



TECHNISCHE  
UNIVERSITÄT  
DRESDEN

# Diversity@TUD 2.1

Factbook Gender – Family – Diversity  
2023 (updated)



## Imprint

Technische Universität Dresden  
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## Foreword

A university's campus is more than a place of scientific progress — It is also a reminder that this progress would be inconceivable without the individuals who are teaching, learning and conducting research here every day. It is a place where people with varied perspectives can meet to discuss contrasting ideas. Knowledge arises from this particular intersection of ideas, and since knowledge is born from diversity, diversity enriches the scientific landscape. The TU Dresden therefore wishes to highlight and amplify the diversity of its members.

To this end, I am pleased to present the latest edition of our Factbook "Diversity@TUD". In the spring of 2021, we presented you with some facts and figures on this topic. For the first time, an overview of the data on the current state of affairs was made available to anyone interested. The successes of recent years, as well as areas where a better effort must be made, became public. We strive for improvement by taking a critical look at the status quo, and the updated edition of the Diversity Factbook is part of this. The Factbook is an important building block in highlighting the diversity of university members, and we hope it will shed light on underrepresented groups in the university community. At the same time, the Factbook can be seen as a tool for establishing new measures for a cultural shift on the path to greater equality.

I kindly invite you to use this Factbook to engage with diversity at our university to join us in pursuing this goal.

Prof.<sup>in</sup> Dr. Roswitha Böhm

Vice-Rector University Culture



## Introduction

The Factbook "Diversity@TUD 2.1" presents a clear overview of various diversity-relevant data concerning the TU Dresden. The first edition of the Factbook was published in February of 2021. In the process, facts and figures were not only compiled and presented — surveys were also conducted at the state and national level. In the Factbook, these surveys are presented on individual topics and served to categorize the data. Providing this opportunity to learn about diversity at the TU Dresden also helps raise awareness on this issue, which is relevant both within the university and in society at large.

The printed version of the Factbook 2.0 was published at the end of 2023. The purpose of the new version is not only to update the data published in 2021, rather, it is meant to shed light on two areas of the intersectional topic of diversity: gender and family. These are presented in detail in the first two chapters of the Factbook and provide insight into the developments and progress made by the TU Dresden in recent years. Conclusions can also be drawn from this about the extent to which the issues of family friendliness and equality continue to overlap regarding working at the university. This version of "Diversity@TUD 2.1" updates some of the figures once again.

Since the topic of diversity cannot be limited to only two central aspects, the remaining chapters will once again offer a brief presentation of updated additional data collected at our university.

We invite you to take a look at the information compiled here to gain a better understanding of diversity at the TU Dresden.



# 1 Focus: Gender

The first focal point concerns current data relating to the topic of gender. With regard to the current statistics, this mainly refers to numbers on the proportions of women and men in the individual schools and across all university groups.

This binary limitation is incompatible with social reality as well as with the updated form of the Personal Status Act in 2019. However, this approach reflects current statistical evaluations at the TU Dresden. Some organizational units are already incorporating gender categories beyond the binary in their data collection. However, the amount of available data remains extremely limited. Therefore, the current Factbook is not yet able to depict these categories in an appropriate way — and this is also not possible for data protection reasons.<sup>1</sup>

But the fact remains, as current data from Directorate 8 suggests, that non-binary and gender-diverse people study and work at the TU Dresden. The Gender Monitor of the international initiative *U-Multirank* also states that 1.4% of all students at the 2,202 universities in 96 countries surveyed globally are nonbinary or gender diverse.<sup>2</sup> In the 22nd Social Survey, just under 1% of the students surveyed stated a gender identity other than "male" or "female".<sup>3</sup> In the future, it will be an important goal for the TU Dresden to be able to depict our statistics in an appropriate way in order to highlight this group.

Despite this significant limitation, the material compiled here provides an important insight into the developments and successes of gender equality work. See Kroher et al 2023, S. 19 at the TU Dresden over the past five to ten years.

<sup>1</sup> This situation is complicated by the fact that the gender recorded statistically is required to correspond to one's legal gender, which does not necessarily correspond to the actual gender of a surveyed person. In principle, nonbinary or gender diverse persons can change their TU Dresden gender entry and/or first name in the TU Dresden system with the help of the dgti supplementary ID, regardless of their passport information. It is not known how often this option is utilized. More information about the use of the dgti supplementary ID can be found online:  
<https://tu-dresden.de/tu-dresden/universitaetskultur/diversitaet-inklusion/gleichstellung/dgti-ergaenzungsausweis> (accessed: 27.01.2023).

<sup>2</sup> See U-Multirank (2022). Gender Monitor, p. 36. <https://www.umultirank.org/export/sites/default/galleries/generic-images/Gender-Monitor-2022/u-multirank-gender-monitor-2022.pdf> (accessed: 27.01.2023).

<sup>3</sup> See Kroher et al 2023, S. 19

### UniSAFE – Gender-Based Violence at Universities

Before looking at the individual university groups (students and employees) in the following sub-chapters, it is worth referring to the results of the UniSAFE research project.<sup>4</sup> The project investigated gender-based violence at European universities, as well as in the science sector, and was the largest study on this topic in Europe to date. The authors of the study define gender-based violence as violence that is specifically directed against members of a particular gender identity, or types of violence that impact a particular group with an above-average frequency. A distinction is made between six forms of violence: physical violence, psychological violence, economic violence, sexual violence, sexual harassment and online violence. Between January and May of 2022, a survey was conducted at 46 participating universities in 15 European countries, in which around 42,000 participants (students and employees) took part.

The TU Dresden was also among the participating universities. Here, a total of 1182 university members took part in the survey. Of these, 40.4 % were employees and 59.6 % were students. Of the total respondents, 64.0% identified themselves as female and 35.6% as male. The gender identity of the remaining 0.4% was not available.

<sup>4</sup> Further information on the UniSAFE project is available at: <https://unisafe-gbv.eu/> (accessed: 02.02.2023).

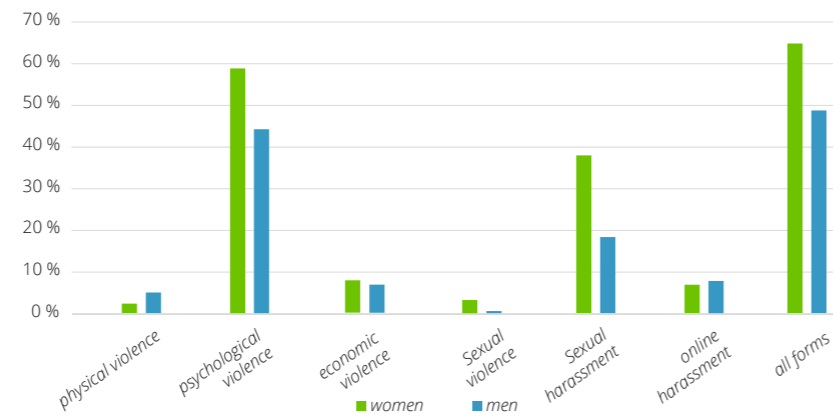
**Table 1** shows how many respondents of the overall research project and of the TU Dresden stated that they had experienced gender-based violence in the science and research system at least once. Of all respondents from the TU Dresden, significantly more than half stated that they had experienced gender-based violence. The highest figures for individuals who stated that they had experienced gender-based violence at the TU Dresden at least once were seen for employees (of all genders), women, and people from the LGBTQ+ spectrum .

