

Third self-evaluation report of the diversity target agreement

TUM School of Management

1. Measures to achieve gender & diversity goals at TUM School of Management

1.1 Measures to achieve gender & diversity goals under the target agreement of July 18, 2012.

The target agreement of July 18, 2012 includes for the following measures:

No.	Diversity focus	Measure	Implementation	Evaluation	Expenses	Impact/ changes
1	Gender	Travel grants for conference and research trips provided to female doctoral candidates and postdoctoral researchers	In effect since 2006	High demand, 2013: 25 applications 2014: 35 applications 2015: 22 applications	€14,614	Financing provided by the school's diversity fund. Continuation of measure.
2	Gender	Grants for printing costs for publications, dissertations and books for female doctoral candidates and postdoctoral researchers.	In effect since 2006	Low number of applications 2013: 2 applications 2014: no applications 2015: no applications	-	Financing provided by the school's diversity fund. Continuation of measure. This measure remains in effect. As a result of altered publication behavior (publication-based dissertations), the co-financing of proofreading services has become a higher priority than the financing of printing costs.
3	All	Grants for organizing and conducting gender and diversity-related workshops	In effect since 2006	Workshops are conducted (see section 2.1.2). Financial resources are often not provided by the school's diversity fund.	€1,000	Financing provided by the school's diversity fund. Continuation of measure. Joint coordination, organization and co-financing through the school's gender & diversity measures.
4	Gender	Bonus for professors who set up a <i>Fachmentorat</i> (a research advisory committee) for the "Habilitation" of a female postdoctoral researcher	In effect since 2006	Little demand; 2013/2014: 1 application 2014/2015: 1 application The formal status as a candidate for "Habilitation" is frequently no longer desired by postdocs because of a changed university recruitment culture.	€1,000	Financing provided by the school's diversity fund. Discontinuation of measure.
5	Gender	Financial support of publications / bonuses for female authors	Implemented between 2012 and 2014	Little demand: 2013: 2 applications 2014: no	-	Financing provided by the school's diversity fund. Discontinuation of measure.

No.	Diversity focus	Measure	Implementation	Evaluation	Expenses	Impact/ changes
		who publish articles in A-rated journals or top journals (for female doctoral candidates / postdoctoral researchers)		applications		This measure was discontinued in 2014 due to the questionable legal basis related to the payment of bonuses to private individuals for publication activities.
6	Gender	Grants for research-related qualification measures (workshops, symposia, summer schools, or research trips)	In effect since 2006	Strong and growing demand, but support provided within the framework of the Graduate Center's doctoral program. Little demand for co-financing from the school's diversity fund.	-	Financing provided by the school's diversity fund. Continuation of measure. The expansion of the qualification activities for doctoral candidates by the Graduate Center and its qualification program as well as by TUM Graduate School make the measure to some extent redundant.
7	Gender / nationality	Sponsoring the invitation of external female researchers to colloquia	In effect since 2006	Strong and growing demand, but support provided within the framework of the Graduate Center and the Research Seminar of the school. Little demand for co-financing from the school's diversity fund.	-	Financing provided by the school's diversity fund. Continuation of measure. The expansion of the program for doctoral candidates as part of the internationalization strategy makes the measure to some extent redundant..
8	Gender	Employment contract with unemployed female researchers to prepare applications for third-party funding	Implemented between 2006 and 2014	Little demand; Since 2006: 3 approved applications Through this form of contractual relationship, female researchers are forced in an unfavorable employment status, even though the work involves academic activities of a regular TUM employee.	-	Discontinuation of measure. The issuance of this type of employment contracts is questionable in labor-law terms and is no longer authorized by the Human Resources Department.
9	Gender	Administrative support (personnel capacities) for the equal opportunity officer/ diversity goals	In effect since 2006; Expansion of the step beginning in 2013	Use of personnel capacity in the form of academic assistants or non-academic administrative personnel	€6,872	Financing from the school's gender & diversity budget. Continuation of measure.
10	Gender	Student assistants for the preparation of	In effect since 2013	Little demand 2013/2014: 1	-	Financing from the school's diversity fund.

