



TECHNISCHE
UNIVERSITÄT
DRESDEN

Technische Universität Dresden's

Action Plan 2.0

for Implementing the UN Convention
on the Rights of Persons with Disabilities



Technische Universität Dresden's

Action Plan 2.0

for Implementing the UN Convention on the Rights
of Persons with Disabilities

Technische Universität Dresden

Publisher:	Vice-Rector University Culture
Editing:	Unit 9.3 Diversity Management Technische Universität Dresden SG. 9.3 Diversity Management 01069 Dresden
	✉ Diversity.Management@tu-dresden.de 🔗 https://tu-dresden.de/tu-dresden/universitaetskultur/diversitaet-inklusion
Director:	Vice-Rector University Culture
Text:	SG. 9.3 Diversity Management, Advisory Council on Inclusion
Publication date:	March 2023
Edition:	digital edition



Dear reader,

Inclusion at TU Dresden means the recognition and appreciation of the diversity of all students and employees – fair, non-discriminatory and self-determined participation for all.

The implementation of inclusion and cosmopolitanism has already been an utmost priority at TU Dresden as a socially responsible institution for many years. The establishment of the Vice-Rectorate University Culture in the summer of 2020, the first of its kind in Germany, was intended to strengthen these efforts. Actively promoting a university culture that encourages responsibility and diversity not only opens up opportunities for participation but also changes perspectives.

In 2017, TU Dresden published its first Action Plan for Implementing the UN Convention on the Rights of Persons with Disabilities, a strategic instrument that summarized and reviewed existing resources in the field of inclusion, especially for persons with disabilities and chronic illnesses, and the identified needs for action based on this.

This revised and advanced version of the Action Plan provides another binding action paper that serves as a strategic document and at the same time as a means for reflection. Following the inclusive attitude of TU Dresden, this revised and optimized version of the Action Plan was developed in a broad participatory process within the university, in which the ideas, concepts, as well as the intensive work of the Advisory Council on Inclusion and especially those of the Unit Diversity Management of TU Dresden were decisive.

Thanks to the prior coordination of all listed goals and measures of the revised and advanced version of the Action Plan with the responsible persons ensured, a high level of commitment all around. Some measures are already being implemented, others will be realized in the coming years. In order to ensure the long-term enshrinement of the implementation of the UN Convention on the Rights of Persons with Disabilities at TU Dresden, the Vice-Rectorate University Culture, the Advisory Council on Inclusion and, with a coordinating role, the Unit Diversity Management will remain in regular contact with the institutions and those responsible for the implementation of the measures in the future.

This updated version of the Action Plan is a milestone on TU Dresden's path to becoming an even more inclusive university. I would like to express my gratitude to all those involved for their joint work on the conception and content of this document. I now cordially invite you all to participate in the implementation of the measures, to bring the Action Plan to life and make a valuable contribution to inclusion.

Thank you very much!

Prof. ⁱⁿ Dr. ⁱⁿ Roswitha Böhm
Vice-Rector University Culture

Prof. Dr. Roswitha Böhm	Vice-Rector University Culture (chairperson)
Cornelia Blum	Head of Unit 8.1 Central Student Information and Counseling Service
Anna Drum	Unit 9.3 Diversity Management
Dr. Cornelia Grohmann	Chair of Social and Health Care Buildings and Design
Dr. Cornelia Hähne	Head of Unit 9.3 Diversity Management
Regina Hartung	Unit 2.4 – Auxiliary Services and Part-Time Staff, Inclusion Officer of the Employer
Martin Heidemann	Unit 3.1 – Internal Audit, Inclusion Officer of the Employer
Dr. Alexander Lang	Unit 4.5 – Safety at Work
Prof. Dr. Anke Langner	Chair of Education / Inclusive Education
Roberto Lemmrich	Liaison Officer, Representative of Employees with Disabilities
Prof. Dr. Gesine Marquardt	Chair of Social and Health Care Buildings and Design, Liaison Officer for Students with Disabilities and Chronic Illnesses
Claudia Meißner	Student Council
Miriam Regner	Studentenwerk Dresden
Prof. Dr. Gerhard Weber	Chair of Human-Computer Interaction, Liaison Officer for Students with Disabilities and Chronic Illnesses
With contributions from:	
Jürgen Frey	Office for Employees with Disabilities
Christiane Lisa Iden	Inclusion Office, Student Council
Juliane Kopitz	Unit 9.3 Diversity Management
Karin Mannewitz	Qualification Manager and Research Associate in the QuaBIS project
Dr. Kira Marschner	Central Student Information and Counseling Service
Chris Sonnabend	Inclusion Office, Student Council
Maria Stewart	Inclusion Office, Student Council
Robert Thümmler	Unit 3.2 Internal Service
Kathrin Tittel	Advisor to the Vice-Rector University Culture
Anja Winkler	Services Disability and Studies Group, Chair of Human-Computer Interaction

Preamble.....	5
Leadership: TU Dresden’s Advisory Council on Inclusion	6
1. The Action Plan as a strategic instrument	8
2. How we understand the concept of inclusion	12
3. Structural anchoring and central players in the field of inclusion	14
4. The status quo concerning students and employees with disabilities and chronic illnesses at TU Dresden	20
4.1 The status quo concerning the students.....	21
4.2 The status quo concerning employees	22
5. Areas of Activity, goals, and examples of good practice and measures	24
5.1 Area of Activity “Structural and Digital Accessibility”	27
5.2 Area of Activity “Employment”	39
5.3 Area of Activity “Quality Management”	45
5.4 Area of Activity “Teaching and Research”	51
5.5 Area of Activity “Studies”	57
5.6 Area of Activity “Awareness and Communication”	65
6. TU Dresden – Overview of cooperation and support	74
Call for inclusion projects at TU Dresden	75
Loan and support material.....	76
Locations with portable assistive listening devices	79
Accessible documents.....	80
Sign Language interpreting services	80
Speech-to-text interpreting services.....	80
7. Other services, authorities and information sources.....	82
Related to studies (a selection).....	83
Related to employment (a selection)	83
Authorities / Organizations / Ministries (a selection)	83
Information Networks (a selection)	84
Self-Help Organizations (a selection)	84
8. Bibliography.....	86
Legal references and texts	87

1.

The Action Plan as a strategic instrument

Germany signed the UN Convention on the Rights of Persons with Disabilities (UN CRPD)¹ back in 2009. This ratification was followed by various efforts and legislations at the federal and state level in order to anchor the commitment to inclusion and diversity with binding force.² In recent years, the universities have increasingly embraced the issue of inclusion, and diversity is certainly no longer a new phenomenon.³

At TU Dresden, an integration agreement was concluded between the university leadership, the Office for Employees with Disabilities and the Personnel Representation Council back in 2013, aiming to improve the situation of persons with disabilities and chronic illnesses.⁴ As part of its mission statement and the Fundamental Principles (§ 3 para. 6) approved in September 2015, TU Dresden expressly acknowledges diversity as both “an enrichment and an opportunity”, and commits to achieve “a balance between professional and family needs as well as actual equal opportunities and the inclusion of all its members and associate members.”

TU Dresden was the first university in Saxony to publish its Action Plan for Implementing the UN Convention on the Rights of Persons with Disabilities⁵ in 2017, providing an essential guiding tool for all members of the university. The Action Plan is embedded in TU Dresden's Diversity Strategy 2030 and is to be understood as part of this overall concept. The Diversity Strategy promotes the establishment and advancement of an organizational and academic culture that is cognizant of diversity and reflects on it. Moreover, TU Dresden pursues an intersectional approach, specifically focusing on the interrelations between the core dimensions of diversity.⁶ Consequently, the Diversity Strategy serves as an overarching policy not only for the Action Plan, but also for the Equality Concept (2018),⁷ the Women's Advancement Plan (2019-2023),⁸ the family-friendly university audit action program (2019-2022),⁹ and the Internationalization Strategy adopted in 2015¹⁰.

In its analysis “Wer Inklusion will, sucht Wege. Zehn Jahre UN Behindertenrechtskonvention in Deutschland” (Whoever wants inclusion looks for ways. Ten years of the UN Convention on the Rights of Persons with Disabilities in Germany), the German Institute for Human Rights took stock of the situation ten years after the publication of the UN Convention on the Rights of Persons with Disabilities. The chapter “Right to Inclusive Education” takes a look at universities and their efforts. We are particularly pleased that TU Dresden's Action Plan of 2017 was acknowledged and singled out as exemplary in this context.¹¹ The analysis emphasized in particular the highly binding nature of the Action Plan as well as the fact that a large number of different TU Dresden stakeholders were involved in its development.¹²

The implementation and realization of the goals set in the first Action Plan as well as the measures derived from them were designed as a long-term task for the entire university. Accordingly, the Action Plan requires constant updating and the achievement of the goals must be reviewed. The present revised and advanced version of the Action Plan was once again compiled in a large-scale participatory process, consistently incorporating the perspectives of persons with disabilities and chronic illnesses as well as focusing on the promotion of equal opportunities and inclusive conditions for studying and working. The Future Lab on Inclusion “Excellent Inclusive 2.0,” which was held on January 23, 2020, marked the launch of this project. During this event, the participants jointly reflected on TU Dresden's developments on the way to becoming an inclusive university and worked out visions for future work in this field. In various thematic groups, numerous members of TU Dresden as well as external cooperation partners (Information and Counseling Center for Studies and Disability of the German Student Union as well as the Coordination Office for Equal Opportunities in Saxony) discussed both existing services and ideas for the future.

1 Federal Government Commissioner for Matters Relating to Persons with Disabilities, 2018.

2 Please refer to the listed references on legal and legislative texts following the bibliography.

3 (Aichinger, Linde, & Auferkorte-Michaelis, 2020).

4 (Technische Universität Dresden, 2013).

5 (Technische Universität Dresden, 2017).

6 (Technische Universität Dresden, 2016).

7 (Technische Universität Dresden, 2019a).

8 (Technische Universität Dresden, 2019b).

9 (Technische Universität Dresden, 2021a).

10 (Technische Universität Dresden, 2015).

11 (Deutsches Institut für Menschenrechte, 2019), p. 35/36.

12 More details on the participatory processes in the article “Inklusion benötigt verschiedene Prozesse: Aktivitäten und Strategien an der TU Dresden” (Hähne, et al., 2020).



Figure 1: Impression of the Future Lab on Inclusion at TU Dresden on January 23, 2020

To specify the content in more detail, an extended work group was established where people who are active in the field of inclusion of persons with disabilities and chronic illnesses at TU Dresden could join forces. The Advisory Council on Inclusion took the lead on behalf of the Vice-Rector University Culture. All existing measures and goals were reviewed in terms of their implementation and success, and gaps were identified. The updated and advanced Action Plan is more than mere stocktaking. It is a binding guideline for action. It is to be understood as a strategic document and reflection tool, serving for further advancement and as a basis for the target agreement with the Saxon State Ministry for Science, Culture and Tourism (SMWK).

The first Action Plan contained 57 specific measures to improve the participation of persons with disabilities and chronic illnesses, which cover six fields of action (accessibility, teaching and research, studies, employment, communication and leadership culture, and quality management) and apply to the entire university. By 2022, the majority of the measures has been successfully launched and implemented. Some of the measures, however, such as the establishment of a comprehensive quality management system for the implementation of the Action Plan, have only been initiated at this point in time. In order to implement the planned measures, the annual special funds for inclusion provided by the Saxon State Ministry for Science, Culture and Tourism are indispensable. TU Dresden has always advertised these funds on a pro rata basis, making them accessible to both students and employees. Thanks to this approach, both sensitivity for the issue of inclusion was raised and needs were identified, which have now also been incorporated into the updated and advanced Action Plan.

In the following, based on the UN Convention on the Rights of Persons with Disabilities,¹³ we will consider disability as an evolving concept, moving away from seeing it as a deficit and moving towards recognizing it as resulting from attitudinal and environmental barriers that hinder these persons' full and effective participation in society on an equal footing with others. "Persons with disabilities include people who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may prevent them from participating fully, effectively, and equally in society."¹⁴

However, the other dimensions of diversity must also be addressed, and interrelations must always be considered. In order to realize the vision of an inclusive university in the long term, we will still need to identify categories of difference in the short and medium term. Nonetheless, this need does not contradict TU Dresden's claim to simultaneously consider all individuals and to include them in negotiations on the path to an inclusive university.¹⁵

13 Federal Government Commissioner for Matters Relating to Persons with Disabilities, 2018.

14 Federal Government Commissioner for Matters Relating to Persons with Disabilities, 2018.

15 See Günther Cloerkes (2001) and Michael Kastl (2010) for more details regarding the discussion of the concept of disability from a conceptual and sociological point of view.

2. How we understand the concept of inclusion

The end of the old is the beginning of the new – this describes the motivation of the project group to update and advance the Action Plan. The lessons learned from the previous Action Plan provide the basis for a reflected review and assessment, highlighting successes and pinpointing potential challenges.

These are our key questions: How do we understand inclusion? What common guiding vision do we have? What do we want to achieve and what needs to be changed? How do we remain capable of action?

Inclusion is an all-encompassing task for our university. It means standing with all individuals by enabling all students and employees of TU Dresden to realize their full potential in research, teaching, studies and administration. Successful inclusion is a prerequisite for achieving comprehensive academic excellence. This jointly developed understanding of inclusion serves as the basis for our activities.

An expression of a cultural paradigm shift, inclusion is a challenge both in theoretical debate and in its practical implementation. In its essence, inclusion means recognizing and valuing diversity as well as embracing all forms of human existence. It is considered a guiding principle that pursues the vision of social justice, of a society that excludes no one, but rather values diversity and enables equal opportunities.

Current scientific and human rights discourses in the field of inclusion rightfully emphasize the interaction between the individual and society. Environmental and mental barriers limit societal participation, resulting in discrimination and exclusion. Disabilities and chronic illnesses must not be seen as obstacles to be overcome. Conceived as points of reference and intersection, they can be used to identify what is missing and what has already proven successful.

Advancing and realizing inclusion at TU Dresden also requires knowledge of institutional structures and group dynamics in social settings. The guiding principle of inclusion can serve as a basis for institutions to initiate cultural change, establish new standards, and overcome exclusive traditions.

In order to increase participation at TU Dresden, it is crucial that we do not merely react to problems and barriers, but rather act with foresight in the sense of sustainability and an inclusive perspective by actively shaping the general conditions. These conditions should serve the people and not vice versa. Structural and digital accessibility might not be needed for everyone, but they are convenient for everyone and therefore constitute an advantage. Preference must always be given to unifying elements over dividing elements in order to expand the fields of action.

