U-Multirank - Institutional Questionnaire 2020/21 – Questionmark Texts/FAQs

ID	Question	Answer
1	Full name of institution	The full name of the institution will be published in the online version of U-Multirank.
2	Legal name of institution	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. You will not be able to modify the field after submitting the information. Please contact the UMR team to request changes (info@umultirank.org).
4	Type of institution	Please select the type of higher education institution that fits your university best. 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 versions 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 specialised 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 specialised 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.
5	Public/ private character	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. This information will be used for mapping purposes.
6	Foundation year of current institution	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.
8	University hospital	When submitting data, please include all information on the teaching, research and knowledge transfer activities of the university hospital(s) in the answers. Information related to all activities, staff and resources that are dedicated specifically to the hospital function i.e. the care for patients, should be excluded. Please note that including information on patient care or excluding information on the higher education activities taking place in the university hospital will negatively affect the possibility for U-Multirank to adequately represent your institution by means of indicators.
9	Contact person	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.
10	Students enrolled in degree programmes	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 at more than one entry date in the year. In this case, please use an annual average. E.g. this is common in the German university system, in which students can enrol at the beginning of the winter semester and summer semester alike. Please include students of all levels, ranging from short (first cycle) degrees, Bachelor degrees, Master degrees, first long degree programmes (Master equivalent) as well as doctoral students and other third cycle students. Students on leave of absence and non-degree students like participants in Continuing Professional Development courses or

		exchange programmes should be excluded. This information will be used for mapping purposes and for size-normalising publication and patent data.
12	Doctoral candidates counted as academic staff	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. Your institution may also have staff who are working on their PhD, but do so at another institution. Please do not include them in the number of doctoral candidates at your institution. If your institution does not award doctoral degrees, please select the radio button "no doctoral programmes offered". If your institution has external doctoral candidates who are not on the payroll of your institution, these candidates should be counted as students.
14	Foreign degree-seeking students	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 dual 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.
15	Incoming students in international exchange programmes	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.
16	Students sent out in international exchange programmes	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.
17	Students in international joint degree programmes	The number of students in international joint degree programmes and international double or dual degree programmes is 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.
18	Students who are new at the institution in the specified degree programme	Please indicate the number of newly enrolled students (headcount) who are new in the programme in the current reference period. Students who were enrolled in this programme in the previous year should be excluded. New entrants previously enrolled in a different programme at your institution (e.g. different level) should be included. If students at your institution can enrol at multiple points in the academic year, please sum up the students to obtain the total number for the full academic year. New entrants enrolled in the first year of the programme should be reported as 'new entrants in the first year'. New entrants who entered directly into the second or third year of the programme should be reported as 'transfers (new) enrolled in [specified programme, specified year]'. Please note that student numbers provided in this question (Q7) should link to the same student cohort you indicated in Questions 4, 9 and 11. Input from Q4 (period of study), Q7 (new entrants), Q9 (tranfers) and Q11 (graduates) will be used to calculate graduation rate indicators. E.g., an institution reported a 4-year BA programme for 2017, the number of new entrants from Q7, the graduates from Q9 and the transfer students of Q11 are required. Based on Q4, we assume that 2016-2019 graduates refer to 2012-2015 new entrants. 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 the Master's level. Bachelor's graduates who continue in a Master's programme should be counted here as new entrants in the Master's programme.
19	New entrants enrolled in first year	Please indicate the number of newly enrolled students (headcount) in the first year of the programme during the current reference period. Students who were enrolled in this programme in the previous year should be excluded. New entrants previously enrolled in a different programme at your institution (e.g. different level) should be included. If students at your institution can be enrolled at multiple periods throughout the academic year (e.g. in Germany students can start their studies both in winter and summer semesters) , please sum up the students to obtain the total number for the full academic year. Please note that student numbers provided in this question (Q7) should link to the same student cohort you indicated in Questions 4, 9 and 11. Input from Q4 (period of study), Q7 (new entrants), Q9 (transfers) and Q11 (graduates) will be used to calculate graduation rate indicators.
20	New entrants bachelor programmes from the	The percentage of new entrants enrolled in the Bachelor's programmes who were residents in the institution's region before their registration (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