No.	Diversity focus	Measure	Implementation	Evaluation	Expenses	Impact/ changes
		third-party project applications by female 'habilitation' candidates		application 2015: 1 application		Continuation of measure.
11	Gender	Assumption of costs for proofreading English articles written by female postdoctoral researchers	In effect since 2013	Little demand, but a rise is expected; Increasing importance of this service; 2013: 2 applications 2014: 2 applications 2015: 1 application	-	Financing from the school's diversity fund. Continuation of measure. Proofreading / editing service is offered through TUM Graduate School, and demand for it is strong.
12	Gender / family model / nationality	Ad-hoc measure	No demand No implementation		-	Financing from the school's diversity fund. Continuation of measure.
13	Family model	Children's and family workroom Demand analysis	Demand analysis conducted	Demand unclear; therefore, the "family workroom" was not set up	-	An interview study found little interest in a family room among academic employees Furthermore: Location problems due to school structure.
14	Disability / chronically ill	Tutor for students with disabilities	Can be implemented at any time; no applications up to now	Demand is difficult to assess as students must actively approach the school which might be intimidating.	-	Implementation based on need. Financing from the school's diversity fund. Continuation of measure.
15	All	Information on websites	Implemented	Updating of websites 2015	-	Financing from the school's diversity fund. Continuation of measure.

The (further) development and expansion of a systematic, ongoing evaluation process (criteria, procedures, deadlines) in terms of a comprehensive assessment of the gender & diversity measures at the school are important. On the one hand, the previous evaluations were conducted on the basis of case numbers and / or estimations of implementation success. On the other hand, individual cases are considered to facilitate an examination of the connection between a measure and its success. For instance, an international research visit made by a female research associate was supported. The aim of this stay was to set up contacts with a university in the target country, and the visit ultimately resulted in the employee's appointment to a professorship at this university. Several female employees who received travel grants to conferences achieved major academic successes, such as the publication of the presented work in leading international journals after incorporating the helpful feedback they received at the conference.

However, it is difficult to prove a causal effect between the measures and, for instance, the HR objectives of the equal opportunity standards beyond such individual cases. One particular problem is the measures' indirect impact and the very long time horizon. For example, several female academic associates at the school were appointed as professors at other universities in the past two years – a highly desirable

development which still cannot be measured by an increase in the number of our school's female professors. As a result, additional evaluation mechanisms will be required and further discussions with the other schools are considered to be very helpful.

1.2 Other measures to achieve gender & diversity goals at TUM School of Management

Beyond the measures defined under 1.1, TUM School of Management has implemented other initiatives and measures related to the gender & diversity goals:

No.	Diversity focus	Measure	Implementation	Evaluation	Total expense/cost	Impact/changes
16	All	TUM coaching for academics (independent of the academics' gender)	In effect since 2013	Interesting, increasing future demand	Costs covered by TUM	Increased communication about this measure.
17	Gender	Application and participation in recruiting events, e.g., "CareerVenture Women"	Chair initiative		-	Increased communication about this or comparable measures.
18	Family model	Set-up and approval of home office (teleworking) positions for research associates and non-academic employees	In effect since 2008	Very important measure, rising demand	Unknown / €240 per teleworker per year. Costs covered by TUM and state of Bavaria.	Continuation of measure.
19	Family model	Part-time work models to improve the work-life balance of research associates and non-academic employees	In effect for years	Very important measure, rising demand	-	Continuation of measure.
20	Family model	Improved flexibility of the workweek and daily work hours of parents	In effect for years	Very important measure, rising demand	-	Continuation of measure.
21	Nationality / migration background	Internationalization strategy of TUM School of Management with the following aspects (among others): <ul style="list-style-type: none"> • Mentor programs for non-German students • English-language lectures • "International experience" as a key component of study programs. • International teaching and research stays • International doctoral candidates / exchange of doctoral candidates (from such countries as Iran, Kenya, Turkey) • new: the school's mobility fund for international research stays and conference attendance (in addition to the internationalization coupon 	In effect for years	Rapidly growing demand Important measure for the target group.	-	Continuation of measure.

