

TU Dresden

Gender Equality Concept 2018

Director:

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Working Group for Updating the Equality Concept

Technische Universität Dresden

As decided by the University Executive Board on 15.01.2019

Foreword

The equal status of men and women has long since been a concern of committed people – also at universities and institutions of higher education in Germany. The dedication of individuals has long since developed into a public issue for universities. Not only is the achievement of a genuine, equitable participation in the academic system a statutory mandate, it is also the express concern and strategic goal of TU Dresden. To achieve this, the commitment of all the staff and students at the university is required. The significant number of participants and the wide-ranging discussion on which this Equality Concept is based provide encouragement for forging ahead with the required measures and the change in culture together.

In updating the Equality Concept, our university is determined to live up to its responsibility. As an organisation, we strive to make gender and diversity factors clear and adaptable for everyone on the basis of realistic goals which can be measured in terms of both quality and quantity. Our commitment to diversity and equal opportunities, as anchored in the mission statement of TU Dresden, should continue to be filled with life:

“The Technische Universität Dresden aims to establish a balance between professional and personal responsibilities and strives to ensure equal opportunity in all its employment practices.”

A key concern of our university is to avoid considering equality exclusively in terms of gender sensitivity, but to anchor and nurture additional cross-cutting topics, such as the inclusion of people with disabilities and family friendliness, as an important part of the culture of our university. This finds reflection in the Diversity Strategy 2030 of TU Dresden which was published in 2017. The overarching Diversity Strategy 2030 constitutes a conceptual framework which links the topic of equality between the genders with other factors surrounding the topic of diversity. At the same time, with the Equality Concept and the measures anchored within it for strengthening the equality of women and men, the independent nature of the topic is maintained.

This Equality Concept consists of three key factors: describing the status quo, analysing our strengths and weaknesses, and bringing together continuing measures and new measures to promote the realisation of genuine equal opportunities at TU Dresden on a long-term and sustainable basis.

Since 2012, with the support of the Programme for Women Professors I (2010–2015) and II (2015–2020) from the German federal government and federal states, and on the basis of the Excellence Initiative, it has been possible to establish and successfully realise key measures to promote equality and diversity.

Let us use this momentum to together provide a further boost to equality and equal opportunities.

Prof. Dr.-Ing. Antonio M. Hurtado

Vice-Rector for University Development

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1 Introduction

A key objective of TU Dresden is to be a gender-equal university which offers the same possibilities and opportunities to every individual in every status group. Our goal is to achieve equal opportunities in terms of the participation and (inclusive) ability to take part in everything offered at TU Dresden. The equality of the genders constitutes a key field of activity in the Diversity Strategy of TU Dresden which also encompasses the areas of family friendliness, inclusion and ethnic and social origin.

Despite all the progress that has been achieved in the recent past, the achievement of gender equality is a long way from being attained at TU Dresden, as is the case for the German academic system as a whole. A key point to which the Equality Concept of TU Dresden wishes to make initial reference is the low percentage of women in the upper qualification levels and in management positions. Throughout Germany, women hold only a quarter of all Professorships, although they account for roughly half of all those who embark on a university degree, current students and university graduates. Yet as before, at the gateways between a university degree and doctorate and/or doctorate and senior post-doctoral qualification / Junior Professorship, a disproportionately high number of women leave the academic system.

The Equality Concept 2018 constitutes the updating of the Equality Concept which TU Dresden created for the first time in 2009 and developed further in 2014. The planning period for this concept encompasses five years. After this, another evaluation is planned. The updating of the Equality Concept 2018 took place in the form of a wide-ranging participation process. It began with the refreshing of the statistical data from the Equality Concept 2014. In January 2018, a working group was convened by the Vice-Rector for University Development. This working group consisted of gender equality stakeholders who were working at the centralised and/or decentralised levels, higher education lecturers from the differing schools, administrative and managerial academic staff and students. On a case-by-case basis, other individuals were also included in the updating process due to their expertise. To fulfil the aspiration for the highest possible level of transparency and participation, members of the Standing Committee of the Senate for Equal Opportunities and Diversity Management and the Equal Opportunities Officers were updated regularly on the current progress of the work.

The research results from the project “Gendered University – Gender Hierarchies at TU Dresden” (2014–2017)¹, which was realised with the help of funding that was provided within the scope of the Institutional Strategy of the Excellence Initiative of TU Dresden, provided a key basis for the content of the work. The results of an external evaluation of the equality work of TU Dresden from March 2018 which, like the Equality Concept 2014, were completed on behalf of the University Executive Board by a group of four experts, were also taken into account. In June 2018, a university-wide symposium entitled “Thinking ahead – equality at TU Dresden” also took place. In this respect, the recommendations of the external evaluation of the Equality Concept and the results of the “Gendered University” research project were presented throughout the TU. In individual workshops, the participants were subsequently given the opportunity to share their ideas for the updated Equality Concept.

As a cross-cutting topic, gender equality has long since been anchored in other areas of the university, so that the concerns which are formulated in the Equality Concept are interwoven with a variety of other discussions and processes. Before this background, equality is considered an integral part of a successful form of staff development. At the end of 2014, TU Dresden published

¹ The “Gendered University” research project (2017): Knowledge creates change. Paths to a gender-equal TU Dresden: Results and recommendations for action I + II of the “Gendered University” research project.

its mission statement on staff development which takes this principle into account.² There is a close relationship between the Equality Concept and staff development concept which should be further broadened in the future.

According to the two gender model which remains dominant, this Equality Concept focuses on ensuring equal opportunities for women and men. TU Dresden is aware, however – as recently expressed in the ruling of the German Federal Constitutional Court of 10 October 2017 – that the strict binary division of the genders no (longer) corresponds to the reality of the lives led by many people. Looking at this in further detail is a task for the future. But even now, TU Dresden is creating a place in which individual lifestyles can be lived beyond a binary coding.

² Refer to TU Dresden (2014): Mission statement on staff development. <https://tu-dresden.de/karriere/arbeiten-an-der-TU-Dresden/personalentwicklung/Leitbild>. (Last accessed: 27.07.2018).

2 Structural anchoring of the equality work

The topic of equality achieved a strong structural anchoring in the first Equality Concept of TU Dresden in 2009. Gender equality has since been considered an executive task at the central level. In terms of the sharing of the work of the University Executive Board, the *Vice-Rector for University Development* (abbreviated in fig. 1 with VRD) is responsible for the topic area of equality and diversity. S/he is supported in this role by several gender equality stakeholders.

These include the *Central Officer for Equal Opportunities and the Protection of Women's Rights (Office for Gender Equality)*. In Saxony, this dual structure is determined according to the *University Freedom Law of Saxony* (SächsHSFG, § 55) and the *Law of Saxony for the Promotion of Women* (SächsFFG, § 18). Since 2016, these two full-time positions have been carried out at TU Dresden by one person.

In addition to these statutory units, in the year 2012, the *Staff Unit for Diversity Management* was established. This is subordinate to the Vice-Rector for University Development, and in particular, is responsible for the operational tasks in the entire topic area of the Diversity Strategy of TU Dresden.

Following a wide-ranging organisational reform, TU Dresden is divided into five schools (the School of Science, the School of Humanities and Social Sciences, the School of Engineering Sciences, the School of Civil and Environmental Engineering and the School of Medicine), to which a total of 18 faculties are assigned. In addition, the university is home to Central Academic Units (*Zentrale Wissenschaftliche Einrichtungen, ZWE*), some of which actively participate in appointments and are also responsible for study programmes. While until recently, (Decentralised) Equal Opportunities Officers were appointed in the faculties, at the end of 2018, they will also be elected for the schools for the first time. The ZWE can also elect an Equal Opportunities Officer. If they decide against doing this, the Central Officer for Equal Opportunities and the Protection of Women's Rights is responsible for them. In contrast to the Central Officer for Equal Opportunities and the Protection of Women's Rights, the Equal Opportunities Officers of the schools, faculties and ZWE are known as *Decentralised Equal Opportunities Officers*. This office is exercised on a part-time basis. The Decentralised Equal Opportunities Officers are voting members of the School and Faculty Committees, and function as advisory members of the appointment commissions and other committees.

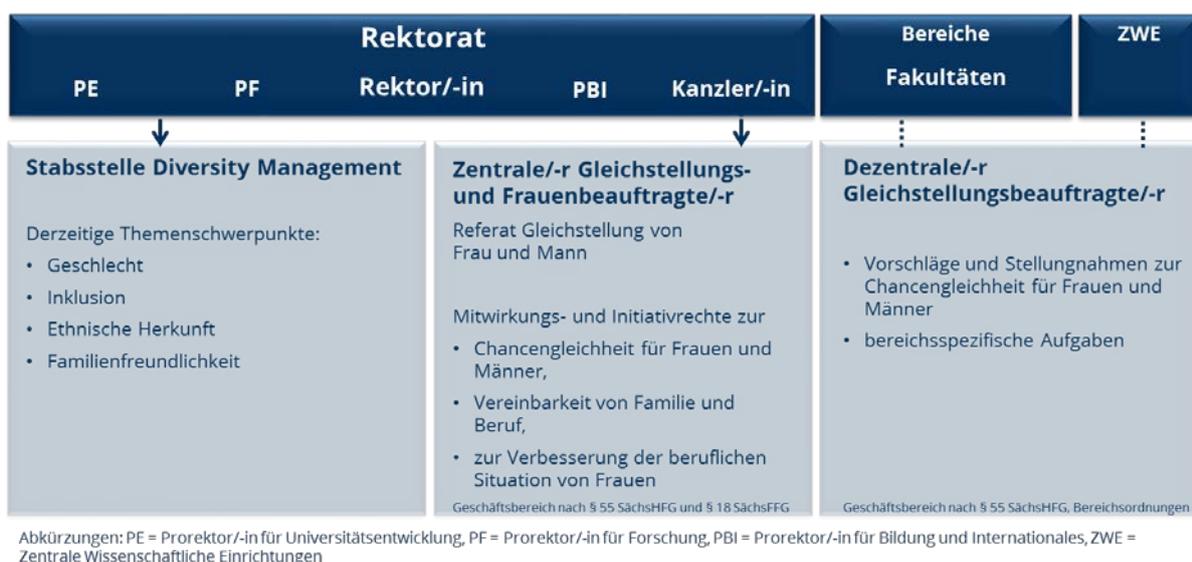


Figure 1: Equality stakeholders at the central and decentralised level

Figure 2 provides an overview of the central committees for the equality work. The *Standing Committee of the Senate for Equal Opportunities and Diversity Management*, which was first convened in 2010, is managed by the Vice-Rector for University Development and is reserved for the preliminary discussion of resolutions by the University Executive Board and/or the Senate on measures, reports and evaluations on the topic area of equality and diversity. The Standing Committee of the Senate for Equal Opportunities and Diversity Management consists of 11 voting members (six higher education lecturers, two members of academic staff, two students and one technology and administration employee). Among others, the Central Officer for Equal Opportunities and the Protection of Women's Rights, at least five Decentralised Equal Opportunities Officers and members of staff from the Staff Unit for Diversity Management participate as guests with an advisory capacity.³



Figure 2: Committees in the topic area of Equality / Equal Opportunities at the central level

³ The full composition is shown at <https://tu-dresden.de/tu-dresden/organisation/ressourcen/dateien/gremienbetreuung/SK-Gleichstellung-und-Diversity-Management-1.pdf> (Last accessed: 05.12.2018).

3 Potential and challenges in the field of equality work

To update the Equality Concept, the results of the external evaluation of the Equality Concept 2014 and the results of the “Gendered University – Gender Hierarchies at TU Dresden” research project were analysed alongside the individual internal evaluations of the previous measures to promote equality. The starting point encompassed the following list of the strengths, weaknesses, opportunities and risks of the equality work completed at TU Dresden until 2017.

Table 1: SWOT⁴ analysis of the equality work at TU Dresden

Strengths

- Anchoring of equality as an executive task
- Continuous further development and updating of the Equality Concept since 2009
- External evaluation of the Equality Concept 2009 and the Equality Concept 2014
- Determination of the equality-relevant target ratios for Professorships, senior post-doctoral qualifications, doctorates and academic staff
- Anchoring of the active search / recruitment in the appointment procedures
- Linking of the development and strategic planning with active recruitment at the school and faculty level
- Establishing of equality monitoring in appointment procedures
- Strengthened presence of the topic of equality in university committees
- Increased consideration of the topic of equality in the strategy papers of TU Dresden, such as the Excellence Initiative or the staff development concept
- Professional development and networking of all Equal Opportunities Officers
- Providing advice to collaborative projects to increase the benefit of the equal opportunities resources in the programmes coordinated by the German Research Foundation (DFG)
- Focus on STEM (*science, technology, engineering and mathematics*) helps to raise the awareness for and to recruit women as students
- Establishing of family friendliness as an interdisciplinary topic and core task (family-friendly university audit)

Weaknesses

- University-wide discussion on equality and on promoting a change of culture
 - Commitment to the implementation of equality targets in the schools and faculties
 - Binding definition of long-term tasks in the equality work and the lack of corresponding staff coverage
 - Effectiveness of the equality work at the decentralised level
 - Interweaving of equality and the internal staff strategy
 - Percentage of women in executive university positions (Deans’ Offices / University Executive Board)
 - Structures of communication between the gender equality stakeholders
 - Transparency of decisions and access to data for gender equality stakeholders
-

⁴ SWOT stands for Strengths, Weaknesses, Opportunities and Threats. The SWOT analysis is a strategic planning instrument.

- Balance between the individual and structural measures of the equality work
- Acknowledgement of / appreciation for the work of the Equal Opportunities Officers

Opportunities

- Establishing equality monitoring as an instrument of internal quality assurance in the future
- Development of the schools and sustainable networking of the faculties, bringing together resources in the equality work
- Cooperation in the DRESDEN-concept e. V. grouping in the area of equality and family-friendliness
- Further development of existing instruments in compensation for the considerable commitment in the equality work
- Stabilising of the task area of active recruitment
- Approaches for the university-wide establishing and recognition of gender research and gender-sensitive teaching
- Raising the awareness for non-binary gender constellations
- Establishing of a research culture in the area of STEM, taking Gender and Diversity factors into account

Threats

- Availability of financial resources for the sustainable implementation of the equality measures
- Reach of the Equality Concept (in relation to all of the relevant target groups)
- Acceptance of the equality measures with stakeholders, target groups and across the university
- Political development in terms of university equality work

4 Action areas and measures for the future equality work

The present Equality Concept 2018 contains a total of 9 action areas:

- Action area 1: Percentage of women Professors
- Action area 2: Women Researchers in the qualification phase
- Action area 3: Women staff with academic posts
- Action area 4: Gender-sensitive student recruitment and promotion of successful studies
- Action area 5: Equality work at the decentralised level
- Action area 6: Gender factors in research and teaching
- Action area 7: Quality management in the equality work
- Action area 8: Family-friendliness
- Action area 9: Communication and public relations work

While the two previous Equality Concepts were subdivided into equality targets, the phrase “action area” is now used. Targets are defined for these action areas and measures for their achievement are named. Five action areas (1, 4, 5, 6 and 8) directly update the existing equality targets. The topic of communication and public relations work has been newly adopted in action area 9. This means a higher acceptance of the equality work is pursued, and therefore an intensification of the efforts for a change of culture. Two action areas are now dedicated to the non-professorial academic staff, as a distinction is made between the qualification phase and the academic post. Action area 7 (quality management) updates the “equality of the university management” target, which it furthers on a sustainable basis by systematically extending the monitoring and introducing a closed quality loop.

The comments provided below on the individual action areas have a uniform structure: firstly, a brief assessment of the activities to date and the determinations in this field takes place, as well as a critical audit of what has been achieved so far. This is followed by a definition of the targets. A quantification of the targets is possible in the first three action areas. The period under review is between 2025 and 2030. This extended period of time is required because sustainable change effects are only possible over the long term. In terms of the quantified targets, a target range is stated which describes what needs to be achieved and/or what would be desirable to achieve. The formulation of a target corridor expresses the fact that a variety of factors affect these long-term developmental trajectories, which can only be managed to a partial degree and which depend on other developments. The defined targets are oriented to the cascade model proposed by the German Research Foundation (DFG)⁵. Accordingly, the targets for the percentage of women at every academic career stage result from the percentage of women at the next qualification level down. Accordingly, care was taken so that the targets can be achieved in the period under review and as per the expected dynamics. In a small number of exceptional cases, the use of the cascade model was limited when a new, unequal distribution of the genders appears evident and/or the implementation (still) appears completely unrealistic. Following the formulation of the targets, there is a brief description of the measures which should contribute to the achievement

⁵ German Research Foundation e. V. (ed., 2017), The Research Oriented Equality Standards of the DFG: Implementation and Modes of Action. p. 20 et seq. http://www.dfg.de/download/pdf/dfg_im_profil/geschaeftsstelle/publikationen/studien/studie_gleichstellungsstandards.pdf (Last accessed: 12.11.2018).

of the respective targets. Here, a distinction is made between measures that are updated and/or developed further and new measures. The measures are presented in tabular form, where in addition to a brief description, the responsibility, the implementation period and an estimated cost are also provided. Information on the expected effects of this measure is also provided.

The updating of the Equality Concept is based on the comprehensive evaluation through the external report and the results of the Gendered University research project. It aims to focus on the specific measures which promise the greatest impact in terms of the improvement of equality and equal opportunities at our university.