3. Structural anchoring and central players in the field of inclusion

A change in the organizational culture, in which diversity and heterogeneity are valued and understood as a strength, is a prerequisite for approaching our own vision of an inclusive university or a “university for all;” as the German Rectors’ Conference phrased it.¹⁶ The establishment of the Vice-Rectorate University Culture has given significant visibility to the topic of inclusion. The Vice-Rectorate’s focuses include diversity and inclusion, and their work is committed to “equality, diversity, and sustainability in the sense of a plural ethic of coexistence.”¹⁷

As to the significance of the inclusion of persons with disabilities and chronic illnesses and the expertise in this field, the following can be stated for TU Dresden:

- inclusion is an overarching university task that is structurally anchored at the management level,
 - the topic is embedded in overall university strategies, taking into account interrelationships,
 - there is close networking with internal and external partners of TUD on this subject,
 - measures and activities have already been successfully implemented in the thematic field,
 - other (university) institutions benefit from the experiences.
-

The stakeholders in the field of inclusion of persons with disabilities and chronic illnesses cooperate closely not only within TU Dresden. The collaboration beyond TU Dresden extends to institutions such as the Coordination Office for Equal Opportunities in Saxony, the Information and Counseling Office for Studies and Disability of the German Student Union (IBS), as well as the “classical” cooperation partners under the German Social Code Book Nine, such as the Municipal Social Association of Saxony, the Employment Agency, the health insurance funds, the pension insurance fund, and the Accident Insurance Fund of Saxony. Moreover, there is close networking with associations and representatives such as the Blind & Visually Impaired Association of Saxony, the Association of the Physically Disabled of the City of Dresden and the Representative for Persons with Disabilities of the City of Dresden and the State Representative for Inclusion of Persons with Disabilities. In the following, we will briefly introduce the main stakeholders in the field of inclusion of persons with disabilities and chronic illnesses at TU Dresden.

There is a diversified consulting and support structure. Some of the institutions are anchored in law, whereas others are not. Some of them are explicitly aimed at specific groups of people, while others are open to everyone. Finding the “right” point of contact depends on who is seeking advice or support and with what concerns. So far, it has not always been easy to find the right contact. TU Dresden envisages an online counselling map that will assist in this respect.

In addition, the Advisory Council on Inclusion was established at TU Dresden in 2012, a body that goes far beyond the minimum legal requirements and brings together the key players in the field of inclusion. The Advisory Council unites all member groups of the university, enabling them to communicate directly with each other and to join forces. The Advisory Council is coordinated by Unit 9.3 Diversity Management and is the central networking point in the field of inclusion of persons with disabilities and chronic illnesses at TU Dresden. It acts as an advisor to the university management on issues relating to the inclusion of students and employees with disabilities and chronic illnesses. The Advisory Council meets regularly to discuss specific topics. Its composition (Fig. 2) is described in more detail below.

¹⁶ German Rectors’ Conference, 2009.

¹⁷ See website of TU Dresden’s Vice-Rectorate University Culture: <https://tu-dresden.de/tu-dresden/organisation/rektorat/prorektor-in-universitaetskultur>.

Advisory Council on Inclusion

Head: Vice-Rector University Culture
Coordination: Unit Diversity Management

Officers and legally stipulated representatives

- Liaison Officer for Students with Disabilities and Chronic Illnesses
- Inclusion Officer of the Employer (SGB IX)
- Office for Employees with Disabilities (SGB IX)
- Student Council

Representatives from administration and externals

- Services Disability and Studies Group (AG SBS)
- Interest group for study and disability (IGB)
- Unit Safety at Work
- Unit Diversity Management
- Unit Central Student Information and Counseling Service
- Studentenwerk (Student Union) Dresden

Representatives from research and teaching

- Chair of Education/Inclusive Education
- Chair of Social and Health Care Buildings and Design
- Chair of Human-Computer-Interaction

Figure 2: Overview of the Advisory Council on Inclusion's stakeholders

Vice-Rectorate University Culture

The Advisory Council on Inclusion is led by the Vice-Rector University Culture. TU Dresden was the first university in Germany to create a dedicated Vice-Rectorate University Culture in summer 2020. Culture is understood as the totality of people's ways of living and behaving, including social and cultural practices as well as the awareness of bearing societal responsibility. The Vice-Rectorate's focus of activities is on "Diversity and inclusion," "Healthy university," "Campus life," "Ecological sustainability" and "TUD as a stakeholder in civil society." Dedicated Units are anchored in the new Directorate 9. The goal is to systematize, bundle and strategically promote the existing approaches for successful cooperation at our university. Specific concepts provide the basis for this, such as the Equality Concept, the Master Plan Campus Design, or the present Action Plan in its updated and advanced version to implement the UN Convention on the Rights of Persons with Disabilities.

Central coordination office: Unit 9.3 Diversity Management

The Unit Diversity Management was established as a staff unit in 2012 and assigned to the Directorate University Culture and the eponymous Vice-Rectorate in 2020. The Unit Diversity Management is the central coordination and networking point for activities initiated and implemented to improve equity and promote diversity at TU Dresden. In contrast to the legally designated officers, such as the Inclusion Officers or the central Equal Opportunities Officer, this body is bound by instructions. The tasks of the Unit Diversity Management include: concept and strategy development, project coordination and process management of university-wide programs and measures, data and documentation service, acquisition of funding, networking both within and outside TU Dresden. Moreover, the unit is a central service point for TU Dresden's organizational units on this subject.

Representatives, interest groups and project groups

Liaison Officers for Students with Disabilities and Chronic Illnesses

Since November 2001, the Liaison Officers for Students with Disabilities and Chronic Illnesses (BfSB) have been centrally established at TU Dresden. They primarily represent the interests of both prospective students and students with disabilities and chronic illnesses and serves as their point of contact. At TU Dresden, this position is of pivotal significance – it is staffed by two persons at professorial level and is endowed with material resources. The Liaison Officers are primarily available for individual personal counseling sessions, for instance on compensations for disadvantages, special aid, and arranging assistance for students. Moreover, they advise examination committees and examination offices as well as lecturers with regard to statements and the design of compensations for disadvantages and options for assistance. They also counsel prospective students on deciding on and applying for a degree program, and provide advice on digital and structural accessibility.

Inclusion Officer of the Employer

TU Dresden currently has two Inclusion Officers of the Employer, who report to the Chancellor of TU Dresden. In their role as Inclusion Officers, they primarily ensure that the obligations incumbent upon the employer with respect to the employment of persons with disabilities are fulfilled. In this capacity, they assist with workplace design for employees with disabilities, and provide information on individual support services. Moreover, they are involved in the accessible construction and redesign of facilities for teaching, administration and research. They handle matters concerning the integration or participation of persons with disabilities both at TUD institutions and at institutions outside TU Dresden (e.g. Employment Agency, Integration Office). In cooperation with the interest groups (Personnel Representation Council, Office for Employees with Disabilities) and other cooperation partners, they work towards improving working conditions, especially for employees with disabilities.

Office for Employees with Disabilities (SBV)

The Office for Employees with Disabilities is the elected body representing the interests of employees with disabilities in accordance with the Ninth Book of the German Social Code. It is not bound by instructions and assumes the following tasks: It promotes the integration and participation of persons with disabilities in their professional life at TU Dresden, and it monitors compliance with the law, in particular the obligations incumbent on the employer. Moreover, the representatives advise and assist persons with disabilities, apply for preventive measures, help to clarify problems with the employer, prevent dismissals of persons with disabilities, and assist in the design of the workplace.

Student Council

The Inclusion office of the Student Council is responsible for maintaining contact with local and national advocacy groups as well as for consulting and representing the interests of students with disabilities and chronic illnesses. It maintains regular contact with the various service and counseling centers of TU Dresden. The office is strategically involved in redevelopment and new planning of construction on the TU Dresden campus with the aim of establishing an accessible university.

Representatives from administration and externals

Services Disability and Studies Group (AG SBS)

The Services Disability and Studies Group is affiliated with the Chair of Human-Computer Interaction at the Faculty of Computer Science. The group advises and supports students and prospective students in all aspects of everyday life at the university and in all matters regarding participation in academic education and its organization. Likewise, employees receive support regarding aid and assistance at the workplace. Another focus of the group's activities is the preparation of accessible literature. Moreover, the group provides a room that is equipped specifically to meet the needs of students with visual impairments, providing various assistive technologies such as Braille displays, blackboard cameras, etc. In addition, this facility can be used as an examination room upon request and in agreement with the responsible lecturers. Due to its affiliation with the Faculty of Computer Science, the room is equipped to a high technical standard. The group also provides training and advises on digital and structural accessibility (accessible documents and websites, orientation and guidance system, accessible campus exterior design, etc.).

Interest Group for Study and Disability (IGB)

The interest group for study and disability has been a networking point for the stakeholders involved in the field of inclusion since 2002 - in the area of advising and supporting both students and employees. Moreover, the group serves as a link between the university management and the students and connects various organizational units of TU Dresden. The group is run by the Liaison Officers for Students with Disabilities and Chronic Illnesses.

Unit 4.5 - Safety at Work

The Unit Safety at Work is part of Directorate 4 – Facility Management. The staff provide advice and support regarding safety at work, health protection, and fire safety. The focus is on the prevention of occupational accidents and work-related health hazards as well as working and study conditions that maintain and promote health. This includes advice on the accessible design of buildings.

Unit 8.1 Central Student Information and Counseling Service

The Central Student Information and Counseling Service focuses on all aspects of academic education and student life. The office advises students across all disciplines and provides information and projects for prospective and current students as well as their caregivers, as needed. The counseling is voluntary, free of charge, confidential and anonymous upon request. The consultants are trained especially for this kind of activity.

Studentenwerk Dresden (Student Union)

As a modern service provider, the Studentenwerk Dresden supports students during their studies with a wide range of services in the areas of student financing, housing, counseling, culture and international affairs, university catering and childcare. For students with disabilities and chronic illnesses, the Studentenwerk offers both support and professional expertise to help with organizing everyday life at the university.

Representatives from research and teaching

The topic of inclusion has already been deeply enshrined in research and teaching at TU Dresden and is reflected in the various academic disciplines in a variety of ways. Due in particular to the diversity-sensitive teaching awards as well as the calls for proposals for the Special Inclusion Fund, the topic is receiving more and more attention. Nevertheless, we want to mention three lighthouse Chairs that have an explicit focus on inclusive research and teaching and are represented in the Advisory Council on Inclusion.

Chair of Education / Inclusive Education

The Chair of Education / Inclusive Education (Faculty of Education) explores teaching and research in the field of inclusion and education. The main areas of research include the development of subject-specific didactic concepts, managing inclusion in schools, and school development with regard to the implementation of inclusion. The courses offered address topics such as inclusive didactics and the development of inclusive teaching concepts for everyday use.

Chair of Social and Health Care Buildings and Design

The Chair of Social and Health Care Buildings and Design (Faculty of Architecture) addresses issues of health and societal coexistence, the development of strategies to deal with the challenges of demographic change being a major focus of the teaching and research activities. Current topics of research projects include human-architecture-technology interactions, accessibility, and the use of assistive technology systems. The courses offered address issues such as activating architecture for persons with dementia and the accessible design of buildings.

Chair of Human-Computer Interaction

The Chair of Human-Computer Interaction (Faculty of Computer Science) develops accessible IT solutions. In the area of research, the Chair conducts the projects "Mobility - Accessible pedestrian navigation in public buildings" and "Digital libraries for persons with special needs." Moreover, the researchers investigate the specific requirements of different target groups, such as blind persons, persons with a visual impairment, persons with dementia, or persons with dyslexia, and develop suitable assistive technologies. The courses at the Chair include sessions on how to create accessible literature.



4. The status quo concerning students and employees with disabilities and chronic illnesses at TU Dresden¹⁸

¹⁸ The Factbook Diversity@TUD, published in 2021, also provides a brief overview of facts and figures on the situation of students and employees with disabilities and chronic illnesses at TU Dresden (see Technische Universität Dresden, 2021).

4.1 The status quo concerning the students

TU Dresden does not possess systematically collected data on the proportion of students with disabilities and chronic illnesses, since at the time of enrollment this information is provided on a voluntary basis. Nevertheless, conclusions about their proportion as well as their study conditions can be drawn from various surveys. The 21st social survey conducted by the German Student Union in 2016 revealed that 11% of the students surveyed in the 2016 summer semester stated that they had one or more health impairments that made their studies more difficult. The proportion of impaired students had grown by four percentage points since the 2012 survey.¹⁹

Based on the results of this survey, the study “beeinträchtigt studieren – best2” (“studying with a disability - best2”) was initiated. The study included an analysis of nationwide survey data of students with disabilities and chronic illnesses from the 2016/17 winter semester. The survey's core focus was on difficulties and barriers that health-impaired students face during their studies and in gaining access to university. In the context of this “best2” study, there is a special evaluation with data from TU Dresden. According to this evaluation, almost two thirds of the students with disabilities and chronic illnesses at TU Dresden experience considerable difficulties at university. With respect to the type of impairment, the survey shows that at TU Dresden, mental and chronic-somatic illnesses dominate (56% and 24%, respectively), while movement impairments, partial performance disorders, hearing/speech impairments, and visual impairments make up a much smaller proportion (between 1% and 5%).²⁰

In the Inklusion@TUD brochure, these figures from the “best2” special evaluation were compared with figures collected at TU Dresden, and the same trends emerged. In addition to presenting statistics, the brochure also includes data from two studies conducted by TU Dresden, presenting it against the background of various thematic focal points and relating the two interviews to one another. The interview studies reveal that the students interviewed encounter quite different barriers hindering them during their studies, depending on their individual impairment. When asked about accessibility, lecturers indicate that they support their students as much as possible, offering mainly didactic and individual case-related measures. With regard to counseling and support services at TU Dresden, the study reveals that the concerns and needs of the students vary greatly, resulting in the numerous services being accepted and evaluated in different ways. What stands out is the amount of resources it takes for students to find out about the available support and counseling options.

¹⁹ Middendorff, et al., 2017, p. 36.

²⁰ Poskowsky, Heißenberger, Zaussinger, & Brenner, 2018.

The surveyed academic advisors also indicated uncertainties regarding their counseling, especially with respect to students with mental or chronic illnesses. With regard to compensation for disadvantages,²¹ many students with disabilities and chronic illnesses reported difficulties in applying for such compensation and its realization. These difficulties arise for instance from contradictory information and the lack of transparency.²²

When the Covid-19 pandemic hit, teaching at TU Dresden was predominately offered online. The Center for Quality Analysis accompanied this transition process with evaluations, repeatedly surveying all students and lecturers. During the 2020 summer semester, the Center conducted three surveys regarding online teaching. The topic of the accessibility of online teaching was addressed in the second survey. While some aspects of accessible teaching are substantially non-critical, others show a need to catch up. Only 30% of students who report needing accessible documents are able to find these either “always” or “often”, 23% receive captioning of videos, and 21% receive verbalization of illustrations in live conferences. According to the lecturers, these elements are only consciously used in exceptional cases. Moreover, only 42 lecturers (5%) state that they have been informed about special needs of students with disabilities and chronic illnesses with regard to online teaching. The desire for central support is also becoming evident.²³

4.2 The status quo concerning employees

There is little data available on the situation of employees with disabilities and chronic illnesses at TU Dresden. Currently, 3.2% of jobs (excluding the Faculty of Medicine) within the meaning of § 154 of the Ninth Book of the German Social Code²⁴ are filled by employees with severe disabilities or persons who have an equivalent status. The proportion of severely disabled employees in the academic sector is comparatively low at 1.1%. So far, we do not have any more detailed information on the specific reasons for this imbalance, but they should be investigated. A failure to meet the statutory mandatory quota of 5% within the Free State of Saxony's public service sector entails the payment of compensatory levies to the Saxon Municipal Social Association (KSV).²⁵

Among TU Dresden employees, chronic somatic diseases (37.1%), mobility and movement impairments (28.7%) and mental impairments (18.9%) are the most common forms of impairment.