No.	Diversity focus	Measure	Implementation	Evaluation	Total expense/cost	Impact/changes
		of TUM Graduate School). <ul style="list-style-type: none"> Visiting international academics. 				
22	Disability / chronically ill	Advisory assistance as part of academic advising activities for students with disabilities or who are chronically ill	In effect for years	Little demand Important measure for the target group. Demand is difficult to assess as students must actively approach the school which might be intimidating.	-	Continuation of measure.
23	Disability / chronically ill and family model	Video recording and posting of about 45 courses (each with up to 15 sessions) on the e-learning portal "Lecturio" to support students with limited mobility and caretaking responsibilities	In effect since 2007	Very high demand; important measure.	€139,526	Financing from study grants. Continuation of measure.
24	Nationality / migration	Buddies for the school's refugee program School's own student advisory program for refugees at the school Opening of lectures to refugees	In effect since 2015	In terms of numbers, rather little demand (about 15 persons), but important measure for the target group, particularly the advisory program.	-	Financing from study grants. Continuation of measure.
25	Nationality / migration	Planning of the integration of an English component into the degree program TUM-BWL (BSc) and guarantee that all master's degree programs can be studied in English	Planning completed, implementation in winter semester 2016	Expected high demand, particularly among international students as well as among German students with an international focus	-	Start of the measure in winter semester 2016/2017.

No specific measures have been implemented in the diversity target areas "Age / Cross-Generational Learning," "Social Origin and Socio-Economic Status," "Religion / World View," and "Sexual Identity." However, there is a continuous discussion around the demands and potential offerings.

Because the degree program “Technology and Management-Focused Business Administration (TUM-BWL)” attracts different students than traditional business administration programs do, consideration within the school is being given to the option of expanding the technology specialization in order to create a further program that would focus on health sciences. This could be one way to attract a more diverse group of students and to reduce the gender imbalance in comparison to other business administration programs. Discussions have been initiated with the School of Sports and Health Sciences.

2. Structural positioning of the diversity goals at the school and TUM

2.1. Structural and organizational positioning of the diversity goals at the school and TUM

The gender & diversity goals are structurally positioned within TUM and in TUM School of Management at various committees and job positions:

- **Vice president of TUM - International Alliances and Alumni (Professor Hana Milanov):**
With Professor Hana Milanov as a member of TUM School of Management and the University Board of Management, contributions and information on the school’s strategic initiatives can be directly integrated into the overarching strategy of TUM.
- **Dean at TUM School of Management (Professor Gunther Friedl):**
The diversity goals, the measures related to them, the funding provided by the school for them, and the support requests submitted to the university’s management are coordinated jointly by the dean and the equal-opportunity, women’s, and diversity officer. The dean is kept up to date about the implementation of the diversity measures by the equal opportunity, women’s, and diversity officer as well as by the deputy managing director of the school.
- **Equal opportunity, women’s, and diversity officer (Professor Nicola Breugst):**
The gender & diversity officer reports about the equal opportunity and diversity goals and their implementation during each Faculty Council meeting (three to four meetings per semester). She heads the Equal Opportunity Commission, initiates new measures, oversees the implementation of the diversity goals, advises members of the school about diversity questions and actively works in all appointment commissions to select qualified academics.
- Four (instead of two in the past) **deputy equal opportunity, women’s, and diversity officers:** Academic Department (AD) Finance & Accounting: Dr. Carolin Bock (until October 14, 2015), Martina Wayand (starting on October 14, 2015), AD Marketing, Strategy & Leadership: Tanja Hentschel, AD Economics & Policy and Weihenstephan location: Dr. Olga Malets (until October 14, 2015), Dr. Kathrin Böhling (starting on October 14, 2015), AD Operations & Supply Chain Management: Sina Wochner.
- Equal Opportunity Conference of TUM: The gender & diversity officer or her deputies regularly attend the **Equal Opportunity Conference of TUM**.
- **The Equal Opportunity Commission** of TUM School of Management has the following members: Professor Nicola Breugst (gender & diversity officer), Professor Dr. Jutta Roosen (vice dean), Dr. Stephan Jäger (deputy managing director of the school, and the deputy gender & diversity officers: Dr. Carolin Bock (until October 14, 2015), Dr. Kathrin Böhling (starting on October 14, 2015), Tanja Hentschel, Dr. Olga Malets (until October 14, 2015), Martina Wayand (starting on October 14, 2015) Sina Wochner (each). The Equal Opportunity Commission develops gender & diversity measures for presentation to the school’s

management, makes decisions about the application of the equal opportunity budget, monitors the implementation of the diversity measures, and assesses their effectiveness.