	institution's region	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 no exact regional data are available, please specify the range that fits best your situation. This information will be used for mapping purposes.
21	Students in internships	The number of students enrolled in internships in an enterprise or another organisation (public organisation; non-profit organisation, hospital, etc.), which 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. Furthermore, if a student was enrolled in more than one internship during the year, only one internship should be counted as we are interested in how many students chose to participate in internships.
22	Students in internships in the institution's region	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. 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.
23	Types of degree programmes	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 in Questions 7 and 9. More information about ISCED.

24	Standard period of study in years	The stipulated number of years (set out in law or regulations) in which a student is expected to complete the programme. - Short-cycle tertiary education: Usually varies between less than one to two years, leads to ISCED level 5 - Bachelor's degree: Usually requires 3-4 years, leads to ISCED level 6 - Master's degree: Usually requires 1-2 years, leads to ISCED level 7 - Long first degree: Usually requires 4-6 years, commonly leads to ISCED level 7 (equivalent to Master's degree) - Doctoral degree: Usually requires 3 or more years, leads to ISCED level 8 Even though we offer an option to distinguish between different periods of study for Bachelor's and Master's programmes (2 options for each), you might have more programmes with different periods of study. In those cases, please indicate the duration of programmes with the largest number of students. If there is no fixed period of study, please select the option "no fixed period of study". - Bachelor's degree: Usually requires 3-4 years, leads to ISCED level 6 - Master's degree: Usually requires 1-2 years, leads to ISCED level 7 - Long first degree: Usually requires 4-6 years, commonly leads to ISCED level 7 (equivalent to Master's degree) - Doctoral degree: Usually requires 3 or more years, leads to ISCED level 8 Even though we offer an option to distinguish between different periods of study for Bachelor's and Master's programmes (2 options for each), you might have more programmes with different periods of study. In those cases, please indicate the duration of programmes with the largest number of students. If there is no fixed period of study, please select the option "no fixed period of study".
25	Number of programmes offered in a foreign language	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 a foreign language. Programmes that 'may be offered' in a foreign language should be counted only if this option is exercised. Programmes of which more than 80% are offered in more than one foreign language, should also be included.
26	Number of programmes offered fully online	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 an online programme.

27	Short degree	This includes short-cycle degrees awarded in programmes lasting less than 3 years. E.g.: Associate degrees, Foundation degrees. See UNESCO ISCED 2011. This excludes programmes that are classified as Continuing Professional Development (CPD) training programmes of a vocational character.
28	Long first degree	This relates to long first degree programmes usually lasting 5 or 6 years, at a Master's or equivalent level with a cumulative theoretical duration (at tertiary level) that does not require prior tertiary education (see UNESCO ISCED 2011.
30	Number of degrees awarded by level of programme	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 Questions 4, 7, 9 and 11. For additional information on the levels, see Question 4. Graduates from short 'add-on' programmes like a 1-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.
31	Total number of graduates by educational field	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, pp. 17-53. This information will be used for mapping purposes.
32	Education	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, pp. 7-9: 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.
33	Humanities and arts	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, pp. 8-16: 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.
34	Social sciences	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, pp. 17-19: 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.
35	Business and law	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, pp. 20-24: 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.

