



TECHNISCHE  
UNIVERSITÄT  
DARMSTADT

# Department of Human Sciences

**Gender Equality Action Plan of the Department of Human Sciences 2023-2025**

**Adopted by the Departmental Council on 02 November 2023**

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## Table of contents

1) Preamble	1
2) Status quo	1
Statistical profile (and development)	1
Strengths	3
Weaknesses	3
Risks	3
Opportunities	4
3) Central objectives and measures 2023-2025	4
(1) Topic   Reducing the underrepresentation of women in the status groups concerned	4
(2) Topic   Working atmosphere characterised by tolerance, diversity and equal opportunities at FB	5
(3) Topic   Promoting women and their further qualification	8
(4) Topic   Internal and external communication	10
4) Overall view of the gender equality policies	12

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## 1) Preamble

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The present Gender Equality Action Plan (in this document also referred to as “the Plan”) is based on the HGIG (*Hessisches Gleichberechtigungsgesetz* – Hessian Equal Rights Act), dated 21 December 1993, that entered into force in its revised version on 01 January 2016. The Gender Equality Action Plan aims to advance gender equality and fair equality of opportunity in general at the Department of Human Sciences (FB 3, also referred to as “the Department”) by implementing specific measures. This has also become necessary to meet the more demanding requirements of the *Deutsche Forschungsgemeinschaft* (DFG, German Research Foundation). In addition, TU Darmstadt (also referred to as “the University”) is committed to observe and implement research-oriented gender equality standards across the University as well as on departmental level.

With this Plan, a gender-sensitive and diversity-sensitive working environment is to be established for all persons employed at FB 3. Compatibility of family life and work and/or studies for all status groups is another major concern. The Department is well aware of its special responsibility for the topics of gender equality due to its focus on humanity (that is people) in research and teaching.

The Department sets great store by equal opportunities for all, regardless of gender, origin, position, age, family obligations, religion and disabilities or illnesses. Sexism and discrimination are not tolerated at the Department. Observing University-wide guidelines and interacting in a respectful manner with each other are called for (refer to: [https://www.tu-darmstadt.de/gleichstellungsbeauftragte/strategie\\_und\\_grundsaeetze/respekt\\_auf\\_dem\\_campus/index.de.jsp](https://www.tu-darmstadt.de/gleichstellungsbeauftragte/strategie_und_grundsaeetze/respekt_auf_dem_campus/index.de.jsp)). The Department rejects all forms of violence and abuse of power.

The present Plan is a voluntary commitment of the Department of Human Sciences. It is intended to complement the central equality policies of TU Darmstadt accordingly and therefore focuses on field-specific needs and measures. The term of the Gender Equality Action Plan is two years from the date of adoption by the Departmental Council. After that, the Plan will be checked and possibly revised to take into account current developments.

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## 2) Status quo

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### Statistical profile (and development)<sup>1</sup>

Table 1 shows a comparison of the proportion of women<sup>2</sup> at FB 3 versus the entire TU Darmstadt for select status groups and qualifications (degrees).

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<sup>1</sup> The underlying data is derived from the statistical survey using the data warehouse of TU Darmstadt (last updated on 01 February 2023). To keep track of and maintain the anonymity of individual persons, for example, some status groups were grouped together or not further differentiated with regard to their employment status (permanent position versus part-time, etc.). Permanent positions are therefore assigned to the status group of research associates (WiMi).