Action area 1: Percentage of women Professors

Assessment of previous activities and determinations

Anchoring of equality in the appointment regulations of TU Dresden

The appointment regulations of 03.11.2016 – and also the previous version – contain a range of regulations which are of relevance to equality:

- Composition of the appointment commission: an appointment commission generally consists of three women, including at least one higher education lecturer (§ 6);
- Obligation to actively seek women candidates in subject areas in which women Researchers are under-represented in comparison with the German average and also in cases in which no applications have been received from women (§ 4);
- Determination of the text advertising the position: Approval by the University Executive Board only subsequent to a positive vote by the faculty Equal Opportunities Officer on the targeted addressing of women Researchers and a gender-equal wording (§ 3);
- Selection process: A comparative report by a female Researcher if a female candidate is available for selection (§ 9);
- In the case of the continuation of the appointment procedure according to the decision of the appointment commission, on behalf of the Rector, the Appointment Officer will verify whether the targets of the equality policy of TU Dresden have been taken into account (§ 11).

Establishment of the active search (active recruitment)

The active search takes place at TU Dresden in the interests of recruiting highly qualified women Researchers to the university and thereby increasing the percentage of women in the respective department. In the scope of the funding from the Programme for Women Professors I, to support and establish the active recruitment at TU Dresden, in 2011, a position of a responsible person was created and continued until 12/2017 with funding from the Programme for Women Professors II. Due to the considerable relevance of the active recruitment in terms of increasing the percentage of women in appointment procedures, a continuation of the position using funds from TU Dresden beyond 2017 was reviewed and positively assessed. Since 2018, this position has been anchored in the appointment team of the Rector. It is intended for this position to become permanent.

Activities for strengthening the Equal Opportunities Officers in appointment procedures

With the “Equal opportunities in appointment procedures” guide and the training courses available to Decentralised Equal Opportunities Officers (such as “Professional in office (PIA)” regarding opportunities for taking action in appointment procedures), instruments have been created for the purpose of taking equality factors into consideration in every phase of the process. The guide is available to all members of appointment commissions.

Establishing an equality monitoring in order to increase transparency

Since 2013, an equality monitoring has been carried out in the appointment procedure using a questionnaire. This questionnaire allows for the systematic evaluation of the gender percentages in individual phases of the appointment process (application, invitation, short-listing, appointment). The questionnaire has since become a binding part of the appointment folder.

Programme for Visiting Women Professors

In 2013, within the scope of the Institutional Strategy, the Eleonore Trefftz Programme for Visiting Women Professors was launched at TU Dresden. The programme allows for temporary appointments of Visiting Women Professors in the areas of teaching and research, especially in faculties

with a low percentage of women. Since it was launched, the programme has brought 21 women Professors from different disciplines to TU Dresden from Germany and abroad. Following their time at TU Dresden, two of the former visiting women Professors have applied for and been offered a new position that they accepted.

Support programme for Junior Professorships and Tenure Track Professorships

In the scope of a wide-ranging Junior Professorship and Tenure Track Programme, Researchers receive targeted support through coaching, mentoring and offers for specific qualifications in the interests of being able to secure an appointment to a permanent Professorship at TU Dresden.

Dual Career Service for New Appointees

The Dual Career Service for New Appointees of TU Dresden offers personal advice and information on topics surrounding career development (job search and labour market monitoring, career planning and coaching, support with the application process and the optimisation of the respective documents, information on further training offers and bridging options), balancing work and family life (childcare and schools, caring for relatives, household services) and the topic of life in Dresden in general (the property and accommodation market, artistic and cultural distractions, family and leisure amenities). The focus is on ensuring the rapid professional integration of the partner of the new appointee in an appropriate professionally qualified occupation, as in most cases, they also have a professional career and considerable experience in their field. The service is anchored in the appointment team of TU Dresden.

Supporting measures

Measures are also available from other action areas which can be of support to women who come to work at TU Dresden as Professor. Noteworthy in this respect are the measures in the area of family friendliness (refer to action area 8, family friendliness).

Summary of what has been achieved so far

From 2003 until 2017, the percentage of women Professors at TU Dresden increased from 7.1 % to 15.0 %. After a clear increase between 2008 and 2012, in recent years, a stagnation has taken place (refer to enclosure 1).

Departing from the most recent university-wide trend, a positive development is clear in two schools. In the School of Humanities and Social Sciences, in the time frame of 2012 until 2017, the percentage of women Professors increased from 26.1 % to 31.9 %, and in the School of Science, from 8.0 % to 14.3 % (refer to enclosure 2).

Positive developments are clear in the appointment procedures: With an average percentage of women of 39 %⁶ in the appointment commissions, TU Dresden is near the 40 % mark recommended by the German Council of Science and Humanities. From the evaluation of the equality monitoring in appointment processes (2013–2017), it is also clear that on average, considerably more women are invited to applicant lectures (28 %) and/or are short-listed (29 %) than the percentage of women who applied for the advertised Professorships (23 %).

Target-setting

Increase in the percentage of women Professors by 2030

Target

1:

- TU Dresden as a whole to 23–29 %,
- in the School of Science to 22–28 %,
- in the School of Humanities and Social Sciences to 43–49 %,

⁶ Data basis: Equality monitoring in application procedures at TU Dresden (2013–2017).

- in the School of Engineering Sciences to 10–15 %,
- in the School of Civil and Environmental Engineering to 21–28 %,
- in the School of Medicine to 22–28 % and
- in the ZWE to 13–17 %.

The target percentages of women in new appointments in the individual areas of teaching and research are oriented to the percentages of women studying for senior post-doctoral qualifications and Junior Professorships according to the federal statistics (2014–2016). Additionally, the total number of Professorships to be filled by 2030 also takes the number of Professorships anticipated to require reappointment as well as cases in which Professors leave their jobs (which on average amounts to one person per school per year) into account (refer to table 2).

Table 2: Professors at TU Dresden: Target percentage of women in 2030

Structural units	Actual situation in 2017: Percentage of women in W2 / W3 Professorships at TUD in %⁷	Percentage of women studying for senior post-doctoral qualifications / JP 2014 – 2016 German federal statistics in %⁸	Target percentage of women in new appointments by 2030 at TUD in %	Total number of Professorships to be filled	Target corridors number of women Professors by 2030	Target corridors percentage of women in W2 / W3 Professorships at TUD 2030 in %
School of Science	14.3	34.5	30 – 40	49	15 – 20	22 – 28
School of Humanities and Social Sciences	31.9	43.9	39 – 49	47	18 – 23	43 – 49
School of Engineering Sciences	5.5	15.5	11 – 21	49	5 – 10	10 – 15
School of Civil and Environmental Engineering	13.0	26.9	22 – 32	65	14 – 21	21 – 28
School of Medicine	15.2	26.6	22 – 32	61	13 – 20	22 – 28

⁷ The data basis is provided by the Annual Statistical Report of TU Dresden in the version as of 01.12.2017 without taking Senior Professorships, Junior Professorships or Visiting Professorships into account.

⁸ The data basis is provided by the ICEland project. This is a project of the Ministries of Economic Affairs of the federal states and is supported by the German Centre for Higher Education Research and Science Studies (DZHW); main reports – assignment via fields of teaching and research.

ZWE ⁹	5.3	38.6	34 - 44	8	3 - 4	13 - 17
TU Dresden as a whole	15.0	32.0	25 - 35	279	68 - 98	23 - 29

⁹ As the CMCB, the ZIS and other central academic units have corresponding Professorships, the ZWE are also listed.

Measures to be continued and/or developed further:

Measure 1.1	Anchoring of the target ratios in the target agreements with the schools
Brief description:	The target ratios for the percentage of women in Professorships were previously formulated for the university as a whole and the schools in the Equality Concept 2014. To increase the level of obligation, the new target corridors for the filling of Professorships are anchored in the target agreements with the schools and the ZWE.
Area of responsibility:	University Executive Board
Implementation period:	In the next target agreement starting from 2021
Estimated cost:	In the scope of the existing resources
Expected effects:	Creation of a greater level of obligation for the implementation of the target, meaning sustainable promotion of the active equality work

Measure 1.2	Strengthening the active recruitment in the schools / faculties
Brief description:	In every appointment commission, it is necessary to nominate a higher education lecturer for the application procedure as a responsible person for the active search for excellent women Researchers. In this respect, this person should cooperate closely with the person who is responsible for active recruitment in the appointment team of the Rector.
Area of responsibility:	Schools / faculties and ZWE in cooperation with <ul style="list-style-type: none"> • Appointment team of the Rector
Implementation period:	Introduction until the end of 2019
Estimated cost:	In the scope of the existing resources
Expected effects:	Creation of a greater level of obligation in all appointment commissions in terms of the active search for excellent women Researchers

Measure 1.3	Updating of the "Equal opportunities in appointment procedures" guide
Brief description:	The guide dating from 2013 has been updated and contains new developments in the appointment regulations, the active search and further interfaces surrounding the appointment procedure. As an easy-to-use guidebook, it has the purpose of supporting all the appointment commissions with an appropriate consideration of factors

	relating to equality.
Area of responsibility:	Central Officer for Equal Opportunities and the Protection of Women's Rights in cooperation with <ul style="list-style-type: none"> • Appointment team of the Rector • Staff Unit for Diversity Management
Implementation period:	Until mid-2019
Estimated cost:	In the scope of the existing resources
Expected effects:	Professional development of the work surrounding equality and strengthening of the topic of equality in the appointment commissions

Measure 1.4	Continuation and development of the Eleonore Trefftz Programme for Visiting Women Professors through the introduction of a guest visit (at least 3 months) for the recruitment of high-potential women staff
Brief description:	The Eleonore Trefftz Programme for Visiting Women Professors is to be continued with the objective of identifying high-potential women staff. To get to know such women in the scope of a guest visit and, if necessary, to recruit them to TU Dresden when filling Professorships, the programme is to be extended with the format of a short-term guest visit (at least 3 months).
Area of responsibility:	Schools / faculties and ZWE in cooperation with <ul style="list-style-type: none"> • Staff Unit for Diversity Management, • Appointment team of the Rector
Implementation period:	From 2020
Estimated cost:	Staff costs: 300,000 Euros per year for the guest visits requiring sponsorship + the coordination of the program (0.5 FTE) per year
Expected effects:	Increasing the percentage of excellent applications for Professorships from women

Measure 1.5	Target group oriented offers of further training and information for all individuals potentially partaking in appointment procedures
Brief description:	With the help of a revised concept for the target group oriented offers of further training and information, the awareness levels of higher education lecturers, academic staff and academic support staff as well as students will be raised even more effectively for the topic of gender equality in the future. This includes, for instance, an evaluation of academic curriculum vitae in terms of the individual life

	situation of the applicants as well as topics in the context of diversity management and protection against discrimination.
Area of responsibility:	Appointment team of the Rector in cooperation with <ul style="list-style-type: none"> • Office for Gender Equality
Implementation period:	Further development until the end of 2019
Estimated cost:	Material resources: 5,000 Euros per year (fees for advisors, costs of public relations work)
Expected effects:	Strengthening of the topic of equality and diversity in the appointment procedure and raising the awareness for individual life paths

Action area 2: Women Researchers in the qualification phase

According to this Equality Concept, Researchers in the qualification phase means all Researchers who are in the doctoral, post-doctoral or senior post-doctoral phase. The use of this terminology aims to contribute to the respectful appellation of Researchers at every stage of their career by no longer simply describing them as "Junior Academics".

Assessment of previous activities and determinations¹⁰

Programme to support women Researchers in the qualification phase:

The Maria Reiche Programme to Support the Academic Careers of Women Post-doctoral Researchers is oriented to women who want to study for a senior post-doctoral qualification or equivalent. The support lasts for 18 months, and can be extended by another six months in the case of a positive evaluation. The positions are opened to applicants once a year. The support is available in the form of a full time or part time job or as a scholarship.

The Faculty of Medicine of TU Dresden also has its own programme to support women studying for senior post-doctoral qualifications which supports women Researchers in completing their senior post-doctoral qualification by funding a full time or part time job for a 12 month period. The positions are opened to applicants three times a year.

The scholarship programme to support junior women Researchers at TU Dresden (not including the Faculty of Medicine) is particularly oriented to women who want to study for a doctorate or senior post-doctoral qualification or who have not yet been working on their doctorate or senior post-doctoral qualification for more than two years and whose funding through scholarships, paid work or third party assistance has finished. This offering for the bridging of funding short-falls is opened to applicants once a year. The scholarship is granted for a maximum of three years.

Offers of qualification, advice and coaching:

The Maria Reiche Mentoring Programme for Women Post-doctoral and Senior Post-doctoral Students supports women on their journey to a Professorship in the form of an 18-month mentee-mentor exchange with higher education lecturers from other universities.

Since 2013, the Graduate Academy (GA) of TU Dresden has been the enquiry and service point for all questions regarding doctorates. The Graduate Academy offers the following to doctoral and post-doctoral students:

¹⁰ No reference is made to ZWE in this action area, as they do not have the right to award doctorates.

- a programme for Researchers in the qualification phase with more than 100 free events in English and German per year,
- advice on questions surrounding the doctoral and post-doctoral phase, advice on funding, advice on writing techniques, advice on questions surrounding good research practice and career advice,
- individual coaching.

Networking and further training offering with STEM focus:

The “BeWISE – Women in Science and Engineering” conference takes place every two years and is financed from equality funds from the programmes coordinated by the DFG. This offer for women leaders of research groups and women Researchers in the qualification phase provides an opportunity for networking and further training.

Training and advice for women Researchers in the qualification phase

In cooperation with the Centre for Continuing Education, the Graduate Academy and the Career Service, a wide-ranging offering of training and advice is available to women Researchers in the qualification phase. In the future, these offerings are to be communicated to the target group more widely and with greater intensity.

Integration Service for International Researchers in the Qualification Phase

The Integration Service for International Researchers in the Qualification Phase (formerly the Dual Career Service for International Junior Researchers) was established in the scope of the Programme for Women Professors I and continued in the scope of the Programme for Women Professors II. The service is structurally attached to the Staff Unit for Diversity Management. It offers advice, support and networking services to international Researchers and their partners with the goal of their integration in the labour market. The integration service works in close cooperation with the DRESDEN-concept Welcome Centre of TU Dresden, the International Offices of the DRESDEN concept partner institutes of TU Dresden and the Welcome Centre of the City of Dresden. Together with these cooperation partners, it proved possible to achieve an improvement to the Welcome Service for International Researchers in the qualification phase.

Supporting measures

Measures are also available in other action areas which can be of support to women in the qualification phase. Noteworthy here are the measures to support a work and family life balance (refer to action area 8, family friendliness).

Summary of what has been achieved so far

In the CEWS Equality Ranking of 2015, TU Dresden was in the leading group of institutions with a percentage of women of 43.5 % for doctorates. However, according to the ranking dating from 2017, the same percentage had fallen to 41.1 %. This means that in terms of a Germany-wide federal comparison, TU Dresden is now only mid-table.

The development for post-doctoral academic qualifications is more positive: according to the ranking, the percentage of women studying for a senior post-doctoral qualification increased from 20.8 % (2015) to 29.4 % (2017). In these years, the percentage of women holding Junior Professorships remained the same, at 29 %. This means that in terms of a Germany-wide federal comparison, TU Dresden is mid-table.

From 2004 (33.3 %) until 2012 (44.4 %), the percentage of women studying for a doctorate at TU Dresden continuously increased. Since then, however, a slight decline is evident (38.8 % – 2016). The development is different in the individual schools (refer to enclosure 4). The increase in the percentage of women studying for a senior post-doctoral qualification, which went from 15.8 % in 2010 to 35.3 % in 2016¹¹ (refer to enclosure 3), is to be welcomed.

Target-setting

Increase in the percentage of women studying for a doctorate by 2030

Target 2.1:

- TU Dresden as a whole to 45–50 %,
- in the School of Science to 49–54 %,
- in the School of Humanities and Social Sciences to 65–70 %,
- in the School of Engineering Sciences to 20–25 %,
- in the School of Civil and Environmental Engineering to 38–43 %,
- in the School of Medicine to 64–69 %.

¹¹ Data basis: Annual Statistical Reports of TUD 2006–2016

The cascade model is used as the basis for the target percentages of women. The goal is for the university as a whole and the schools to have a doctorate ratio of 1 by 2025 and/or by 2030 at the latest. This would make the percentage of women studying for a doctorate equivalent to the percentage of women graduates (refer to table 3).

Table 3: Doctorates at TU Dresden: Target percentage of women, 2025 and 2030

Schools	Actual situation for doctorates (2012 – 2016) in % ¹²		Actual situation for women graduates (2012/13 – 2016/17) in % ¹³		Ratio (doctorates / women graduates)	Target percentage of women, TUD in % ¹⁴	
	Average value	Min – Max	Average value	Min – Max		2021 – 2025	2026 – 2030
School of Science	40.2	36.6 – 44.0	53.7	52.2 – 55.9	0.7	44 – 49	49 – 54
School of Humanities and Social Sciences	55.8	47.7 – 61.7	71.3	68.3 – 72.6	0.8	60 – 65	65 – 70
School of Engineering Sciences	18.2	15.6 – 22.0	15.1	14.0 – 15.9	1.2	20 – 25	20 – 25
School of Civil and Environmental Engineering	27.9	25.3 – 30.1	41.9	41.8 – 43.8	0.7	33 – 38	38 – 43
School of Medicine	63.4	59.2 – 66.8	68.9	65.6 – 71.2	0.9	64 – 69	64 – 69
TU Dresden as a	41.6	38.9 – 44.4	50.1	47.1 – 50.0	0.9	45 – 50	45 – 50

¹² The data basis is provided by the Annual Statistical Reports of TU Dresden. The current data for 2016 consists of preliminary information of Unit 6.3, Academic Controlling and Quality Management of the Directorate of Planning and Organisation.

