

Factbook Internationalization @TUD 2025

Legal Notice

Dresden University of Technology (TUD)

Vice-Rector University Culture and Internationalization

Directorate 8 Student Affairs and Continuing Education
Unit 8.3 International Office

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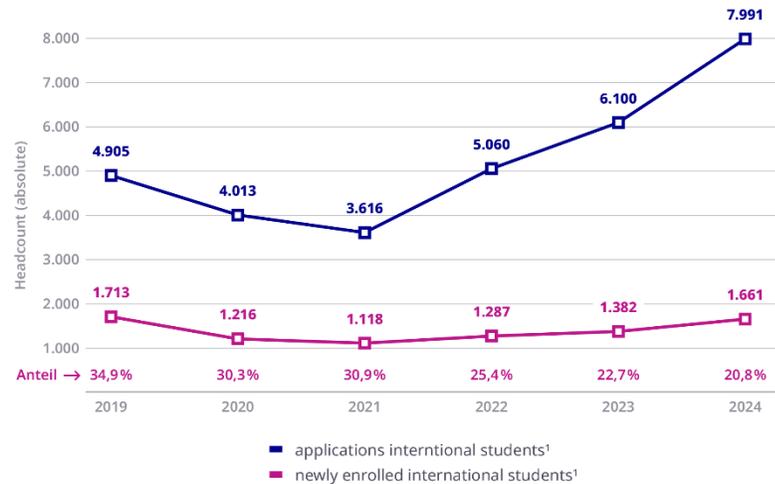
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Internationalization@TUD 2025

Students

Students – Newly enrolled students

How many applications from international students¹ does TUD receive each year in the winter semester, and what percentage of them are enrolled?



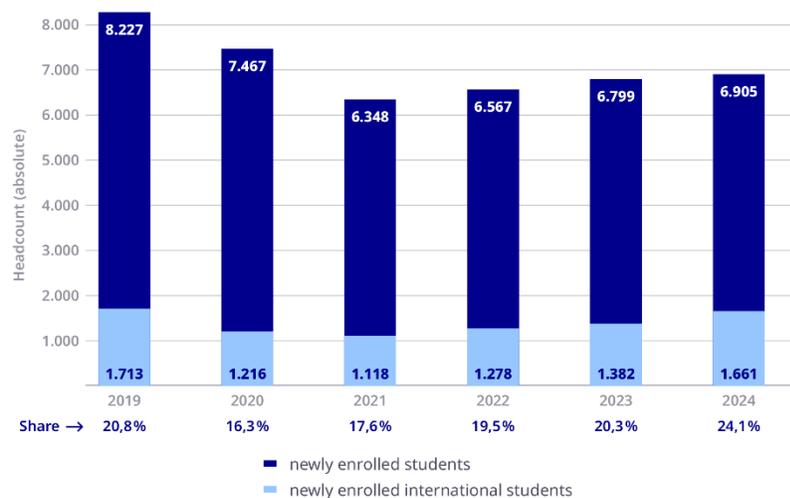
The number of **applications from international students** has risen sharply since 2019, while the number of **newly enrolled international students** has remained virtually unchanged in relative terms and has almost returned to pre-coronavirus pandemic levels. The administrative effort involved in processing applications from foreign students with foreign university entrance diploma and providing them with support is therefore disproportionately higher than the enrollment figures reflect.

Looking at the **total number of newly enrolled students**, there has been a decline in the number of German new students over time, which in turn has led to an increase in the proportion of **international students¹** among newly enrolled students, with otherwise comparable numbers of international students as before the coronavirus pandemic.

¹ students of foreign nationality and with foreign university entrance diploma

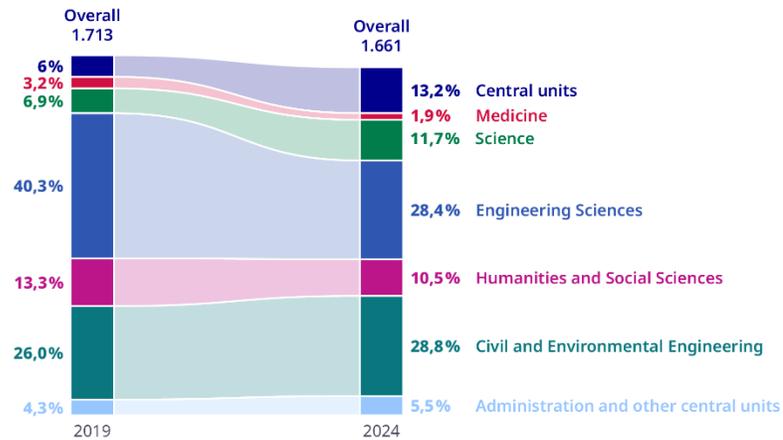
Sources: TUD/Unit International Office and Unit Academic Controlling and Quality Management

How many international students does TU Dresden have among its newly enrolled students?



Students – Newly enrolled students

How are international newly enrolled students distributed across TUD units?

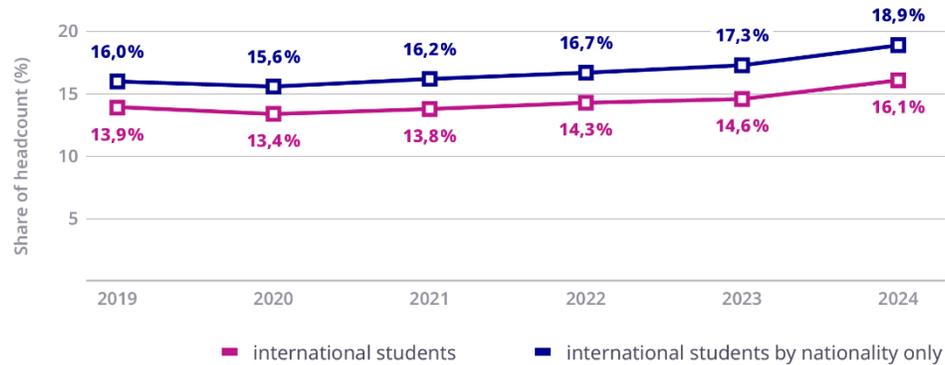


The newly enrolled international students are distributed across TUD as follows: Most international students are newly enrolled in the schools of Civil and Environmental Engineering and Engineering Sciences. Compared to 2019, there has been a decline in the numbers in the schools of Medicine, Engineering Sciences and Humanities and Social Sciences over time. In contrast, the numbers in the schools of Science, Civil and Environmental Engineering, as well as the Central Units and Preparatory College (as part of Administration and other central units) have increased.

Sources: TUD/Unit International Office and Unit Academic Controlling and Quality Management

Students – Share and distribution of international students

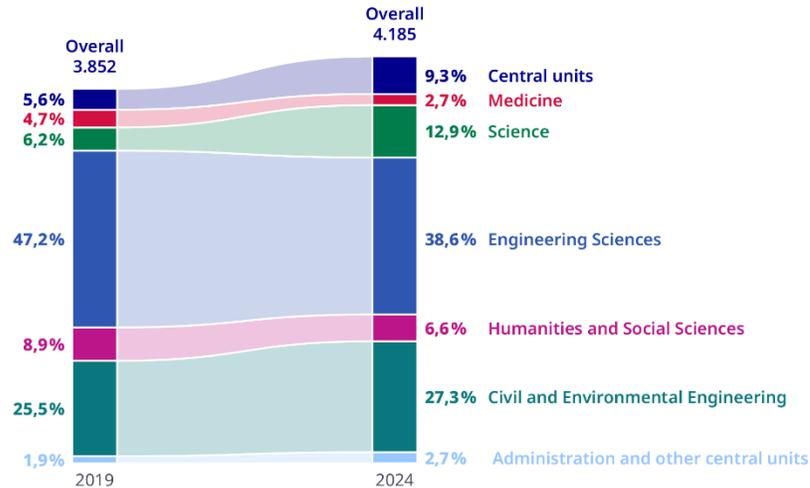
What is the proportion of international students?



While the total number of enrolled students has declined since 2019 (from **27,695** in 2019 to **25,946** in 2024), the number of **international students** enrolled has risen steadily from **3,852** in 2019 to **4,185** in 2024.

Compared to German students and **international students with German university entrance diploma**, most of whom study in the schools of Civil and Environmental Engineering (27%), Humanities and Social Sciences (27%) and Engineering Sciences (20%), most international students with foreign university entrance diploma are enrolled primarily in the schools of Engineering Sciences (38.6%) and Civil and Environmental Engineering (27.3%). Compared to 2019, the number of international students in the schools of Civil and Environmental Engineering, Science, as well as the Central Units and Preparatory College (as part of Administration and other central units) increased in absolute terms, while the number of international students in the schools of Engineering Sciences, Humanities and Social Sciences, and Medicine decreased in absolute terms.

