



TECHNISCHE
UNIVERSITÄT
DRESDEN

Diversity@TUD

A Factbook on Diversity
at TU Dresden



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Impressum

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Vice-Rectorate University Culture
Directorate 9
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Foreword

The TU Dresden sees itself as a diverse institution — a place where people with different backgrounds and different personal experiences come together to study, teach, research, and work. They use these different perspectives to learn with and from each other. In order to live up to this image, it is essential to know the true extent of our diversity.

This Diversity@TUD factbook presents facts and figures outlining what we as a university have achieved thus far in terms of diversity. At the same time, it encourages us to take a critical look at those areas where our efforts to promote equal opportunities and participation have not yet been as effective as we would have hoped.

This factbook also invites you to consider those who make up our university: the diverse people teaching and conducting research as well as the technical and administrative staff. Their contributions form the foundation of the TU Dresden's excellence. We want to use the collection of data provided here to advance the implementation of equal opportunities that are practiced and experienced by all members of our university.

Prof. Dr. Roswitha Böhm

Vice-Rector University Culture



1 Introduction

1 Introduction

This factbook aims to provide a clear and descriptive overview of selected data pertaining to the issue of diversity at the TU Dresden. It is meant to increase transparency regarding relevant data at the TU Dresden and supplement the annual statistical reports.¹ Another goal is to reflect the diversity of our university's members, both students and employees, as accurately as possible. After all, highlighting our own diversity and its potential is an important step in generating further measures or offers aimed at specific groups. The factbook in your hands contains a selection of available data presented to you without discussing them in excessive detail. Unfortunately, the data are scarce for many of the issues, which is why we also refer to comparable numbers from statistics and surveys in Saxony and throughout Germany. This overview enables readers to gain a preliminary understanding of the issues at hand.

The selected data are presented in two chapters. The chapter Diversity@Studies starts by looking at students as a group and presents some facts and figures on student diversity. These are divided into the key categories of gender, background, inclusion, and age, as well as the cross-sectional aspect of family responsibilities. The following chapter, Diversity@Work, focuses on employees and presents facts on individual key categories as well as cross-sectional aspects in each of the employee groups (professors, academic employees, and technical and administrative staff). This is designed to explicitly accentuate the diversity within the different groups of the TU Dresden.

The print version of this Diversity@TUD factbook will be published in a revised form every two years. In addition, an online version of the factbook will be developed and launched in 2021. It will include a more comprehensive selection of diversity-related data.

¹ The TU Dresden's annual statistical reports are published each year. Reports from 1995 onwards are available on the university website: <https://tu-dresden.de/tu-dresden/profil/zahlen-und-fakten/statjb> (last accessed: 11.01.2021).



2 Diversity@Studies

2 Diversity@Studies

Students will be examined first, focusing on the categories of gender, background, age, disabilities, and family responsibilities. By doing so, diversity within the student body of the TU Dresden will be approached from different perspectives.

Focus: Gender²

Figure 1 shows the progression of women among students at the TU Dresden in comparison with Saxony and all of Germany over a period of almost 10 years:

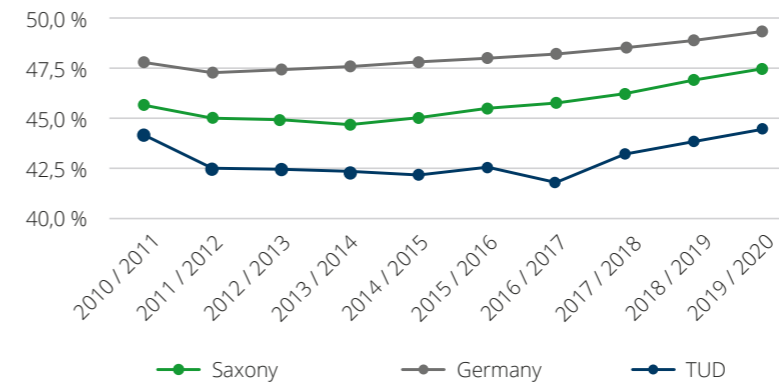


Figure 1
Progression of the proportion of female students at the TUD in comparison to Saxon and German universities since 2010/2011. Sources: TUD/Statistical Annual Report, destatis.

For the TU Dresden, we can break down the progression by School and compare the proportion of women in the student body with the proportion of women among graduates, as shown in figures 2 and 3 for each of the last five years:

² Although registering genders beyond the binary system became possible and was implemented in 2020, the number of registered persons is still too low to be able to provide any meaningful information. For this reason, the present factbook only distinguishes between women and men. A more differentiated representation will be available for subsequent publications.

Figure 2:
Progression of the proportion of women studying at the TUD by School since 2015/2016 as of the reporting date of 01.12. Source: TUD/Annual Statistical Report.

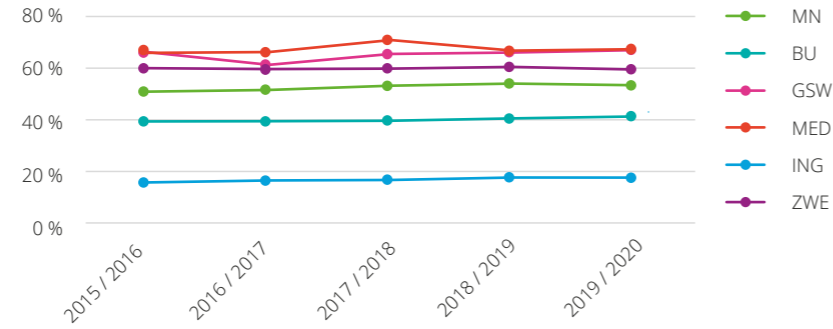


Figure 3:
Progression of the proportion of women graduating from the TUD by School since 2014/2015 as of the reporting date of 01.12. Source: TUD/Annual Statistical Report.