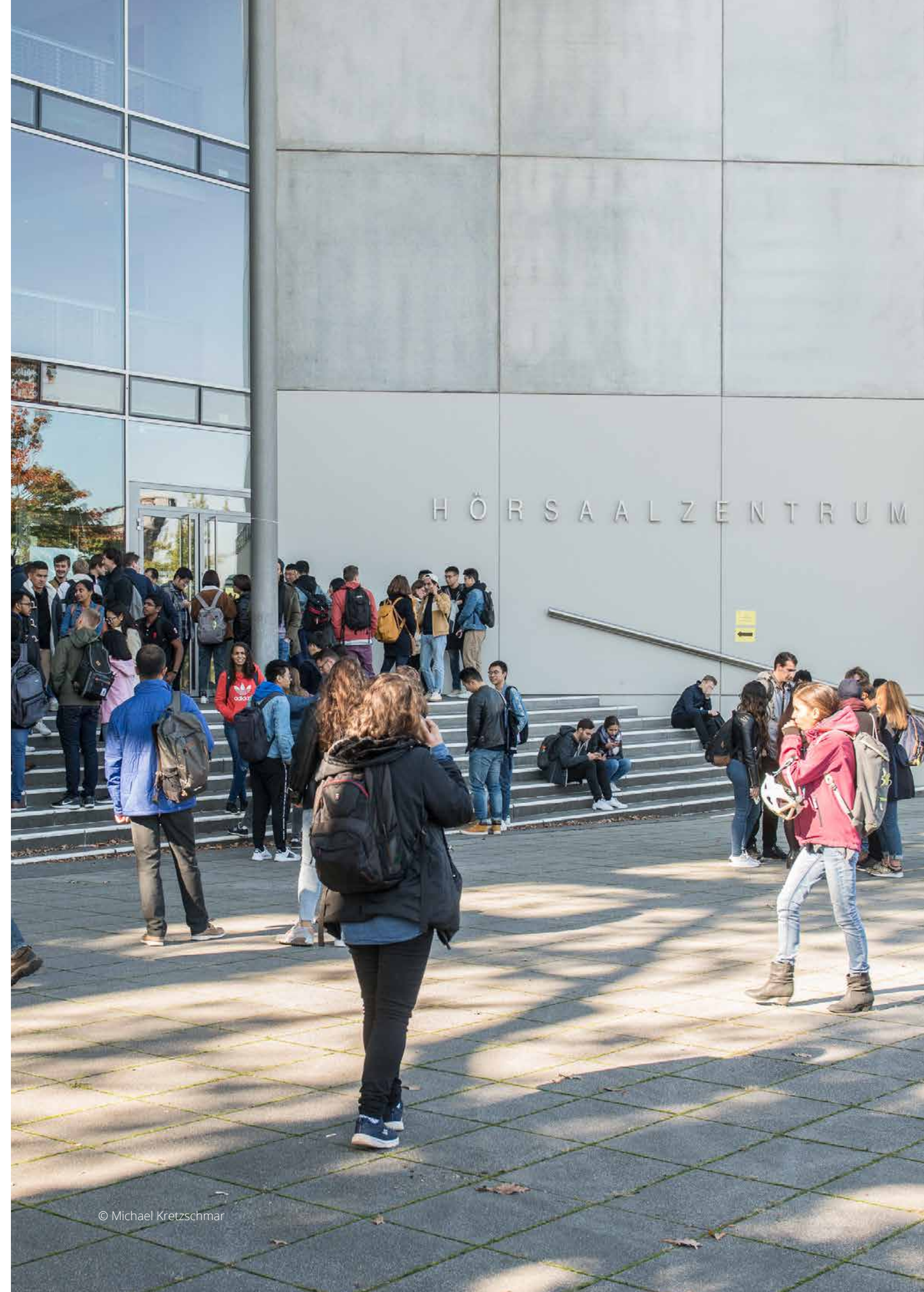
²¹ Compensation for disadvantages is an important instrument for ensuring that students have as equal opportunities as possible to participate in studies and to avoid discrimination. They do not represent benefits or privileges, but are a form of recognition of the individual starting position of the student. To this end, they must be necessary and appropriate. If the student can credibly substantiate that they are unable to take examinations as planned due to a disability or a chronic illness, they are entitled to compensation for disadvantages in the examination procedure if the relevant requirements are met.

²² Lenz, Kopitz, Hartmann, Schumacher, & Dunkel, 2021, p. 21ff.

²³ Frohwieser, et al., 2020, p. 19ff.

²⁴ SGB IX last amended by Art. 2 G of May 23, 2022 I 760

²⁵ Figures of TU Dresden (as of: December 2021).



5. Areas of Activity, goals, and examples of good practice and measures

In order to live up to our own claim of being an inclusive university, we need to constantly evaluate and enhance all of our previous commitments to this effect. Therefore, the target agreement with the Saxon State Ministry for Science, Culture and Tourism includes a statement that five years after the publication of the first Action Plan for Implementing the UN Convention on the Rights of Persons with Disabilities, a first caesura will take place. Unit 9.3 Diversity Management accompanies the process of implementing the measures. The funded measures are monitored as part of the Special Inclusion Funds of the Saxon State Ministry for Science, Culture and Tourism, and the factual reports of the funded measures are evaluated annually. The “Excellent Inclusive 2.0” Future Lab in January 2020 provided the opportunity for exchanging experiences on the challenges in this field and on what has already been achieved.

As mentioned above, the measures listed below were developed in a broad participatory process. These measures are assigned to six Areas of Activity (accessibility, education, teaching & research, employment, quality management, awareness & communication). All measures were described in condensed fact sheets. Each of these fact sheets contains both a description of the current situation and a description of the objectives. They also include who is responsible for the implementation, the implementation period, and a cost estimate. Moreover, they comprise the desired results and impacts, as well as the possibility of participation.

How do we understand accessibility at TU Dresden?

TU Dresden's understanding of inclusion is based on the idea of realizing equitable participation through shaping an accessible environment. Accessibility is considered holistically and includes not only structural and digital aspects but also communicative, organizational, didactic, structural and intellectual aspects. The removal of all barriers is the prerequisite for successful inclusion. All aspects of accessibility can be found across the various topics in the following Areas of Activity.²⁶ Only structural and digital accessibility are singled out as separate Areas of Activity, as these measures can be more easily delineated and assigned to a single Area of Activity. Nevertheless, this does not exclude their intersection with the other Areas of Activity.²⁷

²⁶ See Technische Universität Dresden, 2017, p. 11.

²⁷ See also Klein & Schindler, Christiane, 2016.



5.1 Area of Activity “Structural and Digital Accessibility”

The objective in this Area of Activity is the following:
Structural and digital barriers have been identified and gradually removed. The creation of new barriers was largely prevented.

Good practice so far at TU Dresden in this Area of Activity

Establishment of the Reporting Office for Accessibility Issues

According to the German Accessible Websites Act (BfWebG), all public bodies in Saxony, including universities, have been required to make their websites and mobile apps accessible as of September 2019. This stipulation applies not only to publicly accessible websites and mobile applications, but also to those on the internal network. In this context, TU Dresden's University Executive Board decided on July 28, 2020 to establish a Reporting Office for Accessibility Issues and to publish the associated process. TU Dresden's Reporting Office for Accessibility Issues allows users to indicate 'structural,' 'digital' and 'other barriers,' providing both an overview and a means of coordinating the continuous removal of barriers.

Development of a uniform guidance and orientation system (BLO)

The implementation of an accessible guidance and orientation system at TU Dresden started in 2015 and is a pivotal step on the way to becoming an inclusive university. The entire guidance system is meticulously coordinated, from the overview boards at the entrance to the marking of the stairways and the door signs. Fonts and pictograms are carefully selected, the color scheme is rich in contrast, and the information is displayed at the correct height in order to ensure optimum legibility. Paths without steps, e.g. for wheelchair users, are specifically designated if there are no common paths. Tactile systems enable persons with visual impairments to find their way around the buildings independently: There is an overview board with Braille and profile writing, there is a tactile destination confirmation at each elevator and the room numbers are also designed in Braille and profile writing. The connection to the Campus Navigator, TU Dresden's online orientation system, is unique in Germany.

Increased number of assistive equipment that can be lent out

TU Dresden has a broad range of assistive equipment that can be lent out. This equipment can be borrowed by individuals or used for events, examinations, etc. The available stock is regularly updated, expanded as needed, and is currently being made better known to potential users. The equipment can be classified into the following areas of support: Text recognition and visual content recognition, speech recognition and auditory content recognition, printing and tactile labeling, campus and city infrastructure mapping for blind and visually impaired persons, improved mobility, workplace equipment.

Measures in the Area of Activity “Structural and Digital Accessibility”

No. 1 Further development of the Accessible Guidance and Orientation System (German: BLO)	
Background description	In 2017, the University Executive Board adopted an accessible guidance and orientation system for signs with the participation of various user groups. Most of the central buildings on the main campus as well as the Tharandt campus already been equipped with interior signs. In the same vein, most of the buildings have tactile elements on door signs and handrails. At the moment, these elements are also being added to the information boards and floor indicators. A usage requirement stipulated that all new buildings planned by the state-owned enterprise Sächsisches Immobilien- und Bau-management (SIB) as well as major renovations shall incorporate accessible interior signs as well as - depending on the building - tactile elements.
Description of objectives	The implementation of a standardized, accessible guidance system at TU Dresden is being extended to buildings that are not yet accessible. Additional tactile elements as well as guidance objects will be installed in the buildings. The gap between the signs in the buildings and the outdoor area will be bridged by the TU Dresden guidance system. The digital door signs are linked to the Campus Navigator database - they contain information such as contact persons and occupancy schedules. Furthermore, the construction or renovation measures are closely coordinated and the costs are checked with the state-owned enterprise Sächsisches Immobilien und Baumanagement.
Responsibility for implementation	Directorate 4, Unit 4.4 Infrastructural Facility Management and Directorate 7 Communication and Marketing (Implementation is carried out in coordination with the commissioners and users on site, the state capital Dresden and with the involvement of those responsible for the Campus Navigator project and the Campus Design project).
Implementation period	Requirements will be determined and reported to the University Executive Board until 2023.
Cost estimation	Within the scope of available resources (in addition, the costs of further reconstruction measures are being examined)
Result	Accessible indoor and outdoor signs and the number of tactile elements on the main campus and all other TU Dresden campuses has increased.
Expected outcome	<ul style="list-style-type: none">• A uniform and accessible guidance system will be introduced in all public buildings.• Study and working conditions will improve as a result of accessible orientation.• The visibility of the university as an inclusive university will improve.
Opportunity for participation	By providing feedback via Reporting Office for Accessibility Issues, members of TU Dresden can contribute to the continuous improvement of the services offered, and additional needs can be identified.

No. 2 Continuation of the Reporting Office for Accessibility Issues	
Background description	Using the Reporting Office for Accessibility Issues set up in 2020, members and guests of TU Dresden can use a digital form to report existing problems that they notice when using the university's services. In particular, this should enable people with special needs to easily point out any concerns that prevent them from taking full advantage of services independently.
Description of objectives	The Reporting Office for the recording of structural, digital and other accessibility issues will be consolidated and publicized within the university. We will systematically forward and monitor the removal of any reported issues. By focusing and networking in a targeted manner, dependencies will be reduced with the help of the Enforcement Body of Saxony and dzb reading.
Responsibility for implementation	Coordinator of the Liaison Officer for Students with Disabilities and Chronic Illnesses
Implementation period	The measures in place since 2020 will be continued
Cost estimation	Within the scope of available resources
Result	<ul style="list-style-type: none">• We are systematically recording and documenting any reported accessibility issues.• Those responsible for eliminating the issues will respond in a timely manner.• The Reporting Office is known among the members of the University.• Dependencies have been eliminated.
Expected outcome	<ul style="list-style-type: none">• Studying and workplace conditions will improve.• Awareness of accessibility issues in administration and teaching will increase.• Accessibility issues will be removed swiftly.• The university will conform with the Accessible Websites Act according to the Accessibility Statement.
Opportunity for participation	All members of TU Dresden can report accessibility issues or make suggestions for improvement using this form.

No. 3 Continuation and further development of the Campus Navigator	
Background description	Members and guests of TU Dresden can use the Campus Navigator, to find their way around and obtain information on their smartphones, tablets and computers anywhere on campus. GPS navigation by entering the location and destination enables users to search for and be guided to specific buildings or rooms. The Campus Navigator provides important information – especially for people with visual, hearing and mobility impairments – by showing not only the exact location of the building but also access points and information on which rooms are equipped with hearing aids or where stationary wheelchair spaces are available in the lecture halls.
Description of objectives	We will continue to use and develop the Campus Navigator. The goal is to embed it in the central structures of TU Dresden. This ensures that this service is continuously available and can be adapted to changing requirements. We are striving to closely link the accessible guidance and orientation systems.
Responsibility for implementation	University Executive Board
Implementation period	Further development starting in 2023
Cost estimation	Within the scope of available resources
Result	<ul style="list-style-type: none">• The Campus Navigator was completely integrated into the central structures of TU Dresden.• We are continually improving the system.
Expected outcome	<ul style="list-style-type: none">• Orientation will be easier and more accessible on campus inside and outside buildings.• Existing accessibility issues will be identified.• The visibility of TU Dresden as an inclusive university will be improved.

No. 4 Implementation of accessible events	
Background description	TU Dresden's events should be as accessible as possible in order to guarantee that anyone who wants to can attend. So far, it has often only been possible to act on a case-by-case basis in this regard. This only addresses issues of accessibility in individual cases, which cannot yet be extended to ensure inclusive event planning.
Description of objectives	Central events at TU Dresden will be organized in an accessible manner in the future. A budget for Sign Language and speech-to-text interpretation services will be provided. The goal is to act proactively.
Responsibility for implementation	Directorate 9 University, Unit 9.3 Diversity Management
Implementation period	The measures in place since 2016 will be continued
Cost estimation	EUR 5,000 per year
Result	The number of accessible events held at TU Dresden has increased.
Expected outcome	<ul style="list-style-type: none">• It will be easier for persons with hearing impairments or non-native German speakers to participate in events.• Increasing accessibility.• An increase in the visibility of diversity. Events will be planned with inclusivity in mind.• TU Dresden as a model inclusive university.
Opportunity for participation	Members of TU Dresden can contact Unit 9.3 Diversity Management to request support for the accessible organization of TUD events.