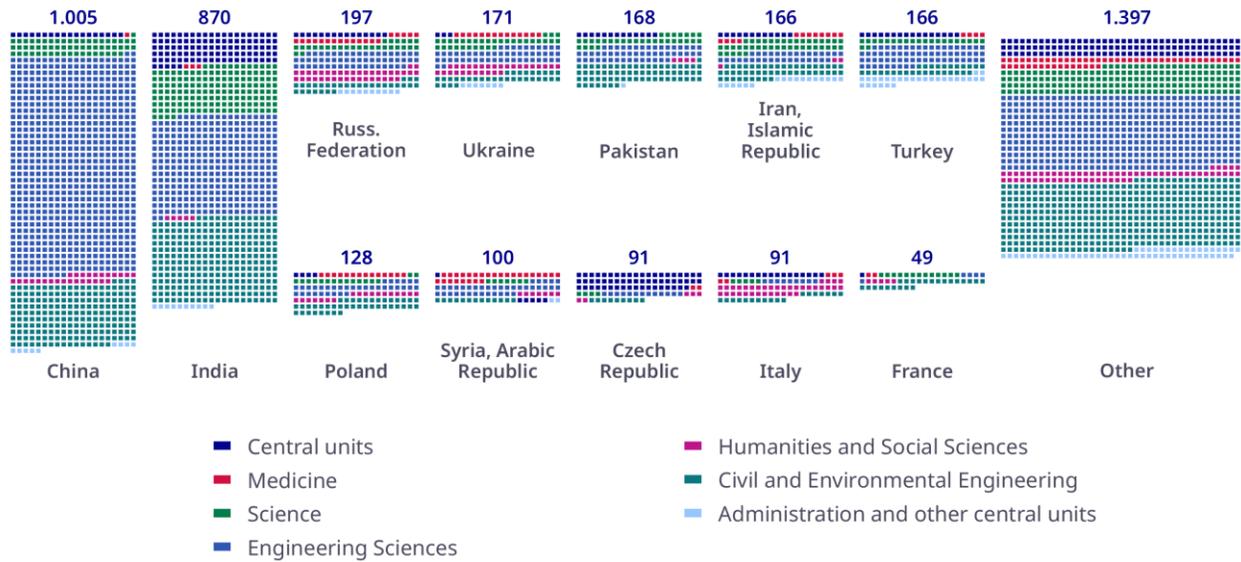
How are international students distributed across TUD units?



Sources: TUD/Unit Academic Controlling and Quality Management

Students – Origin of international students

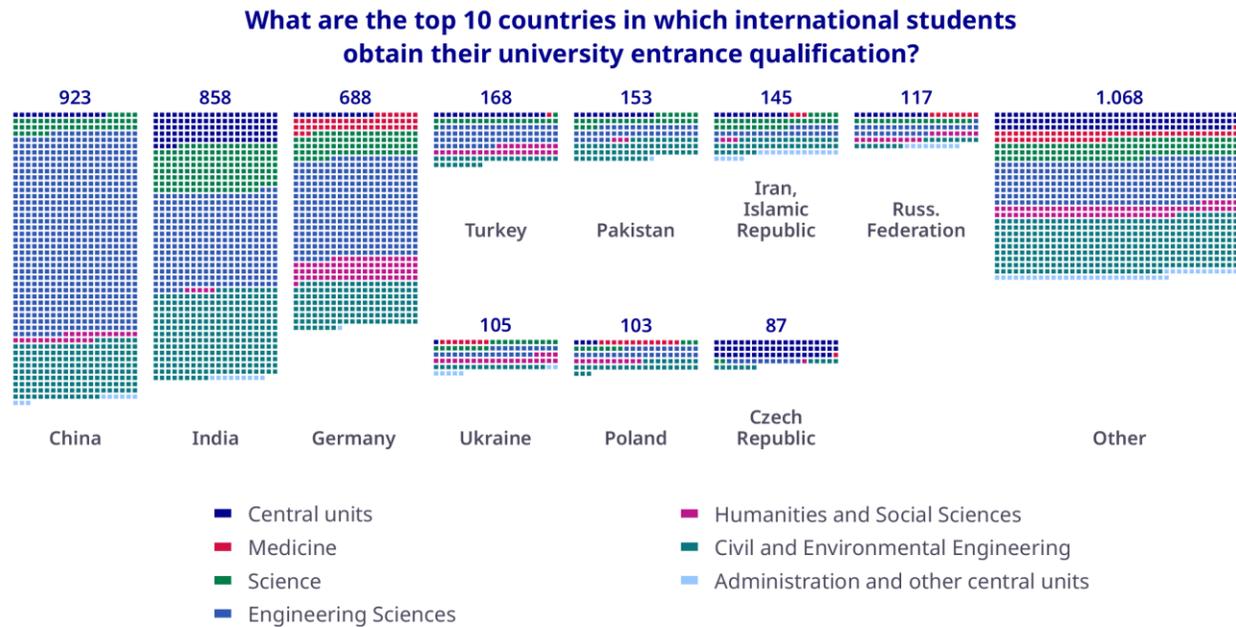
What are the top 10 countries of origin for international students?



In 2024, most international students come from China and India. With the exception of China, the Russian Federation, and Syria, the number of international students increased between 2019 and 2024. The number of Chinese students declined the most (by 41% from 1,457 in 2019 to 1,005 in 2024), although most international students still come from China. The strongest increase is among students from India. Here, the numbers have more than doubled (from 313 in 2019 to 870 in 2024).

Sources: TUD/Unit Academic Controlling and Quality Management

Students – Educational background of international students

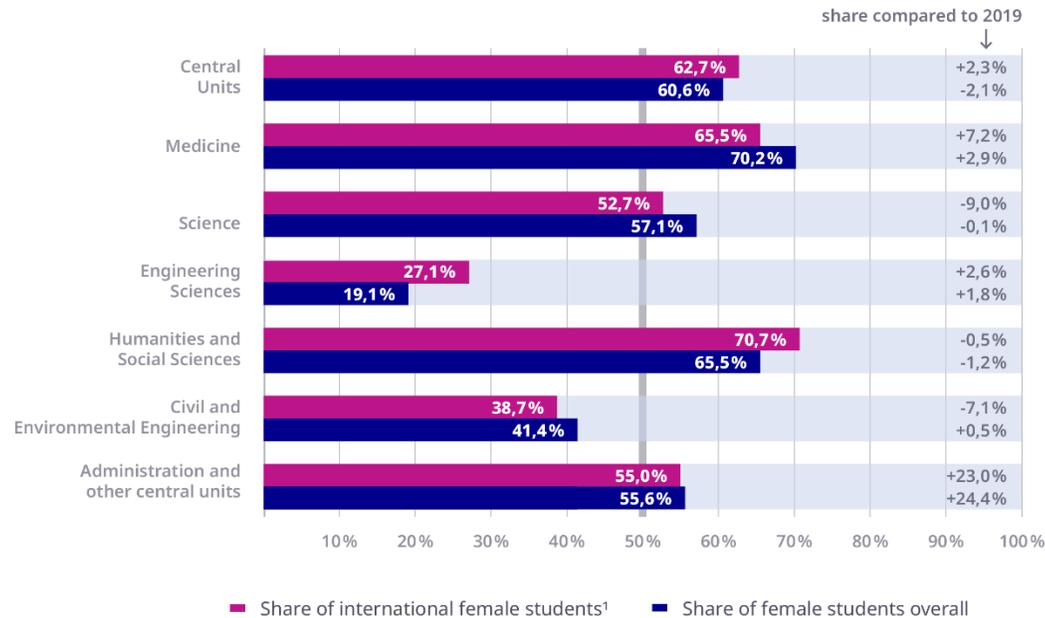


Among international students, most university entrance diplomas were acquired in China and India in 2024. With the exception of the number of international students from China and the Russian Federation, the numbers for the TOP 10 listed above increased between 2019 and 2024. The strongest increase was recorded in the number of international university entrance diplomas from India (from 304 in 2019 to 858 in 2024). The number of international university entrance diplomas from China decreased the most (by 43% from 1,384 in 2019 to 923 in 2024), although most international students still have a Chinese university entrance diploma. The number of international students with a German university entrance diploma increased from 563 in 2019 to 688 in 2024.

Sources: TUD/Unit Academic Controlling and Quality Management

Students – Share of women among international students

What is the proportion of women among international students¹ compared to the total number of students in TUD units (2024)?



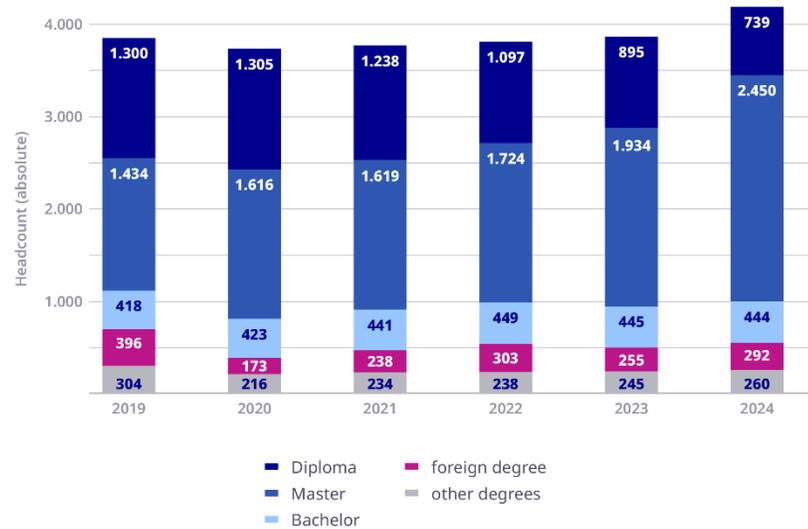
The share of women varies greatly between the individual schools and units. While we have a female share of over 50% in the schools of Medicine, Science, Humanities and Social Sciences and Central Units of TUD, the schools of Civil and Environmental Engineering as well as the Engineering Sciences have a female share of less than 50%. If we compare the share of **women among international students** with that of **women overall**, the share of women among internationally-educated students in the schools of Humanities and Social Sciences, Engineering Sciences, as well as the Central units is higher than the share of women overall.