¹³ The data basis is provided by the Annual Statistical Reports of TU Dresden (2012–2016).

¹⁴ The target figures for TU Dresden as a whole result from the cumulative target corridors of the schools.

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Increase in the percentage of women studying for a senior post-doctoral qualification by 2030

**Target
2.2:**

- TU Dresden as a whole to 37–42 %,
- in the School of Science to 25–30 %,
- in the School of Humanities and Social Sciences to 50–55 %,
- in the School of Engineering Sciences to 20–25 %,
- in the School of Civil and Environmental Engineering to 25–30 %,
- in the School of Medicine to 45–50 %.

The target percentage of women studying for a senior post-doctoral qualification at TU Dresden by 2030 was also determined on the basis of the cascade model. The goal is for the university as a whole and two of the five schools to have a senior post-doctoral qualification ratio of 1 by 2030. This would make the percentage of women at this level of qualification equivalent to the percentage of women studying for a doctorate (refer to table 4). In the Schools of Science and Medicine, the required gain would be too great, so that in these schools, an increase of just 12 % and/or 15 % is pursued. In the School of Engineering Sciences, the goal is to maintain and/or slightly increase the relatively high proportion of women studying for a senior post-doctoral qualification, which exceeds the amount of women studying for a doctorate.

Table 4: Senior post-doctoral qualifications at TU Dresden: Target percentage of women, 2025 and 2030

Schools	Actual situation for post-doctoral qualifications (2012 – 2016) in % ¹⁵		Actual situation for doctorates (2012 – 2016) in % ¹⁶		Ratio (senior post-doctoral qualifications / doctorates)	Target percentage of women studying for a senior post-doctoral qualification, TUD in %	
	Average value	Min – Max	Average value	Min – Max		2021 – 2025	2026 – 2030
School of Science	15.3	0 – 37.5	40.2	36.6 – 44.0	0.4	20 – 25	25 – 30
School of Humanities and Social Sciences	37.8	25.0 – 57.1	55.8	47.7 – 61.7	0.7	45 – 50	50 – 55
School of Engineering Sciences	19.0	0 – 50.0	18.2	15.6 – 22.0	1.0	20 – 25	20 – 25
School of Civil and Environmental Engineering	20.7	0 – 33.3	27.9	25.3 – 30.1	0.7	25 – 30	25 – 30
School of Medicine	33.9	25.0 – 38.9	63.4	59.2 – 66.8	0.5	40 – 45	45 – 50
TU Dresden as a	28.9	22.9 – 35.8	41.6	38.9 – 44.4	0.7	33 – 37	37 – 42

¹⁵ The data basis is provided by the Annual Statistical Reports of TU Dresden (2012–2016).

¹⁶ The data basis is provided by the Annual Statistical Reports of TU Dresden (2012–2016).

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Measures to be continued and/or developed further:

Measure 2.1	Continuation of the Maria Reiche Programme to Support the Academic Careers of Women Researchers in the post-doctoral qualification phase
Brief description:	The Maria Reiche Programme offers flexible career support to women Researchers in the qualification phase, with the choice of either a full- or half-time job or a scholarship for up to 24 months.
Area of responsibility:	Staff Unit for Diversity Management in cooperation with <ul style="list-style-type: none"> • Graduate Academy
Implementation period:	2020–2025
Estimated cost:	Staff resources: per funding per year (half-time job, full-time job or scholarship up to TVL-E14, equivalent to max. 100,000 Euros per funding per year + 0.25 FTE programme coordination)
Expected effect:	Increase in the percentage of women studying for a senior post-doctoral qualification, supporting women Researchers on the path to a Professorship

Measure 2.2	Continuation and expansion of the Maria Reiche Mentoring Programme for Women Post-doctoral and Senior Post-doctoral Students
Brief description:	The Maria Reiche Mentoring Programme, which offers women studying for post-doctoral and senior post-doctoral qualifications targeted qualification, orientation, coaching, information and networking for strategic career planning for 18 months, is to be further extended. This should encourage and intensify a discussion between women Researchers at TU Dresden and non-university research institutes in the interests of highlighting a variety of career paths.
Area of responsibility:	Coordination of the Staff Unit for Diversity Management in cooperation with <ul style="list-style-type: none"> • Graduate Academy
Implementation period:	2020–2025
Estimated cost:	Staff resources: 0.25 FTE programme coordination per year; material resources: 20,000 Euro per year (costs of further education, coaching, attending conferences, etc. for the mentees)
Expected effect:	Supporting women studying for a post-doctoral or senior post-doctoral qualification on the path to a Professorship

Newly planned measures:

Measure 2.3	Concept for establishing women studying for a post-doctoral or senior post-doctoral qualification at the school level
Brief description:	Networking, shared discussions and reciprocal motivation are the key factors for the career orientation in the post-doc phase. In addition to the previous offers from the Graduate Academy, discipline-specific possibilities for discussion are to be established at the school level. On the basis of these forums, the need for workshops and events on specific topics can be ascertained and forwarded to the Graduate Academy and the schools. In addition to its generic qualification programme, the Graduate Academy can also support the organisation of subject-specific topics.
Area of responsibility:	School management in cooperation with <ul style="list-style-type: none"> • Faculty management, • Graduate Academy
Implementation period:	Draft for a recommended implementation by the end of 2019
Estimated cost:	In the scope of the existing resources (requirement: capacity of the Graduate Academy remains available)
Expected effect:	Long-term increase in percentages of women at the career stages

Measure 2.4	Guidelines for gender- and diversity-oriented recruitment and supervision of women Researchers in the qualification phase
Brief description:	A guide for managers on gender- and diversity-oriented recruitment and supervision of women Researchers in the qualification phase is to be compiled and introduced. With training courses for managers, the focus should be placed on gender- and diversity-oriented recruitment to raise the awareness of the managers on a targeted basis. Furthermore, the awareness of managers is to be raised for the advantages of heterogeneous teams and they are to be prepared for the challenges in the context of their leadership. In addition, through the introduction of a structured staff selection process, a standardisation and professional development of the staff selection processes is to be achieved in the interests of achieving the greatest possible fit between the requirements of the job and the individual competencies of the applicants, and to increase the equality of opportunity with staff selection decisions at the same time.
Area of responsibility:	Directorate 7 Strategy and Communication in cooperation with <ul style="list-style-type: none"> • Staff Unit for Diversity Management, • Decentralised Equal Opportunities Officer
Implementation period:	From 2020

Estimated cost:	In the scope of the staff development concept
Expected effect:	Promoting the attractiveness of TU Dresden as an employer, raising the awareness for equality and diversity during everyday management, reduction of the gender bias during staff recruitment and better support to women in their career paths

Measure 2.5	Active motivation and advice on doctorates
Brief description:	In the future, it is planned that an active discussion and advice on the topic of doctorates will take place. A specialist advice and workshop offer for women students in faculties in which a limited percentage of women are studying for doctorates will also be developed (refer to table 3) to increase the percentage of women in these subjects. Besides the conceptualisation of a programme, a communication concept is also to be developed so as to address the target group in the best possible way.
Area of responsibility:	Graduate Academy
Implementation period:	From 2020
Estimated cost:	In the scope of the existing resources (requirement: capacity of the Graduate Academy remains available)
Expected effect:	Increase the percentage of women studying for a doctorate in the faculties with a comparatively low such percentage

Action area 3: Women staff with academic posts

The focus of the action area is on providing advice to and the qualification of women Researchers who are not necessarily pursuing a professorship. They should be supported with the search for career options in and outside the academic world. Here, the ability to plan the further professional development is a high priority.

Assessment of previous activities and determinations

Activities on the planning capability of academic careers

In 2016, TU Dresden signed the Code of Conduct on Temporary Employment and the Promotion of Career Prospects at Universities in the Free State of Saxony, which it is implementing. Taking the legal regulations into account such as the German Law on Fixed-term Contracts in Academia (WissZeitVG) and the circumstances at the university, TU Dresden helps Researchers to shape their career. To ensure the planning capability of academic careers, complying with the minimum terms and the timely extension of employment contracts are important requirements. Extensions of contract should be realised in good time before the expiry of the respective previous contract. Possibilities for the quashing of contractual time limitations are also available below the level of the Professorship. Contractual time limitations are quashed in accordance with the school-related concept for permanent jobs and on the basis of the specific requirements for a long term completion of academic tasks according to the respective decision of the responsible committee.

Creation of a staff development concept

In recent years, TU Dresden has developed the key attributes of a staff development concept. With the configuration of a further development concept, the introduction of annual discussions in a pilot project and the implementation of a university health management policy, key elements of this concept have already been successfully implemented. Through the continued updating of the concept, further measures are currently planned which are based on the existing staff development activities which, in particular, aim for (1) the systematic and professional development of the existing instruments (e.g. in the scope of the selection, induction and development of staff), (2) an increased transparency and planning capability of career paths in the university context and (3) the establishment of a responsible management culture.

Development and implementation of equality measures in programmes coordinated by the DFG

In May 2013, an additional service in the Staff Unit for Diversity Management was developed in cooperation with the Directorate 5 Research to Support the DFG-coordinated Programmes of TU Dresden with the use of the equal opportunities resources of the DFG. A meeting for coordinated programmes of TU Dresden takes place twice a year at which the programme coordinators are informed of measures from the areas of equality and family friendliness. In addition, an information platform has been established which contains information on equality measures, family-friendly offers and recommendations for the submission of applications. The gender consulting offers are provided in a specially developed flyer.

Supporting measures

Measures are also available in other action areas which can promote women who hold academic positions. Noteworthy here are the measures to support a work and family life balance (refer to action area 8, family friendliness).

Summary of what has been achieved so far

The percentage of women who are academic staff at TU Dresden is 31 %¹⁷ and is therefore clearly below the percentage of women graduates, which is 49 % (in the period 2012 / 13 – 2016 / 17)¹⁸ (refer to table 5). The total percentage of women in permanent jobs is 29 % (2017)¹⁹, while the percentage of women in temporary part-time jobs (44 % 2017)²⁰ is considerably higher²¹ (refer to enclosure 5–9).

The School of Humanities and Social Sciences has the highest percentage of women Research Associates (51 %), although this percentage is clearly below the percentage of women graduates (70 % in the period 2012/13 – 2016/17). Only in the School of Engineering Sciences is the percentage of women (18 %) higher than the percentage of graduates (15 % in the period 2012/13 – 2016/17), although it is at a low level (see table 5).

Through the implementation of the Code of Conduct on Temporary Employment and the Promotion of Career Prospects at Universities in the Free State of Saxony as well as the fixed-term standards, there have been improvements to the durations of the contracts of Research Associates who are funded by the university. In this respect, approximately 85 % of such employees at TU Dresden have a contract lasting at least 1 year, while approximately 40 % of this group have a contract lasting at least 3 years²². In the case of financing from third party funding alone, the duration of the contract is oriented exclusively to the approved duration of the project and/or the approved sub-sections.

Target-setting

Increase in the percentage of women Research Associates by 2030

Target 3:

- TU Dresden as a whole to 40–45 %,
- in the School of Science to 49–54 %,
- in the School of Humanities and Social Sciences to 65–70 %,
- in the School of Engineering Sciences to 20–25 %,
- in the School of Civil and Environmental Engineering to 38–43 %,
- in the School of Medicine to 64–69 %,
- in the ZWE to 40–45 %.

The target percentages of women Research Assistants by 2025 and/or 2030 are oriented to the percentages of women graduates (see table 5). In the School of Engineering Sciences – at the same time as the targeted increase in the percentage of women students – efforts are under way to increase the numbers of women graduates. It is important that these targeted percentages of women are also taken into account when awarding permanent jobs.

¹⁷ Data basis: Directorate of Personnel as at 01.12.2017, apart from Medicine, 30.06.2017.

¹⁸ Data basis: Annual Statistical Reports, 2012–2017.

¹⁹ Data basis: Directorate of Personnel as at 01.12.2017, apart from Medicine, 30.06.2017.

²⁰ Data basis: Directorate of Personnel as at 01.12.2017, apart from Medicine, 30.06.2017.

²¹ Data basis: Directorate of Personnel as at 01.12.2017, apart from Medicine, 30.06.2017.

²² Data basis: Directorate of Personnel, employment of academic and creative personnel according to the German Law on Fixed-term Contracts in Academia (WissZeitVG), first 6 years employees funded by university (number of contracts), as of 01.12.2017.

Table 5: Women Research Associates at TU Dresden: Target percentage of women, 2025 and 2030

Structural units	Actual situation for women share of academic staff 2017 in % ²³	Actual situation for women graduates (2012/13 – 2016/17) in % ²⁴		Pursued percentage of women academic staff, TUD in %	
		Average value	Min – Max	2021 – 2025	2026 – 2030
School of Science	38	53.7	52.2 – 55.9	44 – 49	49 – 54
School of Humanities and Social Sciences	51	70.4	68.3 – 72.6	60 – 65	65 – 70
School of Engineering Sciences	18	15.3	14.0 – 15.9	15 – 20	20 – 25
School of Civil and Environmental Engineering	34	42.8	41.8 – 43.8	38 – 43	38 – 43
School of Medicine	59	68.6	65.6 – 71.2	64 – 69	64 – 69
ZWE ²⁵	36	48.8	47.1 – 50.0	35 – 40	40 – 45
TUD as a whole	31	48.8	47.1 – 50.0	35 – 40	40 – 45

²³ The data (head counts) were provided by the Directorate of Personnel. The data inventory refers to 01.12.2017, in the School of Medicine to the 30.06.2017; it includes temporary and permanent part-time jobs and full-time jobs.

²⁴ The data basis is provided by the Annual Statistical Reports of TU Dresden. The current data for (2016/2017) consist of preliminary information of Unit 6.3. Academic Controlling and Quality Management.

²⁵ As the CMCB, the ZIS and other central academic units have academic staff, the ZWE are also listed. As the percentage of graduates in the ZWE is very low, the number of graduates of TUD is used as the calculation basis for calculating the target figures.

Newly planned measures:

Measure 3.1	Inclusion of the Equal Opportunities Officer in the recruitment process for permanent jobs
Brief description:	The Equal Opportunities Officers are to be included in the process of selection for permanent Research Associate positions.
Area of responsibility:	Directorate 2 Personnel in cooperation with <ul style="list-style-type: none"> • Central Officer for Equal Opportunities and the Protection of Women's Rights, • Decentralised Equal Opportunities Officer
Implementation period:	From 2019
Estimated cost:	In the scope of the existing resources
Expected effects:	Increase in the transparency of the appointment procedure

Measure 3.2	Creation of transparent and predictable career paths with a development model for academic staff
Brief description:	An important element of a successful form of staff development is understood to be the creation of a model which, in addition to established career stages and paths, also highlights alternative career paths (through the involvement of non-university partner institutions, for example). This is also associated with the illustration of qualification requirements, tasks, rights, obligations and prospective developments. In addition to outlining the transitions between the individual career stages, in the future, the various support, networking and qualification measures along the way are to be evaluated along the career paths, and, if necessary, supplemented by further offers, particularly for the promotion of women in science and of people who have family responsibilities.
Area of responsibility:	Directorate 7 Strategy and Communication
Implementation period:	From 2019
Estimated cost:	In the scope of the staff development concept
Expected effects:	Increased transparency and therefore planning capability of career paths to contribute to the retaining of highly qualified women in the world of academia

Action area 4: Gender-sensitive student recruitment and promotion of successful studies

The right to freely determine one's studies is a key accomplishment and an integral part of an individual's right to freely choose their occupation as guaranteed by the Basic Law. Therefore, the individual preferences of new students are decisive for the choice of the course of study, and exerting control over study programmes is not permitted. However, it is of benefit if every study programme has a balanced gender ratio. For different reasons, occupations and professions have a substantial need to be able to appoint both male and female employees. As the development of interests is a long-term biographical process and different fields of study are subject to gender-specific preferences, the wide range of courses offered by TU Dresden will continue to include study programmes which will attract greater numbers of women or men in the future. Despite this, TU Dresden is committed to ensuring that an extreme under-representation of one gender or the other in the different study programmes is prevented and that appropriate measures are taken where this is presently the case. The extreme under-representation of one gender is considered to arise if women or men are represented on a particular study programme at a ratio of below 20 %.

In addition to the recruitment of students, it is also necessary to ensure both genders successfully complete their studies in a reasonable ratio.

Assessment of previous activities and determinations

Increasing the percentage of women students in male-dominated study programmes

Since 2012, the Staff Unit for Diversity Management has also included a Central Coordinator for STEM projects for women at TU Dresden. The coordinator supports and accompanies the strategic management and networking as well as the public relations work of the individual projects. Therefore, a gender-sensitive configuration of projects and the development of new project ideas are ensured along the entire educational chain (life phases).

Increasing the percentage of male students in female-dominated study programmes

At the Boys' Day, in 2015 and 2016, offers were developed with the goal of motivating young men to join the teaching profession. Unfortunately, it was not possible to repeat this format in 2017 and 2018, as it wasn't possible to attract any organisers from female-dominated study programmes. Offers are planned again for 2019, however.