No. 5
Borrowing and support pool

Background description	Within TU Dresden, accessibility materials have been acquired by various organizational units over the past few years, but these have not yet been systematically compiled and made accessible.
Description of objectives	All materials available at TU Dresden for the implementation of accessibility are recorded in their entirety and compiled in an overview. This overview will be embedded on the websites of TU Dresden and updated regularly, so that the borrowing and use of materials is possible via these websites. This publicly available material is updated and expanded regularly.
Responsibility for implementation	Directorate 9 University, Unit 9.3 Diversity Management
Implementation period	As of 2022
Cost estimation	Within the scope of available resources
Result	<ul style="list-style-type: none">• All materials necessary to improve accessibility have been recorded.• The compilation was published on the TU website.
Expected outcome	<ul style="list-style-type: none">• The available materials will be more accessible.• Study and working conditions will be improved.• Borrowing materials from the organizational units of TU Dresden will be coordinated.
Opportunity for participation	Suggestions can be made by all members of TU Dresden regarding the acquisition of further materials to borrow. This stock can be adjusted according to demand.

No. 6
Implementation of an operational working group for construction projects at TU Dresden

Background description	At TU Dresden, construction projects are supervised by Directorate 4 Facility Management.
Description of objectives	The implementation of an operative working group “Building Projects at TU Dresden” ensures that the Inclusion Officers, the Liaison Officers for Students with Disabilities and Chronic Illnesses, and the Representative of Employees with Disabilities and the Directorate 4 Facility Management are involved in construction projects with regard to accessibility. The working group is already involved in the planning phase of construction projects and accompanies them at TU Dresden through to their implementation. The working group meets on an ad hoc basis. It is integrated into the advisory services at TU Dresden.
Responsibility for implementation	Directorate 4 Facility Management, Inclusion Officer, Liaison Officer for Students with Disabilities and Chronic Illness, Representative of Employees with Disabilities and Services Disability and Studies Group
Implementation period	As of 2022
Cost estimation	Up to EUR 5,000 p. a. for materials, moderation, etc.
Result	<ul style="list-style-type: none">• A working group was established. It meets on a regular basis (e.g. four times a year) and on an ad hoc basis.• Participation in the early stages of construction projects with all relevant stakeholders regarding accessibility.
Expected outcome	<ul style="list-style-type: none">• Reduction of the need for structural rectification and thus faster completion of construction projects.• An improvement in cooperation with the state-owned company Sächsisches Immobilien und Baumanagement through coordinated decisions.• Reducing the workload of the administration through better planning cooperation.

No. 7
Consideration of accessibility in software and IT procurements

Background description	Consideration of accessibility in the procurement of software and other IT services is a prerequisite for the full participation of all user groups. So far, a time-consuming inspection of accessibility by third parties has often been carried out after the procurement of software, which sometimes resulted in follow-up costs.
Description of objectives	Accessibility is required in IT and central purchases and should be taken into account from the outset. The extent to which accessibility can be established as an (additional) basis for a contract - as a required quality criterion - and as an additional point of consideration when making procurement decisions will be examined.
Responsibility for implementation	University Executive Board
Implementation period	In 2023
Cost estimation	Within the scope of available resources
Result	Accessibility was considered to a greater extent when purchasing software and IT.
Expected outcome	<ul style="list-style-type: none">• Procurements in the area of IT and central purchases will be largely accessible.• Time-consuming inspections by third parties will be avoided.• Costs associated with rectification to comply with accessibility standards, will be minimized or removed.• Visibility as an inclusive university will be promoted.

No. 8
Training videos for creating accessible documents

Background description	Universal and unrestricted access to documents has become commonplace. However, not all people are able to benefit from this self-evident access. Especially persons with disabilities are often confronted with inaccessible PDF documents. In order to provide access to everyone equally, the Services Disability and Studies Group already provides various documents with instructions on how to create accessible documents and offers advice and training in this regard through the Center for Continuing Education.
Description of objectives	To facilitate the creation of accessible documents, accessibility training videos will be made available to all members of TU Dresden in teaching, research and administration. These videos are intended to provide all the necessary knowledge about the requirements as well as instructions for the creation of accessible documents and a framework for further independent training. Possible collaborations with other institutions of higher education (if necessary, use of available material) are to be evaluated.
Responsibility for implementation	Services Disability and Studies Group in cooperation with Directorate 9, Unit 9.3 Diversity Management
Implementation period	As of 2022
Cost estimation	Within the scope of available resources
Result	All members of TU Dresden have access to an accessible training video on how to create accessible documents.
Expected outcome	<ul style="list-style-type: none">• Accessibility on websites and in documents in administration, as well as in teaching and research will be improved, and more accessible study materials will be produced.• More staff and students with disabilities will be able to participate.• The videos enable independent learning, regardless of time and location.

No. 9 Drafting of accessible study documents	
Background description	The study documents specify the framework for the degree program and the associated graded academic work. Documents should be accessible to allow all students to fully participate in their education.
Description of objectives	Templates for creating study documents (framework examination regulations and model study regulations) will be created that contain binding, quality standards with regard to access (accessibility, readability and editing options), which will then be published on TU Dresden's website.
Responsibility for implementation	Directorate 8, Unit 8.4 Study Program Affairs in cooperation with the Services Disabilities and Studies Group
Implementation period	As of 2023
Cost estimation	Within the scope of available resources
Result	The accessible template for study documents has been coordinated and published.
Expected outcome	<ul style="list-style-type: none">Documents can be read and edited by all faculties without encountering any accessibility issues.It will be easier to make accessible documents.It will be easier for students to fully participate in their studies.

No. 10 Improving the layout of accessible documents of the Central University Administration.	
Background description	Within the Central University Administration, numerous central documents, such as official announcements, circular letters and notifications of the members of the Extended University Executive Board, central regulations, job advertisements, telephone directories, online forms and internal templates of TUD that can be edited on the computer are created and published on the Internet. Documents must meet accessibility requirements to ensure that all staff and students have unrestricted access to the documents.
Description of objectives	Templates are being developed for the preparation of the various document types that meet both the layout and accessibility requirements. Binding quality standards improve the accessibility, readability, and editing options of documents. By creating a uniform layout from the outset, the document can be made accessible without investing too much time in post-editing.
Responsibility for implementation	Directorate 3, Unit 3.2 Internal Service
Implementation period	As of 2022
Cost estimation	Within the scope of available resources
Result	<ul style="list-style-type: none">Templates have been made available for the various document types that meet the layout and accessibility requirements.The EU Directive 2016/2102 has been implemented.
Expected outcome	<ul style="list-style-type: none">It will be easier to make accessible documents.Central documents can be read and edited by all members of the university without encountering any accessibility issues.Increased accessibility.
Opportunity for participation	Information about shortcomings or ambiguities in documents can be brought to the attention of the Reporting Office for Accessibility Issues, and in this way improvements can be made in line with requirements.



5.2 Area of Activity “Employment”

The objective in this Area of Activity is the following:
TU Dresden has increased the number of employees with disabilities and chronic illnesses and has promoted the participation of persons with disabilities.

Good practice so far at TU Dresden in this Area of Activity

University Health Management (UGM)

The goal of the University Health Management is the long-term, sustainable improvement and preservation of the health of staff and students. Led by the Occupational Health Services, they provide a number of health-related services and implement various measures. One focus here is mental health. For example, stress management training can help people cope better with stress. TU Dresden also offers its employees psychological counseling provided by the Occupational Health Services.

Measures in the Area of Activity “Employment”

No. 11 Guidelines for diversity-sensitive application procedures	
Background description	Diversity is both a success factor and an opportunity – in teams and organizations as a whole. Diversity is multidimensional and ensures the inclusion of persons with disabilities and chronic illnesses.
Description of objectives	Guidelines for diversity-sensitive application procedures will be drafted, which, in addition to recognizing, including, and valuing diversity, will allow for more equal opportunities.
Responsibility for implementation	Directorate 9, Unit 9.3 Diversity Management in cooperation with Directorate 2 Personnel
Implementation period	In 2024
Cost estimation	Within the scope of available resources
Result	Guidelines for diversity-sensitive job interviews and applicant selection were drafted and published.
Expected outcome	<ul style="list-style-type: none">• Awareness will be raised and the topic of diversity expanded to include everyone involved in application procedures.• Those responsible for writing job advertisements will receive more guidance and be able to competently write job advertisements with diversity in mind.• The perception of TU Dresden as a prudent employer that respects different lifestyles and diversity will be improved.

No. 12 Coaching services for different user groups	
Background description	TU Dresden regularly provides coaching services for career development. Various target groups have already been able to better reach their potential through the specialized provision of workshops, allowing them to transfer their skills to a professional context.
Description of objectives	The available services are being reviewed regarding their approach to diversity and accessibility. To what extent are these services also appealing and accessible to persons with disabilities and chronic illness? Do they focus on the diverse lifestyles of the participants and the resulting influence on the applicants' profiles, and do they take these factors into account when planning their programming? The services should equally serve to circumvent perceived disadvantages. It should be examined whether new, more target group-specific workshops and coaching sessions should be offered.
Responsibility for implementation	Directorate 8, Unit 8.3 Career Service, Unit 8.5 Center for Continuing Education, Directorate 5, Unit 5.4 Early-Career Researchers - Graduate Academy, in cooperation with Directorate 9, Unit 9.3 Diversity Management
Implementation period	As of 2023
Cost estimation	Within the scope of available resources
Result	Available services were reviewed regarding their approach to diversity and accessibility. Based on the results, further measures and improvements were taken.
Expected outcome	<ul style="list-style-type: none">• Persons with disabilities and chronic illnesses will be empowered to take a self-determined and self-confident approach to working life.• People with disabilities and chronic illnesses will recognize that differences can be considered a unique selling point.• Awareness of these issues will be increased amongst participants through reviewing available services.

No. 13
Awareness training for supervisors on the heterogeneity of their teams

Background description	Statistics show that at TU Dresden, despite an increasing number of employees, the number of persons with disabilities and persons of equal status has remained more or less constant.
Description of objectives	Workshops will be offered to supervisors and staff with the authority to make personnel decisions. These will make a significant contribution to their awareness of diversity issues and the incorporation of diversity into their team structure. This will allow the potential of all employees to be harnessed appropriately and will give greater consideration to persons with disabilities and persons of equal status.
Responsibility for implementation	Directorate 8, Unit 8.5 Center for Continuing Education in cooperation with Directorate 9, Unit 9.3 Diversity Management
Implementation period	As of 2023
Cost estimation	Within the scope of available resources
Result	Regular training sessions are offered annually to supervisors and staff with the authority to make personnel decisions.
Expected outcome	<ul style="list-style-type: none">• Employment opportunities for persons with disabilities will improve, increasing their number amongst fellow employees.• The advantage of increased heterogeneity will be made clear.• Improving the external image of the university through the visible increase and appreciation of diversity.• The level of satisfaction amongst employees with disabilities will increase.

No. 14
Increasing the scope of action of inclusion officers

Background description	Inclusion officers are responsible for ensuring that the obligations incumbent upon the employer regarding the employment of persons with disabilities and chronic illnesses are being fulfilled. In this context, integration assistance can compensate for or mitigate disability-related disadvantages. These services can be provided by different social welfare institutions. The process - from application to approval of inclusion aids to provision - normally takes half a year.
Description of objectives	Inclusion officers will be able to provide more flexible and tailored support to persons with disabilities and chronic illness. They are allocated an annual budget, e.g. to bridge waiting periods for integration assistance (in accordance with Book Nine of the German Social Code) or until disadvantage compensation is granted, or to provide independent support services. The support and loan material that has been purchased can be made available in a flexible way to all members of TU Dresden.
Responsibility for implementation	Inclusion Officers
Implementation period	As of 2023
Cost estimation	EUR 10,000 per year
Result	<ul style="list-style-type: none">• Inclusion officers can act more quickly and flexibly.• Support and loan materials can be reused multiple times (sustainable cost-efficient).• Increased flexibility in workplace design.
Expected outcome	<ul style="list-style-type: none">• Working conditions will be improved from the outset, enabling a smoother induction phase and helping to reduce periods of incapacity to work.• The risk of exclusion is reduced and the ability to establish connection to the respective work environment/team is improved.• It will be made easier for persons with disabilities and chronic illnesses to enter the workforce. As a result, their employment rates will increase.
Opportunity for participation	All members of TU Dresden can request the acquisition of specific loan and support material. This expands the pool of available loan and support material.



5.3 Area of Activity “Quality Management”

The objective in this Area of Activity is the following:
As part of a holistic quality management, instruments to ensure the quality of inclusive learning and working conditions have been implemented at TU Dresden and are in a process of constant development.

Good practice so far at TU Dresden in this Area of Activity

Factbook: Diversity@TUD

The Factbook Diversity@TUD was published for the first time at TU Dresden in 2021.²⁸ It offers a clear and descriptive presentation of data and facts on the topic and enhances the transparency of data on diversity at TU Dresden. The data are to be updated every two years and processed interactively.

Brochure Inclusion@TUD

The Center for Quality Analysis (German: ZQA) published a brochure in 2021 that focuses on the topic of “inclusive studying.”²⁹ In addition, results of various research projects and surveys conducted by the ZQA since 2017 have been published. Insights are provided from different perspectives (students, lecturers, academic advisors) into both how inclusive the university is and how the topic of inclusion is currently being negotiated at TU Dresden.

²⁸ Technische Universität Dresden, 2021b.

²⁹ See Brochure Inclusion@TUD Studying with health impairments at TU Dresden. Lenz, Kopitz, Hartmann, Schumacher, & Dunkel, 2021.

Measures in the Area of Activity “Quality Management”

No. 15 Accessible e-learning opportunities	
Background description	The provision of e-learning opportunities is now common practice at TU Dresden. These opportunities offer particularly great potential with regard to accessible teaching.
Description of objectives	Quality standards and goals are to be formulated for the implementation of accessible e-learning opportunities In this context, the “EU Directive 2016/2102 on the accessibility of the websites and mobile applications of public sector bodies” will be implemented. The formulated criteria will be published and circulated amongst all lecturers. The extent to which these criteria can also be integrated into the lecture catalog and the Opal portal upon request will be investigated. The goals are to be anchored in the university development plan, the digitalization concepts and the concepts for digital teaching in the Schools.
Responsibility for implementation	Vice-Rectorate University Culture
Implementation period	As of 2022 with frequent updates
Cost estimation	Within the scope of available resources
Result	<ul style="list-style-type: none">• A guide summarizing quality standards for e-learning opportunities has been provided.• A framework agreement for the procurement of films with Sign Language and for the subtitling of video recordings was drafted.
Expected outcome	<ul style="list-style-type: none">• Awareness of accessibility issues will be raised.• Digital teaching and learning will be planned with accessibility in mind.• Increased use of closed captioning at events those with hearing impairments or non-native German speakers improved access to the content.
Opportunity for participation	Feedback and suggestions for improvement can be submitted via the Reporting Office for Accessibility Issues in order to continually improve the platform and e-learning opportunities.