Compared to 2019, the share of women among internationally-educated students rose most sharply in preparatory college (part of Administration and other central units), followed by the school of Medicine, Engineering Sciences and Central Units. In the schools of Science, Civil and Environmental Engineering, and Humanities and Social Sciences, the proportion of women among international students decreased slightly compared to 2019. Looking at the overall proportion of women, the strongest increase between 2019 and 2024 was in VERW (here: preparatory college), while only slight changes were recorded in the other schools and units.

Sources: TUD/Unit Academic Controlling and Quality Management

Students – Degrees chosen and international alumni

What degrees are international students aiming for?

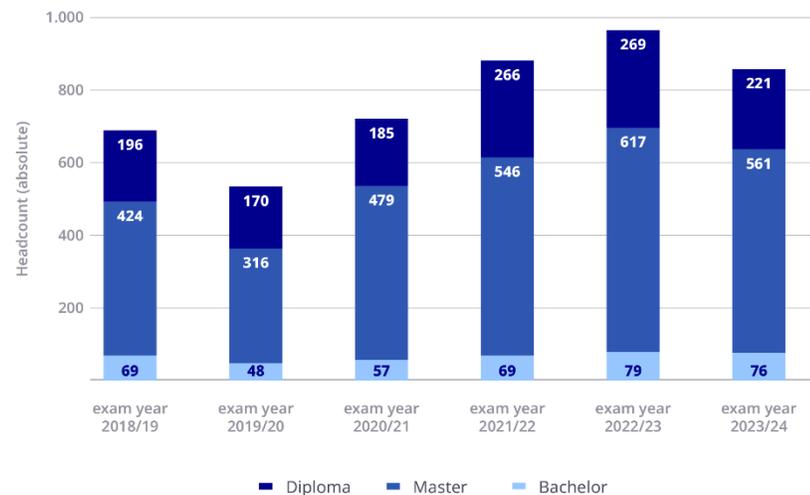


While the number of international students pursuing a master's degree has risen sharply, the number of those pursuing a diploma degree has fallen sharply. This is related to the transition from diploma to bachelor's/master's degree programs. Bachelor's degree programs are less popular among international students, and the number of incoming exchange students has also declined in recent years.

The number of **international graduates** has increased since 2019 in line with student numbers. Among international students, most complete a master's degree (39.5%), followed by diplomas (20.9%) and bachelor's degrees (6.6%).

Sources: TUD/Unit Academic Controlling and Quality Management

How many successful international graduates are there?

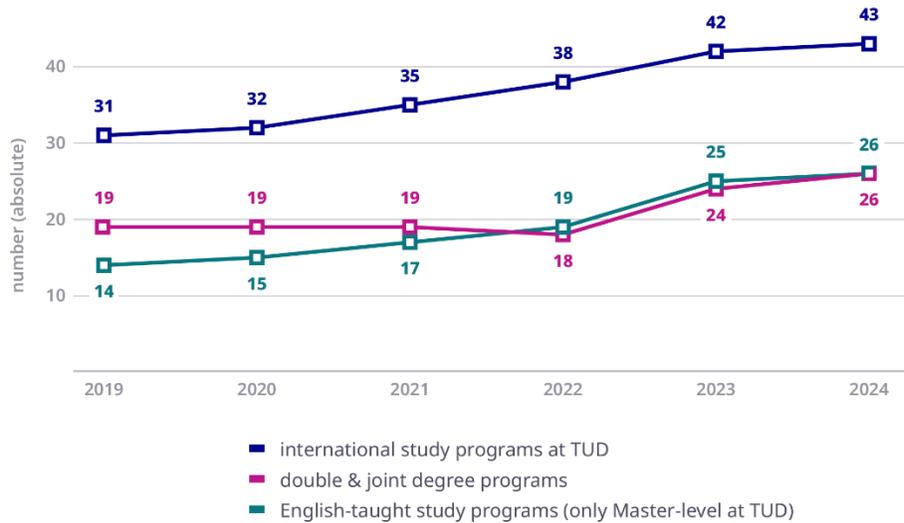


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Teaching

Teaching – International study programs

How many international study programs does TU Dresden offers?
(English-taught, double/joint degree)?



The number of **international study programs** has risen steadily since 2019, mainly due to the increase in **English-taught study programs** from 14 in 2019 to 26 in 2024 (exclusively master's programs). New additions to **degree programs**, that are set up in corporation **with international partners**, include joint degree programs such as "Groundwater and Global Change - Impacts and Adaptation" and "Water Security and Global Change," in which students can earn a joint degree from all partners.

Compared to other large German universities with over 20,000 students, TUD ranks among the top 2 (English-taught study programs) and top 3 universities (double and joint degree programs) in Germany.

Link: [Study Information System of TUD](#)

Sources: HSI Monitor

Ranking among German universities with over 20.000 students



Teaching – English-taught study programs

What is the proportion of international students in English-taught study programs?

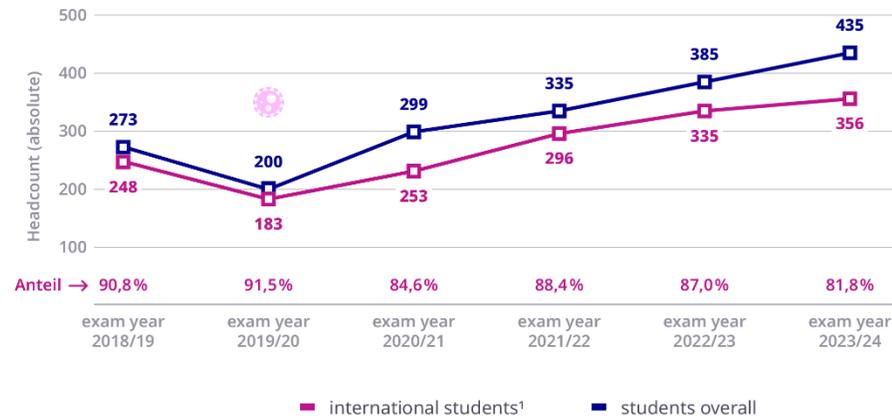


The share of international students is highest in English-taught study programs. With the increase in the number of English-taught master's programs, the number of international students at TUD has also risen, and more and more Germans are studying in English-taught study programs.

Among alumni the share of internationals is highest in English-taught study programs, and the numbers are increasing with the increase in number of international students enrolling in these study programs.

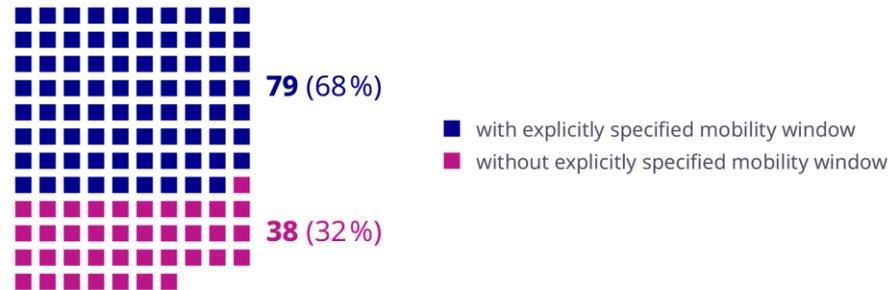
Sources: TUD/Unit Academic Controlling and Quality Management

How many international alumni are there in English-taught study programs?



Teaching – Stay abroad

In how many degree programs do mobility windows facilitate mobility abroad?



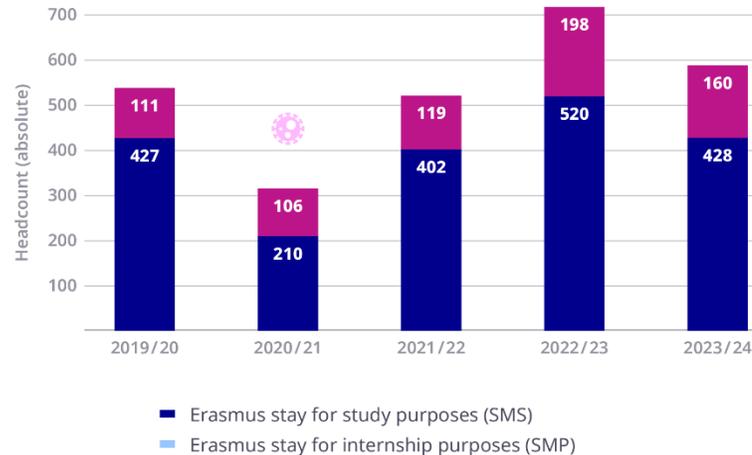
In order to further promote the internationalization of TUD in the field of teaching, **mobility windows** have been increasingly **explicitly specified** in recent years when updating study documents. These are intended to enable or facilitate stays abroad for students. The extent to which this also contributes to an overall increase in the number of students studying abroad cannot be assessed at present. However, a closer look at individual degree programs suggests that this is the case.

The number of **students going abroad** has recovered after the COVID-19 pandemic and has returned to pre-pandemic levels for study-related stays and even exceeded those levels for internship-related stays. The larger number of outgoing students in the 2022/23 academic year is due to the fact that some of the mobilities that had to be canceled during the pandemic were realized in 2022/23.