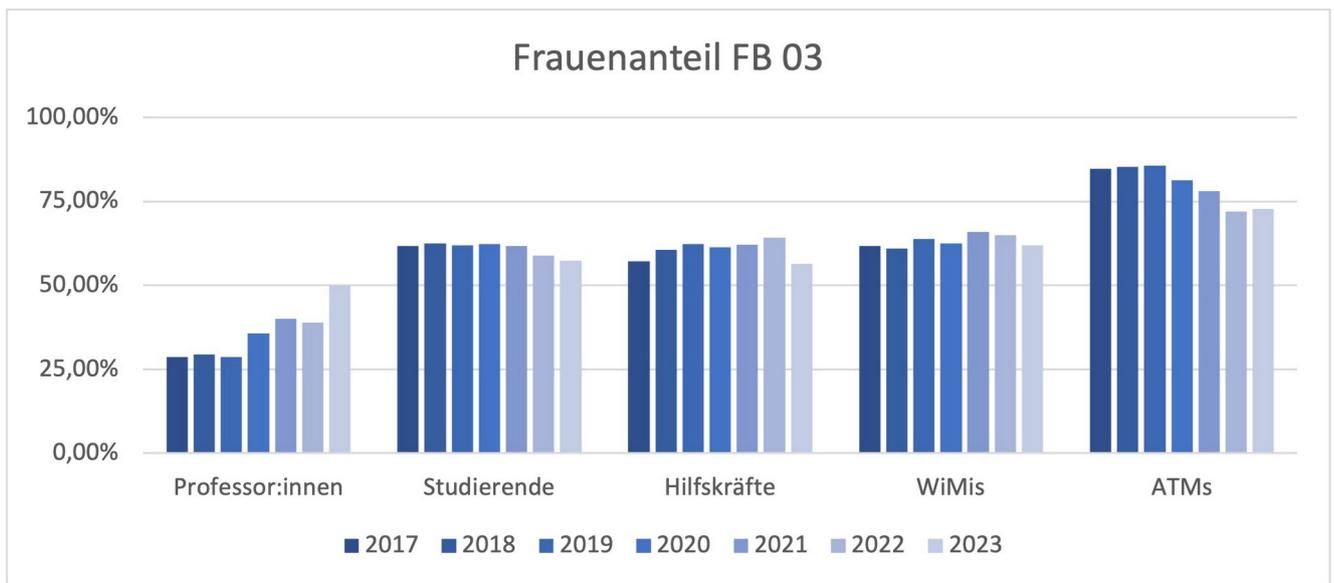
Individuals with the gender indication “divers” or “not available” are included under “total”. The statistical data of the students are (unless specified differently) head numbers taken from the internal student statistics published in January of the respective winter semester (WS). The data of the winter semester 2022/23 are assigned to the calendar year 2023.

<sup>2</sup> In the Gender Equality Action Plan, “women” refers to all persons who think of themselves as women. In the statistical survey, the individual gender data is counted as recorded in the internal administrative system of TU Darmstadt.

Table 1: Comparison between FB 3 and the entire University for 2023

Status group / degree <sup>3</sup>	Proportion of women at TU Darmstadt	Proportion of women at FB 3	Total FB 3
Students including doctoral candidates	32.00 %	57.30 %	1527
Student/research assistants in total	31.60 %	56.40 %	165
Research associates (WiMi)	27.50 %	62.00 %	79
Professors	23.20 %	50.00 %	20
Administrative and technical staff (ATM)	60.40 %	72.70 %	33
Degrees (w/o doctorates)	32.80 %	70.00 %	227
Doctorates	23.40 %	80.00 %	5

Figure 1 shows the development of status group distribution compared to previous years.



(Proportion of women at FB 3, professors, students, student/research assistants, WiMis, ATMs; 0.00 %, 25.00 %, 50.00 %, 75.00 %, 100.00 %)

Figure 1: Development of the proportion of women at FB 3 from 2017 to 2023

**Comments:**

The proportion of women in the status groups of professors and students differs greatly between the three institutes of the FB 3. In 2023, the proportion of female students enrolled in education was 78.54 %, 62.97 % in psychology and 24.68 % in sports science. The Joint Bachelor of Arts (J.B.A.) degree programme with the subject of sports science is not organised by the Department, but is assigned to the Department of Social and Historical Sciences (FB 2) and is therefore not included in Figure 1. The internal survey clearly shows that of the students enrolled in the J.B.A. degree programme studying sports science only 22.22 % are women (total: 90 students). The proportion of women was similarly low in the years 2017 to 2022. The B.Sc. Sportwissenschaft (sports science)

<sup>3</sup> Reporting year 2023

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degree programme was introduced in winter semester 2021/22. The proportion of women in this degree programme is 19.80 % (WS 2022/23).

### **Strengths**

As can be seen from the statistical profile, the Department of Human Sciences is already characterised by a high representation of women in almost all status groups. Compared to the University as a whole, the Department's proportion of women across all status groups is higher than the average of TU Darmstadt.

The proportion of female professors is already high compared to the University as a whole and a continuous increase to 50.00 % in 2023 has been recorded. Only at the *Institut für Sportwissenschaft* (Institute of Sports Science), the proportion of women should definitely be increased (currently no female professors).

