

# 2025 Equality Concept of TUD

Dresden University of Technology

# Impress

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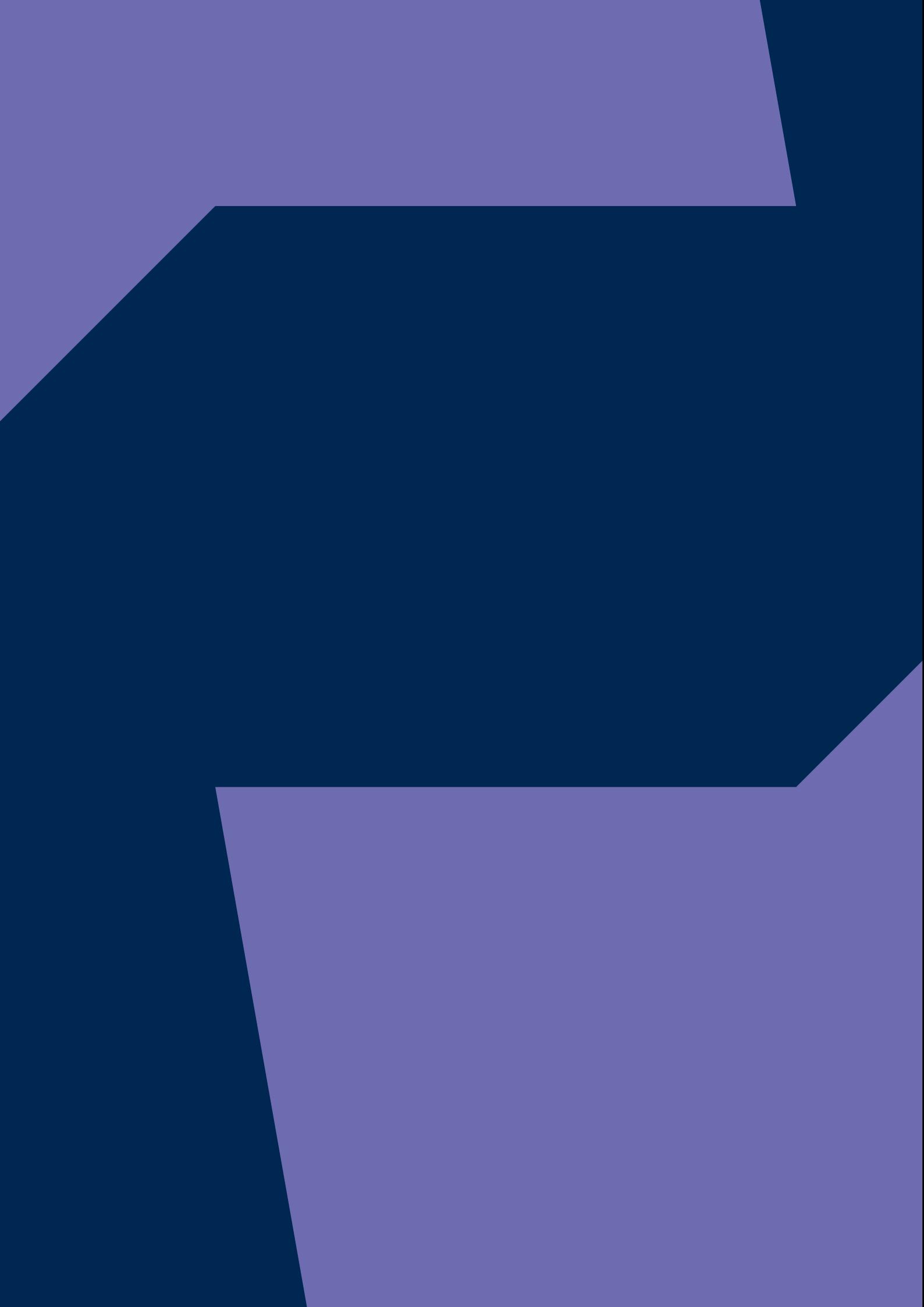
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Approved by the University Executive Board on July 15, 2025

# 2025 Equality Concept of TUD

Dresden University of Technology



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# Foreword

Dear Readers,

Equality is much more than simply establishing formal equal treatment – it means recognizing structural barriers, promoting gender equality, and creating equal opportunities for all. At a university, equality requires a conscious examination of hierarchies and power distribution, of (subtle) forms of disadvantage and discrimination, of a potentially distorted perception of others due to prejudices and stereotypes, and of the associated (hidden or overt) double standards. Taking responsibility for equality therefore means that TUD in its entirety is committed to jointly shaping a university culture that promotes diversity and equal opportunities.

This responsibility is a central component of TUD's university culture. It not only forms the basis of respectful cooperation, it is also a prerequisite for innovation and excellence in research, teaching, transfer, and administration. In recent years, we have made significant progress at TUD in our efforts to champion gender equality and make it visible throughout the university. However, there is still more to be done. It will always behoove us to promote equality and diversity in challenging times.

This Equality Concept is the result of an intensive and participatory process in which the perspectives of all member groups were taken into account. Based on its objectives, it constitutes the strategic cornerstone of our gender equality work in the coming years and contains concrete measures to create a working and learning environment in which everyone can develop their potential and feel valued.

I warmly invite you to play an active role in achieving these goals and helping to shape our university as a place of equal opportunity and diversity. This concept is an important step on this path – a path we are traveling together.

I hope you will find this an inspiring read and look forward to continuing our collaboration.



Kind regards, Roswitha Böhm  
Vice-Rector University Culture



# 1. Introduction

The Equality Concept is a central component of the TUD's overall strategy: "TUD| The Collaborative University. inventive, transformative, engaged." Achieving equality is a task that permeates all areas of the university: from the design of working and studying conditions to the compatibility of work/study and family life, as well as the consideration of gender and diversity aspects in research and teaching.

Equality at TUD means shaping the structural framework conditions in such a way that all members of the university can develop equally. It encompasses the promotion of gender equality and takes into account intersectional perspectives alongside other dimensions of diversity, such as disability and chronic illness, age, or social background. All this is not just about individual behavior, but also about transforming structures, routines, and patterns of interpretation that reproduce existing power relations and privileges.

Equality is an integral part of university culture. As part of its mission statement and basic principles, TUD expressly commits itself to an understanding of diversity not only as enrichment and opportunity, but also to ensuring a balance between professional and family requirements, real

equality of opportunity and inclusion of all its members. Such a culture creates a strong foundation for innovation and excellence and strengthens the university's responsibility as a social actor.

The framework for action for the Equality Concept is provided by the intersectional [2030 Diversity Strategy](#), which systematically combines the dimensions of gender, sexual identity, age, worldview, social and ethnic origin, and health. It serves as an umbrella strategy that links existing sub-strategies such as the Equality Concept, Action Plan 2.0 for the implementation of the UN Convention on the Rights of Persons with Disabilities, and the action programs of the "audit familienfreundliche hochschule" (family-friendly university audit) and the "Vielfalt gestalten" (shaping diversity) audit.

TUD formulated its first comprehensive Equality Concept with ambitious goals and targeted measures in 2009. It replaced a series of poorly coordinated individual measures that had been driven forward by committed but largely isolated Equal Opportunities Officers and individuals. Since then, the systematic setup of a monitoring system has supported the successful implementation of our measures and the achievement of our objectives.

*Equality at TUD means shaping the structural framework conditions in such a way that all members of the university can develop equally.*

The Equality Concept of 2009 was updated in 2014 and in 2018 in a broad, participatory process. From the outset, target quotas for increasing the representation of women were set on the basis of the cascade model for the various academic career levels and increasingly integrated into measures of the university management, such as the target agreements between the University Executive Board and the Schools. The implementation of the Equality Concept has already been subject to external evaluation three times (2013, 2018, and 2023). The external reports form an essential basis for the continuation of the Equality Concept.

The 2025 Equality Concept sets further priorities. Quality management has been comprehensively revised to further promote the effectiveness and sustainability of the measures. Equality in governance and transfer is being taken into account for the first time. Furthermore, queer realities and neurodivergent perspectives are being addressed in a targeted manner. The closer integration of equality and internationalization also promotes intersectional equal opportunities. With the inclusion of support staff as an additional target group, all members of the university are now covered. In accordance with the Saxon Equality Act, the Equality Concept replaces the Women's Promotion Plan as TUD's equality plan.



## 2. Structural anchoring and development process

Responsibility for the 2025 Equality Concept – from preparatory analyses, conception, future implementation of measures and their monitoring to evaluation of the Equality Concept – is divided across five levels (cf. Figure 1, right). The University Executive Board, represented by the Vice-Rector University Culture, has overall strategic responsibility and control. At the decentralized management level, strategic and operational responsibility for gender equality work is combined in the respective unit. The measures are

implemented across the entire university with a focus on decentralized units. It is coordinated by Unit 9.3. Diversity Management, which is responsible for implementation in cooperation with the Directorates. Other important stakeholders include the central and decentralized Equal Opportunities Officers, who actively participate in gender equality work at all levels as part of their statutory duties. Valuable impetus for gender equality work also comes from the academic self-administration of TUD.

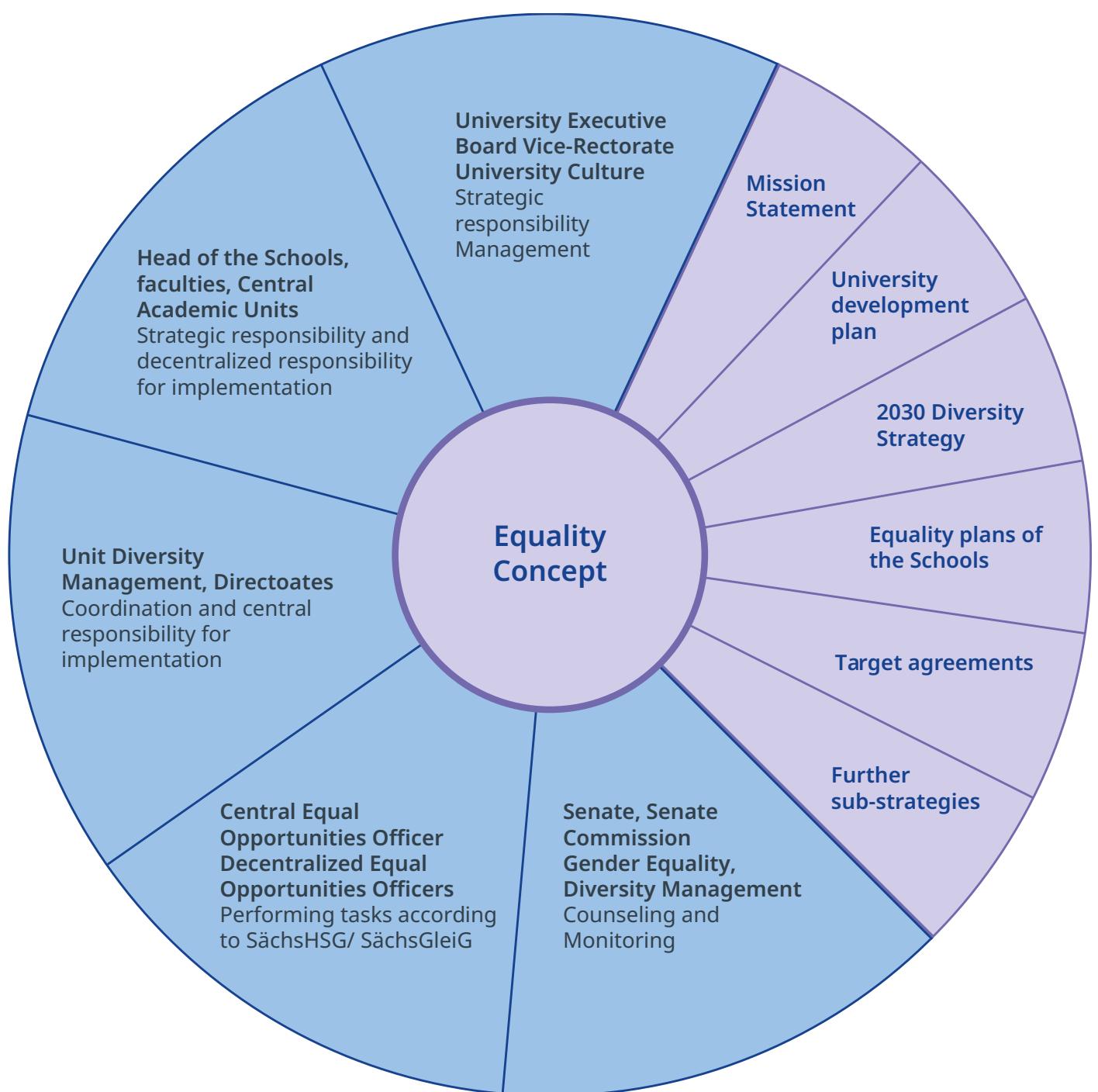
The 2025 Equality Concept is embedded in the overall strategy of TUD (cf. Figure 1, right). Interfaces and interactions with sub-strategies from related areas of activity are taken into account, as are School-specific additions in the form of the Schools' equality plans. Through target agreements between the University Executive Board and the various departments, components of the Equality Concept are binding parts of university management. The 2025 Equality Concept is thus broadly anchored both in terms of stakeholders and strategically.

The process of updating the Equality Concept reflects the participatory approach to gender equality at TUD. The concept is based on field-specific strengths and weaknesses analyses, which in turn build on the results of an evaluation of the 2018 Equality Concept by external experts in spring 2023. The contents of the Equality Concept were developed between June 2023 and May 2025 in a total of ten meetings. A project team consisting of staff from the Office of the Vice-Rector University Culture, Unit Diversity

Management, the central Equal Opportunities Officers, and their deputies was entrusted with this task. The work of the project team was supported by a working group headed by the Vice-Rector University Culture, which included the decentralized equal opportunity officers, representatives of all member groups, the contact person for the Complaints Office for Incidents of Harassment, Discrimination and Violence, as well as experts from across the university invited to address specific topics.

The Equality Concept was approved by the Senate Commission on Equality and Diversity Management and subsequently acknowledged by the Senate. On July 15, 2025, the Extended University Executive Board adopted the Equality Concept. To ensure visibility and broad acceptance among the university community, the 2025 Equality Concept will be aligned with a communication strategy.

Figure 1: Structural anchoring of the Equality Concept





### 3. Areas of activity

In order to support a differentiated analysis of the equality work carried out to date and to derive goals and measures, the 2025 Equality Concept is divided into five areas of activity: University culture and governance; academic careers; teaching, studies, and training; research and technology transfer; and quality management. The areas of activity, with their underlying objectives and planned measures, are the result of extensive participation by experts in gender equality and the areas of activity (cf. Chapter 2). The areas of activity link the status quo of gender equality, with particular consideration given to the evaluation of the 2018 Equality Concept and the Women's Promotion Plan, with the overarching strategic goals of TUD and the application for the 2030 Female Professors Program to form a consistent concept.

Each area of activity is preceded by a strengths and weaknesses analysis, which summarizes the key conclusions from the subsequent descriptive situation analysis. Equality goals are derived from the reflection on the current situation, including identified strengths and weaknesses, and are supported by targeted action plans. The measures are developed in an impact-oriented manner (cf. Chapter 3, Area of activity: Quality management, "Logic Model"), and a detailed description of each planned measure is included in the appendix. It also serves as a basis for monitoring the implementation of the Equality Concept.

#### Area of activity 1: University culture and governance

##### Strengths

Vice-Rectorate University Culture and Directorate University Culture anchored in the organizational structure

Certification as a "family-friendly university"

Establishment of a Complaints Office for Incidents of Harassment, Discrimination and Violence and integration into the compliance management system

Equality indicators established as control instruments in target agreements with the Schools

Strengthening gender equality work at School level

Significant progress in the representation of women at management level

##### Weaknesses

Room for improvement in awareness of gender equality at middle management level

Gender pay gap in performance-related bonuses for W3 professorships

Equality and internationalization are not yet sufficiently linked strategically and operationally

Low representation of women in decentralized management positions and decision-making bodies

TUD aims to establish a university and leadership culture characterized by transparency, appreciation, integrity, creative innovation, and participation. In order to achieve this goal, university culture was more firmly anchored in the organizational structure. In 2020, Germany's first Vice-Rectorate University Culture was established, along with a corresponding directorate within the Central University Administration. The Staff Unit Diversity Management was integrated into the Directorate University Culture as an official unit.

In a participatory process, value-oriented [leadership guidelines](#) were developed in 2023 that promote cooperation and contribute to individual and organizational health. They reflect TUD's shared understanding of leadership and serve to further develop leadership tools (e.g., annual reviews, continuing education). There is potential for development in establishing a gender-equitable and diversity-sensitive management culture, particularly at the middle management level. For example, equality is not yet consistently understood as a management task in all Schools, Faculties, and Units of the Central University Administration.

Equal pay is also an integral part of an equal opportunity and gender-equal university culture. With this in mind, as one measure in the 2018 Equality Concept, the salaries of professors with W2 and W3 remuneration were examined for the years 2021 and 2023. A gender pay gap was clearly evident among W3 professors across all Schools. According to this, female W3 professors received an average of around 35 % less performance-related pay than their male colleagues across the university in 2023. However, no gender pay gap was found for W2 Chairs. The multifactorial causes of the gender pay gap observed for W3 professorships deserve more detailed investigation in the future.

TUD is strongly committed to recognizing the achievements of women in science by making them more visible. For this reason, research into historical women who shaped the university through their work and broke new ground as pioneers in science has been intensified in recent years (e.g. the first women's place at TUD, the calendars "Historical Female Doctoral Candidates" and "HERSTORY – Exceptional Female Professors at TUD"). In addition, various opportunities and workshops are offered to encourage today's female researchers to become more visible with their research achievements.

*TUD aims to be a place where all members of the university community feel welcome and can develop freely, regardless of their gender identity and sexual orientation.*

The integration of gender equality indicators into target agreements between the University Executive Board and the Schools means that, in addition to School-specific gender equality measures, the proportion of women at academic career levels is an important component of internal university management. At the same time, gender equality work has been intensified by establishing an office for the decentralized gender equality officers at the levels of the School and Cluster of Excellence. The School equality plans introduced in the 2018 Equality Concept will effectively take into account disciplinary differences in the implementation of equality measures. With their cluster-specific equality and diversity programs, the five Clusters of Excellence promote equality work and serve as testing grounds for innovative measures.

TUD regards equality as a cross-cutting task that thrives on the broad participation of the university community. The Equality and Diversity Incentive Fund provides annual funding for innovative projects such as the series of events on queer parenting (2023) and the projects "Neuroqueer@TUD" (2024) and gender-sensitive medicine (2024). Furthermore, various campaigns serve to raise awareness, communicate, and sensitize people to topics of gender equality and diversity.

TUD strives for stronger strategic and operational links between gender equality and internationalization in order to promote intersectional equal opportunities. The SprInt program makes a structural contribution to this by providing linguistic and intercultural training opportunities for academic and research support staff, thereby systematically strengthening institutional diversity and providing better approaches to internationalization. Equality and diversity aspects should be integrated into the internationalization strategy in order to create synergies with international partner universities and generate new opportunities for learning.

As a family-friendly university, TUD recognizes the importance of balancing work and studies with family life and seeks to support its members in doing so. The term "family" refers to all ways of life that include a parent-child relationship, partnerships or relatives for whom care (support and nursing) is provided and for whom there is direct responsibility. TUD recognizes the variety of all family constellations. In 2023, the university successfully achieved certification in the "family-friendly university audit" for the sixth time. The comprehensive [action program "Family-Friendly University"](#) forms the basis for further promoting a family-friendly culture at TUD.

TUD aims to be a place where all members of the university community feel welcome and can develop freely, regardless of their gender identity and sexual orientation. A queer peer counseling service has been set up as a central point of contact and support for queer members of the university community. Action days such as the International Day Against Homophobia, Biphobia, and Transphobia are there to raise awareness and empower our queer community. The regular hoisting of the progressive pride flag in front of the Rectorate Building symbolizes the recognition of queer realities as an integral part of university culture. Furthermore, TUD recognizes the dgti supplementary certificate for its members. This document serves as an official basis for students wanting to change their first name and gender.