Link: [Ways to travel abroad with TUD](#)

Sources: TUD/ Unit International Office and LEONARDOBÜRO SACHSEN

How many students complete an Erasmus stay abroad during their studies?

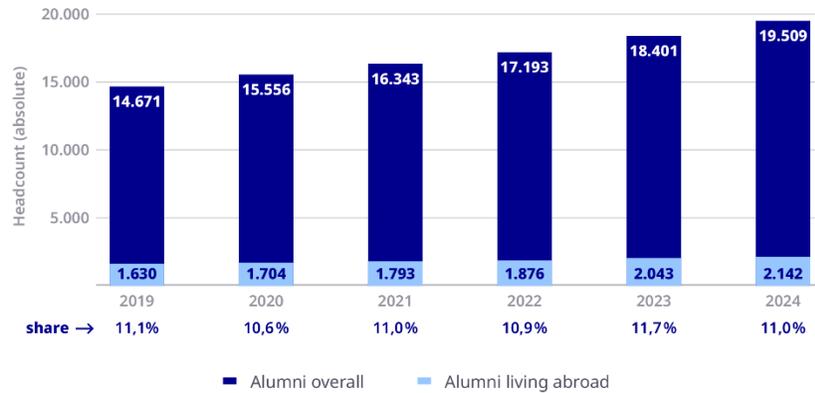


Internationalization@TUD 2025

Visibility

Visibility – TUD-Alumni network

How many alumni of the TUD Alumni Network live abroad?



The number of **TUD alumni** joining the TUD alumni network has risen steadily since 2019, with a stable percentage of them living abroad.

136 **international TUD alumni** have joined the TUD Alumni Ambassador Program. This particularly committed group of alumni represents TUD in a variety of international contexts and projects.

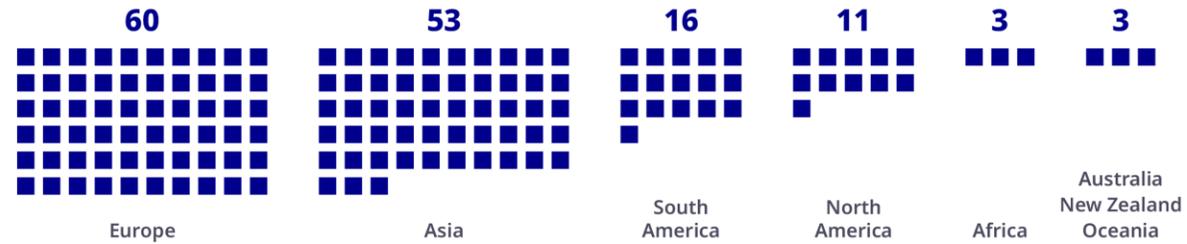
The “top 5” countries in which alumni ambassadors are currently represented are: USA (13); India (6); Great Britain (6); Egypt (5); Vietnam (5). The alumni ambassadors' most important areas of activity include representing TUD at international events on site, providing support at student recruitment fairs, and assisting with visits by TUD rectorate to international locations. The TUD Alumni Office also actively integrates TUD research alumni (e.g., Dresden Fellows) into the TUD alumni network.

Link: [TUD Alumni Ambassadors](#)

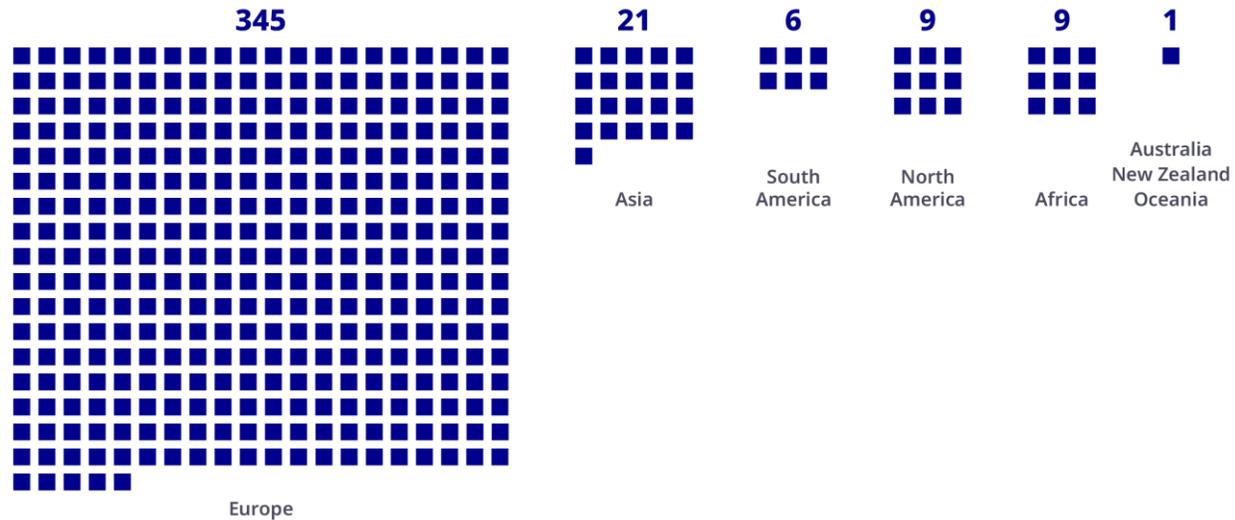
Sources: TUD/Unit Marketing and Relationship Management

Visibility – International cooperations

How many central cooperation agreements does TUD have worldwide?



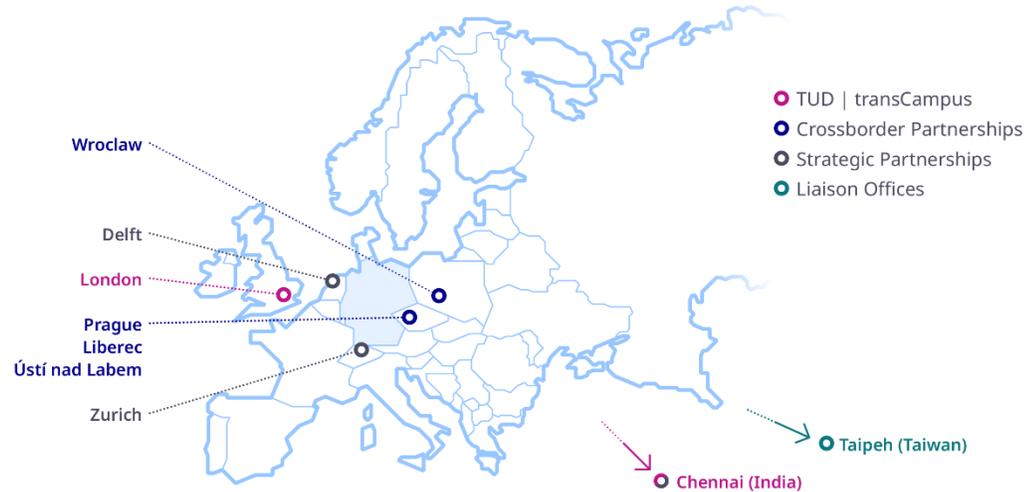
How many central student exchange agreements does TUD have worldwide?



Sources: TUD/ Unit International Office

Visibility – Strategic partnerships

Who are centrally strategic partners of TU Dresden?



TUD maintains a portfolio of key strategic partnerships (King's College London, UK; IIT Madras, Chennai, India; in Zurich, Switzerland, and Delft, Netherlands), as well as a network of key strategic partnerships in the SN-CZ-PL border region (various universities in Wroclaw, Prague, Liberec, and Ústí nad Labem) and with selected institutions in India (IIT Delhi, IIT Rhorkee, DIW), Taiwan (NTU, TSMC, NTUST) and sub-Saharan Africa (Stellenbosch).

The objectives of the strategic partnership are:

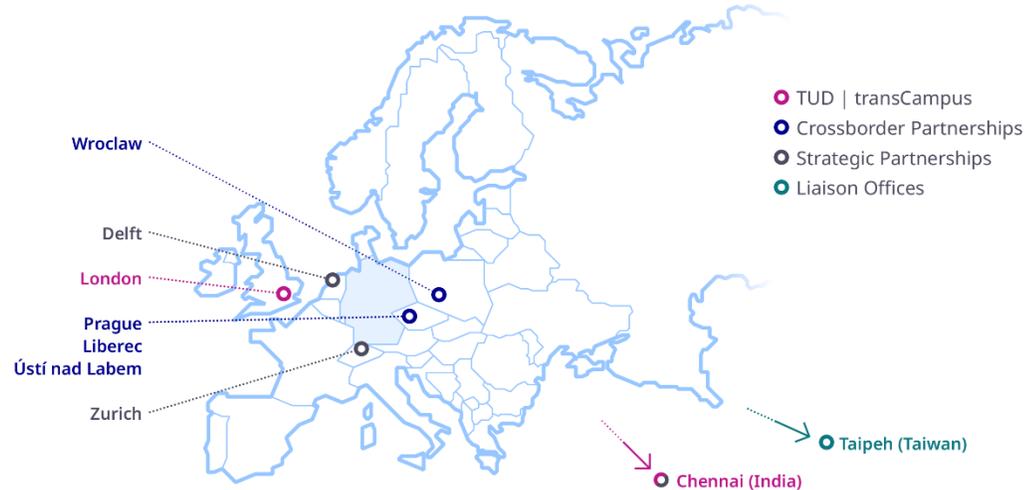
- ❖ to enhance the university's scientific reputation and impact within the scientific community,
- ❖ to support profile building and excellence in research and teaching,
- ❖ to increase international visibility,
- ❖ to increase regional and international impact on the economy and society,
- ❖ to promote technology transfer on a global scale, and
- ❖ to recruit and promote international talent.