The number of female students is constantly high, as is also evident with foreign students. Women represent 57.30 % of the students enrolled in the year 2023. In the winter semester 2022/23, 18 doctoral students were enrolled, of which 77.80 % have been women. The number of completed doctorates (for the reporting year 2022) was 5 (80 % of which have been women). In 2023, the status group of research associates (WiMis) also recorded a high proportion of women at 62.00 %.

In the last six years, the gender distribution among the status groups of students and research associates (WiMis) has shown small fluctuations. The proportion of women among administrative and technical staff (ATMs) has fallen slightly, but it is still at a very high level (72.70 %). The number of female student/research assistants has fallen slightly (56.04 %).

Another strength of FB 3 is the field-specific orientation of research and teaching on the topic of diversity. Such research projects are carried out at the Institute of General and Vocational Education, in particular, and student awareness for this topic is raised in courses. Suitable courses or events such as series of lecture in education are also made available to other departments.

### **Weaknesses**

At FB 3, the distribution across gender is particularly unequal in case of ATMs. There is a clear underrepresentation of men here. In 2023, the proportion of women was 72.70 % (in 2020, it was 81.25 %). We should explicitly target male applicants here.

The situation of the gender distribution in sports science-related degree programmes is very different from that of other institutes, with a proportion of women of only 24.68 %. The representation of women in sports science-related degree programmes indicates a declining trend since 2018 (from 30.59 % in 2018).

So far, it has proven cumbersome to pass on information on workshops, lectures or positions by the departmental gender equality officers. Students in particular are difficult to reach.

### **Risks**

As in other educational, cultural and research institutions, everyday life at the Department of Human Sciences is also shaped by strong dependency relationships. These dependencies exist between various persons and groups, such as between

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students and lecturers, doctoral candidates and supervisors, as well as employees and superiors. Dependency relationships call for a higher degree of responsibility and awareness. They can also lead to abuse of power. This risk is increased because students and others are not aware of the offers of support available at TU Darmstadt and it is amplified by lack of communication with others.

Although the statistical distribution at FB 3 paints a very positive picture and much has already been improved “on paper”, it is particularly important to also consider the actual or “practised” culture and to evaluate where there is a need for improvement. We should adequately discuss these needs with all members of the Department.

Having courses at FB 3 taught by external part-time lecturers represents a particular challenge. It is the responsibility of the Department to ensure that all lecturers treat students and their affairs responsibly.

### **Opportunities**

The Department already has a high proportion of women in many status groups and a positive trend can also be seen in the status group of professors. In addition, many of the lecturers and students at the Department of Human Sciences have become increasingly aware of the relevant issues because of their thematic reference to gender and diversity topics in research and teaching. We should promote this focus in research and teaching further and make the resulting knowledge available within and outside the Department.

At FB 3, 80 % of the doctorates in 2022 were completed by women (total: 5 doctorates in 2022). The proportion of female doctoral candidates of 77.8 % (total: 18 enrolled doctoral candidates, winter semester 2022/23) is also encouraging. We should continue to recruit suitable female students specifically as doctoral candidates and/or for the subsequent postdoc phase. For the qualification phases, we should communicate funding and support measures explicitly to prevent female students from discontinuing their academic development prematurely.

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## **3) Central objectives and measures 2023-2025**

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The Gender Equality Action Plan for the period from 2023 to 2025 aims to achieve 11 objectives taken from four higher-level thematic areas that are supported by various gender equality policies (refer to Overall view in Chapter 4). As in the previous Gender Equality Action Plan, it must be clearly stated that it takes the commitment of everybody involved at all political, institutional and interactional levels to establish the best conditions for gender equality. The measures listed here are therefore to be understood as established “enabling structures” to encourage and motivate all sexes to pursue an academic career.

### **(1) Topic | Reducing the underrepresentation of women in the status groups concerned**

#### **(1) Objective: *Reducing the underrepresentation of women regarding professorships at the Institute of Sports Science***

**Status quo:** At FB 3, the ratio of female professors currently stands at 50 %; however, there are significant differences between the three institutes (last updated in February 2023). In the long term, our aim is to increase the number of female professors in all

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institutes to 50 %. To this end, we will have to take appropriate measures, particularly in the professorial appointment procedures.