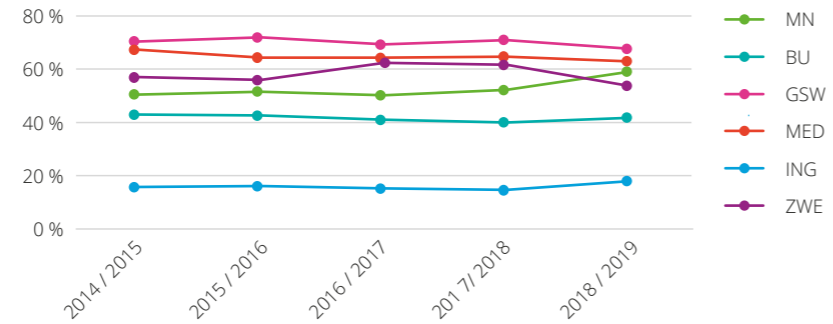


Figure 4 shows which degree programs were most affected by an under-representation or overrepresentation of female students in the 2019/2020 winter semester.³

³ Further statistics on the key categories of gender can be found in the TU Dresden's Gender Equality Concept (e.g. on doctoral studies) as well as in the Plan for the Promotion of Women (Frauenförderplan) with topics such as the proportion of women on committees. Both can be found online: Gender Equality Concept: <https://tu-dresden.de/tu-dresden/universitaetskultur/diversitaet-inklusion/ressourcen/dateien/gleichstellung/GK2018.pdf>. Plan for the Promotion of Women: <https://tu-dresden.de/tu-dresden/universitaetskultur/diversitaet-inklusion/ressourcen/dateien/gleichstellung/frauenfoerderplan?lang=de> (last accessed: 11.01.2021).

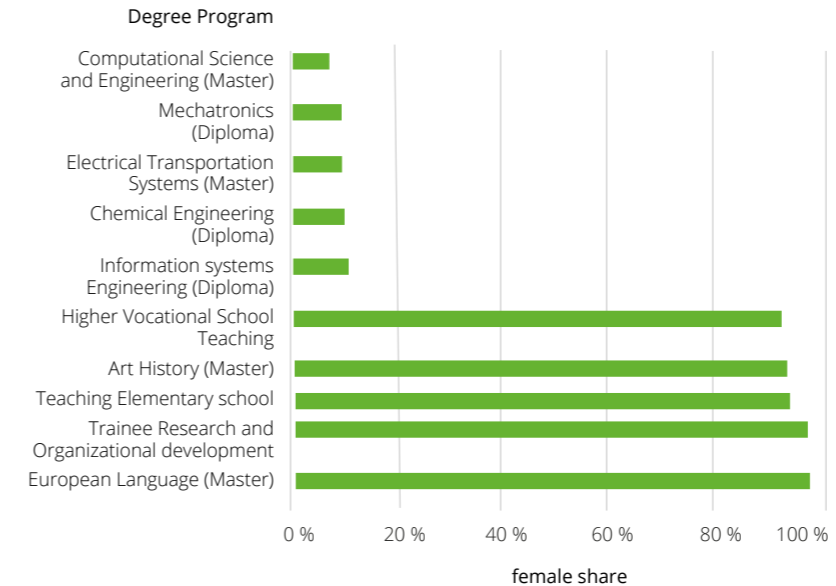


Figure 4:
Under- or over-representation of female students at the TUD during the 2019/2020 winter semester. Source: TUD/TUD/Directorate 8.

Focus: Background

It is only possible to provide information on the backgrounds of students in certain cases, for example by using their citizenship. **Figure 5** shows a comparison of the proportion of students with foreign citizenship in the 2019/2020 winter semester across Germany, across Saxony, and at the TU Dresden. **Figure 6**, in turn, shows which nationalities are most frequently represented among international students.

Figure 5:
Proportion of students with foreign citizenship at German or Saxon universities and the TUD during the 2019/2020 winter semester (reporting date: 01.11.2019).
Sources: destatis, TUD/Statistical Annual Report.

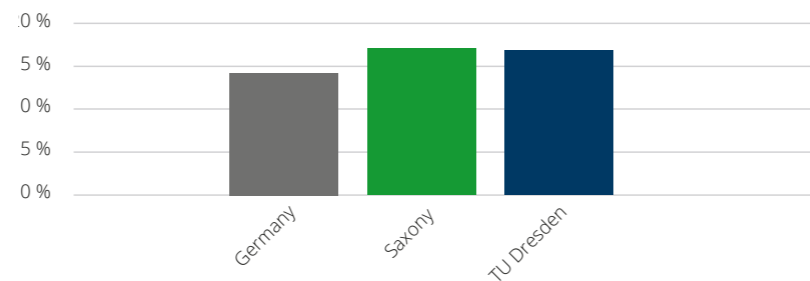


Figure 6
The most prevalent nationalities of international students at TUD relative to all students with foreign citizenship (reporting date: 01.05.2020). Source: TUD/Directorate 8.