With the reform of the Civil Status Act in 2018, gender-specific naming was made more flexible and the previous division into a strictly binary gender system was reassessed. Since then, the birth register has allowed entries of "female," "male," "diverse," and "not specified." This also makes the general public aware of the conversation about the linguistic visibility of gender diversity. In 2021, TUD developed its guidelines for gender-inclusive communication in language and images with the broad participation of university members and it was unanimously adopted by the Senate and University Executive Board. Its application is mandatory for central organizational units and public relations work at TUD, and recommended for decentralized organizational units.

In order to grant all people equal opportunities in terms of both access and success, regardless of their differences, TUD Dresden is committed to preventing any form of discrimination. TUD recognizes the special responsibility that arises from power relations and dependency structures that exist at a university. These structures might encourage an

abuse of power and impair cooperation. Therefore, it is essential to consciously address these dynamics. In 2022, TUD established an independent [Complaints Office for Incidents of Harassment, Discrimination and Violence](#) and integrated it into the Compliance Management System. TUD members and external parties can report misconduct not only via the established contact points, but also via a digital reporting system, which can be used anonymously. TUD is expanding corresponding advice and support services in a targeted manner. Alongside the continuous monitoring by the Complaints Office and based on the results of the European research project UniSAFE (2021-2023), in which TUD participated, regular workshops on dealing with gender-based harassment, discrimination, and violence are on offer.

TUD aims to shape working conditions in such a way that they take into account the diversity and specific needs of university members. An important target group here is science support staff, whose work makes an essential contribution to fulfilling the university's tasks. The demands placed on employees in technical, administrative, and university management roles have increased in recent years, partly due to advancing digitalization and internationalization. A stronger focus in personnel development on support staff, the promotion of intergenerational learning, and support for the newly established network of secretarial staff are key projects aimed at providing even better framework conditions for this group of employees in the future, taking into account gender equality and diversity aspects.

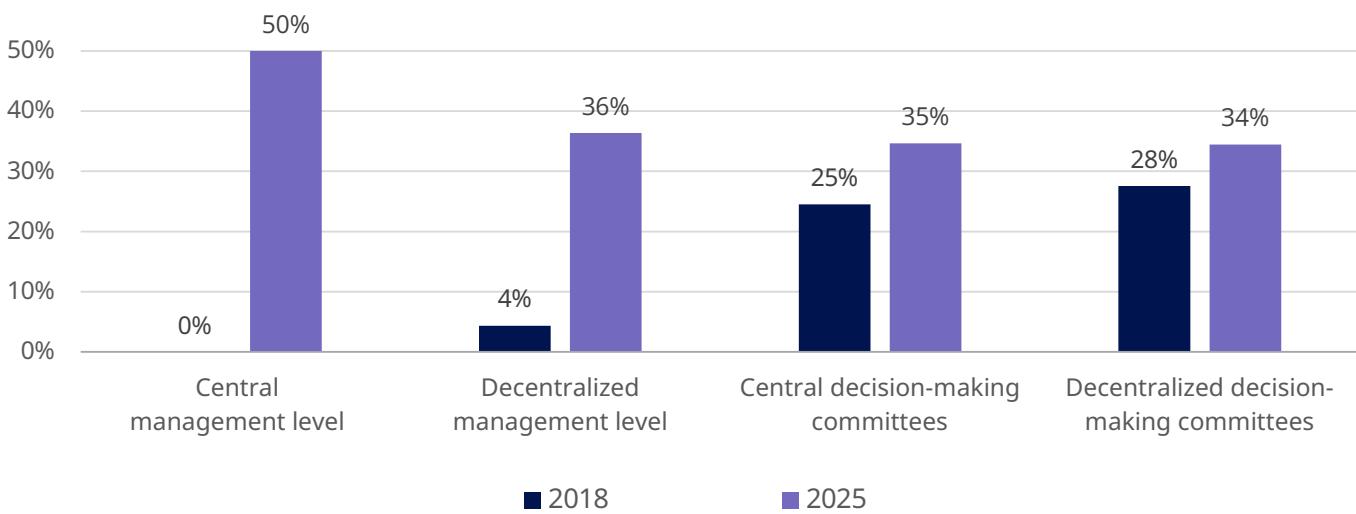
## Equality in university governance

The positive developments of recent years are reflected in the governance of TUD in the representation of women in management positions (cf. Figure 2) For the first time in the history of TUD, the current Extended University Executive Board has gender parity under the leadership of the Rector since 2020. The proportion of women in decentralized management positions has also increased significantly, although there is still room for improvement. While there was only one female dean across the entire university in the last survey in 2018, in 2025 there are seven female deans (one of whom is also serving as departmental spokesperson) in the five Schools with their 17 faculties.

Women are also increasingly represented in the decision-making bodies of TUD's academic self-administration: At the central level, the proportion of women in the Senate, Extended Senate, and University Council rose across all member groups from 25 % (2018) to 35 % (2025). The increase in decentralized decision-making bodies was slightly lower during the same period. Women currently make up 34 % of the School and Faculty Boards.

Differences in the representation of women arise between both subject areas and member groups. While decentralized committees in the School of Humanities and Social Sciences are almost equally represented, the proportion of women in the School of Engineering is less than 20 %. Women are generally less represented among professors than among students, research support staff, and academic staff. TUD also aims to further increase transparency in its committees and to relieve professors who are heavily involved in committee work.

Figure 2: Representation of women at management level and in decision-making bodies<sup>1</sup>



<sup>1</sup>For methodological and data protection reasons, gender-specific data is presented in binary form in this Equality Concept, generally as "women/men" or "female/male." Unless otherwise indicated, non-binary persons („diverse“ or „not specified“) are distributed evenly across the binary categories. This practice is discriminatory, but is still used due to a lack of statistically viable alternatives.

## Goal 1

### *Development of a gender-equal, inclusive and non-discriminatory university culture*

Building on the measures established as part of the 2018 Equality Concept, the creation of a gender-equal, inclusive and non-discriminatory university culture is one of the central goals of equality work in the coming years. The subgoals specify the priorities that have been set. The Gender Equality and Diversity Incentive Fund is intended to further strengthen participation and generate innovative ideas. The management culture should be made more inclusive and flexible. The establishment of an anti-discrimination culture should better protect those affected and have a preventive effect. Queer realities are recognized and supported as an integral part of the university community. Extended monitoring of performance bonuses for professors should help to reduce the existing gender pay gap in this School.

The promotion of family-friendliness, alongside independent care advice, takes into account a comprehensive concept of family and focuses on strengthening the role of fathers. Barriers to hiring parents are to be removed and international mobility with children promoted. Decentralized Equal Opportunities Officers will be strengthened through improved onboarding and their individual burden will be reduced. Equality and internationalization are to be brought together and systematically linked in the future. Support staff will receive more attention as a target group, placing a particular focus on age diversity and empowering members of staff in secretarial positions.

#### **Subgoal 1.1 Strengthening participation and promoting innovative ideas**

M 1 → Equality and Diversity Incentive Fund

#### **Subgoal 1.2 Developing an inclusive and non-discriminatory management culture**

M 2 → Integration of leadership guidelines into personnel development measures

M 3 → Concept for part-time and shared leadership

### **Subgoal 1.3 Bolstering protection against discrimination and establishing a culture of anti-discrimination**

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M 4	→ Code of Conduct
M 5	→ Bolstering anti-discrimination work
M 6	→ Continuing education on anti-discrimination for managerial staff and university members
M 7	→ Central overview of all points of contact and advice offices on discrimination
M 8	→ Supplementing communication routines of managerial and teaching staff to include content on protection from violence, discrimination and sexualized violence

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### **Subgoal 1.4 Recognition and support for queer realities**

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M 9	→ Consolidation and further development of queer peer counseling
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### **Subgoal 1.5 Reducing the gender pay gap**

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M 10	→ Expansion of monitoring of professors' performance-related bonuses and raising awareness
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### **Subgoal 1.6 Promoting family friendliness**

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M 11	→ Independent care counseling for staff and students
M 12	→ Establishment of a centrally funded, maternity leave representation scheme for women professors
M 13	→ Gender Care Gap: Monitoring the distribution of parental leave / part-time work and strengthening the role of fathers
M 14	→ Family-friendly fixed-term contracts in accordance with WissZeitVG
M 15	→ Promoting international mobility with children

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### **Subgoal 1.7 Buttressing decentralized Equal Opportunities Officers**

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M 16	→ Professionalism and diversity in equal opportunity teams
M 17	→ Reduction of the individual burden

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### **Subgoal 1.8 Linking equal opportunities and internationalization**

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M 18	→ Equal opportunities and internationalization
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### **Subgoal 1.9 Promotion of support staff**

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M 19	→ Working together – and learning from each other (dialogue between generations)
M 20	→ Empowerment and visibility of secretarial staff

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## Goal 2

*Increasing the proportion of women and diversity at management level and in decision-making bodies*

To promote equal opportunities, TUD wants to build on the successes of recent years and further increase the proportion of women and diversity at management level and in important decision-making bodies. The targeted promotion of role models, alongside attractive training and networking programs, should help more women take on leadership responsibilities. In academic self-administration, permeability for underrepresented groups should be strengthened and processes and structures that promote equality should be firmly established.

### **Subgoal 2.1 Empowering women executives**

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M 21 → Women Leading in Academia qualification program

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M 22 → Role models at TUD

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### **Subgoal 2.2 Creation of processes and structures that promote equality and diversity awareness**

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M 23 → Bolstering the representation of women and promoting diversity in decision-making bodies of academic self-administration

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## Area of activity 2: Academic careers

### Strengths

Sustainable increase in the proportion of women at all levels of scientific careers

TUD-wide target quotas for the proportion of women at different academic career stages, differentiated by School

Established equality monitoring (including diversity dimensions) and active recruitment as mandatory components of appointment procedures

Linking development and strategic planning with active recruitment at School and faculty level

Program diversity to actively promote women in science

### Weaknesses

Low diversity awareness in recruitment and selection processes

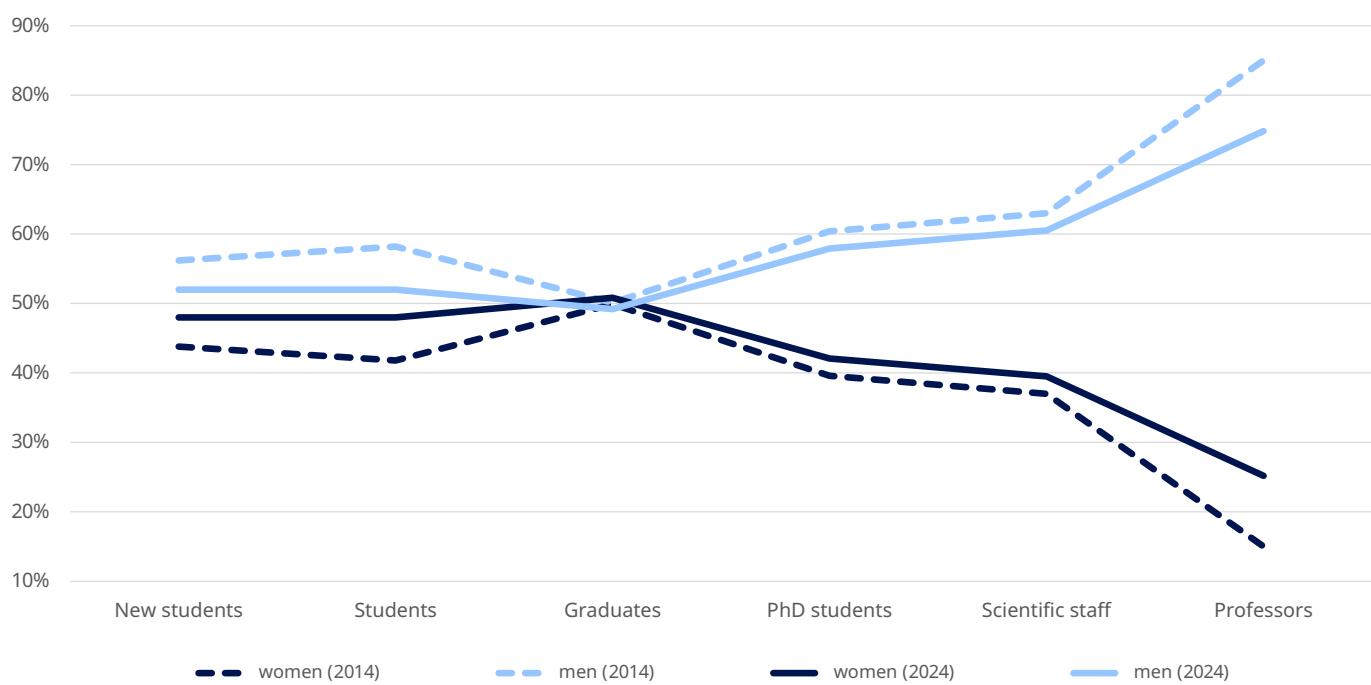
Establishment of structured onboarding processes necessary

No established involvement of decentralized equal opportunity officers in hiring processes

Decrease in the proportion of women in higher salary grades for professorships

TUD has steadily expanded its gender equality activities in the area of activity dedicated to scientific careers. The successfully implemented measures led to an increase in the proportion of women in career paths. An overview of the qualification levels shows that the number of male and female students is relatively balanced at first, with the proportion of women graduates even rising slightly, only to decline steadily as they progress toward a professorship. This gap has narrowed over the past ten years, but remains evident (cf. Figure 3).

Figure 3: Career path by gender<sup>2</sup>



<sup>2</sup>First-year and undergraduate student data comes from the 2024/2025 academic year, data for graduates and doctoral candidates comes from the 2023/2024 academic year.

## Professors

Since the successful implementation of active recruitment in the 2016 appointment regulations, this method has been established as standard in all appointment processes. In addition, methods such as applicant screening and training courses to raise awareness among those involved in the appointment process contribute to increasing the proportion of women among new appointees. At the decentralized level, the implementation of this measure varies. Active recruitment without decentralized, firmly established resources remain a challenge for some faculties, as the annual status reports on the 2018 Equality Concept show. Support from the central team of Appointment Officers remains crucial for successful active recruitment at the decentralized level, but cannot be provided to the extent and depth that would be necessary at the faculty level. The online recruitment campaigns, which have been in the pilot phase since the end of 2024, are intended to increase the proportion of female applicants. The GET TU KNOW funding program, introduced in 2020 and revised in 2024 to meet current needs, will be continued. It supports the recruitment of excellent researchers and covers the entire recruitment process with different funding periods and measures.

The optimization and professionalization of the appointment process has also made a significant contribution to quality assurance since 2019. The development of a

standardized process flow and the provision of sample and document templates form an essential basis for this. In addition, TUD has endorsed the resolution of the German Rectors' Conference of May 14, 2024, and signed the voluntary commitment of German universities "[Towards greater gender equality in appointments](#)". The guidelines for gender-sensitive appointment procedures adopted in 2021 were integrated into the Appointment Compass for fair and transparent appointment procedures at TUD and has proven itself to be an important tool.

As part of a newly developed, centrally offered workshop series entitled "Competence Compass for Quality Assurance in Appointment Procedures" for members of appointment committees, active recruitment, process flows, and competence work in appointment procedures are addressed in a targeted manner. The issue of anti-bias in appointment procedures has also received greater attention in recent years. At the faculty level, training courses are held with relevant target groups to reduce bias effects in appointment procedures. Video formats are also available as self-learning tools, which are used to raise awareness among Commission members at the start of an appointment process. The aim is to make such training more mandatory in order to ensure diversity awareness in personnel selection on an ongoing basis.

By signing the [San Francisco Declaration on Research Assessment \(DORA\)](#), TUD is committed to assessing research performance not only on the basis of quantitative metrics, but also taking into account the qualitative diversity of research performance. As part of this, TUD strives to align its appointment procedures with the expanded criteria. Appointment Committees should not only assess applicants' academic achievements on the basis of quantitative publication metrics, but also take into account researchers' ability to work in an interdisciplinary manner and promote innovation, as well as the societal impact of their research. Focusing on qualitative criteria promotes a more diverse and inclusive research culture.

The monitoring of appointment procedures, which has been mandatory since 2014, is no longer purely gender equality monitoring. It was fundamentally revised in 2024 and, due to its expansion, now includes significantly more data on diversity in addition to gender ratios. Moreover, the database has been retroactively completed back to 2019. The data collected during the monitoring is included in the appointment file and enables complete documentation and systematic evaluation of gender ratios in individual phases of the appointment process.

Other established services in the context of appointments include the Dual Career Service for new appointees and their onboarding to facilitate their integration at TUD. The comprehensive welcome and retention culture is complemented by the Young Professors Program YOU PROF, which offers junior professors and tenure-track faculty members targeted and individually tailored guidance and support on their path to a permanent professorship.

In the W2 and W3 Chairs, the proportion of women has increased significantly across the university over the last 10 years, from 15.0 % to 25.2 % in 2024. Figure 4 clearly shows that the proportion of women has increased in all five Schools. In the School of Humanities and Social Sciences, for example, almost 57 % of Chairs are now held by women. In the School of Engineering Sciences, the proportion of women has more than doubled since 2014, from 5.1 % to 13.1 %. Focusing additionally on the W1 Chairs not shown in the figure, there are significant differences between the W salary grades: the higher the salary grade, the lower the proportion of women (W1: 41.9 %, W2: 34.8 %, W3: 18.1 % for the year 2024).

