



Glossary

of terms used in the U-Map
Questionnaire

Version 3.1 (September 2012)

General Information

| Data element | Definition | Remarks |
|---|---|---|
| 1 Name & Contact | | |
| Name of institution | The institution's name you want to appear in the U-Map profile. | This may be the official name as stipulated in legal registry or founding act, or the institution's name in a different (e.g. English) language. |
| City of institution | Domicile or place of residence of institution, where the legal seat of the institution is located. | |
| Country of institution | The country where the legal seat of the institution is located. | |
| Website/URL of institution | The website/URL of the (main campus of the) institution | |
| Name of the official contact person | The name of the person who will act as the contact person for the institution and the U-Map team in the data collection and the verification of data. | |
| Position of official contact person | The position of the official contact person in the institution | |
| E-mail address of official contact person | E-mail address of official contact person | |
| 2 Public/private and age | | |
| What is the legal status of your institution? | The official legal status of the institution (in national language). | |
| How would you characterise your institution? | Public character | An institution is characterised as public if it is controlled and managed: <ul style="list-style-type: none"> - 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. http://www.oecd.org/dataoecd/45/17/33692376.pdf |
| | Private character | An institution is characterised as private if: <ul style="list-style-type: none"> - 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. - It receives less than 50 per cent of its core funding from government agencies and whose teaching personnel are not paid by a government agency. See: |
| | Government dependent private | A government-dependent private institution is a |



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| | character | private institution that receives more than 50 per cent of its core funding from government agencies, or one which staff is overwhelmingly paid by a government agency. |
| When was the institution in its current constitution founded? | The year the current institution was founded. This is the year the institution got its current institutional setting and legal status. | Since many higher education institutions underwent significant changes during their history, the identification of the foundation year may be difficult in a number of cases. The following criteria should be used: - (1) name; (2) location; (3) legal status; (4)- activities as prescribed in the institutional mandate (for example law or statute). If at least two characteristics were modified in some year, this year should be considered as the foundation year. Otherwise the foundation year is the year the current institution came into existence. If the institution is the result of a merger between two or more institutions that existed before, the year that the oldest precursor of the institution was founded needs to be mentioned (in an answer to a separate question). |
| If the institution comprises merged institutions, when was the oldest part founded? | The year the oldest part or precursors of the institution was founded in case the institution is the result of a merger. | The age of the institution is used as a context variable |
| 3 Mission statement | | |
| Please summarize the mission statement of your institution (in no more than 250 words) | The mission statement of the institution. | The mission statement of the institution reflects – in a nutshell- its core purpose, identity, values and principle organisational aims. Institutions can indicate their most recent mission statement (not necessarily that of the default year) in English language. |



Students

| Data element | Definition | Remarks |
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| 1 Student numbers | | The information in this section refers to degree seeking students only . A degree seeking student is enrolled in a degree program with the intention to get the degree. Students who are enrolled in programs that do not lead to degrees (but to certificates) are also not considered to be degree seeking. All degree levels should be included. |
| Total number of students enrolled | The headcount number of degree seeking students, who were enrolled in the reference year. | <p>We consider all students registered at the reporting institution who follow courses that lead to the award of a qualification(s) (degree seeking students), excluding those registered as studying completely abroad. Data should reflect the number of students enrolled at the beginning of the academic year. Preferably, the end (or near-end) of the first month of the school / academic year should be chosen. If the enrolment of students is not stable at the beginning of the academic year, a count at a later point may be preferable.</p> <p>Included are students studying for Associate degrees (short first cycle), Bachelor degrees (first cycle), Master degrees, as well as students in pre-Bologna degree programs (second cycle), as well as doctoral students and other third cycle students.</p> <p>The number of students enrolled only refers to students for which the institution is their principle institution of enrollment. Therefore, simultaneous enrollments should be excluded here (Each student enrolled is counted only once.)</p> |
| Are doctoral candidates counted as students or staff or both? | Doctoral candidates are counted as students, staff or both. | <p>In some systems doctoral candidates are not counted as students but as academic staff. They receive a salary and are included in personnel statistics.</p> <p>PhD candidates can be reported as students if they have a status as a bursary student at the institution. Here the following definition is applicable: the PhD candidates are enrolled in the institution on the basis of a grant. PhD candidates that are not enrolled in the institution as a student and that are not appointed as staff are not included in U-Map. This is the case for external PhD candidates.</p> <p>If some doctoral candidates are counted both students and others as staff, please select 'both and use the comment section to specify the circumstances.</p> |
| If counted as students: how | The number of doctoral | To obtain comparable data on academic staff and |