No. 16 Monitoring of the measures of the Action Plan	
Background description	TU Dresden’s Action Plan for Implementing the UN Convention on the Rights of Persons with Disabilities was already published in 2017. It contains a total of 57 measures with the aim of promoting the development of TU Dresden towards an inclusive, accessible university. This update provides an initial assessment and accentuation of the measures taken to date.
Description of objectives	The measures formulated so far in the TU Dresden Action Plan 1.0 and 2.0 are continuously monitored and their progress will be systematically recorded. As part of this process, both problem areas and potential for improvement can be identified. This evaluation is used to make a decision on the continuation of the given measure.
Responsibility for implementation	Directorate 9 University, Unit 9.3 Diversity Management
Implementation period	As of 2022
Cost estimation	Within the scope of available resources
Result	<ul style="list-style-type: none">• The implementation status of the measures has been documented.• Problem areas and potential for further development have been identified.
Expected outcome	<ul style="list-style-type: none">• More relevance will be given to the topic of inclusion.• The measures can be better coordinated with each other and synergies can be generated.• A basis for targeted further development in the area of inclusion will be established.

No. 17
Evaluation of diversity and inclusion

Background description	In order to record the situation of students and employees with disabilities and chronic illnesses or with other special or challenging life situations, TU Dresden has already been collecting data in various locations, which is regularly evaluated and published - for example, as part of the degree program analysis by the ZQA. Until now, there has been no comprehensive quality management system that systematically evaluates this data while collecting new data in a targeted manner.
Description of objectives	As part of the establishment of a comprehensive QM of diversity and equality work, the inclusion of people with special living situations shall also be integrated. In order to enable evidence-based strategy and goal development as well as the planning and control of measures in the areas addressed here, all data (including survey data) relating to the topic of inclusion and diversity that has been collected and stored so far in a decentralized manner will be systematically processed, analyzed and evaluated in an easily accessible way for the entire university and its subunits as part of the quality and impact analysis. If data gaps become apparent, additional relevant data will be collected. The data allows us to transparently compare current situations, quality developments and the effects of measures with regard to the vision and strategic goals of TU Dresden.
Responsibility for implementation	Vice-Rectorate University Culture, Center for Quality Analysis (ZQA), in cooperation with Directorate 9, Unit 9.3 Diversity Management
Implementation period	As of 2025
Cost estimation	After the implementation of sub-step 1 (equality work) in QM Diversity, the resources made available will be used to expand the measures described here.
Result	<ul style="list-style-type: none">• The current situation with regards to inclusion has been described.• SWOT (problem areas and continuing education potential) were identified.• SMART goals of an inclusive and diversity-oriented university were described.• Recommendations for action were formulated for the measures.
Expected outcome	<ul style="list-style-type: none">• Transparency regarding the situation of persons with disabilities at TU Dresden will be increased.• An evidence base will be created for controlled decisions in the field of inclusion.• A specific and measurable improvement of the study and working conditions at TU Dresden.

No. 18
Recording the allocation of compensation for disadvantages

Background description	Compensation for disadvantages is an important tool for fostering inclusion. If students have long-term health problems, they have the option of applying for disadvantage compensation. This right to compensation for disadvantages is stipulated by law. The Liaison Officers for Students with Disabilities and Chronic Illnesses offer individual consultations for students on the subject of compensation for disadvantages.
Description of objectives	In order to obtain an overview of the previous practice of awarding disadvantage compensation, a survey of the examination offices will be carried out. An overview of the applications submitted and their approval or rejection will be prepared. This overview may serve as a basis for future review and revision of allocation practices. In addition, steps are being taken to establish the ongoing monitoring of these practices. For this purpose, a database or similar will be set up in which the examination offices can continuously record their decisions on the applications received. This will make it possible to swiftly respond to corresponding developments and needs.
Responsibility for implementation	Liaison Officers for Students with Disabilities and Chronic Illnesses in cooperation with the Center for Quality Analysis (ZQA)
Implementation period	As of 2022
Cost estimation	Using available resources (any material resources that may be required are still being examined)
Result	<ul style="list-style-type: none">• An overview of the applications already submitted and their approval or rejection is available.• The allocation practices are being actively monitored.
Expected outcome	<ul style="list-style-type: none">• Transparency will be increased with regard to the allocation of compensation for disadvantages.• The counseling service will be improved.



5.4 Area of Activity “Teaching and Research”

The objective in this Area of Activity is the following:
TU Dresden has specifically increased the visibility of the topic of inclusion within its research projects. At the same time, the topic was incorporated more strongly into research, thus promoting inter-disciplinarity and awareness. Researchers with disabilities and chronic illnesses in the qualification postdoc phase received targeted support.

Good practice so far at TU Dresden in this Area of Activity

Project QuaBIS:

Qualification of Education and Inclusion Advisors in Saxony

In the QuaBIS project (at the universities in Dresden and Leipzig), people with disabilities are involved in teaching and research in a participatory manner. They discuss and challenge social change processes with the goal of full and effective participation of all people. Since the beginning of the project, it has become clear what a qualitative difference the perspective and applied experiential knowledge of the education and inclusion officers make for the students in the seminars. It can be deduced from these positive experiences in mediation that the university also benefits and can continue to benefit from these findings in the long term. The project was funded by the Saxon State Ministry for Science, Culture and Tourism from 2019 to 2022.

The inclusive teaching and learning space

With the inclusive teaching and learning space, the ZLSB creates an opportune space for experimentation and to address the design of inclusive (high school) education or inclusive teaching in-depth. In collaboration with special and regular teachers, a pool of inclusive materials, assistive technology and portable furniture was created to try out inclusive teaching and learning. Various analog and digital courses, projects and workshops take place in the teaching and learning space, taking advantage, of the conceptual design of the space. Recently, the focus of interest has been on the digitalization of inclusive services. The inclusive teaching and learning space was selected by the Stifterverband as the higher education pearl of the month for March 2022.³⁰

Diversity-sensitive teaching award

The award for diversity-sensitive teaching has been an important feature at TU Dresden since 2018. As a ‘bottom-up measure,’ this award, offers a broad means of participation for all students and employees of TU Dresden. The award has been designed to honor lecturers, teaching and concepts that address diversity, or engage with one or more dimensions of diversity (e.g. gender, inclusion of persons with disabilities, family responsibilities, etc.) in line with TU Dresden’s Diversity Strategy 2030.

³⁰ See also: <https://www.stifterverband.org/hochschulperle/2022>

Measures in the Area of Activity “Teaching and Research”

No. 19 Making inclusion visible as a field of research in university discourse	
Background description	The topic of inclusion is already entering the university-wide discourse in a number of ways, such as research projects, colloquia, conferences, lecture series, or panel discussions.
Description of objectives	In order to make the topic of inclusion, especially the inclusion of persons with disabilities and chronic illnesses, more visible, various methods will be implemented that highlight inclusion as a field of research at TU Dresden. This will creates synergies between different disciplines and raise awareness of the importance of the topic.
Responsibility for implementation	Directorate 9, Unit 9.3 Diversity Management Health Services in cooperation with other relevant stakeholders
Implementation period	aAs of 2023
Cost estimation	Within the scope of available resources
Result	Lecture series, workshops, colloquia etc. on the topic of inclusion have increased.
Expected outcome	<ul style="list-style-type: none">• The topic of inclusion will be anchored in everyday university life in a number of areas at TU Dresden.• Awareness of diversity and inclusion will be increased.
Opportunity for participation	The opportunities for participation are primarily designed by researchers and lecturers at TU Dresden and represent an important network for exchange and visibility of research in the context of inclusion.

No. 20 Continuation of the Best Practice Award for Diversity-Sensitive Teaching.	
Background description	The award for diversity-sensitive teaching has been an important feature at TU Dresden 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. Nominations can be made by all staff and students, university initiatives and groups of TU Dresden.
Description of objectives	We will continue to look for annual best practice examples from the current or previous semesters that implement different criteria such as diversity-sensitive, appreciative and transparent communication, diversity-sensitive interaction, the use of diverse (online) teaching methods or accessible teaching and/or have a content focus on the topic of diversity. Following the call for nominations, a commission will review and evaluate the applications and make a selection.
Responsibility for implementation	Directorate 9 University, Unit 9.3 Diversity Management
Implementation period	Continuation (since 2018) until 2023, subsequent evaluation and continuation
Cost estimation	Within the scope of available resources
Result	The Best Practice Award for diversity-sensitive teaching is awarded annually.
Expected outcome	<ul style="list-style-type: none">• Good examples will be more visible (role model character).• The motivation of lecturers to make their courses as inclusive as possible will increase.• Awareness of diversity and inclusion will increase.• The high relevance of diversity and inclusion will be shown.
Opportunity for participation	All members of TU Dresden are entitled to submit nominations.

No. 21
Continuation of diversity-sensitive training courses

Background description	Access to German universities for marginalized groups has improved significantly over the past two decades. In order to further foster this positive development and to do justice to the increasing heterogeneity of the student body in teaching, a continuation of awareness-raising measures and training in the field of inclusion and diversity is of central importance.
Description of objectives	Free continuing education courses on the topic of inclusion and diversity sensitivity in university teaching are regularly offered to all lecturers (including adjunct lecturers). Didactic issues are the focus of these training courses. Furthermore, the topics of inclusion and diversity sensitivity will be integrated more strongly into existing continuing education programs for lecturers.
Responsibility for implementation	Center for Interdisciplinary Learning and Teaching (ZiLL)
Implementation period	Continuation until 2024, following evaluation and continuation
Cost estimation	Within the scope of available resources
Result	<ul style="list-style-type: none">Lecturers have been made more aware of inclusion and diversity in teaching.Lecturers have learned strategies to foster inclusion and diversity sensitivity in their own teaching.The topics of inclusion and diversity are better integrated into all existing continuing education programs for lecturers.
Expected outcome	<ul style="list-style-type: none">Awareness of the topic of inclusion will increase among TU Dresden lecturers.Accessibility issues in teaching are systematically reduced at TU Dresden by implementing regular training courses.
Opportunity for participation	Participants can express wishes for further training courses or give feedback to further develop existing courses. The perspectives of student participants (e.g. the Inclusion Office) are increasingly taken into account when designing the training courses.

No. 22
The inclusive teaching and learning space

Background description	The diversity of our society is also reflected in everyday school life. Therefore, lecturers need to be made aware of inclusive teaching in order to support diversity and heterogeneity in the classroom and thus enable all learners to participate on an equal basis. In order to support and promote the planning, implementation and evaluation of inclusive teaching-learning arrangements, a space has been made available at the Center for Teacher Education and Educational Research - the inclusive teaching and learning space. This space allows for a different and in-depth approach to the design of inclusive (school) education or inclusive teaching by providing suitable furniture and media.
Description of objectives	Various analog and digital courses, projects and workshops take place in the teaching and learning space, taking advantage of the conceptual design of the space. The focus will be more on the digitalization of inclusive opportunities. In addition, the teaching and learning space is accessible to lecturers, teachers, students and other interested parties.
Responsibility for implementation	Center for Teacher Education and Educational Research (ZLSB)
Implementation period	Continuation and further development of the teaching concepts that have been in place since 2018
Cost estimation	Within the scope of available resources
Result	<ul style="list-style-type: none">Seminars, projects and workshops of inclusive teaching were conducted, evaluated and improved at the Center for Teacher Education and Educational Research.The inclusive teaching and learning space is accessible to lecturers, teachers, students and other interested parties and can be used as a basis for projects or other events.
Expected outcome	<ul style="list-style-type: none">Increased visibility of the topic Inclusion.More good practice examples in the field of inclusion.The importance of the learning environment for learners in their individual needs will be evaluated.Various assistive technology and inclusive teaching-learning materials will be implemented.Student teachers will be made aware of inclusion in a broad sense in order to effectively foster heterogeneity in the classroom.
Opportunity for participation	The space can be visited by booking a time slot. Furthermore, the room is available for free use at open space times. For more information, please visit the project website.



5.5 Area of Activity “Studies”

The objective in this Area of Activity is the following:
TU Dresden strives to ensure easy access to and transition between the study, graduation and employment phases. For individuals with disabilities or chronic illnesses, we have facilitated the course of study and graduation, which has resulted in an increase in the overall number of graduates.

Good practice at TU Dresden in this Area of Activity

Expansion of Counseling Services for Students with Disabilities and Chronic Illnesses

Two Liaison Officers for Students with Disabilities have been appointed at the professorial level at TU Dresden. They offer support when deciding on and applying for degree programs, as well as with organizing and completing one's education. The Liaison Officers also give advice on compensation for disadvantages while studying and in examinations, on digital and structural accessibility, and on opportunities for support during everyday study. To carry out these duties, they are allocated an annual budget.

Services Disability and Studies Group (AG SBS)

The Services Disability and Studies Group has been supporting students with disabilities and chronic illnesses since 1990. Affiliated with the Chair of Human-Computer Interaction at the Faculty of Computer Science, its central task involves making literature accessible with its own transfer service. Furthermore, it offers regular training courses on how to create documents for employees that are accessible to individuals with disabilities. The group provides a teaching and workplace system, which is specially adapted to the needs of the students. At the end of 2018, they added peer counseling to their roster, which buttresses the counseling opportunities already available at TU Dresden.

Measures in the Area of Activity “Studies”

No. 23
Continue to provide accessible study materials

Background description	Study materials are designed to be accessible for students who are blind or have a vision impairment. The different subject areas and degree programs also have different requirements (e.g. formulas, graphics, images, tables).
Description of objectives	The preparation of accessible study materials for students who are blind or have a visual impairment will be continued. Individual or subject-specific needs will be determined and integrated into the work.
Responsibility for implementation	Services Disability and Studies Group (AG SBS)
Implementation period	Continuation as of 2022
Cost estimation	Within the scope of available resources
Result	To ensure the provision of high-quality, accessible study materials for students who are blind or have visual impairments.
Expected outcome	<ul style="list-style-type: none">• Accessibility will be ensured in everyday university life.• Equitable participation of students who are blind or have visual impairments in their studies.