Supporting women with their studies and career planning

In recent years it has been possible to establish target group specific network offers in the STEM subjects at TU Dresden. Since 2012, the Faculty of Mechanical Science and Engineering has hosted the "ConnectING" discussion group, which is organised by and for women students and staff. Since 2017, the Women's Environmental Network (*FrauenUmweltNetzwerk / FUN*) has also held regular discussion groups to allow for an exchange of views between the women stakeholders of the different departments in the Faculty of Environmental Sciences. The seminars and workshops also provide the framework for educational offers on topics which are of relevance to equality. With these offers, women students in particular can get to know women role models and their academic careers and network with each other.

Summary of what has been achieved so far

The percentage of women students at TU Dresden is falling. While the percentage of women was 45.9 % in 2008 / 2009, by 2017 / 2018 it had fallen to 44.6 %. There are also study programmes in which one gender is significantly under-represented. Women students are significantly under-represented in nine study programmes in the School of Engineering Sciences and in one study programme in the School of Science. Male students, in contrast, are significantly under-

represented in seven study programmes (four in the School of Humanities and Social Sciences, two in the School of Science and one in the School of Medicine) (refer to enclosure 10-11)²⁶.

Target-setting

Target 4: Strengthened efforts to recruit more students of the other gender to courses in which one gender is extremely dominant (80 % or over)

The efforts to recruit women students to the STEM subjects will also be maintained in the future, as it is only possible for a long-term approach to bring the relevant success. In the future, another focus will also be on establishing measures for recruiting male students to study programmes which are dominated by women.

Measures to be continued and/or developed further:

Measure 4.1	Continuation of the tryING pilot project – the trial course in the School of Engineering Sciences at TU Dresden
Brief description:	In the “tryING” trial course in the School of Engineering Sciences, women high-school graduates can try out university life for six weeks, and along with modules providing advice on learning and expertise as well as mathematical principles, they can attend a variety of workshops and research stations. Interesting excursions to businesses in Dresden and the surrounding area are also available. The women participants deepen their knowledge which they then apply at a practical level in the workshops and research stations. In this way they can get to know the various issues, working techniques and methods from the subjects in the field of engineering sciences. Scholarships are available to the women high-school graduates for the trial course.
Area of responsibility:	Staff Unit for Diversity Management in cooperation with <ul style="list-style-type: none"> • Schools, faculties and ZWE
Implementation period:	From 2019
Estimated cost:	Material resources: 5,000 Euros (for scholarships and public relations work per year)
Expected effects:	Raising the awareness of women for a degree in the School of Engineering Sciences, breaking down prejudices surrounding these study programmes, increasing the percentage of women students in the School of Engineering Sciences

²⁶ The basis is provided by the data from the CampusNet (head counts / winter semester 2017 / 2018). For the IHI Zittau, the data come from the HIS. Study programmes with fewer than 10 people were not considered.

Measure 4.2	Continuation and further development of the coordination unit for gender-sensitive student recruitment
Brief description:	Building on the experiences of the coordination unit for STEM, this should be further developed to the coordination unit for gender-sensitive student recruitment. The coordination unit develops, supports and networks projects which address and promote the presence of women in male-dominated study programmes, and men in women-dominated study programmes, in the interests of counter-acting cases of extreme under-representation. Planned projects, such as a pool of advisors for specialist presentations from the world of science in schools and the "MINT messengers" / "GSW messengers" project as well as the Check-STEM and "tryING" projects, could also be attached to the coordination unit. The coordination unit works closely with the planned school contact unit.
Area of responsibility:	Schools, faculties and ZWE in cooperation with <ul style="list-style-type: none"> • Staff Unit for Diversity Management
Implementation period:	From 2021
Estimated cost:	Staff resources: 1 FTE per year, Material resources: 5,000 Euro per year (costs of public relations work, fees for advisors)
Expected effects:	1) Raising the awareness of women for a degree in the STEM subjects, increasing the percentage of women students in the STEM subjects, 2) Raising the awareness of men for a degree in the School of Humanities and Social Sciences, increasing the percentage of male students in the School of Humanities and Social Sciences

Newly planned measures:

Measure 4.3	Conceptualisation and implementation of the "MINT messengers" and "GSW messengers" project
Brief description:	With the "MINT messengers" and/or "GSW messengers" project, TU Dresden would like to give a face to the women studying in the School of Science and/or the men in the School of Humanities and Social Sciences. MINT messengers and/or GSW messengers are students who hold presentations for school students in schools and at TU events on how they arrived at their choice of study, and provide insights into daily life as a student.
Area of responsibility:	Staff Unit for Diversity Management in cooperation with <ul style="list-style-type: none"> • Schools, faculties and ZWE
Implementation period:	From 2019
Estimated cost:	Material resources: 6,000 Euro per year (for student assistants and the costs of fees, flyers and information material)

Expected effects:	Early-stage awareness-raising of women for a degree in one of the STEM subjects and of men for a degree in the School of Humanities and Social Sciences; increasing the percentage of women students in the STEM subjects and of male students in the School of Humanities and Social Sciences
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Measure 4.4	Increasing the gender sensitivity with the configuration of the Successful Studies projects
Brief description:	The existing Successful Studies projects at TU Dresden (since 2016, with HSP and ESF funding; www.tu-dresden.de/deinstudienerfolg) contribute to the students' academic success. So that the Successful Studies projects address and include groups of students who are under-represented in certain study programmes more strongly in the future, the focus should be steered more strongly towards gender-sensitive configuration of the projects.
Area of responsibility:	Centre for Interdisciplinary Learning and Teaching (ZiLL) in cooperation with <ul style="list-style-type: none"> • Staff Unit for Diversity Management, • Schools, faculties and ZWE
Implementation period:	From 2019
Estimated cost:	In the scope of the existing resources
Expected effects:	Increasing the academic success of women studying STEM subjects and of men in the School of Humanities and Social Sciences

Action area 5: Equality work at the decentralised level

While the equality work is anchored well at the central level, presently, this is not yet sufficiently the case at the decentralised level. In many cases, the Decentralised Equal Opportunities Officers work on their own and have too few personal contacts at the level of the schools, the faculties and the ZWE.

An important developmental task is linked with the development of the schools. This is based on the establishment of the equality mandate in the ordinances of the schools. As a result, new possibilities arise for the conceptualisation and implementation of effective measures, as well as the necessity for revising and adjusting traditional task profiles and methods of cooperation at the same time.

Assessment of previous activities and determinations

Diversity as an opportunity with responsibility

The Diversity Strategy 2030 of TU Dresden was agreed in 2016, and is the determined expression of a comprehensive commitment to inclusion and diversity in the university context. The concept extends far beyond taking statutory requirements such as the General Act on Equal Treatment (AGG) into account. The development of the university is understood in a direct interaction with the unfurling of the potential of equal opportunities in the fields of research and teaching. In addition, there are specific measures to protect against discrimination which require regular updating and whose implementation requires regular evaluation according to the new discussion in society as a whole and the legal provisions attributable to them.

In this context, in 2007, the D2/2/2007 circular was published entitled "The General Act on Equal Treatment (AGG) and its impact on employment law at TU Dresden". On its date of publication, the circular failed to pay sufficient consideration to the necessity of protecting students against discrimination and did not provide an appropriate complaints office for groups of people possibly subject to discrimination. In the medium term, it is therefore due to be updated and replaced by a new guideline.

Professional development and equipping of the Decentralised Equal Opportunities Officers

In 2012, the internal TU training course PIA (Professional in Office) was explicitly designed for the Decentralised Equal Opportunities Officers of the faculties and Central Academic Units, and has been continuously implemented and further developed by the Office for Gender Equality ever since. For the work of the Equal Opportunities Officers at the faculty level, in the year 2014, minimum standards on the spatial and material equipment were developed and binding relief measures for official duties were agreed. Depending on the size of the faculty and the workload of the Decentralised Equal Opportunities Officers, up to one third of the working time can be reduced. If it is impossible to relieve the burden of previous official duties directly, this can also occur by assigning the tasks to a part-time post or with academic assistants (WHK) or student assistants (SHK). The implementation of these measures is the responsibility of the faculty management and is documented annually by the Office for Gender Equality.

Cooperation at the central and decentralised level

The university-wide central committee for equality work at TU Dresden is the Standing Committee of the Senate for Equal Opportunities and Diversity Management which has existed since 2010. It meets once a quarter and for special topic-related sessions. The Staff Unit for Diversity Management is represented with an advisory vote. The work group of the Equal Opportunities Officers also meets once a quarter for a shared discussion of the tasks and measures at the central level, to exchange views and to coordinate the implementation of the equality mandate at the school and faculty levels. The working group of the Equal Opportunities Officers determined five representatives for the five schools from its numbers. They are the binding link and media-

tors between the Office for Gender Equality and the work at the school and faculty level. Together with the Central Officer for Equal Opportunities and the Protection of Women's Rights, they also participate in the annual discussion with the members of the University Executive Board.

Summary of what has been achieved so far

One goal of the Equality Concept 2014 was to develop stronger equality structures within the faculties. This included measures such as the establishment of gender equality as a management task in the faculties, the development of gender equality structures in the schools, and the creation of implementation plans at the school level on the basis of the Equality Concept. These measures have only been partially implemented. Widening the responsibility for implementing the equality mandate to the faculties and schools remains desirable, and is strongly recommended by the report of the external evaluation of the Equality Concept. Implementation plans at the school level and the uniform definition of the tasks and rights of the Decentralised Equal Opportunities Officers in terms of the cooperation at the school and faculty level are also yet to have been confirmed.

Target-setting

Target 5: Stronger anchoring and expansion of the equality work at the decentralised level

Measures to be continued and/or developed further:

Measure 5.1	Anchoring of the equality mandate with the School Chairpersons, in the School Committee / School Council
Brief description:	To support the implementation of the equality mandate at the school level, it is necessary to responsibly assign the topic to a member of the school management in addition to the Decentralised Equal Opportunities Officer.
Area of responsibility:	School Chairperson
Implementation period:	Implementation until the end of 2019
Estimated cost:	In the scope of the existing resources
Expected effects:	Anchoring the topic of equality and the equality work more strongly in the schools, implementation of the equality-relevant targets at the school level

Measure 5.2	Creation of plans on the basis of the Equality Concept for implementation at the school level
Brief description:	The schools create implementation plans on the basis of the targets of the Equality Concept. The implementation plans of the schools are incorporated in the target agreements with the University Executive Board and are an important criterion for the awarding of funding. The verification takes place in the scope of the quality management (action area 7).

Area of responsibility:	School management in cooperation with <ul style="list-style-type: none"> • Decentralised Equal Opportunities Officers of the schools, faculties and ZWE, • Central Equal Opportunities Officer
Implementation period:	Until 2020
Estimated cost:	In the scope of the existing resources
Expected effects:	Anchoring the equality work more strongly in the schools, strengthening of the Decentralised Equal Opportunities Officers in the faculties and central academic units, implementation of the equality-relevant targets at the school level

Measure 5.3	New arrangements in compensation for the considerable commitment to the equality work
Brief description:	A budget is presently available at TU Dresden for the recognition of the disproportionately high workload on women Professors and women Research Associates in the field of committee work. The evaluation of measures to support equality has shown that the acknowledgement of a high degree of commitment was assessed very positively. The concept behind this measure is to be revised and developed further, and is to be established at the school level in the future.
Area of responsibility:	School management, Decentralised Equal Opportunities Officers of the faculties, schools and Central Academic Units in cooperation with <ul style="list-style-type: none"> • Office for Gender Equality, • Staff Unit for Diversity Management
Implementation period:	Concept development until 2020, measures to start from 2021
Estimated cost:	Material resources: 30,000 Euros per year
Expected effects:	Acknowledgement of the commitment to the equality work, increasing the percentage of women in the committees, raising the level of awareness for the topic in the schools

Newly planned measures:

Measure 5.4	Strengthening of the equality work at the school level
Brief description:	The development of the schools at TU Dresden is an opportunity to strengthen the equality work. The new arrangements in the schools – as is the case at the faculty level – provide for the office of an Equal Opportunities Officer. The office of the School Equal Opportunities Officer focuses on initialising and coordinating equality work at the school level. There is also a responsibility for the school staff in terms of equality. A coordination of the responsibilities and tasks of the Equal Opportunities Officer at the faculty level is also required.
Area of responsibility:	University Executive Board in cooperation with <ul style="list-style-type: none"> • Standing Committee of the Senate for Equal Opportunities and Diversity Management, • School management, • Faculty management, • Management of the Central Academic Units, • Work group of the Equal Opportunities Officers
Implementation period:	Implementation until the end of 2019
Estimated cost:	In the scope of the existing resources
Expected effects:	Anchoring the topic of equality and the equality work more strongly in the schools, more effective implementation of the equality-relevant targets at the school level.

Measure 5.5	Updating of the D2/2/2007 circular and binding introduction of the guidelines for dealing with discrimination and violence at TU Dresden
Brief description:	The planned “Guidelines for dealing with discrimination and violence at TU Dresden” envisages a clear expansion in the number of people and students to be afforded protection. The scope of validity of the General Act on Equal Treatment (AGG) is therefore extended according to the requirements of a university. In terms of its contents, the guidelines aren’t limited to sexual discrimination, but address all people who suffer any form of disadvantage as defined in §1 AGG. The evaluation of the implementation of the guidelines will take place after a two-year period by the Standing Committee of the Senate for Equal Opportunities and Diversity Management in cooperation with the Directorate of Personnel, the Personnel Representation Council and the Office for Gender Equality, with the evaluation report being part of the equality report.
Area of responsibility:	School management in cooperation with <ul style="list-style-type: none"> • Directorate 2 Personnel, • Personnel Representation Council,

	<ul style="list-style-type: none"> • Office for Gender Equality
Implementation period:	From 2019
Estimated cost:	Staff resources: 0.5 FTE per year
Expected effects:	Comprehensive protection against discrimination for all members, staff and students of TU Dresden

Action area 6: Gender factors in research and teaching

An established and broadly based form of gender research can provide an important knowledge basis for a successful and sustainable equality policy in universities. A stronger anchoring of the contents and knowledge of Gender Studies is also necessary in the teaching, and not just in the School of Humanities and Social Sciences.

Assessment of previous activities and determinations

The “Gendered University” research project

This research project (2013–2017), which was supported with funds from the Institutional Strategy, addressed the social processes at TU Dresden which lead to a consistent underrepresentation of women in leading positions in the social field of the sciences. In this project, recommendations were also compiled for overcoming structural hurdles for women at TU Dresden. The study provided scientifically-based recommendations for action on a location-specific basis in order to break down the cultural mechanisms surrounding the reproduction of gender inequality in the academic world.

GenderConceptGroup

The GenderConceptGroup (GCG) was first launched in 2013. The GCG brings together Researchers from the School of Humanities and Social Sciences (GSW) who research gender topics and hold regular interdisciplinary conferences, workshops and readings, etc. The teaching also incorporates current topics from the fields of Gender Research and Gender Studies. In this way, the students are encouraged to address the topic of gender in their final year projects. The best dissertations on the topic of gender at TU Dresden are regularly presented by the GCG to a university-wide audience in the “Dresden Colloquium for Junior Researchers on Gender Research” and published as “GenderGraduateProjects” in the series “Dresden Articles on Gender Research in History, Culture and Literature”.

The “ADDED VALUE through more perspectives” pilot project

“ADDED VALUE through more perspectives” (summer semester 2018) is a project in the Institutional Strategy of TU Dresden. The key concerns of the project are the systematic raising of awareness for and the targeted reflection of factors surrounding gender and diversity in each stage of research and development in the STEM subjects. The goal is a broader perspective on one’s own subject and new points of reference for the interdisciplinary discourse. The project participants are to be found in the three Schools of Engineering Sciences, Science and Civil and Environmental Engineering. The Office for Gender Equality and the GenderConceptGroup cooperate with each other in the implementation.

Gender topics in the teaching

Gender research is anchored strongly in the teaching in many of the study programmes in the School of Humanities and Social Sciences. Certain study programmes, such as the bachelor’s degree in Sociology, the master’s courses in the Faculty of Philosophy and the state course for qualification as a Primary School Teacher in the Faculty of Education also offer the respective modules.

Prize for gender-sensitive teaching

In 2018, a prize for gender-sensitive teaching was awarded at TU Dresden for the first time, which is financed from the funds of the Programme for Women Professors II of the German federal and state governments (2015–2020). The prize is to be evaluated and developed further over the years to come.

Summary of what has been achieved so far

Although the discussion about gender-related topics in teaching and research and the raising of awareness for gender factors in all of the schools and at every level of the university are advanced, it remains necessary to take action so as to raise the awareness of the staff and students at the university even more.

Target-setting

Target 6: Highlighting the gender research more strongly; stronger anchoring in the teaching

Linking topics relating to gender in the research and teaching with the broader topic of diversity appears appropriate and is also justifiable from the academic perspective.

