



BEYOND DIVERSITY

Data Report on Diversity at Bingen UAS

EQUAL OPPORTUNITIES · INTERNATIONALISATION · EDUCATIONAL ADVANCEMENT · ANTI-DISCRIMINATION

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FOREWORD

Dear Members of the
University Community,
Dear Readers,

In a world that is rapidly interconnecting and becoming increasingly multifaceted, we as a higher education institution bear a special responsibility: to shape the specialists and leaders of tomorrow and to drive societal progress.

At Bingen University of Applied Sciences, diversity is not a buzzword but an integral part of our mission statement. Building on this foundation, we have developed a shared understanding of diversity.

Diversity means creating fair opportunities, breaking down barriers, and fostering a culture of belonging. A culture in which everyone finds their place, can flourish, and experiences appreciation. This is not an easy task, be-

cause such a culture does not develop on its own.

Since October 2023, we have been participating in the “Vielfalt gestalten” diversity audit by the Stifterverband. Our aim is to work together to build a diversity-oriented institutional culture and to anchor diversity structurally. In doing so, we have focused on four strategic priorities:

- **Equal opportunities**
- **Internationalisation**
- **Educational advancement**
- **Anti-discrimination**

Why Beyond Diversity?

Our data report, Beyond Diversity, presents detailed figures and facts on diversity at Bingen UAS for the first time. It measures our current position, tracks progress over recent years, and makes various dimensions of diversity. At the same time, it shows us where we stand and what challenges remain to be addressed.

I invite you to explore Beyond Diversity and to join us in a conversation on questions of diversity and equal opportunity.

Kind regards
Prof. Dr. Antje Krause



*Prof. Dr. Antje Krause
President of Bingen UAS*



Bingen UAS's Understanding of Diversity

We aim to build an equitable university where all people – free from prejudice, discrimination, and exclusion – can learn, teach, research, and work together. We see ourselves as an organisation that actively seeks diversity as a catalyst for innovative solutions.

Bingen UAS is committed to strengthening equal access and continuously removing systemic barriers. We promote conscious and appreciative interaction with one another and active engagement with diversity.

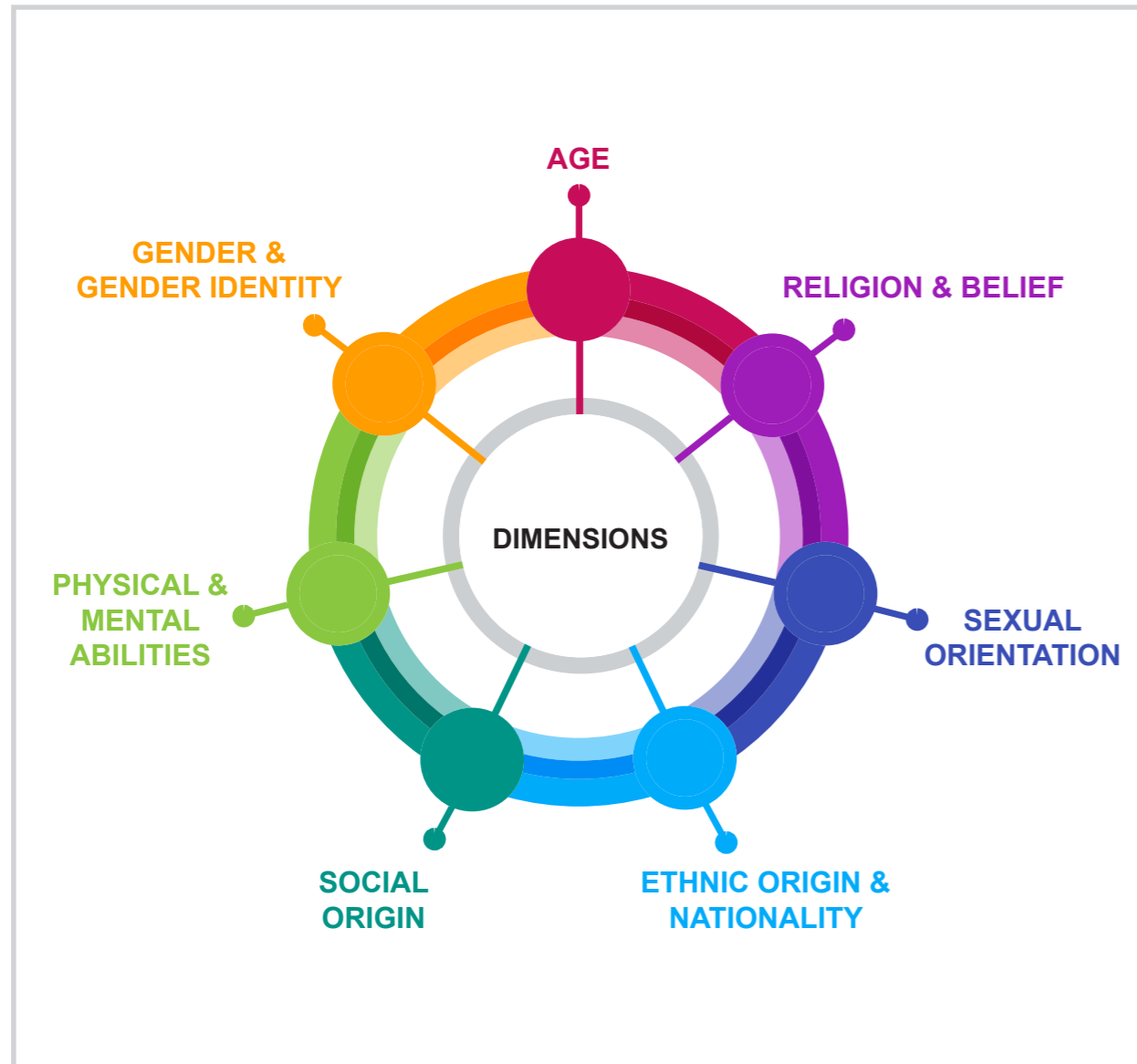


TABLE OF CONTENTS

●	Diversity @ Bingen UAS	6
●	Equal Opportunities	8
●	Employees and Professorships	12
●	Students	18
●	Graduates	20
●	Internationalisation	22
●	Countries of Origin of Students	26
●	International Students	30
●	Educational Mobility	32
●	University Entrance Qualifications of Students	34
●	Study Forms	36
●	Standard Period of Study	38
●	Anti-discrimination	42
●	Charter of Diversity	44
●	Age Diversity	46
●	Inclusion and Accessibility	50
●	Behind the Scenes	54
●	Indices	56
●	List of Figures and Tables	56
●	Bibliography	58

DIVERSITY @ BINGEN UAS

Bingen UAS aligns with the understanding of diversity in the Diversity Charter, which encompasses the following dimensions (cf. Diversity Charter 2025):



In the data report Beyond Diversity, we map these dimensions to the four priority themes of the diversity audit, where data permit it (cf. Bingen University of Applied Sciences 2025):

- Equal opportunities
- Internationalisation
- Educational advancement
- Anti-discrimination

Data and Methodological Approach

For the analyses, we used internal university statistics from the Business Intelligence In-Campo of Bingen UAS from the period 2015–2025. At selected points, we supplemented the data additionally with nationwide benchmarks from other higher-education institutions in Rhineland-Palatinate using official statistics from Destatis and internal university data from the Personnel Department (as of 31.10.2025).

We processed and analysed the data systematically to reveal developments and trends over the past nine years. By deliberately comparing the points in time of winter semester 2015/16 and winter semester 2024/25, we also examined structural changes and progress across the four priority dimensions.





EQUAL OPPORTUNITIES
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EQUAL OPPORTUNITIES

We have an important mandate for equal opportunities for all genders, which is also anchored in the Rhineland-Palatinate Higher Education Act.

The data report presents the gender distribution and its development at Bingen UAS across the status groups of staff, professors, students, and graduates. At the same time, the data also provide insights into gender-independent developments in student and staff numbers.

The data show that while women are increasingly gaining access to study and employment, structural inequalities still persist.



Representation of Genders

In *Beyond Diversity*, we capture all genders, as the binary gender recording does not adequately represent non-binary lived realities.

Official statistics currently only capture male and female, whereas Bingen UAS also captures and reports gender-diverse identities. Where possible, we supplement our own surveys accordingly to make non-binary identities visible.

STAFF AND PROFESSORS

At Bingen UAS, data on staff and professors are key indicators of progress in equal opportunities policy. This report provides selected key figures on personnel structure. For more detailed analyses, see Bingen UAS's Equal Opportunities Promotion Plan (cf. Bingen University of Applied Sciences 2023).

The term „staff“ includes academic and non-academic staff, administrative civil servants, lecturers for special tasks, auxiliary staff, and trainees.

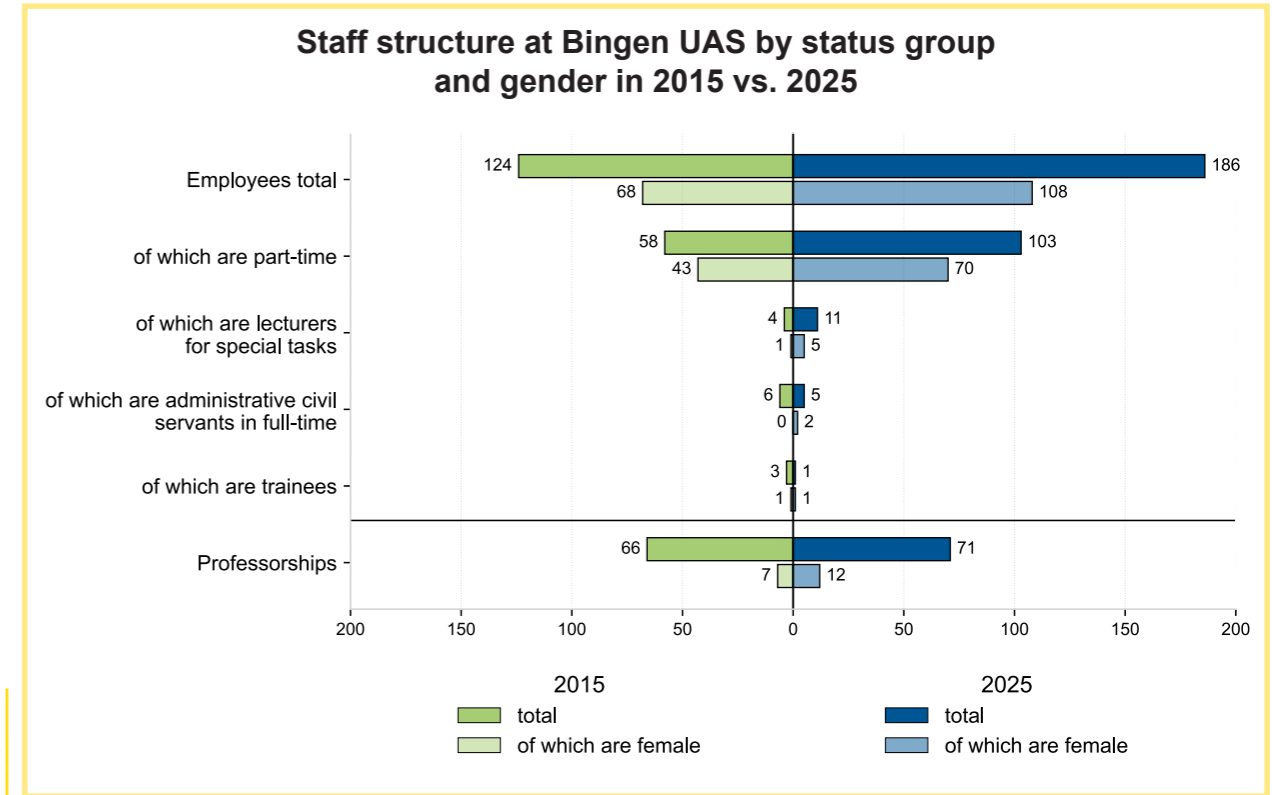


FIGURE 1

The personnel structure at Bingen UAS has changed continuously over the past ten years. From 2015 to 2025, the total number of staff increased from 124 to 186 (+50%). The proportion of women increased over the same period from 68 to 108, corresponding to an increase of approximately 58.8%.

