job Advertisements	11
3.4	Unconscious Bias Online Training	11
3.5	Gender Awareness Training for Appointment Committees	12
4.	Controlling & Resources	13
4.1	Increasing the Proportion of Women in TUM Schools According to the Cascade Model	13
4.2	Gender & Diversity Incentive Fund	13
4.3	TUM-Wide Diversity Monitoring	14
4.4	Gender Pay Gap Reporting	14
5.	Research & Teaching	15
5.1	Professorships and Research Projects Related to Gender & Diversity at TUM	15
5.2	TUM IAS Anna Boyksen Fellowship	15
5.3	TUM Diversity Research Prize	16
5.4	Coordinators for Gender & Diversity Consulting in Research Networks	16
5.5	Diversity-Oriented Teaching: Competencies, Methods and Support	16
6.	Compatibility of Family and Career/Studies	18
6.1	Regular and Flexible Childcare at TUM	18
6.2	Advice and Information on Family and Career/Studies	19
6.3	Networking	19
6.4	Promotion of Part-Time Leadership	20
6.5	Family-Friendly Meeting Times for University Committees	20
6.6	Tenure-Clock Extension for Family Leave	20
6.7	Faculty Family Care Mentorship Program	20
6.8	Support for Care of Relatives	21
7.	Specific Gender Equality Measures	22
7.1	Continuation of STEM Experiences for Young Women	22
7.2	Women in STEM Round Table	23
7.3	TUM Female Founders: Support Programs for Female Founders	23
7.4	Application Portal for Recruiting Female Doctoral Candidates at TUM	24
7.5	Laura Bassi Scholarship Program	24
8.	Intersectional & Inclusive Measures	25
8.1	Agnes-Mackensen-Program: Support for FINTA and Care Leavers with Non-Academic Backgrounds	25





	25
8.2	Diversity & Inclusion Guidelines	26
8.3	Support for International Visiting Scholars	26
8.4	Equal Opportunity and Diversity in International Exchange Programs	26
8.5	Counseling Services for Employees and Students with Disabilities, Impairments, and Chronic Illnesses.....	27
8.6	Campaign to Raise Awareness for People with Disabilities, Impairments, and Chronic Illnesses	27
8.7	Inclusion Program for Students Preparing to Enter the Job Market.....	27
9.	Measures Against Discrimination and (Gender-Based) Violence	28
9.1	Contact Person for Questions in Regard to Sexual Harassment and Sexualized Violence	28
9.2	Campaign to Promote Awareness and Visibility of Sexual Harassment and Sexual Violence.....	28
9.3	Cooperation with the Women's Emergency Hotline Munich (Frauennotruf München)	29
9.4	TUM Compliance Office	29
9.5	Prevention of Anti-Semitism and Critical Assessment of TUM in the National Socialist Era	29
9.6	WeHearYou Feedback System	30

Preface

The Technical University of Munich (TUM) fosters a culture of integrity, open-mindedness, and tolerance. It recognizes the value created through diversity and respect as a central guiding principle for its proven success: It is the diversity of its scientists, students, and employees that makes TUM an innovative and dynamic university. TUM is thus committed to holistic diversity management that actively promotes the equality of talent, irrespective of gender, nationality, religion, ideology, physical ability, age, sexual identity, or socioeconomic status. TUM translates this commitment into numerous concrete measures, many of which have already been successfully implemented, established, and optimized since the publication of the first Diversity & Gender Equality Plan at the end of 2021. With the publication of the current Diversity & Gender Equality Plan, TUM reaffirms its forward-looking vision of establishing an ever more inclusive university culture through ongoing efforts in the context of systematic diversity management, which is reflected in the continuation, further development, and renewal of diversity measures.

At the same time, the TUM Diversity & Gender Equality Plan fulfills the requirements of the European Commission for institutions participating in the EU Framework Program for Research and Innovation Horizon Europe and wishing to host an ERC grant holder.

Legend

Status	Description	Explanation
	planned	Measures planned and currently in preparation
	initiated	Measures introduced and in the initial stages of implementation
	in progress	Measures currently being implemented
	implemented	Measures institutionalized and firmly integrated into existing structures

1. Strategic Integration & Governance

1.1	Embedding Gender and Diversity in Governance	implemented
1.2	Strategic Alignment of Staff Unit Diversity & Inclusion	implemented
1.3	Gender Equality Office	implemented
1.4	TUM Equal Opportunity Officer	implemented

1.1 Embedding Gender and Diversity in Governance



Status: implemented

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, TUM Agenda 2030 and TUM Agenda 2030+. Further, university-wide guidelines on equal opportunity have been formulated in the TUM Diversity Code of Conduct. Diversity is also firmly anchored in TUM governance through the office of the Executive Vice President (EVP) for Talent Management and Diversity on the Executive Board. In addition, the Staff Unit Diversity & Inclusion was established alongside the Gender Equality Office.

Finally, the Talent Management & Diversity Board was established as part of the TUM Agenda 2030. Within the Talent Management and Diversity Board, the EVP for Talent Management and Diversity, the Gender Equality Officer, as well as the Equal Opportunities Officers and Vice Deans for Talent Management and Diversity at the TUM Schools meet on a regular basis to ensure that School-specific measures are closely meshed with the overall TUM gender and diversity strategy.

1.2 Strategic Alignment of Staff Unit Diversity & Inclusion



Status: implemented

The Staff Unit Diversity and Equal Opportunities was renamed into Staff Unit Diversity & Inclusion. With the change of name came a strategic development centered on diversity and a visible commitment to an inclusive university culture. As an umbrella term, diversity encompasses various dimensions, such as origin, gender, social background, physical ability, and age. The Staff Unit Diversity & Inclusion is responsible for the operational implementation of strategic measures in the area of gender and diversity at TUM and reports directly to the EVP for Talent Management & Diversity. Its portfolio of activities includes individual projects and regular programs on various aspects of diversity, events and workshops, public relations and communication, as well as consulting and support to promote an ever more diverse and inclusive university. As part of the Staff Unit

Diversity & Inclusion, TUM Family Service supports members of the university in balancing their careers, studies, and family life.