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| many doctoral students? | candidates, counted as students. | student numbers, those doctoral students need to be identified. |
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2 Modes and age

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| Part time students | The number of part time degree students (headcount), all levels combined. | A student is considered part-time if he or she is taking a course load or educational program that requires less than 75 % of a full-time commitment of time and resources. |
| Students aged 30 years or older | The number of students (headcount) enrolled in all degree programs combined aged 30 years or older | |
| Students in distance education programs | The number of students (headcount) enrolled in distance learning programs. | Distance learning programs are programs where the complete curriculum is provided through distance education, meaning that institutions do not require students to be physically present on-site to receive their education. |

3 International

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| Degree seeking students with a foreign qualifying diploma | Number of degree seeking students who got access to the program based on a qualification awarded abroad. | Only full degree seeking. All degree levels should be included. Exchange students are covered in one of the next questions. The number of students enrolled only refers to students for which the institution is the institution of principal enrollment. Simultaneous enrollments at other institutions should be excluded here. |
| Degree seeking students with a foreign nationality | Number of degree seeking students with a foreign nationality. | See above the definition of a degree seeking student. This characteristic refers to the country of citizenship criterion. Students are non-citizens students if they do not have the citizenship of the country where the institution is located. Normally citizenship corresponds to the nationality of the passport which the student holds or would hold. Students on internships should be excluded. The number of students enrolled only refers to students for which the institution is the institution of principal enrollment. Simultaneous enrollments at other institutions should be excluded here. |
| Number of incoming students in international exchange programs | Number of students who come from abroad to the HEI within the framework of an international exchange program (like ERASMUS). | See above the definition of a degree seeking student. Student exchange in the context of bilateral agreements between two institutions may also be included here. In this case there should be a formal bilateral agreement between the partner institutions. |
| Number of students sent out in international exchange programs | The number of degree students going abroad to another institution within the framework of an international exchange program (like Erasmus) | |



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| Percentage of new entrants coming from the region | The percentage of new entrants at the Bachelor level coming from the region. | <p>We further note that new entrants are students who, during the course of the current reporting period, enter any program leading to a recognised qualification at this level of education for the first time, irrespective of whether the students enter the program at the beginning or at an advanced stage of the program (e.g. by virtue of credits gained for work experience or courses taken at another level). Operationally, new entrants into a level of education are enrollees who have never been included in the corresponding count of students for that level of education previously. Individuals who are returning to study at a level following a period of absence from studying at that same level are not considered to be new entrants. We are requesting data on the percentage of new entrants that prior to their registration in the institution had a place of residence located in the region where their institution is situated. If the institution has multiple campuses in different regions, students that were resident in any of the campus regions are regarded as coming from the institution's region.</p> |
| Region used | The region used in this item. | <p>The definition of a region is below.</p> <p>What a region is is not always clear. Often used definitions are the NUTS2 regions and the regions as described in the IRE network. Please specify what region you used in this item. For listings of regions see http://ec.Europa.eu/enterprise/ire/Innovating-regions/www.innovating-regions.org/index.html or http://epp.Eurostat.ec.Europa.eu/portal/page/portal/nuts_nomenclature/introduction .</p> <p>If the institution has multiple campuses in different regions, students who were resident in any of the campus regions are regarded as coming from the institution's region.</p> |



Graduates

| Data element | Definition | Remarks |
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| | Graduates are those who successfully complete a recognized educational degree program during the reference year. | Graduates refer to head-counts – the individual is only counted once per reference year even if he or she has obtained multiple qualifications in multiple fields within a category of qualification. Graduation counts should be based on the reference year. |
| 1 Level of program | | |
| Bachelor degrees awarded | The number of degrees awarded in the reference year | Bachelor degrees are first degrees awarded usually after three years of study (although 5 years is common in medicine and related fields, while in the US the degree typically takes 4 years to complete). Bachelor's degree recipients can enter the labour force or pursue their education in graduate (Master's or, sometimes Ph.D.) or (in the US) first-professional (law, medicine, dentistry) degree programs. |
| Master degrees awarded | The number of degrees awarded in the reference year | Master degrees are higher degrees, obtained after a period of typically one to two years following upon a bachelor's degree. Master's programs prepare students for occupations which require the application of scientific knowledge and methods. |
| Undivided' degrees awarded | The number of degrees awarded in pre-bologna undivided 'master-level' programs. | Undivided degrees awarded refer to the 'pre-Bologna' degrees that were and sometimes still are awarded in a number of continental European systems. After the Bologna reforms, most of these undivided programs were split up into a bachelor and a master degree program. The Three cycle Bologna structure has been implemented recently or is not yet fully implemented. As a consequence, the coming few years there will remain a stock of students in 'old' pre-Bologna programs that will receive the 'old' degrees after graduation. |
| Doctorate degrees awarded | The number of doctorate degrees awarded in the reference year. | This level is reserved for tertiary programs that lead directly to the award of an advanced research qualification, like a Doctor of Philosophy (Ph.D.) or a professional doctorate. The theoretical duration of these programs is 3 years full-time in most countries (for a cumulative total of at least 7 years FTE at the tertiary level), although the actual enrolment time is typically longer. A doctorate requires, for successful completion, the submission of a thesis or dissertation of publishable quality that is the product of original research and represents a significant contribution to knowledge. The doctorate is not solely based on course-work. |
| Degrees awarded in short first cycle programs | The number of degrees awarded in the reference year. | This includes Associate degrees awarded in degree programs lasting two or less than three years. |