257 staff members in 2025
(including professors)

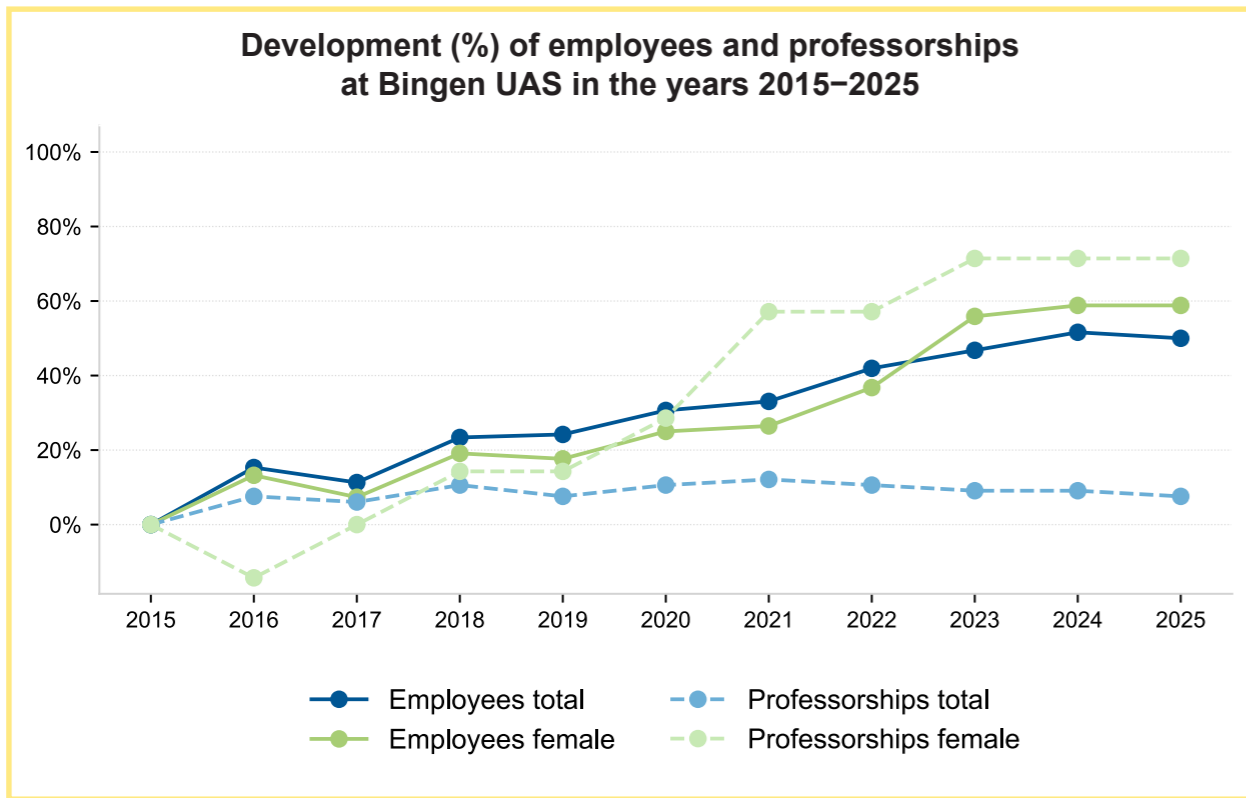


FIGURE 2

Regarding professors, a similar, though smaller, increase is evident. The total number rose from 66 in 2015 to 71 in 2025 (+7.6%). The number of female professors increased from 7 to 12, corresponding to an increase of 71.4%.

Nevertheless, this means that in 2025, only 16.9% of professorships are held by women. This demonstrates that a positive trend in the proportion of women is not enough to achieve gender balance.

46,7 % of all staff are female in 2025
(including professors)

In the following charts, all percentage values refer to 2015 as the reference year (base = 100%). The charts show the cumulative change since 2015, rather than yearonyear differences.



Part-Time Employment

Part-time employees are becoming increasingly important in Bingen UAS's personnel development. The number of part-time positions has increased significantly from 58 in 2015 to 103 in 2025 (+77.6%). Women hold around two-thirds (68 %) of these positions.

55,4 % of employees will be working part-time in 2025

Flexibility of Work Models

The increase shows the growing relevance of reconciling work, family, and individual life situations. At the same time, it illustrates the increasing need for flexible work models. Since 2021, a gender-inclusive increase in part-time employment has been observed — a trend that coincides chronologically with the COVID-19 pandemic.

Bingen UAS promotes flexible working hours and locations, balancing work with private life, and addressing psychological stress.

Part-time employment offers, on the one hand, a significant opportunity; on the other hand, it points to structural challenges: The above-average high proportion of women (68%) among the total of 103 part-time positions in 2025 illustrates a gender-specific pattern that we must examine critically in the context of equal opportunities goals.



Fixed-Term Contracts and Employment Practices

Another structural problem arises from fixed-term contract and employment practices in science. Project positions are often advertised as fixed-term and formally part-time, although the expected work requirements correspond to a full-time equivalent. This not only leads to hidden overtime but also prevents genuine work-life balance and possible career opportunities (cf. Leischner et al. 2016).

In 2025 Bingen UAS employed 186 staff; 83 of them were on fixed-term contracts, with just under half being women. Furthermore, two-thirds of these fixed-term positions are part-time.