Measures to be continued and/or developed further:

Measure 6.1	Sustainable anchoring of the gender research
Brief description:	Establishing a university-wide network for gender research in the interests of raising the profile of this topic at TU Dresden and anchoring it on a sustainable basis. In this context, the following should occur: <ul style="list-style-type: none">• Support and advice on accompanying research surrounding gender and diversity factors in the research projects of TU Dresden,• Transfer of findings to the teaching,• Organisation of the format of events and further training,• Development of public relations work on the topic
Area of responsibility:	GenderConceptGroup
Implementation period:	From 2019
Estimated cost:	Staff and material costs: 20,000 Euros per year
Expected effects:	Strengthening the gender research at TU Dresden, gender-related transfer of knowledge and raising of awareness for equality factors in all processes, supporting a change of culture towards a gender-equal university

Newly planned measures:

Measure 6.2	“Finally time for MORE argument” – the new series of debates
Brief description:	On the basis of a variety of different building blocks (three visiting women Professors in the Schools of Engineering Sciences, Science and Civil and Environmental Engineering in research and teaching, school-specific workshops, and university-wide events), the “ADDED VALUE through more perspectives” pilot project (summer semester, 2018) awakened plenty of curiosity and initiated some very controversial discussions. The topic of the project is based on key questions and values in the context of research, teaching and academia. In this

	context, deepening the discussions is worthwhile. The planned series of events aims to instigate the discussions and the new topics from the pilot project on a school-spanning basis. In this way, formats surrounding a possible continuation of the project idea should be defined.
Area of responsibility:	Office for Gender Equality in cooperation with <ul style="list-style-type: none"> • GenderConceptGroup
Implementation period:	From 2019
Estimated cost:	In the scope of the existing resources
Expected effects:	Further raising of the awareness for factors surrounding the topic of gender and diversity in each stage of research and development in the STEM subjects

Measure 6.3	Implementation of the categories of gender and diversity for self-disclosure and research in the research information system
Brief description:	The categories of Gender and Diversity are to be implemented in the new research information system of TU Dresden. In this respect, both direct research on the topics of Gender and Diversity as well as accompanying research are to be listed in the search query.
Area of responsibility:	Office for Gender Equality in cooperation with <ul style="list-style-type: none"> • Staff Unit for Diversity Management, • Staff Unit for Research Information, • Directorate 5 Research Promotion and Transfer Office
Implementation period:	From 2019
Estimated cost:	In the scope of the existing resources
Expected effects:	Improved visibility and networking of research and Researchers in the context of the topics / reflective categories of gender and diversity at TU Dresden

Measure 6.4	Implementation of gender and diversity expertise as subject-spanning offers, especially in Teacher Training studies
Brief description:	Fundamental and practically applicable knowledge about the meaning of gender, gender sensitivity and diversity is an important core area of expertise. At the same time, the ability to perceive and respect oneself and others in terms of both their differences and common ground plays a central role. For the transferable skills component (AQua) and the extracurricular studies, a subject-spanning range of elective subjects is to be established which is directly

	aligned to the acquisition of gender and diversity expertise. In this way, these overarching key qualifications can be made accessible to all students. This is of particular importance in Teacher Training studies.
Area of responsibility:	Vice-Rector for Academic and International Affairs in cooperation with <ul style="list-style-type: none"> • Faculties, • Faculty of Education, • School of Humanities and Social Sciences, • Centre for Teacher Education and Educational Research (ZLSB), • Centre for Interdisciplinary Learning and Teaching (ZiLL)
Implementation period:	From 2020
Estimated cost:	Material resources: 10,000 Euros per year (costs of external teaching posts)
Expected effects:	Raising students' awareness for gender and diversity, subject-spanning implementation of gender and diversity in the teaching

Measure 6.5	Online tool for gender and diversity expertise for higher education lecturers
Brief description:	With the use of a tool, in the future, higher education lecturers (interface to staff development concept) will be able to evaluate themselves in terms of their gender and diversity expertise in their teaching and obtain further training offers that are adapted to their level of knowledge. Here, the "DiVers" e-learning tool for higher education lecturers at the University of Cologne and the RWTH Aachen or the "gender and diversity in teaching" toolbox of FU Berlin serve as templates. These are to be analysed and adapted for TU Dresden.
Area of responsibility:	Staff Unit for Diversity Management in cooperation with <ul style="list-style-type: none"> • Media Centre, • Centre for Continuing Education, • Directorate 7 Strategy and Communication
Implementation period:	Until 2020
Estimated cost:	Material costs: 10,000 Euros per year (costs of fees for technical implementation)
Expected effects:	Raising higher education lecturers' awareness for gender and diversity, subject-spanning implementation of gender and diversity in the teaching

Action area 7: Quality management in the equality work

Equality has become established as a strategic action area in the universities and is integrated in several management processes. The development of established routines for the regular provision of data by the Directorates is the condition for ensuring that the data can be submitted to the Senate for Equal Opportunities and Diversity Management and the University Executive Board for the purpose of performance review. The provision of current data provides the basis for a more in depth analysis of the impact of the equality work. In addition to the statistical data on gender equality published annually, a detailed gender equality report is prepared at the frequency of the target agreements between the University Executive Board and the schools which systematically analyses changes and examines the impact of the gender equality measures. The entire process can only succeed if the targets and measures within the framework of a comprehensive quality management are subject to a consistent form of implementation- and success control.

Assessment of previous activities and determinations

Data was gathered and published during the implementation period of the first and second Equality Concept (2009 and 2014). Equality targets and measures have now been part of the target agreements between the University Executive Board and faculties and the Central Academic Units since 2009.

Requesting and evaluation of data

With the data which is provided on a regular basis by the Directorates of Personnel as well as Planning and Organisation (numbers of students or of staff, for example), an initial basis for the evaluation of the figures relating to equality already exists. With the introduction of the "Equality monitoring in appointment procedures" statistical summary, it was possible to expand this data basis of the controlling in the area of appointments. The implementation of measures in the area of family-friendliness (see action area 8) is continuously evaluated. In this context, individual measures, such as flexible child care, are assessed separately.

External evaluation of the Equality Concept

As during the creation of the Equality Concept 2014, in 2018, another external evaluation of the equality work of TU Dresden was commissioned by the University Executive Board of TU Dresden. The results of the evaluation of 2018 have been incorporated in the update.

Summary of what has been achieved so far

A significant amount of data on the quality situation at TU Dresden has already been gathered. The lack of clarity regarding the responsibilities and the decentralised collection(s) of data and figures surrounding equality and diversity are considered a key problem of the previous monitoring.

Target setting

Target 7: Expansion of the monitoring of the status of the equality of the genders and evaluation of the measures in the scope of a comprehensive quality management

It is expected that a better review of the effectiveness of gender equality measures, a prompt adjustment of measures in the event of deviations from targets, and therefore a higher overall level of quality and effectiveness will be achieved in the pursuit of gender equality objectives.

Newly planned measures:

Measure 7.1	Conceptualisation and introduction of a comprehensive quality management for equality and diversity
Brief description	Development of a concept for a comprehensive quality management system for equality and diversity. The preparation of the relevant data and verification of the effectiveness of the equality measures are to be integrated. It appears important that all data previously gathered and stored on a decentralised basis is now prepared on a systematic basis and in an easily accessible way for the entire university and the sub-units. In addition, further data of relevance are to be gathered, such as the percentage of women in positions that require a senior post-doctoral qualification and are funded by the university.
Area of responsibility:	Staff Unit for Diversity Management and the Centre for Quality Analysis (ZQA) in cooperation with <ul style="list-style-type: none"> • Directorate 6 Planning and Organisation, • Office for Gender Equality
Implementation period:	Conceptualisation until the end of 2019, followed by implementation
Estimated cost:	Staff resources: 1 FTE, material resources 5,000 Euros per year
Expected effects:	This can make the gender equality work and/or its analysis considerably more easy and create additional transparency. Detailed possibilities for evaluation and improved data basis of the equality monitoring, possibility for a more precise analysis and a needs-based adaptation of the measures

Measure 7.2	Reporting system for verifying the implementation of the equality policy targets at the level of the university as a whole and the schools
Brief description:	On the basis of the Equality Concept and the implementation plans of the schools, in the scope of the quality management, the status of the achieved equality goals is verified on a regular basis. These reports also provide the basis for the allocation of the resources for equality measures.
Area of responsibility:	Staff Unit for Diversity Management and the Centre for Quality Analysis (ZQA) in cooperation with <ul style="list-style-type: none"> • School management, • Decentralised Equal Opportunities Officers of the schools, faculties and Central Academic Units, • Office for Gender Equality
Implementation period:	From 2020
Estimated cost:	In the scope of the existing resources

Expected effects:	Stronger anchoring of the equality work in the schools, implementation of equality-relevant targets at the school level
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Measure 7.3	Fair salaries instead of the gender pay gap – introduction of the pay check instrument
Brief description:	In Germany, the current gender pay gap is 22 %. In almost every other country in the EU, the difference is lower. The Equal Pay Check (in German, eg-check) is an analysis instrument for businesses with which the causes of unequal pay in the workplace can be revealed. The eg-check highlights specific causes and calculates the financial extent of a discrimination.
Area of responsibility:	University Chancellor in cooperation with <ul style="list-style-type: none"> • Office for Gender Equality, • Personnel Representation Council
Implementation period:	2020
Estimated cost:	Material resources: 5,000 Euros
Expected effects:	Raising the awareness for gender bias in the configuration of employment contracts

Action area 8: Family-friendliness

At a major institution such as TU Dresden, family friendliness is a central cross-cutting topic. Family friendliness supports and accompanies the implementation of the self-defined goals of gender equality in the academic world as well as the establishment of standards of a culture of living, learning and working which is sensitive to diversity. Without a family-friendly university, equality cannot succeed.

Assessment of previous activities and determinations

Wide ranging offer of service and advice on family friendliness

During the web relaunch of TU Dresden, an advice map for the areas of equality and family friendliness was developed and made available for use on the homepage of the TU Dresden. In addition, with the first digital Care Guide, since April 2017 a clearly arranged reference work has been available that covers all topics surrounding balancing care and study and/or work.

An important and established pillar of family friendliness is the “Uni mit Kind” campus office and family service. In cooperation with the Studentenwerk Dresden, it offers advice, courses, and a wide range of services for families.

Places in kindergarten and childcare facilities

For parents who study, the Studentenwerk Dresden offers childcare places in two childcare facilities that are near the campus. For short-term childcare during lectures, students can make use of the short-term “Campusnest” care service in the Studentenwerk. In the form of the “Carus Körbchen”, another short-term care service is available to students and employees in the Faculty of Medicine of TU Dresden directly on the Johannstädter Campus.

Approximately 410 childcare places are available to the employees of TU Dresden in facilities close to the campus and in day-care centres for children. Along with places in day-care centres, staff can also use the flexible childcare service. Since 2013, the flexible childcare service has provided support with cushioning short-term shortages in the available care.

To be able to at least partially cushion the lack of after-school care from grade 5 onwards, since 2015, the children of TU employees have been able to access an in-house after-school care service during the winter holidays and since 2018, during the summer holidays too. The measure is currently financed by the Programme for Women Professors II of the German federal government and federal states.

Part-time study

With the passing of the part-time study ordinance in 2014, students with or without family responsibilities can study on a flexible basis. TU Dresden is committed to the continuous expansion of its offer of part-time study programmes.

Family-friendliness coordination

With the “Family-friendliness coordination” unit, a central contact point has been anchored and established in the Staff Unit for Diversity Management at TU Dresden since 2013. This central contact point is available for all matters concerning the balancing of career, studies and family life, and works closely with the relevant structural units within and outside TU Dresden. With the goal of flagging up a greater degree of family orientation beyond the boundaries of the university, the “Family-friendliness coordination” unit cooperates with leading network partners in the academic location of Dresden, such as the Studentenwerk Dresden, the facilities in the Dresden Network for Career and Family and Dresden City Council. The “Family-friendliness coordination” unit is currently funded by the Institutional Strategy as part of the Excellence Initiative and has funding until 10/2019.

Summary of what has been achieved so far

Since 2007, TU Dresden has been certified as a family-friendly university by the berufundfamilie Service GmbH. Family orientation constitutes an important, decision-guiding module in the success of TU Dresden as an employer.

At TU Dresden, family friendliness is welcomed and enjoys a wide level of acceptance. For TU Dresden, family not only means parenting, but also caring for (grand) parents and life partners. With the re-auditing as a family-friendly university, TU Dresden is continuing its sustainable voluntary commitment to support the balancing of work / study and family life.

A detailed implementation status of the measures agreed in the target agreement on the family-friendly university audit is shown in the interim report of April 2018.

Target-setting

Target 8: TU Dresden is committed to maintaining and further expanding the high degree of family friendliness that has already been achieved.

Measures to be continued and/or developed further:

Measure 8.1	Needs-oriented expansion of childcare for the children of the TU Dresden employees
Brief description:	The childcare service for the children of employees is to be continued and expanded. The goal is the maintaining and the needs-based expansion of places in day-care centres, while setting up a TU Dresden day-care centre (in cooperation with / connection with the Studentenwerk Dresden) is a way of securing and extending the childcare offer. In addition to places in day-care centres, flexible childcare and childcare during the holidays have also proven to be family-friendly measures.
Area of responsibility:	University Executive Board in cooperation with <ul style="list-style-type: none"> • Staff Unit for Diversity Management
Implementation period:	From 2020
Estimated cost:	Material resources: 50,000 Euros per year for places in day-care centres, 7,000 Euros for flexible childcare, and 4,000 Euros for childcare during the holidays
Expected effect:	Ensuring family-friendly framework conditions and measures at TU Dresden, supporting the balance between work and family life, increasing the attractiveness of TU Dresden as an employer

Measure 8.2	Continuation of the coordination unit for family friendliness at TU Dresden
Brief description:	With the expansion and further development of the coordination for family friendliness, the assurance is provided for previous measures and activities to be continuously pursued and implemented. In addition, it will be possible for the measures to be adapted on needs-oriented basis and developed further, and for additional measures / activities to be established.
Area of responsibility:	University Executive Board
Implementation period:	From 11 / 2019
Estimated cost:	Staff resources: 1 FTE, material resources: 1,000 Euros per year
Expected effect:	Ensuring family-friendly framework conditions and measures at TU Dresden

Measure 8.3	Expansion of the advice on flexible working time models for family-related needs
Brief description:	The recognition of a variety of academic approaches and lifestyles is considered necessary in the interests of acknowledging the personal situations of people who work in the academic world and to prevent gender-oriented discrimination. The existing possibility for reducing working times due to family and care responsibilities will be communicated and notified on a targeted basis.
Area of responsibility:	Directorate 2 Personnel
Implementation period:	Implementation until the end of 2019
Estimated cost:	In the scope of the existing resources
Expected effects:	Higher level of awareness and therefore an improved use of variable / varying formats of employment, which contributes to improving the balance between work and family life

Newly planned measures:

Measure 8.4	Conceptualisation of a contact and re-entry programme for Research Associates at TU Dresden during leave from work for family reasons
Brief description:	A structured transition, contact- and re-entry programme in cases of parental and/or nursing leave for employees allows TU Dresden to provide service-oriented support on a compact and comprehensive basis so as to optimally accompany the return of employees from parental or nursing leave. To date, the Directorate of Personnel has drawn the attention of the staff to the legal aspects of granting pa-

	rental leave and to the training opportunities that can facilitate re-entry into the profession in the form of a letter to employees. Furthermore, a central contact person who is available to employees on parental leave and can answer questions about career and family issues, can also be a useful addition. To this end, a concept must first be developed that identifies needs – especially those with a gender-reflexive reference – and formulates services and implementation options.
Area of responsibility:	Staff Unit for Diversity Management in cooperation with <ul style="list-style-type: none"> • Directorate 2 Personnel, • Directorate 7 Strategy and Communication
Implementation period:	Development of concept until 2020, followed by an audit by the University Executive Board and with a positive evaluation, establishment of the programme
Estimated cost:	In the scope of the available resources and in the scope of the measures of the staff development concept
Expected effect:	Further development of the framework conditions to support family life and careers at TU Dresden, optimisation of re-entry to work after leave from work for family reasons at TU Dresden through the frictionless re-assumption of the academic post, leading to an increase in the continuation of women working in the academic sector

Measure 8.5	Concept development and verification: supporting Researchers with family responsibilities during periods spent abroad for academic reasons
Brief description:	Mobility is one of the key terms in the modern academic system. For Researchers with families, mobility can be difficult to coordinate. In the scope of a Mobility Grant, as an extension of the flexible childcare offer, the possibility of taking advantage of childcare services for travelling children should also be made available where necessary in the event of academically-related stays abroad (meetings, conferences). In this context, it is necessary to develop a concept which determines the demand at TU Dresden as well as the relevant content-related and legal factors, and which clarifies the requisite budget.
Area of responsibility:	Staff Unit for Diversity Management in cooperation with <ul style="list-style-type: none"> • Directorate 2 Personnel, • Graduate Academy
Implementation period:	Concept development in 2019, project to start from 2020
Estimated cost:	Concept development in the scope of the existing resources; material resources: 15,000 Euros per year for the implementation

Expected effects:	Supporting Researchers with family responsibilities, further development of the framework conditions that support families at TU Dresden, increasing the attractiveness of TU Dresden as an employer for Researchers
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Action area 9: Communication and public relations work

Communication and public relations work are of central relevance in terms of the self-image, aims and values of an institution, and they characterise the internal and external perception of an institution. The use of language and image material which strengthens an unprejudiced coexistence is a fixed part of gender-sensitive public relations work, as such material does not reproduce stereotypes or assumptions surrounding gender-specific attributes. Only in this way is it possible to address everyone regardless of their gender and to include them accordingly. Communication and public relations work has been included as an independent action area in the updated Equality Concept for the first time. On this basis, an increased visibility and grouping of the previous activities is pursued. The new action area is also a clear sign that TU Dresden is pursuing a change of culture here in the future.

Assessment of previous activities and determinations

Addressing the topic of equality in the university-wide public

The topic of equality is regularly communicated at the public level at TU Dresden on a differentiated basis.

In recent years, a variety of subject-spanning events on equality have been organised and held for a wide public audience. Examples include the Diversity Days which have taken place each year since 2014, which addressed the topic of “gender diversity” in 2017, as well as the “Thinking ahead – equality at TU Dresden” symposium which took place in spring 2018 during the updating of the Equality Concept. Since its inception in 2013, the GenderConceptGroup has been holding regular subject-spanning seminars or conferences on the topic of gender, and is the publisher of the series of publications “Dresden Articles on Gender Research”. In these event formats, the topic of equality is explained on a direct and straightforward basis to a university-wide audience.