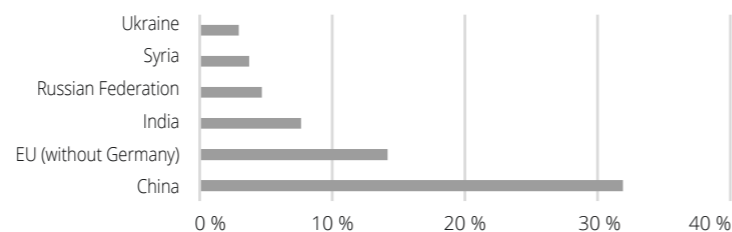
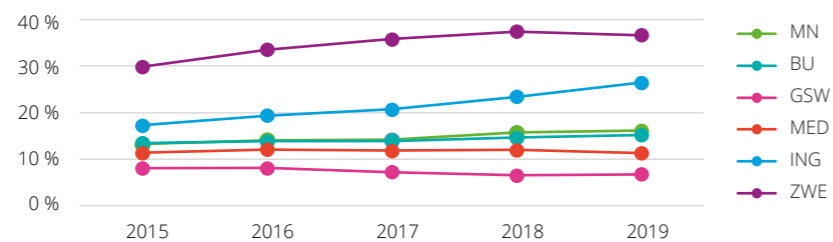


Figure 7
Proportion of students with foreign citizenship by School of the TUD as of December 1st. Source: TUD/Directorate 6.



Note: In the Third Saxon Student Survey from 2018, 7 % of students with German citizenship stated that they had a migration background.⁴

⁴ See Lenz et al (2018), p. 18.

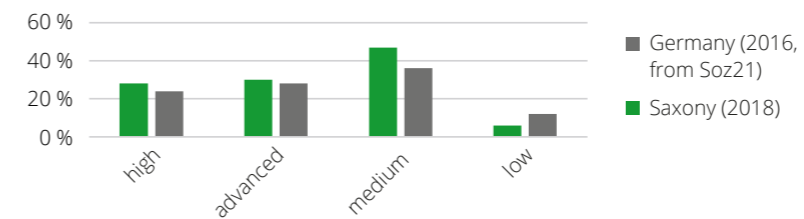


Figure 8
Educational background of Saxon students according to the Third Saxon Student Survey (2018) compared with the educational background of German students according to the 21st Social Survey (2016).

For comparison: the national proportion of people with a migration background in Germany was 26 %.⁵

Figure 7 shows the proportion of students with foreign citizenship subdivided by Schools of the university. In the Central Academic Units (ZWE) of the TU Dresden, this figure was particularly high at over 35 %. Many English-language degree programs are offered at the ZWE.

Information on the educational background of the students is not registered. However, it is possible to obtain an approximation using surveys. **Figure 8** shows a comparison of the results of the Third Saxon Student Survey (2018) and the nationwide 21st Social Survey conducted in 2016.⁶

Focus: Inclusion

Data on the actual proportion of students with disabilities or at least one learning or study-related impediment including, for example, psychological disorders as well as dyslexia or dyscalculia, are not available, as this

⁵ See destatis (2019).

⁶ Definition of educational background: high — both parents have a university degree; advanced — at least one parent has a university degree; medium — both parents have completed an apprenticeship, a vocational certificate, a master craftsman's certificate, a technical college certificate, or a technician's certificate; low — only one or neither parent has such a certificate (see Lenz et al (2018), p. 19f.).

information is provided at enrollment on a strictly voluntary basis. It is possible to at least approximate the proportion of students affected using various datasets and surveys.

According to the statistics on the number of students at the TU Dresden, only 1.25 % of all students stated that they had a disability or chronic illness when they enrolled for the 2019/2020 winter semester. However, it can be assumed that the percentage is significantly higher. In the Saxony-specific evaluation of the 21st Social Survey from 2017, 25 % of students stated that they had a health impairment (23 % nationwide), and 10 % of Saxon students stated that this impairment impeded their studies.⁷

At the TU Dresden's Center for Quality Analysis (ZQA), student surveys are regularly conducted for various degree programs. Those surveyed are also asked if they have an impairment that impedes their studies. **Table 1** shows how many of those surveyed stated that they have an impairment. According to this, the actual proportion of students at the TU Dresden with a disability or an impairment that impedes their studies is significantly higher than 1.25 %.⁸

Table 1
Information on impairments given by those surveyed in the ZQA student survey during the 2017/18, 2018/19, and 2019/20 academic years. Source: TUD/Center for Quality Analysis.⁸

Year	Total number interviewed	of whom have an impairment	% with an impairment of those interviewed
2018	1060	66	6,2
2019	538	22	4,1
2020	819	62	7,6
Total	2417	150	6,21

⁷ See Schirmer, H. and Bröker, L-M. (2018), p. 23f. For 55 % of Saxon students with an impairment, the impairment that makes studying more difficult is a psychological one. For 32 % it is a chronic-somatic illness, for 16 % it is a visual impairment, and for 10 % it is a mobility impediment.

⁸ See Lenz et al (2018), p. 177f.

Focus: Family Responsibilities

The number of students with family responsibilities (e.g., taking care of one's own children or providing care for others) is not ascertainable. Again, only an approximation can be made.

semester	Leaves of Absence for Family Responsibilities
WiSe 2017	634
SoSe 2018	655
WiSe 2018	643
SoSe 2019	605
WiSe 2019	655*
SoSe 2020	604

* corresponds to approx. 28 % of all applications for a leave of absence in the WiSe of 2019.