Development (%) of part-time employees at Bingen UAS in the years 2015–2025

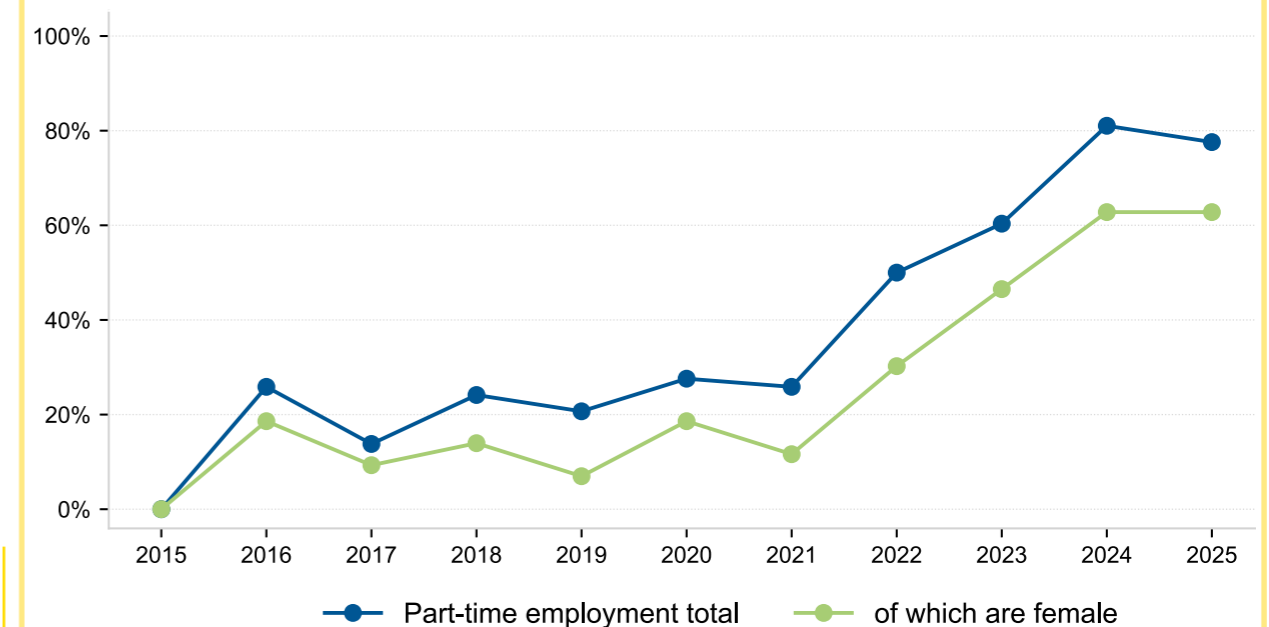


FIGURE 3

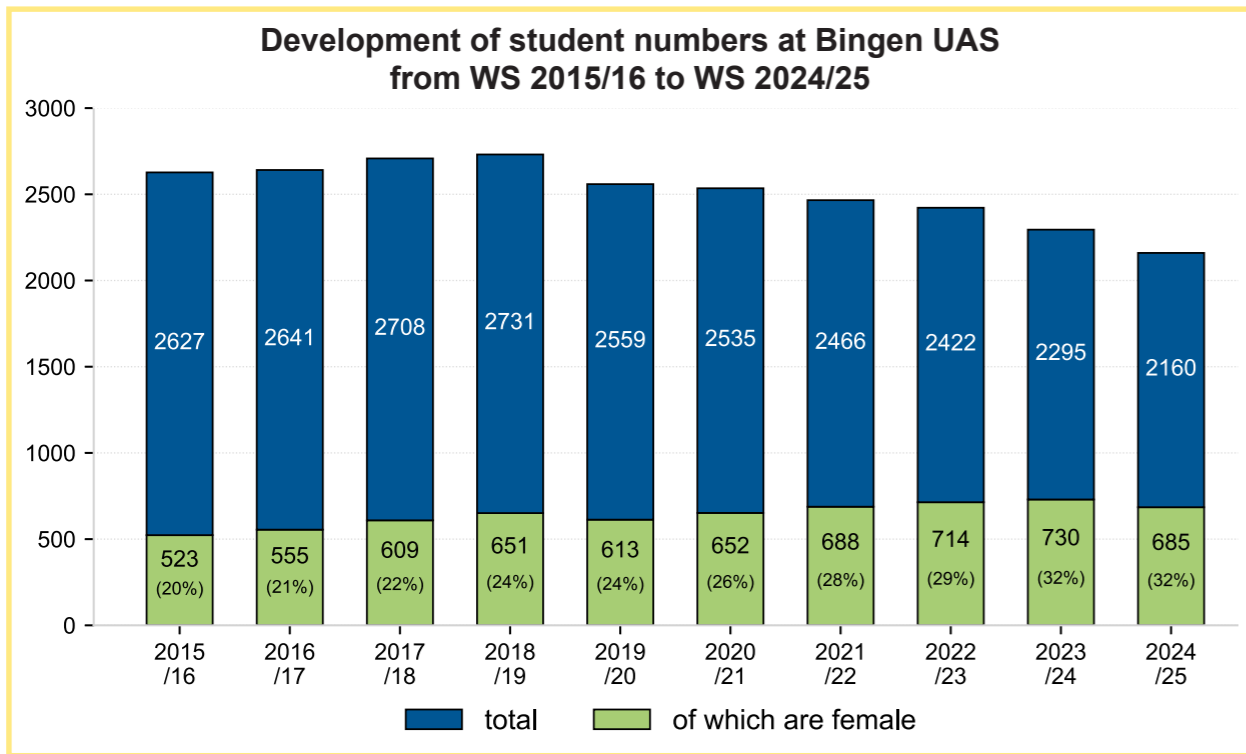


FIGURE 4

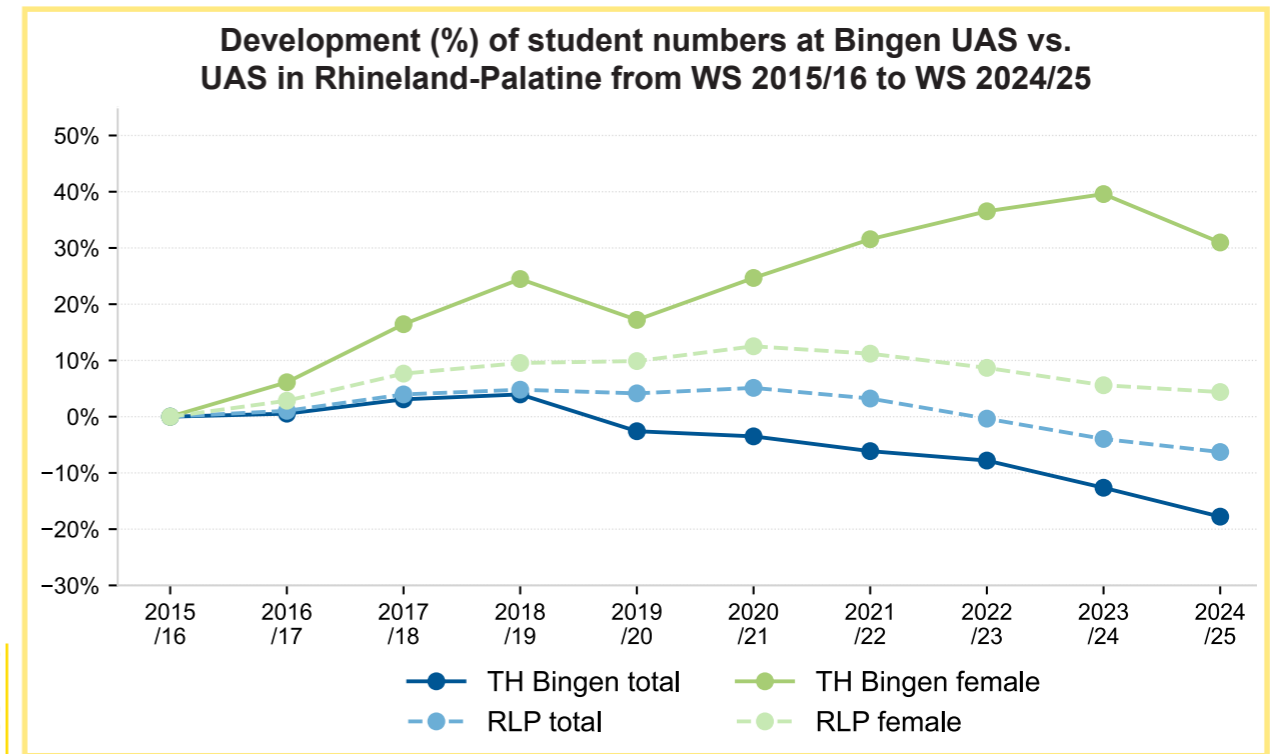


FIGURE 5

STUDENTS

Student numbers have changed continuously since winter semester 2015/16: overall enrolment has fallen, while the share of female students has risen.

In winter semester 2015/16, a total of 2,627 students were enrolled at Bingen UAS, of whom 523 were women, corresponding to a female proportion of 20%. Nine years later, the university recorded 2,160 students - a decline of 17.78%. Of these, 685 are women, so the female proportion has increased to 32%.

The opposing developments can be attributed to various causes. On the one hand, demographic changes, alternative educational pathways, and changing expectations of students lead to a decline in overall numbers (cf. Centre for Higher Education Development 2023; Kroher et al. 2023). On the other hand, the increasing proportion of women illustrates the success of measures to promote women's access to higher education and points to positive developments towards equal opportunities.

Comparing Bingen UAS's student numbers with developments across Rhineland-Palatinate confirms the trend already described. Starting from winter semester 2015/16, student numbers have declined by 6.29% across the state over the past nine years.

At Bingen UAS, this decline is more pronounced than the state average; at the same time, however, the positive development is evident: the proportion of female students at Bingen UAS is increasing significantly more rapidly,

with an increase of 30.98%, than the average in Rhineland-Palatinate (+4.38%).

2015 female proportion of students was **20%**
2025 female proportion of students is **32%**

GRADUATES

In addition to current student numbers, statistics on graduates from Bingen UAS provide important insights into study success as well as the ratio of bachelor's and master's degrees.

In line with the declining student numbers, we also see a downward trend among graduates. The number of bachelor's degrees has declined continuously over the past nine years. After a brief peak in academic year 2018/19, the number fell from 268 to 205 (-23.5%) bachelor's degrees.

In master's studies, however, we see a different trend. After an increase from 127 degrees in academic year 2015/16 to 146 in 2022/23, the number declined again in the following year and stands at 100 degrees in academic year 2024/25.

Examining female graduates at Bingen UAS reveals a more nuanced picture. Particularly noteworthy is academic year 2019/20, in which the proportion of female bachelor's graduates reached a clear peak of 32.86%, while the number of female master's graduates declined.

Overall, we have seen a continuous upward trend over the years. In academic year 2024/25, the proportion of female graduates is 34.15% in bachelor's and 28% in master's. Particularly against the backdrop of declining overall graduate numbers, a consistent increase in the proportion of women is evident here.

2015 Proportion of female graduates was **17,97%**

2025 Proportion of female graduates is **32,13%**

We aggregated the data by academic year for this report — meaning each academic year combines the winter semester with the following summer semester. For example, winter semester 2015/16 is combined with summer semester 2016 and counted as academic year 2015/16.