The term “equal opportunity” is associated primarily with strategies for promoting the equality of women and men. The promotion of equal opportunity is clearly represented both by the Staff Unit Diversity & Inclusion and, as before, in the governance structure by the Gender Equality Officer and the Equal Opportunities Officer.

1.3 Gender Equality Office



Status: implemented

The Gender Equality Office has its own staff and is organizationally separate from the Staff Unit Diversity & Inclusion. This separate position ensures that the TUM Gender Equality Officer remains independent, as stipulated in the Bavarian Higher Education Innovation Act (BayHIG Art. 22 (3)). The primary task of the TUM Gender Equality Officer is to ensure that female scientists and students are not disadvantaged and to support the university in fulfilling its gender equality mandate (BayHIG, Art. 22). The TUM Gender Equality Officer is also a voting member of the Senate and the Extended Executive Board and provides ongoing support for gender equality work in the Supervisory Board.

The Gender Equality Office advises members of the TUM community on gender equality matters and serves as a point of contact for a wide range of concerns in this context. In addition, it offers courses with ECTS credits for students in the field of gender and diversity, organizes internal TUM events, and conducts public relations work on gender equality. In addition, every six weeks, the Gender Equality Office invites the diversity offices of the Schools, the staff of both the Staff Unit Diversity & Inclusion and the TUM Graduate School to the TUM Gender & Diversity School Circle. Objectives include promoting gender equality and other diversity categories, creating a structured space for discussing challenges and best practices, and developing and implementing joint measures and activities.

To reduce their workload, the Gender Equality Officer at the Schools can apply for support in form of a student or research assistant.

1.4 TUM Equal Opportunity Officer



Status: implemented

The TUM Equal Opportunity Officer, as required by the Bavarian Equal Opportunity Act for all public sector institutions (see BayGIG Art. 15), focuses its activities in particular on scientific support staff and reports directly to the Chancellor (Executive Vice President: Human Resources, Administration and Finance).

2. Organizational Culture

2.1	Promoting Awareness of Diversity, Inclusion, and Work-Life Integration	in progress
2.2	TUM (German) Language Guide	in progress
2.3	Angela Molitoris Diversity Award	implemented
2.4	Fair Stage Seal: Equitable Representation of Genders at Events	planned
2.5	Work-Life Integration Award	planned

2.1 Promoting Awareness of Diversity, Inclusion, and Work-Life Integration



Status: in progress

With the aim of raising awareness among university members about diversity, inclusion, and work-life balance, and promoting the visibility of these topics within TUM, the Staff Unit Diversity & Inclusion has invested heavily in its communications work. As part of this effort, the team has updated its website and designed postcards to be handed out to interested individuals at events (e.g., Welcome Day for research support staff at TUM). In addition, the unit publishes a regular newsletter, where it shares current information, relevant dates for events, inspiring stories, and opportunities to engage with diversity, inclusion, work-life balance for families, and caring for relatives. The team also shares news and current information about diversity, inclusion, and family on the university's internal Teams channel "Diversity."

As part of its mission to actively promote an inclusive university culture at TUM, the Staff Unit Diversity & Inclusion organized initiatives, events, and lectures around the nationwide German Diversity Day in both 2024 and 2025. While the focus in 2024 was on age diversity as part of TUM Diversity Week, in 2025, TUM Diversity Month dedicated the entire month of June to various aspects of allyship under the motto "Bridging the Gap: Allyship for an Inclusive Organization."

2.2 TUM (German) Language Guide



Status: in progress

The use of gender- and diversity-sensitive language can help to overcome stereotypes, gender norms, and role thinking, thereby promoting a university culture that is sensitive to discrimination and appreciative of diversity. To this end, the Staff Unit Diversity & Inclusion has developed a TUM (German) Language Guide. This guideline will be continuously maintained and adapted in line with current standards. It serves as an internal university recommendation and is non-binding. Compliance with or rejection of gender-conscious language in teaching has no influence on assessment criteria or decisions.

2.3 Angela Molitoris Diversity Award



Status: implemented

The Angela Molitoris Diversity Award recognizes outstanding achievements in promoting equal opportunity and diversity. It honors TUM employees who have made special contributions to advancing women and strengthening diversity in science and teaching. The award is named in honor of Angela Molitoris (1912-2002), the first female in-house lawyer and female Senior Executive Vice President of TUM, who dedicated her life to promoting women in science. In recent years, TUM members have been honored for their voluntary work in various areas of diversity, such as supporting severely disabled employees or promoting young female scientists.

2.4 Fair Stage Seal: Equitable Representation of Genders at Events



Status: planned

To affirm the university's commitment to diversity at academic celebrations and public events such as graduation ceremonies, symposia, and conferences, the TUM Executive Board will introduce gender-sensitive assessments of events with more than two speakers. The *Fair Stage Seal* is part of the university's strategic goal to significantly increase the proportion of women speaking or participating in panel or podium discussions. The aim is to raise the visibility of women, as they can serve as important role models for female students and (prospective) scientists.

As part of the Fair Stage Seal, organizers of academic celebrations and public events (including graduation ceremonies, lecture series, symposia, conferences) are required to submit a list of persons who will actively contribute to the discussion or participate in panel or podium discussions when requesting the attendance of members of the Executive Board and / or financial support and / or the use of special rooms. For events with more than two speakers, the proportion of women must also be indicated: If at least 33% of the speakers are women, a *Fair Stage Seal* designation will be made available for use in communications about the event. If less than 15% of the speakers are women, the Executive Board reserves the right to withhold human and financial resources.

2.5 Work-Life Integration Award



Status: planned

TUM plans to establish an internal work-life integration award to recognize leaders who demonstrate a particular commitment to family-friendly practices in their daily work. Employees can nominate their supervisors for the award. In addition to nominal recognition, the award includes prize money that can be used for family-friendly or team-building measures within the respective TUM unit.