Table 2 shows statistics for leaves of absence related to family responsibilities (maternity leave, parental leave, childcare up to the age of 14, or care of relatives) since the 2017/2018 winter semester. It is evident that these figures fluctuate only slightly, with > 600 students applying for leaves of absence each semester due to family responsibilities. With 31,966 students in the winter semester of 2019 (reporting date 01.11.2019), this would represent around 2 % of students in this period. However, reasons for leaves of absence are recorded per discipline, so students from several disciplines may appear in the statistics more than once. It is nevertheless likely that the actual percentage is higher. For comparison, 7 % of respondents in the Third Saxon Student Survey reported having at least one child, 3 % of respondents had caregiving responsibilities, and slightly less than 1 % had

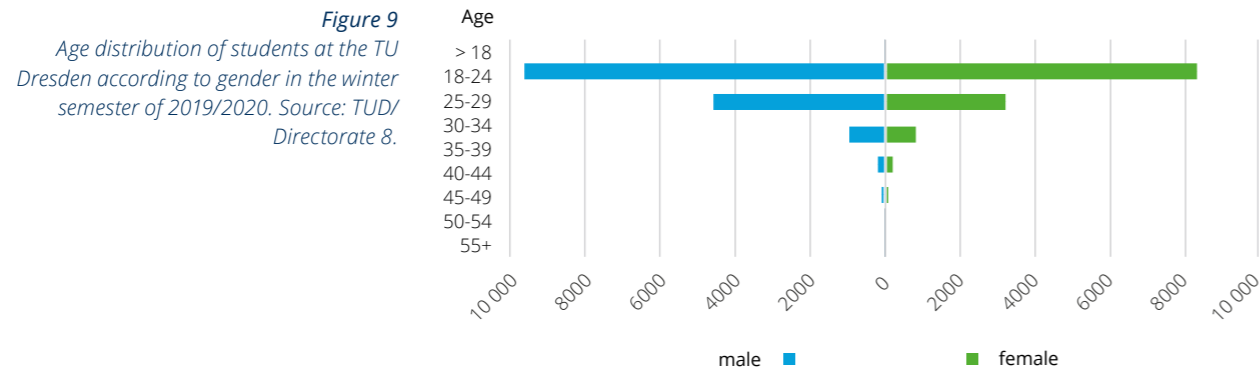
Table 2

Statistics - reason for taking a leave of absence. Number of cases for the following reasons: maternity leave, parental leave, raising children up to 14 years of age or providing care for relatives. Source: TUD/Directorate 8.

both children and caregiving responsibilities.⁹ Since 2019, data on nursing or pregnant or students at the TU Dresden is also being collected but the numbers are quite low (reported 45 times in 2019 and 34 times in 2020).

Focus: Age

Figure 9 presents the age distribution of students at the TU Dresden during the 2019/2020 winter semester. It is clear that the majority of students belong to the category of 18 to 24-year-olds. The graph also shows that approximately 2 % of students are over 35. Of these, around 1 % are over 40.



⁹ The following degree programmes have been analyzed: In 2018: Social Education (Bachelor), Social Education (Master), Hydro Science and Engineering (Master), Electrical Engineering (Diploma), History (Bachelor), History (Master), Media Research (Bachelor), Applied Media Research (Master), Informatics (Bachelor), Informatics (Master), Informatics (Diploma), Sociology (Bachelor); in 2019: Advanced Computational and Civil Engineering Structural Studies (Master), Civil Engineering (Bachelor - distance), Civil Engineering (Diploma), Mechanical Engineering (Diploma), Mechanical Engineering (Bachelor), Process Engineering and Natural Materials Technology (Bachelor), Process Engineering and Natural Materials Technology (Diploma), Mechatronics (Diploma), Renewable Energy Systems (Diploma), Media Computer Science (Bachelor), Media Computer Science (Master); in 2020: Architecture (Diploma), Linguistics, Literature and Cultural Studies (Master), European Languages (Master), Landscape Architecture (Bachelor), Landscape Architecture (Master), Transport Engineering (Diploma), Forest Sciences (Bachelor), Forest Sciences (Master), Physics (Bachelor), Physics (Master), Art History (Bachelor), Art History (Master).

Focus: Experiences with Inequality and Discrimination in Everyday University Life

In 2018, the Diversity Monitoring project was carried out at the Chair of Human-Computer Interaction (Faculty of Computer Science). One of the goals was to reveal the extent to which students at the TU Dresden have experienced inequality and discrimination in their everyday lives on campus. More than half of the respondents stated that they had faced one of the following forms of discrimination at least once: stereotyping, degrading representations, derogatory jokes, exclusion, insults, inappropriate questions, being disadvantaged, undeserved poor evaluations, being given preferential treatment, or being spoken to or touched in a sexualized manner. The survey method was based on self-selection, and therefore the results are not representative. It is probable that students who were already sensitive to the issue of diversity were particularly likely to have participated in the survey as part of this self-selection process. These results, together with the results of the employee survey (cf. chapter 4), nevertheless indicate that the very least, experiences of discrimination are not isolated incidents-, even in the academic environment. This is also confirmed by the anonymized case statistics of the point of contact for complaints at the TU Dresden.



3 Diversity@Work

3 Diversity@Work

Employees of the TU Dresden are the focus of this chapter. To begin with, some facts concerning staff in general will be presented before the following groups are considered individually: professors, academic employees, and technical and administrative staff.

Focus: Employees in General

To begin with, the proportion of employees with foreign citizenship will be discussed. Across the TUD, this figure has increased from 7.7 % in 2010 to 13.6 % in 2019. As *Figure 10* shows, the proportion is higher among academic employees than among academic support staff.