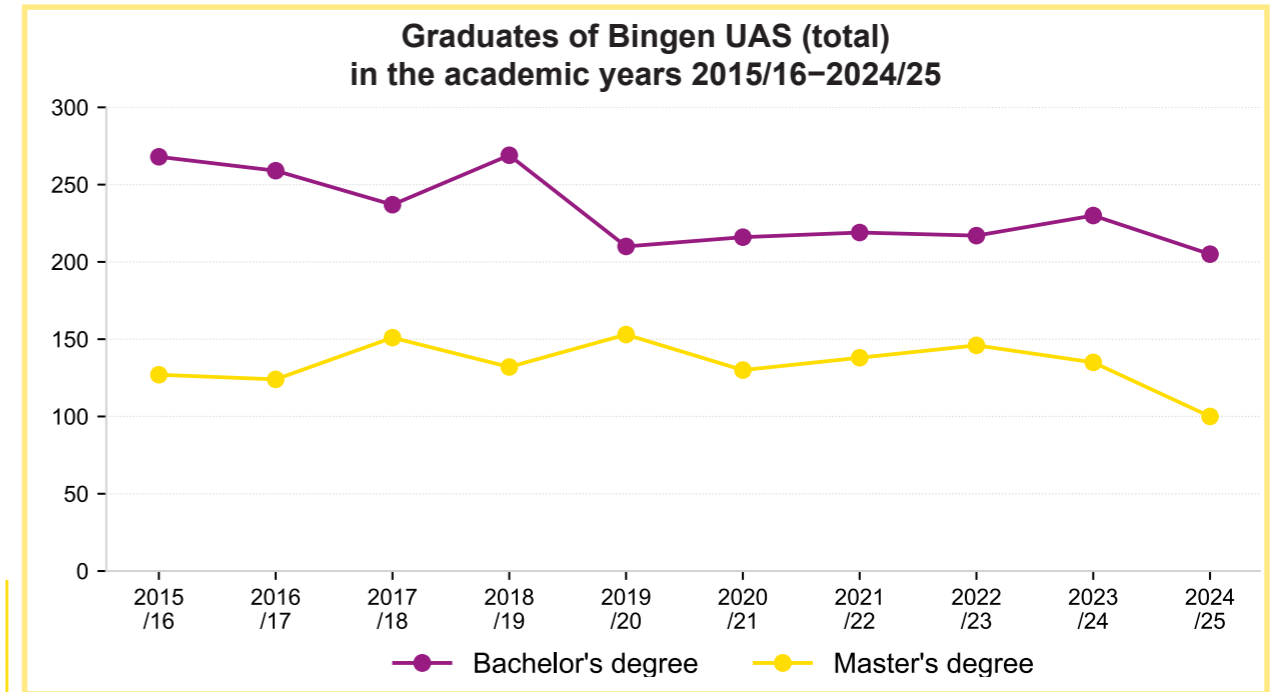


FIGURE 6

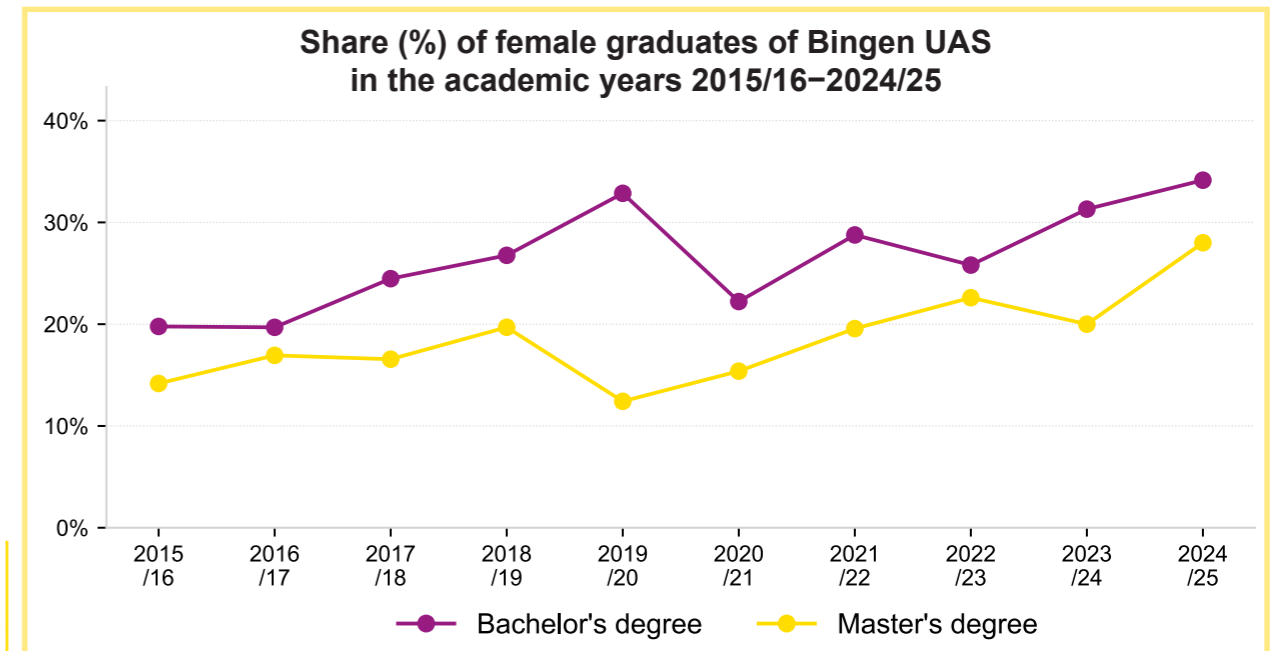


FIGURE 7



INTERNATIONALISATION

Internationalisation @ Bingen UAS

Internationality characterizes the profile of Bingen UAS and enriches research, teaching, and campus life through global perspectives. Students from different countries of origin bring new viewpoints and contribute to an open and multicultural higher education culture.

The chapter on Internationalisation examines the countries of origin of international students and shows their distribution across the two departments. Furthermore, we track how student numbers have changed, broken down by gender and country of origin. To provide insight into their educational pathways and backgrounds, we also itemised the higher education entrance qualification of international students.

18,65 % of the entire student body is international



The Departments of Bingen UAS

Bingen UAS is divided into two departments, which together cover a broad spectrum of practice-oriented STEM study programmes.

Department of Life Sciences and Engineering (Department 1) focuses on biological and natural sciences teaching and research. Students engage with topics such as climate and environmental protection, energy efficiency, agriculture, and biotechnology.

Department of Technology, Computer Sciences and Economy (Department 2) combines engineering sciences and modern information technology and business topics. The study programme includes, among others, electrical engineering, computer science, mechanical engineering, Smart Systems Engineering, and business engineering.

DP 1 Life Sciences and Engineering
DP 2 Technology, Computer Sciences and Economy

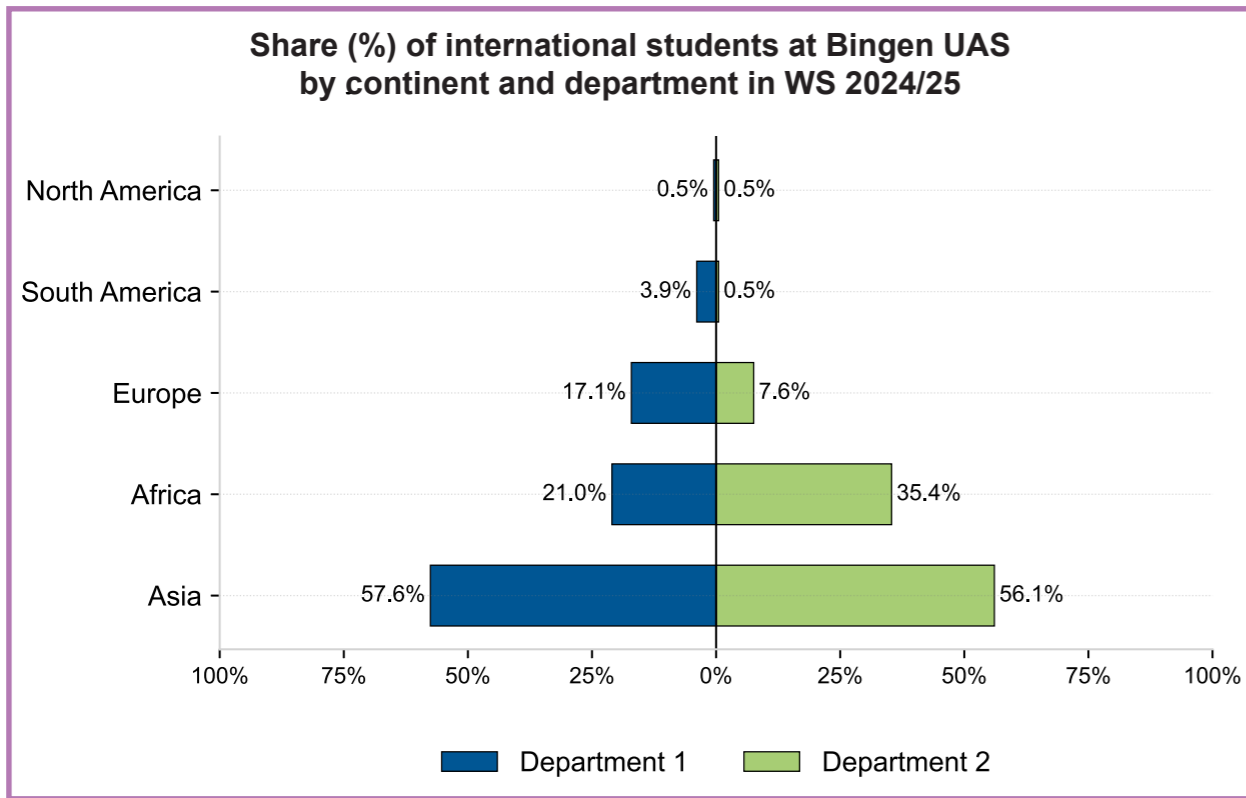


FIGURE 9

Distribution Across Departments

Regarding students of non-German origin, there is a heterogeneous composition by continent and country of origin, which is similarly represented in the two departments.

In Department of Technology, Computer Sciences and Economy (Department 2), international students come predominantly from India (25.3%), Cameroon (25.3%), Syria (7.6%), and Morocco (5.6%). In Department of Life Sciences and Engineering (Department 1), by contrast, students from India (25.9%), Luxembourg (9.6%), Cameroon (8.8%), and Iran (8.3%) dominate.



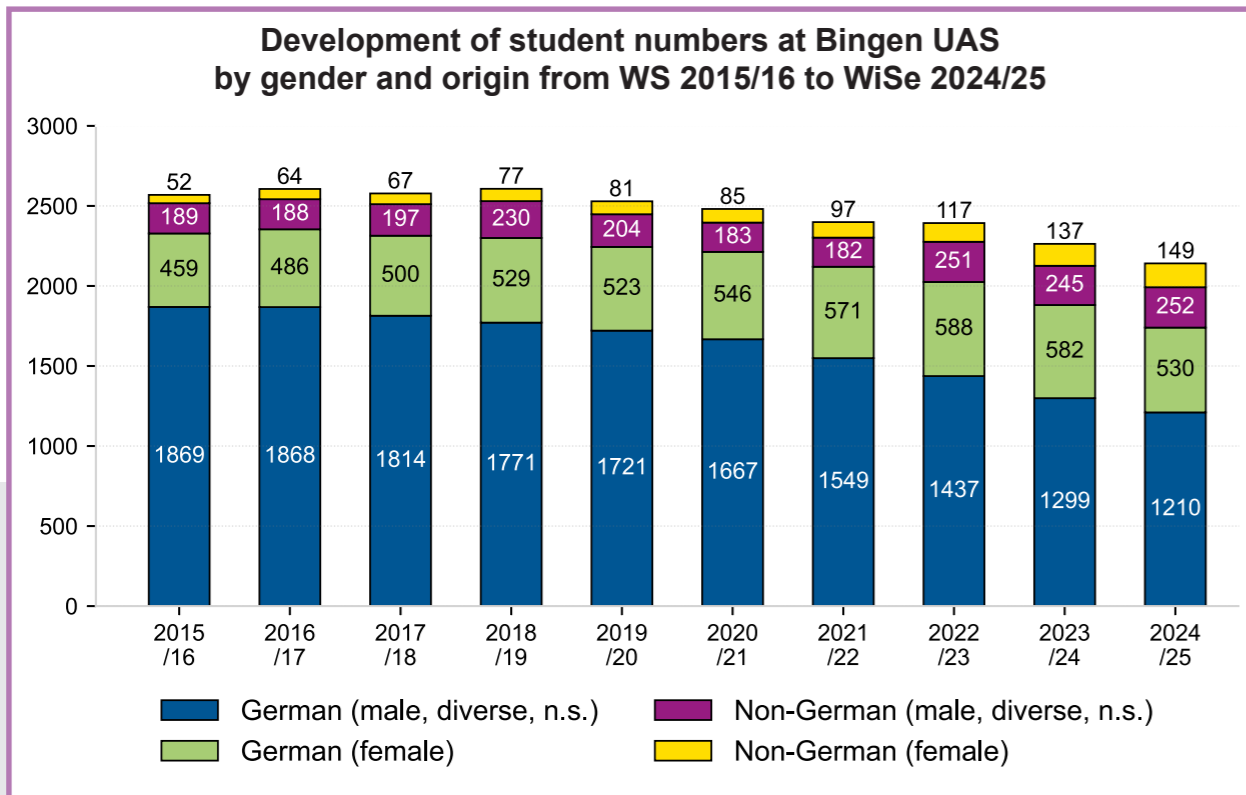


FIGURE 10

INTERNATIONAL STUDENTS

The development of the international student body at Bingen UAS has shown an increase from 241 to 401 students since winter semester 2015/16 (+66.4%). Despite pandemic-related fluctuations, long-term growth is evident, which is characterised simultaneously by an increasing proportion of women.

The number of international female students has more than doubled since winter semester

2015/16. The simultaneous positive development of internationalisation and equal opportunities underscores that diversity has multi-dimensional effects.