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| Degrees awarded in third cycle programs (excluding PhD) | Qualifications awarded in advanced education, with a studyload of at least 60 ECTS | <p>The third cycle degrees include all degrees awarded in a post-Master training lasting at least one year (60 ECTS). Regular Master's programs are not to be included here.</p> <p>Although most countries only have a “first” advanced research qualification (e.g. the Ph.D. in the United States), some countries do award an “intermediate” advanced research qualification (e.g. the Diplôme d'études approfondies (DEA) in France) and others award a “second” advanced research qualification (e.g. Habilitation in Germany and doktor nauk in the Russian Federation). There are two types of qualifications awarded in advanced study: (1)- Intermediate research qualifications allowing students to continue toward an advanced research degree), or (2) qualifications from programs that are primarily designed to prepare students for direct labour market entry. An example of the first is the French DEA. An example of the second is an Executive Master.</p> <p>Specialist medical graduates are part of this category.</p> |
| 2 Subject | | |
| Degrees awarded in: | | <p>The OECD ISCED97 classification distinguishes 8 broad subject areas or fields of education. For a more detailed description of the subject classification see http://browse.oecdbookshop.org/oecd/pdfs/browseit/9604031E.PDF</p> <p>The data provided should refer to all degree levels combined.</p> |
| Education | The number of degrees awarded in education. | The subject group 'education' comprises the sub fields teacher training and educational science |
| Humanities and arts | The number of degrees awarded in humanities and arts. | The subject group 'humanities and arts' comprises the sub fields arts (fine arts, performing arts, graphic and audio-visual arts and design) and humanities (religion and theology, native languages, other humanities). |
| Social sciences, business and law | The number of degrees awarded in social sciences, business and law. | The subject group 'social sciences, business and law' comprises the sub fields social and behavioural science (economics, economic history, political science, sociology, demography, anthropology, ethnology, futurology, psychology, geography, peace and conflict studies, human rights), journalism and information, business and administration and law |
| Science | The number of degrees awarded in science. | The subject group 'science' comprises the subfields life sciences (excluding clinical and veterinary sciences), physical sciences, mathematics and statistics and computing |
| Engineering | The number of degrees awarded in engineering. | The subject group 'engineering, Manufacturing and construction' comprises the sub fields engineering and engineering trades, manufacturing and processing, architecture and building. |
| Agriculture | The number of degrees awarded in agriculture. | The subject 'agriculture' comprises Agriculture, crop and livestock production, agronomy, animal husbandry, horticulture and gardening, forestry and |