36	Natural sciences, mathematics and statistics	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, pp. 25-28: 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.
37	Agriculture, forestry, fisheries and veterinary	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, pp. 39-42: 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.
38	Health and welfare	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, pp. 43-47: 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.
39	Services	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 UNECSO ISCED F-2013, pp. 48-53: 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.
40	Degrees awarded within the standard period of study	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, 9 and 11.
43	Reference period used	This refers to the moment the unemployment status is measured. If you select 'other', please specify which reference period you use in the comment box.
44	Graduates working in the region	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.
46	Academic staff	Academic staff includes 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. Please note that in calculating indicators doctoral candidates counted as academic staff will be subtracted from total academic staff (for comparability reasons). If you indicated that there are (some) doctoral candidates counted as academic staff, please make sure they are included in total academic staff.
47	Full-time equivalent	The measurement 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 work load throughout the 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.
48	Post-doc position	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.
49	Total revenues	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.
51	Core budget	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.
52	Tuition fees from students in degree programmes	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).
53	Fees from courses organised within the framework of continuing professional development (CPD)	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.
54	External revenues from research	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.
55	External revenues from privately funded	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).

	research contracts	
56	Revenues from licensing agreements, copyrighted products and royalties	This category includes all revenues resulting from intellectual property rights owned by the institution.
57	Other revenues	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.
58	International student fees	Share of fees from international students as a percentage of total tuition fee revenues.
59	International	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.
60	National	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.
61	Regional	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). External research revenues coming from major businesses and foundations (including their headquarters) located in your region should be reported as regional funding. The only exception is a national Ministry providing core funding to higher education institutions. If the Ministry is located in your region, you may still report it as a national source of funding.
62	Total expenditure	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).
63	Research	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.
64	Teaching	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.
65	Knowledge Transfer	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.
68	Professional publications	The number of all publications published in journals, books, and other media that are addressed primarily to a professional audience and that can be traced bibliographically. These publications do not need to be peer reviewed as in the category "academic publications" although some professional publications are peer-reviewed.
74	Spin-off companies	A 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 spin-off 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.
76	Multi-site institution	A multi-site institution is one that has campuses at two or more locations in more than one city. If YES: Please provide aggregate data for the entire institution (except for foreign campuses).
77	Foreign citizenship	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.
78	Number of programmes offered	The total refers to all programmes, irrespective of their mode of delivery (full-time, part-time, fully online, etc). Students reported should not overlap across different modes of delivery. 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 the native language of the country of the institution and a foreign language variants, this should be reported as two programmes. This information will be used for mapping purposes.

79	Other activities	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.
81	Doctoral candidates	Students pursuing a doctorate (PhD, or Doctor of Philosophy, DPhil), 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. Your institution may also have staff who are working on their PhD but do so at another institution. Please do not include them in the number of doctoral candidates at your institution. If your institution has external doctoral candidates who are not on the payroll of your institution, please do not include these candidates here.
82	English name to appear in UMR	This refers to how your institution will be named on the U-Multirank website. We prefer an English name. If the information is not correct, please provide the correct information in the comment section.
84	Doctorate/PhD	Programmes classified at this level (i.e. ISCED level 8), usually require 3 or more years of study. They may be referred to in various ways, e.g.: PhD, DPhil, D.Lit, D.Sc, LL.D, Doctorate or similar terms.
85	Information and communication technologies	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.
86	Engineering, manufacturing and construction	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.
87	Bachelor degree	Bachelor's or equivalent level programmes (ISCED level 6) usually require 3 or 4 years of study. They 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 various ways, e.g.: 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. Please see UNESCO ISCED 2011. Bachelor's I and Bachelor's II: we offer the option of indicating different durations for standard and longer Bachelor's