The higher education entrance qualification of international students at Bingen UAS has changed over the past nine years. In winter semester 2015/16, the proportion of international students with general higher education entrance qualification was 23.1%; in winter semester 2024/25 it is 82.8%. Meanwhile, the proportion of students with subject-specific higher education entrance qualification

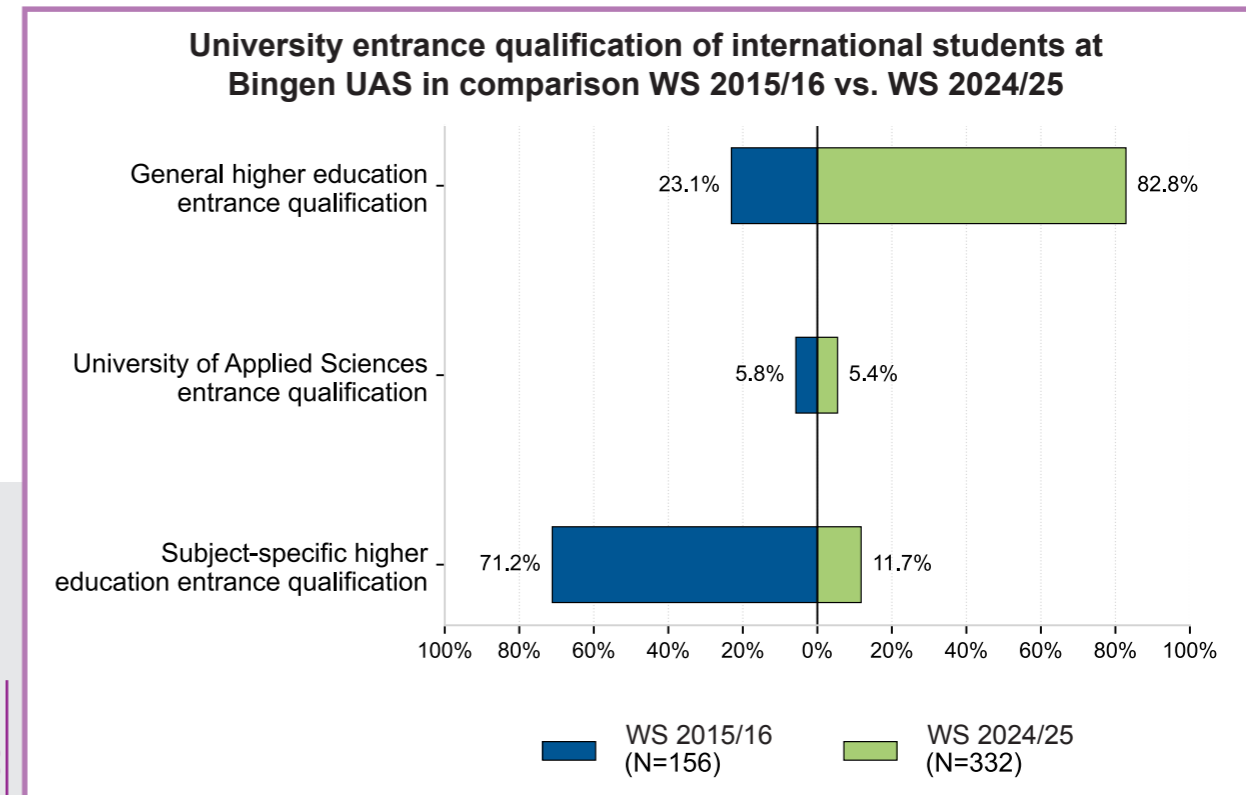


FIGURE 11

was 71.2% in winter semester 2015/16 and is 11.7% in winter semester 2024/25. The percentage share of students with university of applied sciences entrance qualification is nearly equal at both points in time.

Application and Admission of International Students

This development reflects increasing standardisation and recognition of international educational qualifications, which facilitates access to higher education across borders. The development is also due, among other

things, to the fact that international master's programmes are now firmly embedded in the range of degree programmes.

Overall, the shift toward a higher proportion of students with general higher education entrance qualification indicates a strengthening of the internationalisation of application and admission procedures as well as quality assurance of study access pathways at Bingen UAS.



EDUCATIONAL ADVANCEMENT

HIGHER EDUCATION ENTRANCE QUALIFICATIONS OF STUDENTS

Educational mobility is understood at Bingen UAS as a cross-cutting diversity theme that focuses on social background and the diverse educational biographies of students. The focus is on so-called first-generation students. These are students who are first in their families to enter higher academic education (cf. Miethe et al. 2014).

Second Educational Pathway

The so-called second educational pathway enables adults to catch up on school qualifications or to gain access to higher education studies through professional qualifications. This pathway includes educational institutions such as evening secondary schools and colleges. Their aim is to give all learners an equal chance to achieve the school qualification they aspire to (cf. MBWWK Rhineland-Palatinate 2011).

Development of Higher Education Entrance Qualifications

The figure illustrates that the number of students with university of applied sciences entrance qualification has increased in both edu-

cational pathways. It should be noted that the increase is partly due to the higher proportion of international students with general higher education entrance qualification. By contrast, the proportion of students with technical college entrance qualification has declined compared to winter semester 2015/16, particularly among those entering via the second educational pathway (-10.3%). The proportion of students in the first educational pathway holding a subject-specific higher education entrance qualification has also shown a slight decline.

While in winter semester 2015/16, 19% of students had acquired their higher education entrance qualifications via the second educational pathway, this share fell to 10.3% in winter semester 2024/25. However, the general decline in student numbers of 17.8% must also be considered.

Targeted support services for first-generation students can help to better harness the potential of students without traditional educational biographies, to identify needs, and to attract new target groups to study at Bingen UAS.

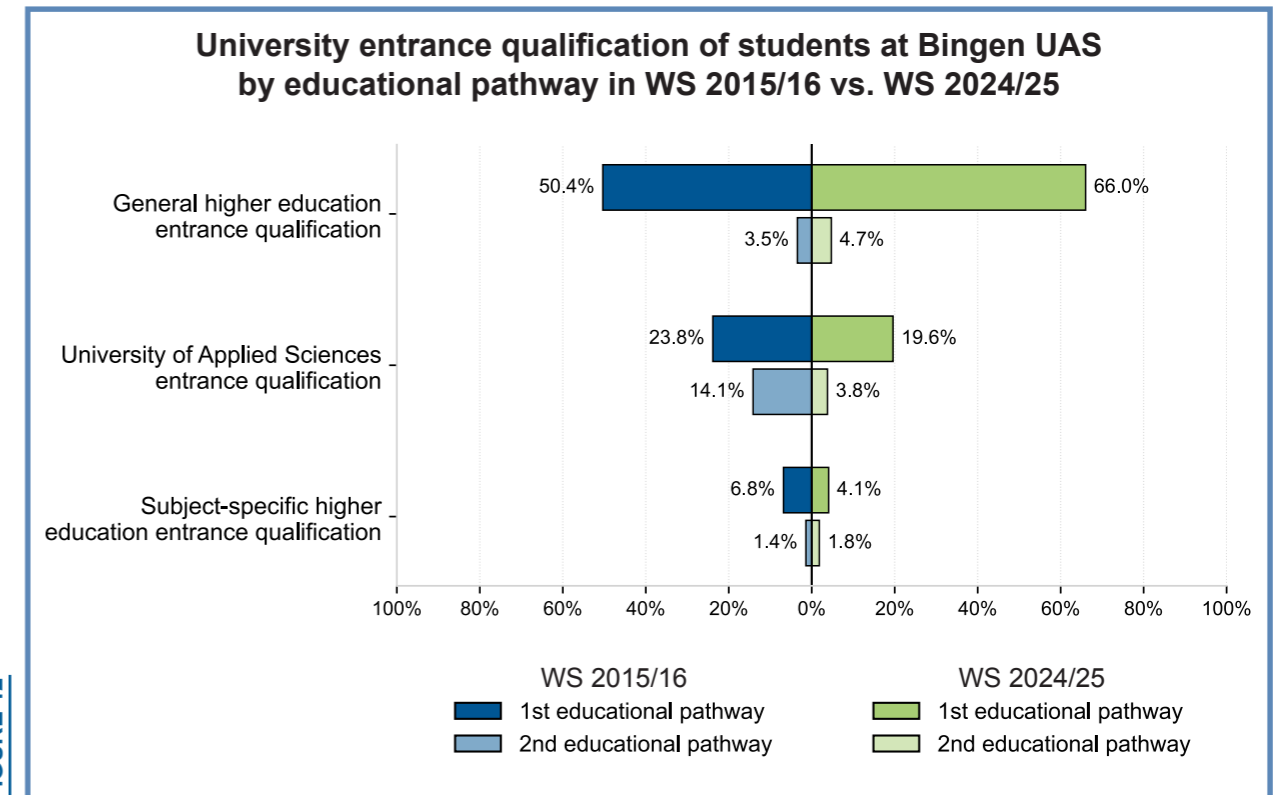


FIGURE 12

66,0 % of students in 2025 hold general higher education entrance qualification as the most common higher education entrance qualification

„Higher education entrance qualification“ (German: Hochschulzugangsberechtigung, HZB) is the umbrella term for school-leaving certificates and other qualifications that confer eligibility to study at a higher education institution in Germany (general higher education entrance qualification, subject-specific higher education entrance qualification, university of applied sciences entrance qualification).



FORMS OF STUDY

The following section compares first-time enrolment figures at Bingen UAS in full-time degree programmes versus dual degree programmes. Dual studies encompass both training- and career-integrated as well as practice-integrated degree programmes.

Regarding part-time studies, there are no meaningful, consistent data available for the period winter semester 2015/16 to 2024/25. A total of three students have enrolled in part-time studies as of the winter semester of 2024/25.

The development of enrolment figures shows a sharp decline in full-time bachelor's and master's degree programmes when comparing winter semester 2015/16 to winter semester 2024/25 (-50.5%). At the same time, the number of dual students remains constant. Dual degree programmes allow students to gain academic qualifications while simultaneously gaining professional experience, which facilitates entry into the job market.