Reporting which relates to specific occasions takes place in the university journal; the topics are also published in TU-related media. In the course of the 2016 web relaunch at TU Dresden, the visibility of the topic of equal opportunities was increased and positioned prominently on the start page of TU Dresden with the tile “Diversity”. The five schools to which the 18 faculties of TU Dresden are affiliated all have a tab on the topic of equal opportunities on their uniformly structured start pages, under which information is provided about the responsible people, tasks and activities of the schools, faculties and Central Academic Units. As part of the web relaunch, efforts were also made to ensure that the stakeholders are visible as personal contacts in the topic area, with their points of focus and areas of responsibility.

During its core phase in the summer semester of 2018, the “Added value through more perspectives” pilot project of TU Dresden, which is discussed as a topic in action area 6, was repeatedly present at the public relations level in the events and media of TU Dresden, and created a web-based page on the topic of gender and diversity factors in the STEM research.

“Gender equality in language and images” guide

In 2017, the “Gender equality in language and images” guide, which first appeared in 2014, was updated. The guide contains suggestions and practical tips on how content can be communicated linguistically and visually so that all people are addressed in an equally clear and respectful way. The requirements of the legislation are taken into account and the requirements for comprehensibility and clarity are also implemented.

Summary of what has been achieved so far

Since the last Equality Concept, the public presence of the topic of equality and increased awareness for it have made significant progress in every school and at all levels of the university. Nevertheless, there is a need for action to bring the topic to a TU-wide public audience.

Target-setting

Target 9: Supporting the change of culture by increasing the acceptance for and profile of the equality work at TU Dresden

Measures to be continued and/or developed further:

Measure 9.1	Updating and binding introduction of the “Gender equality in language and images” guide
Brief description:	On 10 October 2017, the German Federal Constitutional Court (BVerfG) issued the following ruling: “The constitutional rights of people who do not identify as being a member of either the male or the female gender are infringed (...) if the laws on personal status force them to register their gender, but do not allow for another positive gender entry apart from male or female.” The ruling addresses the constitutional rights for the protection of gender identity (Art 2, para. 1 in connection with Art 1, para.1, Basic Law [GG]) and on the protection against discrimination due to gender (Art. 3, para. 3 (1), Basic Law [GG]). In the future, the “Gender equality in language and images” guide will form the binding basis for the implementation of the above provision in the official forms and documents of TU Dresden. In particular, this applies to forms which require the provision of personal data, tender texts and written communications in personnel processes. Regular monitoring through text and image analysis guarantees the implementation of the guide and evaluates it, whereby the monitoring report is to be incorporated in the equality report.
Area of responsibility:	Office for Gender Equality in cooperation with <ul style="list-style-type: none"> • GenderConceptGroup
Implementation period:	In 2020
Estimated cost:	Staff resources: 0.5 FTE, material resources: 5,000 Euros
Expected effects:	Contemporary protection against discrimination, supporting the change of culture at TU Dresden through a broadly-based practice of the use of both gender- and diversity-sensitive language and the corresponding pictorial material

Newly planned measures:

Measure 9.2	Conceptualisation, planning and implementation of a communication campaign for making the new Equality Concept visible
Brief description:	Target-group specific public relations work on the goals and measures of the new Equality Concept at TU Dresden.

Area of responsibility:	Coordination of the Staff Unit for Diversity Management in cooperation with <ul style="list-style-type: none"> • Directorate 7 Strategy and Communication, • Office for Gender Equality, • Decentralised Equal Opportunities Officer
Implementation period:	In 2019
Estimated cost:	Material resources: 5,000 Euros (budget for public relations work)
Expected effects:	Announcement of the new Equality Concept and therefore of the gender equality work, raising the awareness of students and employees for the objectives of the Equality Concept, increasing the transparency, development of a target group-oriented approach, clarification of the potential of good gender equality work

Measure 9.3	Development and implementation of a communications strategy on the topic of equality / diversity
Brief description:	Development of a target group specific, long term communications strategy at TU Dresden on the topic of equality / diversity which contains different channels of communication (e.g. tender texts, web pages, flyers, press releases, Facebook), different target groups (e.g. managers, students), different public relations measures and event formats (e.g. conferences, workshops). In terms of the topic of diversity, the contents are generally oriented to the entire TU-wide audience.
Area of responsibility:	Coordination of the Staff Unit for Diversity Management in cooperation with <ul style="list-style-type: none"> • Directorate 7 Strategy and Communication, • Office for Gender Equality, • Decentralised Equal Opportunities Officer
Implementation period:	Starting in 2019
Estimated cost:	The costs associated with implementation of the measure are stated in detail in the course of the development of the communications strategy
Expected effects:	Sustainable anchoring of the topic of equality / diversity in the university-wide, target group specific public, raising the awareness of students and employees for the goals of the equality and diversity efforts of TU Dresden

Measure 9.4	Anchoring of the topic of equality and diversity in the
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	welcome package of TU Dresden – module: Diverse University
Brief description:	During the development of a welcome package for new employees and / or students, as a module, the aspect of equality and diversity is to be part of this welcome package.
Area of responsibility:	Directorate 7 Strategy and Communication in cooperation with <ul style="list-style-type: none"> • Staff Unit for Diversity Management
Implementation period:	Until 2020
Estimated cost:	In the scope of the existing resources
Expected effects:	Strengthening of the welcoming culture, proactive provision of information of relevance to diversity and equality before the start of the study programme / the employment and raising of awareness for the topics of equality and diversity

Measure 9.5	Compilation of an equality and diversity fact book
Brief description:	An updated fact book on the topic of equality and diversity (in two languages) is to be compiled every 2 years. It will present the most important data of TU Dresden surrounding this topic on a clear and attractive basis. A web-based presentation of the fact book will also be prepared.
Area of responsibility:	Coordination of the Staff Unit for Diversity Management in cooperation with <ul style="list-style-type: none"> • Directorate 2 Personnel • Directorate 6 Planning and Organisation • Centre for Quality Analysis • Directorate 7 Strategy and Communication
Implementation period:	Until 2020
Estimated cost:	Material resources: 2,000 Euros (printing costs)
Expected effects:	Provision of information and increasing the transparency regarding the current data situation in the context of equality and diversity at TU Dresden, raising of awareness

Measure 9.6:	Tendering of an incentive fund for equality and diversity
Brief description:	An incentive fund is to be provided and tendered for projects which are dedicated to equality and the promotion of equal opportunities. In the context of a bottom-up strategy, the fund for equality and diversity projects provides an opportunity to promote innovative projects and implement them on a sustainable basis at TU Dresden.
Area of responsibility:	University Executive Board in cooperation with <ul style="list-style-type: none"> • Staff Unit for Diversity Management (coordination), • Office for Gender Equality, • Diversity Committee
Implementation period:	From 2019 every two years
Estimated cost:	In the scope of the existing resources: scope of the funds per tender: 100,000 Euros for staff and material resources
Expected effects:	Raising of awareness for the topic in the schools, active participation of all staff and students of TU Dresden in the conceptualisation of diversity projects and measures which promote equality, equal opportunities and diversity

5 List of abbreviations

AGG	General Equal Treatment Act (Allgemeines Gleichbehandlungsgesetz)
AQua	General Qualifications (Allgemeine Qualifikationen)
BU	School of Civil and Environmental Engineering (Bereich Bau und Umwelt)
GSW	School of Humanities and Social Sciences (Bereich Geistes- und Sozialwissenschaften)
ING	School of Engineering Sciences (Bereich Ingenieurwissenschaften)
MED	School of Medicine (Bereich Medizin)
MN	School of Science (Bereich Mathematik und Naturwissenschaften)
BVerfG	German Federal Constitutional Court (Bundesverfassungsgericht)
CEWS	Centre of Excellence Women and Science
CMCB	Center for Molecular and Cellular Bioengineering
dezGB	Decentralised Equal Opportunities Officer (Dezentrale Gleichstellungsbeauftragte)
DFG	German Research Foundation (Deutsche Forschungsgemeinschaft e. V.)
DZHW	German Centre for Higher Education Research and Science Studies (Deutsches Zentrum für Hochschul- und Wissenschaftsforschung)
eg-check	Equal Pay Check (Entgeltgleichheits-Check)
ESF	European Social Fund
FUN	Women Environment Network (FrauenUmweltNetzwerk)
GA	Graduate Academy
GCG	GenderConceptGroup
GSW messenger	Messenger for the School of Humanities and Social Sciences
HIS	University Information System (Hochschulinformationssystem)
HSP	University Pact (Hochschulpakt)
IHI Zittau	International Institute Zittau (Internationales Hochschulinstitut Zittau)
JP	Junior Professorship
YYYY	Details of the respective year
MINT	Science, Technology, Engineering and Mathematics (STEM)(Mathematik,

	Informatik, Naturwissenschaften und Technik)
PBI	Vice-Rector for Academic and International Affairs (Prorektor/-in für Bildung und Internationales)
PE	Vice-Rector for University Development (Prorektor/-in für Universitätsentwicklung)
PF	Vice-Rector for Research (Prorektor/-in für Forschung)
PIA	Professional in Office (further training for Equal Opportunities Officers of the faculties and ZWE of TU Dresden) (Professionell im Amt)
RGFM	Office for Gender Equality (Referat Gleichstellung von Frau und Mann)
SächsHSFG	University Freedom Law of Saxony (Sächsisches Hochschulfreiheitsgesetz)
SächsFFG	Law of Saxony for the Promotion of Women (Sächsisches Frauenfördergesetz)
SHK	Student assistant (Studentische Hilfskraft)
SP	Senior Professorship
StDM	Staff Unit for Diversity Management
SWOT	Strengths, Weaknesses, Opportunities and Threats
TU Dresden	Technische Universität Dresden
TUD	Technische Universität Dresden
TV-L	Collective Agreement for Public Service Employees in the Federal States (Tarifvertrag für den öffentlichen Dienst der Länder)
UN-BRK	UN Disability Rights Convention (UN-Behindertenrechtskonvention)
VZÄ	Full time equivalent (FTE) (Vollzeitäquivalent)
WHK	Academic assistant (Wissenschaftliche Hilfskraft)
WissZeitVG	German Law on Fixed-term Contracts in Academia (Wissenschaftszeitvertragsgesetz)
ZfW	Centre for Continuing Education (Zentrum für Weiterbildung)
ZGFB	Central Officer for Equal Opportunities and the Protection of Women's Rights (Zentrale Gleichstellungs- und Frauenbeauftragte)
ZiLL	Centre for Interdisciplinary Learning and Teaching (Zentrum für interdisziplinäres Lernen und Lehren)
ZIS	School of International Studies (Zentrum für Internationale Studien)

ZLSB	Centre for Teacher Education and Educational Research (Zentrum für Lehrerbildung, Schul- und Berufsbildungsforschung)
ZQA	Centre for Quality Analysis (Zentrum für Qualitätsanalyse)
ZWE	Central Academic Units (Zentrale Wissenschaftliche Einrichtungen)

6 Enclosure

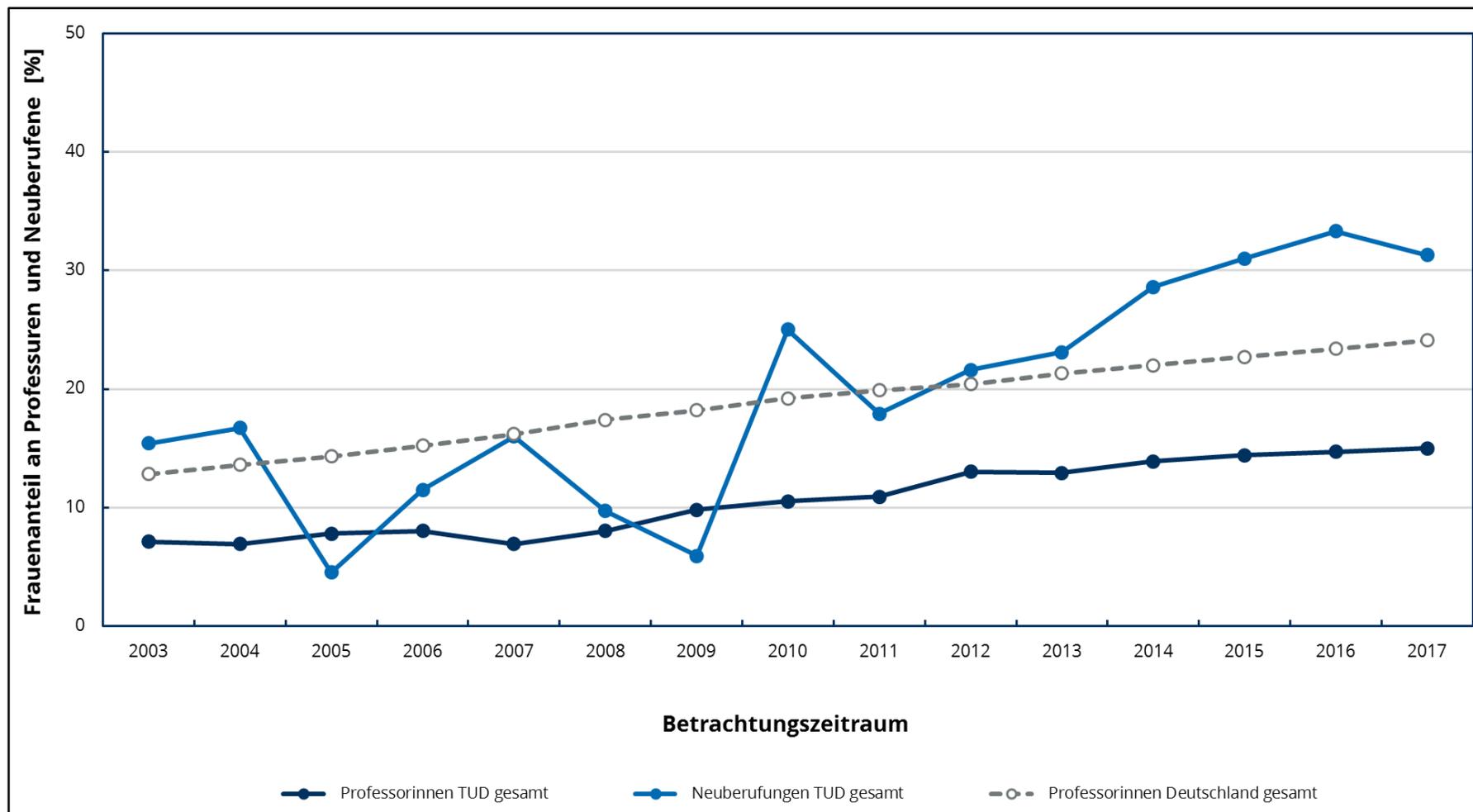
The enclosure contains data that are of relevance to the Equality Concept. The presentation usually takes place in the five schools of TU Dresden. In this respect, the following faculties are assigned to the five schools:

School	Faculties
School of Science	Faculty of Mathematics Faculty of Physics Faculty of Chemistry and Food Chemistry Faculty of Psychology Faculty of Biology
School of Humanities and Social Sciences	Faculty of Education Faculty of Law Faculty of Philosophy Faculty of Linguistics, Literature and Cultural Sciences
School of Engineering Sciences	Faculty of Electrical and Computer Engineering Faculty of Computer Science Faculty of Mechanical Science and Engineering
School of Civil and Environmental Engineering	Faculty of Architecture Faculty of Civil Engineering Faculty of Environmental Sciences Faculty of Transport and Traffic Sciences Faculty of Business and Economics (since 2017)
School of Medicine	Faculty of Medicine

From 2017, the Faculty of Business and Economic is moving from the School of Humanities and Social Sciences to the School of Civil and Environmental Engineering. This change is taken into consideration retroactively in the statistical evaluations for new students, graduates, doctoral students, students studying for senior post-doctoral qualifications and academic staff.

The choice of the period under review was 2003 – 2017, insofar as the data for this period are broken down according to the shares of women and men.