3. Talent Management & Training

3.1	Awareness Raising and Training for All Employees	in progress
3.2	Awareness Raising and Training for Scientific and Administrative Management	in progress
3.3	Avoiding Gender Bias in TUM Job Advertisements	implemented
3.4	Unconscious Bias Online Training	in progress
3.5	Gender Awareness Training for Appointment Committees	initiated

3.1 Awareness Raising and Training for All Employees



Status: in progress

As part of TUM Agenda 2030, the TUM Institute for LifeLong Learning (IL³) was founded as a leading structure for continuing scientific education and lifelong learning. Continuing education offerings for different target groups at TUM were bundled in the People Development division and strategically enhanced. In the target-group oriented programs Faculty@TUM, TUM horizons, ScienceManagement@TUM and CareerDesign@TUM the issues of equal opportunity, diversity, and inclusion have been an integral part of the continuing education offerings since the founding of TUM IL³ in 2021 – either as an explicit focus or as a transdisciplinary competency integrated across other subject areas. In addition to offerings specifically focused on diversity competence and unconscious bias, aspects of diversity and inclusion are addressed in all workshops and lectures on the broader topic of “people skills”, for example in workshops on teamwork, conflict management, or intercultural cooperation. Lectures on autism, neurodiversity, and working with people with chronic illnesses/disabilities highlight the potential and challenges of diversity in teams, raise awareness of prejudices and discriminatory structures, and showcase good practices. Overall, the goal is to promote a culture of respectful and appreciative interaction at TUM.

3.2 Awareness Raising and Training for Scientific and Administrative Management



Status: in progress

Individual coaching, continuing education, and networking formats for academic leadership and science management have been successfully implemented at TUM in recent years. Faculty@TUM is particularly prominent, strengthening academic leaders (especially TUM professors) in their leadership roles. In addition to lectures and workshops focusing on leadership and teamwork, scientifically based and application-oriented online resources have been developed, including the TUM Leadership Toolbox (checklists and guidelines on topics such as bias-free and fair recruitment, structured

employee reviews with doctoral candidates, and leading intercultural teams). In workshop and networking formats such as peer-to-peer mentoring, current leadership challenges are discussed and best practices are developed together, including women-only set-ups and men-only formats on the topic of male allyship. Established formats are currently being adapted for other target groups. This not only strengthens individuals in their leadership roles, but also promotes a culture of respectful and appreciative, diversity-sensitive, and (gender-)equitable collaboration. As part of the TUM Agenda 2030+, training measures on inclusive leadership are being established for group leaders.

3.3 Avoiding Gender Bias in TUM Job Advertisements



Status: implemented

Various studies indicate that even in the early stages of the recruitment process, there is often an unintended restriction of the applicant pool. For example, women are significantly less likely to apply when job advertisements describe the desired candidate with predominantly masculine attributes or when the visual design is male-oriented¹. To counteract this, all TUM members have access to a Gender Decoder. This online tool automatically screens job advertisements (or similar texts) to ensure that they are gender-fair². Gender-fair wording means that job advertisements contain a balanced ratio of stereotypically masculine (agentive) and stereotypically feminine (communal) words, so that men and women feel equally addressed.

3.4 Unconscious Bias Online Training



Status: in progress

Under the leadership of the Staff Unit Diversity & Inclusion and in collaboration with the TUM Institute for LifeLong Learning (IL³), TUM has created an Unconscious Bias Online Training for professors to address unconscious biases in scientific and academic contexts. All TUM professors have been encouraged by the Executive Board to participate in the TUM Unconscious Bias Online Training. In addition to brief explanations, this training primarily covers situations in which unconscious biases have distorted the evaluation of or reaction to people from certain groups. Participants are asked to evaluate different behaviors in these situations and to reflect on their own judgments and actions. The Unconscious Bias Online Training at TUM is to be further developed as part of TUM Agenda 2030+ and extended to other target groups.

¹ cf. Hentschel, T., Braun, S., Peus, C., Frey, D. (2020). 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. (2018). Kick-starting female careers: Attracting women to entrepreneurship programs. *Journal of Personnel Psychology*, 17(4), 193-203.

² cf. Dutz, R., Rehbock, S., & Peus, C. (2020). FührMINT Gender Decoder: Subtile Geschlechtskodierung in Stellenanzeigen erkennen und auflösen. *Personal in Hochschule und Wissenschaft entwickeln*, 5/2020, 87-95.

3.5 Gender Awareness Training for Appointment Committees



Status: initiated

As biases affect judgment and are particularly significant when it comes to recruiting diverse talent, and as TUM strives to further increase its percentage of female professors, it has introduced gender awareness trainings for members of its appointment committees. The training focuses on gender equality, but also applies an intersectional understanding of gender, i.e., gender-based discrimination that is shaped and reinforced by other categories and their social stratification, such as socioeconomic status, ethnicity, cultural background, age, etc. The training is currently offered at three Schools, but is to be extended to the entire TUM as part of TUM Agenda 2030+. The training will also contribute to enhancing the cultural environment at TUM by promoting awareness of gender bias in recruitment processes and encouraging concrete countermeasures.

4. Controlling & Resources

4.1	Increasing the Proportion of Women in TUM Schools According to the Cascade Model	in progress
4.2	Gender & Diversity Incentive Fund	in progress
4.3	TUM-Wide Diversity Monitoring	planned
4.4	Gender Pay Gap Reporting	planned

4.1 Increasing the Proportion of Women in TUM Schools According to the Cascade Model



Status: in progress

TUM has already achieved a significant increase in the proportion of women in professorial positions over the past 20 years, from 7.7% (2005) to 24.2% (2024). The aim now is to continue this development by implementing the cascade model. To this end, specific targets have been set for each School for the proportion of women at various career levels (master's graduates, researchers, completed doctorates and habilitations, and professorships). It is aimed for a 40% proportion of women in new professorial appointments by 2027.