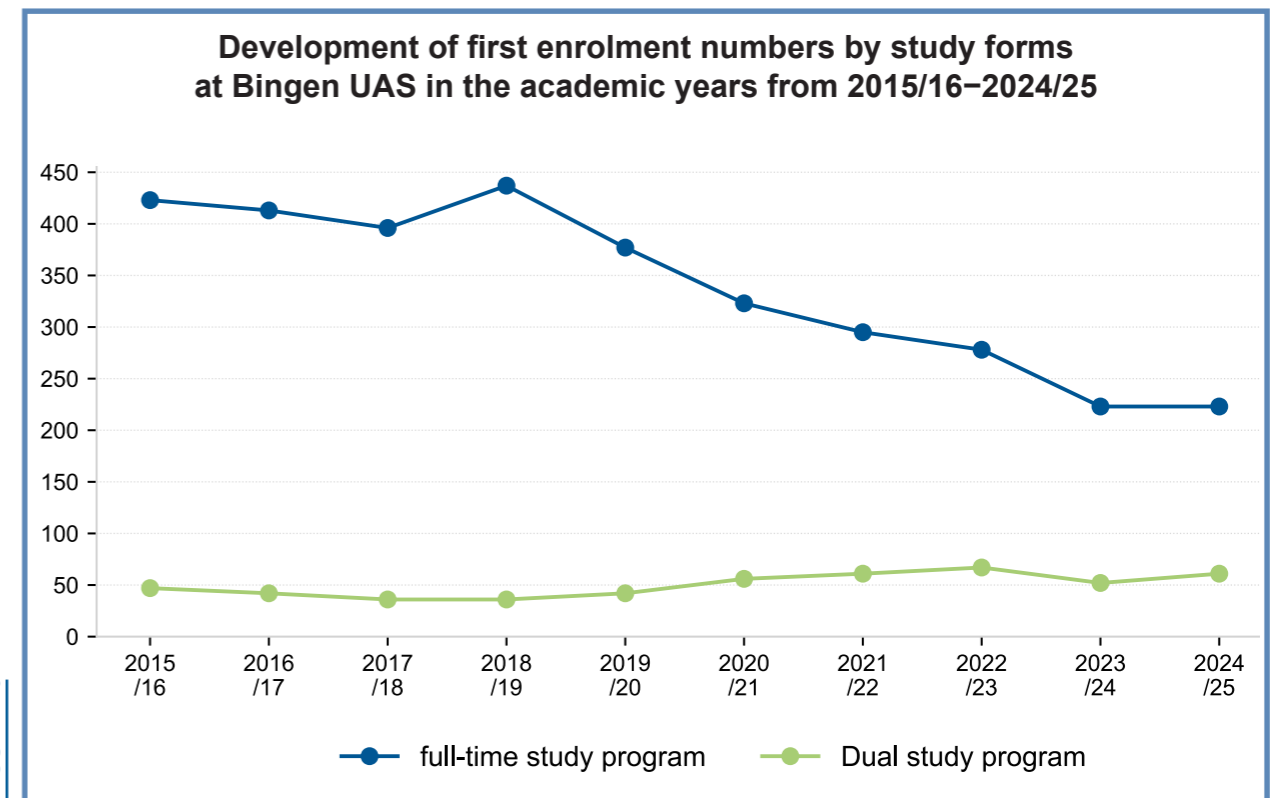


FIGURE 13

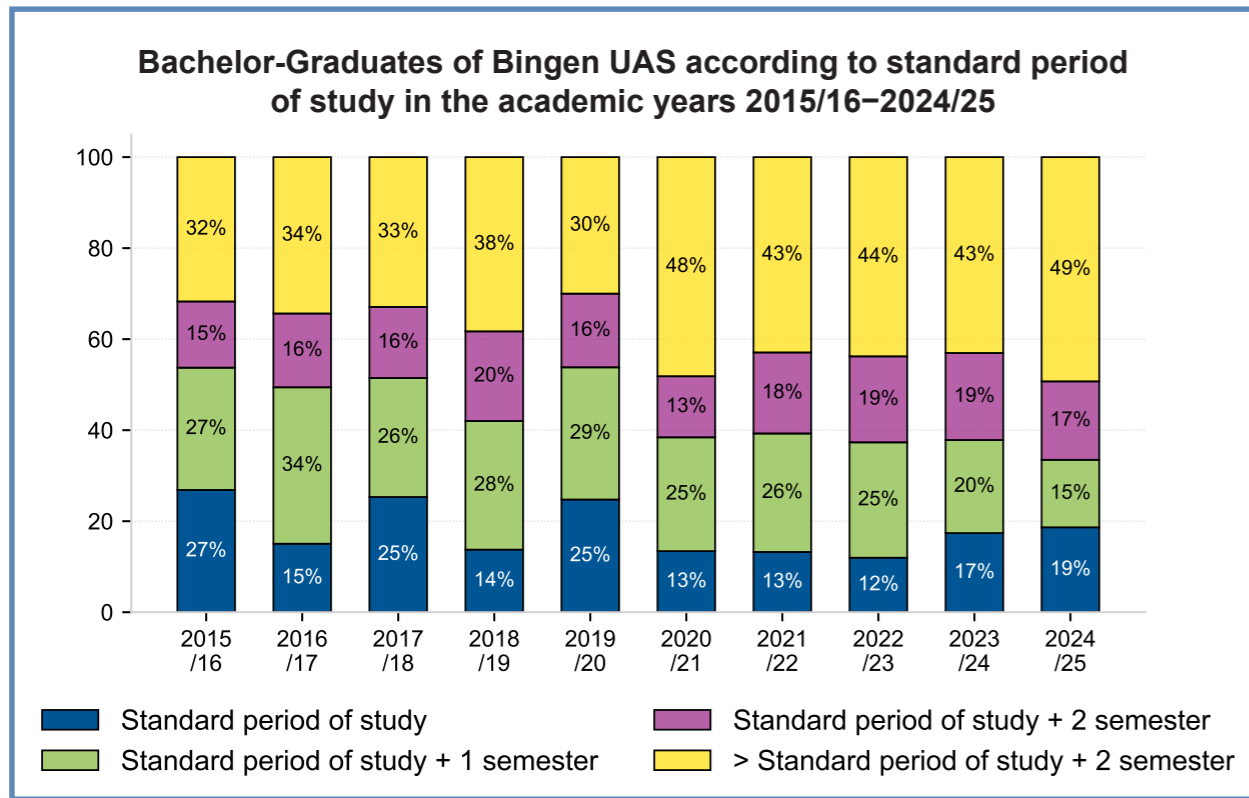


FIGURE 14

STANDARD PERIOD OF STUDIES

The standard period of studies is presented separately for bachelor's and master's programmes. The basis is the standard duration of studies established for each degree programme. It should be noted that the individual standard duration of studies was extended by up to two semesters in special cases, for example during the COVID-19 pandemic. This allowed students to retain their eligibility for federal student assistance.

In bachelor's programmes, the proportion of graduates who complete their studies within the standard period has declined over the past nine years from 27% to 19%. At the same time, the proportion of students who study more than two semesters beyond the standard period has increased from 32% to 49%. Nevertheless, an increase in standard graduation rates has been recorded since winter semester 2023/24.



In master's programmes as well, an increasing proportion of students extends their studies beyond the standard period. At the same time, since winter semester 2023/24, there has been a noticeable increase among graduates who complete their studies within the standard period.

Possible Reasons for Exceeding the Standard Period of Studies

The development toward an increase in exceeding the standard period can be explained by several factors:

- **Impaired study conditions** caused by the COVID-19 pandemic led to many students having to exceed their standard period of studies (cf. Berghoff et al. 2012; cf. Steinkühler et al. 2023).
- **Individual life situations,** such as dual burden from employment or family responsibilities, also affect the extension of study duration. This is further exacerbated by the increasing age diversity of the student body. At the same time, the number of students with psychological stress and mental health conditions is rising (cf. Steinkühler et al. 2023).
- **Organisational factors,** such as study abroad periods, degree programme changes, or delays in examination organisation, can also lead to longer study durations.

Against this backdrop, Bingen UAS has already introduced measures that meet the different life situations and prerequisites of students. These include flexible study options, counselling and support structures, as well as student-centred teaching and learning methods.

