

Questionnumber	question text	?-ID	?-text
1	Full name of institution	1	The full name of the institution will be published in the online version of U-Multirank.
1	Legal name of institution	2	Please specify the name of the institution as stipulated in the legal registry or founding act. This information will be used to identify your institution.
1	English name to appear in UMR	82	Please consider how you would like your institution to be named on the U-Multirank website . We recommend providing an English name.
2	Type of institution	4	Universities have a largely academic orientation. They have the right of awarding the doctorate degree and can bear the full name of "University" (including variants like technological university etc.). Universities of Applied Science have a focus on professional education. In most cases they do not have the right of awarding a doctorate degree (exceptions are possible). National names are for example Fachhochschule (Austria, Germany, Switzerland), hogescholen (Belgium, Netherlands), colleges (Norway, Sweden) or other national version of polytechnics (Finland, Ireland). This institutional category applies only to countries that have a binary higher education system and where these institutions are given a specific legal status. Technical universities are research universities with a special focus on engineering and other technical subjects, although they may be active in other subject areas as well. Open universities offer distance learning for higher education at university level. Students do not attend classes but study at home. Specialised universities - Music are specialized in the study, training and research of music. They are commonly also known as Conservatoires. Specialised universities - Arts have a primary focus on all other performing and visual arts, like illustration, painting, photography, sculpture, and graphic design. Specialised universities - Business/Economics offer courses in business and management. Specialised universities - Medical offer courses in medicine, and award a professional degree for physicians and surgeons. Specialised universities - other include the specialised universities that do not fit in the other categories of specialized universities. All institutions that do not fit any of the categories mentioned above will be categorised as "other". For example art academies, military schools, technological institutes in countries without a binary system. This information will be used for mapping purposes.
2	Public/ private character	5	An institution is classified as public if it is controlled and managed: - Directly by a public education authority or agency or, - Either by a government agency directly or by a governing body (Council, Committee etc.), most of whose members are either appointed by a public authority or elected by public franchise. An institution is classified as private if: - It is controlled and managed by a non-governmental organisation (e.g. a Church, a Trade Union or a business enterprise), or - Its Governing Board consists mostly of members not selected by a public agency. A government-dependent private institution is a private institution that receives more than 50 per cent of its core funding from government agencies, or one whose academic staff are paid by a government agency. Types of institutions are based on OECD definitions: http://www.oecd.org/dataoecd/45/17/33692376.pdf . This information will be used for mapping purposes.
2	Foundation year of current institution	6	The year in which the institution in its current constitution was founded. In case the institution in its current constitution is the result of a merger or alliance of a number of previously existing institutions or schools, the foundation year relates to the oldest part of the institution which can be considered as an ancestor of the current institution. This information will be used for mapping purposes.
2	Availability of an institutional strategic plan for online learning	97	This question refers to the institutional policy regarding online learning environments. Online learning environments refer to environments in which all teaching activities are online, so there should be no onsite, face to face contact between students and teachers and all communication is organized through online learning tools. Online learning tools comprise synchronous tools (like Web conferencing, Voice-Over-IP, or Chat), asynchronous tools (like discussion forums, email, or Wikis) and mixed tools (like text messaging, Twitter, Facebook, LinkedIn, etc.). If environments comprise limited face-to-face contact outside teaching because it is required by national regulations (e.g. during examinations), they may still be counted as online learning environments. If the development of online learning environments is not mentioned in the institutional strategic plan option one should be selected. If it is mentioned but no concrete goals and actions are described the second option should be selected. If there is a concrete plan, option three should be selected.
3	Contact person	9	The name of the contact person who will be available to respond to possible queries from the U-Multirank team. This contact person will be contacted for all U-Multirank communication.
4	Types of degree programmes	23	Degrees relate to ISCED levels 5, 6, 7 and 8 according to the UNESCO classification. Programmes or courses that do not lead to tertiary education degrees (e.g. courses that lead to certificates or diplomas) should be excluded. Please note that the data needs to refer to the same populations for which you provide data under Question 7 and 9.