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| | | forest production techniques, natural parks, wildlife, fisheries, fishery science and technology, as well as veterinary medicine and veterinary assisting |
| Health and social services | The number of degrees awarded in health and social services. | The subject group 'health and welfare' comprises the subfield 'health' and 'social services'. Health comprises medicine (anatomy, epidemiology, cytology, physiology, immunology and immunoaematology, pathology, anesthesiology, paediatrics, obstetrics and gynaecology, internal medicine, surgery, neurology, psychiatry, radiology, ophthalmology), medical services (public health services, hygiene, pharmacy, pharmacology, therapeutics, rehabilitation, prosthetics, optometry, nutrition), nursing (basic nursing, midwifery) and dental services (dental assisting, dental hygienist, dental laboratory technician, odontology). Social services comprises social care (care of the disabled, child care, youth services, gerontological services) and social work (counseling, welfare). |
| Personal services | The number of degrees awarded in personal services. | The subject group 'services' comprises the subfields personal services (hotel and catering, travel and tourism, sports and leisure, hairdressing, beauty treatment, cleaning, laundry, domestic science), transport services (seamanship, ship's officer, nautical science, air crew, air traffic control, railway operations, road motor vehicle operations, postal services), environmental protection (including labor protection and security) and security services (including military). |
| Other | | |
| 3 Orientation | The extent to which degrees fall into one of the following program categories: (1) General formative programs; (2) Programs leading to licensed/regulated professions; (3) Other career oriented programs. | The distinction between 'general formative programs' and 'other career oriented programs' is not a clear cut distinction. It is a 'soft' approach to characterise the programs offered. In earlier data collection rounds we came to the conclusion that the traditional categories 'academic' versus professional or vocational oriented' tend to be regarded as 'politically incorrect'. The new wording tries to capture the distinction in a different way. The distinction calls for a largely subjective judgment by the institution regarding the character of the programs it offers. |
| The percentage of graduates in | | |
| General formative programs | Percentage of qualifications awarded in general formative programs. | General formative programs do not have a direct relation to a specific profession or specific (line of) jobs. These programs are in line with the Humboldtian tradition of Bildung and the American Liberal art programs. An example of this category would be a program leading to a Bachelor of Arts in Law (or: Bachelor of Laws, LLB) |



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| Programs leading to licensed/regulated professions | Percentage of qualifications awarded in programs that lead to professions on the national list of regulated professions and on the European list. | The EU has developed guidelines for the recognition of professional qualifications. A list of European regulation and national lists of regulated professions can be found on the website: http://ec.Europa.eu/internal_market/qualifications/index_en.htm In this second category are the health-related programs (to become a doctor, nurse, midwife, pharmacist, dentist, or veterinary surgeon), and also postsecondary programs to become an architect or barrister |
| Other career oriented programs | Percentage of qualifications awarded in other career oriented programs. | Other career oriented programs refer to programs that have a direct relation to a specific profession or specific (line of) jobs, others than the programs described in the previous item. Professional masters, research masters and professional doctorates should be counted here as well (if not counted under the previous item). An example of the third category would be a Bachelor in Business Administration in Tourism Management. |
| Total | The percentages have to add up to 100 | |
| 4 Graduates in the region | | |
| Percentage of graduates working in the region 1.5 years after graduation | The number of the graduates from 1.5 years ago (reference year – 1.5), who work in the region, as a percentage of the total number of graduates from 1.5 years ago | This definition refers to all levels combined. |
| Region used | The region used in this item. | What a region is, is not always clear. Often used definition are the NUTS2 regions and the regions as described in the IRE network. Please specify what region you used in this item. For listings of regions see http://www.innovating-regions.org/network/whoswho/regions_search.cfm or http://ec.Europa.eu/Eurostat/ramon/nuts/codelist_en.cfm?list=nuts |
| If no exact data are available please indicate what percentage range applies. | Please tick the range you think applies to you institution. | |

Staff

| Data element | Definition | Remarks |
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| 1 Staff | | |
| Number of academic staff (fte) | The number of academic staff in fte | 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, or the equivalent of any of these academic ranks. The category includes personnel with other titles (e.g. dean, director, associate dean, assistant dean, chair or head of department), if their principal activity is instruction or research. It does NOT include student teachers or teaching/research assistants. |
| Number of doctoral candidates, counted as staff (fte) | The number of doctoral candidates counted as staff (measured in fte). | In some systems doctoral candidates are not counted as students but as academic staff. To obtain comparable data on academic staff and student numbers, those doctoral candidates need to be identified. |
| Number of academic staff (headcount) | The number of academic staff in headcount | See the definition of academic staff above. |
| Number of academic staff with foreign nationality (headcount) | The number of academic staff with foreign nationality, employed by the institution or working on an exchange basis (measured in headcount) | A member of the academic staff is considered to be foreign in case s/he does not have the citizenship of the country where her/his institution is located. Data should be provided in headcounts. |
| Number of doctoral candidates with foreign nationality, counted as academic staff (headcount) | The number of doctoral candidates with a foreign nationality, counted as staff (measured in headcount). | In some systems doctoral candidates are not counted as students but as academic staff. To obtain comparable data on academic staff and student numbers, those doctoral students need to be identified. A doctoral student is considered to be foreign in case s/he does not have the citizenship of the country where her/his institution is located. Data should be provided in headcounts. |