**Action:** *Attracting female professors through active recruitment*

During appointment procedures, attracting female professors is specifically pursued and discussed. This particularly involves actively addressing suitable female candidates by the management and the chairperson of the professorial appointment committee (BK) and recording such actions in writing. The chairpersons of the professorial appointment committees will ensure that the recommendations of the Gender Equality Office<sup>4</sup> stated in the “*Aktive Rekrutierung* – active recruitment” leaflet will be considered to attract suitable female candidates. All of the above must be considered in particular for the upcoming new professorships at the Institute of Sports Science. In addition to “active recruitment”, there is also the option of a free “Quick Check” by an external agency to find suitable female candidates.

Other measures that can have a long-term impact on securing the representation of women in professorships include, for example, promoting the visibility of women in academia, science and research and supporting them throughout the various phases of qualification. These measures are specified in the third set of topics.

**(2) Objective: Reducing underrepresentation of women with respect to female students in sports-related degree programmes**

**Status quo:** At FB 3, the proportion of female students is currently in the degree programmes: B.Sc. Sportwissenschaft (sports science) at 19.83 %, J.B.A. incl. the subject of sports science at 22.22 %, Lehramt an Gymnasien (teacher education for secondary schools) at 29.35 %, M.Ed. Sportwissenschaft at 36.84 %, and M.A. Sportmanagement at 24.70 % (last updated in winter semester 2022/23). In recent years (2018-2022), this proportion was also at a similarly low level. In the long term, our aim is to increase the number of female students to 50 %. To this end, we will have to develop and implement appropriate measures.

**Action:** *Attracting female students to sports-related degree programmes*

Information events tailored specifically for this target group will have to be held to recruit female school students. For example, former female sports students of the University could report on their career and answer questions about their studies and career prospects.

In the longer term, the changed professorial situation at the Institute of Sports Science is also expected to have a positive effect on attracting female students to sports-related degree programmes. We would like female representation in the status group of professors to have a direct influence on the applicants' profile.

**(2) Topic | Working atmosphere characterised by tolerance, diversity and equal opportunities at FB 3**

**(1) Objective: Improving the compatibility of family and career/studies**

**Status quo:**

Especially people doing care-work have been burdened above average by the effects of the COVID-19 pandemic since 2020, which has led to uncertainties. Therefore, it is all the more important to inform about suitable and useful support services. Apart from the

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<sup>4</sup> [https://www.tu-darmstadt.de/gleichstellungsbeauftragte/wissenschaft/aktive\\_rekrutierung/index.en.jsp](https://www.tu-darmstadt.de/gleichstellungsbeauftragte/wissenschaft/aktive_rekrutierung/index.en.jsp)

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particular difficulties caused by the pandemic, balancing work and domestic responsibilities is a major challenge. Students may even experience a three-fold burden (study, work, care work). As already stated in the Gender Equality Action Plan 2021-2023, a family-friendly FB 3 is an important aspect for a successful gender equality policy. To better balance work and domestic responsibilities, fixed administrative hours have been introduced at the Department. Meetings (particularly of the Departmental Council, governing bodies, professorial appointment committees) will have to take place within childcare hours (9 a.m. to 3 p.m.). The Department is aware that compatibility requirements also include taking care of dependent relatives. The Department welcomes the University-wide trend toward more flexible working hours and working mobile. This form of support is particularly important to employees with domestic or nursing responsibilities.

**Action I:** *Making information on the compatibility of family and career/studies easily accessible*

Particularly practical information on applying for parental leave and employment contract renewals must be easy to find. All information or sources of information will have to be linked on the homepage of the Department and in onboarding documents at the Department.

**Action II:** *Raising awareness*

The current trend towards men increasingly doing care work and taking parental leave to care for their children, for example, is encouraging. At FB 3, a positive attitude towards parental leave and encouraging those concerned to apply for it regardless of their gender will have to be communicated and implemented. To reduce existing prejudices (such as care work is done by women), it is important that we actively use a neutral, unbiased language.

**Action III:** *Organising employment relationships*

The Department tries to reduce structural difficulties in the drafting of contracts that result from short fixed-term employment, especially in third-party funded projects, when organising employment relationships. The Department is intent on informing employees with domestic responsibilities (such as maternity leave, parental leave, childcare) about options available to them in accordance with the current statutory regulations of the *Wissenschaftszeitvertragsgesetz* (WissZeitVG – Academic Fixed-Term Contract Act). This also applies to supporting them when applying for an extension of their previous employment by up to two years per child.

**Action IV:** *Flexible offers for team events*

The members of FB 3 ensure that events, such as group retreats, can be attended by persons with nursing care responsibilities.