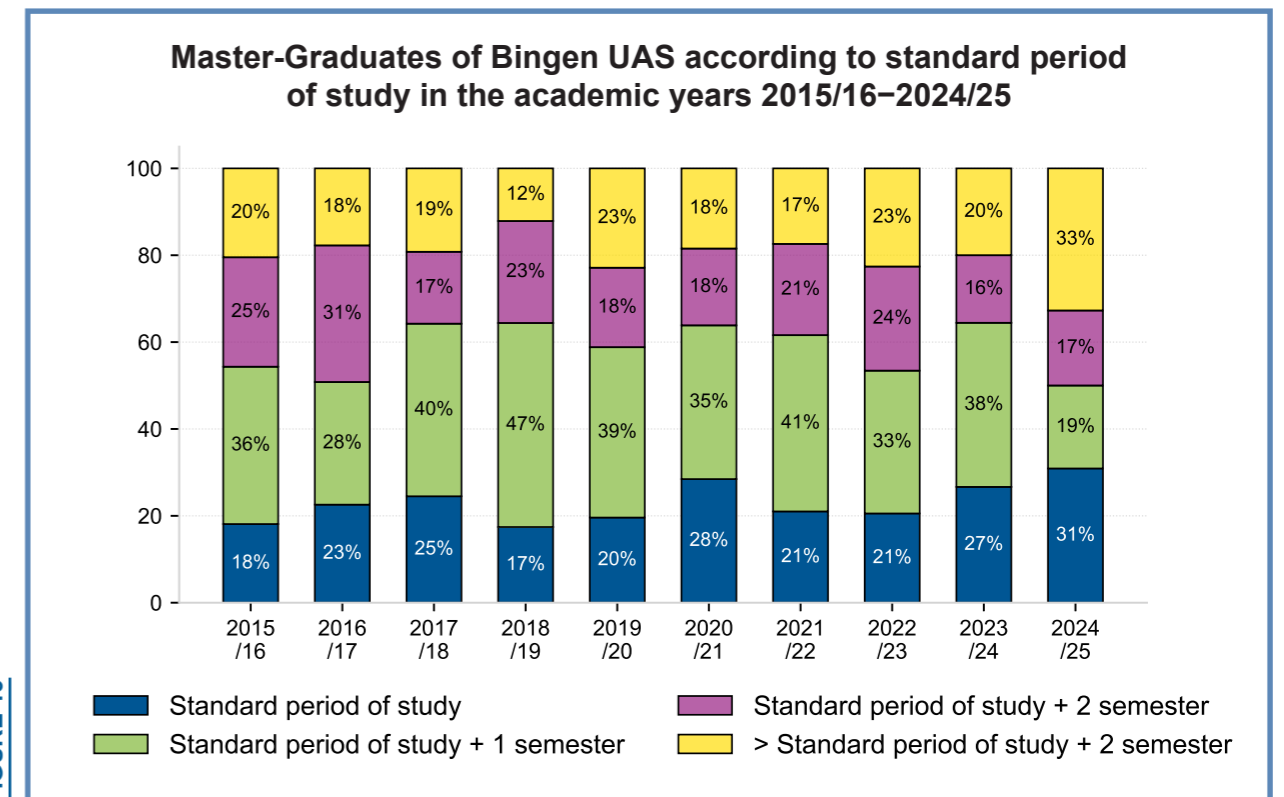


FIGURE 15

ANTI-DISCRIMINATION

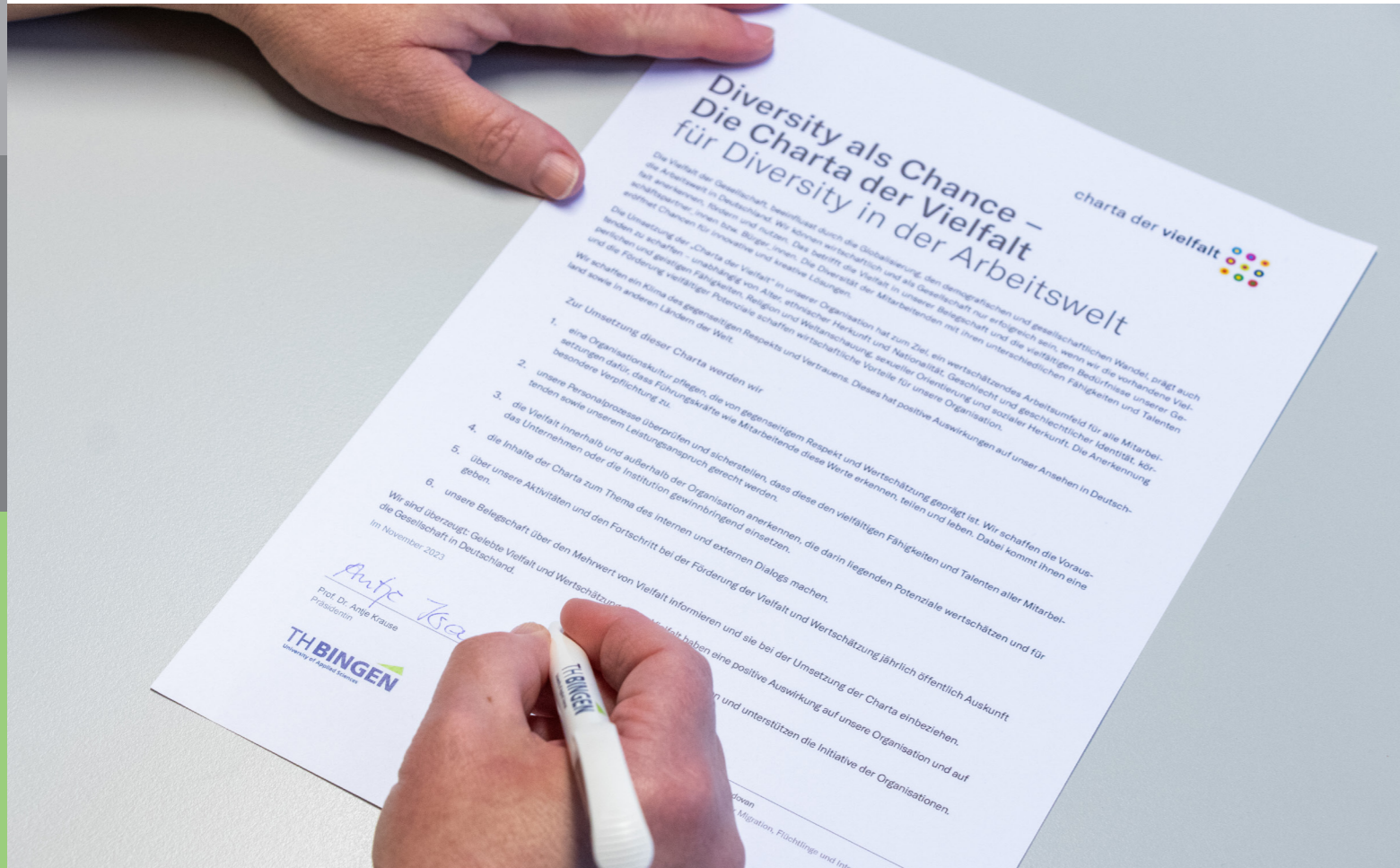


CHARTER OF DIVERSITY

Anti-discrimination is an essential component of Bingen UAS's understanding of diversity. The following analyses pay particular attention to the dimension of age as well as the topics of inclusion and accessibility.

By signing the Charter of Diversity at the end of 2023, Bingen UAS laid the common foundation for diversity and thus made a clear commitment to diversity within and outside the university.

President Prof. Dr. Antje Krause: „We do not want to stand still, but to remain innovative. Universities are undergoing rapid change: students have different prior knowledge, their economic and personal situation has changed significantly, as has the age structure. There is also a need for professional continuing education and greater flexibility in study programmes. Diversity is therefore a cross-cutting issue like sustainability or digitalisation“ (Bingen UAS 2024).





AGE DIVERSITY

In the context of an increasingly ageing society, it is a central task of Bingen UAS to create age-appropriate teaching and learning conditions for all members of the university. This includes designing study and working conditions that meet the needs of different life phases and recognising the special potential associated with different age groups.

Lifelong Learning @ Bingen UAS

Diversity in the age dimension means leveraging the benefits of age diversity at all levels. In the higher education context, this requires targeted measures to both promote access to study in later life phases and support lifelong learning, as well as to enable continuing education opportunities and flexible career paths for employees and professors.

Age cohorts of Bingen UAS students in comparison WS 2015/16 vs. WS 2024/25

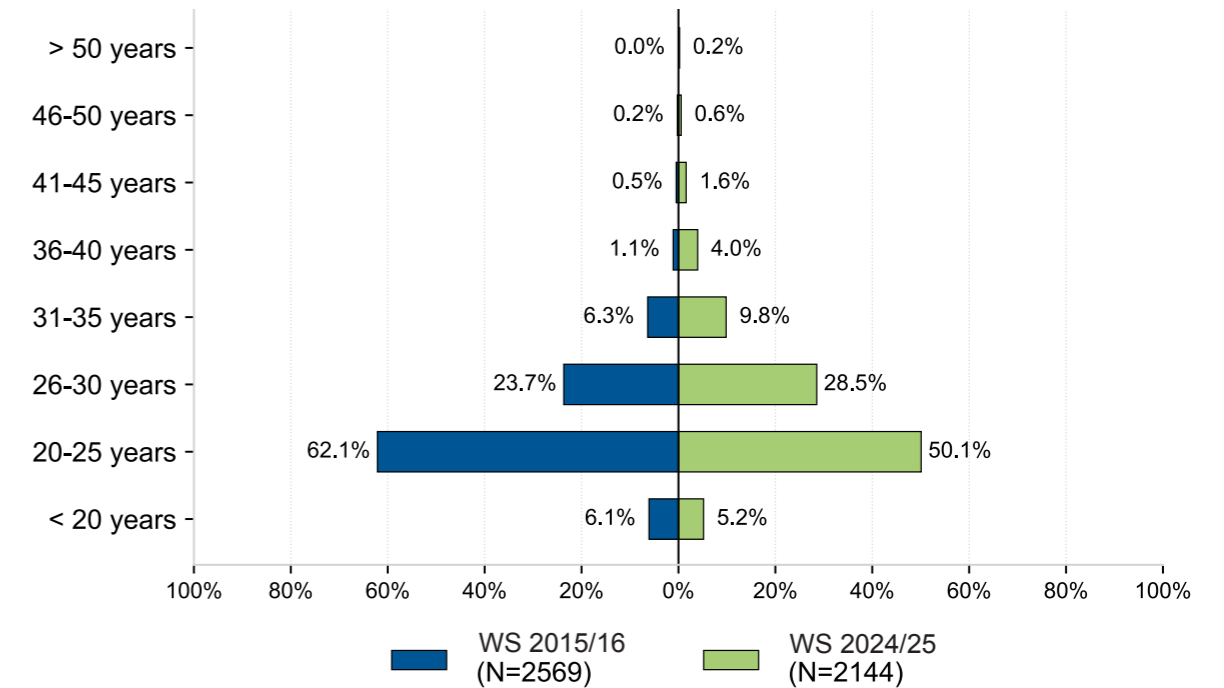


FIGURE 16

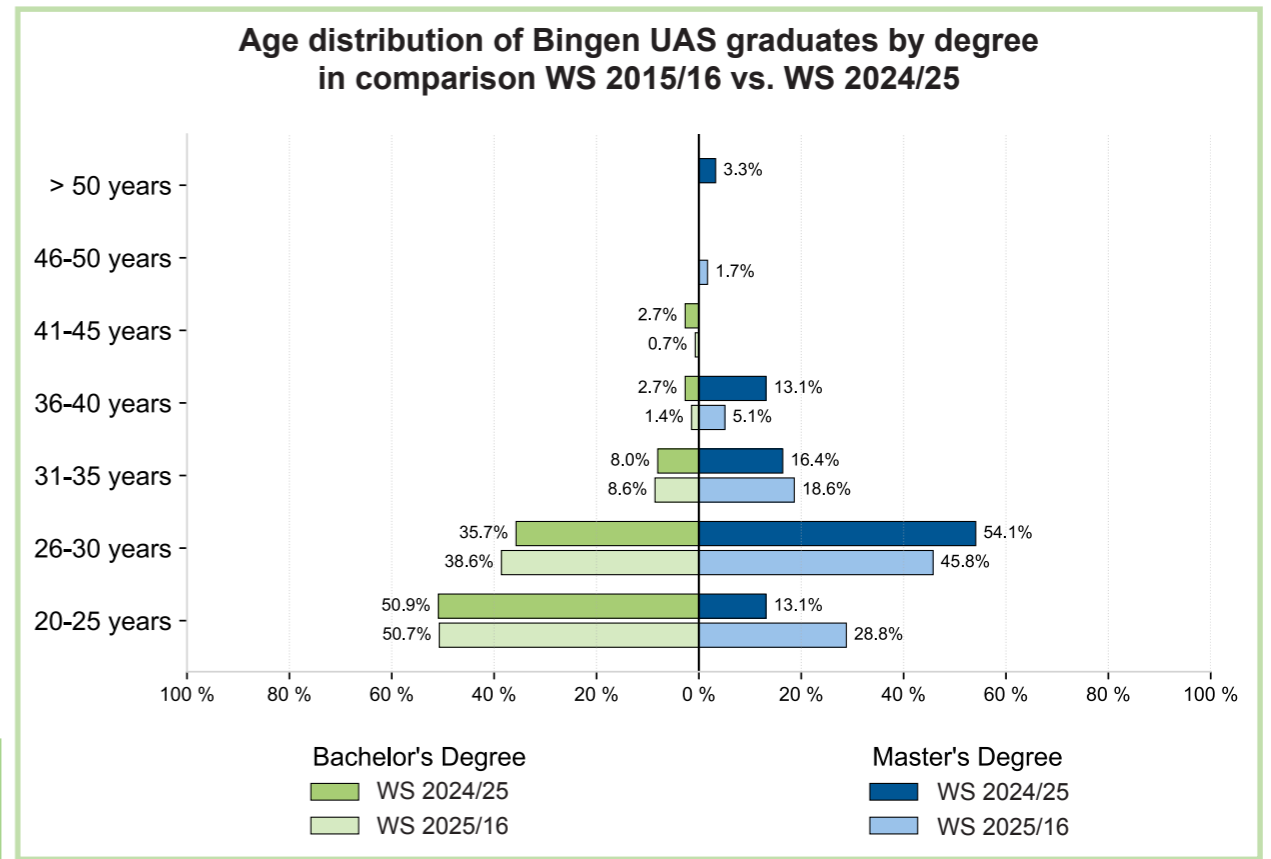
24,6 years is the average age of students in winter semester 2015/16

26,1 years is the average age of students in winter semester 2024/25

The age structure of students at Bingen UAS reflects the diversity of life phases and experiences that students bring with them. The development of the age structure of the student body shows that the proportion of 20- to 25-year-olds has declined from 62.1% to 50.1% over a decade, while at the same time the age group of 36- to 40-year-olds has nearly quadrupled — from 1.1% to 4.0%. Thus, Bingen UAS sees age diversity as an opportunity and moves away from the traditional image of the „typical student.“



FIGURE 17



To examine the age dimension in a more differentiated way, it is worthwhile to compare the age distribution between bachelor's and master's degree programmes. This reveals a slight diversification of the student body between winter semester 2015/16 and 2024/25. While younger cohorts continue to represent the largest share, slight shifts in the middle and upper age cohorts are evident.