4	Standard period of study in years	24	The stipulated number of years (set out in law or regulations) in which a student is expected to complete the programme. IMPORTANT: Please only select the option "not applicable" from the dropdown menu if your institution does not offer such a program! This has an impact on how you can report the data in question 9,11, 12 and 13. Furthermore, you might have programs that do not have a standard period of study time or have multiple programs with different duration under the same category (e.g. long first-degrees, short degrees or PhD programs). In these cases, please indicate duration of those programs that have the highest number of <u>new students</u> enrolled within the last six years (as reported in Q7).
4	Number of programmes offered in a foreign language	25	The number of programmes that lead to a degree offered in a foreign language in the reference year. To be counted as a foreign language programme, 80% of the programme should be taught in the foreign language. Programmes that 'may be offered' in a foreign language should be counted only if that option is actually used. Programmes where 80% is offered in more than one foreign language should also be included.

Questionnumber	question text	?-ID	?-text
4	number of programmes offered fully online	26	The number of programmes that lead to a degree and are offered fully online in the reference year. To be counted as an online programme, all learning experiences are created in an online environment. All teaching activities have to be online, so there should be no onsite, face to face contact between students and teachers and all communication is organized through online learning tools. Online learning tools comprise synchronous tools (like Web conferencing, Voice-Over-IP, or Chat), asynchronous tools (like discussion forums, email, or Wikis) and mixed tools (like text messaging, Twitter, Facebook, LinkedIn, etc.). If a programme comprises limited face-to-face contact outside teaching because it is required by national regulations (e.g. during examinations), the programme may still be counted as online programme.
4	Short degree	27	This includes short-cycle degrees awarded in programmes lasting less than three years. For example: Associate degrees, Foundation degrees. See UNESCO ISCED 2011: http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf . This excludes programmes that are classified as Continuing professional development (CPD) training programmes of a vocational character.
4	Long first degree	28	This relates to long first degree programmes at a Master's or equivalent level with a cumulative theoretical duration (at tertiary level) of usually at least five years (that does not require prior tertiary education) (see UNESCO ISCED 2011: http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf).
4	Number of programmes offered	78	The total refers to all programmes, irrespective of their mode of delivery (full-time, part-time, etc). If a programme is offered in both full-time and part-time variants, this should be reported as a single programme. However, if a programme is offered in both home and foreign language variants this should be reported as two programmes. This information will be used for mapping purposes.
4	Doctorate/PhD	84	Programmes classified at this level (i.e. ISCED level 8) may be referred to in many ways, for example: PhD, DPhil, D.Lit, D.Sc, LL.D, Doctorate or similar terms. (See UNESCO ISCED 2011 http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf).
4	Bachelor degree	87	Bachelor's or equivalent level programmes (ISCED level 6), are often designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. Programmes at this level are typically theoretically-based but may include practical components and are informed by state of the art research and/or best professional practice. They are traditionally offered by universities and equivalent tertiary educational institutions. Programmes classified at ISCED level 6 may be referred to in many ways, for example: Bachelor's programme, licence, or first university cycle. If you have a bachelor programme with a standard period of study of 5 or more years, please consider using the option of 'long first degree' for those programmes. (UNESCO ISCED 2011 http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf).
4	Master degree	88	Master's or equivalent level programmes (ISCED level 7), are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Programmes at this level may have a substantial research component but do not yet lead to the award of a doctoral qualification. Typically, programmes at this level are theoretically-based but may include practical components and are informed by state of the art research and/or best professional practice. They are traditionally offered by universities and other tertiary educational institutions. Programmes classified at ISCED level 7 may be referred to in many ways, for example: master programmes or magister. (UNESCO ISCED 2011 http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf).
4	Part time	89	Degree programmes offered as parttime programmes. Parttime programmes are programmes that involve less than 24 weeks of study/placement per academic year or that require less than 21 hours of study per week. When you have multiple part-time programs with different duration, please indicate duration for the part-time programs with the highest number of total students enrolled.
5	Students enrolled in degree programmes	10	The headcount number of degree seeking students who were enrolled in the reference year. Data should reflect the number of students enrolled at the beginning of the (academic) year. The enrolment of students may not be stable enough at the beginning of the academic year and therefore a count at a later point may be justified. If enrolling on more than one moment is common the system (like the German Winter- and Sommersemester) an annual average should be used. Included are students at all levels, ranging from short (first cycle) degrees, Bachelor degrees, Master degrees, first long degree programmes (Master equivalent) to doctoral students and other third cycle students. Students on leave of absence and non-degree students like participants in CPD or exchange programmes should be excluded. This information will be used for mapping purposes and for size-normalising publication and patentdata.