The development of suitable measures to achieve these targets is advanced by the Vice Deans for Talent Management & Diversity and the Executive Boards of the Schools in consultation with the Executive Vice President for Talent Management & Diversity. To this end, the Schools have drawn up a school-specific catalog of measures in agreement with the TUM Executive Board. TUM Controlling, Organization and Planning monitors target achievement as part of the annual performance review of the TUM-StMWK (Bavarian State Ministry of Science and the Arts) university contract. Additional funds for the development and introduction of measures to implement the cascade model or to promote further dimensions of diversity can be applied for within the Gender and Diversity Incentive Fund.

4.2 Gender & Diversity Incentive Fund



Status: in progress

The aim of the Gender & Diversity Incentive Fund (GDIF) is to develop and implement gender and diversity measures at TUM to establish a sustainable transformation of culture and awareness both in the Schools as well as in the central and central scientific institutions. The fund is intended to finance the development and introduction of diversity-promoting measures in the Schools. This will enable the development and testing of measures tailored to the specific needs of each School. At the same time, particularly successful measures can also be implemented (in an adapted form, if necessary) across TUM. Consequently, both top-down and bottom-up approaches to promoting

equality and diversity are in place. To date, the GDIF has funded approximately 20 measures, including the design, implementation, and evaluation of gender awareness trainings for members of appointment and tenure committees (TUM School of Social Sciences & Technology), a travel award program for conferences for people actively promoting gender equality in STEM subjects (TUM School of Computation, Information and Technology), individual development plans to support postdocs in their scientific and personal development (TUM School of Natural Sciences), and awareness lectures and talks on gender-sensitive medicine (TUM School of Medicine and Health). Currently, central funding up to a maximum of EUR 250,000 per year is made available for the GDIF. Funding for measures is generally provided on the principle of matching funds, i.e., half of the measures are financed from central funds and half from School funds. The decision on the allocation of funds is made by the Talent Management & Diversity Board. As part of TUM Agenda 2030+, there are plans to continue the GDIF.

4.3 TUM-Wide Diversity Monitoring



Status: planned

TUM already collects data on gender distribution in various university departments and the proportion of international TUM members at different career levels. This includes the proportion of female students, scientists, and professors at TUM. With the aim of gaining a better overview of various dimensions of diversity and, if necessary, developing further target group-specific programs and measures, voluntary data collection in the areas of enrollment and recruitment is being introduced as part of TUM Agenda 2030+. In addition to those already recorded, such as gender, age, and nationality, other dimensions of diversity will also be collected, such as migration background, first-generation academics, physical disabilities, neurodiversity, and family care responsibilities.

4.4 Gender Pay Gap Reporting



Status: planned

To counteract potential gender-specific disparities in remuneration (gender pay gap), data on the total remuneration of professors (base salary plus performance-related pay) is published in an annual Gender Pay Gap Report. Should systematic gender-specific differences become apparent, the TUM Executive Board will take prompt action to rectify them.

5. Research & Teaching

5.1	Professorships and Research Projects Related to Gender & Diversity at TUM	in progress
5.2	TUM IAS Anna Boyksen Fellowship	in progress
5.3	TUM Diversity Research Prize	initiated
5.4	Coordinators for Gender & Diversity Consulting in Research Networks	initiated
5.5	Diversity-Oriented Teaching: Competencies, Methods and Support	in progress

5.1 Professorships and Research Projects Related to Gender & Diversity at TUM



Status: in progress

At the TUM School of Social Sciences and Technology, two new professorships have been created as part of TUM Agenda 2030 to research aspects of diversity at the intersection of the social sciences, natural sciences, and engineering: the professorships are “Participation and Diversity in Digital Societies” and “Algorithmic Governance and Public Policy.” In addition, there are numerous professorships at TUM that focus on aspects of gender and diversity in research from the perspective of their respective disciplines. The Staff Unit Diversity & Inclusion provides an overview of professorships taking gender and diversity aspects into account on its website. The TUM Institute for Advanced Study (IAS) also publishes a list of research projects by TUM Fellows on aspects of gender and diversity.

5.2 TUM IAS Anna Boyksen Fellowship



Status: in progress

To promote internationally visible diversity research at TUM, the Anna Boyksen Research Fellowship was introduced at the TUM Institute for Advanced Study (TUM IAS) within the framework of the strategic plan of Excellence Initiative II (2012-2019). The fellowship supports diversity-related research projects carried out at TUM by outstanding international scientists together with TUM colleagues. To date, a total of 16 Anna Boyksen Fellowships have been awarded. The fellowship program will continue as part of TUM Agenda 2030+, with a thematic focus on equity, diversity, and inclusion.

5.3 TUM Diversity Research Prize



Status: initiated

Gender and diversity research is highly relevant for identifying and interrogating social inequalities and structures of discrimination. It provides scientific insights into how gender roles and social norms arise and can be changed. It also has practical significance for politics, business, and culture by helping to promote equal opportunity and understand diversity as an added value for society. With the aim of increasing the visibility of research relating to gender and diversity at TUM and recognizing scientific achievements in these areas, the Staff Unit Diversity & Inclusion awards the TUM Diversity Research Prize each semester to one bachelor's thesis, one master's thesis, and one doctoral thesis that takes gender and / or diversity aspects into account in its research. Each awarded prize is endowed with EUR 1,000.

5.4 Coordinators for Gender & Diversity Consulting in Research Networks



Status: initiated

To promote equal opportunity and diversity in science, two positions for Coordinator for Gender and Diversity Consulting in the context of DFG-funded research networks (SFBs, TRRs, GRKs) were created. These positions enable sustainable and professional support for collaborative research with regards to gender and diversity. Coordinators advise researchers on the development of and application for third-party-funded projects in close consultation with internal university departments. They actively support the design, implementation, and further development of structural measures to promote equality and diversity within the research networks. In addition, they develop and implement formats, such as workshops, information sessions, mentoring, and networking opportunities. Applicants and already approved research networks receive both written and in-person advice, including assistance with on-site audits. This measure strengthens the strategic anchoring of diversity in everyday research and fulfils the DFG's structural objectives for equal opportunity in collaborative research.