		programmes. This makes reporting more convenient and enables a better calculation of graduation rates. It is not important which programme you report first. However, if you only report one programme, please use the Bachelor I category.
88	Master degree	Master's or equivalent level programmes (ISCED level 7) usually require 1 or 2 years of study. They 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 various ways, e.g.: master programmes or magister, see UNESCO ISCED 2011. Master's I and Master's II: At the request of a number of participating institutions we offer the option of indicating different durations for standard and longer master's programmes. This makes reporting more convenient and enables a better calculation of graduation rates. It is not important which programme you report first. However, if you only report one programme, please use the Master I category.
89	Part-time	Degree programmes offered as part-time programmes. Part-time programmes are programmes that involve less than 24 weeks of study/placement or that require less than 21 hours of study per academic year. You can indicate a period of study only for one part-time Bachelor's and one part-time Master's programmes. If you have multiple Bachelor's and Master's part-time programmes with different durations, please indicate the programme with the largest number of students. Consequently, only report students enrolled in the specified part-time programmes in Questions 4, 7, 9 and 11.
90	Total art-related output	This category relates to all art related <u>research output. The output specified here should be directly linked to the research activities of the academic staff. The main types of outputs are: - artefacts (e.g. a maquette of a new building, design prototypes) - concerts (e.g. special performance practice, newly developed techniques) - exhibitions (e.g. composed around special themes, documented in a catalogue) - media productions (e.g. documentaries, video registrations) Art-related research outputs are not limited to the listed examples. However, student theses, commercial productions (primarily for entertainment purposes), and other outputs not related to research activities of the academic staff of your institution should not be included.
91	Graduate-founded companies	A graduate founded company is a company established by a recent graduate of your institution. A recent graduate is a graduate who graduated within the last two years. The company has to be established in the reference year (shown in the header of the column).

		Any type of registered company (for profit/not for profit; small/large; manufacturing/service/consultancy) may be reported here. The information will be used to calculate an indicator on the entrepreneurial orientation of the higher education's graduates.
92	Strategic partnerships	A strategic partnership is a formal alliance between the higher education institution (or part of it) and one or more external organisations with which a long-term agreement is reached for sharing of physical and/or intellectual resources in the achievement of defined common goals. By 'long-term' partnerships we mean partnerships that are established with an intention to last longer than one single project and last at least one year. Often, these partnerships are established with an aim to pull together resources to build capacity in a certain area that is of interest to all involved partners. All the ongoing partnerships should be included for each reference year.
93	Strategic partnerships with enterprises	Please specify those strategic partnerships your higher education institution has with private companies and enterprises.
94	Strategic partnerships with civil society	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.).
95	profile of institution	This information will presented on the U-Multirank website to provide the user a general characterisation of what your institution is or strives to be. Please provide the information in English as the text will not be edited by the U-Multirank team.
96	Transfer in students in second year	Please indicate the number of students (headcount) who enrolled directly into the second or third year of the programme. Access to the second or third year may be based on credits or experience obtained in another higher education programme or higher education institution. Students who were enrolled in this programme in the previous year should be excluded. New entrants previously enrolled in a different programme at your institution (e.g. different level) should be included. If students at your institution can be enrolled at multiple periods throughout the academic year (e.g. in Germany students can start their studies both in winter and summer semesters), please sum the students to obtain the total number for the full academic year. Please note that student numbers provided in this question (Q7) should link to the same student cohort you indicated in Questions 4, 9 and 11. Input from Q4 (period of study), Q7 (new entrants), Q9 (transfers) and Q11 (graduates) will be used to calculate graduation rate indicators.

97	Strategic plan on online learning	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 organised 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 examiniations), they may still be counted as online learning environments. If the development of online learning environments is not mentioned in the institutional strategic plan, please select option 1. If it is mentioned but no concrete goals and actions are described, please select option 2. If there is a concrete plan, select option 3 .
98	Students in internships abroad	The number of students (Bachelor and Master level, or similar) enrolled in internships in an enterprise or another organisation (public organisation; a non-profit organisation, hospital, etc.) conducted outside the country where the higher education institution is located.
99	Professor	Please fill in the number of full professors only. This excludes assistant and associate professors or their equivalents such as lecturers, readers or Juniorprofessoren. For further information on the academic career systems in international comparison, please see https://www.eui.eu/ProgrammesAndFellowships/AcademicCareersObservatory/AcademicCareersbyCountry.