Figure 4: Proportion of women in professorships by Schools

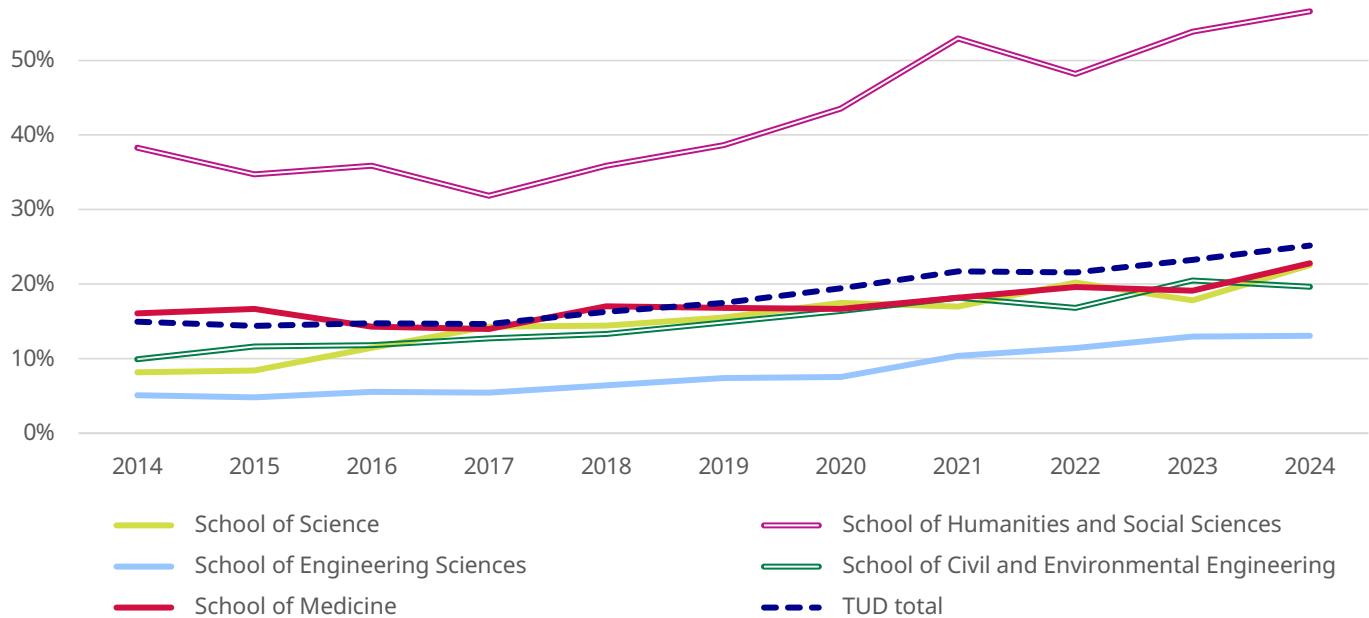
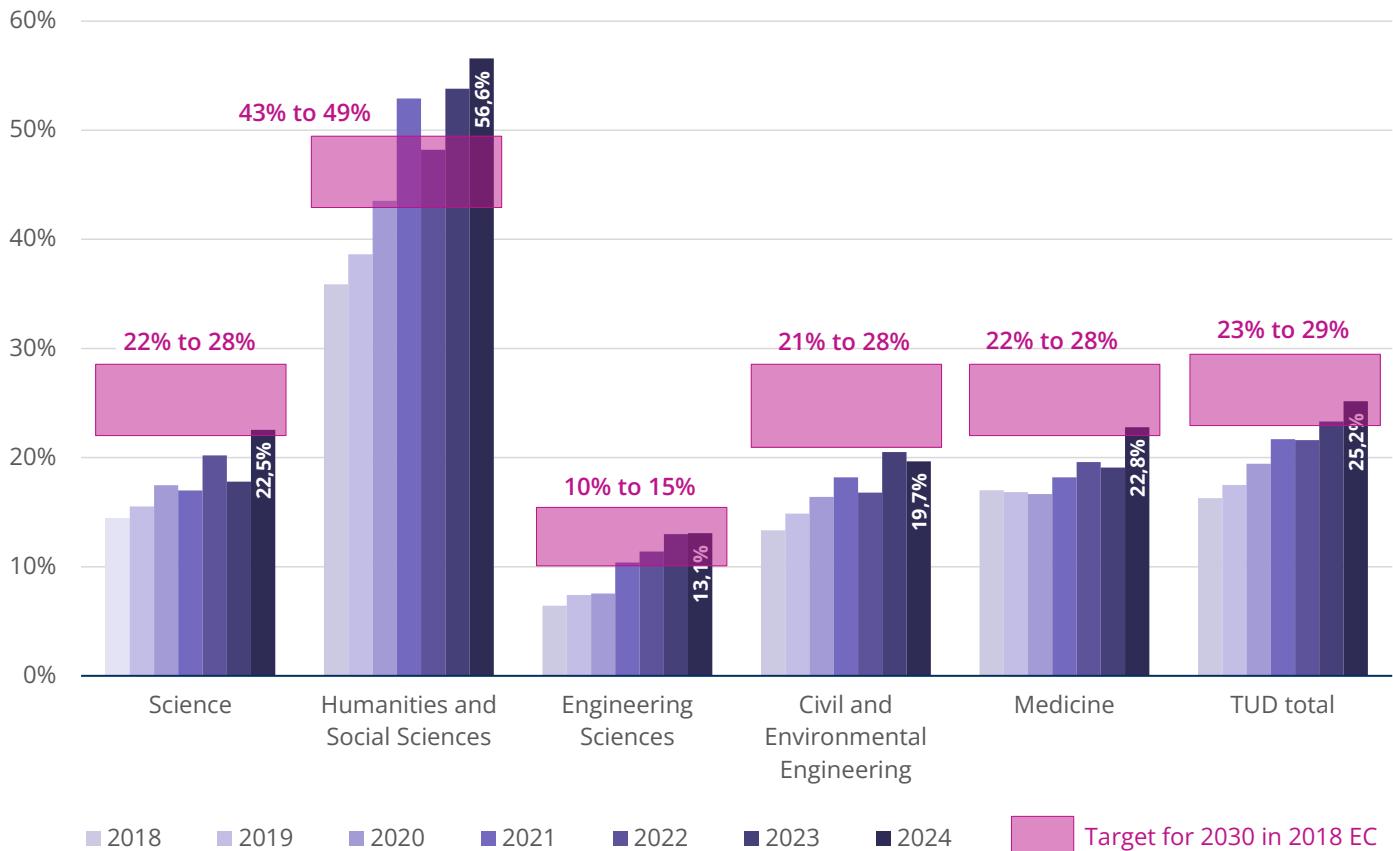


Figure 5: Proportion of women in professorships by Schools and target figures for 2030



In its 2018 Equality Concept, TUD set quantitative targets for 2030. For W2 and W3 Chairs, the proportion of women should be between 23 % and 29 % across the university by that date (cf. Figure 5). The target range has already been achieved. The School of Science, the School of Engineering Sciences, and the School of Medicine are also already ahead of schedule in reaching their targets. The School of Humanities and Social Sciences even exceeded its target range.

Calculated as an average over the periods 2015-2019 and 2020-2024, the proportion of women professors fell from 35.0 % to 30.3 %, but is still within the target range of 25 to 35 % set for 2030. The evaluation of the monitoring in appointment procedures (2019-2024) shows that proportionally slightly more women were invited to application presentations (32.6 %) or achieved places on the shortlist (32.8 %) than had applied for the advertised professorships (28.1 %). The proportion of women in first place on the list (37.1 %) was higher than in second place (25.0 %) and third place (32.6 %).

## Women doctoral candidates, postdoctoral researchers, and scientific staff

TUD has established a wide range of career support services for women researchers in the qualification phase and has been able to expand these services gradually. Successful measures for career support in the qualification phase include:

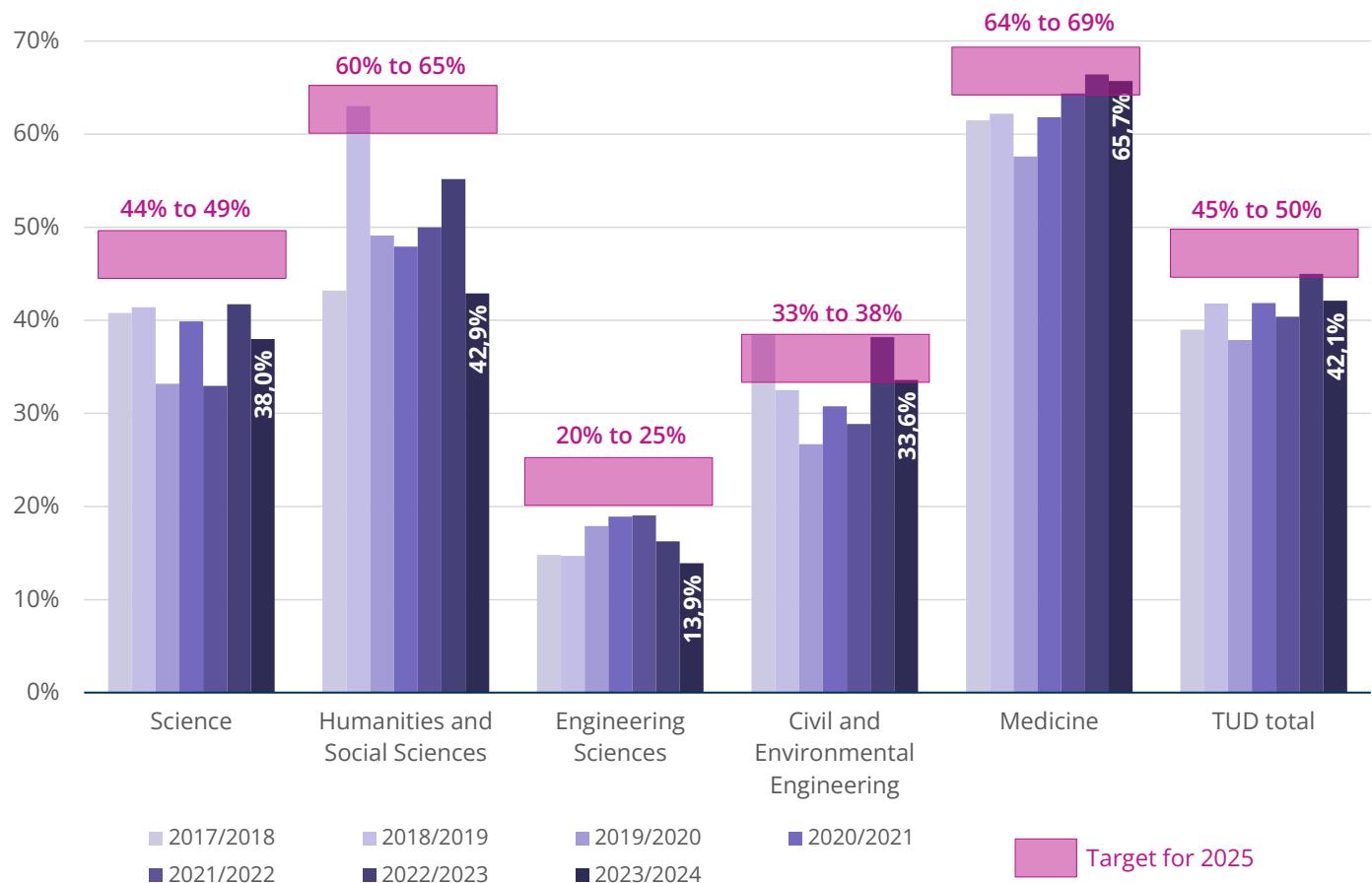
### Focus on financial support

- Eleonore Trefftz Program for Visiting Women Researchers
- Habilitation support for women at the Faculty of Medicine
- Maria Reiche Postdoctoral Fellowships
- Maria Reiche Doctoral Fellowships
- Funding for children accompanying a parent during international travel

### Focus on qualification and networking

- Women@DDC Network
- Charlotte Bühler Program for Women Postdocs
- BeWISE conference: Women in Science and Engineering
- Mentoring program Academia for Postdoctoral Researchers
- Events, qualification program, and counseling and coaching services offered by the Graduate Academy and the Postdoc Center
- School-specific networking opportunities

Figure 6: Proportion of women with doctorates sorted by Schools and target figures for 2025

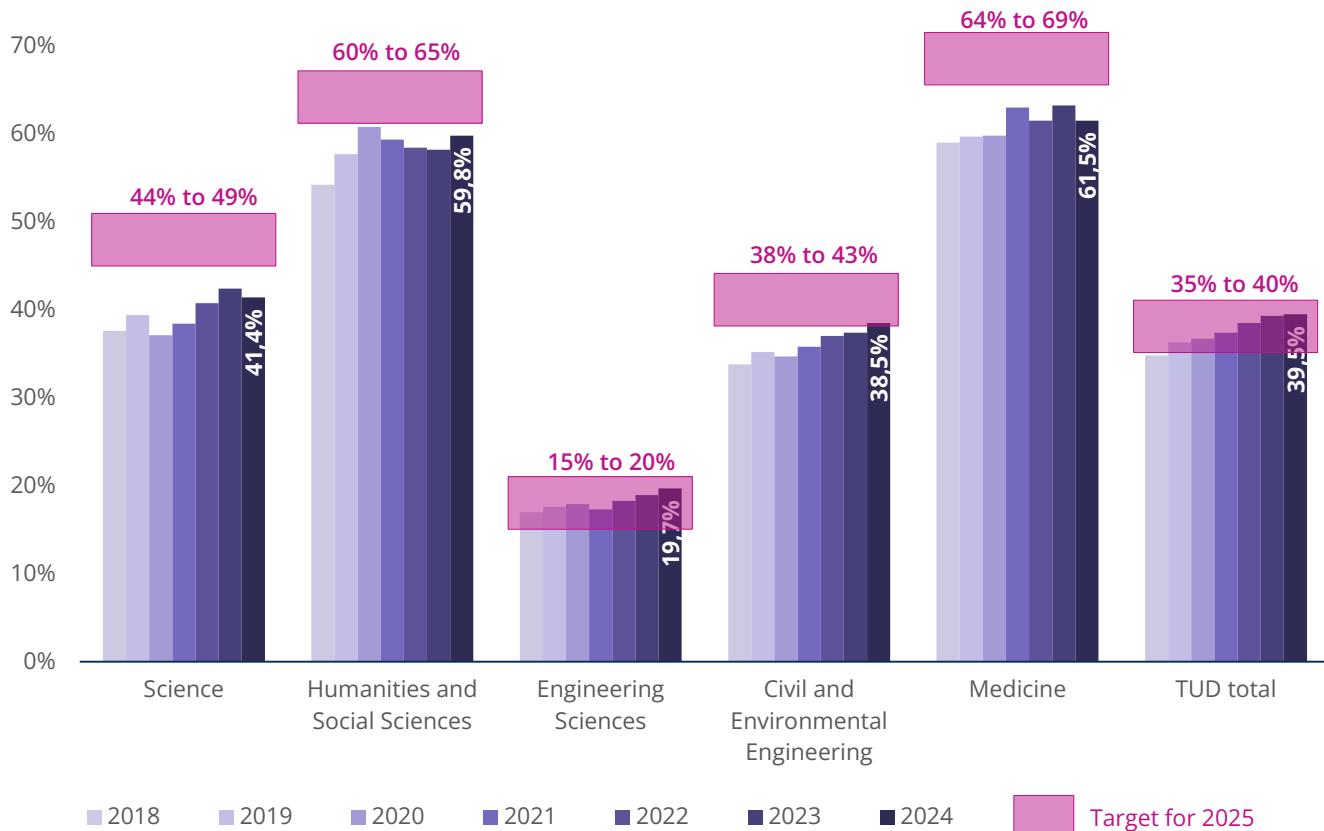


The proportion of women obtaining doctorates has remained relatively stable over the past 10 years, with some fluctuations: 43.1 % in the 2013/14 academic year, 42.1 % in the 2023/24 academic year (cf. Figure 6). This means that TUD is below the interim target of 45 to 50 % for 2025. Evaluating all Schools, it can be seen that only the School of Medicine and the School of Civil and Environmental Engineering have achieved the target range so far.

The 2018 Equality Concept set an interim goal of increasing the proportion of women in research positions to between

35 and 40 % by 2025. This goal has been achieved. The proportion of women in research positions has risen steadily since 2018 and reached 39.5 % in 2024 (cf. Figure 7). At subject level, the School of Engineering Sciences and the School of Civil and Environmental Engineering are within the target range, while the other Schools are (still) below their target values. While there were hardly any gender-specific differences between fixed-term and permanent positions in this employee group, women accounted for almost twice as many part-time positions as full-time positions in 2024 (part-time: 49.0 %, full-time: 25.5 %).

Figure 7: Proportion of women in research positions by Schools and target figures for 2025



## Across target groups

In 2021, the “More time for science” program provided funding for student and research assistants and freelance staff across different target groups, particularly women researchers in fixed-term positions who were in their qualification phase and whose research activities were difficult to reconcile with pandemic-related family commitments (e.g. homeschooling, caregiving). All 82 submitted applications were approved for funding, including 63 from women. The applicants cited caring for their own children as the almost exclusive reason for requesting support.

The [Women@DDC network](#) was founded in 2022 by TUD, the Barkhausen Institute, and the DRESDEN-concept head office. It aims to foster the careers of women in research at various career stages and facilitate their personal and professional networking within the unique DRESDEN-concept

science hub. The network has over 440 members and over 900 followers (LinkedIn), who use role model talks (e.g. “How did I get an ERC grant?”), continuing education sessions, and networking events to learn about and discuss career opportunities and collaborations in the Dresden research hub. The network is not yet structurally anchored, and the extensive needs of women in academia cannot currently be adequately met (e.g. the desire for a mentoring program for women at different qualification levels).

For TUD, it goes without saying that new employees and professors should be given a smooth and appreciative start in their new position at our university. A wide range of services is available to provide all those involved in the onboarding process with the best possible support. In addition to the “Welcome Channel” and the “Guide to

TUD," there are extensive information and tools for supervisors and team members who acquaint new staff with our university (including an initial training plan, checklist, and tips for the first day at work). Moreover, the "Onboarding at TU Dresden" process map has been available as an online guide since 2025. It distinguishes between the type of onboarding and provides an overview of the tasks and processes involved, from preboarding to postboarding. The process map contains additional information and integra-

tes tips and supporting tools. It also has a flexible system to help onboard professors, which varies depending on the faculty and individual needs. Once a year, the University Executive Board welcomes newly appointed professors. This reception for new appointees offers an opportunity to get to know the members of the University Executive Board and other decision-makers personally in a relaxed and informal atmosphere and to network with each other.

## Target figures for 2030 and 2035

In its 2025 Equality Concept, TUD continues to set quantitative targets for the representation of women at academic career levels (cf. Table 1). The newly calculated target figures for 2035 supplement the existing target figures for 2030. This extended time frame was deliberately chosen in the knowledge that sustainable change can only be achieved in the long term. The target range takes into account the fact that a number of factors and uncertainties influence the recruitment of women, only some of which

can be controlled by TUD. The targets set are based on the cascade model proposed by the German Research Foundation (DFG). In the long term, TUD strives to completely eliminate the loss of representation of women with each advancing career level, so that the proportion of women at each career level corresponds to the proportion at the previous career level. When assessing whether these targets have been met at a later date, particular attention should be paid to changes at the student and graduate levels.

Table 1: Target figures for the proportion of women in career paths for 2030 and 2035<sup>3</sup>

### Target figures for the proportion of women in professorships

Schools	2024	2030	2035
Science	22,5 %	22-28 %	24-29 %
Humanities and Social Sciences	56,6 %	43-49 %	49-54 %
Engineering Sciences	13,1 %	10-15 %	14-19 %
Civil and Environmental Engineering	19,7 %	21-28 %	27-32 %
Medicine	22,8 %	22-28 %	31-35 %
<b>TUD overall</b>	<b>25,2 %</b>	<b>23-29 %</b>	<b>28-33 %</b>

### Target figures for the proportion of women in research staff

Schools	2024	2030	2035
Science	41,4 %	49-54 %	59-64 %
Humanities and Social Sciences	59,8 %	65-70 %	69-74 %
Engineering Sciences	19,7 %	20-25 %	16-21 %
Civil and Environmental Engineering	38,5 %	38-43 %	42-47 %
Medicine	61,5 %	64-69 %	64-69 %
<b>TUD overall</b>	<b>39,5 %</b>	<b>40-45 %</b>	<b>46-51 %</b>

<sup>3</sup>The target figures for 2030 are taken from the 2018 Equality Concept. The basis for calculating the target figures for 2035 is based on the cascade model. Chairs: Calculation based on subject-specific proportions of women in junior professorships and habilitations in the federal statistics, taking into account possible reappointments (vacant professorships + historical fluctuation). Doctorates and research staff: Calculation based on School-specific proportions of graduating women at TUD in recent years.

## Target figures for the proportion of women in doctorates

Schools	2023/2024	2030	2035
Science	38,0 %	49-54 %	59-64 %
Humanities and Social Sciences	42,9 %	65-70 %	69-74 %
Engineering Sciences	13,9 %	20-25 %	16-21 %
Civil and Environmental Engineering	33,6 %	38-43 %	42-47 %
Medicine	65,7 %	64-69 %	64-69 %
<b>TUD overall</b>	<b>42,1 %</b>	<b>45-50 %</b>	<b>46-51 %</b>

At the professorial level, TUD aims to achieve a share of 28-33 % of women across the university by 2035, based on a target women share of 33-43 % for new appointments. In addition, specific target quotas have been calculated for the individual Schools. Due to the declining relevance of habilitations in appointment procedures and their low number, no target figures have been calculated for habilitations. At the doctoral level, TUD strives to increase the proportion of women to 46-51 % by 2035. This ambitious

goal is based on the desire to eliminate the underrepresentation compared to the previous qualification level (graduated women) by 2035, ideally completely. Moreover, TUD aims to increase the proportion of women in research associate positions. As for the doctoral level, this aim is based on the number of graduating women and therefore also amounts to 46-51 % for 2035. Additional School-specific target quotas have also been set for women who are doctoral candidates or research staff.

## Strategic goals and planned measures (overview)

### Goal 3

*Increasing the proportion of women at all academic career levels*

As the analysis shows, the proportion of women decreases continuously during the career path towards a professorship. Despite improvements, this imbalance is still very pronounced. The goal therefore remains to increase the proportion of women at all academic career levels and to achieve the quantitative targets set for 2030 and 2035. In order to accelerate progress toward gender parity, TUD seeks to establish better planning options for academic careers, increase the proportion of women in professorships, improve appointment management, and increase the proportion of women in mid-level academic positions.

To improve planning options for academic careers, TUD will, for instance, implement the qualification model for research staff, including counseling and monitoring, and will continue the already successfully established Charlotte Bühler Program for women who are postdoctoral researchers or habilitation candidates. The Eleonore Trefftz and Maria Reiche Postdoctoral Fellowships will be continued in order to recruit more women to become both professors and postdoctoral researchers. Moreover, efforts will be made to strengthen active recruitment at faculty level. To enhance its appointment management, TUD plans to continue the anti-bias training for those involved in appointment committees, taking gender equality issues into

account, and to increase motivation among participants for this training. TUD will continue to carry out monitoring in appointment procedures, while focusing to identify specific areas for action and measures to be taken.