5.5 Diversity-Oriented Teaching: Competencies, Methods and Support



Status: in progress

No two learners have the same needs and abilities. In fact, the teaching and learning community is becoming increasingly diverse due to a more permeable education system, improved access to academic education, and increasing internationalization. This means there is more potential to tap into, but also greater challenges in teaching. This makes it all the more important to recognize and accept diversity in the respective target group and to create conditions, structures, methods, and content that are conducive to learning for heterogeneous groups of students. This includes, firstly, knowledge of the various dimensions of heterogeneity (e.g., age, gender, culture, religion, prior knowledge) and,

secondly, the ability to assess their relevance for teaching. It also includes the willingness and ability to analyze the target group and recognize both their commonalities and their diversity. TUM ProLehre Medien und Didaktik supports teaching staff in recognizing the diversity in their courses that is relevant to learning and seeing it as an opportunity.

In addition, it helps instructors support students in better understanding their individual learning styles and learning requirements and teaches them appropriate learning strategies and techniques. Instructors are provided with didactic and methodological tools to ensure diversity in teaching. ProLehre Media and Didactics actively promotes the implementation of diversity-oriented teaching: with specific course offerings (e.g., diversity in teaching), with courses on digital accessibility, with individual instructional coaching, and by promoting teaching formats (e.g., project-based learning) that are particularly suitable for heterogeneous groups and their development. In addition, ProLehre offers courses and counseling for international and neurodivergent students, as well as students with problems and in crisis.

6. Compatibility of Family and Career/Studies

6.1	Regular and Flexible Childcare at TUM	in progress
6.2	Advice and Information on Family and Career/Studies	in progress
6.3	Networking	in progress
6.4	Promotion of Part-Time Leadership	implemented
6.5	Family-Friendly Meeting Times for University Committees	initiated
6.6	Tenure-Clock Extension for Family Leave	implemented
6.7	Faculty Family Care Mentorship Program	planned
6.8	Support for Care of Relatives	in progress

6.1 Regular and Flexible Childcare at TUM



Status: in progress

TUM Family Service not only offers comprehensive advice and information but also helps university members find and organize suitable daycare at various locations. This is particularly important given the high demand for childcare in Munich and Bavaria. The university currently has around 120 spots for employees' children in its own facilities and those of its partners. Students can take advantage of the numerous daycare centers run by the Student Union of Munich and Upper Bavaria, which offers around 470 places. With the planned opening of the *Ingeborg-Pohl Kinderoase* in 2026, located in the immediate vicinity of the TUM Munich City Campus, the number of spots available for the children of TUM employees in the city will be further expanded. The realization of this important project was made possible by the generous support of a donor whom TUM was able to win over for this project. The TUM daycare offering includes various types of regular childcare (nursery, kindergarten, large daycare, and after-school care) and covers a wide age range of children (from 0 to 10 years). In addition, the university also offers flexible options for unexpected or planned childcare situations – for example, when regular daycare is unavailable or to support events on campus. In such cases, the Family Service cooperates with external agencies to provide quick and reliable support. There are now more than ten family rooms available at TUM locations. These rooms offer pregnant women and parents with children a safe place to retreat and can also be used for childcare needs. The university's family-friendly infrastructure is complemented by quiet rooms and nursing rooms as well as numerous diaper changing facilities.

Since 2023, the university's internal platform for babysitting and tutoring TUM4Kids has expanded its flexible childcare services. The platform connects student sitters with members of the TUM community in need of flexible care. Eligible students, predominantly from TUM, have attended a day-long babysitting training and a first aid course for children organized by TUM Family Service and

have submitted an extended certificate of good conduct. They can then be requested by TUM members for regular or occasional childcare assignments. Approximately 300 TUM parents are now registered on the platform, and around 25 caregivers are actively available.

The School Holidays Program is another reliable service providing continuous and varied care for children of university members during parts of the school holidays. Over the years, the School Holiday Program has been adapted to changing requirements and needs, e.g., by offering outdoor activities during the coronavirus pandemic and in cooperation with various external providers. In the future, plans will also factor in the introduction of full-day education in elementary schools.

6.2 Advice and Information on Family and Career/Studies



Status: in progress

TUM is committed to helping its members balance work, study, and family life, and attaches great importance to providing sound advice and comprehensive information. TUM Family Service supports all university members with individual advice on topics such as maternity leave, parental leave, financial benefits for families, childcare (at TUM and outside), school, family-friendly infrastructure, and studying with children. Up to 400 consultations are held each year, about one-third of which are with (newly appointed) professors or postdocs, including visiting researchers.

In addition, Family Service organizes information events for employees and students. As well as providing an overview of different types of childcare, these events focus on a variety of topics, such as equal parenting, the effects of menopause in the workplace, and first aid for children. The Family Service team presents its wide range of services at welcome events for new employees and other internal university events to raise awareness of its services and for family-related matters. Workshops on promoting better work-family integration and guidelines for family-friendly management are currently in planning.

6.3 Networking



Status: in progress

As an expression of its commitment to family friendliness, TUM is a member of the Bavarian Family Pact Network, which campaigns for a better work-life balance. The Munich working group “Studying with Children”, in which TUM Family Service participates together with LMU, Munich University of Applied Sciences, and the Munich Student Union, focuses on the compatibility of studying and family life. Many years ago, this local alliance launched a multi-university networking event for (expectant) student parents (Family Café). In addition, there has been a regular exchange of best practices within the network of family service centers at Bavarian colleges and universities for many years. In 2025, TUM will also join the association “Familie in der Hochschule e. V.” (Family in Higher Education) – a large network of over 150 universities in Germany, Austria, and Switzerland that is committed to sustainable family orientation in academia. These memberships open up valuable opportunities for TUM Family Services to network and exchange expertise. They contribute to the continuous development of the quality of counseling and to the strengthening of staff expertise.

6.4 Promotion of Part-Time Leadership



Status: implemented

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.