- **Two contact partners for school members and students who have disabilities and suffer from chronic illnesses:** Dr. Stephan Jäger (deputy managing director of the school) and Nicole Hassenewert (academic advising office / member of the committee that represents individuals with severe disabilities at TUM). Both contact partners conduct a regular dialogue with TUM's service unit for students with disabilities or chronic illnesses (Alain Kathola) and serve as contacts for school members and students.
- **The Faculty Council** of TUM School of Management:
The report by the equal opportunity, women's, and diversity officer is a fixed position on the agenda of Faculty Council meetings. Equal opportunity plans, the diversity target agreement, and the implementation of measures are regularly discussed by the Faculty Council. The Faculty Council also passes suggestions and ideas to the Equal Opportunity Commission and the diversity officers.
- **Academic advising office**
Academic advisers assist students with disabilities and chronic illnesses in terms of support and of the coordination of potential individual academic performance with the designated degree-program schedule.
- **Examination committees** for bachelor's, Diplom and master's degree programs
When necessary, examination committees will review individual and special cases involving students with disabilities or chronic illnesses and facilitate the development of pragmatic solutions.
- During the **Faculty Retreat**, all diversity goals that are critical to the strategy of TUM School of Management, e.g., equal opportunity / gender and nationality / internationalization / appointment procedures, are part of discussions and evaluations.
- **School administrative office / Department of Finances & Controlling**
The Resources Department (Department head: Dr. Stephan Jäger) administers the budget for all equal opportunity and diversity goals.
- **Communication of programs of the TUM diversity management and diversity network**
Members of the school are informed about measures, programs, and initiatives offered by central TUM diversity management by the school's gender & diversity officers and by the school's administrative office (Dr. Stephan Jäger).
The school (gender and diversity officer / Professor Breugst) and the school's administrative office (Dr. Stephan Jäger) take part in the network meetings on gender and diversity issues held internally at TUM.
- **Integration of diversity goals into the strategy of TUM School of Management**
Diversity goals and internationalization activities are to become part of the strategy "TUM School of Management 2021" as part of the ongoing strategy-development process.

2.2. Anchoring of the diversity goals and efforts into teaching and research

In TUM-wide training program conducted by the professor of research and science management (Professor Claudia Peus), aspects of diversity management are a key part of the activities. In addition, the focal points of the gender & diversity goals are being incorporated into a rising number of

management courses and workshops. As a result, they are becoming an important aspect of training and professional development programs of our school.

The classes / professional development courses that include gender & diversity content are offered (*only selection*):

Courses (<i>selection</i>)	Diversity focus
Introduction to Entrepreneurial Behavior (Professor Breugst)	Gender / nationality
Advanced Seminar in Innovation & Entrepreneurship (Professor Breugst)	Gender / nationality Leadership of diverse teams
Creating Leading Knowledge. Leadership Style and Leadership Skills (Professor Peus)	Leadership of Diverse Teams
Diversity in Teams – a Success Factor (Professor Peus)	Gender & diversity
Professional Employee Selection for Tenure Track Professors (Professor Peus)	Gender & diversity
“International Management & Intercultural Competence“ (Executive MBA in Business & IT // Executive MBA) (Professor Claudia Peus)	Nationality

Research projects (<i>selection</i>)	Diversity focus
Evaluations of Entrepreneurial Success in Terms of Gender and the Nationality of Male and Female Entrepreneurs. (<i>Professorship for Entrepreneurial Behavior</i>)	Gender / nationality
Career and Family Firms – a Gender-Specific Evaluation (<i>Chair of Corporate Management</i>)	Gender
Selecting and Evaluating Managers in Academia and Business – How do Men and Women Differ? (<i>Professorship of Research and Science Management</i>)	Gender
ForGenderCare (Bavarian alliance project): Sub-project “Does Care for Relatives Encourage Caring Management?” (<i>Professorship of Research and Science Management</i>)	Gender & family model
Women on Corporate Boards: Good or Bad? (<i>Chair of Financial Management and Capital Markets</i>)	Gender & diversity
New Ventures to Help Alleviate the Suffering of Refugees Who Arrive in Germany (<i>Chair of Entrepreneurship</i>)	Nationality / migration background, religion/ world view, social heritage and socio-economic status