	Project overall	TUD
Total	62 %	59 %
Employees	73 %	65 %
Students	58 %	55 %
Women	66 %	65 %
Men	56 %	50 %
Heterosexual	60 %	58 %
LGBTQ+	68 %	65 %

**Table 1**  
*Frequency of all forms of gender-based violence broken down by affected groups for the project as a whole and for the TU Dresden (source: UNISafe project)*

Looking at the different forms of gender-based violence surveyed (Figure 1), it is clear that psychological violence occurred most frequently. 58.4% of all women who had experienced gender-based violence at least once and 43.9% of men reported experiencing this form of violence. The second most common form of gender-based violence is sexual harassment (women 37.4%, men 18.2%). Other forms of violence were experienced less often with less than 10% per gender. It is noteworthy that men and women were affected to a similar extent by online violence and economic violence. In comparison, men were more affected by physical violence (4.8% vs. 2.3%), whereas women were more affected by forms of sexual violence (3.1% vs. 0.3%).

**Figure 1**  
Forms of gender-based violence at the TU Dresden by gender (source: UNISafe project).

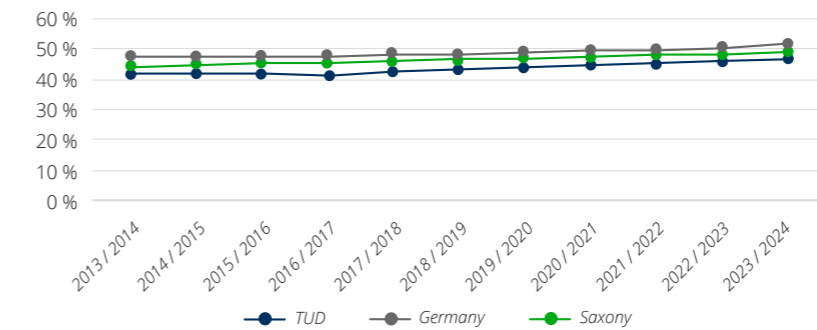


The survey also inquired as to whether those affected by gender-based violence had reported the incident or not. **Only 13% of the total project respondents and 9.4% of all respondents at the TU Dresden indicated that they had reported the incident.** When considering the reasons why so few of these cases were reported, the reasons given were quite similar across the entire UniSAFE project and the TU Dresden: Approximately half of those affected stated that they were unsure whether the behavior had been "serious enough". Approximately one third did not consider the behavior to be violence at the time, and one quarter believed that "nothing would happen" even if the behavior was reported.

## A: Gender@Studies

### Students

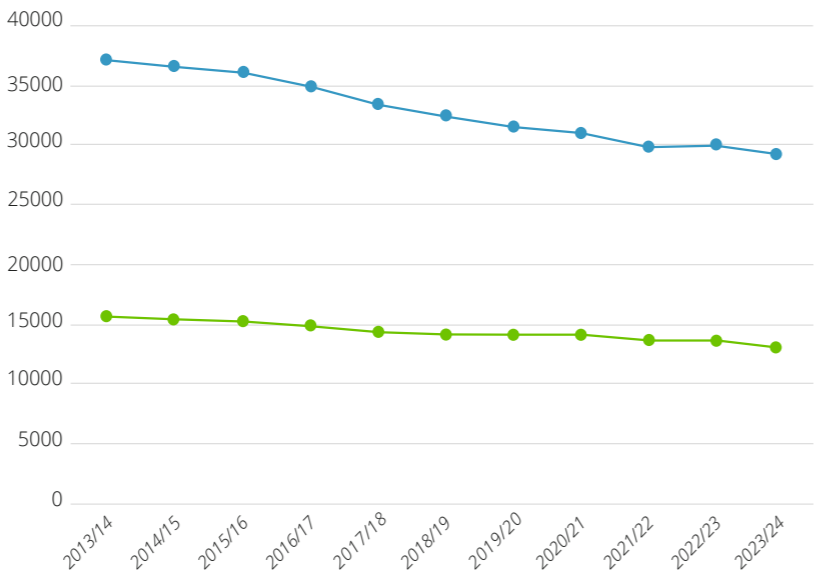
A glance at the evolution of the proportion of women among students at the TU Dresden in comparison with national and Saxony-wide trends (Figure 2) shows that the proportion of women has been on a slight rise over the past 10 years, with a small dip in the winter semester 2016/2017. At the TU Dresden, the proportion of women for the winter semester of 2022/2023 is now at 47.1 % and thus approximately 3 percentage points below the national average.



**Figure 2**  
Evolution of the proportion of female students at the TUD in comparison with figures at the national and state level (source: TUD/D6, destatis)

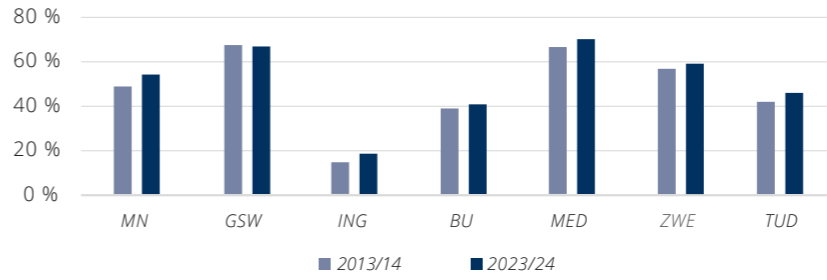
In contrast, a look at the total number of students attending the TUD (Figure 3) shows that **student numbers have declined over the past 10 years**. While a total of 37,135 people were studying at the TU Dresden in the winter semester of 2013/2014, only 28,952 people were enrolled in the winter semester of 2022/2023. During this period, the **decline was particularly high among non-female students**<sup>5</sup> (from 21,406 to 15,304), and somewhat lower among female students (from 15,729 to 13,648).

**Figure 3**  
Evolution of TUD's student numbers by absolute numbers (source: TUD/D6)



<sup>5</sup> Statistics of TU Dresden only distinguish between female proportions and the total share. This means that in the Factbook Diversity the statistics are presented in two categories female and non-female (i.e., male, diverse or no data). If statistics explicitly show male proportions, these are also referred to as such

This change is shown again in **Figure 4**, broken down by school. It becomes apparent that the proportion of female students has increased in most schools over the past 10 years.



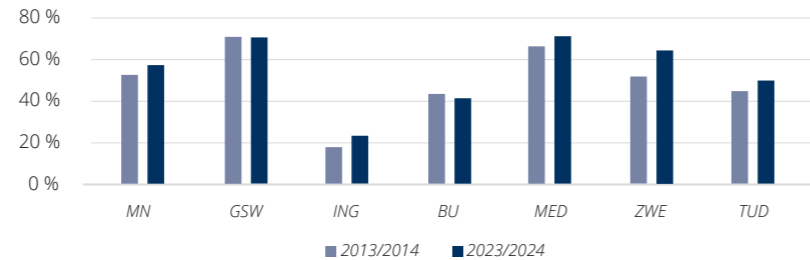
**Figure 4**  
Comparison of the percentage of female students in the winter semesters 2013/2014 and 2023/2024 broken down by school (source: TUD/D6)

### First-year students in their 1st semester at university

Looking exclusively at first-year students, a similar picture emerges.

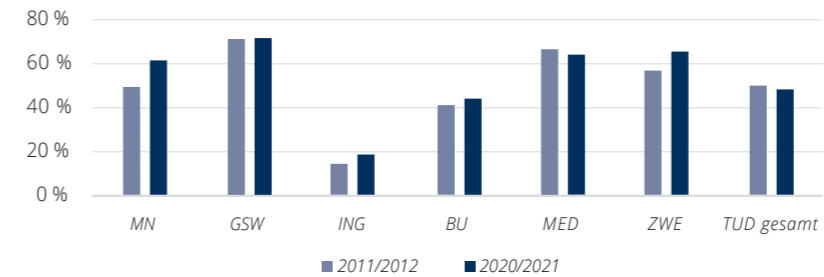
**Figure 5** shows the proportion of female first-year students (in their first semester at university) by school. Since 2013/2014, this has risen from 44.1% to 50% at the TU Dresden overall and is only below 50% in the school of engineering sciences (22.9%) and the school of civil and environmental engineering (40.8%).