**(2) Objective: Awareness for gender and diversity aspects**

**Status quo:**

In the previous Gender Equality Action Plan, various suggestions have been included to encourage gender sensitivity. We need to continue this practice and be open for future suggestions.

**Action I:** *Advocating gender-equitable and racism-critical language and promoting their implementation and use*

The Department advocates the use of gender-equitable and racism-critical language and promotes their implementation and/or use (in speech, writing and image). The use of such language will have to be addressed in courses as well (especially during

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introductory events). A guideline on gender-equitable language has been drawn up by the central Gender Equality Office and can be accessed following this link: [https://www.tu-darmstadt.de/media/frauenbeauftragte/responsiv\\_2/pdf\\_14/strategie\\_und\\_grundsaeetze/geschlechtergerechte\\_sprache/gender-inclusive\\_language.pdf](https://www.tu-darmstadt.de/media/frauenbeauftragte/responsiv_2/pdf_14/strategie_und_grundsaeetze/geschlechtergerechte_sprache/gender-inclusive_language.pdf)  
A glossary has been developed on the racism-critical language and can be accessed following this link: [https://www.tu-darmstadt.de/universitaet/diversity/glossar\\_diversity.de.jsp](https://www.tu-darmstadt.de/universitaet/diversity/glossar_diversity.de.jsp)

**Action II: Pronoun preferences**

A person's gender identity cannot reliably be derived either by appearance or by name. The Department recommends that all its member include the pronouns by which they want to be addressed in their email signature and in Zoom conferences. The following recommendation can be used for this purpose: [https://www.tu-darmstadt.de/gleichstellungsbeauftragte/strategie\\_und\\_grundsaeetze/geschlechtergerechte\\_sprache/index.en.jsp](https://www.tu-darmstadt.de/gleichstellungsbeauftragte/strategie_und_grundsaeetze/geschlechtergerechte_sprache/index.en.jsp)

**Action III: Departmental prize for theses on gender and diversity**

The departmental prize for theses will continue to be awarded to students engaged in gender and diversity research. This is intended to encourage the ongoing scientific debate on the topic and its visibility further. The departmental prize will be awarded to all genders and is open to all disciplines at the Department.

**Action IV: Addressing gender and diversity aspects in courses**

The Department encourages and supports lecturers of all disciplines to include gender and diversity perspectives in their courses. We encourage lecturers to look into the relevant programmes offered by Center for Educational Development and Technology<sup>5</sup>.

**Action V: Public events of FB 3 on aspects of gender and diversity**

As in the past, public events on gender issues and gender-equitable teaching will have to be continued and/or initiated by the Department, such as the action week "Vielfalt bildet! – Diversity educates!" (intersectional series of events on the balance of (social/structural) differences and the balance of power).

**Action VI: Gender equality events**

To raise awareness for the topic of gender and diversity, the departmental gender equality officers organise events on gender equality. The formats offered vary as necessary, such as a day of equality, workshops or other information events. These events are of interest to all status groups and are considered an in-house training offer. Employees are granted educational leave in consultation with their superiors to attend these events.

**Action VII: Diversity competence in recruitment procedures**

In recruitment processes, the candidates' diversity competence and, if necessary, leadership competence will have to be considered. To this end, the collection of questions<sup>6</sup> of Directorate VII of TU Darmstadt is recommended.

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<sup>5</sup> [https://www.hda.tu-darmstadt.de/impulse\\_hda/diversitaet\\_hda/fuer\\_lehrende\\_diversitaet/index.en.jsp](https://www.hda.tu-darmstadt.de/impulse_hda/diversitaet_hda/fuer_lehrende_diversitaet/index.en.jsp)

<sup>6</sup>

[https://download.hrz.tu-darmstadt.de/protected/DezVII/POE/Handreichung\\_Interviewfragen\\_fuer\\_Personalauswahlgespraeche\\_in\\_Berufungsverfahren\\_29062023.pdf](https://download.hrz.tu-darmstadt.de/protected/DezVII/POE/Handreichung_Interviewfragen_fuer_Personalauswahlgespraeche_in_Berufungsverfahren_29062023.pdf)

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### **(3) Objective: *Minimising bias***

#### **Status quo:**

The Department is aware that even people with a raised gender awareness have implicit prejudices. These implicit prejudices can be reproduced unconsciously in everyday life and influence the assessment of students or applicants etc. in teaching evaluations or by professorial appointment committees. We should specifically address and inform lecturers who have only recently joined the University and FB 3, and external part-time lecturers with isolated teaching assignments at the University about gender and diversity aspects.