We will initiate and implement new measures to increase the proportion of women in mid-level academic positions. To this end, it is envisaged to involve the Equal Opportunities Officer when it comes to the conversion of fixed-term contracts into permanent contracts and to filling new mid-level academic positions. Moreover, we plan to strategically

reorganize the DRESDEN-concept network Women@DDc. A coordination office is set to develop novel, cross-institutional career paths within the DRESDEN-concept network and make better use of existing synergies. The programs "Motivation and pathways to a doctorate" and "Mentoring for female students" aim to encourage more women into doctoral studies and academic careers. There is untapped potential here, particularly among first-generation academics.

#### **Subgoal 3.1 Increasing planning options for academic careers**

M 24	→ Integration of an inclusive personnel selection including inclusive job advertisements in TUD's talent acquisition strategy
M 25	→ Implementation of a "qualification model for research staff" including target group-specific counseling and monitoring
M 26	→ Charlotte Bühler Program in cooperation with the Academia mentoring program

#### **Subgoal 3.2 Increasing the proportion of women in professorships**

M 27	→ Funding programs: Eleonore Trefftz Program and Maria Reiche Postdoctoral Fellowships
M 28	→ Continuing active recruitment to attract more women scientists for appointment procedures

#### **Subgoal 3.3 Advancing appointment management**

M 29	→ Anti-bias training for participants in appointment committees with special consideration of gender equality aspects
M 30	→ Establishing diversity awareness as an interdisciplinary selection criterion in appointment procedures
M 31	→ Continuing monitoring in appointment procedures and deriving specific requirements for action

#### **Subgoal 3.4 Increasing the proportion of women in mid-level academic positions (doctoral candidates, habilitation candidates, research associates)**

M 32	→ Binding involvement of the Equal Opportunities Officer when converting fixed-term contracts into permanent positions and when filling permanent positions in mid-level academic positions, including monitoring
M 33	→ Coordinating the Women@DDc Network, including concept development for the establishment of strategic career paths in the DRESDEN-concept research alliance
M 34	→ "More time for science" program
M 35	→ Programs "Motivation and pathways to a doctorate" and "Mentoring for women students" taking into account first-generation students



## Area of activity 3: Teaching, studies, and training

### Strengths

- Coordination office for inclusive student recruitment established
- Networking opportunities for women in STEM (ConnectING, FUN\*)
- Gender and diversity topics in teaching as interdisciplinary courses
- University didactics courses addressing gender and diversity
- Visibility of initiatives/lecturers through prizes, awards, events

While the proportion of women students (excluding doctoral candidates) at TUD tended to decline until the 2014/2015 winter semester (41.8 %), it has been rising again since then and stands at 48.0 % in the 2024/2025 winter semester. Nevertheless, there are degree programs with a strong underrepresentation of one gender. Women are underrepresented in STEM degree programs (science, technology, engineering, and mathematics). At TUD, these degree programs are offered in the School of Science, School of Engineering Sciences, and School of Civil and Environmental Engineering. By contrast, male students are underrepresented in the degree programs offered by the School of Humanities and Social Sciences (e.g. Teacher Training – Elementary Schools) and Medicine.

The proportion of women among (first-year) STEM students, and graduates in STEM subjects is above 30 % each and has shown a slight upward trend in recent years. The proportion of STEM first-year women students (1st semester) increased by 5.3 % to 38.8 % from the 2014/15 winter semester to 2024/25 winter semester. Among STEM

### Weaknesses

- Low gender sensitivity when recruiting trainees
- Low relevance to everyday life of some STEM degree programs
- Few dialogue options for lecturers on gender and diversity
- Need for enhancement of teaching designs with regard to diversity and discrimination sensitivity
- Lecturers have little time to participate in continuing education

students, it rose by 2.5 % to 35.6 %, and among STEM graduates, it rose by 3.7 % to 39.9 % in the 2023/24 winter semester.

The proportion of male first-year students, students, and graduates in both the School of Humanities and Social Sciences and School of Medicine is around 30 % and has declined slightly in recent years. The proportion of first-year students (1st semester) decreased by 2.2 % to 32.6 % from the 2014/15 winter semester to the 2024/25 winter semester. Among male students, it fell by 1.1 % to 33.0 %, and among graduates, it fell by 2.0 % to 27.2 % in the 2023/24 winter semester.

In the 2024/25 winter semester, from the total of 116 degree programs taken into account (excluding part-time studies, distance learning, and programs with fewer than 10 students), there were 32 degree programs with a women enrollment rate of less than 30 % and 26 degree programs with a male enrollment rate of less than 30 %.

## Gender-sensitive student recruitment

Measures to increase the proportion of women in male-dominated degree programs and to support women during their studies are a key priority at TUD. To this end, a variety of measures has been successfully established in recent years. The aim is to inform women who are interested in pursuing a degree about available programs in technical or scientific fields and to motivate them to enroll. In doing so, we take into account the fact that the orientation and decision-making phase of prospective students begins as early as kindergarten age and extends until a successful career start. The numerous projects in this context focus in particular on raising the profile of women role models, providing information about future course content, and offering practical experience and knowledge about the diverse areas of application of STEM subjects, which are essential in all areas of society and the economy. Overall, the degree programs should improve their real-life relevance, as this will increase their appeal, especially for women.

The Central Coordination Office for Gender-sensitive Student Recruitment is part of Unit Diversity Management. It bundles, supports, and promotes the strategic management, networking, and public relations activities of the individual projects. This ensures that projects are designed with gender in mind throughout the entire education and training process (life phases) and that innovative project ideas are developed. Especially single-sex educational measures (education programs separated by gender) in the study orientation phase can break down gender-specific patterns and inspire girls and women interested in studying STEM degree programs, as well as boys and men interested in studying humanities and social sciences, or medicine, in a targeted manner. The active involvement of role models from the respective fields in these programs (STEM ambassadors and School of Humanities and Social Sciences ambassadors – both students and professionals) is an essential success factor. Successfully established single-sex educational measures as part of study orientation at TUD include:

- TryING – Engineering Science taster studies
- School break camps (math and computer science camp, sustainability workshop autumn camp, physics experimental experience camp, summer university, autumn university)
- Connect to Talent / Study Bridge mentoring
- Girls' and Boys' Days
- Events on the occasion of the International Day of Women and Girls in Science (February 11)

Over the last few years, TUD has improved its degree programs and established new ones that combine different disciplines, e.g. biomedical engineering and media computer science. The new degree program in environmental informatics will start in the 2025/26 winter semester. In addition, the Bachelor's degree program in Media Computer Science will be replaced by the Bachelor's degree program in Applied Computer Science, which offers a choice between Media Computer Science and Medical Computer Science.

The orientation year, which is scheduled to start at TUD in the 2025/26 winter semester and applies to all subjects, is a good option for students who still need to decide which degree to choose. The orientation year is a program that students can take before the regular TUD degree programs to narrow down their interests and consists of three modules (subject orientation, study orientation, practical orientation).

In recent years, various target group-specific networking opportunities have been established for women in STEM degree programs, such as "ConnectING" in the School of Engineering Sciences and the Women's Environment Network (FUN\*) in the School of Civil and Environmental Engineering, but unfortunately these have not been anchored permanently.

TUD offers numerous apprenticeships in various professions. As with degree programs, it has to be assumed that women are also underrepresented in technical apprenticeships. However, a comprehensive analysis of gender distribution has not yet been carried out. In justified individual cases, dual vocational training can also be taken on a part-time basis in accordance with § 7a of the Vocational Training Act (BBiG). This option offers an opportunity to acquire professional qualifications while at the same time taking into account other commitments, such as childcare responsibilities. This always requires a case-by-case review as well as individual coordination and agreement.

## Gender as a topic in teaching and studies / continuing education

Although there has been progress regarding discussions on gender issues in teaching and awareness of gender aspects and their integration as a cross-cutting issue at all levels of the university, there is still room for improvement. The [STUDIES 3.0 teaching strategy](#) addresses this issue as part of the ongoing development of the curriculum, for example through the possible integration of gender and diversity awareness into a set of interdisciplinary key competencies. With regard to the (continuing) qualification of lecturers, the aim is to create more freedom for lecturers to develop new teaching and learning forms. In doing so, they can take the implementation of gender and diversity aspects into account on an individual basis. Moreover, TUD encourages lecturers to create and use gender-sensitive teaching and learning materials for their courses in order to promote an inclusive learning environment. As such, gender equality is promoted as a cross-cutting issue in teaching, and lecturers are addressed in individual (university didactics) continuing education courses offered by the Center for Interdisciplinary Learning and Teaching and the Center for Continuing Education. However, there are currently not enough dialogue options for lecturers on these topics.

The 45 quality objectives for studying and teaching, which form the basis for the evaluation, accreditation, and ongoing development of degree programs, give greater consideration to aspects of inclusive teaching: Some objectives focus on equal opportunities, while others have it at least as one of its components. Overall, equal opportunities are an important cross-cutting issue that has been addressed in many of the quality goals.

Since the 2024 summer semester, TUD has been offering the Global Citizenship Certificate (GCC) as an active contribution to the implementation of the UNESCO-led Sustainable Development Goal 4, also known as "Education 2030." Within this framework, Global Citizenship Education (GCED) is a subgoal to ensure high-quality, inclusive, and equitable education for all people worldwide and throughout their lives. The TUD Global Citizenship Certificate confirms that apart from their academic subject, participants have acquired the knowledge and skills to understand global challenges in an interdisciplinary and holistic context that also includes ethical dimensions, and to address them with commitment and competence. All students, doctoral candidates, and exchange students enrolled at TUD can participate in the GCC program. Successful participation in the GCC introductory course, which is part of the Studium Generale, gives students the possibility to earn credit points (e.g. in the AQua area).

The newly created websites for onboarding / teaching at TUD will help lecturers to familiarize themselves with topics related to teaching. They will find information on relevant contacts, didactic design, copyright, digital tools and resources, all the way to examinations. Gender and diversity are anchored as crucial cross-cutting themes (e.g. in gender-inclusive communication and the visibility of good practice examples such as the diversity-sensitive teaching award).

As part of the promotion of events on gender aspects, numerous workshops and lecture series have been held in the last few years in cooperation with the GenderConcept-Group, the Center for Teacher Education and Educational Research (ZLSB), and the university group Gender Equality NOW to provide students with basic, practical knowledge about the relevance of gender, gender sensitivity, and diversity across disciplines. In addition, the Career Service offers workshops on diversity skills as part of the Key Competence Weeks for students and specific events for women students (female empowerment) as part of the STUDY SMART program. TUD participates in the Femtec project, an initiative and network aimed at women in STEM degree programs to actively promote their careers.

The award for inclusive teaching has been presented since 2018. The teaching award has been designed to honor lecturers and/or teaching concepts that address diversity or one or more aspects of diversity in an exemplary manner in line with the 2030 Diversity Strategy.

In cooperation with the Center for Continuing Education, a modular diversity certificate course for employees, including lecturers, was designed and successfully launched in the fall of 2024.

## Goal 4

### *Reducing significant gender underrepresentation in degree programs and vocational professions*

Gender-sensitive recruitment of students and trainees is crucial to promoting equal opportunities and fostering gender and diversity in educational institutions. The ongoing development of successful measures and projects ensures that all target groups receive the same opportunities and resources. Single-sex education can help to better meet specific needs and interests. Over the last few years, gender-sensitive study guidance has focused particularly on supporting women in STEM degree programs. These initiatives have helped to reduce gender inequality in these fields and to attract more women to technical and scientific professions. In the long run, we want to enhance this focus.

The promotion of women in STEM subjects is a key measure for reducing gender disparities in higher education. At the same time, however, it is equally necessary to address the underrepresentation of men in certain subjects, particularly in the humanities, social sciences, and medicine, in a targeted manner. A balanced gender ratio in all discipli-

nes can have a positive influence on the quality of research and teaching, as different perspectives broaden scientific reflection and problem-solving skills. In addition, gender-balanced subject choices contribute to the promotion of social diversity and the development of an inclusive academic culture. Through measures to promote both genders in underrepresented academic fields, TUD contributes to a balanced and equitable educational landscape that meets the requirements of a pluralistic society. In addition, we plan to explore the gender composition in vocational training professions and to derive appropriate measures.

#### **Subgoal 4.1 Consistent gender-sensitive guidance for degree and training programs**

M 36 → Gender-sensitive recruitment of students and trainees and implementation of single-sex educational programs

#### **Subgoal 4.2 Increasing the appeal of degree programs**

M 37 → Gender-sensitive development of degree programs

## Goal 5

### *Increasing gender and diversity awareness among lecturers and students*

Increasing gender and diversity awareness among students and employees is a crucial step towards promoting an inclusive and diverse university culture. To this end, we strive to highlight good practice examples of successful projects and initiatives within the university that take gender and diversity aspects into account. Further components are regular workshops and events for lecturers and students that address gender and diversity issues in order

to raise awareness of diversity and inclusion. These should be integrated into the curricula of all departments wherever possible in order to raise awareness among students of the relevance of these topics in their field of study. In addition, student groups and initiatives addressing gender and diversity issues should be supported in order to promote involvement and awareness among the student body.

#### **Subgoal 5.1 Increasing the visibility of good practice examples**

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M 38 → Inclusive teaching award

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#### **Subgoal 5.2 Increasing gender and diversity awareness**

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M 39 → Programs for students to increase gender and diversity awareness

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M 40 → Certificate program for increasing gender and diversity awareness for employees

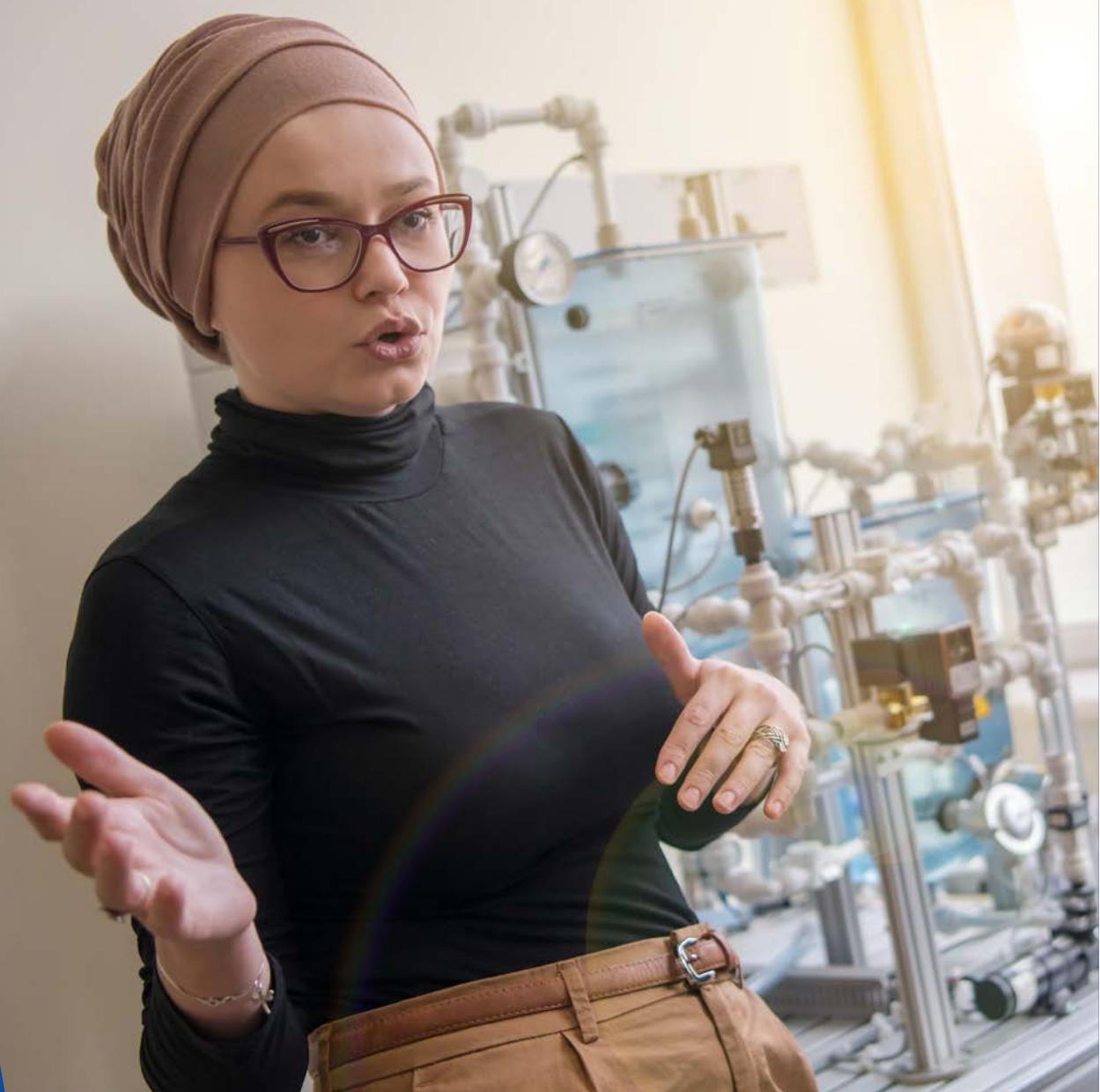
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#### **Subgoal 5.3 Raising awareness among lecturers on the topic of inclusive and non-discriminatory teaching**

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M 41 → Establishing needs-based continuing education and dialogue programs for lecturers on inclusive and non-discriminatory teaching

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## Area of activity 4: Research and technology transfer

### Strengths

GenderConceptGroup established in 2012 as a cooperative group of researchers from the School of Humanities and Social Sciences; in 2024, researchers from the Schools of Engineering Sciences and Medicine have joined the group

Platforms and projects such as "Gender Lectures" and Schaufler Lab@TU Dresden for interdisciplinary and trans-disciplinary discourse

The Research Information System increases visibility of gender studies and projects focusing on gender and diversity

### Weaknesses

No structural anchoring of the Gender-ConceptGroup and project-dependent funding

Coordination and support for subject-specific advice on addressing gender and diversity in research could be expanded

Subject diversity in forums for researchers addressing gender and diversity issues is limited

Equality monitoring in the context of research and technology transfer still needs to be established

Low proportion of women in patent applications and start-ups

At TUD, the debate on the qualitative added value that can be generated for research and development by reflecting on gender and diversity aspects at various levels in all departments has intensified since 2018. Gender is generally understood as an essential analysis category, and gender and diversity skills are increasingly integrated as crucial criteria for high-quality research and as key qualifications in competitive processes.

The transfer of research results is being considered as a new sub-area of the Equality Concept. At TUD, there is a growing number of publications, collaborations, and spin-offs that are professionally coordinated by the Excellence Center for Innovation, Transfer and Entrepreneurship (TU-D|excite). With dresden|exists, the support structure for technology transfer that has existed within the Dresden-based universities since 1999 has been expanded. In 2023, the target group-specific funding "EXIST women" by the Federal Ministry for Economic Affairs and Climate Action was implemented for start-up activities by women.

## Gender in research

In the field of gender studies, the members of the [Gender-ConceptGroup \(GCG\)](#) are the key stakeholders involved at TUD. The GCG is part of the School of Humanities and Social Sciences and has been operating since 2012 as a growing, interdisciplinary association of researchers whose commitment to research, teaching, and the promotion of early-career researchers is instrumental in ensuring a high-quality and continuous presence of gender studies. The activities encompass an own publication series, a colloquium for early-career researchers in gender studies, various forms of events, and the "GenderLectures," which have been held since 2014 with different focal topics. The latter series of events has been held since 2021 in close cooperation with the School of Engineering Sciences, the School of Civil and Environmental Engineering, and the School of Medicine. The BMBF pilot project "GenderExzellenz" (Gender Excellence), carried out by the GCG in 2022, has formulated significant measures and milestones to develop and implement a structural concept for taking gender aspects into account when it comes to research at TUD.