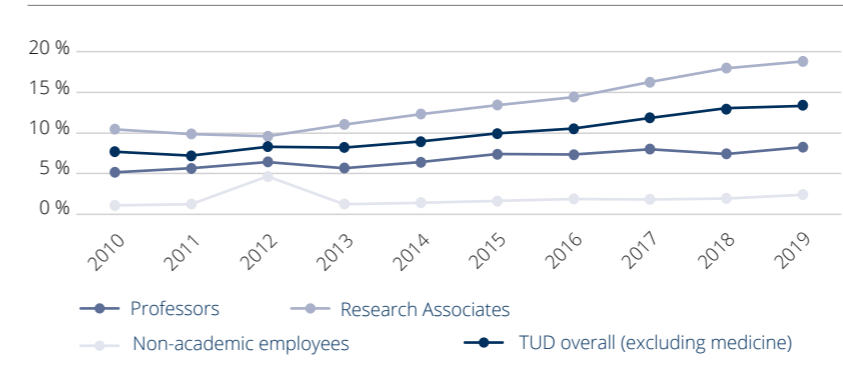


Figure 10: Changes in the proportion of employees with foreign citizenship at the TUD over time. Source: TUD/Directorate 6. Unfortunately, the data for the years 2010 to 2012 is uncertain.

The proportion of **employees with disabilities according SGB IX¹⁰** has stayed constant at around 4 % for the last five years (see **Figure 11**). For comparison: In the Free State of Saxony in 2019, the proportion of people with a valid disabled person's ID card was just under 10 % in relation to the total population.¹¹ Based on the SGB IX, public and private employers with at least 20 positions are required to employ people with disabilities or people who are considered equal to a disabled person by law in at least 5 % of these positions. Employers are obliged to inform the Free State of Saxony about this mandatory quota. In the event that the jobs are not filled with the appropriate number of people with disabilities, as stipulated by SGB IX, compensation will be due from the employer (SGB IX § 160). Information on an employee's disability is provided solely on a voluntarily basis by the employees themselves. This is how the TUD obtains its information in order to fulfill the legally prescribed mandatory quota. It can therefore be assumed that the actual proportion is higher.

Figure 11:
Quota of employees with disabilities according to SGB IX (reporting date 01.12).
Source: TUD/Representative of the Disabled.

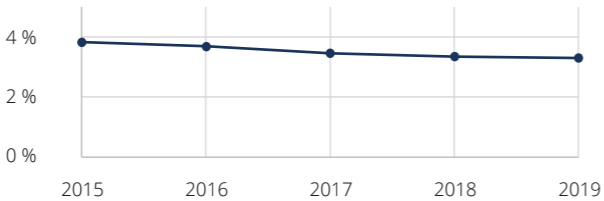


Table 3:
Parental leave taken in the years 2017, 2018, and 2019 (reporting date 01.12.) divided by gender.
Source: TUD/Directorate 2.

Year	Total periods of parental leave taken	Taken by women	Women %
2017	144	119	82.6
2018	152	127	83.6
2019	161	125	77.6

¹⁰ According to the SGB IX, people who are considered equal to severely disabled persons by law must also be taken into account in the mandatory quota.
¹¹ See the State Statistical Office's disabled statistics, Statistisches Landesamt, Statistik der Schwerbehinderten (2020).

A look will now be taken at employees with family responsibilities. According to **table 3**, in 2017, 2018, and 2019, most parental leave periods (about 82 %) were taken by women. It is worth mentioning that the percentage of parental leave taken by women decreased by about 6 % in 2019, meaning more men took parental leave. During the same period, the Human Resources Department recorded a total of 16 leaves of absence due to caregiving responsibilities.

The following sections focus on the individual employee groups (professors, academic employees, and technical and administrative staff), which are examined from the perspective of the key categories of gender, background, and age, as well as the cross-sectional aspect of family responsibilities.

Focus: Professors

Figures 12 and 13 (see page 26) show the progression of the proportion of female professors at the TU Dresden relative to data from Saxon and German universities and a comparison of the proportion of female professors by School at the TU Dresden in the 2019/2020 winter semester.

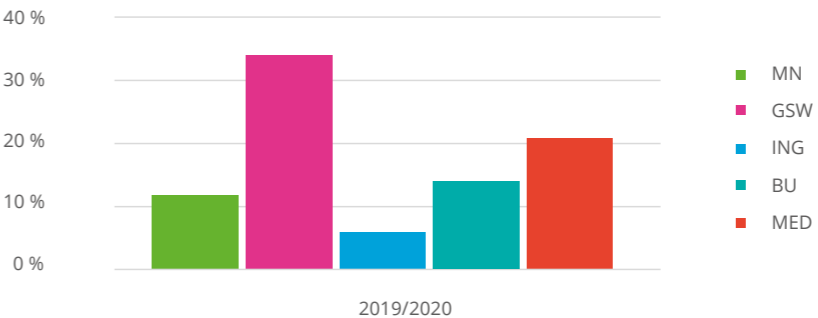


Figure 12:
Proportion of female professors at the TU Dresden by School as of 01.12.2019.
Source: TUD/Statistical Annual Report.

As already shown in Figure 10, the proportion of female professors with foreign citizenship has increased slightly from 5.2 % in 2010 to 8.3 % in 2019.

Table 4 shows that the proportion of professors with children under 18 has changed only minimally since 2017.

Figure 13:
Progression of the proportion of female professors at the TU Dresden, at universities in Saxony and nationwide since 2009/2010. Sources: TUD/Directorate 6, destatis.