Project studies and theses (<i>selection</i>)	Diversity focus
Attracting International Students to TUM School of Management (<i>Chair of Entrepreneurship</i>)	Nationality
A Meta Analysis of Intercultural Differences – a Comparison of Risk Attitudes,	Nationality

Time Preferences, Inequity Aversion, Educational Attainment, and Identifiers Among Eight Selected Countries (Chair of Corporate Management)	
Managing Expatriation – a Classification of Adjustment (Chair of Corporate Management)	Nationality
Hoping for a Better Job: Evaluation of Men and Women with Few to Many Job Changes (Professorship of Research and Science Management)	Gender
Cultural Differences of Gender Stereotypes. (Professorship of Research and Science Management)	Gender / nationalities
The Baby Trade-Off: The Hiring Chances of Women with and without Children. (Professorship of Research and Science Management)	Gender
Making Social Ventures Work Internationally (Professorship of Strategic Entrepreneurship)	Nationality

Other event formats (selection)	Diversity focus
Workshops: Talents in Diversity – Gender-Fair Personnel Selection as a Success Factor (Professorship of Research and Science Management)	Gender
Workshop: Didn't Reach Everybody Once Again? – Diversity Wording for an Efficient Approach to Diverse Target Groups. (Professorship of Research and Science Management)	Gender & diversity
Talk: Selecting and Evaluating Managers – Theories and Findings about the Impact of Gender Stereotypes (Professorship of Research and Science Management)	Gender
Talk: Gender Stereotypes in Science (Professorship of Research and Science Management)	Gender
Talk: Gaining and Retaining Women in Science (Professorship of Research and Science Management)	Gender

Publications (selection)	Diversity focus
Shepherd, D.A., & Patzelt, H. (2015). Harsh Evaluations of Entrepreneurs Who Fail: The Role of Sexual Orientation, Use of Environmentally Friendly Technologies, and Observers' Perspective Taking. Journal of Management Studies, 52 (2), 253-284. (Chair of Entrepreneurship)	Sexual Identity
Shepherd, D. A., & Patzelt, H. (2015). The "Heart" of Entrepreneurship: The Impact of Entrepreneurial Action on Health and Health on Entrepreneurial Action. Journal of Business Venturing Insights, 4, 22-29. (Chair of Entrepreneurship)	Family model / gender

<p>Knipfer, K., Shaughnessy, B.A., Hentschel, T., & Schmid, E. A. (2015). Leading in Academia: A Curricular Example for Developing Women Scientists for Leadership Roles. <i>Academy of Management Proceedings</i>. doi: 10.5465/ambpp.2015.197.</p> <p><i>(Professorship of Research and Science Management)</i></p>	<p>Gender</p>
<p>Heilman, M.E., Manzi, F. & Braun, S. (2015). Presumed Incompetent: Perceived Lack of Fit and Gender Bias in Recruitment and Selection. In: A.M. Broadbridge & S.L. Fielden (publishers), <i>Handbook of Gendered Careers in Management. Getting In, Getting On, Getting Out</i> (p. 90-104). Cheltenham, UK: Edward Elgar Publishing.</p> <p><i>(Professorship of Research and Science Management)</i></p>	<p>Gender</p>
<p>Peus, C., Braun, S., & Knipfer, K. (2015). On Becoming a Leader in Asia and America: Empirical Evidence from Women Managers. <i>The Leadership Quarterly</i>, 26, 55-67.</p> <p><i>(Professorship of Research and Science Management)</i></p>	<p>Gender</p>
<p>Milanov, H.; Justo, R.; Bradley, S.: (2015): Making the Most of Group Relationships: The Role of Gender and Boundary Effects in Microcredit Groups. <i>Journal of Business Venturing</i>, Vol. 30, Issue 6, p. 822-838.</p> <p><i>(Professorship of International Entrepreneurship)</i></p>	<p>Gender</p>

2.3. Communication and raising awareness of the diversity goals within the school

The **Faculty Council of TUM School of Management** is a central body for information, discussion, and decision-making. Invitations to the Faculty Council's meetings are extended not only to the elected members with voting rights, but also to all professors and affiliate professors of the school. The professors view the council as an information and discussion platform, and most of them attend the meetings.