**Figure 5**  
Changes in the proportion of female first-year students in the first university semester broken down by school (source: TUD/D6)



### Graduates

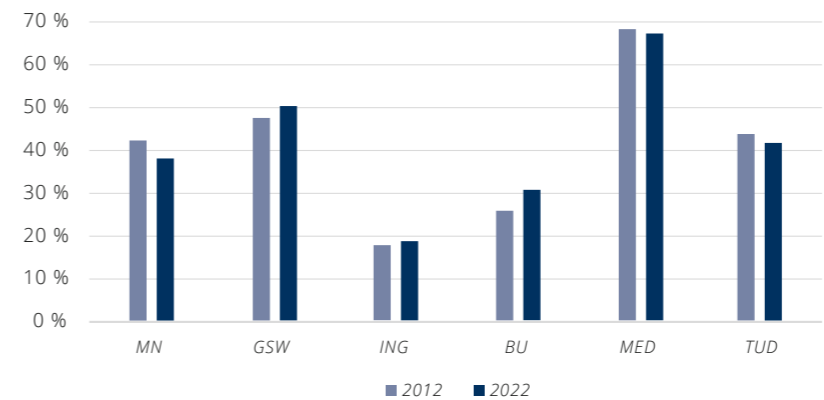
**Figure 6** shows the proportion of female graduates by school. This proportion has also increased in most schools since 2011/2012. Only in the schools of humanities and social sciences and medicine has it declined slightly, but it is still above 50%. The largest increase (over 13 percentage points) was in the school of science.



**Figure 6**  
Comparison of the total percentage of female graduates by school (source: TUD/D6)

### PhD students

As the academic qualifications advance, the absolute numbers decrease and the percentages become less meaningful, since they are subject to strong fluctuations. **Figure 7** shows the proportion of women among researchers who completed their doctorate at the TU Dresden in the respective year (broken down by school) over the last ten years. Overall, the proportion of female doctoral students has fallen slightly since 2012. There have been slight increases in the school of humanities and social sciences and the school of engineering sciences. In the school of civil and environmental engineering, the proportion of female doctoral students has even risen by 5 percentage points to 32.2%.

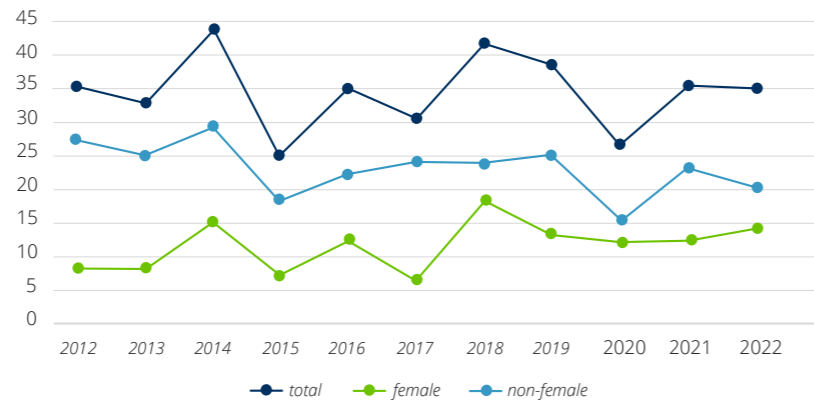


**Figure 7**  
Comparison of the proportion of female PhD students (who received their doctorate in the given year) by school (source: TUD/D6)

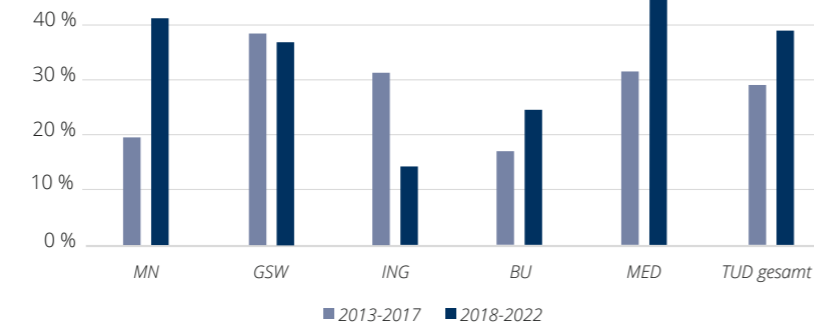
### Habilitation candidates

The absolute figures are particularly low for habilitation candidates, as they have fluctuated between 25 and 44 candidates per year over the past 10 years (Figure 8), but in some schools, the number of habilitation candidates has been zero. For this reason, annual cohorts were formed to depict the proportion of women by school, in order to be able to track the trend (2013 to 2017 and 2018 to 2022, Figure 9). It is striking that the overall proportion of female post-doctoral researchers has increased at the TU Dresden over the last five years. The decline is stronger in the school of humanities and social sciences and in the school of engineering sciences. The proportion of female habilitation candidates has increased in the school of science as well as in the school of civil and environmental engineering and the school of medicine.

**Figure 8**  
Total number of habilitation candidates at the TUD by year and gender (source: TUD/D6)



**Figure 9**  
Proportion of female habilitation candidates at the TUD by cohort and school (source: TUD/D6)

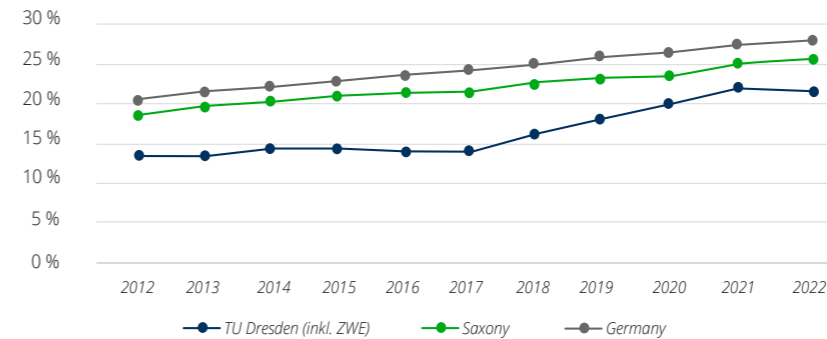


### B: Gender@Work

This subchapter focuses on changes in gender equality figures at the staff level.

#### Professors

The focus will first be on professors. As shown in Figure 10, the proportion of women in this university group has generally been on the rise over the past 10 years, reaching the 20% mark for the first time in the winter semester of 2021/2022 and currently standing at 21.6% which is still below the current German and Saxonian average..

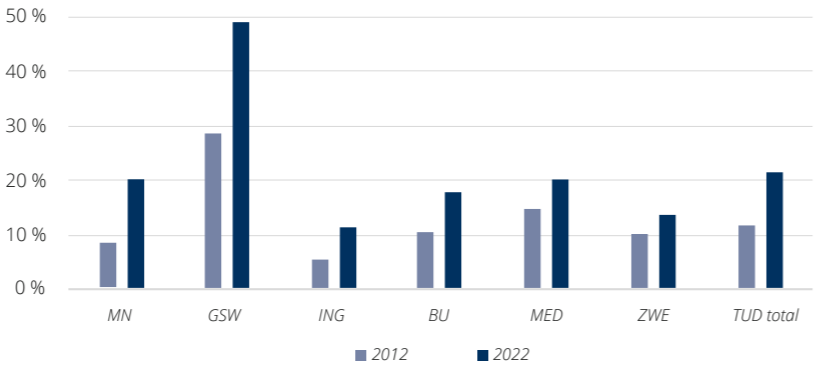


**Figure 10**  
Changes in the proportion of female professors at the TUD since 2012 (source: TUD/D6)



Figure 11 shows the change in the percentage of women. It is evident that this has increased in all five schools. In the school of humanities and social sciences, for example, almost 50% of professorships are now held by women. The proportion of women in the school of engineering science has more than doubled, from 5% to 11%, over the same period. An interesting aspect emerges when looking at the absolute figures. While the **total number of chairs at the TU Dresden has only increased by 9.4% from 500 to 547**, the number of chairs held by women has increased by over