Links: [Strategic Partnerships of TUD](#)
[Funding and Support Services](#)

Sources: TUD/ Uni International Office

Visibility – Strategic partnerships

Who are centrally strategic partners of TU Dresden?



Concrete results/projects:

Long-standing partnerships

TUD | transCampus King's College London:

- New acquisition & extension of 2 IRTGs, including joint PhD agreements with King's College London in the field of medicine; including funding for 92 students from approx. 30 countries, 84 first-author publications & participation in over 100 international conferences
- Acquisition of a second SFB in the tC focus area "affective disorders" with the participation of KCL partners
- Since 2019, publication of over 219 (≤ 10 authors) and 592 (≤ 50 authors) joint publications
- Expansion of cooperation to mathematics, 6G/communication systems (CeTI), and other engineering disciplines

Partnerships in the SN-CZ-PL border region:

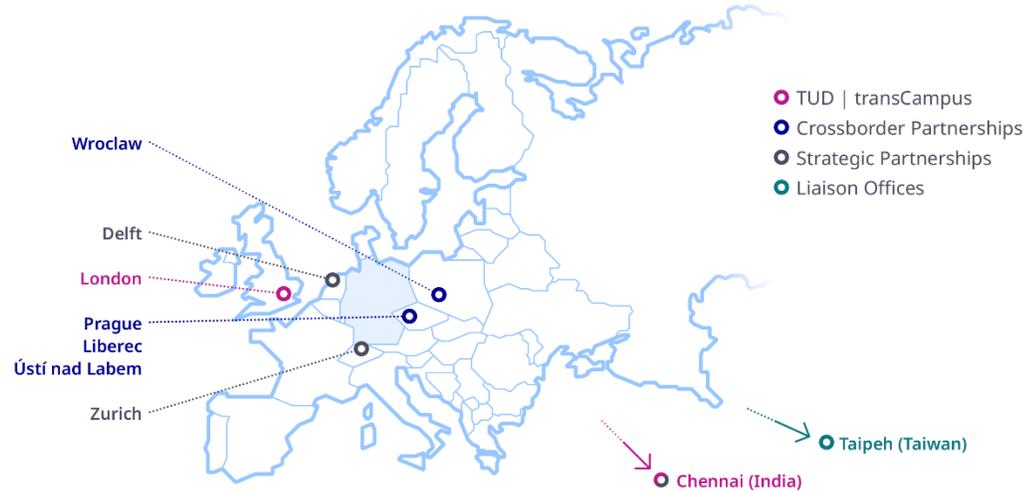
- Expansion of the partnership network to include TUL, UJEP
- Since 2019, implementation of over 40 Erasmus, Interreg, and Horizon projects and publication of over 524 (≤ 10 authors) and over 880 (≤ 50 authors) joint publications with partners in Wrocław, Prague, Liberec, and Ústí nad Labem
- Implementation of annual Saxon-Polish Innovation Day
- Joint doctoral training, e.g., with Charles University, HZDR, IfW, and two institutes of the Czech Academy of Sciences, resulting in the preparation of an IRTG
- Transnational Central European Campus Nisa/Neisse between IHI and TUL with over 50 graduates and currently 34 enrolled students

Links: [TUD | transCampus](#)
[Grenzraum SN-CZ-PL](#)

Sources: TUD/ Unit International Office

Visibility – Strategic partnerships

Who are centrally strategic partners of TU Dresden?



Concrete results/projects:

New partnerships and alliances

Establishment of a new **TUD | transCampus IIT Madras:**

- DAAD [Global Water and Climate Adaptation Centre](#) with the first German-Indo Joint Master's in Water Security and Global Change with IIT Madras and RWTH Aachen University
- Close cooperation with the IITM School of Sustainability and the IITM Research Park

Establishment of a new **TUD | transCampus Zürich:**

- Acquisition of an IRTG with the University of Zurich and ETH Zurich

Innovation Partnership with **Taiwan:**

- Semiconductor Talent Incubation Program with partners in Taiwan

EUTOPIA Alliance:

- Active participation in topics such as connected communities, teamwork, student career ambassadors, digitalization, and impact schools
- Implementation of a Network STUDIO with Vrije Universiteit Brussel on clinical AI

Links: [TUD | transCampus](#)

[Taiwan](#)
[EUTOPIA](#)

Sources: TUD/ Unit International Office

Visibility – International ranking

What position does TUD hold in international university rankings?

Rank	THE Impact Rankings 2025 (SDG 9)	QSU-Sustainability Rankings 2025	THE-World University Rankings 2025	QSU-World University Rankings 2025
	Rank 1	Rank 80	Rank 160	Rank 234

In international university rankings, TUD is among the top 10 nationally three times, has just over 10 placements among the top 100 internationally in terms of subjects, and over 60 placements among the top 10 nationally (see table on the left). In the THE Impact Ranking, TUD defended its global leadership role for SDG 9 (industry, innovation, and infrastructure) and will continue to rank first in 2025 alongside TU Delft, TUM, RWTH Aachen, and others.

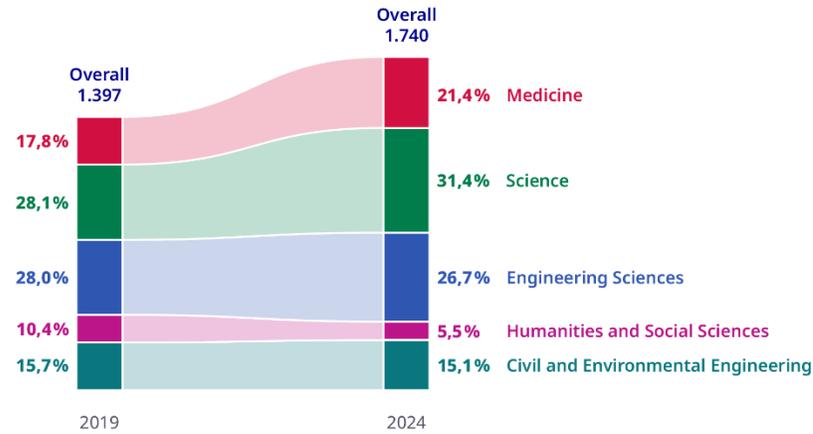
Sources: TUD/Unit Academic Controlling and Quality Management

Latest Rankings Results	Rank TUD International [European] (national)
THE- World University Ranking 2025	160 [68] (15)
QSU-World University Ranking 2025	234 [94] (14)
TOP 5 THE- World University Ranking by Subject 2025	Engineering 101-125 (5-6) Life Sciences 126-150 (12-14) Physical Sciences 126-150 (12) Psychology (126-150 (10-13) Medical and Health (151-175 (11-16)
TOP 5 QSU-World University Ranking by Subject 2025	Architecture/BE 101-150 (6-7) Engineering-Chemical 101-150 (6) Engineering-Civil 101-150 (5-6) Physics 102 (8) Natural Sciences 108 (10)
THE Impact Ranking 2025	1 (SDG 9)
QSU- Sustainability Ranking 2025	80

Internationalization@TUD 2025 **Research**

Research – International doctoral candidates

How many international doctoral candidates are part of our community?



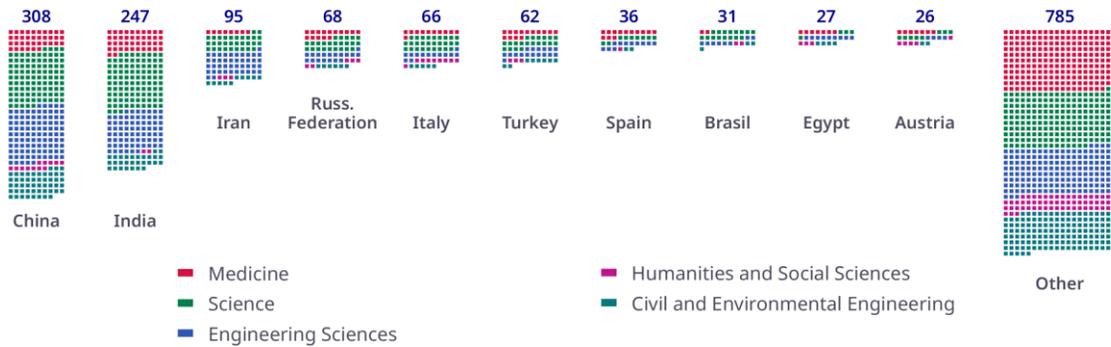
The share of **international doctoral candidates** is higher than that of undergraduate students and has risen from 1,397 (23.2%) in 2019 to 1,740 (27%) in 2024. Among doctoral candidates with foreign citizenship, most are currently pursuing a doctorate in the school of Science, followed by the schools of Engineering Sciences and Medicine.

In 2024, most international doctoral candidates come from China and India. With the exception of the Russian Federation and Egypt, the number of international doctoral candidates increased between 2019 and 2024. The strongest increase is seen for doctoral candidates from India, whose numbers have doubled from 121 in 2019 to 247 in 2024.