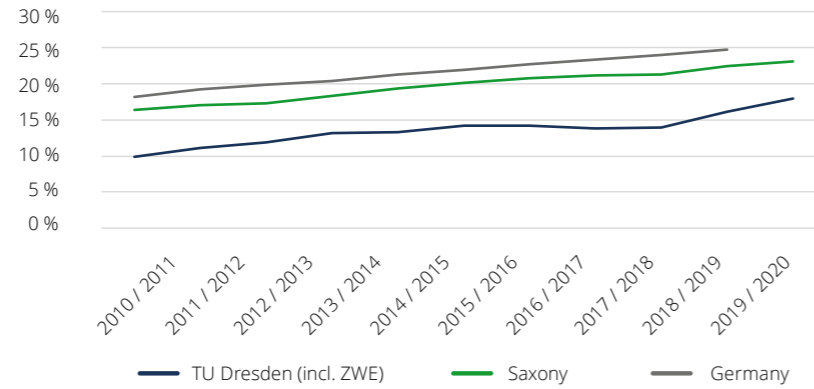


Table 4:
Proportion of both male and female professors with children 18 or younger since 2017. The reporting date was 01.12. for all years except 2020, for which it was 01.07. Source: TUD/Directorate 2.

Year	% of professors with children 18 or under
2017	37.8 %
2018	37.7 %
2019	37.4 %
2020	34.1 %

The age pyramid in **Figure 14** shows the age distribution of professors divided by gender as of the reporting date of 01.12.2019.

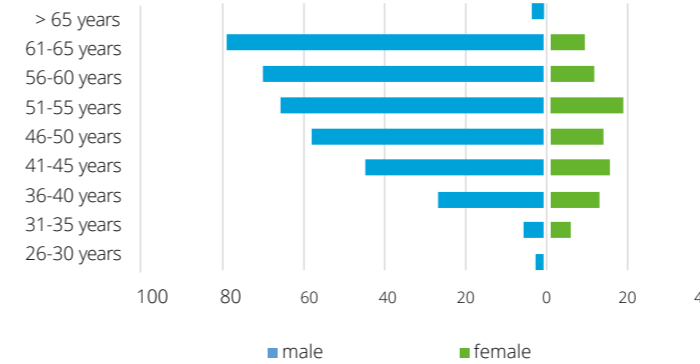


Figure 14:
Age distribution of professors at the TU Dresden as of the reporting date of 01.12.2019. Source: TUD/Directorate 6.

Age group	women
> 65 years	0 %
61-65 years	9 %
56-60 years	14 %
51-55 years	23 %
46-50 years	19 %
41-45 years	25 %
36-40 years	32 %
31-35 years	50 %
26-30 years	0 %

As already shown in Figure 12, the majority of professors in all age groups are male. Even though the proportion of women is low in all age groups, it can be seen that the proportion of women is somewhat higher in the lower age groups than in the higher age groups.

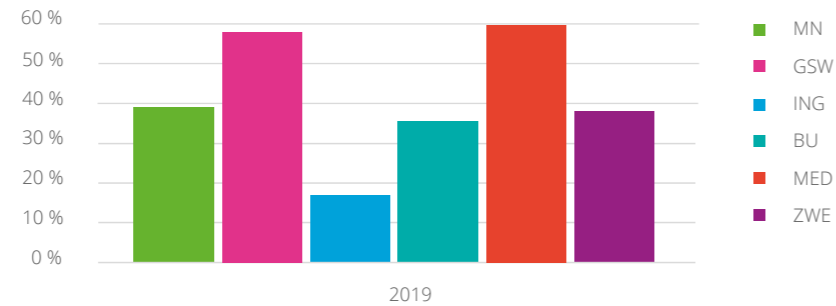
Focus: Academic Employees

The graphs in *Figures 15* and *16* show the progression of the proportion of women in the group of academic employees at the TU Dresden and a breakdown by School for the 2019/2020 winter semester.

As shown in *Figure 10*, the proportion of academic employees with foreign citizenship has increased the most since 2010, from 10.5 % in 2010 to 18.8 % in 2019.

Table 5 indicates that the proportion of academic employees with children has barely changed between 2017 and 2020, remaining at around 30 %. This is slightly lower than the proportion of professors with children.

Figure 15:
Proportion of women among academic staff at TUD (budget funds and third-party funds) as of 01.11.2019. Source: TUD/Directorate 6.



The age pyramid in *Figure 17* shows the age distribution of academic employees as of the reporting date of 01.12.2019:

A large proportion of academic employees (both female and male) are in the age groups from 26 to 35, with a consistently higher proportion of male employees.

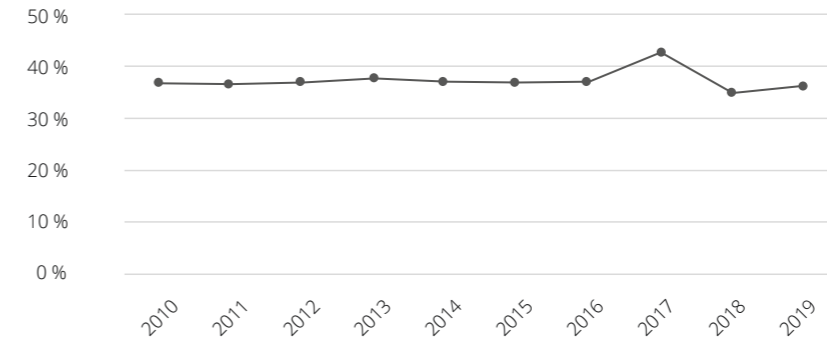


Figure 16:
Changes to the proportion of women among academic staff at the TUD (budget funds and third-party funds) since 2010 as of the reporting date of 01.12. Source: TUD/Directorate 6.