6	Foreign degree seeking students	14	Number of degree seeking students who gained access to the institution's programme based on an entry qualification (i.e. diploma) awarded abroad. If you do not have information on the country awarding the entry qualification please refer to the citizenship of the students. Do not count students with a double citizenship as international students. Please keep in mind that the data refer to the same type of students as included in question 5. This information will be used for mapping purposes.
6	Incoming students in international exchange programmes	15	The number of students who come from abroad to the higher education institution for a period of at least three months within the framework of an official international exchange programme. Students who are not in an official programme should be excluded.

Questionnumber	question text	?-ID	?-text
6	Students sent out in international exchange programmes	16	The number of students who are going abroad to another higher education institution for a period of at least three months within the framework of an official international exchange programme. Students who are not in an official programme should be excluded.
6	Students in international joint degree programmes	17	The number of students in international joint degree programmes and international double or dual degree programmes are defined by the following characteristics: the programmes are developed and/or approved jointly by several institutions; students from each participating institution typically study parts of the programme at other institutions. In a joint degree programme students study at two or more institutions and receive a single degree certificate issued and signed jointly by all institutions involved in the programme.
7	Students who are new in the institution in the specified degree programme	18	The number of students (headcount) who are new in the institution in the programme during the current reference period are were not enrolled in that same programme in the previous year. New entrants who enrolled in the first year should be reported in 'new entrants in first year'. New entrants who who started in the second or third year should be reported in 'transfer-in students'. New entrants that previously were enrolled in a different programme at your institution (e.g. different level, or different field) should be included. If new entrants may also start halfway the year (as in the German Sommersemester) the sum of all periods should be used. Please note that the data needs to refer to the same populations for which you are asked to provide data in Questions 4 and 9. If you cannot breakdown data on new entrants for bachelor I and bachelor II, data on bachelor graduates should also not be broken down for bachelor I and II (if applicable). The same applied to master level. Bachelor graduates who continue into a master programme should be counted here as new entrants in the master programme.
	New entrants enrolled in first year	19	The number of students (headcount) who are enrolled in the first year of the programme during the current reference period but were not enrolled in that same programme in the previous year. New entrants that previously were enrolled in a different programme at your institution (e.g. different level, or different field) should be included. If new entrants may also start halfway the year (as in the German Sommersemester) the sum of all periods should be used. Please note that the data needs to refer to the same populations for which you are asked to provide data in Questions 4 and 9. If you cannot breakdown data on new entrants for bachelor I and bachelor II, data on bachelor graduates should also not be broken down for bachelor I and II (if applicable). The same applies to master level. Bachelor graduates who continue into a master programme should be counted here as new entrants in the master programme.
7	Transfer in students in second year	96	The number of students (headcount) who are enrolled in the second year of the programme during the current reference period but were not enrolled in that same programme in the institution in the previous year. Access to the second year may be based on credits or experience obtained in another higher education programme or higher education institution.
7	New entrants bachelor programmes from the institution's region	20	The percentage of new entrants that prior to their registration in the higher education institution had a place of residence located in the region (NUTS-2 or ISO 3166-2 subdivision) where the higher education institution is situated. If the institution has multiple campuses in different regions within the country, students that were resident in any of the campus regions are regarded as coming from the institution's region. The NUTS (Nomenclature of Territorial Units for Statistics) classification established by Eurostat is a system for dividing up the economic territory of a country. There are three levels of NUTS defined, with two levels of local administrative units below the level of the entire country (NUTS-1). The NUTS-2 level relates to the basic regions for the application of regional policies. It is the region immediately below the country level. See: http://ec.europa.eu/eurostat/web/nuts/background . In smaller countries, the three NUTS divisions each correspond to the entire country. In case of non-EU countries we request you to refer to the relevant administrative subdivision of the country (e.g., into provinces or states) according to the ISO 3166 standard. See: http://en.wikipedia.org/wiki/ISO_3166-2 . If no exact regional data are available please specify the range that fits best your situation. This information will be used for mapping purposes.