No. 24
Evaluation of the counseling network against the backdrop of inclusion of students and prospective students with disabilities and chronic illnesses

Background description	On the trajectory to becoming a more inclusive university, TU Dresden has established a wide range of counseling services for students with disabilities and chronic illnesses in recent years. Currently, two professors work as Liaison Officers for Students with Disabilities and Chronic Illnesses and are allocated a budget for their duties, which can be used to finance measures that are tailor-made to bolstering these students' participation in studies. Furthermore, the Services Disability and Studies Group has been staffed and professionally streamlined in recent years. Their tasks include advising students and prospective students. A special aspect is the peer counseling, which supports the existing Central Student Information and Counseling Service at TU Dresden. This is buttressed by the services offered by the University Health Management and the Psychosocial Counseling Office of Dresden's Student Union (Studentenwerk). The counseling map provides an overview of the full range of counseling services available to all students. This can be found in the form of FAQ boxes on the intranet. According to the current social survey on the situation of students in Germany, 11% of students have one or more health impairments that hamper their studies, of which more than half are attributed to mental illness. With this in mind, the question arises as to how well positioned TU Dresden is with its current counseling services for students with disabilities and chronic illnesses.
Description of objectives	The current counseling services for students with disabilities and chronic illnesses will be reviewed by the Advisory Council on Inclusion with regard to what they actually offer, how often they are used, how well known they are and how well positioned they are in relation to other services. The review will also encompass the issues of compensation for disadvantages and accessibility. The Council will then be able to allocate resources based on the determined requirements. At the same time, awareness of existing services amongst students will be raised.
Responsibility for implementation	Directorate 9, Unit 9.3 Diversity Management (Coordination) in cooperation with the Center for Quality Analysis (ZQA), the Liaison Officer for Students with Disabilities and Chronic Illnesses, the Services Disability and Studies Group and Directorate 8, Unit 8.1 Central Student Information and Counseling Service
Implementation period	As of 2023
Cost estimation	Within the scope of available resources
Results	<ul style="list-style-type: none">• A review has been conducted of the services, how often they are used, how well known they are and how well linked they are to other services.• The Advisory Council on Inclusion identified new requirements and resources.• Increased visibility and perception, as well as better networking between services provided by TU Dresden.
Expected outcome	<ul style="list-style-type: none">• Counseling for students with disabilities and chronic illnesses will be optimized.• Comparative statistics for counseling will be professionalized.• Study conditions for students with disabilities and chronic illnesses will be improved.

No. 25
ERASMUS Plus – International Mobility

Background description	The ERASMUS exchange program enables staff and students of TU Dresden to spend time abroad in one of 32 European program countries. They receive financial and organizational support during their stay. Individual impairments that require financial support in addition to the cost of living can cause difficulties in planning such trips.
Description of objectives	Students with a degree of disability (German: GdB) determined to be at least 20% or with a certified chronic illness that results in their need for additional financial support abroad are eligible to receive an additional lump sum of up to EUR 250 per month. Alternatively, they can also apply to receive up to EUR 15,000 per semester to cover the costs actually incurred. The aim is to increase visibility and thus awareness of these support options. Staff and students with disabilities and chronic illnesses will continue to receive assistance with their applications.
Responsibility for implementation	Directorate 8, Unit 8.3 International Affairs
Implementation period	as of 2022
Cost estimation	Within the scope of available resources
Results	<ul style="list-style-type: none">Awareness of the support options for staff and students with a degree of disability (GdB) determined to be at least 20 or with a certified chronic illness was raised.Applicants received assistance in applying for the funds.
Expected outcome	<ul style="list-style-type: none">Increased mobility of the target group.The university infrastructure will be improved for persons with disabilities and chronic illnesses.Increased diversity in research and teaching.

No. 26
Student Health Management (SGM)

Background description	TU Dresden has established a University Health Management for the long-term, sustainable support and maintenance of the health of its members. Led by the Occupational Health Services, they provide a number of health-related services and measures.
Description of objectives	The University Health Management will be expanded to include the target group of students. The goal of student health management at TU Dresden is to create a health-promoting, inclusive environment for all students and to supplement students' individual health resources. With the inclusion of the students, health-promoting, behavioral and situational preventive healthcare and structures are adapted to the heterogeneous needs and cultural backgrounds of the student body.
Responsibility for implementation	Directorate 9, Unit 9.4 Occupational Health Services in cooperation with other relevant stakeholders
Implementation period	Expansion and continuation of the University Health Management system established in 2016
Cost estimation	Within the scope of available resources
Results	Services tailored towards behavioral and situational preventive healthcare have been established.
Expected outcome	<ul style="list-style-type: none">The visibility and transparency of health services for students will be improved.Prioritization of primary preventive healthcare before secondary or tertiary preventive healthcare.TU Dresden will be a driving force on the topic of health.The appeal of TU Dresden as a hub of education and research will increase.

No. 27 #Diklusion (Digital Inclusion): Promoting inclusive digital learning and teaching as part of the Digital Learning and Teaching Fund, which is in line with TU Dresden's e-learning strategy	
Background description	As part of the university-wide, participatory teaching strategy process sTUDium 3.0, a chapter on the topic of “diversity-sensitive teaching” was firmly anchored in the vision for teaching and the teaching mission statement. It explicitly refers to the execution and updating of TU Dresden's Action Plan for Implementing the UN Convention on the Rights of Persons with Disabilities in the area of studying and teaching.
Description of objectives	The e-learning sub-strategy, which corresponds to the sTUDium 3.0 teaching strategy, is currently being revised with the goal of promoting inclusion in digital teaching. The term “Diklusion” (diversity inclusion) semantically links the concerted effort to better integrate inclusion and the effective use of digital media in teaching, and to observe this interaction more closely. The allocation of resources via the Digital Learning and Teaching Fund is a good opportunity to strengthen “Diklusion” at TU Dresden whilst operationally underpinning the e learning strategy. The goal is to provide financial incentives and a space for testing and implementing digital teaching in accordance with the UN Convention on the Rights of Persons with Disabilities in order to promote “Diklusion” in teaching at TU Dresden.
Responsibility for implementation	The Center for Interdisciplinary Learning and Teaching (e learning coordination) in consultation with the sTUDium 3.0 teaching strategy team
Implementation period	Current term of the Digital Learning and Teaching Fund (until the end of 2025)
Cost estimation	Within the scope of available resources
Results	The requirements of the UN Convention on the Rights of Persons with Disabilities were incorporated into studying and teaching at TU Dresden in the area of e-learning and digital learning and teaching.
Expected outcome	The requested project funding will be used to exploit the potential of digitization for bolstering inclusion in e-learning.
Opportunity for participation	All university members have the opportunity to participate in working groups for implementing the sTUDies 3.0 teaching strategy. In addition, teaching staff can submit funding applications for e learning projects in the area of “Diklusion.”



5.6 Area of Activity “Awareness and Communication”

The objective in this Area of Activity is the following:
TU Dresden ensures equitable participation for all by ensuring accessibility in communication structures and raising awareness of the issue of inclusion. Furthermore, it fulfills the obligation of a public institution to provide information in an understandable and clear manner. This means that the information is easily accessible for individuals with cognitive impairments or for non-native German speakers.

Good practice at TU Dresden in this Area of Activity

Participation methods

Since 2015, annual “special funds for inclusion” have been announced throughout the university as part of the funding provided by the Saxon State Ministry for Science, Culture and Tourism. Staff and students can apply for funding with their innovative project ideas in the field of inclusion, which promote the inclusion of persons with disabilities and chronic illnesses at TU Dresden in the long term in line with the goal of the German Rectors’ Conference (German: HRK) of 2009 to create “a university for all,” the UN Convention on the Rights of Persons with Disabilities, or TU Dresden’s Action Plan for Implementing the UN Convention on the Rights of Persons with Disabilities. TU Dresden’s Advisory Council on Inclusion assesses the applications and delivers funding recommendations to the university management.

Events

Diversity Days and the inclusion lecture series: In order to continually broach the topic of diversity and inclusion with members of the university and the broader public, and to raise awareness of the extensive range of topics, the annual Diversity Days were established in 2014 and have been organized by the (former) Diversity Management Office. Every November, Diversity Days take place at TU Dresden with a focus on a variety of topics presented in various accessible ways (including panel discussions, workshops, poetry slams, short films).

During the 2018/19 winter semester, the lecture series “Inclusion: Interdisciplinary Perspectives” took place. This interdisciplinary lecture series highlighted and discussed a number of different perspectives. It contributed to boosted visibility of inclusion as a complex field of research as well as the inclusion of persons with disabilities and chronic illnesses, the creation of synergies between different disciplines and – as a result of raising awareness – advanced inclusion throughout TU Dresden.

Measures in Area of Activity “Awareness and Communication” Measures in Area of Activity “Awareness and Communication”

No. 28
Promotion of projects and measures that bolster diversity

Background description	As an inclusive institution of higher education, it goes without saying that TU Dresden recognizes and promotes diversity. It is crucial to not only react to problems and accessibility issues when they arise, but to act preemptively and actively work to create positive framework conditions. To this end, the Diversity Incentive Fund has been available since 2017 to provide start-up funding for research and projects with a particular focus on diversity.
Description of objectives	With the new call for proposals for 2022, staff and students of TU Dresden have the opportunity to plan and implement innovative research ideas in the context of diversity. Project ideas will be selected for funding by a selection committee on the basis of suitable criteria in accordance with the 2030 Diversity Strategy, the Equality Concept and TU Dresden's Action Plans 1.0 and 2.0. These will then be recommended to the University Executive Board for funding. Financial resources are available which can be used in part to cover the cost of personnel and material resources.
Responsibility for implementation	Directorate 9, Unit 9.3 Diversity Management
Implementation period	Continuation (since 2017) until 2024, subsequent audit and continuation
Cost estimation	Based on the existing resources (funding amount per call for application: EUR 50,000 for personnel and material resources)
Results	EUR 50,000 euros in funding for several research projects was selected by the Advisory Council on Inclusion
Expected outcome	<ul style="list-style-type: none">A heightened awareness of the topic in the decentralized organizational units (bottom-up approach).Research activities related to diversity will increase.All members of TU Dresden will actively participate in the conception of projects and measures that promote diversity and inclusion.
Opportunity for participation	All members of TU Dresden are eligible to submit applications.

No. 29
Visibility of inclusion and accessibility at TU Dresden

Background description	At TU Dresden, there are various stakeholders and areas of responsibility in the field of inclusion and accessibility that are already linked. There is a lot of information about advice centers and contacts on the websites.
Description of objectives	An overview will be created showing what information can be viewed digitally and how it is communicated. After evaluation, further measures can be identified for improving overviews and information.
Responsibility for implementation	Directorate 9, Unit 9.3 Diversity Management
Implementation period	As of 2023
Cost estimation	Within the scope of available resources
Result	An overview was created and measures identified
Expected outcome	<ul style="list-style-type: none">Improved overview and networking of the areas of responsibility and services relating to inclusion and accessibility.Improvement of the university's outward image.

No. 30
Checklist for accessible and sustainable events

Background description	Every year, TU Dresden organizes numerous events on various topics, which should always appeal to a wide audience. Environmental protection as well as equal opportunities are important components of TU Dresden's mission statement. This encourages the accessible and sustainable conception of future events.
Description of objectives	A checklist is being developed to provide guidance on how accessibility can be ensured to the greatest extent possible for different events (online and in person) and how sustainability standards can be followed as far as possible. This checklist is aimed at people who plan or participate in TUD events.
Responsibility for implementation	Directorate 9, Unit 9.3 Diversity Management in cooperation with Directorate 4, Unit 4.4 Infrastructural Facility Management
Implementation period	2022
Cost estimation	Within the scope of available resources
Results	A checklist for the conception and implementation of accessible and sustainable events was drawn up.
Expected outcome	<ul style="list-style-type: none">Raising awareness of inclusion and sustainability.Promotion of structural accessibility.Improving the outward image of an inclusive university.

No. 31
Courses: Introduction to the fundamentals of German Sign Language

Background description	German Sign Language is a fully-fledged communication system with a comprehensive vocabulary and independent grammar. The nationwide recognition of German Sign Language has been enshrined in the Act on Equal Opportunities of Persons with Disabilities (German: Behindertengleichstellungsgesetz) since May 2002. The use of Sign Language offers those who cannot hear or who have difficulty hearing a better opportunity to participate.
Description of objectives	Language courses are offered that teach the basics of German Sign Language and, in addition to the acquisition of the manual alphabet, provide an initial introduction to individual signs for daily (professional) practice. Furthermore, an awareness of various culturally relevant factors will be established to assist in understanding hearing impairments and deafness. The course can be attended by both staff and students of TUD as a continuing education measure.
Responsibility for implementation	Directorate 9, Unit 9.3 Diversity Management in cooperation with Directorate 8, Unit 8.5 Center for Continuing Education
Implementation period	In 2022 and 2023
Cost estimation	Within the scope of available resources
Results	Staff and students of TU Dresden were offered courses in Sign Language.
Expected outcome	<ul style="list-style-type: none">• Raising awareness of inclusion.• Raising awareness of diversity in communication (expression and speech).• A communication strategy guided by diversity.• Promotion of structural, intellectual and communicative accessibility.

No. 32
Inclusive relaxation and retreat rooms

Background description	In order to offer staff and students at TU Dresden a quiet place to retreat, there are a large number of relaxation rooms on campus, as well as in TU Dresden buildings at other locations. An overview of the relaxation rooms on campus can be accessed online. These rooms are increasingly being designed with inclusivity in mind, a good example being the Tape Art project.
Description of objectives	A review will be launched to determine the extent to which further relaxation and retreat rooms at TU Dresden can be designed in an inclusive manner, taking into account various user groups. This will be summarized in a requirement report. The focus will be both on removing accessibility issues and on creating new possibilities in the area of inclusion.
Responsibility for implementation	Directorate 9, Unit 9.3 Diversity Management in cooperation with Directorate 4, Unit 4.5 Safety at Work and Unit 9.4 Occupational Health Services
Implementation period	As of 2023
Cost estimation	Within the scope of available resources
Result	A requirement report for the design of inclusive relaxation and retreat rooms was drafted.
Expected outcome	<ul style="list-style-type: none">• Ameliorating study and employment conditions for persons with disabilities and chronic illnesses at TU Dresden.• The topic of inclusion will be awarded more visibility and relevance.

No. 33 Recommendations for teaching staff and advisors to better integrate students with mental illnesses	
Background description	The results of the best2 study illustrate that more than half of the students with a disability or chronic illness ³¹ at TU Dresden also have a mental illness. There are still a number of mental barriers, as well as ignorance and uncertainties in understanding students with mental illnesses, which can make their everyday life at the university more difficult.
Description of objectives	A working group consisting of members of the area of responsibility will be created to meet the needs of students with mental illnesses. The focus is on raising awareness of the matter in order to ensure that appropriate actions are taken. On top of this, interventions to combat the stigma of mental illness and associated discrimination can be bolstered, e.g. through awareness weeks.
Responsibility for implementation	Liaison Officers for Students with Disabilities and Chronic Illnesses in cooperation with other relevant stakeholders
Implementation period	As of 2023
Cost estimation	Within the scope of available resources
Result	A recommended action list for counselors and lecturers to meet the needs of students with mental illnesses was created and published.
Expected outcome	<ul style="list-style-type: none">• Raising awareness of studying with a mental illness.• Intervention against stigmatization and discrimination.• Fewer students dropping out.