#### **Action I: *Observing the distribution of responsibilities among employees***

The members of the Department ensure that responsibilities are not distributed based on gender-specific discrimination.

#### **Action II: *Bias workshops and training for professors (and interested employees)***

We recommend workshops and/or training sessions on unconscious bias and heterogeneity to all lectures. The Department strongly recommends participating in a training session or workshop on unconscious bias and heterogeneity within the first two years of starting your professorship. The Department commits itself to organise such a workshop or training session at least every two years. The departmental gender equality officers are responsible for organising them. Funding will be provided from the departmental budget and will be reviewed and approved by the Departmental Council.

#### **Action III: *Disclaimer on specific documents***

There is scientific evidence<sup>7</sup> that evaluations can be influenced by bias (such as when evaluating a lecturer). A gender-sensitive language and/or an appropriate disclaimer (note) can counteract this. The Department is currently checking where such a disclaimer (note) can be added to evaluation sheets and be made available for professorial appointment committees.

#### **Action IV: *Checking/verifying onboarding documents***

Existing onboarding documents of the institutes will have to be checked on their use of gender-equitable language and corrected accordingly. Information on the Gender Equality Action Plan and the measures in official documents will have to be made available for new employees (such as email signature, see 2) Objective, Action II). When creating new onboarding documents, these aspects will have to be considered accordingly.

#### **Action V: *Raising awareness for biases in day-to-day work***

Biases can also occur unconsciously in day-to-day work (research, teaching, studies, administration). The departmental gender equality officers are asked to develop and distribute information materials (such as flyers) to heighten awareness among all members of FB 3.

### **(4) Objective: *Providing information in case of dependency issues***

#### **Status quo:**

TU Darmstadt offers its members various points of contact (offering support, consultation and counselling services) in case of problems/conflicts with lecturers, superiors and others. All members of FB 3 will have to be informed about available points of contact to

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<sup>7</sup> <https://doi.org/10.1371/journal.pone.0216241>

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lower the threshold for making use of these services (particularly in dependency relationships) as much as possible.

**Action I:** *Collecting and making information and responsibilities available in a clear manner*

All points of contact and their respective areas of expertise are being gathered and clearly listed, linked and regularly updated on the homepage. First semester students are being informed by the active departmental student bodies during orientation events. New employees of FB 3 are being informed by the Departmental Office and the respective institute management. Points of contact are for instance the Complaint Management (for students) and the BUBB Counselling services for employees of TU Darmstadt (formerly Social Counselling and Conflict Management Service).

**Action II:** *Recommendation on how to use supervision agreements for doctoral candidates*

FB 3 approved a supervision agreement for doctoral candidates and their supervisors to ensure their constructive and productive cooperation. The Departmental Council strongly supports and recommends using the supervision agreement. New professors will be informed about this by the Departmental Office when taking up their position. Each of the three institutes of FB 3 will appoint a contact person who can advise doctoral candidates regarding the supervision agreement.

### **(3) Topic | Promoting women and their further qualification**

#### **(1) Objective: Promoting the academic career of women**

**Status quo:**

Promoting academic careers of women does not start at university during their studies, on the contrary, it starts with attracting interested and suitable female school students in their senior year or just graduated before entering higher education. FB 3 is already actively involved in the central activities of TU Darmstadt (such as hobit, TUDay, Girl's Day). Due to the low proportion of women, there is a need for increasing the number of female first-semester students in sports-related degree programmes. It is striking that the proportion of women among students is often high, but tends to decline as the level of qualification increases<sup>8</sup>. At FB 3, this becomes particularly evident when comparing the status groups of research associates and professors. It is not possible at this point to name the causes and reasons for leaving the academic career path. TU Darmstadt offers a wide range of support and further training services for all status groups. All status groups at FB 3 should be aware of this. A department-wide colloquium for doctoral candidates has been successfully initiated and will have to be consolidated in the coming semesters. With the help of women's advancement funds, further qualification for women is already financially supported in the Department. In addition, the research prize financed by women's advancement funds is intended to motivate female academic researchers to pursue a doctorate or postdoctoral qualification at the Department.