Link: [Doing a doctorate @ TUD](#)

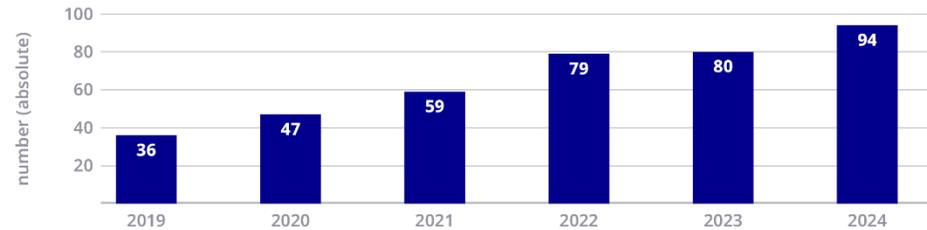
Sources: TUD/Unit Academic Controlling and Quality Management

What are the top 10 countries of origin for international doctoral candidates?



Research – Doctorates

How many doctorates are carried out in cooperation with a university abroad (cotutelle procedure)?



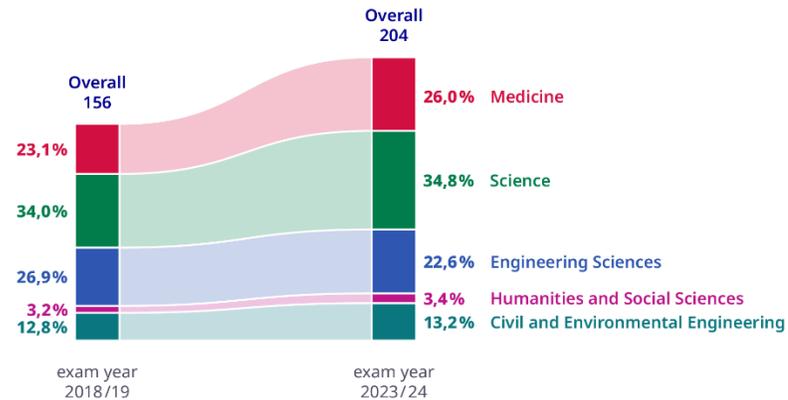
The number of **cotutelle procedures** has risen steadily since 2019.

The number of **doctoral degrees completed by international doctoral candidates** has risen slightly since 2019 and currently accounts for 24.7% of all doctoral degrees completed. Most doctoral degrees completed by international doctoral candidates were in the schools of Science, Medicine and Engineering Sciences.

Link: [Bi-national Doctorates @TUD](#)

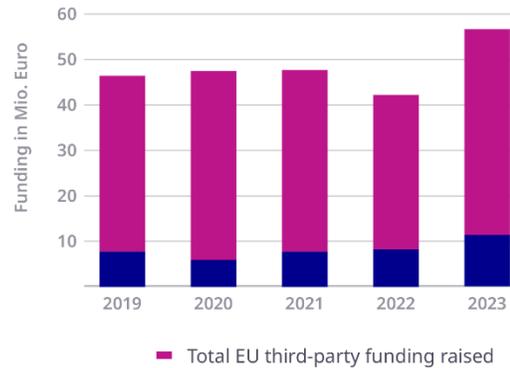
Sources: TUD/ Unit Young Researchers – Graduate Academy and Unit Academic Controlling and Quality Management

How many international doctoral candidates have successfully completed their doctorates at TU Dresden?



Research – Third-Party funding

How much third-party funding does TUD receive for international cooperation ?



Ranking among German universities with over 20,000 students



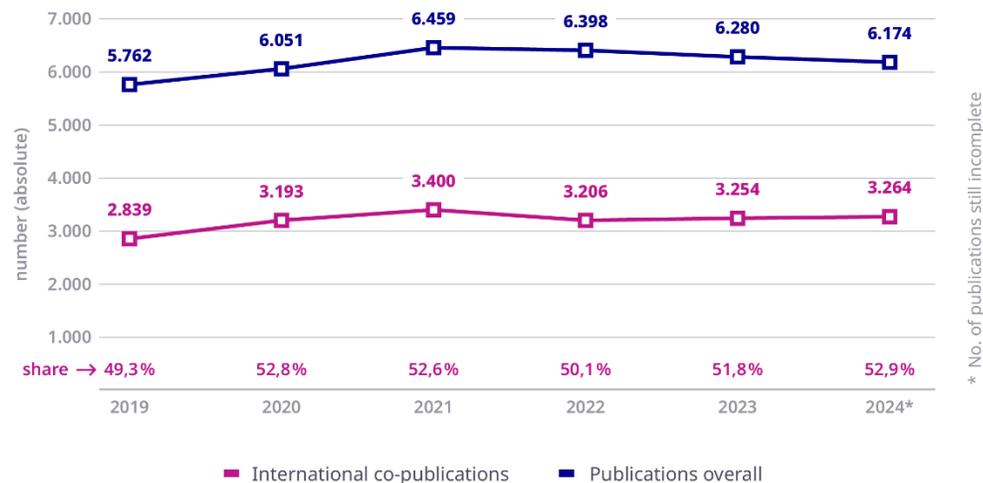
Since 2019, TUD has been able to further increase its acquisition **of third-party funding from the DAAD (+62.5%)** and the **EU (+21.7%)**, thereby expanding and maintaining its top positions in the national funding ranking.

Links: [DAAD Förderung](#)
[EU Förderung](#)

Sources: HSI-Monitor

Research – International co-publications

How strong is the international networking of TUD in terms of international co-publications?



	2019	2020	2021	2022	2023	2024*
Publications overall	5762	6051	6459	6398	6280	6174
International Publications (absolute)	2839	3193	3400	3206	3254	3264
International Publications (%)	49,3%	52,8%	52,6%	50,1%	51,8%	52,9%

	2019	2020	2021	2022	2023	2024*
Collaboration Impact (International)	1,17	1,22	1,20	1,17	1,23	1,23
Collaboration Impact (National)	0,82	0,82	0,87	0,89	0,88	0,90

The number of **publications (total and international)** rose until 2021 and has remained at a high level since then. The impact of TUD's international co-publications is more than 20% higher than that of all publications (international collaboration impact of 1.23 in 2024). The impact of purely national co-publications by TUD is approximately 10% lower compared to all publications (national collaboration impact of 0.90 in 2024). Of the international co-publications, 45.6% made it into top journals (top 10% by CiteScore) in 2023.

International co-publications by TUD had almost twice the impact of national publications in 2023. In both categories, TUD was above the global average in comparable subject areas in 2023, with international co-publications having approximately twice the impact.

Link: [Research Information System TUD](#)

Sources: Scival

	2019	2020	2021	2022	2023	2024*
Field-Weighted Citation Impact (International)	2,11	2,07	2,05	1,86	2,04	2,24
Field-Weighted Citation Impact (National)	1,10	1,02	1,07	1,04	1,06	1,07
Field-Weighted Citation Impact (TUD-gesamt)	1,56	1,53	1,54	1,42	1,49	1,64

†

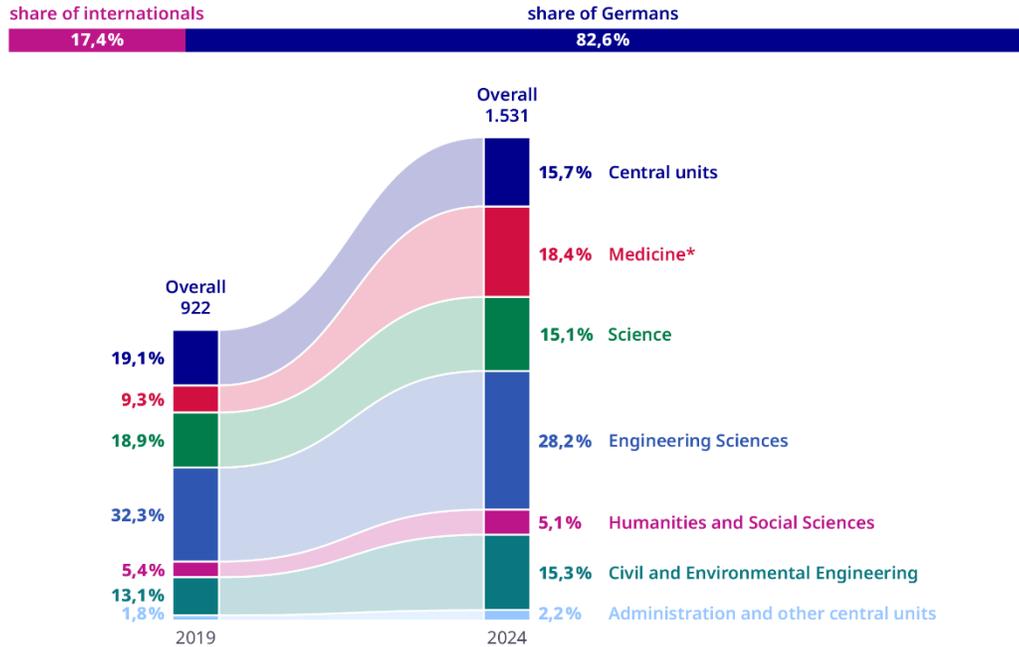
	2019	2020	2021	2022	2023	2024*
Publications with international collaboration in Top Journal Percentiles (Top10% by CiteScore)	45,2%	44,8%	43,9%	41,4%	45,6%	50,0%
Share of Publications with international collaboration in Top 10% most viewed publications worldwide	22,4%	19,5%	21,7%	20,9%	22,3%	23,0%

Internationalization@TUD 2025

Staff

Staff – Share and distribution of international staff

How many international staff members do we have and how they are distributed among TUD units?