The symposium "[Gender Studies in Saxony – Networking conference on perspectives after 2024](#)", which was hosted by the Saxon Ministry of Justice and for Democracy, Europe, and Equality in cooperation with the GCG at TUD on November 8, 2024, was attended by numerous researchers from various disciplines and various Saxon universities and research institutions, as well as stakeholders from university leadership, equality, and state politics. The great response has shown the urgent need for sharing ideas and networking in terms of content, but also for mutual support against internal and external resistance within universities.

Other cooperative projects include the ESF junior research group "FioKo Women's advancement through individual and organizational skills in education and careers (MINT)" (01/2023 - 12/2025), in which the Zittau/Görlitz University of Applied Sciences, the Mittweida University of Applied Sciences, the TU Bergakademie Freiberg, and TUD are participating, as well as the EU-level research project "[Anti-Gender Backlash and Democratic Pushback](#)" (lead for work package 1: Prof. Nikita Dhawan), in which "issues of gender equality and politics are systematically analyzed at both the elite and citizen levels." In addition, with a view to the challenges our society is facing as a whole in terms of digitalization and the use of artificial intelligence, various experimental approaches have been used since 2018 in which the participating researchers and artists address issues relating to the intertwining of gender, diversity, ethics, power, and scientific culture(s). These include projects such as "ADDED VALUE through more perspectives" (2018, Office for Gender Equality/GCG), "Digital Gender" (2020-2022, GCG), CitizenScience.AI at ScaDS.AI Dresden/Leipzig (since 2022, Office for Gender Equality) and collaborations with the Schaufler Lab@TU Dresden. The potential for internal networking among researchers has increased significantly

since 2022, when the new research information system was launched. As part of the data entry and research tools, integrated keyword lists on gender and diversity make it easier to find projects, publications, as well as the people and organizational units involved.

## Gender in technology transfer

The voice of renowned science experts in external communication has impact and potential to shape processes, e.g. in policy advice, research consortia, or the design of funding instruments. At the same time, practical experience, e.g. in industry, increases the flexibility of researchers in their individual career planning ("second career"), and makes it an added value. It must be noted that the recognition of practical experience varies depending on the subject area. For instance, practical relevance and existing networks are more highly valued in engineering sciences than they are in mathematics or medicine. However, there is currently little quality-assured data available at TUD on these aspects.

With the new federal funding program "EXIST Women", dresden|exists (here TUD, HTW Dresden, and the Dresden University of Applied Sciences in a joint venture) has been supporting a total of 51 women (21 of them at TUD) with scholarships for the implementation of their start-up projects since 2024. The startup service works closely with experienced TUD women to enable aspiring founders to benefit from the comprehensive know-how of role models. Since 2018, founders have been exchanging ideas on specialist topics twice a year in the "Starters" safer space network, which comprises around 150 women. Among them are successful CEOs from the tech startup scene. The Impact Hub Dresden and the Women@DDc network are approaches for easily accessible input structures that serve to raise awareness of alternative career paths to academia, such as start-ups and self-employment. Moreover, an experimental initiative for networking several very different women's networks from the start-up and science environment in Dresden has been developed in this constellation. Since the end of 2024, the transdisciplinary and intersectional project MINTA has been drawing increased attention to gender-neutral awareness-raising and training for all people in STEM (+Art) fields with regard to inclusive organizational development and the promotion of careers for women.

## Goal 6

### *Interdisciplinary visibility and proficiency in gender and diversity issues*

In the broadest sense, this refers to comprehensive and continuous recognition of gender and diversity as factors influencing academic work. In the problem-solving process, the categories of gender and diversity are decisive at the various levels involved in that the degree to which they are consciously reflected upon has a decisive influence on the path to the result, the result itself, and its utilization.

The levels involved are:

1. The researchers or those shaping processes: Particular attention must be paid to the composition of the teams, the decision-making structures, and the quality of communication (cf. Subgoals 6.2 and 6.3).
2. The target groups or users: Here, the diverse nature of interests and needs must be taken into account, for example, by conducting needs assessments at the beginning or during pre-tests (initial use of prototypes). (cf. Subgoal 6.3)
3. The disciplines involved: At this level, gender and diversity aspects must be given special consideration as part of the history of science and in the context of current value systems within the respective discipline-specific culture (cf. Subgoals 6.2 and 6.3).
4. The overall societal environment (politics, economy, academic organizations): Here, expectations regarding research are communicated, thereby modifying or reproducing certain discourses on gender and diversity within the organization (cf. Subgoal 6.1).

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#### **Subgoal 6.1 Boosting the visibility of the added value of gender studies and gender-sensitive research**

M 42 → Platforms for visibility at national and international levels

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#### **Subgoal 6.2 Strengthening theoretical and methodological skills**

M 43 → Subject-inclusive training and advisory services for researchers

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#### **Subgoal 6.3 Safeguarding gender studies in fundamental research and in the promotion of early-career researchers**

M 44 → Structural support for the GenderConceptGroup

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## Goal 7

### *Analysis of gender distributions in technology transfer and discussion on the relevance of gender and diversity*

Plans to expand the collection of gender data with regard to the activities of experts, patents, collaborations and spin-offs in cooperation with TUD|excite. This will be done using the Research Information System to ensure a transparent information policy and needs-oriented support for researchers. When it comes to the further development of monitoring, the gender-sensitive programs at TUD|excite offer a sound point of reference and opportunities for dialogue and feedback on practical experiences in transfer activities. TUD|excite benefits from this cooperation in terms of its strategy development and implementation of diversity-promoting measures.

#### **Subgoal 7.1 Analysis of gender distributions to increase the proportion of women**

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M 45 → Introduction of a monitoring system for the number of women in technology transfer

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#### **Subgoal 7.2 Activating synergies between gender equality work and TUD|excite**

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M 46 → Integration and visibility of gender and diversity in knowledge and technology transfer

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## Area of activity 5: Quality management

### Strengths

- “Diversity@TUD” factbook is publicly available
- Systematic monitoring and external evaluation of the Equality Concept
- Long-term structures to support integrated quality management at the central level
- Continuous peer consultation on the measurability of equal opportunities since 2022

### Weaknesses

- Scalable reporting and collection of data relevant to equal opportunities as well as data that allows analysis from an intersectional perspective at both central and decentralized levels
- No interactive, differentiated access to gender-specific data for stakeholders working in equal opportunities and responsible for implementation
- Improved prioritization of consistently thought-out objectives and review of their effectiveness, especially for qualitative measures
- Incomplete process descriptions for systematic countermeasures when problems occur during implementation

The university's internal quality assurance is also a key tool for equal opportunities work so as to systematically record, analyze, evaluate and control processes based on goals, measures and their results.

### Data collection and reporting

Systematic equal opportunities monitoring was introduced for the first time in the 2018 Equality Concept and combined with the goal of implementing extensive quality management for equality, diversity, family friendliness and inclusion (QM Equality and Diversity). The Center for Quality Analysis (ZQA) presented their concept in 2020, from which the first modules could be implemented. Unit Academic Controlling and Quality Management (ACQM) is a vital partner in this regard. Established in 2021, it provides structural support for evidence-based university development.

At TUD, numerous data relevant to equal opportunity work is collected and comprehensively reported as part of QM Equality and Diversity:

- Annual meeting at the School level to implement target agreements, including those pertaining to equal opportunities
- Implementation of monitoring with data relevant to equal opportunities for each completed appointment procedure

- Regular employee and student surveys in which equal opportunity issues are also addressed
- Topic-related and project-related surveys on evidence of different lived experiences (racism, classism, neurodivergence, queer)
- Clear presentation of selected data relevant to diversity in the Diversity@TUD factbook, which is updated every two years

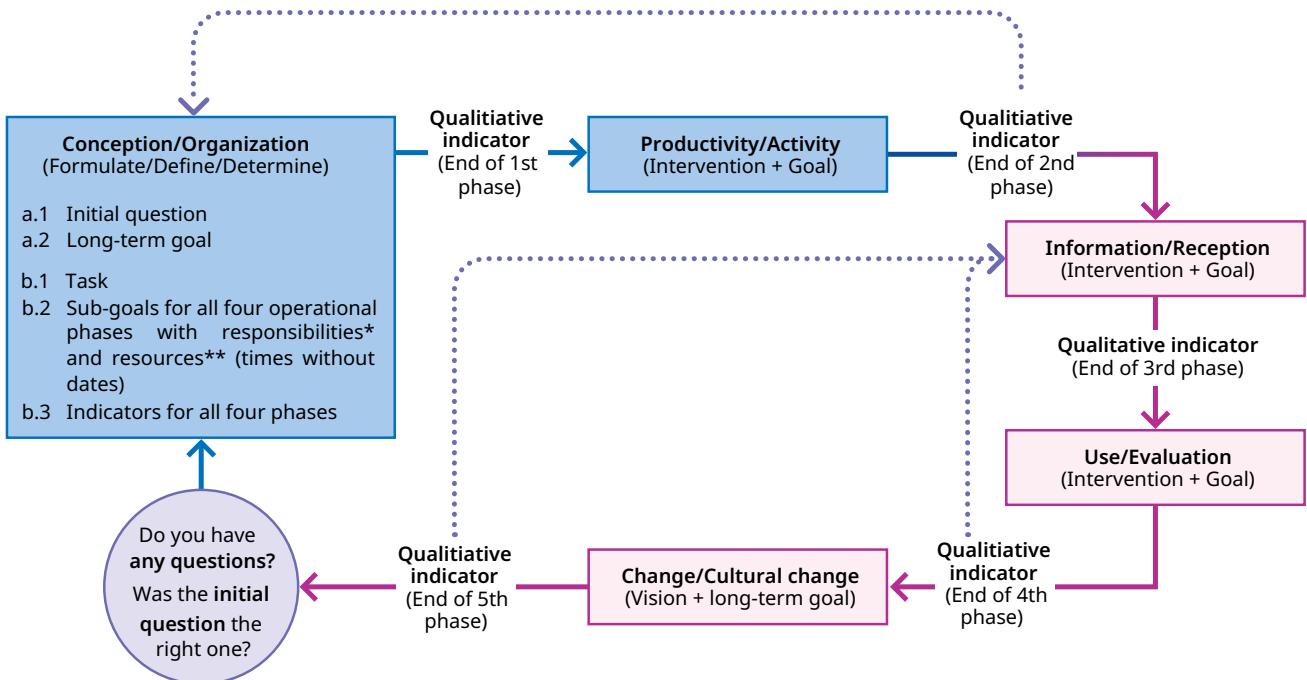
- Annual report by the Complaints Office on Incidents of Harassment, Discrimination and Violence
- Annual status reports and an overview report on the status of implementation of the equal opportunity measures from the 2018 Equality Concept
- Regular reporting and dialogue on equal opportunity data in the Senate Commission on Equality and Diversity Management

## Qualitative indicators

Beginning in 2021, a systematic investigation was carried out to determine how to record and evaluate the non-quantifiable outcomes or successes of measures implemented under the 2018 Equality Concept. A collection and evaluation of this type requires the development of indicators for non-numerical data in compliance with data protection regulations. Under the leadership of Dr. Angela Wroblewski (Institute for Advanced Studies Vienna), the Quality Working Group (Equal Opportunities Officer Working Group, Unit Diversity Management, Center for Quality

Analysis) has been working on the theoretical framework and practical applicability of the W.K. Kellogg Foundation's 2004 [Logic Model](#) since 2022. Kellogg Foundation from 2004. The input, output, outcome and impact logic formulated in the model makes it possible to develop, evaluate and manage the implementation of projects in equal opportunity work using non-numerical indicators (cf. Figure 8). It should also be applied to other diversity categories in the QM Equality and Diversity if necessary.

Figure 8: Extended impact model with reference to the Logic Model



### Explanation

\***Determining responsibility:** implementation, confirmation, input/feedback, report

\*\***Reviewing resources:** time, material, personnel, cooperation, expertise, etc.

  Input /planned work

..... Measure-based interfaces for feedback

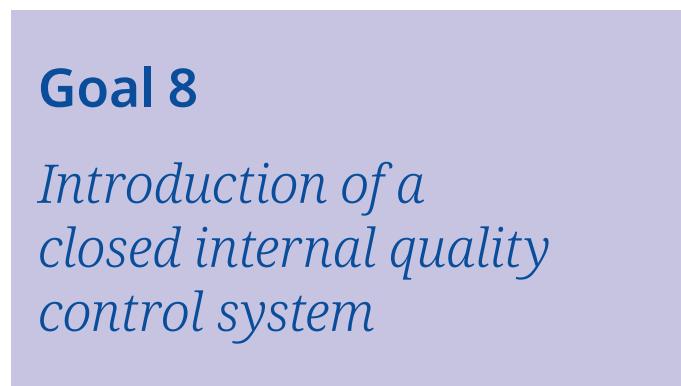
  output / outcome / impact

Goal definition and measure development is based on an impact logic, which uses the following fixed sequence of steps as its basis: the INPUT describes the self-directed preparation, conception and implementation of all necessary steps for a result (OUTPUT), which is then communicated and made available to a larger group. The next step is OUTCOME, which involves reflecting on the results achieved, applying them on the basis of existing recommendations/tools, which then yields an initial impact. Lastly, IMPACT is outlined as the desired impact with enduring cultural/structural change that is formulated as the goal in advance. In this model, an indicator is set after each step to show whether it in fact was successful or not. This means that, if successful, the next step can be continued, while if

unsuccessful, a countermeasure can be realized by adjusting the previous step. Thus, these interfaces significantly increase management potential, especially for long-term measures or for those whose success cannot be measured metrically, and successful implementation can be evaluated using these concrete indicators.

In addition to engaging with the impact model, data experts from across the university also contributed their experiences in 2023 as part of a "Shaping diversity" audit workshop on the topic of "Diversity in monitoring processes at TUD – current status and potential" in order to create transparency about their tasks and synergistically align those involved in data collection.

## Strategic goals and planned measures (overview)



Equal opportunities can only be realized in conjunction with a cultural paradigm shift, which is why the concept of "a learning system" is referred to in the design of quality management for equal opportunities work. Careful planning, clear objectives, suitable indicators and quality-based data collection are the basis for analyzing the impact of the outlined measures. By monitoring the implementation of measures, it is possible to integrate processes for countermeasures and to share effective practices. In the long term, QM Equality and Diversity should act as a supporting pillar within evidence-based university development.

### Subgoal 8.1 Comprehensive statistical core data set on gender relations

M 47 → Quality-assured collection and consolidation of data relevant to equal opportunities and diversity

### Subgoal 8.2 Visualization and accessibility of data

M 48 → Development of a dashboard with glossary for data requirements from an intersectional perspective

# Goal 9

## *Stakeholder-oriented design of quality management as a “learning system”*

This goal is about developing an evidence-based quality management system for equal opportunities work at TUD, which demonstrates the contribution of qualitative goals and measures to the continued development of equal opportunities and an inclusive university culture, without having to prove a causal relationship to the reduction of gender underrepresentation. The aim is to appreciate and support motivational, awareness-raising, and preventative initiatives, as well as opportunities for advice, exchange, and networking, in recognition of the unique contribution they make and also to encourage lasting cultural and structural change. The stakeholders involved should be

provided with tools that enable them to plan and implement projects so that they and their environment perceive these activities as efficient and goal-oriented. Changing routines in a large organization often takes years. With reference to the impact model, the indicator-based division into subsections enables the visibility of partial successes in the reporting system as well as timely follow-up or countermeasures. The motivation for and certainty in the implementation of qualitative measures is significantly increased. Time and personnel resources are used optimally (no parallel structures and no multiple referrals).

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### **Subgoal 9.1 Goal definition and development of measures in equal opportunities as a “learning system” in accordance with the impact model**

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M 49 → Ongoing enhancement and application of an indicator-based impact model for quality assurance using the example of selected measures from the 2025 Equality Concept

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### **Subgoal 9.2 Further development of the reporting system for the implementation of measures as part of the closed quality control process**

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M 50 → Ongoing enhancement of the monitoring process for implementing measures outlined in the Equality Concept

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### **Subgoal 9.3 Expansion of the application of the impact model to other diversity dimensions in QM Equality and Diversity**

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M 51 → Professional development for impact model-based target definition and measure design

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# Annex I – Measure descriptions

Reading aid for the measure descriptions

[Nr.]	[Title of measure]
Measure goals	[Description of key measure goals]
Expected results (Output)	[What (tangible) results were achieved when the measure was concluded?]
Intended effects (Outcome)	[What positive effects should arise from the results?]
Criteria for success	[Which criteria and indicators demonstrate that the measure was successful upon completion?]
Responsible unit	[Which organizational unit is responsible for or coordinates the implementation of the measure?]
Participating units	[Which other units are key to the implementation of the measure?]
Implementation period	[In what time frame is the measure expected to be implemented?]
Cost estimation	[What are the estimated total personnel and material costs associated with the measure? This does NOT include financial requirements – in many cases, the costs can be covered either in part or fully by other available resources.]
Status	[Is the measure new, continued or expanded?]

## Area of activity 1: University culture and governance

→ M 1	Equality and Diversity Incentive Fund
Measure goals	Each year, Unit Diversity Management launches a university-wide Equal Opportunities and Diversity Incentive Fund to support innovative ideas proposed by university members
Expected results (Output)	<ul style="list-style-type: none"> <li>Promotion of decentralized bottom-up measures</li> <li>Public relations work for the funded projects</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Generation and promotion of new, innovative ideas</li> <li>Broad participation of university members</li> <li>Awareness-raising and establishment of an inclusive university culture across the entire breadth of the university</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Amount and utilization of the fund (budget)</li> <li>Number of submitted and approved applications</li> <li>Sustainable implementation of projects</li> <li>Diversity of ideas and applicants</li> </ul>
Responsible unit	Unit Diversity Management
Implementation period	Annually
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.1 FTE)</li> <li>Material resources: EUR 50,000 annual budget</li> </ul>
Status	Continued

## → M 2

## Integration of leadership guidelines into personnel development tools

Measure goals	TUD's leadership guidelines promote teamwork and contribute to the health of both individuals and the organization as a whole. To increase awareness of and the effectiveness of the leadership guidelines, they are to be increasingly integrated into personnel development tools (e.g. annual performance review, continuing education).
Expected results (Output)	<ul style="list-style-type: none"> <li>Managerial staff are familiar with the TUD leadership guidelines and align their actions with them</li> <li>Personnel development tools are systematically aligned with the leadership guidelines</li> <li>Subject-specific training programs for inclusive leadership have been developed and are being implemented</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Strengthened gender-aware and inclusive leadership skills at all management levels</li> <li>Increase staff motivation and satisfaction</li> <li>Promotion of an appreciative working environment</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Awareness of the leadership guidelines</li> <li>Employee satisfaction with managerial staff</li> <li>Participation rate in continuing education courses</li> </ul>
Responsible unit	Unit Personnel Development
Implementation period	Until Q4/2025
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.5 FTE)</li> <li>Material resources: approx. EUR 63,000</li> </ul>
Status	New

## → M 3

## Concept for part-time leadership and shared leadership

Measure goals	An implementation concept for part-time leadership and shared leadership is being developed. It aims to ensure equal participation in leadership positions and to increase the attractiveness of leadership positions, especially for people who have care responsibilities.
Expected results (Output)	<ul style="list-style-type: none"> <li>Implementation concept available</li> <li>The testing of part-time models for leadership and models for shared leadership</li> <li>Integration of part-time leadership into the personnel development plan</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Promotion of a modern working culture that uses flexible working and management models as a strategic instrument for retaining skilled workers</li> <li>Visibility as a modern employer</li> <li>Increase in the number of women holding leadership positions in the long-term</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>The extent of the flexibility in management models</li> <li>Legal and financial feasibility of the concept</li> <li>Awareness and acceptance of the concept</li> </ul>
Responsible unit	Directorate 2 – Personnel with Unit 2.5 Personnel Development
Implementation period	Starting Q3/2026
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.5 FTE)</li> <li>Material resources: approx. EUR 2,500</li> </ul>
Status	New