6.5 Family-Friendly Meeting Times for University Committees



Status: initiated

University members with family commitments need reliable planning and the capacity to fulfill their professional responsibilities during core childcare hours. To ensure that TUM provides a better balance between family commitments and committee responsibilities, the Executive Board has decided on family-friendly meeting times for university committees. Starting in 2026, meetings of the TUM Extended Executive Board, TUM Senate, and TUM Supervisory Board will begin either at 9:00 a.m. or 2:00 p.m.

6.6 Tenure-Clock Extension for Family Leave



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 (up to a maximum of four years) upon request. 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.

6.7 Faculty Family Care Mentorship Program



Status: planned

Balancing an academic career with family responsibilities is a major challenge for many professors. The pressure to be productive in research and teaching, to raise third-party funding, and to head projects and teams often conflicts with personal responsibilities such as parenting or caring for relatives. This tension highlights the need for guidance, exchange, and support. The Faculty Family

Care Mentorship Program, developed by TUM Family Service and Faculty@TUM, provides a space for collegial dialogue among experienced professors who have faced these challenges themselves and have consciously chosen to integrate family and career, and those who are newly confronted with these challenges or will be in the future. Mentees benefit from practical support during a challenging phase of their lives and receive inspiration for sustainable career planning. The aim is to strengthen a culture of work-life integration through the exchange of perspectives and best practices – with realistic, encouraging role models.

6.8 Support for Care of Relatives



Status: in progress

Caring for family members who are ill places a considerable emotional and organizational burden on caregivers. Caregiving is often a stressful and uncertain time in life, marked by an urgent need for reliable information. The responsibilities involved can have a negative impact on work performance and even lead to prolonged absences. To support those affected in such a challenging situation, trained care consultants are available at several TUM locations, including TUM Family Service itself. They act as the first point of contact for those seeking advice, offer guidance in navigating the often complex care system, and, if necessary, refer individuals to the appropriate local counseling centers. In addition, TUM Family Service regularly organizes information events on various aspects of family care and support – for example, caring for people with dementia or legal issues such as powers of attorney, dispositions, and provisions. In this way, TUM creates low-threshold access to information and advice that makes it easier to reconcile caregiving responsibilities with professional or academic commitments.

In view of the university's dynamic growth and the increasing need for support, the continuous development of appropriate structures is not only sensible but essential – especially in order to provide lasting relief for people with care responsibilities, whether in the care of elderly relatives or children. Women, who perform the majority of care work (“gender care gap”), continue to be particularly affected. With this commitment, TUM Family Service is making an important contribution to promoting equal opportunities and creating a working and studying environment that reconciles family responsibilities with individual development. In addition, a key concern is to raise awareness of these issues, highlight the challenges involved, and promote a respectful, empathetic, and supportive work culture.

7. Specific Gender Equality Measures

7.1	Continuation of STEM Experiences for Young Women	in progress
7.2	Women in STEM Round Table	in progress
7.3	TUM Female Founders: Support Programs for Female Founders	in progress
7.4	Application Portal for Recruiting Female Doctoral Candidates at TUM	initiated
7.5	Laura Bassi Scholarship Program	implemented

7.1 Continuation of STEM Experiences for Young Women



Status: in progress

At technical universities in particular, it is imperative to get young women interested in STEM subjects (science, technology, engineering, mathematics). 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.

The primary goal of the girls' advancement program TUM Entdeckerinnen (TUM Female Discoverers) is to introduce girls and young women to all facets of STEM as an attractive field of study with career potential. It comprises two separate programs coordinated by the TUM Center for Study and Teaching – Student Advising and Information Services: *MINT Erlebnis an der Uni* (STEM experience at the university) and *MINT-Impulse an der Schule* (STEMulous at school). The former takes place on campus at TUM during the Bavarian summer vacation and offers girls aged 11 and older the opportunity to participate in two- to four-day workshops in the STEM field. The workshops are conducted by staff from various TUM departments. The latter is a mobile program wherein TUM staff and students visit eight partner schools in Bavaria (outside Munich) and spend a day experimenting in small groups with girls in grades nine and ten, aged between 14 and 16. The project courses focus on exciting and current research topics in the STEM subjects. Afterwards, the girls have the opportunity to participate in further STEM-related activities throughout the year that are offered specifically for them.

Further, the *Schueler.in.TUM* (Schoolchildren at TUM Informatics) program gives talented secondary-school students from tenth 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.

7.2 Women in STEM Round Table



Status: in progress

Role models are an important factor in encouraging FINTA students (i.e., women, intersex, non-binary, trans, and agender individuals) to pursue careers in STEM fields, where they continue to be underrepresented. By introducing the Women in STEM Round Table, the Staff Unit Diversity & Inclusion pursues its commitment to authentically represent STEM careers and make them relatable in an effort to promote greater representation of FINTA in STEM fields, both in academia and industry. The Round Table was launched as part of the Google exploreCSR Award, which the Staff Unit Diversity & Inclusion received in 2022, 2023, and 2024. The event takes place at regular intervals as a series aimed at FINTA bachelor's and master's students, doctoral candidates, and postdocs at TUM, as well as secondary school students interested in STEM. The format consists of a panel discussion and Q&A session with TUM professors as role models from academia and/or role models from industry, followed by an opportunity to exchange ideas with panel members or other participants in a space where FINTA bachelor's and master's students, doctoral candidates, and postdocs at TUM can network with each other in a low-threshold setting and develop their own initiatives. At regular intervals, participants can also attend group coaching sessions with professional coaches on topics such as time management, prioritization, conflict management, mental health, and stress management. The focus of the most recent Women in STEM Round Tables included careers as a female professor in academia, STEM careers in companies such as Google, and specific industries such as consulting. In addition, one round table focused on the topic of allyship and how male allies in particular can contribute to gender equality in STEM fields to create more inclusive work and research environments. To date, seven events with a total of over 700 participants have taken place at various TUM locations in downtown Munich and Garching. The importance of the event series was highlighted in a Women in STEM Round Table Image Video produced by the Staff Unit Diversity & Inclusion and TUM female professors from STEM subjects.