**Action I:** *Increasing the visibility of women*

The Department ensures that the homepage and information flyers show a balanced representation of male and female persons. For introductory programmes for school students, care is taken to have both male and female contact persons available. Furthermore, university students will also have to be involved. At events of the

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<sup>8</sup> For more information, please refer to: <https://www.gesis.org/cews/daten-und-informationen/statistiken/thematische-suche/detailanzeige/article/frauen-und-maenneranteile-im-akademischen-qualifikationsverlauf>

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Department that will rely on external speakers as well (such as lecture series), attention will have to be paid to a balanced gender ratio among the speakers.

**Action II:** *Attractive advertising for male-dominated degree programmes*

To increase interest in male-dominated degree programmes (such as sports science) among women, existing advertising events (such as Girl's Day, TUDay, hobit) and advertising material are being reviewed and revised or newly developed as necessary.

**Action III:** *Raising interest in an academic career among female students and pointing out funding and support options*

Possible career paths in higher education will have to be communicated transparently in introductory and information events. Funding options (such as mentoring programmes, scholarships) will also have to be discussed during these events. In addition, alumni events will have to be promoted.

**Action IV:** *Specifically addressing suitable female students for student/research assistant and doctoral candidate positions*

Working as a student or research assistant can be a first step toward an academic research career. Therefore, we should make suitable female students aware of open positions specifically. In addition, suitable female (master's) students will have to be approached and recruited as doctoral candidates at the Department specifically. Especially professors, but also other lecturers are expected to do just that.

**Action V:** *Informing about and initiating specific support services for women in higher qualification phases*

Existing services (such as Ingenium, Mentoring Hessen) will have to be emphasised on the webpage of the Department. In addition, specific workshops for women in higher qualification phases (doctoral and postdoctoral) can be initiated by the departmental gender equality officers.

#### **(4) Topic | Internal and external communication**

**(1) Objective: Improving external communication and accessibility of the departmental gender equality officers**

**Status quo:**

The offers of the departmental gender equality officers and of other points of contact as well as the support services of the University do not seem to be sufficiently known by students in particular. This situation was further exacerbated by the widespread closure of University buildings and reduced personal exchanges during the COVID-19 pandemic.

**Action I:** *Maintaining the departmental Internet presence and broadening the distribution of information*

The webpages of the gender equality officers at the Department continue to be maintained and to be revised as necessary to make all important information easily accessible. How information about current promotions and offers can be broadcast most efficiently to all status groups is currently being examined.

**Action II:** *Spreading information on the Gender Equality Action Plan*

During central introductory events (such as during orientation events for students), the active departmental student bodies inform new students of the Gender Equality Action Plan, the activities of the departmental gender equality officers and the guidelines of TU Darmstadt against (sexualised) discrimination and assault. They inform about everyday sexism and draw attention to consultation and counselling services of TU Darmstadt.

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New employees will be informed by the Departmental Office accordingly and will receive information via the onboarding documents of the respective institute (as available).

**(2) Objective: *Interconnecting the Departmental Office and the departmental gender equality officers***

**Status quo:** There is a regular exchange of ideas and information between the Departmental Office and the departmental gender equality officers. This exchange will have to continue while implementing the Gender Equality Action Plan.

**Action: *Ongoing exchange***

The Departmental Office continues to meet regularly with the departmental gender equality officers of FB 3 (at least once per semester).

**(3) Objective: *Promoting networking and exchange between women***

**Status quo:** During the acute phase of the pandemic and with an increasing number of people working mobile, networking and exchange among the employees of the Department has been difficult. Under these conditions establishing and maintaining social networks is challenging. However, such networks with familiar people can provide important support and serve as first points of contact, in addition to enriching day-to-day work and collaboration. This is why the exchange among women in the Department will have to be promoted further.

**Action: *Round-table discussions***

At least once per semester, the departmental gender equality officers will host “round-table discussions” providing an informal and confidential opportunity for networking and sharing experiences. This offer is aimed at female professors, female administrative and technical staff (ATM), female research associates (WiMi, including lecturers for special assignments) and female doctoral candidates of the Department.