Enclosure 1: Percentage of women in terms of Professorships and newly appointed Professors at TU Dresden (2003 - 2017)

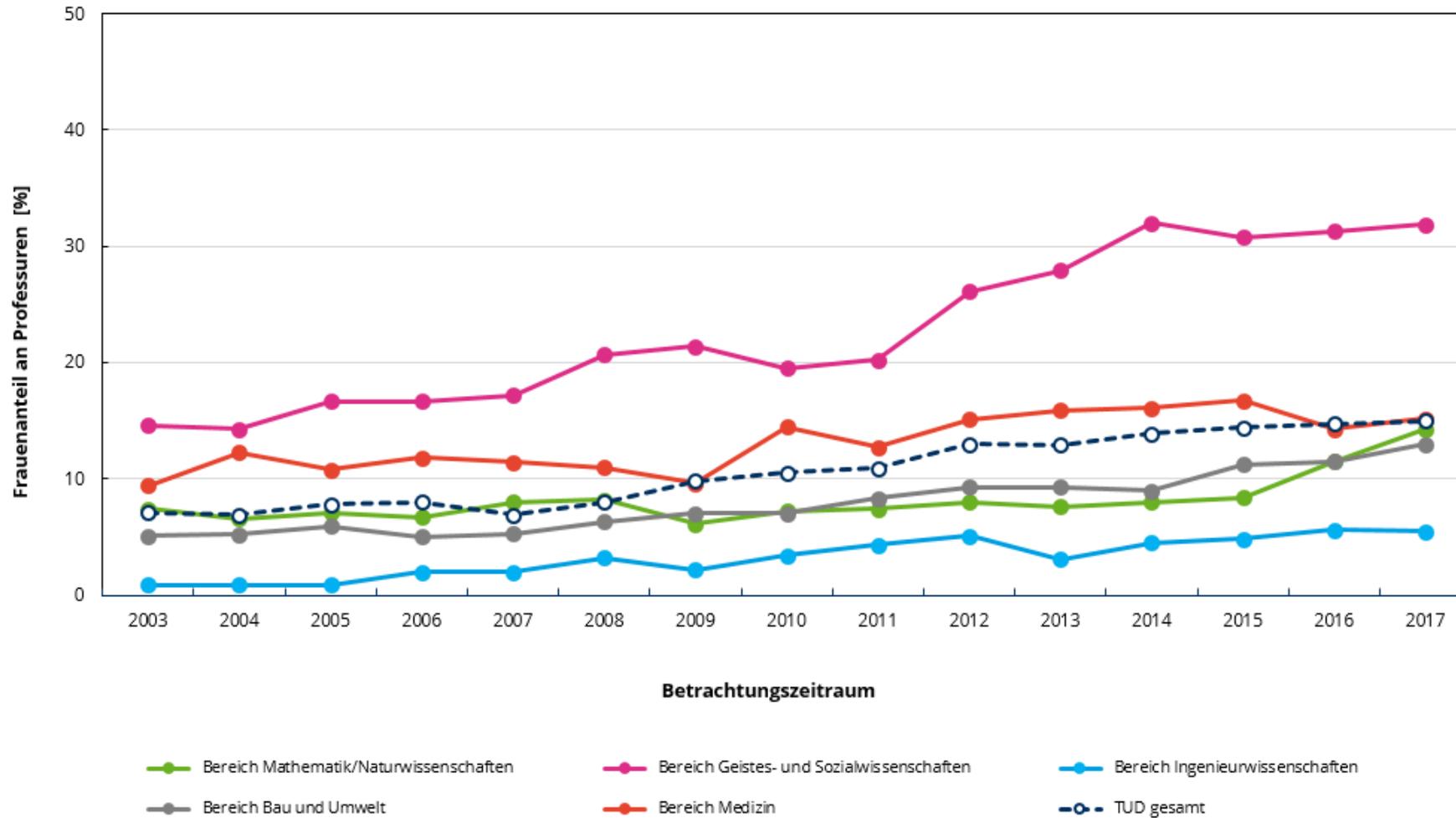


Data bases:

2007 - 2016: Annual Statistical Reports, 2007-2017; W2/W3 professorships only without SP, JP - as individual persons

2003 - 2006: Professorships including Junior Professorships and lecturers, gathering of data on statistics for women, Directorate of Personnel (as of 01.12.YYYY) not including Medicine

Enclosure 2: Percentages of women Professors at TU Dresden according to school (2003 - 2017)

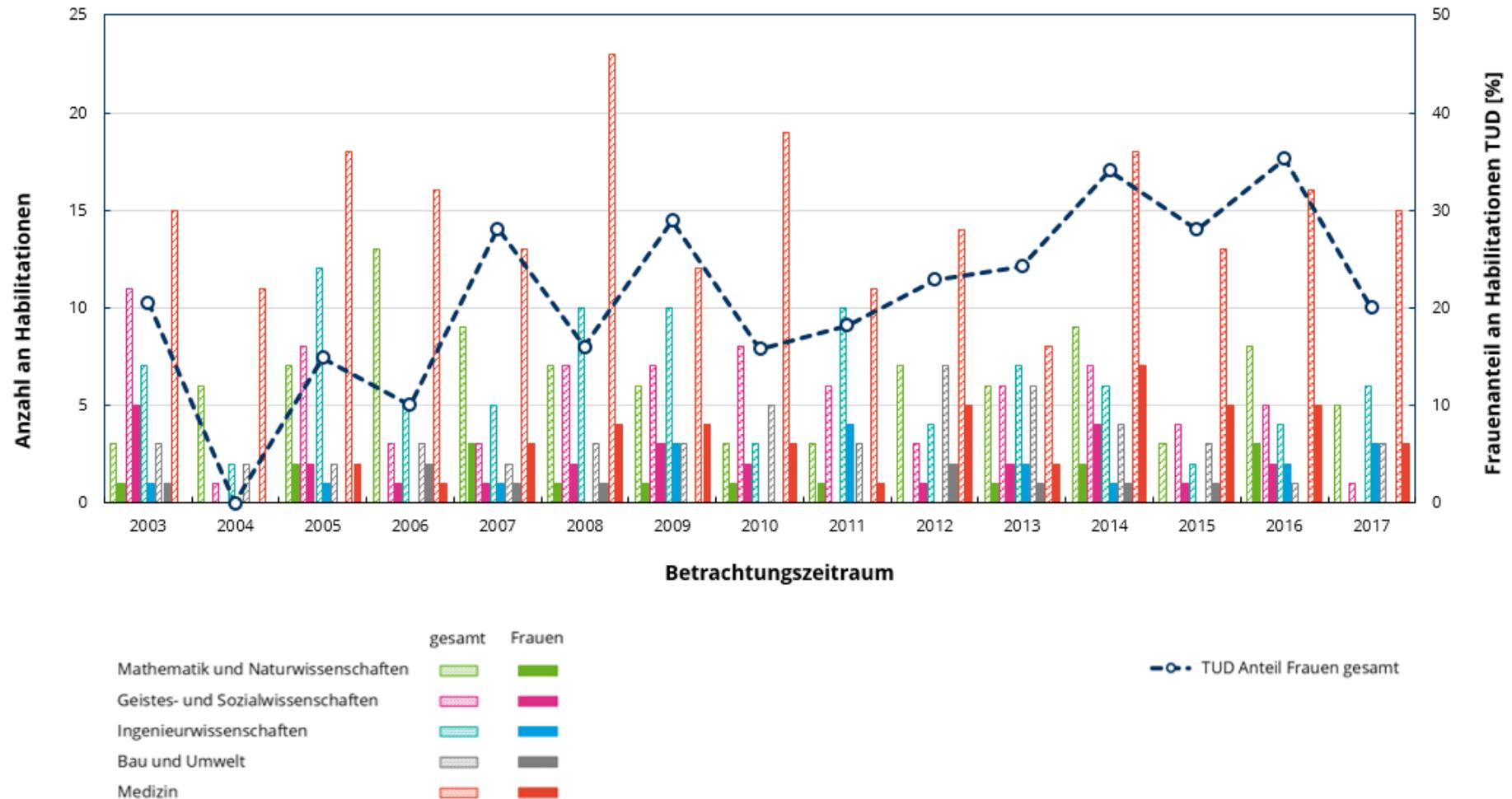


Data bases:

2007 – 2016: Annual Statistical Reports, 2007–2017; W2/W3 professorships only without SP, JP – as individual persons

2003 – 2006: Professorships including Junior Professorships and lecturers, gathering of data on statistics for women, Directorate of Personnel (as of 01.12.YYYY) not including Medicine

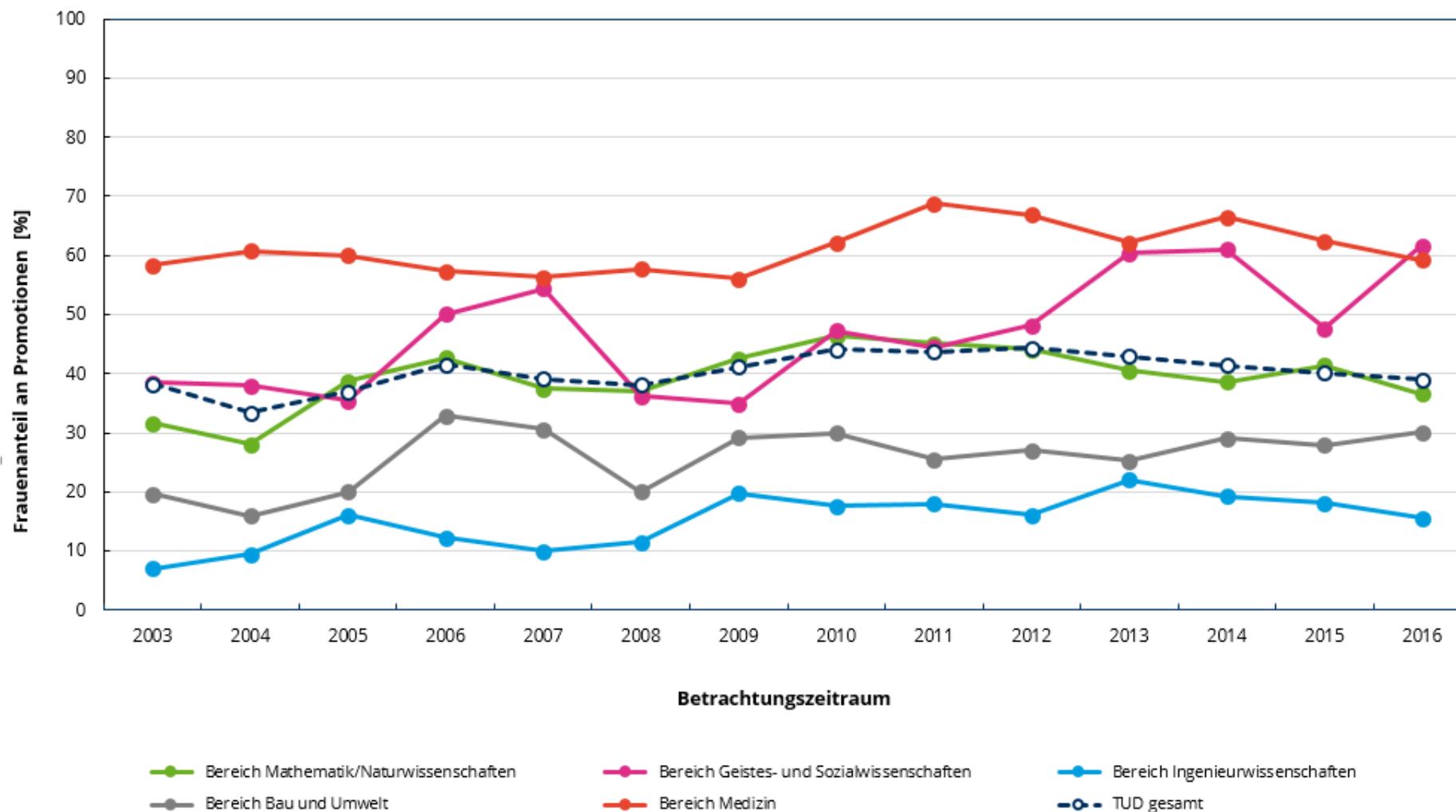
Enclosure 3: Numbers studying for a senior post-doctoral qualification at TU Dresden according to school and percentage of women studying for a senior post-doctoral qualification (2003 – 2017)



Data bases:

2003 – 2017: Annual Statistical Reports

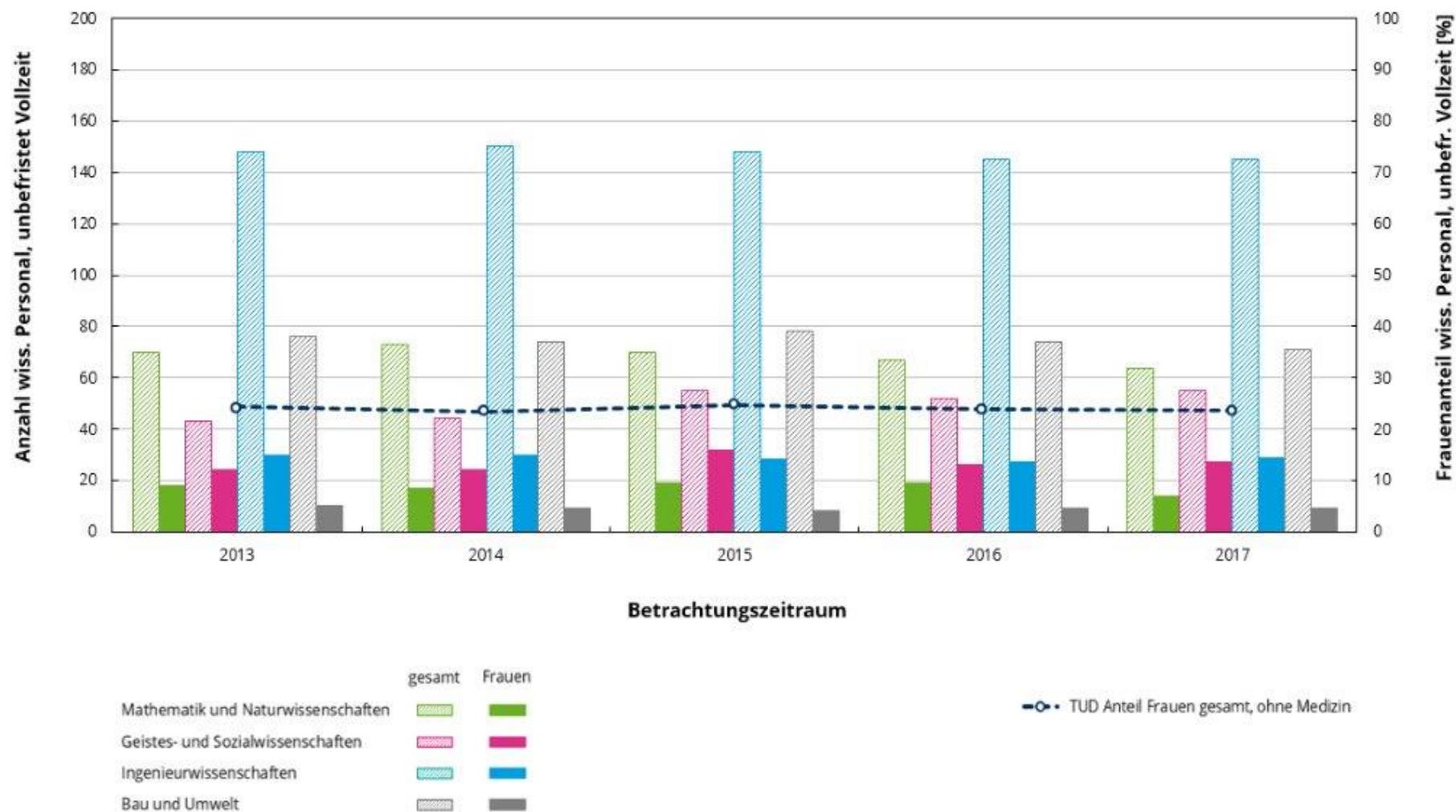
Enclosure 4: Percentages of women studying for a doctorate at TU Dresden (2003 - 2016)



Data bases:

2003 - 2017: Annual Statistical Reports

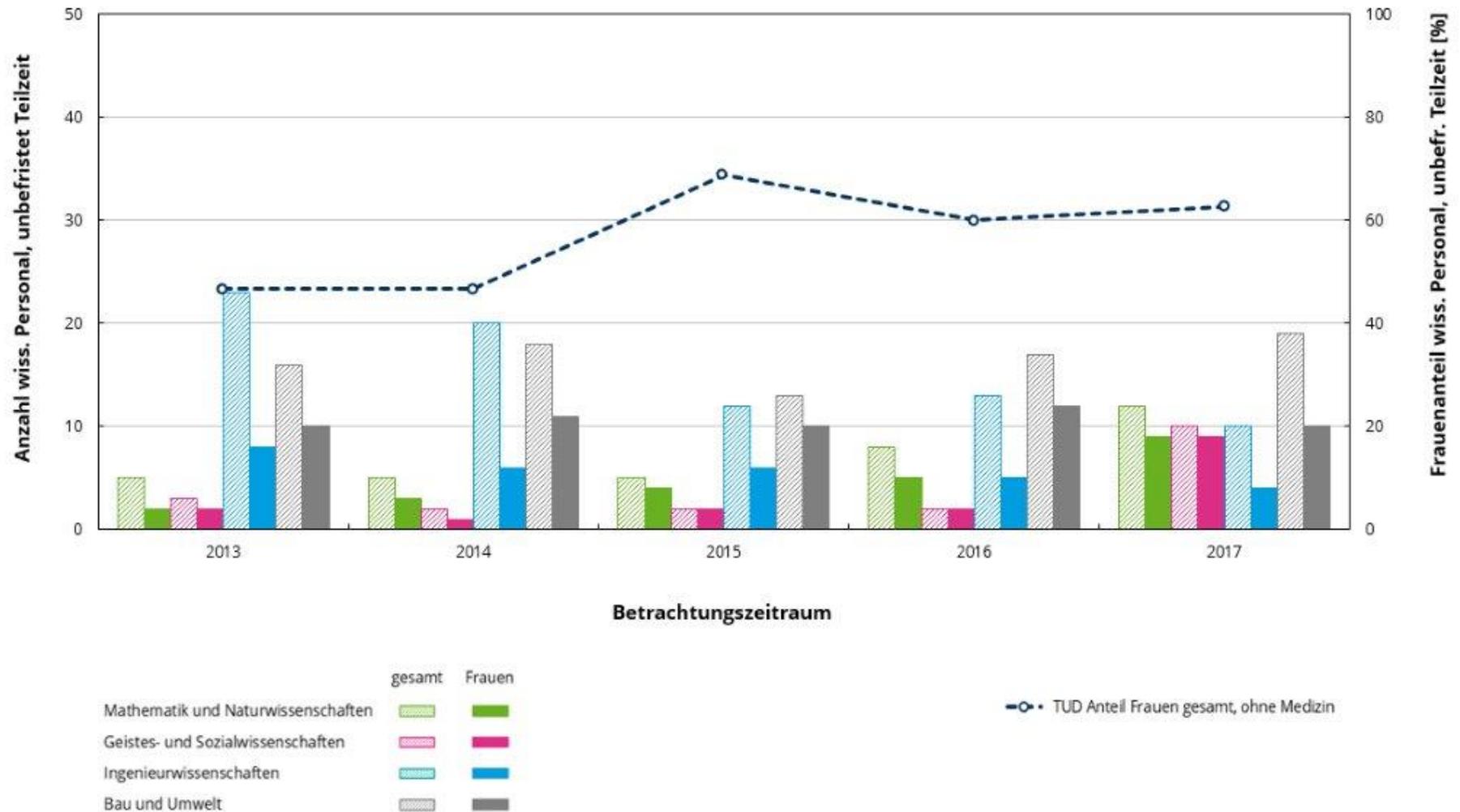
Enclosure 5: Percentages of women in academic staff in permanent full-time positions at TU Dresden (2013 - 2017)