→ M 4		Code of Conduct
Measure goals	The Code of Conduct is introduced as a binding instrument for respectful interaction based on the values of the TUD. It serves to guide the actions of all university members. It sets out clear standards for dealing with one another with the aim of establishing these.	
Expected results (Output)	<ul style="list-style-type: none"> <li>• Creation and publication of the Code of Conduct</li> <li>• Accompanying communication measures</li> <li>• Handing out the Code of Conduct upon enrollment, Recruitment and contract work</li> </ul>	
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Increasing identification with the values of TUD</li> <li>• Promotion of respectful cooperation within the university community</li> <li>• Contribution to the creation of a diversity-sensitive and appreciative university culture</li> </ul>	
Criteria for success	<ul style="list-style-type: none"> <li>• Feedback from TUD on their perception of university culture and values</li> </ul>	
Responsible unit	Vice-Rectorate University Culture	
Participating units	Central and Faculty Equal Opportunities Officers, Complaints Office for Incidents of Harassment, Discrimination and Violence	
Implementation period	Q1/2026 until Q4/2026	
Cost estimation	<ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.1 FTE)</li> <li>• Material resources: approx. EUR 5,000</li> </ul>	
Status	New	

→ M 5		Strengthening anti-discrimination work
Measure goals	TUD is actively committed to a discrimination-free university culture and strengthens its anti-discrimination work through preventive, strategic and supportive measures. When designing its sanction and prevention measures, TUD takes into account that existing power relations and dependencies can enable or reinforce discrimination. The aim is to systematically prevent discrimination, support those affected in a targeted manner, and establish a sustainable anti-discrimination culture. In addition to the work of the independent Complaints Office, measures are being developed to make structural problems visible and promote prevention.	
Expected results (Output)	<ul style="list-style-type: none"> <li>• (Further) development of guidelines and handouts with clear standards for dealing with discrimination</li> <li>• Further training and awareness-raising activities for various target groups</li> <li>• Monitoring to record and analyze incidents of discrimination</li> <li>• Improving the visibility and accessibility of existing points of contact and support services</li> </ul>	
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Professionalization of anti-discrimination work</li> <li>• Strengthening the prevention of discrimination</li> <li>• Raising awareness of structural discrimination</li> <li>• Improving support for those affected through clear points of contact and transparent processes</li> </ul>	
Criteria for success	<ul style="list-style-type: none"> <li>• Use of awareness-raising and continuing education opportunities</li> <li>• Implementation of the guidelines and handouts on anti-discrimination</li> </ul>	
Responsible unit	Vice-Rectorate University Culture	
Participating units	Complaints Office for Incidents of Harassment, Discrimination and Violence	
Implementation period	Q1/2025 until Q4/2027	
Cost estimation	<ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.5 FTE)</li> <li>• Material resources: approx. EUR 5,000 annually</li> </ul>	
Status	Expanded	

## → M 6

## Continuing education on anti-discrimination for managerial staff and university members

Measure goals	The goal of the measure is to increase the skills of managers and university members in counteracting discrimination and promoting diversity.
Expected results (Output)	<ul style="list-style-type: none"> <li>Expansion of a continually available range of continuing education courses (on-site, digital independent-study modules, study aids)</li> <li>Improving management skills with regard to anti-discriminatory and inclusive behavior</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Shaping an inclusive, appreciative and university culture that offers equal opportunities and is free of discrimination (as much as possible)</li> <li>Greater awareness of intersectional perspectives on equal opportunities</li> <li>Increasing the proportion of university members with sound knowledge of and skills in anti-discrimination</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Establishment of continuing education programs</li> <li>Positive evaluation of continuing education programs</li> <li>The number of managerial staff who participate in the continuing education programs</li> </ul>
Responsible unit	Center for Continuing Education
Participating units	Complaints Office for Incidents of Harassment, Discrimination and Violence, Unit Diversity Management
Implementation period	ongoing
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.4 FTE)</li> <li>Material resources: approx. EUR 15,000 annually</li> </ul>
Status	Expanded

## → M 7

## Central overview of all points of contact and advice offices on discrimination

Measure goals	The introduction of a Counseling Compass outlining university and non-university points of contact and advice offices on discrimination. Target group is all university members.
Expected results (Output)	<ul style="list-style-type: none"> <li>Counseling Compass is published on the TUD website</li> <li>Counseling Compass is easy to find and accessible to all</li> <li>Counseling Compass is publicized to university members through public relations work</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Increasing awareness of the Counseling Compass</li> <li>Counseling services are used more frequently</li> <li>People affected by discrimination receive more support</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Number of visits to the Counseling Compass website</li> <li>Positive user feedback</li> <li>Counseling Compass accessible to all</li> </ul>
Responsible unit	Complaints Office for Incidents of Harassment, Discrimination and Violence
Participating units	Unit 7.4 Internal Communication
Implementation period	Q4/2025 until Q4/2026
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.1 FTE)</li> <li>Material resources: approx. EUR 5,000</li> </ul>
Status	New

→ M 8	<b>Supplementing communication routines of managerial and teaching staff to include content on protection from violence, discrimination and sexualized violence</b>
Measure goals	The communication of teaching staff and managerial staff in research and administration should be supplemented by content on protection against harassment, discrimination and sexualized violence.
Expected results (Output)	<ul style="list-style-type: none"> <li>Communication contains information to protect university members from harassment, discrimination and sexualized violence</li> <li>Management and teaching staff are aware of the topic and know the possible courses of action</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Better support for those affected</li> <li>Prevention of harassment, discrimination and sexualized violence</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Percentage of communication that include content on protection against harassment, discrimination and sexualized violence</li> <li>Knowledge of management and teaching staff on protection against harassment, discrimination and sexualized violence and on possible courses of action</li> </ul>
Responsible unit	Vice-Rectorate University Culture
Participating units	Central and Faculty Equal Opportunities Officers, Complaints Office for Incidents of Harassment, Discrimination and Violence
Implementation period	Q3/2025 until Q2/2027
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.2 FTE)</li> </ul>
Status	New

→ M 9	<b>Consolidation and further development of queer peer counseling</b>
Measure goals	Needs-oriented, independent counseling and support for individuals with diverse gender identities, sexual orientations, and relationship structures from all university groups who experience visible and invisible barriers due to living outside cis-normative and hetero-normative frameworks.
Expected results (Output)	<ul style="list-style-type: none"> <li>Counseling service with a student and an employee is permanent and available to students and staff</li> <li>Corresponding question modules on experiences of discrimination have been integrated into student and staff surveys</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Visibility and appreciation of people with non-binary gender identities</li> <li>Increased knowledge and awareness of exclusion mechanisms caused by invisible barriers</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Use of the counseling service</li> <li>Positive experiences in the context of needs orientation, acceptance and appreciation by the target group in surveys</li> </ul>
Responsible unit	Central Equal Opportunities Officer
Participating units	Unit Diversity Management
Implementation period	Q4/2025 - Q1/2028
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources (remuneration agreements): approx. EUR 8,000 annually</li> </ul>
Status	Continued

## → M 10

## Expansion of monitoring of professors' performance-related bonuses and raising awareness

Measure goals	The performance-related bonuses of professors in the W2 and W3 salary groups are consistently recorded and evaluated annually. The extent to which the monitoring of gender pay gaps can be extended to other salary components and employee groups is being examined. Those involved in the process (Rector, Chancellor and Dean) are informed about the existing inequalities.
Expected results (Output)	<ul style="list-style-type: none"> <li>• Systematic survey of professors' performance-related bonuses</li> <li>• Annual data evaluation</li> <li>• Audit report on options for expanding monitoring</li> <li>• Information on existing gender pay gaps</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Identification and analysis of gender pay gaps</li> <li>• Reduction of gender pay gaps</li> <li>• Improving pay transparency</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• An annual evaluation is available</li> <li>• Scope of the wage components and employee groups examined</li> <li>• The existence and extent of the gender pay gap are known to those involved in the process</li> <li>• The extent of gender pay gaps</li> </ul>
Responsible unit	Unit Diversity Management
Participating units	Staff unit personnel statistics
Implementation period	Annually (evaluation), until Q4/2026 (test report)
Cost estimation	<ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.1 FTE)</li> </ul>
Status	Expanded

## → M 11

## Independent care counseling for staff and students

Measure goals	TUD is consolidating its independent care counseling service to provide students and staff with (imminent) care responsibilities with long-term support in balancing study, work and care.
Expected results (Output)	<ul style="list-style-type: none"> <li>• Continuation of the service after the current agreement expires</li> <li>• Continuation of existing counseling modules and expansion in line with demand</li> <li>• Public relations work for the care counseling modules</li> <li>• Raising awareness among managers/teaching staff about the concerns of students/staff</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Making it easier to combine studying/working with care responsibilities</li> <li>• Overcoming taboos surrounding caring for relatives by providing low-threshold advice and information services and making them a commonplace part of a family-friendly university culture</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• Number of care counseling hours used</li> <li>• Number of participants in the care lecture</li> <li>• Number of participants in the foundation care course</li> </ul>
Responsible unit	Unit Diversity Management
Participating units	Vice-Rectorate University Culture, Campus Office "Uni mit Kind"
Implementation period	ongoing
Cost estimation	<ul style="list-style-type: none"> <li>• Material resources: approx. EUR 20,000 per year</li> </ul>
Status	Continued

→ M 12	<b>Concept for the implementation of centrally financed maternity leave cover for professors with civil servant status</b>
Measure goals	TUD is developing a concept to provide funding for maternity leave coverage for professors, aiming to offset the additional costs and ensure full coverage during maternity leave.
Expected results (Output)	<ul style="list-style-type: none"> <li>Implementation concept including financing options is available</li> <li>Calculation of the necessary budget for implementation</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Mitigating potential financial disadvantages when appointing a professor who could take maternity leave</li> <li>Increasing the proportion of women professors at TUD</li> <li>Raising awareness of and establishing a family-friendly, inclusive university culture</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Legal and financial feasibility of the concept</li> <li>Awareness and acceptance of the concept</li> </ul>
Responsible unit	Directorate 2 Personnel
Participating units	Directorate 1 Budget and Purchases
Implementation period	Starting Q1/2027
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.5 FTE)</li> </ul>
Status	New

→ M 13	<b>Gender Care Gap: Monitoring the distribution of parental leave / part-time work and strengthening the role of fathers</b>
Measure goals	Monitoring of the distribution of parental leave and part-time work is being set up. Fathers are supported in taking responsibility for care tasks. Managerial staff are made aware of the needs of fathers.
Expected results (Output)	<ul style="list-style-type: none"> <li>Systematic, gender-related survey and evaluation of parental and part-time work, taking into account intersectional relationships</li> <li>Derivation and implementation of target group-specific services to support fathers</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Cultural change in fathers taking on care responsibilities</li> <li>Managerial staff's awareness of the needs of fathers</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Proportion of fathers (among TUD members) who take parental leave</li> <li>Average amount of paternity leave</li> </ul>
Responsible unit	Unit Diversity Management
Participating units	Staff unit personnel statistics
Implementation period	Q1/2026 – Q2/2027
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.1 FTE)</li> </ul>
Status	New

## → M 14

## Family-friendly fixed-term contracts in accordance with WissZeitVG

Measure goals	Scope for interpretation under the law in terms of fixed-term employment in accordance with § 2 (1) WissZeitVG is generally utilized. In cases where a fixed-term contract in accordance with § 2 (1) WissZeitVG is not possible even after the forthcoming reform, legal possibilities and funding options will be examined in order to extend fixed-term employment contracts by periods of maternity and parental leave.
Expected results (Output)	<ul style="list-style-type: none"> <li>Continuation of the family-friendly fixed-term employment practice in accordance with § 2 (1) WissZeitVG</li> <li>Monitoring of fixed-term contracts in accordance with WissZeitVG</li> <li>Examination result on legal options incl. new regulation WissZeitVG is available</li> <li>Financing concept is developed</li> <li>Raising awareness among managers/teaching staff about the concerns of researchers</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Mitigation of financial disadvantages in the case of fixed-term contracts for women working in science in accordance with § 2 (2) WissZeitVG</li> <li>Increasing the proportion of women who aspire to an academic career</li> <li>Raising awareness of and establishing a family-friendly, inclusive university culture</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Legal and financial feasibility of the concept</li> <li>Awareness and acceptance of the concept</li> </ul>
Responsible unit	Directorate Personnel
Implementation period	Starting Q3/2026
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.2 FTE)</li> </ul>
Status	New

## → M 15

## Promoting international mobility with children

Measure goals	Existing advisory services and the international support program for staff who spend time abroad with their children under the age of 18 will be continued in order to explicitly increase the international mobility of this target group and thus promote the acquisition of intercultural skills.
Expected results (Output)	<ul style="list-style-type: none"> <li>Offering advice on international mobility with children</li> <li>Continuation of the program to promote stays abroad</li> <li>Monitoring of requested and approved funding</li> <li>Raising awareness among managers of the concerns of the target group</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Mitigating the financial disadvantages of parents' international mobility</li> <li>Increasing the proportion of students and staff who go abroad with children</li> <li>Increasing intercultural skills</li> <li>Raising awareness of and establishing a family-friendly, inclusive university culture</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Number of grants</li> <li>Feedback from funding recipients</li> </ul>
Responsible unit	Unit Diversity Management
Participating units	International Office
Implementation period	ongoing
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.1 FTE)</li> <li>Material resources: approx. EUR 10,000 annually</li> </ul>
Status	Continued

## → M 16

## Professionalism and diversity in equal opportunity teams

Measure goals	Implementation of a regulated handover and a well-founded induction to the role for the group of decentralized Equal Opportunities Officers and their Deputies. The motivation to stand as a candidate is proactively promoted at the decentralized management level. The added value of diverse teams is also addressed in equal opportunities work.
Expected results (Output)	<ul style="list-style-type: none"> <li>Onboarding with kick-off event and basic training soon after taking up office, followed by specific support on in-depth issues, e.g. invisible barriers for LGBTQIA+ and people with neurodivergence</li> <li>Information from the decentralized management level on the election procedure and the office of the Equal Opportunities Officer has been communicated</li> <li>Core information is available in English</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Visibility, individual agency and professional appreciation in equal opportunities work</li> <li>Candidates are available for replacement and new appointments and the composition of electable teams is diverse</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Feedback on the evaluation of series of events 12 months after taking office</li> <li>Replacements and new appointments are made for all organizational units</li> </ul>
Responsible unit	Central Equal Opportunities Officer
Implementation period	Q1/2025 – Q1/2026
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.1 FTE)</li> </ul>
Status	Expanded

## → M 17

## Implementation of the relief regulation

Measure goals	Implementation of the relief regulation on the basis of § 56 SächsHSG, which takes into account the changed structures since 2014 (Equal Opportunities Officers in the Schools, faculties and Central Academic Units) as well as the expansion and diversification of the range of tasks in equal opportunities work.
Expected results (Output)	<ul style="list-style-type: none"> <li>The majority of the decentralized Equal Opportunities Officers and their Deputies submitted an application for relief after taking office</li> <li>The majority of applications are approved three months after submission</li> <li>The implementation of the relief regulation will be evaluated for the first time in 2027 and subsequently every two years by the Central Equal Opportunities Officer and then further developed; a report on this will be submitted to the Senate</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Equal Opportunities Officers receive recognition and long-term support through appropriate relief</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Number of applications submitted</li> <li>Number of applications approved within the first three months of application</li> </ul>
Responsible unit	Chancellor
Participating units	Central Equal Opportunities Officer
Implementation period	Q1/2025 – Q4/2027
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources: dependent on the number of applications and the individual's personnel category</li> </ul>
Status	New

## → M 18

## Equal opportunities and internationalization

Measure goals	The overarching issues of equality and diversity are integrated into the structure and content of the Internationalization Strategy. TUD is committed to responsible internationalization, uses synergies with its cooperation partners and enables learning effects through the exchange of best practices.
Expected results (Output)	<ul style="list-style-type: none"> <li>• Equal opportunities and diversity are embedded in the Internationalization Strategy</li> <li>• Exchange of best practices and the generation of new ideas</li> <li>• Implementation of transnational public relations work</li> <li>• Development of joint formats with international partners</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Promotion of inclusive and non-discriminatory internationalization</li> <li>• More international visibility for equality and diversity</li> <li>• Sustainable exchange of knowledge and transferability of project ideas</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• Scope and quality of embedding equal opportunities and diversity into the Internationalization Strategy</li> <li>• Number and variety of international formats</li> <li>• Feedback of international partners on the perception of TUD as a diversity-sensitive actor</li> <li>• Number of new collaborations or projects resulting from the exchange</li> </ul>
Responsible unit	International Office
Participating units	Unit Diversity Management
Implementation period	Geared towards the internationalization strategy update process
Cost estimation	<ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.1 FTE)</li> </ul>
Status	Continued

## → M 19

## Working together – and learning from each other (inter-generational dialogue)

Measure goals	Specialist knowledge and experience acquired at work is shared and preserved as a valuable resource. Supporting employees of the older generation in acquiring new skills in the context of digitalization is taken into account in the management culture.
Expected results (Output)	<ul style="list-style-type: none"> <li>• Outline of best practice examples and proven methods used at other universities</li> <li>• 2026 Health Day as source of information for interested staff</li> <li>• Trail run of inter-generational tandems for individual organizational units on the intranet (subject-specific setup of FAQ)</li> <li>• Managerial staff are made aware of the issue</li> <li>• Expansion of diversity-oriented continuing education opportunities</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Older generation staff members feel valued and proactively supported</li> <li>• Intra-organizational knowledge is visible, accessible and sustainably preserved</li> <li>• Activation of dialogue between generations</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• Feedback from 2026 Health Day</li> <li>• Feedback from intranet trial run and subject-specific further development/expansion by organizational units</li> <li>• Participation of older generation staff members in basic and advanced training courses in the context of digitalization</li> </ul>
Responsible unit	Chancellor
Participating units	Central Equal Opportunities Officer, CDIO
Implementation period	Q1/2026 - Q1/2028
Cost estimation	<ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.1 FTE)</li> </ul>
Status	New

## → M 20

## Empowerment and visibility of secretarial staff

Measure goals	The aim is to raise the profile of the profession in a targeted manner and to promote visibility, appreciation and optimal working conditions for this group of employees.
Expected results (Output)	<ul style="list-style-type: none"> <li>• Collaboration with and support of the initiative NETZWERK DER HOCHSCHULEKRETARIATE at TUD</li> <li>• Provision of networking tool on the intranet</li> <li>• Optimization of onboarding, digitalization support and feedback</li> <li>• Examination of the reintroduction of administrative consultations</li> <li>• Improvement in the level of information about secretarial tasks at the management level</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• University secretarial staff are recognized for their contribution to the university and have a platform for their ideas and concerns</li> <li>• Development of solutions to working condition issues together with the university secretarial staff</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• Feedback on events</li> <li>• Resonance of the intranet service</li> <li>• Assessments of the work situation (asked during the employee survey)</li> </ul>
Responsible unit	Chancellor
Implementation period	Q4/2025 – Q4/2026
Cost estimation	<ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.2 FTE)</li> <li>• Material costs: approx. EUR 20,000</li> </ul>
Status	New

## → M 21

## Qualification program Women Leading in Academia

Measure goals	Through a qualification program, W3, W2 and W1 women professors in the advanced tenure-track process strengthen their leadership skills and their professional network.
Expected results (Output)	<ul style="list-style-type: none"> <li>• Tender for and implementation of the program</li> <li>• Increased competence and expansion of the participants' professional network</li> <li>• Public Relations</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Empowerment and motivation of women professors to take on top positions in academia</li> <li>• Strengthening the leadership culture at TUD</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• Number of applications</li> <li>• Feedback from participants</li> <li>• Career development of the participants</li> </ul>
Responsible unit	Unit Diversity Management
Implementation period	yearly
Cost estimation	<ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.35 FTE)</li> <li>• Material resources: EUR 25,000 p.a.</li> </ul>
Status	Continued

Measure goals	Women working in science are to be made more visible through innovative science communication platforms such as name patronages, events or print products. Intersectionally under-represented groups – such as international women working in science or women scientists with disabilities or chronic illnesses – are also taken into account. Future measures should not only raise awareness of their achievements, but also serve as inspiration for students and the entire academic community.
Expected results (Output)	<ul style="list-style-type: none"> <li>Various initiatives to improve the visibility of women scientists</li> <li>Increased visibility of women scientists in the internal and external communication of TUD</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Empowerment of women scientists (e.g. taking on management functions, strengthening their confidence and professional activities)</li> <li>Increasing diversity in science communication</li> <li>Deconstructing gender stereotypes in science</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Number of events and initiatives to promote the visibility of women scientists</li> <li>Increased internal and external media presence of women scientists (e.g. inquiries and invitations from experts)</li> <li>Changes in the perceived competence of women scientists</li> </ul>
Responsible unit	Unit Diversity Management
Participating units	Directorate Communication and Marketing
Implementation period	ongoing
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.5 FTE)</li> <li>Material resources: EUR 20,000 p.a.</li> </ul>
Status	Expanded