8	Students in internships	21	The number of student internships that were carried out in an enterprise or another organisation (public organisation; non-profit organisation, hospital, etc.) and that started in the reference year. The minimum length of an internship should be 6 weeks or have a minimum credit load of 200 hours. Please note that internships taking place after graduation should not be considered.
8	Students in internships in the institution's region	22	The number of students (Bachelor and Master level, or similar) that carried out an internship in an enterprise or another organisation (public organisation; non-profit organisation, hospital, etc.) conducted in the higher education institution's region in the reference year. The region is defined according to the NUTS-2 or ISO 3166-2 subdivision. The NUTS (Nomenclature of Territorial Units for Statistics) classification established by Eurostat is a system for dividing up the economic territory of a country. There are three levels of NUTS defined, with two levels of local administrative units below the level of the entire country (NUTS-1). The NUTS-2 level relates to the basic regions for the application of regional policies. It is the region immediately below the country level. See: http://ec.europa.eu/eurostat/web/nuts/background . In smaller countries, the three NUTS divisions each correspond to the entire country. In case of non-EU countries we request you to refer to the relevant administrative subdivision of the country (e.g., into provinces or states) according to the ISO 3166 standard. See: http://en.wikipedia.org/wiki/ISO_3166-2 .
9	Number of degrees awarded by level of programme	30	The number of degrees awarded in the reference year. Please note that the data needs to refer to the same populations for which you provide data in Question 4 and 7. For additional information on the levels see question 4. Graduates from short 'add-on' programmes like a one year honours programme should not be counted to prevent double counting. This information will be used for mapping purposes and for calculating graduation rates and graduation in time.

Questionnumber	question text	?-ID	?-text
10	Total number of graduates by educational field	31	The data should refer to graduates from all levels combined (short degree, bachelor, master, long first degree, doctorate). The new UNESCO ISCED Fields of Education and Training 2013 classification distinguishes ten broad fields of education. For a more detailed description of the subject classification, please see: http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf . This information will be used for mapping purposes.
10	Education	32	The subject group "education" comprises the sub fields Teacher training and Education science. For a more detailed list of fields, please see UNESCO ISCED-F 2013, p. 16 ff: http://www.uis.unesco.org/Education/Documents/isced-37c-fos-review-222729e.pdf title= http://www.uis.unesco.org/Education/Documents/isced-37c-fos-review-222729e.pdf target="_blank"> http://www.uis.unesco.org/Education/Documents/isced-37c-fos-review-222729e.pdf
10	Humanities and arts	33	The subject group "humanities and arts" comprises the sub fields Arts, Humanities and Languages. For a more detailed list of fields, please see UNESCO ISCED-F 2013, p. 16 ff: http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf
10	Social sciences	34	The subject group 'social sciences' comprises the sub fields Social & behavioural sciences and Journalism & information. For a more detailed list of fields, please see UNESCO ISCED-F 2013, p. 16 ff: http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf
10	Business and law	35	The subject group 'Business and law' comprises the subfields Business & administration and Law. For a more detailed list of fields, please see UNESCO ISCED-F 2013, p. 16 ff: http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf
10	Natural sciences, mathematics and statistics	36	The subject group "Natural sciences, mathematics and statistics" comprises the subfields Biological and related sciences, Environment, Physical sciences, and Mathematics & statistics. For a more detailed list of fields, please see UNESCO ISCED-F 2013, p. 16 ff: http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf
10	Agriculture, forestry, fisheries and veterinary	37	The subject group "Agriculture" comprises the sub-fields Agriculture, Forestry, Fisheries and Veterinary. For a more detailed list of fields, please see UNESCO ISCED-F 2013, p. 16 ff: http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf
10	Health and welfare	38	The subject group "health and welfare" comprises the subfields Health and Welfare. For a more detailed list of fields, please see UNESCO ISCED-F 2013, p. 16 ff: http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf
10	Services	39	The subject group "services" comprises the subfields Personal services, Hygiene & occupational health services, Security services and Transport services. For a more detailed list of fields, please see UNESCO ISCED F-2013, p. 16ff: http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf
10	Information and communication technologies	85	The subject group 'Information and communication technologies' comprises the subfield Information and communication technologies (ICTs). For a more detailed list of fields, please see UNESCO ISCED-F 2013, p. 16 ff: http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf
10	Engineering, manufacturing and construction	86	The subject group "engineering, manufacturing and construction" comprises the subfields Engineering & engineering trades, Manufacturing & processing, and Architecture & construction. For a more detailed list of fields, please see UNESCO ISCED-F 2013, p. 16 ff: http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf
11	Degrees awarded within the standard period of study	40	The standard period of study refers to the number of years (normative time), set out in law or regulations, in which a student is expected to complete the programme. Please note that the data needs to refer to the same populations for which you provide data in Questions 4, 7 and 9.