7.3 TUM Female Founders: Support Programs for Female Founders



Status: in progress

TUM aims to increase the proportion of female founders to 36% by 2030, which corresponds to the proportion of women among students. To this end, TUM Female Founders offers targeted support for female founders at every stage of the start-up process through exclusive training opportunities, networking events, and mentoring. A website has been set up to increase visibility, and there are close collaborations in place with Women Startups by UnternehmerTUM, Venture Labs, the Staff Unit Diversity & Inclusion, and TUM International. Collaborative sessions have been organized at events such as Sustainability and Entrepreneurship Day. Events such as Female Founder Breakfasts, Lunches, and attendance at the Student Club Fair serve to inspire through role modeling and network expansion. The mentoring program with external experts has been greatly expanded. The TUM Female Founders Program expands the Federal Ministry for Economic Affairs and Energy's support program for the training of female founders (*EXIST Women*). It also provides female founders with financial support, workshops, and webinars on topics specific to women.

7.4 Application Portal for Recruiting Female Doctoral Candidates at TUM



Status: initiated

TUM faces the significant challenge of attracting more women to pursue doctoral degrees, especially in technical fields such as computer science. To better target female talent, the TUM School of Computation, Information and Technology has developed a modern and attractive application portal for potential doctoral candidates as part of a project funded by the Gender & Diversity Incentive Fund. The aim is to significantly increase the number of applications from female doctoral candidates and to make the entire process, from advertising to selection, gender-equitable. For example, administrative effort is to be reduced and a bias-free and efficient evaluation of application documents is to be enabled through the meaningful integration of generative artificial intelligence (GenAI) in compliance with data protection regulations.

7.5 Laura Bassi Scholarship Program



Status: implemented

The Bavarian State Ministry of Science and the Arts provides dedicated funding as part of Bavaria's gender equality promotion program to strengthen equal opportunities for women in research and teaching. With these funds – allocated by the ministry – and in line with the funding conditions, the Gender Equality Office supports female postdoctoral researchers and doctoral candidates in the final phase of their research studies with the Laura Bassi Scholarship Program. The up to one-year research scholarships serve to promote and develop the careers of talented young female scientists. The program also finances individual coaching measures for career and life planning. The short-term goal is to promote training and further development within TUM, while the long-term goal is to increase the proportion of women among professors.

8. Intersectional & Inclusive Measures

8.1	Agnes Mackensen Program: Support for FINTA and Care Leavers with Non-Academic Backgrounds	in progress
8.2	Diversity & Inclusion Guidelines	initiated
8.3	Support for International Visiting Scholars	implemented
8.4	Equal Opportunity and Diversity in International Exchange Programs	initiated
8.5	Counseling Services for Employees and Students with Disabilities, Impairments, and Chronic Illnesses	implemented
8.6	Campaign to Raise Awareness for People with Disabilities, Impairments, and Chronic Illnesses	planned
8.7	Inclusion Program for Students Preparing to Enter the Job Market	initiated

8.1 Agnes-Mackensen-Program: Support for FINTA and Care Leavers with Non-Academic Backgrounds



Status: in progress

The German education system is characterized by a high degree of social selectivity. Children from non-academic backgrounds, i.e., without parents who have an academic degree, have lower participation and higher dropout rates at all levels. At the same time, FINTA, i.e., women, intersex, non-binary, trans, and agender individuals, are still in the minority, especially in STEM subjects, and are increasingly underrepresented in the higher ranks of academia. This also affects their share in leadership positions and in the founding of companies. With its Agnes Mackensen Program, TUM addresses these intersectional inequalities by providing FINTA and care leavers (people who have spent part of their lives in a foster family or youth welfare institution) with a non-academic background with targeted support in their personal development, leadership skills, and self-efficacy through mentoring, specific workshops, and networking meetings. The program is supplemented by a corporate partnership with Avanade Deutschland GmbH, which offers ten selected program participants the opportunity to receive a scholarship each year. A total of 88 mentoring tandems have already been supported in the Agnes Mackensen Program, 22 workshops have been organized, and eight Get-Togethers have been held to facilitate networking among participants. The innovative focus of the Agnes Mackensen Program earned it the Germany-wide Impact of Diversity Award 2024.

8.2 Diversity & Inclusion Guidelines



Status: initiated

With the aim of supporting TUM members in establishing a more inclusive university culture, the Staff Unit Diversity & Inclusion has published [Diversity & Inclusion Guidelines](#) on its website. These guidelines provide practical recommendations in the areas of diversity-sensitive imagery and event management, as well as the TUM (German) language guide. The website also links to a diversity calendar. The checklist for diversity-sensitive imagery includes suggestions for selecting and designing images, as well as the reflective use of AI-supported tools such as image generation through prompting. The aim is to make diversity visible, avoid stereotypical representations, and promote inclusive representation – including in digital contexts. The checklist for diversity-sensitive event management supports TUM members in planning events that reflect TUM's commitment to equality, diversity, and inclusion.

8.3 Support for International Visiting Scholars



Status: implemented

To promote equal opportunity and international mobility, TUM offers an [Accommodation Service](#) for international visiting scholars at the postdoc level and above. This service provides targeted support in finding suitable accommodation in Munich and the surrounding area – a crucial factor for a successful research stay. Early and needs-based accommodation placement is particularly important for visiting scientists who arrive with their families. The Accommodation Service therefore works closely with TUM Family Services and offers further advice to provide the best possible support with regard to individual housing needs, childcare, and family-friendly infrastructure.

8.4 Equal Opportunity and Diversity in International Exchange Programs



Status: initiated

The TUM Global & Alumni Office enables students and staff to acquire intercultural skills and personal learning experiences. The [Promoting Equity](#) initiative has developed a comprehensive concept that takes into account and supports all target groups within the TUM family in all their diversity. The various programs range from semester and short-term mobility to virtual formats, academic course participation, and practical experiences for individuals and groups. The program managers at the TUM Global & Alumni Office provide advice on the most suitable formats for each individual.