Measure goals	Processes and structures that promote gender equality are created in academic self-administration. The structural barriers that prevent equal participation are to be identified and removed. The aim is to increase permeability and diversity in TUD's committees at both a centralized and decentralized level.
Expected results (Output)	<ul style="list-style-type: none"> <li>Analysis of the barriers and structural obstacles for women and underrepresented groups in committees</li> <li>Raised awareness amongst committee Chairs</li> <li>Evaluation of the feasibility of the working group's recommendations on committee work and submitting a report to the Senate</li> <li>Improvement of the incentives and conditions for committee work</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Increase in the permeability and diversity in committees</li> <li>Increase in equal participation</li> <li>Increase in the proportion of women in decision-making bodies with underrepresentation at a centralized and decentralized level</li> <li>Improvement in the quality of committee work</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Regular committee monitoring to continuously analyze the group's composition in terms of diversity, with a focus on gender</li> <li>An increase in the proportion of women in the centralized and decentralized bodies with the highest decision-making powers</li> </ul>
Responsible unit	Central Equal Opportunities Officer
Participating units	Unit Diversity Management
Implementation period	Q1/2026 - Q4/2027
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.1 FTE)</li> </ul>
Status	New

## Area of activity 2: Academic careers

→ M 24	<b>Integration of an inclusive and non-discriminatory personnel selection including in job advertisements as part of TUD's talent acquisition strategy</b>
Measure goals	Inclusivity is taken into account as a sub-aspect of TUD's talent acquisition strategy, which can be used by those involved in the process to make recruitment and selection processes less discriminatory. This should serve to increase quality, which will help us to ultimately recruit more people to TUD.
Expected results (Output)	<ul style="list-style-type: none"> <li>Talent acquisition strategy is designed to be inclusive and non-discriminatory and is applied in personnel recruiting and development processes</li> <li>Job advertisement texts have been adapted and readers perceive TUD as an employer that values and promotes diversity</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Personnel recruitment and development are increasingly carried out with inclusion in mind</li> <li>Increase in diversity amongst staff</li> <li>Increase in the number of applications</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Number of submitted applications</li> <li>Diversity of applicants</li> <li>Adapted job advertisement texts with a focus on inclusivity</li> </ul>
Responsible unit	Unit Diversity Management
Participating units	Unit Personnel Development, Directorate 3 – Central Affairs
Implementation period	Starting Q1/2027
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.2 FTE)</li> <li>Material resources: EUR 5,000</li> </ul>
Status	New

→ M 25	<b>Implementation of a “qualification model for academic staff” including target group-specific counseling and monitoring</b>
Measure goals	The qualification model for academic staff is being implemented to make career paths more transparent and easier to plan.
Expected results (Output)	<ul style="list-style-type: none"> <li>The qualification model is introduced and implemented, followed by its subsequent consulting and monitoring</li> <li>Staff are aware of and use the advisory service</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Staff are more likely to stay due to improved predictability and transparency of career paths (retention)</li> <li>TUD is more attractive as an academic institution and employer</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Awareness of the qualification model</li> <li>Number of advisory sessions held and workshops attended</li> <li>Career paths of the researchers</li> </ul>
Responsible unit	Vice-Rectorate Research
Participating units	Unit Personnel Development, Graduate Academy
Implementation period	Q1/2025 – Q1/2027
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 1.5 FTE)</li> </ul>
Status	New

## → M 26

## Charlotte Bühler Program in cooperation with the Academia mentoring program

Measure goals	The Charlotte Bühler Program is offered annually to bolster women post-docs and habilitation candidates on their career path with the acquisition of interdisciplinary skills. It is complemented by the Postdoc Center's overarching Academia mentoring program, which supports postdocs in their personal and professional development and academic career planning.
Expected results (Output)	<ul style="list-style-type: none"> <li>Implementation of both programs</li> <li>Researchers acquire interdisciplinary skills in the qualification phase through workshops, mentoring and coaching</li> <li>Public relations work within TUD and DRESDEN-concept</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Sustainable promotion of women scientists in the qualification phase</li> <li>Increase in the proportion of women professors</li> <li>Increase in the planning options for academic careers</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Number of grants and applications submitted</li> <li>Positive feedback/evaluation from participants</li> <li>Career development of participants following the program</li> </ul>
Responsible unit	Charlotte Bühler Program: Unit Diversity Management Academia mentoring program Graduate Academy
Implementation period	Annually
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.65 FTE)</li> <li>Material resources: EUR 25,000 p.a.</li> </ul>
Status	Continued

## → M 27

## Funding programs: Eleonore Trefftz Program and Maria Reiche Postdoctoral Fellowships

Measure goals	TUD is continuing the Eleonore Trefftz program for visiting women researchers and uses this as an instrument of active recruitment for its Chairs. The Maria Reiche Postdoctoral Fellowships program will also be continued. The aim is to offer the choice of a scholarship or a job. The program is intended to support excellent women postdocs in their careers so that they can acquire a third-party funded project and work independently in science.
Expected results (Output)	<ul style="list-style-type: none"> <li>Continuation and ongoing advertisement of both programs</li> <li>Support as many women scientists as possible while at the same time improving funding conditions</li> <li>Public relations work for both funding programs</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Improve career opportunities for women scientists on the path to their own Chair</li> <li>Increase the proportion of (international) women professors at TUD</li> <li>Increase the proportion of (international) women postdocs pursuing an academic career</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Number of grants</li> <li>Successful acquisition of third-party funding or a successful academic career</li> <li>Number of appointments following a guest stay</li> </ul>
Responsible unit	Eleonore Trefftz Program International Office Maria Reiche Postdoctoral Fellowships: Graduate Academy
Participating units	Unit Diversity Management
Implementation period	ongoing
Cost estimation	<ul style="list-style-type: none"> <li>Eleonore Trefftz Program <ul style="list-style-type: none"> <li>Material resources: EUR 300,000 p.a.</li> </ul> </li> <li>Maria Reiche Fellowships <ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.25 FTE)</li> <li>Material resources: EUR 200,000 p.a.</li> </ul> </li> </ul>
Status	Conntinued

→ M 28 Continuing active recruitment measures to secure women scientists during appointment procedures

Measure goals	Following the signing of the German Rectors' Conference (HRK) voluntary commitment "Towards more gender equality in appointments," the appointment committees are aware of their responsibility to promote women as an aspect of active recruitment and take into account the targeted recruitment of women academics throughout the entire appointment process. The team of the Appointment Officers supports the faculties/appointment committees and monitors their processes.
Expected results (Output)	<ul style="list-style-type: none"> <li>• Ongoing active recruitment measures by appointment committees</li> <li>• Team of appointment officers support and monitor the processes</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Increase the proportion of women professors at TUD</li> <li>• Awareness of the necessary processes for recruiting women researchers as professors</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• Proportion of women invited to give a lecture, or for evaluations and short-lists</li> </ul>
Responsible unit	Appointment committees
Participating units	Team of the Appointment Officer
Implementation period	ongoing
Cost estimation	<ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.5 FTE)</li> <li>• Material resources: EUR 20,000 p.a.</li> </ul>
Status	Continued

→ M 29 Anti-bias training for participants in Appointment Committees with special consideration of gender equality aspects

Measure goals	As part of the excellence measure "Optimization and Professionalization of Appointment Processes," the training series "Competence Compass for Quality Assurance in Appointment Procedures for Participants in Appointment Committees" was designed and supplemented by anti-bias training courses to reduce bias effects in appointment procedures and to make members of appointment committees aware of unconscious decision-making patterns. TUD is continuing this offer with the aim of increasing the proportion of trained commission members. In addition, we're looking into how to make this courses compulsory.
Expected results (Output)	<ul style="list-style-type: none"> <li>• Regular training courses</li> <li>• Increase in the number of participants</li> <li>• Anchoring the anti-bias approach in the new version of the Appointment Regulations</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Increasing equal opportunities in appointment procedures</li> <li>• Increasing the awareness of appointment committee members vis-à-vis anti-bias issues, with particular consideration of gender equality aspects</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• Number of training courses held</li> <li>• Number of participants</li> <li>• Inclusion in the Appointment Regulations</li> </ul>
Responsible unit	Team of the Appointment Officer
Implementation period	ongoing
Cost estimation	<ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.125 FTE)</li> <li>• Material resources: approx. EUR 7,500 p.a.</li> </ul>
Status	Expanded

→ M 30	<b>Establishing an inclusive and anti-discriminatory focus as an interdisciplinary selection criterion in appointment procedures</b>
Measure goals	The measure is intended to integrate inclusivity as an essential interdisciplinary selection criterion in professorial appointment procedures, while at the same time ensuring that it is evaluated as part of the candidate selection process
Expected results (Output)	<ul style="list-style-type: none"> <li>Revision of the requirement profiles for professorial appointment procedures: Inclusivity in the job advertisement texts</li> <li>Development of an evaluation strategy to systematically assess candidates' approach to diversity</li> <li>Implementation of training and awareness-raising measures for the appointment committees so that they can specifically assess the candidates' approach to diversity</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Increase the inclusivity focus of professors</li> <li>Boost the awareness of members of appointment committees with regard to diversity and its importance in selection decisions in professorial appointment procedures</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Proportion of job advertisements that include diversity and inclusivity in the job profile</li> <li>Positive feedback from the appointment committees on the effectiveness of the training and evaluation tools</li> </ul>
Responsible unit	Team of the Appointment Officer
Participating units	Unit Diversity Management, faculties, appointment committees
Implementation period	ongoing
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.125 FTE)</li> <li>Material resources: approx. EUR 5,000</li> </ul>
Status	Expanded

→ M 31	<b>Continuation of monitoring in appointment procedures and deriving specific requirements for action</b>
Measure goals	The monitoring of appointment procedures, which was comprehensively revised and further developed as part of the excellence measure "Optimization and Professionalization of Appointment Processes," continuously collects data on the individual steps, active recruitment and gender, which is evaluated and communicated in order to create transparency in the overall process. TUD uses this monitoring for a data-based evaluation of its gender equality goals and as a basis for identifying areas of action and targeted measures to promote equal opportunities in appointment procedures. In addition, the results are to be communicated more effectively throughout the organization in order to place a greater focus on equality and support strategic management.
Expected results (Output)	<ul style="list-style-type: none"> <li>Data-based evaluation of equality objectives</li> <li>Anonymized assessment and processing of the results</li> <li>Publication and appropriate communication of the results</li> <li>Identification of scope for action, as well as the development and implementation of targeted measures</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Increasing equal opportunities in appointment procedures</li> <li>Increased proportion of women professors</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Scope and quality of the data collected</li> <li>Validity of data analysis, accessibility of the results and conclusions</li> </ul>
Responsible unit	Team of the Appointment Officer
Participating units	Unit Diversity Management
Implementation period	ongoing
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.25 FTE)</li> </ul>
Status	Continued

## → M 32

**Making the involvement of the Equal Opportunities Officer a rule when converting fixed-term contracts into permanent positions and when filling permanent positions in mid-level academic roles, including monitoring**

Measure goals	The Equal Opportunities Officers are informed about and take part in all appointment procedures relating to permanent positions of academic staff in accordance with § 56 para. 2 sentences 1+2 Saxon Higher Education Act (SächsHSG). The target quotas for filling permanent positions in academia are consistently taken into account.
Expected results (Output)	<ul style="list-style-type: none"> <li>Coordination has been established between the Equal Opportunities Officers and the heads of their organizational units regarding the information channels for upcoming recruitment procedures</li> <li>Equal Opportunities Officers are proactively invited to relevant procedures</li> <li>Equal Opportunities Officers participate in relevant staff procedures with the right to submit proposals and speak</li> <li>An evaluation is carried out every two years to ensure the quality of the measure</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>By participating in the selection interviews, Equal Opportunities Officers support the enforcement of the standards listed in the General Act on Equal Treatment (AGG) (prevention of discrimination) and the promotion of gender parity for permanent positions in academic mid-level positions</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Increasing the proportion of women in permanent positions in mid-level academic positions</li> <li>Statements of the Equal Opportunities Officer</li> </ul>
Responsible unit	Central Equal Opportunities Officer
Participating units	Directorate Personnel, decentralized Equal Opportunities Officer
Implementation period	Q4/2025 – Q4/2027
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.1 FTE)</li> </ul>
Status	Continued

## → M 33

**Coordinating the Women@DDc network, including concept development for the establishment of strategic career paths in the DRESDEN-concept research area**

Measure goals	The Women@DDc network is to be expanded and strengthened, e.g. to make more strategic use of career paths in the DDc research alliance. A concept for this is to be developed.
Expected results (Output)	<ul style="list-style-type: none"> <li>A coordination office has been set up</li> <li>The concept has been created</li> <li>Discussions have been held with DDc institutes</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Opening up new career opportunities for women researchers</li> <li>Maintain women researchers in the DDc region</li> <li>Increase in the number of appointments of women researchers from the DDc region to TUD</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Established cooperation structures in the network</li> <li>Number of appointments of women researchers from the DDc network</li> </ul>
Responsible unit	DRESDEN-concept Office
Participating units	Unit Diversity Management
Implementation period	Q3/2026 – Q2/2028
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.5 FTE)</li> <li>Material resources: EUR 2,000 p.a.</li> </ul>
Status	New

## → M 34

**"More time for science" program**

Measure goals	The "more time for science" program will be reintroduced. The aim is to support scientists with family responsibilities by financing student assistants, research assistants or freelance staff in order to have more time for science and research, as well as to increase the quality and number of their own publications and funding applications.
Expected results (Output)	<ul style="list-style-type: none"> <li>• Tender for and implementation of the program</li> <li>• Funding of applications</li> <li>• Better quality and higher number of publications by funded researchers</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Meeting the increased support needs of academics with family responsibilities</li> <li>• Improving career opportunities for academics with family responsibilities on the path to their own Chair</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• The program is widely-known and used</li> <li>• The funds provided were used in full for the promotion of researchers</li> <li>• Feedback from the researchers who received the funding</li> </ul>
Responsible unit	Unit Diversity Management
Implementation period	Q1/2026 - Q4/2030
Cost estimation	<ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.1 FTE)</li> <li>• Material resources: EUR 60,000 p.a.</li> </ul>
Status	Continued

## → M 35

**"Motivation and pathways to a doctorate" and "Mentoring for women students" programs taking into account first-generation students**

Measure goals	TUD is establishing a program to motivate women students to pursue a doctorate at an early stage by providing the necessary advice and information. At the same time, the mentoring program for women students will be continued and a stronger focus will be placed on first-time women academics, which should in turn encourage their decision to pursue a doctorate.
Expected results (Output)	<ul style="list-style-type: none"> <li>• Tender for and implementation of the program</li> <li>• Recruitment of mentors and support during the matching process</li> <li>• Inform university lecturers about the programs</li> <li>• Public Relations</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Increase the number of women doctoral candidates</li> <li>• Increase the number of first-time women academics completing a doctorate</li> <li>• Raise supervisors' awareness of their advisory and support function at this early career stage</li> <li>• Increase women's motivation to pursue an academic career</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• The "motivation and pathways to a doctorate" program has been introduced</li> <li>• Demand from women students and first-time women academics for the programs</li> <li>• Number of women students and first-time women academics aiming for a doctorate</li> </ul>
Responsible unit	ServiceCenterStudies
Participating units	Unit Diversity Management, Graduate Academy
Implementation period	Introduction of the program by Q1/2026, followed by its ongoing implementation
Cost estimation	<p>"Motivation and pathways to a doctorate" program</p> <ul style="list-style-type: none"> <li>• Personnel resources in participating units (0.25 FTE)</li> <li>• Material resources: EUR 10,000 p.a.</li> </ul> <p>Mentoring program for women students</p> <ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.5 FTE)</li> <li>• Material resources: EUR 5,000</li> </ul>
Status	New & Continued

## Area of activity 3: Teaching, studies, and training

→ M 36	<b>Gender-sensitive recruitment of students and trainees and implementation of single-sex educational programs</b>
Measure goals	Programs and projects for study and career orientation are designed with gender in mind and are supported by the coordination office. With the help of gender-sensitive, single-sex-education and orientation programs, the students' entry into research is facilitated, dropouts are reduced and equal opportunities are promoted.
Expected results (Output)	<ul style="list-style-type: none"> <li>• An increase in the diversity of participants in programs and projects</li> <li>• Gender-sensitive public relations work to attract students</li> <li>• Implementation of single-sex educational offers (e.g. tryING, Girls' and Boys' Day, fall camp, math info camp, ambassadors)</li> <li>• Further development of the single-sex educational approach</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Study orientation becomes less dependent on gender stereotypes</li> <li>• Reduction in the underrepresentation of women in STEM degree programs and men in the School of Humanities and Social Sciences</li> <li>• Raising awareness regarding the gender-sensitive design of programs and projects for orientation across the entire breadth of the university and during the entire academic career</li> <li>• A reduction in the number of dropouts</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• Positive evaluation of projects and programs by participants</li> <li>• Expansion of the programs and increase in the number of participants</li> <li>• Decrease in extreme underrepresentation of women in STEM degree programs / vocational professions and men in the humanities and social sciences among first-year students, students and trainees</li> </ul>
Responsible unit	Unit Diversity Management
Participating units	School contact office, student marketing, Central Student Information and Counseling Service, Schools, faculties, Central Academic Units, student representatives
Implementation period	ongoing
Cost estimation	<ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.5 FTE)</li> <li>• Material resources: EUR 25,000 p.a.</li> </ul>
Status	Continued

## → M 37

## Gender-sensitive approach to degree programs

Measure goals	Development of attractive, interdisciplinary degree programs, especially in the STEM fields, which are related to social topics (e.g. social, ecological and sustainable topics such as climate change or the mobility transition) and "two-pronged degree programs" (e.g. environmental informatics, interdisciplinary), gender-sensitive design of existing degree programs.
Expected results (Output)	<ul style="list-style-type: none"> <li>Supplementation of the concept of the degree program with an evaluation of the inclusivity of the content and processes</li> <li>Attractive, interdisciplinary degree programs related to social issues and two-pronged degree programs have been designed, approved and introduced</li> <li>Design of existing degree programs to be gender-sensitive, including within the existing study structures (e.g. elective modules, lecture series)</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Reduction in the underrepresentation of women in STEM degree programs</li> <li>Raising awareness for the gender-sensitive development of degree programs</li> <li>Increasing the attractiveness of the degree program</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Supplementation of the concept of the degree program with an evaluation of the inclusivity of the content and processes</li> <li>Raising gender-sensitivity awareness related to degree program development in the Schools and faculties</li> <li>Degree programs related to social issues as well as two-pronged degree programs were developed and established</li> <li>High level of student satisfaction in the degree programs and increase in satisfaction in existing degree programs</li> </ul>
Responsible unit	Unit SLM Coordination
Participating units	Unit Diversity Management, Center for Interdisciplinary Learning and Teaching
Implementation period	Supplementation of degree program concept by Q4/2026, ongoing degree program development and raising of awareness
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.25 FTE)</li> <li>Material resources: EUR 3,000</li> </ul>
Status	New

## → M 38

## Diversity-sensitive teaching award

Measure goals	By awarding a teaching prize, good practice is made visible and recognized, and incentives for diversity-sensitive teaching are created.
Expected results (Output)	<ul style="list-style-type: none"> <li>Annual announcement and awarding of the teaching prize, including prize money</li> <li>Comprehensive and targeted public relations work</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Raising lecturers' awareness of gender and diversity in teaching</li> <li>Increase in the visibility and appreciation of teachers in the context of inclusive teaching</li> <li>Increase in the visibility of good practice examples and role models</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Numerous, high-quality submissions and proposals</li> <li>High level of recognition for award winners and nominees (e.g. award ceremony participants, news readers)</li> </ul>
Responsible unit	Center for Interdisciplinary Learning and Teaching
Participating units	Unit Diversity Management, Vice-Rector Academic Affairs, Directorate Communication and Marketing
Implementation period	yearly
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.1 FTE)</li> <li>Material resources (incl. prize money): EUR 12,000 p.a.</li> </ul>
Status	Continued