12	Graduate unemployment	41	Please indicate the percentage of graduates which are registered or reported themselves as unemployed (not in Education, Employment or Training (NEET)). "Unemployed" does not include graduates who went on studying to obtain a further degree. Please mark if the data refer to a different period than 18 months after graduation. If you do not have the exact data available, please provide an estimate by choosing a range.
12	Reference period used	43	This refers to the moment the unemployment status is measured.

Questionnumber	question text	?-ID	?-text
13	Graduates working in the region	44	Please indicate the percentage of graduates which are working in the region. The region is defined according to the NUTS-2 or ISO 3166-2 subdivision. The NUTS (Nomenclature of Territorial Units for Statistics) classification established by Eurostat is a system for dividing up the economic territory of a country. There are three levels of NUTS defined, with two levels of local administrative units below the level of the entire country (NUTS-1). The NUTS-2 level relates to the basic regions for the application of regional policies. It is the region immediately below the country level. In smaller countries, the three NUTS divisions each correspond to the entire country. In case of non-EU countries we request you to refer to the relevant administrative subdivision of the country (e.g., into provinces or states) according to the ISO 3166 standard.. If you do not have the exact data available, please provide an estimate by choosing a range.
14	Doctoral candidates counted as academic staff	12	Doctoral candidates are persons whose primary task and main activity is obtaining a doctorate/PhD. In some systems doctoral candidates are not counted as students but as academic staff. To obtain comparable data on academic staff and student numbers, the number of doctoral candidates needs to be specified. Academic staff whose main activity is other than obtaining a doctorate/PhD should be excluded here. Institutions that do not have the legal right to award a PhD should not report doctorate candidates unless doctorate candidates are enrolled in joint degree programmes with a research university and spend more than 75% of their time on PhD work.
14	Academic staff	46	Academic staff <u>includes</u> personnel whose primary assignment is instruction, research or public service. These staff include personnel who hold an academic rank with such titles as professor, associate professor, assistant professor, instructor, lecturer, post-doc, or the equivalent of any of these academic ranks. Academic staff working in the university's hospital is included as long as they carry out teaching and/or research tasks. Academic staff also includes personnel with other titles (e.g. dean, director, associate dean, assistant dean, chair or head of department) as long as (part of) their activity includes instruction and/or research. It excludes students working as teachers or teaching/research assistants.
14	Full time equivalent	47	The measure on which the full time equivalent (fte) calculation should be based is the 'normal or statutory working hours' and not, for instance, the 'total or actual working hours' or 'total or actual teaching hours'. The full-time equivalence of part-time academic staff is therefore determined by calculating the ratio of hours worked by part-time academic staff over the statutory hours worked by full-time academic staff during the academic year. Fte should be recorded in person-years and represent the working load over the entire year. If the statutory working hours are 40 hours/week and a person is working 20 hours/week throughout the year the fte of that person is 0,5. Please do NOT include student teachers or student teaching/research assistants.
14	Doctoral candidates	81	Students pursuing a doctorate (PhD, or Doctor of Philosophy), either as a student enrolled in a PhD programme in your institution, or as a member of the institution's academic staff (having been appointed as a research trainee) with the explicit goal of completing a PhD thesis (doctoral dissertation). Doctorate candidates should be reported only if your institution has the legal right to award doctoral degrees.
15	Post-doc position	48	A postdoctoral scholar ("postdoc") is a junior researcher holding a PhD or other doctoral degree. Postdocs may be funded through an appointment (usually: a fixed-term contract of around 4 years) with a salary, or an appointment with a stipend or sponsorship award. Please exclude personnel who hold an academic rank with such titles as professor, associate professor, assistant professor and other academic staff with a tenure position. The number of post docs should be included in the data on academic staff.