Year	% of employees with children 18 or under
2017	30.2 %
2018	31.7 %
2019	31.5 %
2020	29.8 %

Table 5:
Age distribution of academic employees as of the reporting date of 01.12.2019. Source: TUD/Directorate 2.

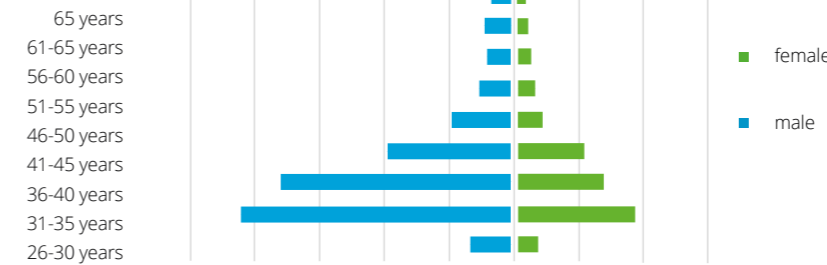


Figure 17:
Changes to the proportion of women among academic staff at the TUD (budget funds and third-party funds) since 2010 as of the reporting date of 01.12. Source: TUD/Directorate 6.

Focus: Academic Support Staff

Figure 18 shows that the proportion of women among academic support staff has remained relatively constant at around 66 % since 2009. At the same time, as Figure 10 has already shown, the proportion of employees with foreign citizenship is relatively low, ranging from 1.1 % in 2010 to 2.4 % in 2019.

Table 6 shows that the proportion of academic support staff with children under the age of 18 exceeded 30 % in each year between 2018 and 2020, and thus is slightly higher than the proportion for academic employees.

Figure 19 shows the age distribution of academic support staff by gender as of the reporting date of 01.12.2019:

The proportion of women among academic support staff is higher than the proportion of men in almost all age groups. The proportion of men is only higher than that of women in the 20-25 age group. The proportion of women is particularly high in the 31-45 age group.

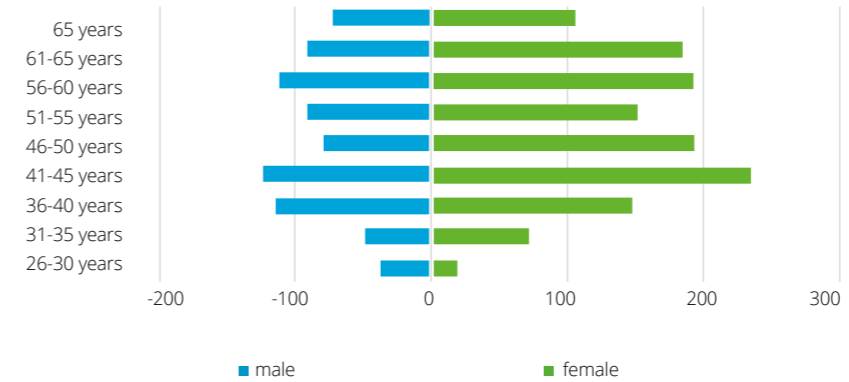


Figure 19
Age distribution of academic support staff subdivided by gender as of the reporting date of 01.12.2019. Source: TUD/Directorate 6.

Figure 18:
Changes to the proportion of women among academic support staff at the TU Dresden since 2010, as of 01.12. Source: TUD/Statistical Annual Report.

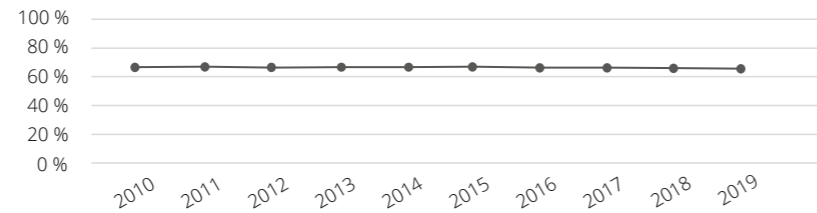


Table 6:
Proportion of academic support staff with children 18 or under. Reporting date was 01.12. for each year except 2020, for which it was 01.07. Source: TUD/Directorate 2.

Year	% of academic support staff with children 18 or under
2017	28.6 %
2018	30.6 %
2019	34.3 %
2020	33.9 %

Age group	women
> 65 years	0 %
61-65 years	59 %
56-60 years	67 %
51-55 years	63 %
46-50 years	62 %
41-45 years	71 %
36-40 years	65 %
31-35 years	56 %
26-30 years	60 %
20-25 years	31 %
< 20 years	0 %

Focus: Experience with Discrimination and Satisfaction with Existing Offers

As part of the TU Dresden's 2019 employee survey, participants were asked about discrimination they had experienced in the context of their work at the TU Dresden. With regard to gender, 21.5 % of the female survey participants stated that they had experienced discrimination at least once, compared to 5.2 % of the male survey participants. Just under 6 % of the female employees surveyed stated that they had been sexually harassed at least once. 32.5 % of female employees with family responsibilities stated that they had been discriminated against at least once because of these responsibilities. Among male employees, the proportion was lower at 20.5 %. With regard to background, 23.5 % of survey participants with foreign citizenship stated that they had experienced discrimination at least once.¹² Around 7 % of survey participants stated that they had been discriminated against at least once because of a medical disability. This corresponds roughly to the proportion of participants who stated that they had been discriminated against in connection with their age.