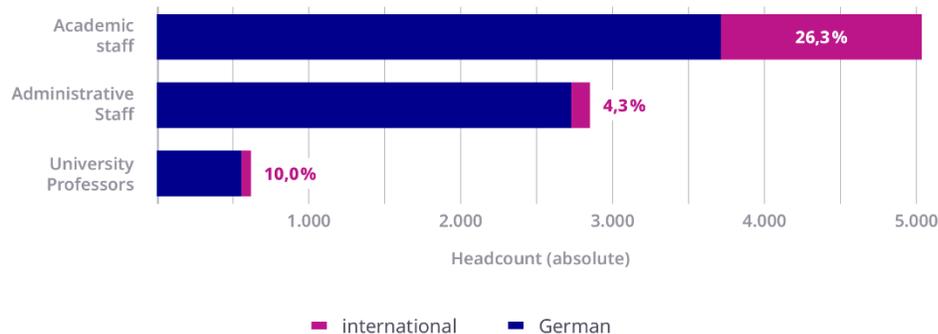
In 2024, **international staff** accounts for 17.4% of the total workforce, numbering 1,531 people. Most international employees work in the school of Engineering Sciences, followed by the school of Medicine, the Central Units, the schools of Civil and Environmental Engineering, and Science. The number of international employees is lowest in the school of Humanities and Social Sciences as well as the Administration and other central units. Compared to 2019, the number of international employees increased in all units and schools. The strongest absolute increase was recorded in the schools of Engineering Sciences, Civil and Environmental Engineering, and Medicine (*data for the school of Medicine from 2019 according to the TUD's statistical annual report).

Most international employees are found in the largest group, **academic staff**, and with 1,322 people, they make up 26.3% of this group and 87.8% of the total international staff. In the second largest group, **administrative staff**, international employees account for just 4.3% with 122 people. Among **university professors**, international employees account for 10.0% of this group with 62 people.

Link: [Willkommen an der TUD](#)

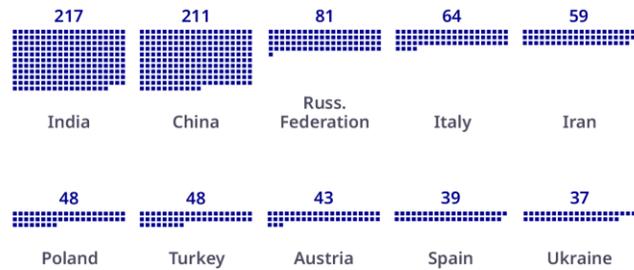
Sources: TUD/Unit Academic Controlling and Quality Management

What is the proportion of international staff members in the individual professional groups?



Staff – Origin of international staff

What are the top 10 countries of origin for international staff members?



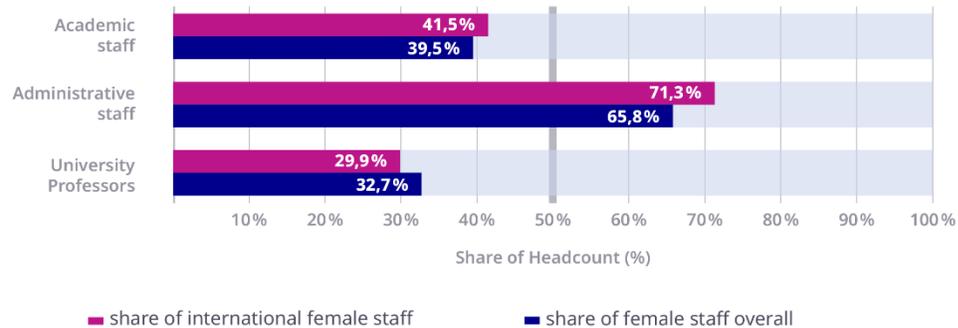
The staff at TUD represent 103 nationalities. In 2024, most international employees come from China and India.

The top five countries of origin for scientific staff are India, China, the Russian Federation, Iran, and Italy. Most of the university professors come from Austria, Italy, and Switzerland. Most of the administrative staff come from Poland, the Russian Federation, Czech Republic, and India.

Sources: TUD/Unit Academic Controlling and Quality Management

Staff – Share of international women among staff

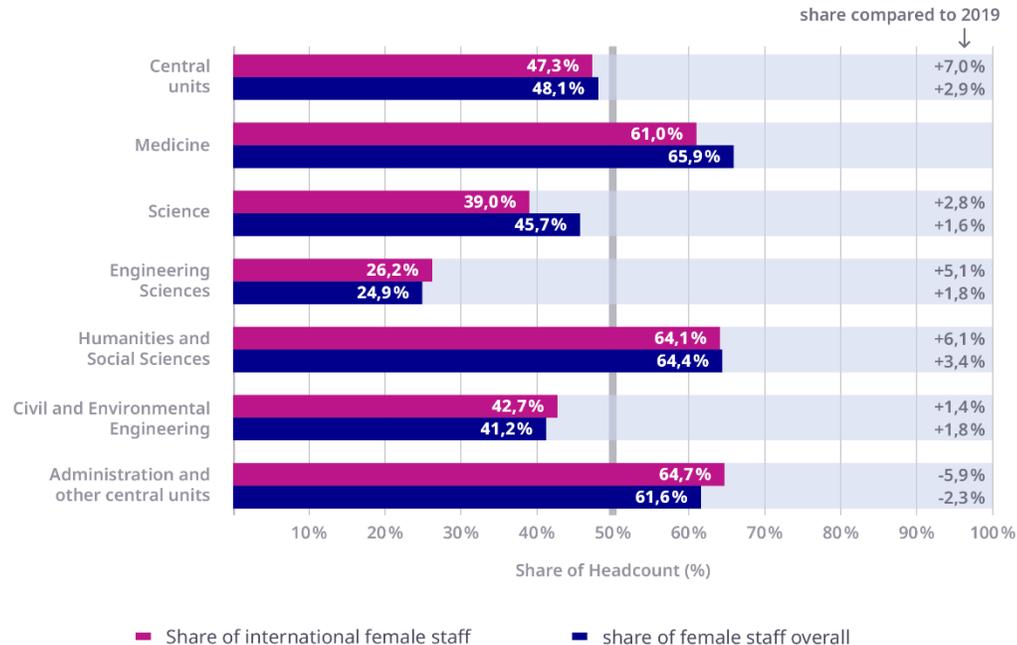
What is the proportion of women in the individual professional groups?



Im Vergleich zu 2019 nahm der Anteil Frauen für alle Bereiche bis auf VERW zu (Vergleichsdaten zum Bereich MED liegen nicht vor), wobei der Anteil Frauen am internationalen Personal am stärksten in den Bereichen ZE und GSW zunahm.

The share of women is highest among administrative staff, at well over 50% in this group. In the other two professional groups, the proportion is significantly below 50%, at 41.5% among academic staff and 29.9% among university professors, but comparable to the share of women in the total staff in these groups.

Wie hoch ist der Frauenanteil bei internationalem Personal im Vergleich zum Personal Gesamt in den Bereichen?



Looking at the individual schools and units, it is noticeable that the share of women in the schools of Medicine, Humanities and Social Sciences, and Administration and other central units is well above 50%, both in terms of the share of women in international staff and in terms of total staff. The school of Engineering Sciences has the lowest share of women, although the share of women in international staff is slightly higher than the proportion of women in total staff. The latter also applies to the Administration and other central units, as well as the school of Civil and Environmental Engineering. In all other schools and units, the share of women among international staff is lower (Medicine, Science) or almost the same (Humanities and Social Sciences, Central Units).

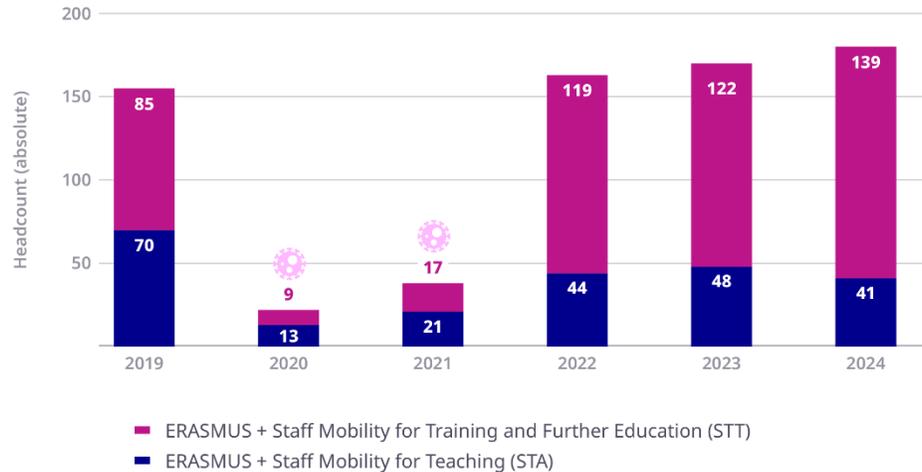
Compared to 2019, the share of women increased in all schools and units except the Administration and other central units (comparative data for the MED area is not available), with the share of women among international staff increasing most strongly in the Central Units and the school of Humanities and Social Sciences.