17	Total revenues	49	This should correspond to the total financial transfers to your institution from the following sources: - Public sources (ministries, funding councils; research councils; provincial, local, and federal government authorities) - International sources (international business and organisations, international students) - Private sources (fee income, including student fees, income from business and non-profit organisations, donations, interest). The revenues received for carrying out the higher education related activities in the university's hospital (if any) should be included. This information will be used for mapping purposes as well as for taking into account the size of the institution's activities and/or performance.
17	Core budget	51	This item refers to the budget that the institution receives from the government to support its teaching and research activities. The adjective "core" (or "basic") means recurrent funding that is normally awarded each year. Funding for innovation of teaching practice and for the inclusion of deprived groups ("widening access") should be included. Funding for the university hospital (if any) is excluded from the core budget in so far as this relates to the hospital function - that is: clinical activities, patient care and other general expenses of academic hospitals - even if such activities are paid by the education authorities. Therefore, the funding for teaching hospitals that is directly and specifically related to the training of medical personnel and the research (including contract research and income from clinical trials) taking place in these hospitals is included.
17	Tuition fees from students in degree programmes	52	The revenues from tuition fees refers to the net tuition fee revenues, excluding the tuition fees the institution has to transfer to the government. Fees paid for ancillary services (lodging, meals, health services, and fees paid for other welfare services furnished to students by the institution) should be excluded here (and should be included in 'other revenues' - see below).

Questionnumber	question text	?-ID	?-text
17	Fees from courses organised within the framework of continuing professional development (CPD)	53	Continuing professional development (CPD) is job-related education and training by means of which members of professions maintain, improve and broaden their knowledge and skills and develop the personal qualities required in their professional lives. It primarily takes place through a range of short and long training programmes, some of which have an option of accreditation. CPD activity is not part of the regular teaching activities supported through the institution's core budget and the tuition fees paid by students enrolled in degree programmes.
17	External revenues from research	54	External revenues are also known as third party funding. It relates to revenues earmarked for specific research activities and research units, including for research taking place in the university hospital (if any). The external revenues in most cases are limited in time and the institution needs to compete or apply for it. It excludes general institutional funds (i.e. core funding and similar base grants received from the government). The items included are revenues: - from research grants and research contracts awarded by national and international organisations. - from specific research projects awarded competitively by: - government agencies (e.g. state/federal ministries, other public bodies); - research councils (such as the ANR in France, the NSF in the USA, NWO/SIA-RAAK in the Netherlands, and the DFG in Germany); - private organisations (i.e. business, non-profit organisations, private foundations and charities); - international organisations (e.g. through research programmes such as Horizon 2020, the European Framework programmes and the European Research Council). - from other research-related project based funding.
17	External revenues from privately funded research contracts	55	Privately funded research contracts include research contracts and consultancies carried out for private (for-profit and not-for-profit) organisations, such as industry, medical charities, and private foundations – from the country itself or from abroad. It includes the research taking place in the university hospital (if any).
17	Revenues from licensing agreements, copyrighted products and royalties	56	This category includes all revenues resulting from intellectual property rights owned by the institution.
17	Other revenues	57	This category includes revenues not included in the categories mentioned before, such as revenues from charitable donations, interest, income from ancillary services, rents, and revenues from endowment funds.
18	International student fees	58	Share of fees from international students as a percentage of total tuition fee revenues.
18	International	59	External research revenues from international sources includes all grants, subsidies and third party income for research originating from both public and private international sources (i.e. supranational government authorities, foreign business). It is expressed as a percentage of total external research revenues.
18	National	60	External research revenues from national sources includes all grants, subsidies and third part income for research originating from both public and private national sources (i.e. government authorities, business, other private entities). It is expressed as a percentage of total external research revenues.
18	Regional	61	External research revenues from regional sources includes all grants, subsidies and third party income for research originating from both public and private regional sources (i.e. government authorities, business, other private entities). It is expressed as a percentage of total external research revenues. Regional sources are defined as sources located in the institution's region (according to the NUTS2 classification or the ISO 3166-2 subdivision).
19	Total expenditure	62	The total expenditure of the institution, including current expenditure and capital expenditure. Total expenditure includes expenditure for educational services, research, knowledge transfer and other services. It excludes the expenditure related to patient care in the university hospital (if any).