8.5 Counseling Services for Employees and Students with Disabilities, Impairments, and Chronic Illnesses



Status: implemented

TUM currently offers special support services for its members with disabilities, impairments, and chronic illnesses. These include central advising and support services for students, as well as special arrangements for taking exams (reasonable accommodation) at the Schools. Employees are also supported by representatives for people with disabilities at the individual TUM locations.

8.6 Campaign to Raise Awareness for People with Disabilities, Impairments, and Chronic Illnesses



Status: planned

The campaign raises awareness of the realities of life, needs, and rights of people with disabilities, impairments, and chronic illnesses in the university context. The aim is to highlight barriers – whether physical, communicative, or structural – and to raise awareness of ableism in everyday life. The campaign is aimed at students, staff, and faculty and promotes interaction that is respectful and sensitive to discriminatory behavior.

8.7 Inclusion Program for Students Preparing to Enter the Job Market



Status: initiated

Students with (severe) disabilities and/or impairments and/or chronic illnesses often face particular challenges when starting their careers. Structural barriers and a lack of networks make it difficult for them to access the job market. The inclusion program PerspektivePlus run by the Staff Unit Diversity & Inclusion helps to break down these barriers and prepare these students for their career start to the fullest extent. Through cooperation with Allianz in Deutschland, participants gain valuable insights into the world of work, make important contacts, and further develop their professional skills. The program aims to facilitate the transition into working life for students with (severe) disabilities and/or impairments and/or chronic illnesses by preparing them specifically for application processes and connecting them with Allianz employees. Through mentoring, workshops, and job shadowing, they develop their professional skills, gain practical insights into everyday working life, and learn strategies for successful career development. This improves their chances in the job market and creates long-term prospects.

9. Measures Against Discrimination and (Gender-Based) Violence

9.1	Contact Person for Questions in Regard to Sexual Harassment and Sexualized Violence	implemented
9.2	Campaign to Promote Awareness and Visibility of Sexual Harassment and Sexual Violence	planned
9.3	Cooperation with the Women's Emergency Hotline Munich (Frauennotruf München)	implemented
9.4	TUM Compliance Office	implemented
9.5	Prevention of Anti-Semitism and Critical Assessment of TUM in the National Socialist Era	in progress
9.6	WeHearYou Feedback System	planned

9.1 Contact Person for Questions in Regard to Sexual Harassment and Sexualized Violence



Status: implemented

TUM is committed to protecting all members of the university from sexual harassment and sexualized violence. To this end, TUM has established principles for protection against sexual harassment and sexualized violence and appointed independent contact persons for questions in regard to sexual harassment and sexualized violence. All members of the university are expected to show active awareness of the duty to protect against sexual harassment and sexualized violence so that those affected by or observing it can act appropriately.

9.2 Campaign to Promote Awareness and Visibility of Sexual Harassment and Sexual Violence



Status: planned

To raise awareness of sexual harassment and sexual violence in the university context, an information campaign is being planned, developed and implemented by the contact persons for questions of sexual harassment and sexual violence at TUM in collaboration with the TUM Compliance Office and the Staff Unit Diversity & Inclusion.

9.3 Cooperation with the Women's Emergency Hotline Munich (Frauennotruf München)



Status: implemented

TUM has a long-standing partnership with the Women's Emergency Hotline Munich (Frauennotruf München) and offers regular consultations for TUM members. Training sessions to raise awareness on the issue of sexualized violence have already been hosted. The sessions are open to people of all genders and are confidential.

9.4 TUM Compliance Office



Status: implemented

As a strategic measure of TUM Good Governance, the independently acting TUM Compliance Office (TUM CO) was set up within the TUM Executive Board 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 Conduct, which offer a transparent basis for action for fundraising and foundation measures, research and industry collaborations, and employment. The Ombudspersons for Academic Misconduct are responsible for the statute for safeguarding good academic practice and for the handling of academic misconduct (TUM-SGwP), while the Ombudspersons for a Culture of Respect monitor compliance with the TUM Respect Guide to uphold our commitment to a respectful university culture. If a violation of applicable standards and regulations is suspected, all members and partners of the university can contact the TUM CO. The TUM CO will investigate the matter neutrally and confidentially. In addition, the TUM CO serves as a complaints office in accordance with § 13 AGG (General Equal Treatment Act).

9.5 Prevention of Anti-Semitism and Critical Assessment of TUM in the National Socialist Era



Status: in progress

TUM is expressly committed to the values of democracy and human rights and, by appointing an Anti-Semitism Commissioner, underscores its responsibility to actively combat all forms of discrimination and promote a climate of respect and tolerance. The Anti-Semitism Commissioner is organizationally assigned to the TUM Compliance Office and provides advice and support in the prevention of and education about Anti-Semitism. In addition, TUM continues to investigate its role during National Socialism (NS): Building and room names associated with NS figures are being removed, and the university is rescinding honorary titles awarded during the NS era. "Places of reflection" are being set up at central locations such as the main campus and the Garching campus to provide information about the historical background. In addition, a research project has been commissioned to further

investigate the involvement of former TUM members in National Socialism. A new memorial for university members persecuted during National Socialism has been opened on the first floor of the building at the corner of Arcisstraße and Gabelsbergerstraße.

9.6 WeHearYou Feedback System



Status: planned

To further promote a non-discriminatory, inclusive culture at TUM and to identify potential risks and violations as quickly and easily as possible, the introduction of a new feedback system is planned as part of TUM Agenda 2030+. This will enable members of TUM from a wide range of groups and career levels to use digital technologies to easily provide anonymous feedback on equity, diversity, and inclusion at any time, ensuring that these values remain firmly anchored within the university.

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 Executive Board fosters gender equality and wholeheartedly supports the Diversity & Gender Equality Plan.

The progress of implementation of the measures in the Diversity & Gender Equality Plan is reviewed on a regular basis and, if necessary, supplemented by further innovative formats and measures in the spirit of a “living document” to promote equality in a diverse university community to the greatest possible extent.

Munich, 8th of October 2025



Thomas F. Hofmann

President of the Technical University of Munich