Link: [Equal Opportunities @ TUD](#)

Sources: TUD/Unit Academic Controlling and Quality Management

Staff – Language and intercultural training

How many staff members use Erasmus to go abroad?



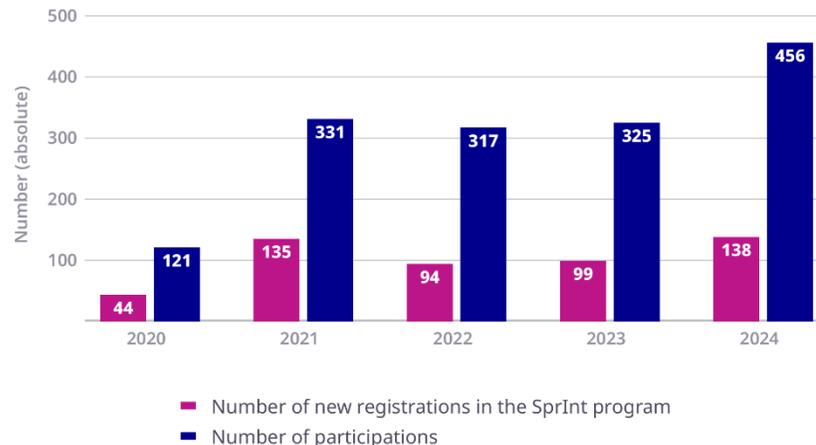
The total number of employees going abroad has largely recovered after the coronavirus pandemic. Looking at the individual types of mobility, however, the number of **Erasmus+ Staff Mobility for Teaching (STA)** decreased, while there was a significant increase in the number of **Erasmus+ Staff Mobility for Training and Further Education (STT)**.

The annual number of people funded by the SprInt program has increased significantly compared to 2020. In 2022, the program reached over 1,000 TUD employees for the first time since its launch in 2014. In 2024, 1,276 people have already participated in the SprInt program since its inception in 2014 or are currently participating. Since the 2021/22 winter semester, offers for academic staff have also been added, further expanding the potential pool of participants and the impact at TUD. In 2024, the program recorded **456 participations** in 35 intercultural English workshops and language courses (DEU/ENG), as well as 17 individual coaching sessions and 150 users of language learning apps (an upward trend compared to previous years).

Links: [Erasmus+ Personalmobilität an der TUD](#)
[TUD SprInt Programm](#)

Sources: TUD/ Unit International Office and LEONARDOBÜRO SACHSEN

How many employees participate in TUD SprInt to further their linguistic and intercultural skills?



Definitions & sources

Students

Applications from international students: Number of applications delivered by uni-assist to TUD and processed up to admission and enrollment for the respective winter semester (semester with the highest number of applicants). Since international students sometimes apply directly via Campusnet, depending on the study program, this figure serves as an indicator of the total number of applications from international students. Source: TUD/ Unit International Office.

Newly enrolled international students: Number of people with foreign university entrance diploma who did not study at TUD in the previous semester or who studied a different study degree (combination of subject/degree) at TUD. Part-time or distance learning was counted as the same subject, i.e., someone who switches from full-time to part-time or from distance learning to on-campus learning is not considered a first-year student. Please note that not all applications are recorded via uni assist e.V., so the figures are not directly comparable. Source: TUD/Unit Academic Controlling and Quality Management.

Newly enrolled students: Number of persons on the reference date of November 1 of each calendar year who did not study at TUD in the previous semester or who studied a different degree program (combination of subject/degree) at TUD. Part-time or distance learning was counted as the same subject, i.e., someone who switches from full-time to part-time or from distance learning to on-campus learning is not considered a new student. Source: TUD/SG Academic Controlling and Quality Management.

International students: Persons with foreign citizenship and foreign university entrance diploma as of November 1 of each calendar year. Source: TUD/Unit Academic Controlling and Quality Management.

International students with German university entrance diploma: Persons with foreign citizenship who obtained their university entrance qualification in Germany, but not at a preparatory college. Source: TUD/Unit Academic Controlling and Quality Management.

Women among international students : Share of female international students out of the total number of international students as of November 1 of each calendar year. Source: TUD/SG Academic Controlling and Quality Management.

Overall women: Share of women among total students as of November 1 of each calendar year. Source: TUD/SG Academic Controlling and Quality Management.

Other degrees: Master's degree, state examination, etc. Source: TUD/Unit Academic Controlling and Quality Management.

International graduates (students): Number of international students among graduates per examination year (winter semester and following summer semester). Source: TUD/Unit Academic Controlling and Quality Management.

Teaching

International study programs: Study programs offered in English and/or in cooperation with partner universities abroad that lead to a double or joint degree. Source: HSI Monitor.

Double and joint degree programs: Degree programs offered in cooperation with partner universities abroad that lead to a double or joint degree. Source: HSI Monitor.

English-taught study programs: Study programs conducted in English. Currently, these are exclusively master's-level degree programs at TUD. Source: HSI Monitor.

Explicitly specified mobility windows: These are periods of study during which a stay abroad can generally be completed without extending the duration of the study program and without placing an excessive additional burden on students (subject to the selection of a suitable host university and a suitable study plan). Most of the academic achievements at the host university can be credited or recognized for studies at TUD. Source: TUD/ Unit International Office

Students going abroad: Number of mobilities for study (SMS) and internship (SMP) purposes per academic year, accumulated for the Erasmus+ Europe (KA 131) and Erasmus+ Worldwide (KA171) programs. Source: TUD/ Unit International Office and LEONARDOBÜRO SACHSEN.

Visibility

TUD alumni: All individuals who have registered with the TUD alumni network. Source: TUD/Unit Marketing and Relationship Management.

International TUD alumni: TUD alumni residing outside Germany who have registered with the alumni office in the TUD alumni network. Source: TUD/Unit Marketing and Relationship Management.

Definitions & sources

Research

International doctoral candidates: Individuals who are accepted as doctoral candidates at a faculty and are foreign citizens. This includes individuals who are enrolled as doctoral students. The total number of doctoral candidates is greater than the number of doctoral students. The data is based on doctoral candidate statistics as of December 1 of each calendar year. Source: TUD/Unit Academic Controlling and Quality Management.

Cotutelle procedure: Doctorates carried out in cooperation with a university abroad and leading to a joint degree. Figures only include ongoing doctoral procedures as of December 1 of a calendar year. Source: TUD/Unit Young Scientists - Graduate Academy.

Completed doctorates by international doctoral candidates: Number of successfully completed doctorates by doctoral candidates with foreign citizenship per examination year (winter semester and following summer semester). This includes doctorates by individuals who are enrolled as doctoral students. Source: TUD/SG Academic Controlling and Quality Management.

Third-party funding acquired from EU: Data based on Destatis higher education finance statistics. A reporting year corresponds to the calendar year from January to December. The Federal Statistical Office records the actual inflow of third-party EU funding per university within the respective reference year. Distinction between EU funding transferred directly to universities by EU institutions and funding transferred to universities via third parties, e.g., via the DAAD as the national agency for the Erasmus program. The latter is included in the total amount of DAAD third-party funding acquired. Source: HSI Monitor.

Third-party funding acquired from DAAD: Data on DAAD funding is based on information in the DAAD's annual reports and statements of accounts and includes funds acquired for the promotion of individuals, projects, and programs, including funding from the budget of the DAAD's National Agency (EU funding) that has been allocated to universities. Source: HSI Monitor.

International co-publications: Research publications whose co-authors are affiliated with institutions in different countries. This is a key indicator of global networking in research. Source: SciVal.

Total publications: All research publications by an entity (in this case, a university). Source: SciVal.

Staff

International staff: Number of full-time employees at TUD with foreign citizenship. Source: TUD/Unit Academic Controlling and Quality Management.

Academic staff: Number of research staff, including applied professors and junior research group leaders, as of December 1 of each year. Source: TUD/Unit Academic Controlling and Quality Management.

Administrative staff: Number of all non-academic staff in technical, administrative, and library positions (excluding trainees) as of December 1 of each year. Source: TUD/ Unit Academic Controlling and Quality Management.

University professors: Number of university professors as of December 1 of each year. This includes all professorships, including junior and visiting professorships. In addition to honorary professorships and joint appointments according to the Thuringian model, senior professorships are excluded. In the case of multiple citizenships, preference is given to German citizenship and only recorded as such in the statistics. Source: TUD/ Unit Academic Controlling and Quality Management.

Erasmus+ Staff Mobility for Training and Training Purposes (STT): Number of funded mobility programs for continuing education and training measures (STT) for administrative and academic university staff in program and partner countries to promote internationalization and professional and personal further qualification. Source: TUD/ Unit International Office & LEONARDOBÜRO SACHSEN.

Erasmus+ Staff Mobility for Teaching (STA): Number of people funded for teaching stays by university staff at partner universities in program and partner countries. For STA mobility, the teaching load must be at least 8 teaching hours per stay or per week started. Source: TUD/ Unit International Office & LEONARDOBÜRO SACHSEN.

SprInt participation: Number of participants in intercultural workshops, individual coaching sessions, English workshops, language courses in English and German, and users of language learning apps. Source: TUD/Unit International Office.

New registrations in the SprInt program: Number of new registrations in the SprInt program with the aim of obtaining a SprInt certificate. Participation in courses and workshops does not require participation in the program itself. Source: TUD/ Unit International Office.