The diversity goals of the school are discussed and approved in the Faculty Council and during the faculty's retreat. This was the case

- during the meeting of the Faculty Council on 21 January, 2015 (report on the gender & diversity goals);
- during the faculty retreat on April 24/25, 2015, that addressed such issues as internationalization, the governance structure and figures on personnel equal opportunity standards;
- during the Faculty Council meeting on July 8, 2015 (academic fixed-term contracts and part-time employment);
- and during the Faculty Council meeting on October 14, 2015 (special election of the deputy women's, equal opportunity, and diversity officers, special election for the Equal Opportunity Commission, the report on maternity leave guidelines and the workplace risks faced by expecting employees, the provision of English-language forms, the programs and events of TUM.Family and information about diversity-related events);

The **websites of TUM School of Management regarding equal opportunity and diversity topics** (<http://www.wi.tum.de/en/about-us/equal-opportunities/>) now provide information in English about these aspects: the responsibilities of the equal opportunity work/commission, the school's diversity target agreement, the support opportunities offered by TUM and the school and a list of members of

the Equal Opportunity Commission who serve as contact partners. As part of the relaunch of the websites in 2016, this dual language (English/German) offering of information was rewritten once again and adapted to meet changing requirements.

2.4. Evaluation and statistics

To be able to track and determine the focal points (qualitative) and the exact need (quantitative) for the goals and measures in the diversity areas of family model (work/life balance), nationalities / migration background, age, cross-generational learning, religion/world view, disability/ chronically ill, social origin and socio-economic status and sexual identity, there are no evaluations or statistics from which corresponding characteristics of school members (students, employees, and Ph.D. candidates) become visible. Thus, the school will need additional information to systematically address these areas.

Protection of personal data prevents a comprehensive, school-wide collection of the required data under these circumstances. In the summer of 2014, a survey by the TUM Graduate Council was conducted on the topics of family status and work/life balance. The school's own specific survey is planned for the academic year 2016/2017. As a follow-up to the survey by the TUM Graduate Council in 2014, an interview study was conducted in 2015 with 10 mothers and expecting mothers at the school (inclusion of all three school locations and of the professorial, post-doc and Ph.D. candidate level). Like the results of the survey by the TUM Graduate Council, none of the women who were interviewed used any of the child-care options of TUM because no child-care slots were available. A family room without a child-care worker was described as being of little help by all respondents because they could use their own offices for the same purpose. A family room with a child-care worker was viewed as helpful only if the support were provided at the place where the respondent worked.

2.5. Diversity-skill training and assurance at the school

TUM School of Management offers a wide range of professional development opportunities that teach diversity skills (see Section 2.2: classes / professional development courses) and that are often offered throughout TUM. It would be helpful if a specific training profile "diversity manager" with broad, well-grounded diversity expertise were offered by the Diversity & Talent Management of TUM.

The school sees a need for

- a basic training course ("diversity manager") for a broad group of people which would represent a basis for further trainings
- such as advanced or topic-specific diversity training courses.
- Training to evaluate diversity measures.

The established information events (e.g., talks that examine best practice examples of other universities and institutions, including those abroad), the wide-ranging program of events offered by TUM and the internal TUM discussion group (network meetings) where people can talk about their experiences with diversity management should be continued and expanded where needed.

3. Personnel equal opportunity standards

The following information shows the current status of efforts to meet the personnel equal opportunity standards of TUM School of Management:

Academic career stage	Target 2014/2015 Share of females in the target group in %	Actual level 2015 Share of females in the target group in %	Target 2016/2017 Share of females in the target group in %
Students (enrolled)	30%	33 %	30 %
Completed Doctorates (2015)	30 %	22 % (2014: 42%; 2013: 34%)	30 %
Completed habilitations (2015)	15%	0%¹	25%
Assistant professors	n.a.	No assistant professors	n.a.
Professors in salary group W2	25 %	23 %	25%
Professors in salary group W3			
Management positions (dean / vice president)	n.a.	50%²	n.a.

¹ In 2015: only one completed habilitation (Dr. Thomas Schmid). The number of completed habilitations is no longer a useful indicator for evaluating equal opportunity standards on the academic career level of post-docs. As a result of a change in university culture, a large number of researchers who have completed their Ph.D. programs are no longer interested in doing a habilitation.

² Dean: Professor Gunther Friedl, vice president: Professor Hana Milanov; vice dean: Professor Jutta Roosen (not included in the percentage total of management positions).