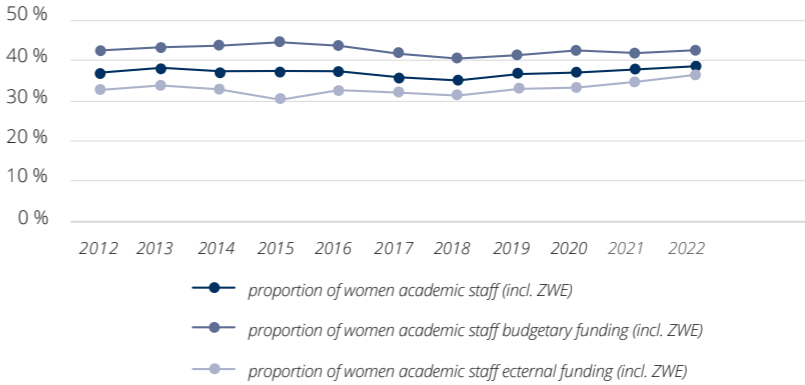
**Figure 11**  
Comparison of changes in the proportion of female professors per school (source: TUD/D6)



**80% from 68 to 118** in the same period. This effect can be observed in all five schools.

**Academic staff**

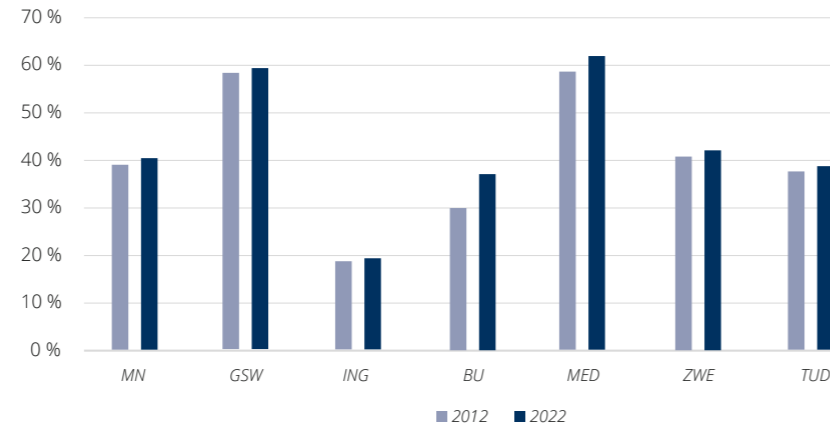
As shown in Figure 12, the proportion of women among academic staff has changed only slightly over the last 10 years and totaled 38.5% for the TU Dresden in 2022. The share of women in externally funded academic positions is slightly lower than in those with budgetary funding.



**Figure 12**  
Proportion of female academic staff at the TU Dresden, incl. the central academic units, per funding source as of December 1

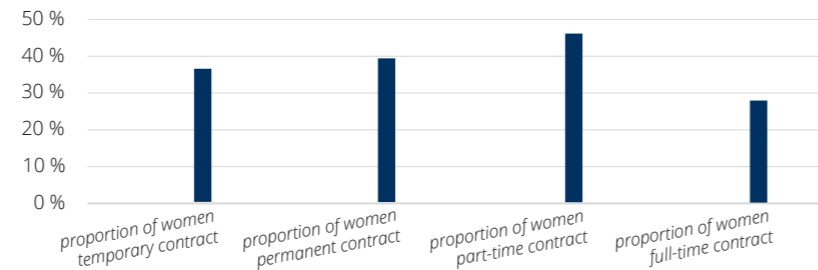
Figure 13 shows changes in the proportion of women by school. Only slight fluctuations can be seen here. A very slight increase in the proportion of women can be observed in most schools. The absolute values also show only small increases. Overall, the number of academic staff members has increased by 4.5% (from 4,661 to 4,869). The number of female academic staff members increased by 9.3% (from 1,715 to 1,875).

**Figure 13**  
Changes to the percentage of women among scientific staff broken down by school (source: TUD/D6)



**Figure 14** shows the percentage of academic staff members who are women, broken down by various contract terms and working time models, as of December 2021. It is evident that the percentage of women in part-time positions is just under 50%, while the percentage of women in full-time positions is 28%. Some 37% of temporary positions are held by women, while just under 40% of permanent positions are held by women.

**Figure 14**  
Proportion of academic staff positions held by women as of 01.12.2021 (TUD) and 31.12.2021 (Medicine) by contract period (source: TUD/D6)

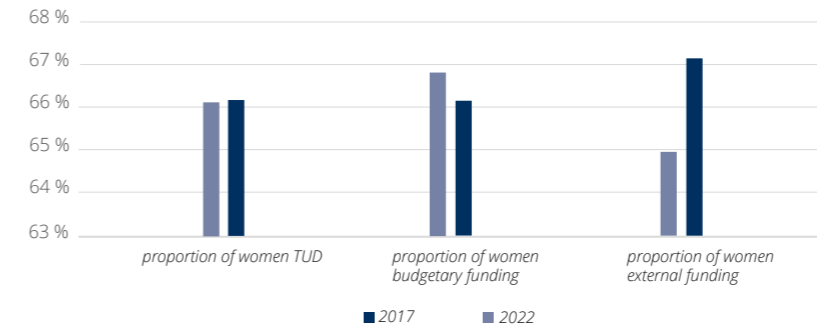


### Female authorship

Since 2022, the Gender Monitor of the international initiative for the evaluation of colleges and universities U-Multirank has included the category of female authorship. Accordingly, in the international overall assessment, "the percentage of female authors in all publications of an institution is lower than their share in the academic staff in all departments" (p. 10). For the TU Dresden, the institution calculated the percentage of women among all authors to be 27.95%.<sup>6</sup>

### Academic support staff

The percentage of women among academic support staff has remained high for over 5 years and is well over 60% regardless of the source of funding for the position, as shown in **Figure 15**.



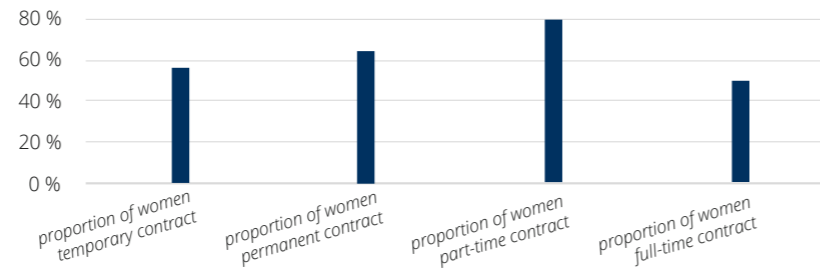
**Figure 15**  
Comparison of the proportions of women in academic support staff positions in 2017 and 2022 by funding source (source: TUD/D6)

<sup>6</sup> See U-Multirank (2022). Gender Monitor. <https://www.umultirank.org/study-at/technische-universitat-dresden-rankings/> and <https://www.umultirank.org/export/sites/default/galleries/generic-images/Gender-Monitor-2022/u-multirank-gender-monitor-2022.pdf>, p. 10 (accessed: 27.01.2023)



A glance at contract durations and working time models for December 2021 also shows a high proportion of women across all working models and contract durations, as shown in Figure 16. For example, the proportion of women in part-time positions is just under 80%, and in full-time positions it is 50%. Female employees account for 57% of temporary positions and up to 64% of permanent positions.