31 Poskowsky, Heißenberger, Zaussinger, & Brenner, 2018

No. 34 Good Practice Box for Inclusion	
Background description	At TU Dresden, there are already various projects, measures, and even modules on the topic of inclusive teaching that belong to the field of inclusion.
Description of objectives	In order to make good practice in the field of inclusion at TU Dresden even more visible, a Good Practice Box is being developed for collecting, describing and categorizing projects and measures. This box allows all members of TU Dresden and the public to access the collection of good examples. Synergies will be cultivated and the development of novel good practice examples will be promoted.
Responsibility for implementation	Directorate 9, Unit 9.3 Diversity Management
Implementation period	As of 2024
Cost estimation	Within the scope of available resources
Results	<ul style="list-style-type: none">• Projects, measures and modules related to inclusive teaching at TU Dresden were systematically compiled and reviewed.• The digital Good Practice Box is publicly accessible and TU Dresden members are aware of its existence.
Expected outcome	<ul style="list-style-type: none">• Increased visibility of the topic.• More good practice examples in the field of inclusion.• Synergies will be developed and utilized.
Opportunity for participation	Using the feedback function, further good practice examples will be added to the box.

No. 35
Inclusive University Athletics

Background description	The Dresden University Sports Center (DHSZ) offers a variety of exercise and health courses every year. The German Olympic Sports Confederation (DOSB) has drawn up a strategic plan to record the strengths, weaknesses, opportunities and threats as well as important Areas of Activity regarding inclusion in and through sports and exercise.
Description of objectives	The DHSZ will continue to expand the portfolio of inclusive courses, also involving cooperation partners in the field of sports and exercise for persons with disabilities. The goal is to make the university athletics program more inclusive, accessible and family-friendly, thus opening it up to more students. Furthermore, it strives to enable self-determined, equal and equitable participation in public and university life through a comprehensive selection of athletics courses and to promote the dialog between all groups, social classes and participants. This range of courses and activities that are tailored to specific groups is continuously being expanded. Training and continuing education measures serve to educate course instructors about the needs of various groups of persons with disabilities in order to integrate persons with hearing or visual impairments or other disabilities into sports and health courses.
Responsibility for implementation	Dresden University Sports Center (potential cooperation with the German Olympic Sports Confederation or other partners)
Implementation period	As of 2023
Cost estimation	Within the scope of available resources
Results	<ul style="list-style-type: none">• The viability of expanding exercise and health courses tailored to specific groups was examined.• Existing university sports and exercise courses were made more inclusive.
Expected outcome	<ul style="list-style-type: none">• More persons with disabilities and chronic illnesses as well as other impairments will participate in exercise and health courses.• Interaction between different student groups will be increased.• Raising awareness of inclusion.



6. TU Dresden Overview of cooperation and support

Call for inclusion projects at TU Dresden

At TU Dresden, an overview (Good Practice Box) will be developed to promote the visibility and exchange of successful methods, modules, measures and projects that address the topic of inclusion and accessibility. This collection of good examples serves to provide continual updates on the status quo. It systematizes, supports and offers additional input with regard to comprehensive inclusion at TU Dresden. In addition to promoting synergies, it is intended to stimulate the development of further good practice examples.

We cordially invite you to contact us regarding your (or any other) inclusive teaching projects, measures or modules, which could be classified within in TU Dresden's field of inclusion and accessibility!



Contact:

✉ diversity.management@tu-dresden.de

☎ +49 351 463-39720

Loan and support material

Currently, existing materials to bolster accessibility at TU Dresden are being recorded in their entirety and compiled in an overview. This overview will be embedded on the websites of TU Dresden and will be updated regularly, facilitating coordination and enabling users to request the materials. The inventory of these materials is regularly updated, expanded as needed, and made publicly available. The following examples can be assigned to the visual and auditory field as well as the mobility field.

Name of the service	Description	Loan conditions
Text recognition/visual content		
JAWS server license update	Screen reader for blind persons and those with visual impairments.	Free licenses are available from the Faculty of Computer Science ✉ mci@tu-dresden.de
Portable braille display (40 cells)	The visual content on the computer screen can be reproduced in braille. A screen reader such as JAWS is required for this.	This can be borrowed for exams or temporary replacement via the Faculty of Computer Science ✉ mci@tu-dresden.de
Portable braille display (80 cells)	The visual content on the computer screen can be reproduced in braille. A screen reader such as JAWS is required for this.	This can be borrowed for exams or temporary replacement via the Faculty of Computer Science ✉ mci@tu-dresden.de
Portable board-reading device	A portable camera with an adjustable arm allows the user to read the board and books without having to scan them. Supports/improves classroom teaching.	It can be borrowed for exams or temporary replacement via the Faculty of Computer Science. ✉ mci@tu-dresden.de
HyperBraille tactile graphic display upgrade	Enables tactile display of graphic teaching materials for blind students. Upgrade improves navigation via touch. Supports/improves teaching and the perception of complex visual content.	Can be used on site at the Faculty of Computer Science ✉ mci@tu-dresden.de
Notebooks for blind/visually impaired students	Workplace during lectures and exams, use of existing braille displays, screen readers, reading devices.	These can be borrowed for exams or temporary replacement via the Faculty of Computer Science ✉ mci@tu-dresden.de

Speech recognition/auditory content

Dragon Natural Speaking 13 Premium	Speech recognition to support students with a hearing impairment, transcription of courses, etc.	Installation on a notebook, hourly loan possible via the Faculty of Computer Science ✉ mci@tu-dresden.de
Portable hearing assistance devices	Portable technology to support persons with a hearing impairment.	Loan materials for an event of any kind, see the list of locations equipped with portable hearing assistance devices
Two table microphones (with stand)	Sennheiser evolution wireless G3 radio microphone SKM 300 G3 incl. microphone module with batteries, a microphone clamp, operating instructions and frequency information, a stand.	Can be borrowed via the Interest Group for Study and Disability (IGB) situated in the Andreas Pfitzmann Building (APB 1102) ✉ studieren.mit.beeintraechtigung@tu-dresden.de
Printing and tactile lettering		
Tactile, colored braille printer	Tactile printer that also prints in color Collaboration between staff and students with and without visual impairments.	Use of the printer or printing orders via the Faculty of Computer Science and in Unit 9.3 Diversity Management. ✉ mci@tu-dresden.de ✉ diversity.management@tu-dresden.de
Braille labeling devices	Lettering on door signs, etc.	Creation of labels possible on request via the Faculty of Computer Science and Unit 4.5 – Safety at Work ✉ mci@tu-dresden.de ✉ arbeitssicherheit@tu-dresden.de
Laser engraving system	Production of components or signs with haptic lettering, e.g. for making tactile university signposts. Engraving of information is possible on almost all solid surfaces and can be repeated precisely for production in bulk (e.g. advertising).	Borrowing is not possible; orders can be requested via the Workshop and Experimental Field of the Zeuner Building at the Faculty of Mechanical Science and Engineering
3D printer (SLA)	Printing of 3D parts from synthetic resin, making mechanical engineering more haptic.	Borrowing is not possible; orders can be requested via the Workshop and Experimental Field of the Zeuner Building at the Faculty of Mechanical Science and Engineering
3D printer (clay)	Printing of 3D parts from clay or plastic, making mechanical engineering more haptic.	Borrowing is not possible; orders can be requested via the Workshop and Experimental Field of the Zeuner Building at the Faculty of Mechanical Science and Engineering

Infrastructure mapping of the campus and the city for persons who are blind or have a visual impairment

Tactile city maps for persons who are blind	Getting to know the city of Dresden, Improving the ease of navigation and frequency of use of public transportation.	Borrowing is possible, as is passing on the materials to new students via the Faculty of Computer Science ✉ mci@tu-dresden.de
Tactile city maps for persons with visual impairments	Getting to know the city of Dresden, Improving the ease of navigation and frequency of use of public transportation.	Borrowing is possible, as is passing on the materials to new students via the Faculty of Computer Science ✉ mci@tu-dresden.de
APEX transmitter	Auditory or speech output of the train or bus line, Improving the ease of navigation and frequency of use of public transportation.	Long-term borrowing possible via the Faculty of Computer Science ✉ mci@tu-dresden.de
Assistive devices for persons with impaired mobility		
Portable wheelchair stair climbers	Enables persons with disabilities to climb stairs.	Borrowing possible via Unit 4.4.3 Transport and Vehicle Fleet ✉ fuhrpark@tu-dresden.de
Minibuses with wheelchair access	Staff and students who use a wheel-chair will be able to go on business trips or excursions with their classmates or work colleagues.	Borrowing possible via Unit 4.4.3 Transport and Vehicle Fleet ✉ fuhrpark@tu-dresden.de
Mobility tricycle	Enables access to locations that are widely spread out over the campus for persons with mobility impairments.	Borrowing requests can be sent to Unit 9.3 Diversity Management ✉ diversity.management@tu-dresden.de
Workplace equipment		
Adjustable table attachment	Ergonomic table attachment that allows for a more flexible and comfortable standing or sitting position by adjusting the table height.	Borrowing possible by contacting the Representative of Employees with Disabilities ✉ inklusionsbeauftragte.arbeitgeber@tu-dresden.de

Locations with portable assistive listening devices

Not all lecture halls at the university are currently equipped with audio induction loops. In order to enable staff, students and guests with hearing impairments to participate regardless of the location, each Faculty or School has been equipped with a case of portable assistive listening devices for borrowing. To ensure that this portable technology is readily available, cases are available for borrowing at various Faculties and organizational units on the TU campus. You will find an overview of the locations on campus along with the appropriate contact and required channel here in alphabetical order. If you have any questions about this equipment, please feel free to contact Unit 9.3 Diversity Management.

Faculty/Organizational Unit	Case location	Contact	Channel
Architecture	Zellescher Weg 17, BZW, Room B105	Ina Fengler	1
Civil Engineering	August-Bebel-Straße 30, 3. OG, Room 03-034	Kathleen Rehfeld	3
School of Science	Willers-Bau, A-Flügel, Room 306	Peer Kittel	1
Center for Molecular and Cellular Bioengineering (CMCB)	CRT Center for Regenerative Therapies (0624), Technikraum für Hörsaal Room 0.313	Martin Kaßner	4
Electrical and Computer Engineering	Barkhausen-Bau, Room 154	Jörg Tanzmann	2
Education	Weberplatz 5, Room Web 120c	Carolin Thiele	4
Computer Science	Andreas-Pfitzmann-Bau, Room 1102	Mandy Weickert	2
Mechanical Science and Engineering	Zeuner-Bau, Room 254	Ina Winkler	3
Faculty of Medicine	Uniklinikum Haus 91, EG, Room D.00.042	Prof. Dr. Ulrich Zimmermann	4
Faculty of Arts, Humanities and Social Science	Gerber-Bau, Room 301	Christian Hoffmann	1
	Zellescher Weg 17, BZW 17, Room A 304	Frank Pawella	1
Unit 8.5 Center for Continuing Education	Bürogebäude Strehleener Straße, Room 560	Antje Döschner	3
Unit 9.3 Diversity Management	Günther-Landgraf-Bau, Room 7-204	Anna Drum	4
Linguistics, Literature and Cultural Studies	Wiener Straße 48, Room 0.09	Robert Fischer	4
Environmental Sciences	Hülse-Bau, Südflügel, Raum 583	Ellen Franke	2
Transport and Traffic Sciences	Potthoff-Bau, Room 153	Heike Menz	3
Business and Economics	Schumannbau, Room 243	Yvonne Neßler	2

Accessible documents

For the production of accessible documents and websites, a whole range of guidance and tips has been compiled by the Services Disability and Studies Group, particularly for administration and teaching:

➤ tu-dresden.de/tu-dresden/universitaetskultur/diversitaet-inklusion/agsbs/dokumente

Should you have any questions regarding the accessibility of digital documents, please do not hesitate to contact the Services Disability and Studies Group.

Contact

Jens Voegler
✉ jens.voegler@tu-dresden.de
☎ +49 351 463-42024

Sign Language interpreting services

In order to make events as accessible as possible, and especially to enable individuals with hearing impairments to fully participate in TU events, Sign Language interpreting is recommended.

TU Dresden's Unit 9.3 Diversity Management will be happy to help you find suitable interpreters.

Contact

Anna Drum
✉ anna.drum@tu-dresden.de
☎ +49 351 463-39720

Speech-to-text interpreting services

Speech-to-text interpreting allows people to follow speeches at an event by recording them in a summarized, written form. The audience can then read along. This not only makes the event more accessible for individuals with hearing impairments, but also for those whose native language is not that of the speech.

TU Dresden's Unit 9.3 Diversity Management will be happy to assist you in your search for a suitable service provider (for both English and German).