#### 4) Overall view of the gender equality policies

No.	Action	Primary target group				Funding	Who is responsible
		STUD	ATM	WiMi	PROF		
<b>(1) TOPIC   Reducing under or overrepresentation in respective status groups</b>							
(1) Objective: Reducing the underrepresentation of women regarding professorships at the Institute of Sports Science							
1	Attracting female professors through active recruitment				x	no add. costs	Management and chairpersons of the professorial appointment committees (supported by the Gender Equality Officer and the departmental gender equality officers)
(2) Objective: Reducing underrepresentation of women with respect to female students in sports-related degree programmes							
1	Attracting female students to sports-related degree programmes	x				no add. costs	Institute for Sports Science
<b>(2) TOPIC   Working atmosphere characterised by tolerance, diversity and equal opportunities at FB 3</b>							
(1) Objective: Improving the compatibility of family and career/studies							
1	Making information on the compatibility of family and career/studies easily accessible	x	x	x	x	no add. costs	Departmental gender equality officers (DezGB) supported by FB 3
2	Raising awareness	x	x	x	x	no add. costs	Entire FB 3
3	Organising employment relationships	x	x	x	x	no add. costs	Superiors in collaboration with ATMs
4	Flexible offers for team events		x	x	x	no add. costs	Superiors in collaboration with ATMs

(2) Objective: Awareness for gender and diversity aspects							
1	Advocating gender-equitable and racism-critical language and promoting their implementation and use	x	x	x	x	no add. costs	Entire FB 3
2	Pronoun preferences	x	x	x	x	no add. costs	Entire FB 3
3	Departmental prize for theses on gender and diversity	x				no add. costs	Proposed by professors or supervisors; selected by commission (appointed by Departmental Council); advertised via institutes and lecturers
4	Addressing gender and diversity aspects in courses	x				no add. costs	Lecturers at FB 3
5	Public events of FB 3 on aspects of gender and diversity	x	x	x	x	no add. costs	Lecturers at FB 3
6	Gender equality events	x	x	x	x	FB 3	DezGB
7	Diversity competence in recruitment procedures			x	x	no add. costs	Professorial appointment committees
(3) Objective: Minimising bias							
1	Observing the distribution of responsibilities among employees	x	x	x	x	no add. costs	Superiors/persons with staff management responsibilities
2	Bias workshops and training for professors (and interested employees)		x	x	x	FB 3	Departmental Office assumes responsibility for promoting the action; departmental gender equality officers organise the events in consultation with the central Gender Equality Office
3	Disclaimer on specific documents	x	x	x	x	no add. costs	Entire FB 3
4	Checking/verifying onboarding documents		x	x	x	no add. costs	Institutes
5	Raising awareness for biases in day-to-day work	x	x	x	x	FB 3	DezGB

(4) Objective: Providing information in case of dependency issues							
1	Collecting and making information and responsibilities available in a clear manner	x	x	x		no add. costs	DezGB
2	Recommendation on how to use supervision agreements for doctoral candidates			x	x	no add. costs	Particularly supervising professors
(3) Topic   Promoting women and their further qualification							
(1) Objective: Promoting the academic career of women							
1	Increasing the visibility of women	x	x	x	x	no add. costs	Entire FB 3
2	Attractive advertising for male-dominated degree programmes	x				presently no add. costs	Institute for Sports Science
3	Raising interest in an academic career among female students and pointing out funding and support options	x				no add. costs	Lecturers in introductory courses (such as lectures on learning and working strategies); departmental gender equality officers (such as homepage)
4	Specifically addressing suitable female students for student/research assistant and doctoral candidate positions	x				no add. costs	Professors and WiMi
5	Informing about and initiating specific support services for women in higher qualification phases			x	x	FB 3	Departmental gender equality officers
(2) Objective: Improving the further qualification of women							
1	Pointing out existing support services	x	x	x		no add. costs	Departmental gender equality officers (homepage); active departmental student bodies (orientation events)

<b>(4) Topic   Internal and external communication</b>							
(1) Objective: Improving external communication and accessibility of the departmental gender equality officers							
1	Maintaining the departmental Internet presence and broadening the distribution of information	x	x	x	x	FB 3	DezGB
2	Spreading information on the Gender Equality Action Plan	x	x	x	x	no add. costs	Departmental gender equality officers (for employees); active departmental student bodies (for students)
(2) Objective: Interconnecting the Departmental Office and the departmental gender equality officers							
1	Ongoing exchange					no add. costs	Departmental Office (chairperson), and departmental gender equality officers
(3) Objective: Promoting networking and exchange between women							
1	Round-table discussions		x	x	x	no add. costs	DezGB

Comments:

STUD = students; WiMi = research associates; ATM = administrative and technical staff; PROF = professors; DezGB = Departmental gender equality officers of FB 3

no add. costs = no additional costs

Student assistants (SHK) will help the departmental gender equality officers in fulfilling their responsibilities.