**Figure 16**  
Percentage of women in academic support staff positions as of December 1st, 2021, by working time model and contract term (source: TUD/D6)

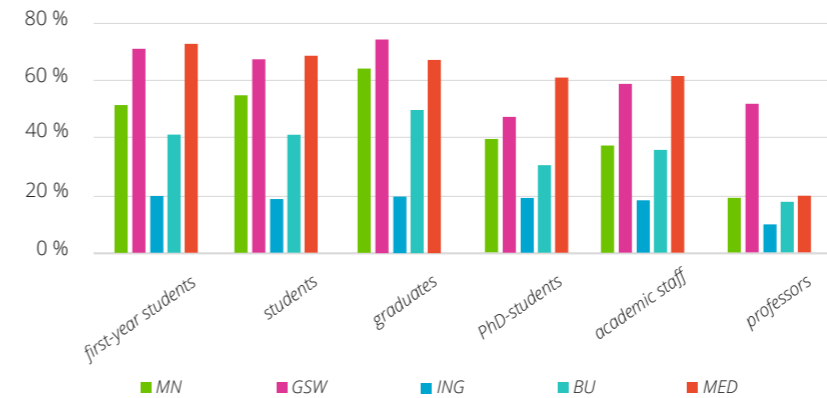


As can be seen from current figures from the Equal Pay Model Project (“Modellprojekt Entgeltgleichheit”) of the Free State of Saxony, women in Saxony still earn less than men on average, even with equivalent qualifications. For example, the adjusted gender pay gap in the city of Dresden was 10.4% in 2020.<sup>7</sup> “Adjusted”, in this case, refers explicitly to qualifications of an equal or at least comparable level.

<sup>7</sup> See the Equal Pay Model Project of Saxony (2022): <https://www.gleichstellung.sachsen.de/entgeltgleichheit-4638.html> (accessed: 25.01.2023).

### C: Gender@Qualification

In this section, changes in the proportions of women and men in the academic qualification process are presented. We will begin with the current ratios of women at the TU Dresden, broken down by school and academic “career” levels (from first-year student to professor) in Figure 17. Although there is no consistent pattern here, it is apparent that the proportion of women is significantly lower at the higher qualification levels compared to the lower levels, especially at the professorship level, thus indicating a decreasing overall proportion.



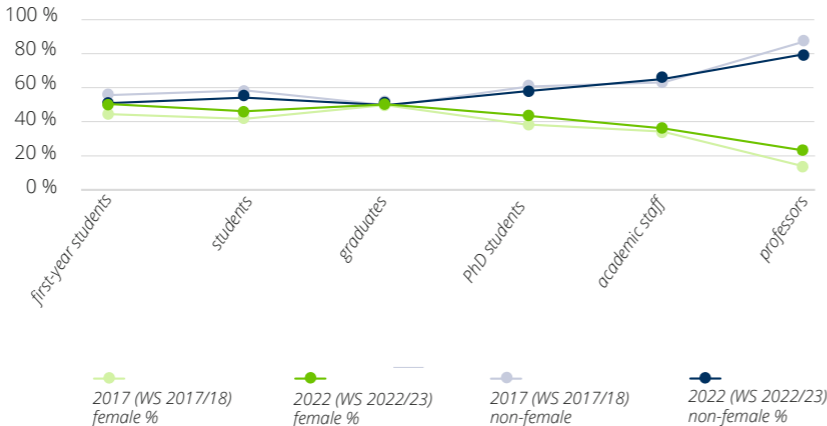
**Figure 17**  
Percentage of women by school and academic career stage in the winter semester 2021/2022 (Graduates: 2021/2022) (source: TUD/D6)<sup>8</sup>

<sup>8</sup> This figure deviates from the usual format and replaces the habilitation candidate figures with the data on academic staff. This is due to significant annual fluctuations in the university group of habilitation candidates. Although overlaps between doctoral students and academic staff can be assumed in this case, overlaps also exist in the university groups of students and doctoral students, since the latter may also be enrolled at the university.

In order to understand how the proportions of women and men at the TU Dresden have evolved over the course of their training, the relevant data from this section was once again compiled in a "scissors" graph (see Figure 18). Here, the numbers are compared at five-year intervals. In this case, the winter semester 2016/2017 was compared with the winter semester 2021/2022, looking at women and men. The progression of qualifications, from first-year students, undergraduates, graduates and doctoral students to research assistants and professors, was examined. Habilitation figures were not included due to the small number of cases and the low statistical significance per year..

It becomes apparent that the proportion of women among students is fairly balanced at the beginning, rising for graduates, and then continually decreasing in the next qualification phases leading to a professorship. The differences between the two years under consideration are small, even if smaller successes are evident. This shows that progress is rather slow.

**Figure 18**  
Overall TUD career progression per gender compared after 5 years in a "scissors" graph (source)



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## 2 Focus: Family

The second focal point is concerned with figures and data on members of the TU Dresden with family responsibilities. Since 2007 at the latest, when the TU Dresden was distinguished for the first time by the family-friendly university audit ("audit familiengerechte hochschule"), the topic has been an important part of the university's identity. The information compiled here provides both an overview of the proportion of university employees with various family responsibilities as well as information on utilization of the university's family-friendly services. In addition, statistics on counseling and usage are listed. These show the wide range of services related to this topic and also provide insight into gender-specific utilization of these services.

### A: Family@Studies

There are still no concrete statistics on the number of students with children at the TU Dresden. The last nationwide social survey found that the proportion of students with at least one child was 7.8% in 2021. Of these, 54% have more than one child.<sup>9</sup> The children of the students surveyed are predominantly under four years old (46.5%). Of all students with children surveyed, less than half (45.9%) are studying full-time (compared to 84.2% of students without children). Part-time study can be organized officially, unofficially or individually.<sup>10</sup> In addition, 11.9% of all students surveyed are carers, 81.9% of whom are carers within their own family.<sup>11</sup>

At TU Dresden only the statistics on the reasons for taking a leave of absence record the parental status of students — insofar as this is the reason given on an application for a leave of absence. Thus, according to statistics on the student population from December 7th, 2022, in 2022, a total of 455 applications for a leave of absence were submitted, with maternity leave, parental leave, childcare up to the age of 14, or care of relatives cited as the reason. Looking at the total number of all requests for a leave of absence, these reasons make up the largest group at 29%, closely followed by studying abroad. In total, therefore, **approximately 1.5% of all TU Dresden students requested a leave of absence due to family responsibilities in 2022**. The number of students with family responsibilities, be it childcare or care of a family member, will therefore be significantly higher.

<sup>9</sup> See Kroher et al 2023, S. 150.

<sup>10</sup> See Kroher et al, 2023, S. 22.

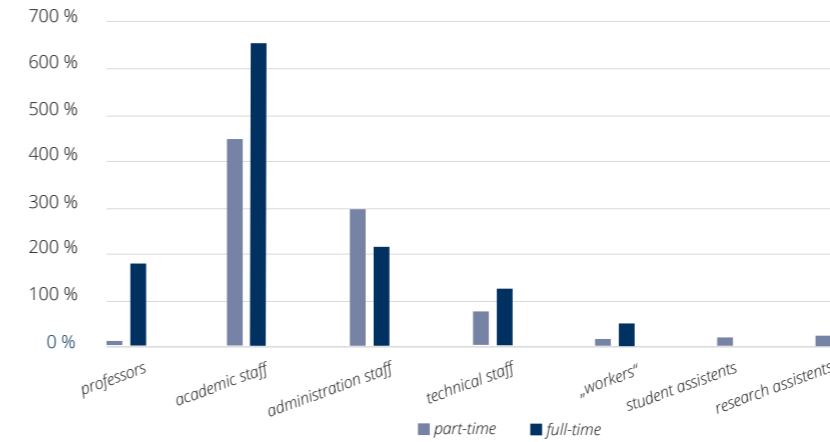
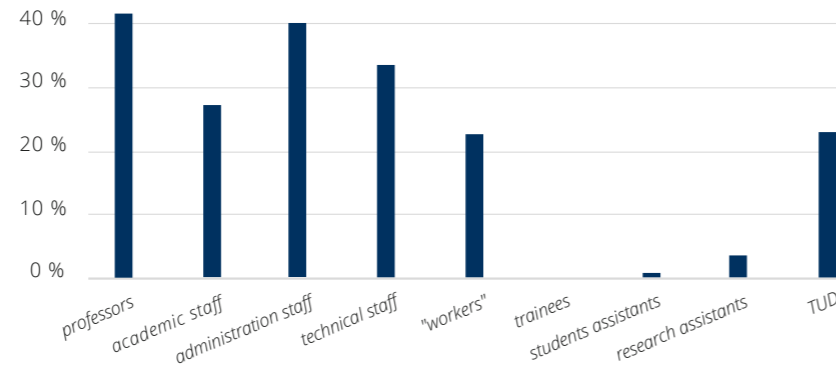
<sup>11</sup> See Kroher et al 2023, S. 23.