Contact

Anna Drum
✉ anna.drum@tu-dresden.de
☎ +49 351 463-39720



7. Other services, authorities and information sources

Related to studies (a selection)

Federal Association for Self-Help of Persons with Disabilities or Chronic Illnesses and their Families (German: BAG SELBSTHILFE)	www.bag-selbsthilfe.de
Studying with Disabilities – Information and Advice Center of the German National Association for Student Affairs (Studentenwerk)	www.studentenwerke.de/behinderung
Network for Students and Young Professionals (with a large scholarship data base)	www.e-fellows.net
Study scholarships beyond talent programs – research tips – and tips for students with disabilities	www.studentenwerke.de/de/content/studienstipendien-jenseits-der-begabten-f%C3%B6rderung-recherchetipps
"Handicap" Scholarship for distance learning at the SRH Berlin University of Applied Sciences	www.mobile-university.de/fernstudium/foerderung-stipendien/stipendien
Student Union (Studentenwerk) Dresden – Studying with a Disability or Chronic Illness	www.studentenwerk-dresden.de/soziales/behinderung.html
Accessible studies and career – information and communication platform for persons with hearing or visual impairments	www.bildungsserver.de/Unterstuetzung-Behinderter-beim-Studium.-Einrichtungen-und-Hilfen-fuer-Seh-Hoer-und-Koerperbehinderte-2811-de.html

Related to employment (a selection)

Employment Agency – integration in training and work – disability and work	www.arbeitsagentur.de/menschen-mit-behindierungen
University graduates entering the world of work with a mental illness	www.diagnose-arbeitsfaehig.de
Rehadat – information service on vocational rehabilitation, best practice database	www.rehadat.de
Central employment and specialist placement for academics with disabilities	www.arbeitsagentur.de/vor-ort/zav/zavde/schwerbehinderte-akademiker

Authorities / Organizations / Ministries (a selection)

Saxon Anti-Discrimination Office	www.adb-sachsen.de/de
Federal Association for the Representation of Employees with Disabilities (AGSVB)	www.agsvb.de
Representative of the Saxon State Government for the Interests of Persons with Disabilities	www.sk.sachsen.de/behindertenbeauftragter-der-saechsischen-staatsregierung.html
National Association of Integration Offices (Bundesarbeitsgemeinschaft der Integrationsämter und Hauptfürsorgestellen – BIH) – disability and career	www.bih.de/integrationsaemter
Federal Ministry of Education and Research (BMBF)	www.bmbf.de/bmbf/de/ueber-uns/viel-falt-und-chancengerechtigkeit-im-bmbf.html
Joint Service Center for Rehabilitation	www.reha-servicestellen.de
Main Representative Body for Persons with Disabilities in Saxony	www.hsbvl.sachsen.de
Saxon State Ministry of Social Affairs and Social Cohesion	www.behindern.verhindern.sachsen.de/saechsische-politik-fuer-menschen-mit-behindierungen.html
Saxon State Ministry for Science, Culture and Tourism (SMWK) – inclusion in research, culture and tourism	www.smwk.sachsen.de/inklusion.html

Information Networks (a selection)

Guidelines for medical evaluations as part of social compensation law according to legislation on the participation of persons with disabilities	www.bmas.de/SharedDocs/Downloads/DE/anhaltspunkte-gutachter.pdf?__blob=publicationFile
Coordination Office for Equal Opportunities in Saxony	www.kc-sachsen.de/
Institute of German Sign Language and Communication of the Deaf (IDGS)	www.idgs.uni-hamburg.de/de.html
German Education Server, Special Education	www.bildungsserver.de/Behindertenpaedagogik-908-de.html
Inclusion map – overview of the diversity of inclusion services of associations and initiatives of self-help for persons with disabilities	www.inklusionslandkarte.de/IKL/Startseite/Startseite_node.html
Inclusion Network Saxony	www.inklusionsnetzwerk-sachsen.de/das-netzwerk.html
Online platform for all questions concerning disabilities and chronic illness	www.enableme.de/de
INKA – Information Network for Cancer Patients and their Families	www.inkanet.de
Disability Advisor	www.behinderung.org
Lebendiger leben! – promotion of autonomous living for women and girls with disabilities or chronic illnesses in Saxony	www.lebendiger-leben-ev.de
Self-help groups – National contact and information center for the creation and support of self-help groups with databases of self-help organizations, associations and networks	www.nakos.de
Social Association VdK Germany	www.vdk.de/deutschland/?dsc=essenc
SoVD – Social Association Germany Assistance with applications for participation benefits	www.sovd.de/sozialberatung/beratung-behinderung-schwerbehinderung

Self-Help Organizations (a selection)

ABiD – General Association of Disabled Persons in Germany	www.abid-ev.de
Aktion Mensch – Association for an accessible and inclusive society	www.aktion-mensch.de
Action Alliance for Mental Health – nationwide network for the interests of persons with mental illness and their families	www.seelischegesundheit.net
Workers’ Welfare Association AWO Saxony – counseling for persons with disabilities	www.awo-in-sachsen.de/beratung/menschen-mit-behinderung
BAG Self-Help – German federal association of persons with disabilities and chronic illnesses and their relatives (umbrella organization)	www.bag-selbsthilfe.de
German Disability Council / Action Alliance of German Disability and Social Associations	www.deutscher-behindertenrat.de
BSK – federal self-help association for persons with physical disabilities	www.bsk-ev.org
Association to Support the Visually Impaired	www.bfs-ev.de/de/content/startseite
Federal Association of Interregional Social Welfare Institutions	www.bagues.de/de
German Federal Association for Rehabilitation (BAR) – promotion and coordination of the rehabilitation and participation of persons with disabilities	www.bar-frankfurt.de

German Federal Association for Students and Graduates with Hearing Impairments	www.bhsa.de
German Federal Association on Supported Employment (including assistance and personal budget)	www.bag-ub.de
German Association of Sheltered Workshops	www.bagwfbm.de
German Federal Association for Housing Adaptation	www.wohnungsanpassung-bag.de
Federal Association for Rehabilitation	www.bdh-reha.de
Federal Association for Stuttering and Self-Help	www.selbsthilfe-stottern.de/bvss
Nationwide forum spanning a number of associations for the autonomous assistance of persons with disabilities	www.forsea.de
Club for Persons with Disabilities and Their Friends	www.cebeef.com
DBSJ – German Sports Association for Young People with Disabilities	www.dbs-npc.de/dbsj-aktuelles.html
German Society for Persons with Hearing Impairments – Self-Help and Professional Associations	www.deutsche-gesellschaft.de
German National Association – Rheumatism League	www.rheuma-liga.de
German Tinnitus League	www.tinnitus-liga.de
German Federation of the Blind and Partially Sighted	www.dbsv.org
German Sports Association for Deaf Persons	www.dg-sv.de
German Association for Deaf Persons – Understanding Sign Language	www.gehoerlosen-bund.de
German Association for Persons with Hearing Impairments	www.schwerhoerigen-netz.de
German Association for Blind and Visually Impaired Students and Professionals	www.dvbs-online.de
DGSGB – German Society for Mental Health amongst Persons with Intellectual Disabilities	https://dgsgeb.de
handicap international – The Nationwide Network for Refugees and Migrants with Disabilities	www.hi-deutschland-projekte.de/crossroads/das-bundesweite-netzwerk-flucht-migration-und-behinderung
Information on assistance	www.assistenz.org
Association for Human Rights and Equality of Persons with Disabilities	www.nw3.de
Portal for Deaf Persons and Persons with Hearing Impairments	www.taubenschlag.de
Nationwide rehabilitation offices on the German Pension Insurance (Deutsche Rentenversicherung) website	www.deutsche-rentenversicherung.de/DRV/DE/Reha/Reha-Einrichtungen/reha-einrichtungen_node_functional.html
VbA – Association of Employers with Disabilities for Autonomous Living	www.vba-muenchen.de
Women’s Network – representation of the political interests of women with disabilities	www.weibernetz.de

8. Bibliography

Aichinger, R., Linde, F., & Auferkorte-Michaelis, N. (2020). Editorial:

Diversität an Hochschulen – Chancen und Herausforderungen auf dem Weg zu exzellenten und inklusiven Hochschulen. (R. Aichinger, F. Linde, & N. Auferkorte-Michaelis, Hrsg.) Zeitschrift für Hochschulentwicklung, S. 9 - 23.

Beauftragter der Bundesregierung für die Belange von Menschen mit Behinderungen. (2018). Die UN-Behindertenrechtskonvention. Übereinkommen über die Rechte von Menschen mit Behinderungen. Bonn:

Hausdruckerei BMAS. Von https://www.institut-fuer-menschenrechte.de/fileadmin/Redaktion/PDF/DB_Menschenrechtsschutz/CRPD/CRPD_Konvention_und_Fakultativprotokoll.pdf abgerufen

Cloerkes, G. (2001). Soziologie der Behinderten. Eine Einführung. 2. Auflage. Heidelberg: Universitätsverlag Winter.

Deutsches Institut für Menschenrechte. (2019). Monitoringstelle der Behindertenrechtskonvention. Wer Inklusion will, suchte Wege. Zehn Jahre Behindertenrechtskonvention in Deutschland. Berlin: Deutsches Institut für Menschenrechte. Von https://www.institut-fuer-menschenrechte.de/fileadmin/user_upload/Publikationen/ANALYSE/Wer_Inklusion_will_sucht_Wege_Zehn_Jahre_UN_BRK_in_Deutschland.pdf abgerufen

Froh Wieser, D., Gaaw, S., Hartmann, S., Jablonka, M., Lenz, K., Möller, J., & Winter, J. (2020). Lehre in der Corona-Pandemie – Überblicksauswertung der zweiten Befragungswelle. Zentrum für Qualitätsanalyse. Dresden: Zentrum für Qualitätsanalyse.

Hähne, C., Marquardt, G., Rudolph, E., Schmidt, H., Weber, G., & Wegner, G. (2020). Inklusion benötigt verschiedene Prozesse: Aktivitäten und Strategien an der TU Dresden. Zeitschrift für Hochschulentwicklung ZFHE, Jg. 15/Nr. 3 (Oktober 2020), S. 363-376.

Hochschulrektorenkonferenz. (2009). Eine Hochschule für Alle - Empfehlungen der 6. Mitgliederversammlung am 21.04.2009 zum Studium mit Behinderung/chronischer Krankheit. Bonn: Hochschulrektorenkonferenz. Die Stimme der Hochschulen. Von https://www.hrk.de/uploads/tx_szconvention/Entschliessung_HS_Alle.pdf abgerufen

Kastl, M. (2010). Einführung in die Soziologie der Behinderung. Wiesbaden: VS Verlag für Sozialwissenschaften.

Klein, U. (2016). Inklusiv Hochschule. Neue Perspektiven für Praxis und Forschung. Weinheim, Basel: Beltz Juventa (Diversity und Hochschule).

Klein, U., & Schindler, Christiane. (2016). Inklusion und Hochschule: Eine Einführung. In U. Klein, Inklusiv Hochschule. Neue Perspektiven für Praxis und Forschung (S. 7-18). Weinheim, Basel: Beltz Juventa (Diversity und Hochschule).

Lenz, K., Kopitz, J., Hartmann, S., Schumacher, M.-B., & Dunkel, P. (2021). Inklusion@TUD. Studieren mit gesundheitlichen Beeinträchtigungen an der TU Dresden. Dresden: Zentrum für Qualitätsanalyse.

Middendorff, E., Apolinarski, B., Becker, K., Bornkessel, P., Brandt, T., Heißenberg, S., & Poskowsky, J. (2017). Die wirtschaftliche und soziale Lage der Studierenden in Deutschland 2016. Zusammenfassung zur 21. Sozialerhebung des Deutschen Studentenwerks. Deutsche Gesellschaft für Hochschul- und Wissenschaftsforschung. Berlin: Bundesministerium für Bildung und Forschung.

Poskowsky, J., Heißenberger, S., Zaussinger, S., & Brenner, J. (2018). beeinträchtigt studieren - best2. Datenerhebung zur Situation Studierender mit Behinderung und chronischer Krankheit 2016/17. Hannover, Berlin, Wien: DZHW, DSW, IHS.

Technische Universität Dresden. (2013). Integrationsvereinbarung zur Gewährleistung selbstbestimmter und gleichberechtigter Teilhabe behinderter Menschen am Arbeitsleben. Dresden: Rektor, Kanzler, Vertrauensperson der Schwerbehindertenvertretung und Vorsitzende des Personalrats der TU Dresden. Von https://tu-dresden.de/tu-dresden/universitaetskultur/diversitaet-inklusion/ressourcen/dateien/inklusion/Integrationsvereinbarung_TUD.pdf?lang=de abgerufen

Sächsisches Staatsministerium für Wissenschaft und Kultur. (2017). Auf dem Weg zur inklusiven Hochschule. Fachtagung. Dresden: Pressestelle Sächsisches Staatsministerium für Wissenschaft und Kunst.

Technische Universität Dresden. (2015). Internationalisierungsstrategie der TU Dresden „TU Dresden - Mit der Welt verbunden“. Dresden: Prorektorat für Bildung und Internationales. Von <https://tu-dresden.de/tu-dresden/internationales/ressourcen/dateien/internationalisierungsstrategie/TUD-Internationalisierungsstrategie.pdf?lang=de> abgerufen

Technische Universität Dresden. (2016). Diversity-Strategie 2030. Dresden: Prorektorat für Universitätsentwicklung, Stabsstelle Diversity Management.

Technische Universität Dresden. (2017). Aktionsplan der Technischen Universität Dresden zur Umsetzung der UN-Behindertenrechtskonvention. Dresden: Prorektorat für Universitätsentwicklung, Stabsstelle Diversity Management, Beirat Inklusion.

Technische Universität Dresden. (2019a). Gleichstellungskonzept 2018 der TU Dresden. Dresden: Prorektorat für Universitätsentwicklung, Arbeitskreis Fortschreibung Gleichstellungskonzept.

Technische Universität Dresden. (2019b). Frauenförderplan 2019 - 2023 der Technischen Universität Dresden. Dresden: Büro der Gleichstellungs- und Frauenbeauftragten.

Technische Universität Dresden. (2021a). Handlungsprogramm Familiengerechte Hochschule. Prorektorat für Universitätskultur, Sachgebiet 9.3 Diversity Management.

Technische Universität Dresden. (2021b). Diversity@TUD. Ein Factbook zur Diversität an der TU Dresden. TU Dresden: Prorektorat für Universitätskultur, Sachgebiet 9.3 Diversity Management.

Legal references and texts

Bundesministerium für Arbeit und Soziales. (2011). Unser Weg in eine inklusive Gesellschaft. Der Nationale Aktionsplan der Bundesregierung zur Umsetzung der UN-Behindertenrechtskonvention (UN-BRK). Berlin: Bundesministerium für Arbeit und Soziales. Von https://www.bmas.de/SharedDocs/Downloads/DE/Publikationen/a740-nationaler-aktionsplan-barrierefrei.pdf?__blob=publicationFile&v=1 abgerufen

Bundesrepublik Deutschland. (2001). Sozialgesetzbuch Neuntes Buch - Rehabilitation und Teilhabe von Menschen mit Behinderungen - (Artikel 1 des Gesetzes v. 23. Dezember 2016 BGBl. I S. 3234) (Neuntes Buch Sozialgesetzbuch - SGB IX). Von https://www.gesetze-im-internet.de/sgb_9_2018/SGB_IX.pdf abgerufen

Bundesrepublik Deutschland. (2002). Gesetz zur Gleichstellung von Menschen mit Behinderungen vom 27. April 2022 (BGBl. I S. 1467, 1468), zuletzt geändert durch Art. 12 G v. 19.12.2007 I 3024. BGG. Von <https://www.gesetze-im-internet.de/bgg/BGG.pdf> abgerufen

Bundesrepublik Deutschland. (2016). Gesetz zur Stärkung der Teilhabe und Selbstbestimmung von Menschen mit Behinderungen (Bundesteilhabegesetz - BTHG) vom 23. Dezember 2016. Von https://www.bfarm.de/SharedDocs/Downloads/DE/Kodiersysteme/BTHG.pdf?__blob=publicationFile abgerufen

Freistaat Sachsen. (2013). Sächsisches Hochschulfreiheitsgesetz in der Fassung der Bekanntmachung vom 15. Januar 2013 (SächsGVBl. S. 3) das zuletzt durch Artikel 2 des Gestzes vom 30. September 2021 (SächsGVBl. S. 1122) geändert worden ist. SächsHSFG. Von <https://www.revosax.sachsen.de/vorschrift/10562-Saechsisches-Hochschulfreiheitsgesetz> abgerufen

Sächsisches Staatsministerium für Soziales und Verbraucherschutz (SMS). (2016). Aktionsplan der Sächsischen Staatsregierung zur Umsetzung der UN-Behindertenrechtskonvention (UN-BRK). Dresden: SMS. Von https://www.behindern.verhindern.sachsen.de/download/Kampagnenmaterial/SMS_Aktionsplan_barrierefrei.pdf abgerufen