Data bases:

Directorate of Personnel as at 01.12.YYYY, headcount apart from Medicine

Enclosure 6: Percentages of women in academic staff in permanent part-time positions at TU Dresden (2013 - 2017)



Data bases:

Directorate of Personnel as at 01.12.YYYY, headcount apart from Medicine

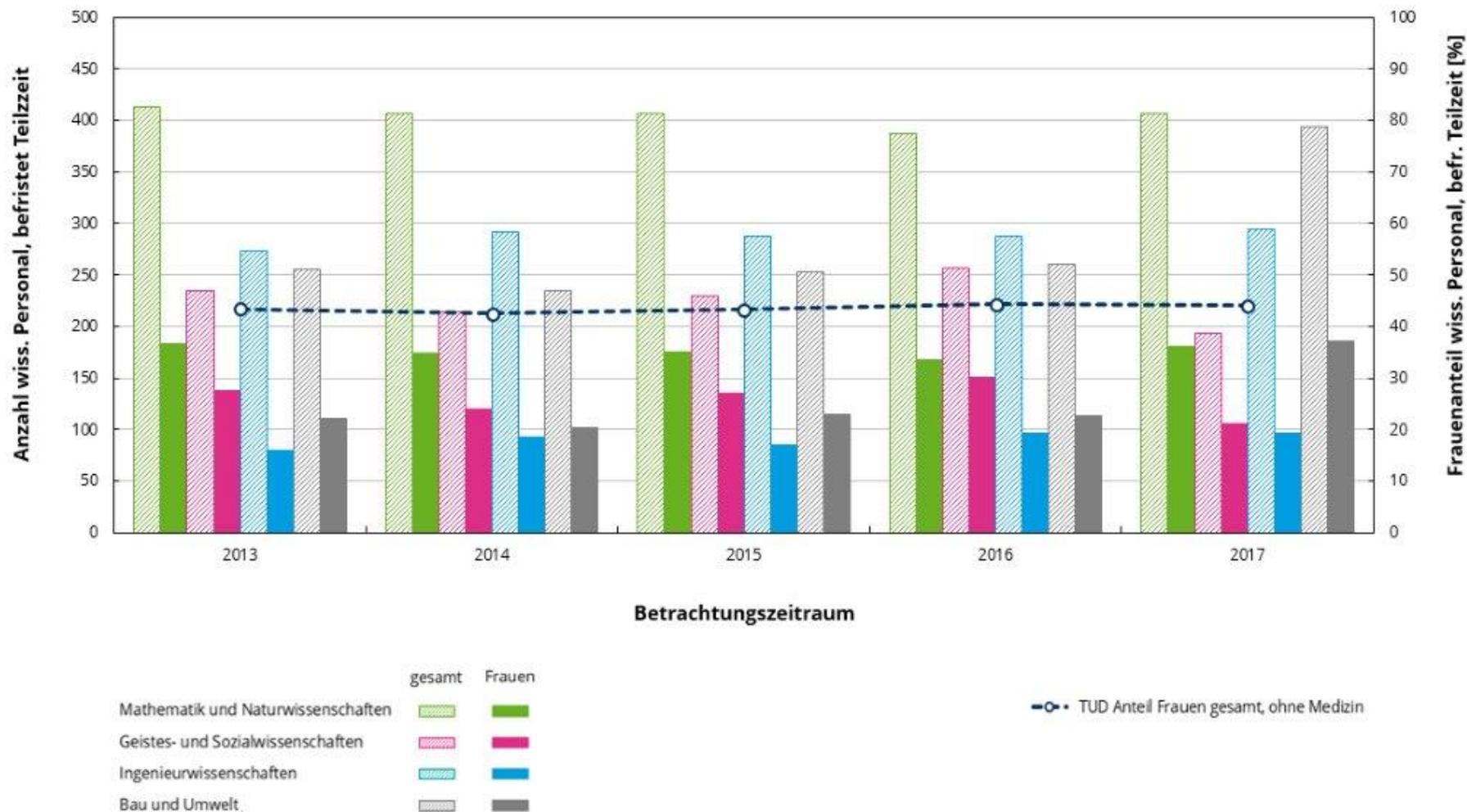
Enclosure 7: Percentages of women in academic staff in temporary full-time positions at TU Dresden (2013 – 2017)



Data bases:

Directorate of Personnel as at 01.12.YYYY, headcount apart from Medicine

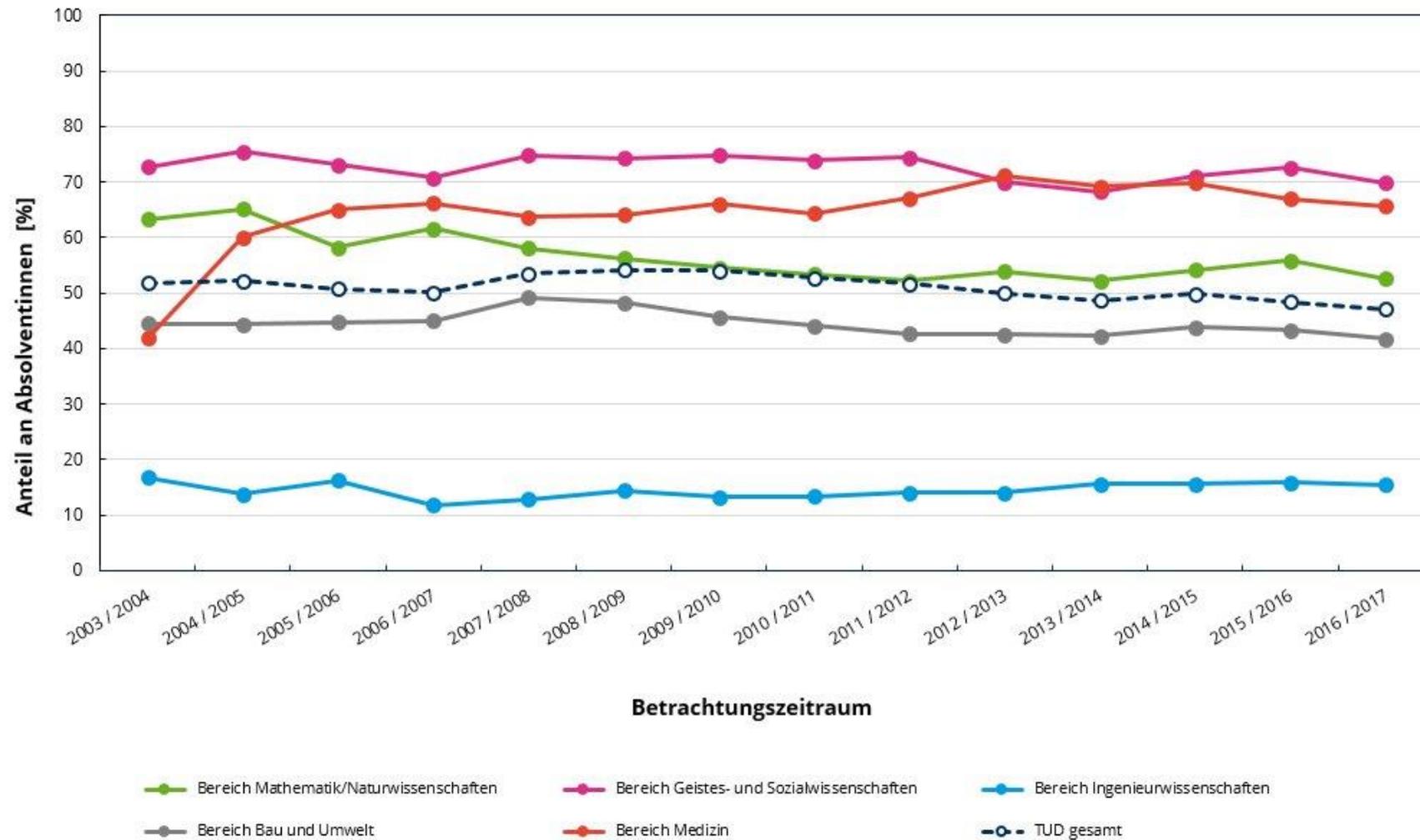
Enclosure 8: Percentages of women in academic staff in temporary part-time positions at TU Dresden (2013 - 2017)



Data bases:

Directorate of Personnel as at 01.12.YYYY, headcount apart from Medicine

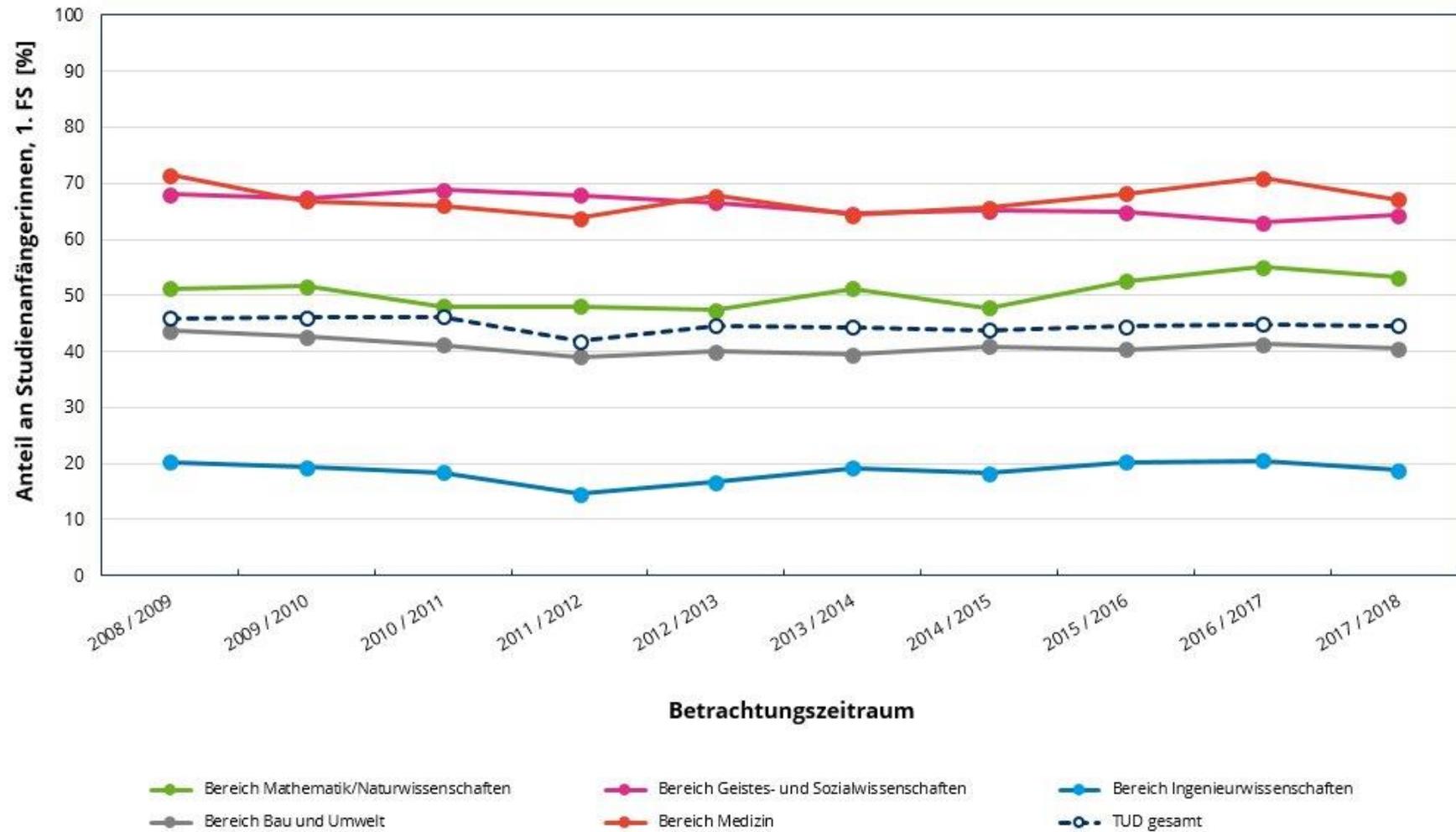
Enclosure 9: Percentages of women graduates at TU Dresden (2003/04 – 2016/17)



Data bases:

2003 – 2017: Annual Statistical Reports

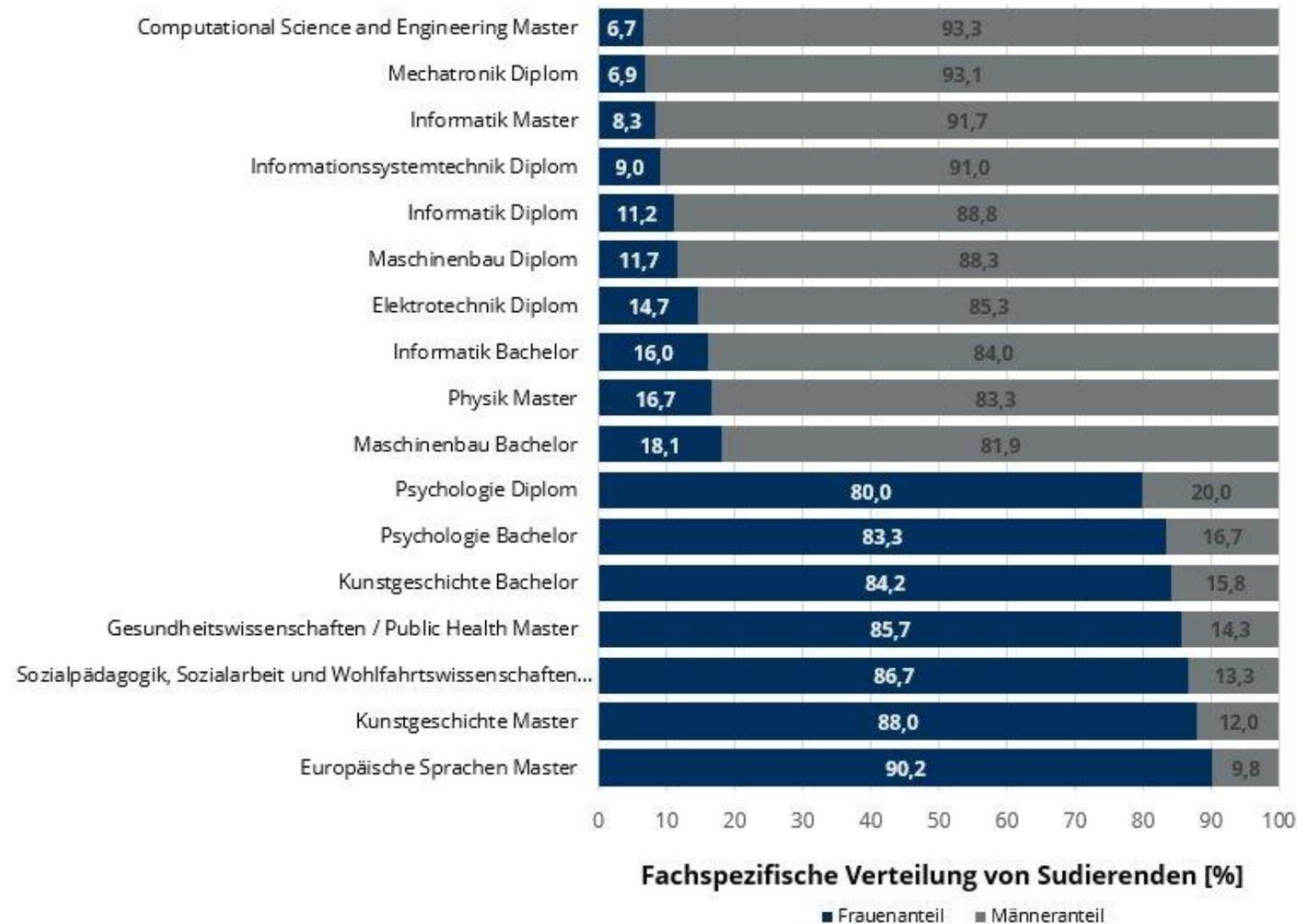
Enclosure 10: Percentages of women as new students (in first semester) at TU Dresden (2008/09 – 2017/18)



Data bases:

2003 – 2017: Annual Statistical Reports

Enclosure 11: Percentages of women and men on study programmes in which one gender is strongly under-represented (below 20 %) at TU Dresden (2017/18)



Data bases:

Directorate of Planning and Organisation