## B: Family@Work

### Employees with children

**Figure 19** shows the percentage of staff in different university groups with children up to the age of 18. **Overall, 23.2% of staff members have children of this age.** The highest proportion is among professors (41.7%) and administrative staff (40.2%). The proportion is lowest among support staff — student assistants (0.2%), research assistants (3.7%) and trainees (0%). Of all employees with children, 41.7% work part-time and 58.3% work full-time, which roughly corresponds to the proportion of total employees working part-time and full-time (44.3% and 55.7%, respectively). Figure 20 presents a breakdown of the working hours of staff with children by university group.

**Figure 19**  
Percentage of employees with children up to 18 years of age as of 01.12.2021 (source: TUD/D2)



**Figure 20**  
Employees with children according to university group and working hours as of 01.12.2021 (source: TUD/D2)

### Parental leave and care leave

During 2021, parental leave was taken a total of 406 times. Since a person may take several shorter instances of parental leave during the course of a year, one such person would figure into these statistics more than once. In this respect, this figure does not tell us how many individual employees took parental leave during the course of a year. Of these 406 instances of parental leave, 311 were taken by academic staff (76.6%). It is significant that 56 % of all periods of parental leave were taken by male staff members. This proportion roughly corresponds to the total proportion of male employees at the university. Of these 228 periods of parental leave, 84% were between one and three months in length. When parental leave was taken by women, 61% were seven months or longer in duration. On average, **male staff members of the TUD took 2.7 months of parental leave in 2021, and female staff members took 8.5 months.**



These figures are lower than the national average for 2020, which indicated that men took 3.7 months of parental leave and women took 14.5 months.<sup>12</sup> As regards the duration of parental leave, the difference between academic staff and academic support staff is only slight.

According to the Care Leave Act ("Pflegezeitgesetz"), employees are also entitled to up to 10 days of leave to support close relatives who require care. Across all university groups, the number of employees who made use of this provision in 2021 totaled less than 10.

### C: Counseling and utilization statistics

The TU Dresden offers a wide range of counseling and support services related to family friendliness.

One of these offers is flexible childcare. In 2021, a total of 461.5 hours of childcare were made use of. This amounts to a utilization rate of 41.9% of the childcare capacity (Which also needs to be seen in the context of the Covid19 pandemic). Utilization was particularly high in December (59.4%) and particularly low in the school holiday month of August (20.1%). A gender-specific evaluation of the registration data shows that 57 of the 60 registrations made during the year were by women. This corresponds to 95% of the total. In 2022, a total of 925.5 hours of care were utilized. This corresponds to a utilization rate of 92.6%.

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<sup>12</sup> Suhr, Frauke (2021): Mehr Männer nehmen Elternzeit - zumindest kurz. <https://de.statista.com/infografik/24835/anteil-der-vaeter-in-deutschland-die-elternzeit-beziehen/> (accessed: 18.08.2022)

The family service center Campusbüro Uni mit Kind, a cooperation between the Studentenwerk Dresden and the TU Dresden, is the central service point on campus. It provides comprehensive counseling for university members with current or anticipated family responsibilities. Of a total of 697 consultations in 2021, 73% (512) consultations were provided to members of the TU Dresden, with the remaining consultations involving members of other universities in Dresden. 78% (398) of these TUD-specific consultations were given to students. The majority of the consultations were utilized by women (73%). The three topics with the highest demand for counseling were: social services (42% of consultations), loans and financial aid (11%), and maternity and parental leave (10%).

In 2020, the "Uni-Schnuff" was introduced, the TU Dresden's gift for newborn babies of students and staff. This gift can be collected at the Campusbüro Uni mit Kind upon presentation of the baby's birth certificate. In 2021, of all 40 "Uni-Schnuffs" handed out, 38% were collected by men and 62% by women.

Since 2019, the TU Dresden has been running a counseling service for nursing care in cooperation with an external agency of experts in nursing care. These consultations were predominantly used by academic staff members (59%) and academic support staff (39%) in 2021. Only 5% of those who sought advice were students (possibly in addition to being employed). Women accounted for 69% of the counseling requests. The majority of consultations took place by telephone (93%), which should also be viewed in light of the impact of Covid19. The most common topics of the care consultations in 2021 were the Care Leave Act (18%), power of attorney (14%), and long-term care level classification (14%).



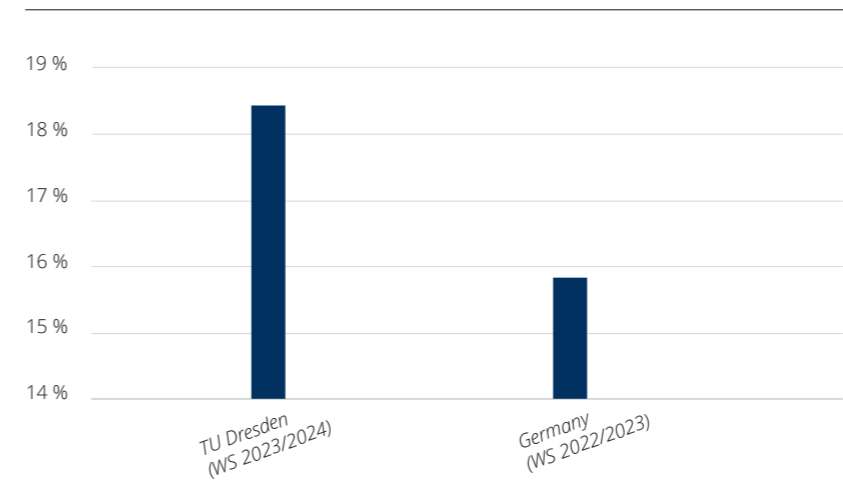
# 3 Diversity@TUD

In the third chapter, additional figures beyond the core topics of gender and family will be presented. These relate to the key categories of diversity presented in the first Diversity Factbook, such as ethnicity, age, disabilities and chronic illnesses, which are presented here in an updated form. The focus will first be on students and subsequently on employees.