19	Research	63	Expenditure on research activities, including expenditure on management and organisation of research. Expressed as a percentage of the total expenditure of the institution. Please note that you may provide an estimate in case the teaching and research activities are not clearly separated in your institution. Research taking place in the university hospital (if any) is to be included. Please leave out the expenditure related to patient care in the university hospital. This information will be used for mapping purposes.
19	Teaching	64	Expenditure on teaching activities, excluding continuing professional development (CPD). Expenditure on management and organisation of teaching is to be included. Expressed as a percentage of the total expenditure of the institution. Please note that you may provide an estimate in case the teaching and research activities are not clearly separated in your institution. Teaching taking place in the university hospital (if any) is to be included. Please leave out the expenditure related to patient care in the university hospital. This information will be used for mapping purposes.
19	Knowledge Transfer	65	The total amount of financial resources spent on knowledge transfer activities. Expressed as a percentage of the total expenditure of the institution. Knowledge transfer includes research commercialisation, activities organised within the framework of CPD, and other activities aimed at disseminating the knowledge and expertise of the institution to businesses, the public sector, or cultural and community partners. This includes concerts, fairs, exhibitions and art related events.

Questionnumber	question text	?-ID	?-text
19	Other activities	79	Other activities include activities that cannot be attributed to either teaching, research, or knowledge transfer. Examples are expenditures related to debt service, ancillary services, campus services, and institutional support activities that contribute to the institution (its students, staff, facilities, etc.) as a whole.
20	Academic publications	67	The number of peer reviewed academic publications of the institution. This includes journal articles, conference proceedings, books and PhD dissertations. Peer review (also known as refereeing) is a process of subjecting an author's scholarly work, research, or ideas to the scrutiny of others who are experts in the same field, before a paper describing this work is published in a journal, book or in conference proceedings.
20	Professional publications	68	The number of all publications published in journals, books, and other media that are addressed to a professional audience and that can be traced bibliographically. These publications are not peer reviewed as in the category "academic publications".
20	Concerts	70	The number of concerts that are (co-)organized by your institution (or a department of it), that are registered as such and that are open to the general public.
20	Exhibitions	71	The number of exhibitions that are (co-)organized by your institution (or a department of it), that are registered as such and that are open to the general public.
20	Artefacts	72	The number of exhibition catalogues, musical compositions, designs, and other artefacts that underwent a process of peer review.
20	Media productions	73	The number of media productions that are (co-)produced by your institution (or a department of it).
20	Total art related output	90	In case there are no exact numbers for the four subcategories (concerts, exhibitions, artefacts, and media productions) please specify the total only. In that case, the total may be higher than the sum of the parts for which data is available.
21	Graduate founded companies	91	The number of companies newly founded by graduates refers to any company that graduates of the higher education institution have founded. Any type of registered company (for profit/not for profit; small/large; manufacturing/service/consultancy) may be reported here. Please report the companies founded by graduates who graduated two years before the reference year or later. The information will be used to calculate an indicator on the entrepreneurial orientation of the higher education's graduates.
22	Start-up firms	74	A start-up firm (or spin-off) is a company that initially was the result of a licensing deal or a formal transfer of technology from your institution or its technology transfer office. A start-up is created to exploit technology/intellectual property (IP) originating from the institution (or the university's hospital - if any). Please report the number of newly founded start-up firms per year and not the sum of all start-up firms operating in one year. Companies founded without any transfer of intellectual property rights (from the higher education institution to the company) should not be reported here but rather be included in question 21.
23	Strategic partnerships	92	A strategic partnership is a formal alliance between the higher education institution (or part of it) and one or more external organizations with which a long-term agreement is reached for sharing of physical and/or intellectual resources in the achievement of defined common goals. Please note that the focus lies here on agreements referring to research and knowledge exchange activities). If the partnership covers student exchange programmes or student placements only it should not be included here.
23	Strategic partnerships enterprises	93	Please specify those strategic partnerships your higher education institution has with private companies and enterprises.
23	Strategic partnerships civil society	94	Please specify those strategic partnerships your higher education institution has with public organisations and non-profit organisations (including other higher education institutions, regional boards, foundations, schools etc.).
9; 14	Foreign citizenship	77	Foreign citizenship means: not a citizen of the host country. If a staff member has more than one nationality and one of those is the nationality of the host country, the staff member should not be counted as 'with foreign citizenship'.