## → M 39

## Programs for students to increase their awareness of gender and diversity

Measure goals	Increasing gender and diversity awareness amongst students through curricular and extra-curricular courses.
Expected results (Output)	<ul style="list-style-type: none"> <li>Expansion of existing programs</li> <li>Stronger anchoring and visibility of gender and diversity aspects in degree programs</li> <li>Increase in opportunities for recognition in the area of general qualifications, taking into account the possibility of micro-certificates</li> <li>Support for student initiatives in the subject area</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Increase in the awareness of gender and diversity amongst students</li> <li>Increase in the quality and attractiveness of teaching</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Number of participants</li> <li>Programs are anchored in the curriculum or can be recognized in the area of general qualifications</li> <li>Positive evaluation of existing programs</li> </ul>
Responsible unit	Unit Diversity Management
Participating units	Center for Interdisciplinary Learning and Teaching, Career Service.
Implementation period	Q1/2026 - Q4/2027
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.25 FTE)</li> <li>Material resources: approx. EUR 20,000 p.a.</li> </ul>
Status	Expanded

## → M 40

## Certificate program for gender and diversity awareness amongst staff

Measure goals	Deepening gender and diversity awareness amongst staff through a bundled range of certificates.
Expected results (Output)	<ul style="list-style-type: none"> <li>Sustainable anchoring of the certificate</li> <li>Evaluation and further development of the certificate</li> <li>Looking into the possibility of micro-certificates</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Increase in the awareness of gender and diversity amongst staff</li> <li>Secure anchoring and visibility of gender and diversity aspects in teaching and research</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Certificate program sustainably anchored, gender and diversity awareness increased</li> <li>Number of participants</li> <li>Positive evaluation of the certificate program</li> </ul>
Responsible unit	Center for Continuing Education
Participating units	Unit Diversity Management
Implementation period	Since Q2/2024
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.25 FTE)</li> <li>Material resources: EUR 20,000 p.a.</li> </ul>
Status	New

→ M 41	Establishing needs-based continuing education and dialogue programs for lecturers on inclusive and non-discriminatory teaching
Measure goals	Teaching staff are offered requirement-based training and exchange opportunities with reference to inclusive and non-discriminatory teaching
Expected results (Output)	<ul style="list-style-type: none"> <li>Expansion of continuing education courses on gender and diversity</li> <li>Exchange opportunities for inclusive and non-discriminatory teaching</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Raising awareness of the integration of gender and diversity aspects into teaching</li> <li>Networking and exchange of experience and good practices</li> <li>Inclusive and non-discriminatory implementation of courses</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Number of participants taking part in training courses and making use of exchange opportunities</li> <li>Positive evaluation of the courses</li> <li>Diverse examples of good practice are shared</li> <li>Secure anchoring of the subject area in the curriculum</li> </ul>
Responsible unit	Center for Interdisciplinary Learning and Teaching
Participating units	Unit Diversity Management
Implementation period	Q1/2026 - Q4/2027
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.25 FTE)</li> <li>Material resources: EUR 20,000 p.a.</li> </ul>
Status	New

## Area of activity 4: Research and technology transfer

→ M 42	Platforms for visibility at national and international levels
Measure goals	The added value of gender as a category of analysis and the implementation of gender and diversity aspects in research as a quality criterion is communicated in a sustainable manner. Information and instruments are communicated in an accessible way and visibility, networking and exchange between the actors are promoted.
Expected results (Output)	<ul style="list-style-type: none"> <li>• Interdisciplinary colloquium on gender studies</li> <li>• TUD Gendered Innovations Platform (analogous to Stanford)</li> <li>• Calendar of events for the range of topics at a centralized and decentralized level</li> <li>• Events at the Dresden Science Night</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• A spread in awareness that quality and innovation in research benefit from these platforms and methods</li> <li>• Stakeholders are better networked and more visible</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• Feedback on events</li> <li>• Number of new inputs/activities</li> <li>• Number of publications/projects</li> </ul>
Responsible unit	GenderConceptGroup
Implementation period	Q4/2025 – Q4/2026
Cost estimation	<ul style="list-style-type: none"> <li>• Material resources: approx. EUR 5,000</li> </ul>
Status	New

→ M 43	Inclusivity training and advisory services for researchers in their specific field
Measure goals	Researchers are supported in the application process for specific disciplines and in other areas of project design.
Expected results (Output)	<ul style="list-style-type: none"> <li>• The basics of gender research and the relevance of gender and diversity are also available in externally created, flexible online and offline sources for researchers and those involved in research consulting, but especially researchers in the qualification phase</li> <li>• Experts from the faculties can be requested to support researchers with design, research questions and collaborations, etc.</li> <li>• Important topics and categories for the consultation are prepared as checklists that are available to the research community</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Qualitative value and practical relevance of considering gender and diversity are recognized components of research culture</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• Feedback on the training courses</li> <li>• The approach is recognized in application reviews</li> <li>• Number of requests for advice from the pool of experts</li> <li>• Feedback on the use of the checklists</li> </ul>
Responsible unit	Vice-Rectorate Research
Participating units	GenderConceptGroup
Implementation period	Q4/2025 – Q4/2026
Cost estimation	<ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.5 FTE)</li> <li>• Material resources: approx. EUR 20,000</li> </ul>
Status	New

## → M 44

## Structural support for the GenderConceptGroup (GCG)

Measure goals	Sustainable resources are available for fundamental scientific, cooperative and advisory activities.
Expected results (Output)	<ul style="list-style-type: none"> <li>Establishment of a staff position with a link to the GenderConcept-Group</li> <li>The GenderConceptGroup is supported in its activities (including colloquia for young academics, publications, gender lectures, projects, implementation of measures in the Equality Concept)</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Visible recognition of the GCG's work</li> <li>Introducing interdisciplinary topics and collaborations</li> </ul>
Criteria for success	The GCG's commitment to research, teaching and the promotion of early-career researchers continues to be crucial for a high-quality and continuous presence of gender studies at TUD
Responsible unit	Vice-Rectorate Research
Implementation period	Q4/2025 – Q4/2026
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.5 FTE)</li> </ul>
Status	New

## → M 45

## Introduction of a monitoring system for the number of women in technology transfer

Measure goals	Gender-related data on knowledge and technology transfer (e.g. spin-offs, patents) is systematically collected and analyzed on a yearly basis. This closes a gap in gender equality monitoring and helps to identify potential support requirements.
Expected results (Output)	<ul style="list-style-type: none"> <li>Representation of women in knowledge and technology transfer has been systematically surveyed</li> <li>Annual evaluation of the data</li> <li>Data is available for intersectional analysis and identification of potential support needs</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>Expansion of equality and diversity monitoring</li> <li>Improved data collection for starting new projects and for public relations work in the subject area at a centralized and decentralized level</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>Gender-related transfer data is systematically recorded and analyzed on a yearly basis</li> <li>The evaluation is available to stakeholders at a centralized and decentralized level</li> </ul>
Responsible unit	TUD excite
Participating units	Unit Diversity Management
Implementation period	Q4/2025 – Q4/2026
Cost estimation	<ul style="list-style-type: none"> <li>Personnel resources in participating units (approx. 0.1 FTE)</li> </ul>
Status	New

Measure goals	Target group-specific offers are communicated in an accessible way. Networking (e.g. of women who have established start-ups) is facilitated. Stakeholders in equal opportunity and transfer activities intensify their cooperation.
Expected results (Output)	<ul style="list-style-type: none"> <li>• Public relations work for target group-specific offers is optimized</li> <li>• Networking opportunities are provided</li> <li>• Increased synergy in strategic and conceptual considerations between equal opportunity and transfer activities</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Increased awareness of the transfer process for challenges in the context of equality and diversity and vice versa</li> <li>• Increase the number of participants in gender-sensitive and inclusive offers</li> <li>• Increased diversity among participants in transfer activities</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• Feedback on the target group-specific offers</li> <li>• Feedback on the networking opportunities</li> </ul>
Responsible unit	TUD excite
Participating units	Unit Diversity Management, decentralized Equal Opportunities Officer
Implementation period	Q4/2025 – Q3/2026
Cost estimation	<ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.1 FTE)</li> <li>• Material resources: approx. EUR 5,000</li> </ul>
Status	New

## Area of activity 5: Quality management

→ M 47	<b>Quality-assured collection and consolidation of data relevant to equal opportunity and diversity</b>
Measure goals	A uniform basis is created for data related to equality and diversity. Data processes are optimized and intersectional connections are established.
Expected results (Output)	<ul style="list-style-type: none"><li>• Core data set on equality and diversity is designed</li><li>• Core data set on equality and diversity has been implemented and embedded as a standard in processes</li></ul>
Intended effects (Outcome)	<ul style="list-style-type: none"><li>• Data gaps are closed with a more comprehensive overall picture</li><li>• Gaps, especially from an intersectional perspective, are easier to identify for further processing</li></ul>
Criteria for success	<ul style="list-style-type: none"><li>• Core data set has been developed, approved and implemented</li><li>• Core data set reflects the focus and priorities of the equality concept and the 2030 Diversity Strategy</li></ul>
Responsible unit	Unit Diversity Management
Participating units	Center for Quality Analysis
Implementation period	Q2/2024 – Q4/2025
Cost estimation	<ul style="list-style-type: none"><li>• Personnel resources in participating units (approx. 0.2 FTE)</li></ul>
Status	Expanded

→ M 48	<b>Development of a dashboard with a data requirement glossary from an intersectional perspective</b>
Measure goals	To present the data from the core dataset on equality and diversity, a dashboard is being developed that enables web-based and user-oriented data access. The dashboard enables differentiation based on various dimensions and structural levels.
Expected results (Output)	<ul style="list-style-type: none"><li>• Development of the dashboard and accessibility for TUD members</li><li>• Dashboard contains information on data collection and definition</li></ul>
Intended effects (Outcome)	<ul style="list-style-type: none"><li>• Greater transparency and improved accessibility of data</li><li>• Facilitation of data analysis</li><li>• Improvement in university management</li></ul>
Criteria for success	<ul style="list-style-type: none"><li>• Dashboard has been developed and is accessible to the university public.</li><li>• Data definitions and data collection are clearly presented.</li><li>• Dashboard is updated regularly</li></ul>
Responsible unit	Academic Analytics
Participating units	Unit Diversity Management
Implementation period	Q1/2025 – Q2/2026
Cost estimation	<ul style="list-style-type: none"><li>• Personnel resources in participating units (approx. 0.2 FTE)</li></ul>
Status	New

**Starting point:** Gender equality work aims to achieve sustainable cultural and/or structural changes. The achievement of objectives through the implementation of the associated measures is often not accurately quantifiable. Some measures are also set up over several years and/or involve many stakeholders or organizational units. In these cases, a sequence of defined sub-steps makes sense, the successful achievement of which is recorded using qualitative indicators. How can these sub-steps and indicators be defined in order to divide the measures into individual stages and record success with each step? If a subgoal cannot be achieved, how can the necessary countermeasures be taken in order to react flexibly and in good time?

**Objective:** Use of outcome-based to define goals and develop measures for equal opportunity as a kind of learning system

**Responsibility for implementing the measures:** Central Equal Opportunities Officer

**Expertise + cooperation:** Unit Diversity Management, Center for Quality Analysis (ZQA), Academic Controlling and Quality Management (ACQM)

**Cost estimation:** approx. 0.2 FTE in personnel resources

**Status:** Expanded

PHASE	INPUT	OUTPUT	OUTCOME	IMPACT
Intervention(s)	I Selection of one new measure per area of activity in the 2025 Equality Concept II Per measure development of an indicator-based sequence of sub-steps with an INPUT/ OUTPUT/ OUTCOME/ IMPACT categorization III Transferring the sub-steps and indicators into tables with sub-targets and a timeline (see example table) as a template for monitoring/ reporting IV Development and description of processes for potentially necessary appropriate countermeasures at the interfaces between the sub-steps if indicators are not achieved	I The successful completion of each sub-step is confirmed by an indicator as a pre-requisite for the start of the next sub-step Successfully completed sub-steps and challenges are visible in the reports II The timing and strategy for potentially necessary countermeasures are comprehensible and allow the relevant sub-step to be resumed and modified without losing time	Successfully completed, quality-assured measures and examples of good practice using the indicator-based model are the basis for further projects (target definition and development of measures) in equal opportunity. Time and personnel resources are optimally deployed.	Motivation for and confidence in implementing multifactorial and/or qualitative and/or long-term measures is significantly increased. The chances of successfully implementing measures are increased by the ability to counteract problems. Quality-assured cultural and/or structural changes are promising
Subgoal(s)	I Integration of all areas of activity in the measure II Exemplary development of indicators for all areas of activity III Presentation of the work's progress over the entire term IV Coordinated processes for control requirements are in place	Transparency through sub-steps and the possibility of coordinated and flexible readjustment in the event of challenges support those responsible for implementation in their work	The model has proven itself within the areas of activity of the Equality Concept	The starting point was identified correctly
TERM	Q4/2025 – Q4/2026		Q4/2027	Q4/2029
Indicator(s)	I Selection has been made II Sub-steps are decided upon, indicators are developed III Tables are created IV There is a strategy for countermeasures, which also allows for flexible, proactive countermeasures in the event of implementation unexpected problems during implementation	I Conception of the sub-steps leads to their successful completion II Preparing countermeasures for when the implementation of a measure is at risk can also enable implementation in line with objectives in the event of challenges	The measure has been implemented	The model for quality assurance and management described here is applied to other equality measures

## → M 50

## Further development of the monitoring of the implementation of measures in the Equality Concept

Measure goals	The measures should expand the content and optimize the process of reporting, preparation and discussion, as well as help with diagnosing and eliminating problems in the context of implementing measures in the Equality Concept.
Expected results (Output)	<ul style="list-style-type: none"> <li>• A monitoring profile on the status of the measures has been created and is sent annually to those responsible for implementation for updating</li> <li>• Feedback with those responsible for implementation in the event of difficulties in implementation (control)</li> <li>• Opportunity for exchanging implementation experiences and good practices</li> <li>• Presentation of the results (overview report) in relevant committees</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• Regular exchange enables constructive feedback</li> <li>• Improved knowledge management for operational problem solving and best practices, as well as practical relevance</li> <li>• Greater motivation for those responsible for implementation and improved response rate</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• Number and quality of reports</li> <li>• Feedback from those responsible for implementation</li> </ul>
Responsible unit	Unit Diversity Management
Participating units	Central Equal Opportunities Officer
Implementation period	Q4/2024 – Q4/2028
Cost estimation	<ul style="list-style-type: none"> <li>• Personnel resources in participating units (approx. 0.25 FTE)</li> </ul>
Status	Expanded

## → M 51

## Training for impact model-based target definition and measure design

Measure goals	The impact model is accessible as an instrument for underpinning strategies in the context of sustainable structural changes with consistent objectives and measures by offering training courses. This supports raising awareness of adapting measures that have little quantitatively measurable results and quality assurance in equality work and other fields of action in quality management, equality and diversity.
Expected results (Output)	<ul style="list-style-type: none"> <li>• Exchange of experience on good practices and challenges with stakeholders from different processes</li> <li>• Qualitative standards and practical recommendations are amalgamated</li> <li>• A training program is available, also in English, as a self-learning tool</li> </ul>
Intended effects (Outcome)	<ul style="list-style-type: none"> <li>• The impact model is used a tool to support conception, implementation and management</li> </ul>
Criteria for success	<ul style="list-style-type: none"> <li>• Feedback on the exchange of experience</li> <li>• Participation in the training program</li> <li>• Feedback on the training program</li> </ul>
Responsible unit	Central Equal Opportunities Officer
Participating units	Unit Diversity Management, Center for Quality Analysis, Center for Continuing Education
Implementation period	Q4/2027
Cost estimation	<ul style="list-style-type: none"> <li>• Material resources: approx. EUR 5,000</li> </ul>
Status	New



## Annex II – Statistical data

All data dates back to 2024. Case numbers smaller than four are not shown for data protection reasons. Therefore, gender data "diverse" and "not specified" are evenly distributed across the binary categories. Management positions: Multiple responses from people who hold several management positions. Management positions in the Central University Administration: Directors and heads of units. Chairs: only W2 and W3 Chairs (excluding junior, senior and visiting Chairs). Academic staff: research and teaching associates, including junior research group leaders and extraordinary professors. Support staff in technology, administration, library and other research support staff, trainees. Data on the scope of employment is not available for the Faculty of Medicine and is therefore not shown.

Management positions	Male	Female	Female %	Total
<b>University management</b>	<b>34</b>	<b>39</b>	<b>53,4 %</b>	<b>73</b>
Extended University Executive Board	4	4	50,0 %	8
Chairpersons for the School	4	1	20,0 %	5
Deans	11	6	35,3 %	17
Central University Administration	18	30	62,5 %	48
<b>Chairs</b>	<b>431</b>	<b>145</b>	<b>25,2 %</b>	<b>576</b>
School of Civil and Environmental Engineering	94	23	19,7 %	117
School of Humanities and Social Sciences	33	43	56,6 %	76
School of Engineering Sciences	93	14	13,1 %	107
School of Science	79	23	22,5 %	102
School of Medicine	105	31	22,8 %	136
Central Units and Administration	27	11	28,9 %	38

Scope of employment (without Faculty of medicine)	Male	Female	Female %	Total
<b>Chairs</b>	<b>326</b>	<b>114</b>	<b>25,9 %</b>	<b>440</b>
Part-time	5	4	44,4 %	9
Full-time	321	110	25,5 %	431
<b>Academic staff</b>	<b>2678</b>	<b>1400</b>	<b>34,3 %</b>	<b>4078</b>
Part-time	780	749	49,0 %	1529
Full-time	1898	651	25,5 %	2549
<b>Support staff</b>	<b>883</b>	<b>1402</b>	<b>61,4 %</b>	<b>2285</b>
Part-time	143	661	82,2 %	804
Full-time	740	741	50,0 %	1481

Fixed-term contract	Male	Female	Female %	Total
<b>Chairs</b>	<b>431</b>	<b>145</b>	<b>25,2 %</b>	<b>576</b>
Temporary	23	31	57,4 %	54
Permanent	408	114	21,8 %	522
<b>Academic staff</b>	<b>3047</b>	<b>1989</b>	<b>39,5 %</b>	<b>5036</b>
Temporary	2629	1686	39,1 %	4315
Permanent	418	303	42,0 %	721
<b>Support staff</b>	<b>973</b>	<b>1878</b>	<b>65,9 %</b>	<b>2851</b>
Temporary	297	536	64,3 %	833
Permanent	676	1342	66,5 %	2018

<b>Student and research assistants</b>	<b>Male</b>	<b>Female</b>	<b>Female %</b>	<b>Total</b>
<b>School of Civil and Environmental Engineering</b>	<b>281</b>	<b>236</b>	<b>45,6 %</b>	<b>517</b>
Student Assistant	188	173	47,9 %	361
Research Assistant	93	63	40,4 %	156
<b>School of Humanities and Social Sciences</b>	<b>136</b>	<b>266</b>	<b>66,2 %</b>	<b>402</b>
Student Assistant	122	227	65,0 %	349
Research Assistant	14	39	73,6 %	53
<b>School of Engineering Sciences</b>	<b>419</b>	<b>134</b>	<b>24,2 %</b>	<b>553</b>
Student Assistant	304	91	23,0 %	395
Research Assistant	115	43	27,2 %	158
<b>School of Science</b>	<b>192</b>	<b>208</b>	<b>52,0 %</b>	<b>400</b>
Student Assistant	148	158	51,6 %	306
Research Assistant	44	50	53,2 %	94
<b>School of Medicine</b>	<b>118</b>	<b>209</b>	<b>63,9 %</b>	<b>327</b>
Student Assistant	99	168	62,9 %	267
Research Assistant	19	41	68,3 %	60
<b>Central Units and Administration</b>	<b>145</b>	<b>197</b>	<b>57,6 %</b>	<b>342</b>
Student Assistant	91	122	57,3 %	213
Research Assistant	54	75	58,1 %	129
<b>TUD overall</b>	<b>1291</b>	<b>1250</b>	<b>49,2 %</b>	<b>2541</b>

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