## A: Diversity@Studies

### Topic: Background

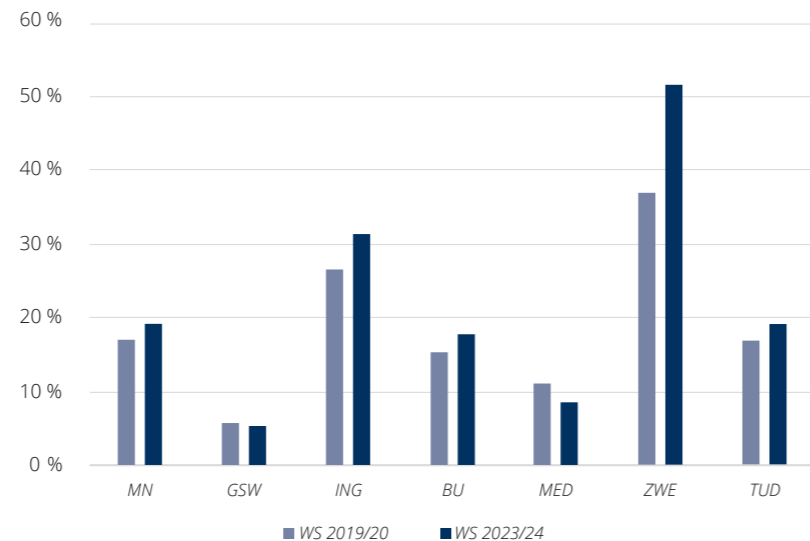
The percentage of students with foreign citizenship was 18.5% in the winter semester of 2023/2024 (see **Figure 21**). This figure is 3 percentage points higher than the national average in 2022/2023 and shows a slight increase compared to the winter semester of 2019/2020 (16.9%).



**Figure 21**  
Percentage of foreign students at the TUD and in Germany in the winter semester of 2022/2023 (source: TUD/D6, destatis)

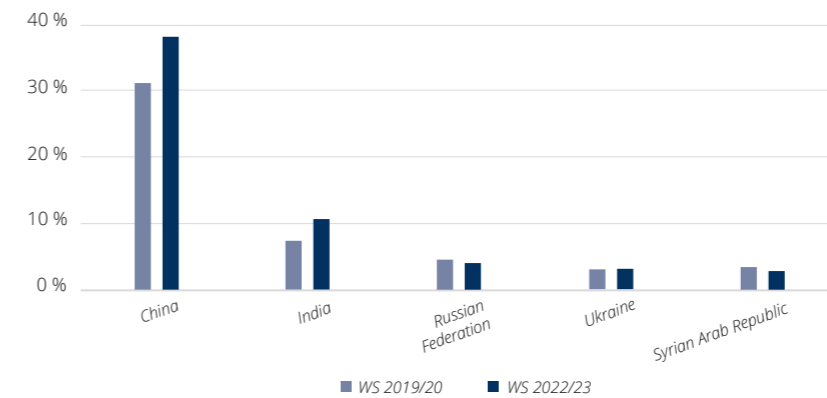


**Figure 22** shows the proportion of students with foreign citizenship by school. This is particularly high in the central academic units (52.9%) and in the school of engineering sciences (32.1%). The proportion of foreign students in the school of humanities and social sciences is below average (6,3%). Compared to the winter semester of 2019/2020, there was little change in these percentages. It bears mentioning that there are a total of 19 English-language degree programs at the TU Dresden, six of which are from the school of science, five from the school of civil and environmental engineering, three in the school of engineering sciences, and five from the central academic units (the CMCB as well as the IHI Zittau). For all other study programs (including all in the school of humanities and social sciences and the school of medicine), proficiency in German must be demonstrated — a potential obstacle for foreign students.



**Figure 22**  
Comparison of the proportion of foreign students at the TU Dresden by school in the winter semester of 2019/2020 and the winter semester of 2023/2024 (source: TUD/D6)

**Figure 23** shows the most common nationalities of these international students, meaning all students at the TU Dresden without a German passport, in November 2021. The proportion of Chinese students remains high and has increased yet again compared to the winter semester of 2019/2020. The proportions of other nationalities have hardly shifted.



**Figure 23**  
Most common nationalities of all non-German students as of Nov. 1st, 2019 and Nov. 1st, 2022 (source: TUD/D8)

By the way: In the 22nd Social Survey, 17.3% of students stated that they had a migration background. This means that they obtained their higher education entrance qualification in Germany, but they themselves or at least one of their parents were born abroad.<sup>13</sup> The social survey also provides information on the educational background of students. Most respondents (69%) stated that at least one parent had a higher education entrance qualification. 23% stated that at least one parent had a secondary school leaving certificate and 7% had at least a lower secondary school leaving certificate. Only 1% of the students surveyed stated that their parents had no school-leaving qualifications. The situation is similar for the highest professional qualification of the parents or at least one parent. Here, 58% stated a university degree, 13% had a qualification such as “Meister”, “Techniker” or “Fachschule”, 23% had completed vocational training and 5% of the students surveyed stated that their parents had not completed any vocational training.<sup>14</sup>

<sup>13</sup> See Kroher et al 2023, S. 31.  
<sup>14</sup> See Kroher et al 2023, S. 26-27.

### Topic: Disabilities and chronic illness

The topic of disabilities and chronic illnesses can currently only be statistically captured by using the results of the 22nd Social Survey. Almost a quarter of the students stated that they had a disability (23.7%). For 15.9% of these, this impairment has a negative impact on their studies. Most of these impairments that make studying more difficult are psychological or mental illnesses (65.2%) and chronic illnesses (13.2%). Partial performance disorders (3.7 %), movement impairments (2.5 %), visual impairments (1.9 %) and hearing impairments (1.1 %) were also mentioned. In 7.3% of cases of impairment with study difficulties, there is a multiple impairment.<sup>15</sup>

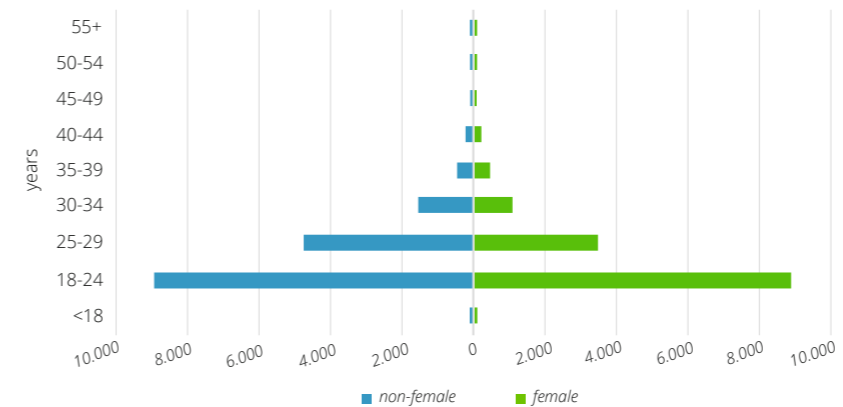
The statistics on the well-being of students listed in the social survey are also interesting. For example, 72.1% of respondents rated their own state of health as "good" to "very good", 21.1% as "neutral" and 6.9% as "poor" to "very poor". Furthermore, 63.7% of students stated that they had felt stressed "frequently to very frequently" in the last four weeks. In the last four weeks, 48.3% of students rated themselves as "frequently to very frequently" overworked. Just over half of respondents (51.7%) stated that they had been happy "frequently or very frequently" in the last four weeks.<sup>16</sup>

### Topic: Age

**Figure 24** shows the age distribution of students. 59.2% of students are in the 18-24 age group, and 27.3% are in the 25-29 age group. The 30-34 age group accounts for 8.6%. Only 4.7% of students are older than 35.

<sup>15</sup> See Kroher et al 2023, S. 43.

<sup>16</sup> See Kroher et al 2023, S. 38



**Figure 24**  
Age distribution of students as of Nov. 1st, 2022 (source: TUD/D8)

### B: Diversity@Work

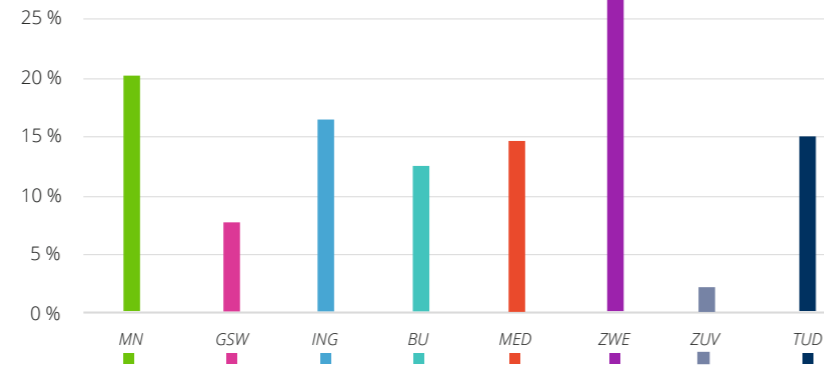
The following section presents further data and facts of interest relating to employees, showing other key aspects of diversity. In terms of a continuation of the Diversity Factbook, these include employees' backgrounds (to the extent that these can be represented statistically), as well as employees with disabilities and chronic illnesses, and the age distribution of employees.