The smaller but consistent proportion of students aged over 35 indicates that the bachelor's degree is increasingly being completed

by students with non-linear educational pathways and more professional work experience. In master's programmes, the diversification is even more pronounced. There is an increase in numbers among the 36- to 40-year-old age cohorts. Additionally, in winter semester 2024/25, graduates over 50 years of age are represented for the first time.

INCLUSION AND ACCESSIBILITY

Inclusion and accessibility are central components of the core area of anti-discrimination. They play a decisive role in whether Bingen UAS succeeds in creating a work and learning environment in which participation is possible regardless of individual backgrounds or health conditions, and in which discrimination on the grounds of disability is actively reduced.

Digital Accessibility

Important aspects of the inclusion strategy are spatial and digital accessibility. Particularly in the area of digital accessibility, structures have already been put in place: the responsibility for this has now been assigned to a de-

icated role, ensuring that accessibility issues — for example on the website or in apps — are consistently and systematically taken into account.

Spatial Accessibility

In terms of spatial accessibility, considerable action is still needed at Bingen UAS. This is evident in the nationwide ranking “Barrierefrei studieren” (“Studying without barriers”), which is compiled by students for students. Here, Bingen UAS achieved only 2.7 out of 10 points and thus ranks last among all other Universities of Applied Sciences in Rhineland-Palatinate. The possibility of compensation

for disadvantages through adapted study and examination conditions as well as counselling services are rated positively.

Affected individuals particularly criticise the lack of transparency regarding the accessibility of university buildings. Information on disability-friendly access, elevators, or restrooms has not yet been comprehensively available; currently, only disabled parking spaces are indicated on building maps.

The need for greater transparency and structural modifications underscores the necessity to more specifically adapt Bingen UAS’s infrastructure to the needs of people with disabilities. Currently, there are no systematic surveys on how many people with disabilities or chronic illnesses study and work at Bingen UAS. This complicates a comprehensive needs analysis, but at the same time underlines the need to create transparency and data foundations in this area as well.



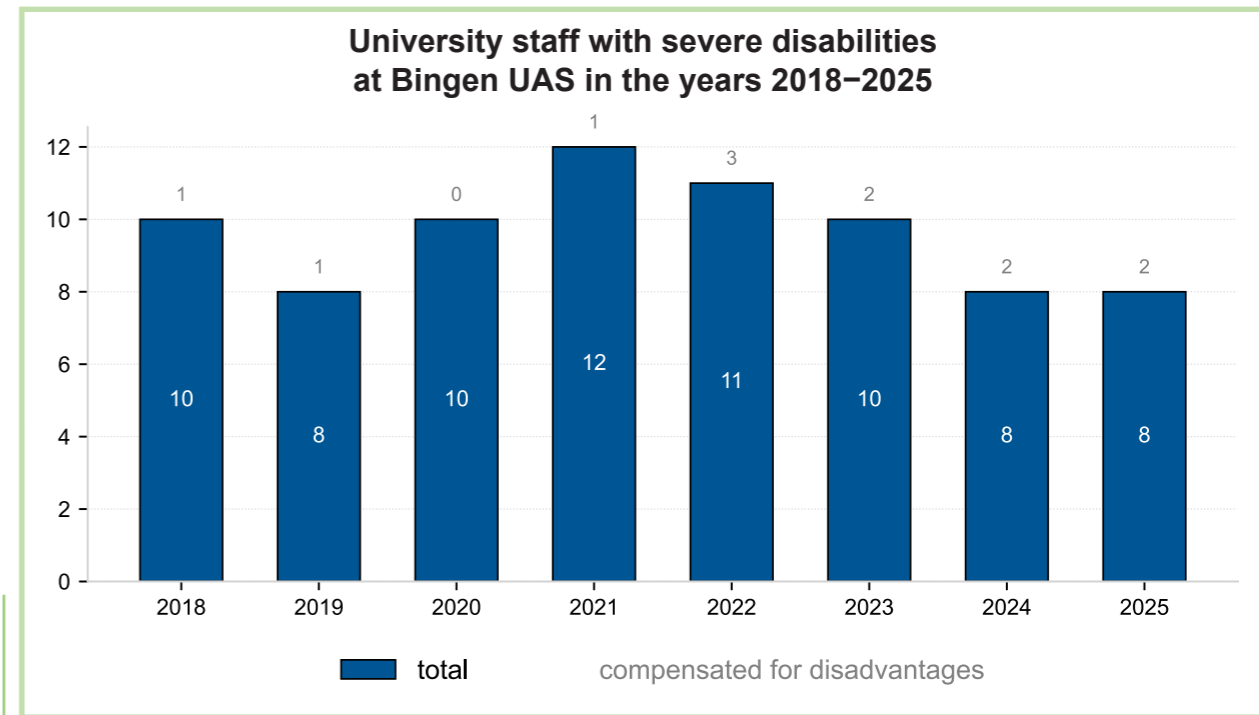
Student ranking of accessibility at Bingen UAS vs. UAS in Rhineland-Palatinate

	Bingen UAS	UAS Rhineland-Palatinate
Barrier-free access	★	★★★★★★★
Counseling centers	★★★★	★★★★★★
Specially equipped workstations		▶
Technical aids		
Support services		★★
Other	★★★★★	★★★★★★★
Overall rating	★★★	★★★★★★▶

TABLE 1



FIGURE 18



Employment of People with severe Disabilities

According to section 163 of Book IX of the German Social Code (SGB IX), employers in Germany are obligated to record the employment of people with severe disabilities and to meet a legally prescribed employment quota of five percent. At Bingen UAS, the quota of employees with severe disabilities is subject to recurring fluctuations and reached a low point on the reference date of 31 December 2024. The proportion stood at 3.83% and thus fell below the legal requirement. To counteract this trend and promote the participation of people with disabilities in working life, a new inclusion agreement is currently being drawn

up, which also provides for the establishment of an inclusion team. At Bingen UAS, there are currently two elected representatives for employees with severe disabilities, who provide advice and support.

Due to the overall small number of employees, even individual staff changes have a noticeable effect on the percentage of employees with severe disabilities. Furthermore, it is assumed that there is a high number of unreported cases of severe disability. This underscores the need of increased education and awareness-raising work as well as the implementation of targeted support measures.

BEHIND THE SCENES

What does diversity have to do with STEM? What does this bring us — apart from extra work?

These and similar questions often arise — sometimes openly expressed, sometimes between the lines. And they are valid. Because whoever wants to promote diversity must first understand what diversity means and where we stand.

What does our student body look like? Who works and teaches at Bingen UAS? Who feels a sense of belonging — and who does not? And how can we measure this?

Beyond Diversity is our answer to these questions.

The data report shows that diversity is not an abstract idea, but the lived reality at Bingen UAS. Visible in data, tangible in structures, and decisive for the future of our university.

Even though the diversity audit is now coming to an end, the data report is not a final report. It is a status update that makes patterns visible, highlights potential, and directs attention to what we can do.

Diversity is the current state, belonging is the result, and everything in between is a process that we shape together.

I would like to thank everyone who has contributed – for their time, expertise, critical questions, and open eyes.

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Further information about diversity at Bingen UAS can be found on the homepage at:
www.th-bingen.de/hochschule/profil/diversity



LIST OF FIGURES AND TABLES

● Figure 1	Staff structure at Bingen UAS by status group and gender in 2015 vs. 2025 (Source: Equal Opportunities Promotion Plan 2015-2025)	13	● Figure 11	University entrance qualification of international students at Bingen UAS in comparison WS 2015/16 vs. WS 2024/25 (Source: University internal statistics, InCampo)	31
● Figure 2	Development (%) of employees and professorships at Bingen UAS in the years 2015 - 2025 (Source: Equal Opportunities Promotion Plan 2015-2025)	14	● Figure 12	University entrance qualification of Bingen UAS students by educational pathway in the year WS 2015/16 vs. WS 2024/25 (Source: University internal statistics, InCampo)	35
● Figure 3	Development (%) of part-time employees at Bingen UAS in the years 2015 - 2025 (Source: Equal Opportunities Promotion Plan 2015-2025)	17	● Figure 13	Development of first enrolment numbers by study forms at Bingen UAS in the academic years from 2015/16 to 2024/25 (Source: University internal statistics, InCampo)	37
● Figure 4	Development of student numbers at Bingen UAS from WS 2015/16 to WS 2024/25 (Source: Destatis Winter Semester Reports 2015/16 - 2024/25)	18	● Figure 14	Bachelor graduates of Bingen UAS according to standard period of study in the academic years 2015/16 - 2024/25 (Source: University internal statistics, InCampo)	38
● Figure 5	Development (%) of student numbers at Bingen UAS vs. UAS in Rhineland-Palatinate from WS 2015/16 to WS 2024/25 (Source: Destatis Winter Semester Reports 2015/16 - 2024/25)	19	● Figure 15	Master graduates of Bingen UAS according to standard period of study in the academic years 2015/16 - 2024/25 (Source: University internal statistics, InCampo)	41
● Figure 6	Graduates of Bingen UAS (total) in the academic years 2015/16 - 2024/25 (Source: University internal statistics, InCampo)	21	● Figure 16	Age cohorts of Bingen UAS students in comparison WS 2015/16 vs. WS 2024/25 (Source: University internal statistics, InCampo)	47
● Figure 7	Share (%) of female graduates of Bingen UAS in the academic years 2015/16 - 2024/25 (Source: University internal statistics, InCampo)	21	● Figure 17	Age distribution of Bingen UAS graduates by degree in comparison WS 2015/16 vs. WS 2024/25 (Source: University internal statistics, InCampo)	49
● Figure 8	Countries of origin of students in WS 2024/25 (Source: Own representation, created with https://www.mapchart.net/)	26	● Figure 18	University staff with severe disabilities at Bingen UAS in the years 2018 - 2025 (Source: Equal Opportunities Promotion Plan 2015-2025, TH Publica 02/2023)	53
● Figure 9	Share (%) of international students at Bingen UAS by continent and department in WS 2024/25 (Source: University internal statistics, InCampo)	28	● Table 1	Student ranking of accessibility at Bingen UAS vs. UAS in Rhineland-Palatinate (Source: Own representation, data obtained from https://www.barrierefrei-studieren.de/hochschulen/)	50
● Figure 10	Development of student numbers at Bingen UAS by gender and origin from WS 2015/16 to WS 2024/25 (Source: University internal statistics, InCampo)	30			

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**„Diversity is a fact.
Equity is a choice.
Inclusion is an action.
Belonging is an outcome.“**
- Arthur Chan