The employee survey also allows us to understand employees' ratings of how family friendly the TU Dresden is, as **Figures 20 and 21** show.

As **Figure 22** ultimately shows, 42.3 % of the employees surveyed feel well informed about offers relating to equal opportunities at the TU Dresden. However, this also means that more than half of the respondents (57.8 %) are either partially or not at all familiar with the offers related to this issue.

¹² However, the final report points out that the proportion of survey participants with foreign citizenship is quite low, so that this data is not representative.

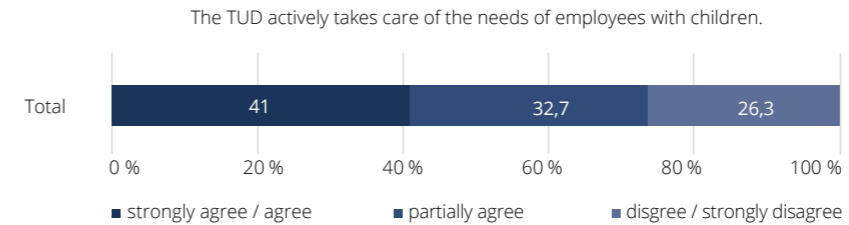


Figure 20
Agreement with the following statement: The TUD actively takes care of the needs of employees with children. Source: TUD/employee survey.

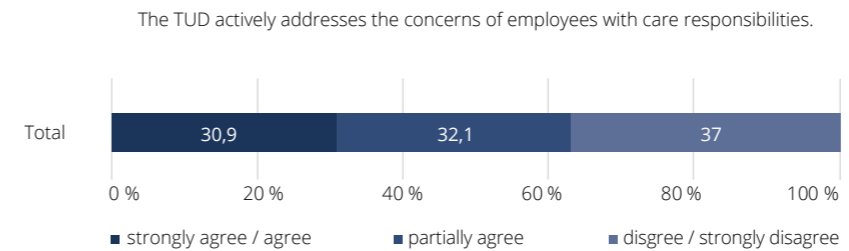


Figure 21
Agreement with the statement: The TUD actively addresses the concerns of employees with care responsibilities. Source: TUD/Employee Survey.

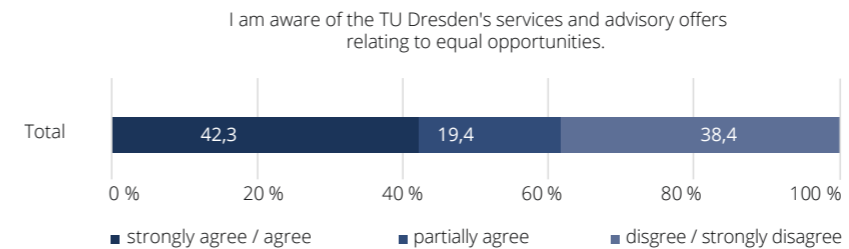


Figure 22
Agreement with the statement: I am aware of the TUD's services and advisory offers relating to equal opportunities. Source: TUD/Employee Survey.

4 Outlook



4 Outlook

This factbook represents an attempt to take an intersectional look¹³ at the existing data on the topic of diversity at the TU Dresden. It is striking that for many of the key categories listed in the Diversity Strategy, hardly any reliable data have been collected so far — this is in part due to the fact that they often cannot be collected for data protection reasons. However, in compiling this factbook, it has also become clear that much data is already being collected and that it can make a significant contribution to a better understanding of our university's diversity if it is presented in this way. The range of topics shown in this print version of the factbook represents only a condensed selection in order to keep it compact. To accommodate updates and the need for more detail, an online edition of the available data is being developed to complement this hard copy. It will provide more details and thus enable even greater data transparency. The online version will be continually updated, while the print version will be revised every two years.

With this foundation, the progress regarding diversity at the TU Dresden should become more transparent in the future and it should be easy to track these developments. The factbook encourages its readers to critically reflect on diversity and its key aspects in order to initiate discussions about diversity in all university institutions. It provides regular updates on the status quo and is, on the one hand, the starting point for developing excellent strategies for an active culture of diversity and openness. On the other hand, it provides a basis for conceptualizing both audience-specific and intersectional services that address the topic of diversity.¹⁴

¹³ The concept of intersectionality can be used to examine relationships and correlations between different categories of social norms, such as gender and gender identities, nationalities, migration backgrounds, disabilities, age or sexual orientation. Consequently, an intersectional perspective takes not one, but several of these categories into account, as they are often interdependent. See Walgenbach, Reher (2012). The Diversity Strategy 2030 of the TU Dresden also follows an inter-sectional approach.

¹⁴ Currently including: The Diversity Strategy 2030, The Gender Equality Concept 2018, The Plan for the Promotion of Women (Frauenförderplan) 2019, the action plan for implementing the U.N.'s CRPD, the action plan of the Family-Friendly University Audit, and the Internationalization Strategy.

All information on the factbook as well as the online version with more detailed data can be found at:

<https://tu-dresden.de/diversity-management/diversity-monitor>

List of Abbreviations

BU	The School of Civil and Environmental Engineering
GSW	The School of Humanities and Social Sciences
ING	The School of Engineering
MED	The School of Medicine
MN	The School of Science
TUD	TU Dresden
ZWE	Central Academic Units

Sources

TU Dresden-specific figures come directly from the structural units responsible for registering them:

- Directorate 2 Personnel
- Directorate 6 Planning and Organization
- Directorate 8 Student Affairs and Continuing Education
- The Center for Quality Analysis (ZQA).

We would like to express our sincere gratitude for their valuable cooperation!

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