As **Figure 25** (next Page) shows, the proportion of TU Dresden employees with foreign citizenship is 15.1%, a slight increase of 1.5 percentage points compared to 2019. At 28.1%, it is particularly high in the central academic units as well as in the school of science (20.2%). It is particularly low in the central university administration (2.2%) and in the school of humanities and social sciences (7.8%).

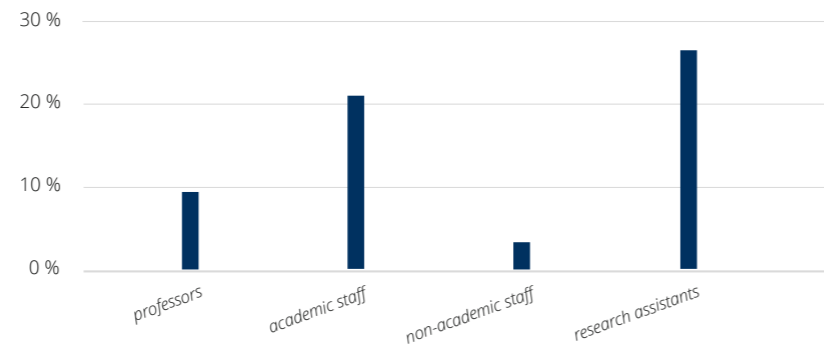
**Figure 26** (next Page) shows the proportion of employees with foreign citizenship by university group. This proportion is particularly high among research assistants (26.6%), but very low among academic support staff (3.2%).



**Figure 25**  
Percentage of employees with foreign citizenship per school/unit as of December 1st, 2021 (source: TUD/D6)

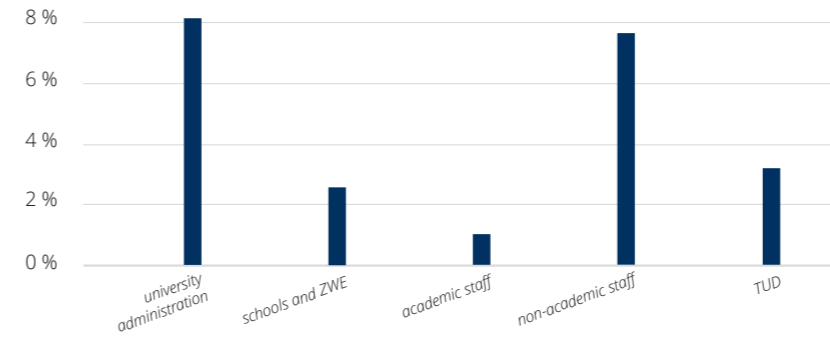


**Figure 26**  
Percentage of employees with foreign citizenship by university group as of Dec. 1st, 2021 (source: TUD/D6)



### Topic: Disabilities and chronic illness

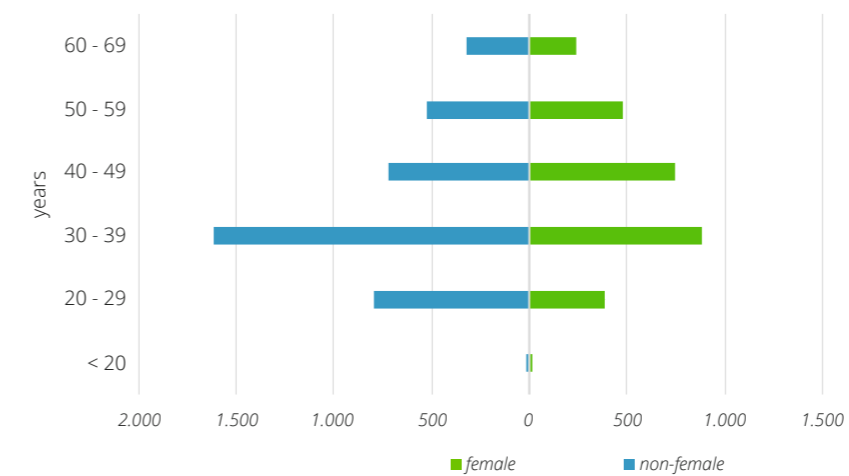
**Figure 27** shows the proportion of severely disabled employees in accordance with the SGB IX. In December of 2021, this figure was 3.2% and thus at the same level as in December of 2019 (3.3%). The data clearly shows that the proportion of severely disabled employees in the academic sphere is very low. Employees are not required to disclose information about any disability or chronic illness they may have — neither as part of the hiring process nor at a later point in time. Failure to meet the mandatory statutory quota of 5% within the public sector in the Free State of Saxony results in the payment of compensatory dues to the Saxon Municipal Social Association (Kommunaler Sozialverband Sachsen).



**Figure 27**  
Percentage of employees with severe disabilities and persons equal to a disabled person according to the SGB IX as of December of 2021 (source: TUD/Representative of Employees with Disabilities)

### Topic: Age

**Figure 28** shows the age distribution of all full-time employees at the TU Dresden as of December 1st, 2021. It is noteworthy that more than 37% of all employees are in the 30-39 age group, of which more than 60% are male.



**Figure 28**  
Age distribution of all full-time employees at the TUD (excl. research assistants and student assistants) as of Dec. 1st, 2021 (source: TUD/D2)



## 4 Conclusion and outlook

The data has highlighted where the TU Dresden and its individual schools currently stand with regard to diversity. Although a large amount of statistical data is being collected at the university, it is seldom publicly available to interested members of the university community in a clear and concise form. This Factbook attempts to address this problem by presenting the available statistics in a condensed, easy-to-read format. At the same time, other deficiencies become apparent in the process of gathering these statistics. Much of the data that would perhaps be of interest for initiating new measures cannot be collected, let alone published, simply due to data protection regulations. Nevertheless, this particular collection of facts can be used to show that a university such as the TU Dresden is a place of vibrant diversity that has continued to evolve over the past few years. The Factbook helps to publicly convey this fact to university members, even if it is unfortunately impossible to depict every diversity aspect in detail. Thus, it becomes all the more important to establish and enhance a university culture that reflects and incorporates all of its members. This is a key factor for the success of a future-oriented university by actively tapping into the full potential of the TU Dresden's expertise.

The data shown here serves as another step in this direction and helps to raise awareness. At the same time, the data encourages internal and external reflection on the current situation and forms the foundation for further diversity-oriented measures at the TU Dresden.

## Abbreviations

BU	School of Civil and Environmental Engineering
D1-9	Directorate 1 to 9
GSW	School of Humanities and Social Sciences
ING	School of Engineering Sciences
MED	School of Medicine
MN	School of Science
SHK	Student Assistant
TUD	TU Dresden
TZ/VZ	Part-time/full-time
WHK	Research Assistant
ZUV	Central University Administration
ZWE	Central Academic Units

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## Sources

Data concerning the TU Dresden comes directly from the respective structural units, specifically:

- Directorate 2 Personnel
- Directorate 6 Planning and Organization
- Directorate 8 Student Affairs and Continuing Education
- Family Service Center *Campusbüro Uni mit Kind*
- Representative of Employees with Disabilities
- Center for Quality Analysis (ZQA)

We would like to express our sincere thanks to these staff members for their outstanding support in the preparation of this Factbook.

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