Income

| Data element | Definition | Remarks |
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| Income | This data category refers to the total amount of the financial revenues of the institution in a calendar year and the breakdown by sources. | Please use the overview of the exchange rates to your national currency: http://u-map.org/exchangerate.doc/ |
| 1 Total income | Total revenues of the institution in the calendar year in 1000 Euros. | The total revenues consists of: 1) the direct public expenditures on the institution; 2) Fees from households and students; 3) Direct expenditures of other private entities (other than households) to the institution; 4) Direct foreign payments to the institution. Income data should be provided in Euros. The exchange rate to the national currency is provided by the U-Map team. |
| 2 By type of activity | The income that is dedicated to the activity mentioned in 1000 Euros. | The distinction between income per activity (teaching; research; knowledge exchange) will not be readily available for many institutions. In cases like this, we hope to receive an estimate that is as accurate as possible. |
| Teaching: | | |
| Direct basic government funding for teaching | Direct basic government funding for teaching refers to the funds that support the basic educational services of the institution in 1000 Euros. | We include competitive funding, project funding, negotiated funding and subsidies provided by public authorities for teaching-related activities (e.g for innovation of teaching practice, inclusion of disadvantaged groups). It therefore excludes: (1) Funds provided specifically for research projects; (2) Payments for services purchased or contracted by private organisations; (3) Fees and subsidies received for ancillary services, such as student lodging and meals. <i>Comment:</i> In many universities, the direct basic funding for teaching is part of the general institutional funds that the institution receives as an integrated amount (i.e. a 'block grant', or 'lump sum') for its education, research and other services. In that case, an estimate is to be provided for the part devoted (directly and indirectly) to teaching. The remaining parts then go under other categories, such as research. Funding for teaching hospitals (sometimes referred to as academic hospitals or university hospitals) is excluded from teaching revenues, in particular all funding for patient care and other general expenses |



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| | | of academic hospitals, even if such expenses are paid by the education authorities. However, funding for teaching hospitals that is directly and specifically related to the training of medical personnel should be included here. |
| Tuition fees from students in degree programs | The income from tuition fees refers to the net tuition fee income, excluding the tuition fees the institution has to transfer to the government in 1000 Euros. | Fees paid for ancillary services lodging, meals, health services, and fees paid for other welfare services furnished to students by the educational institutions) should be excluded here (and should be included in 'other income'). |
| Fees for courses organised within the framework of continuing professional development | The income generated by Continuing Professional Development (CPD) activities in 1000 Euros. | Continuing professional development (CPD) is a way for members of professions to maintain, improve and broaden their knowledge and skills and develop the personal qualities required in their professional lives. CPD is usually organized as a range of short and long training programs, some of which have an option of accreditation. CPD activity is not part of the regular teaching activities supported through the institution's general grants and tuition fees paid by students enrolled in degree programs. So it is mostly short fee-based training programs of a vocational character. The training of degree-seeking students in the institution's BA, MA courses should therefore not be included here. |
| Research: | | |
| Direct basic government funding for research | Income from direct basic government funding for research in 1000 Euros. | This category includes all revenues received as direct government funding ('core funding') by the institution through acts of a legislative body (i.e. ministry or national funding agency), except for competitive grants and contracts. The adjectives "basic" or "core" refer to <i>recurrent</i> funding that is normally awarded each year. In many universities, the direct basic funding for research is part of the general institutional funds that the institution receives as an integrated amount (i.e. a 'block grant', or 'lump sum') for its education, research and other services. In that case, an estimate is to be provided for the part devoted (directly and indirectly) to research. The remaining parts then go under other categories, such as education. Any funding for the service function of academic hospitals should be excluded. |
| European research programs | Income from European research programs for research in 1000 Euros. | This category includes research funds administered by the European Commission, or – on its behalf - one of its bodies. The largest European research program is the Framework program (FP7), but there are also other research programs administered by the European Union that allocate funds to higher education institutions, such as European Structural funds. Please note: Funds awarded by the European Research Council (ERC) are included in the category "Research Councils" (below). Institutions outside |



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| | | Europe, or the European Union normally do not qualify for this funding and, consequently, will not report any funds here. |
| Other international research programs | Income from other (i.e. non-European) international research programs for research in 1000 Euros. | This category includes revenues received from public bodies and agencies outside of the country in which the institution operates - as long as these revenues are for specific research projects and not awarded in the context of a European research program (see item "European research programs"). If the funds are administered by a research council from abroad, they should go under the heading "research councils" (below). |
| Research councils | Revenues from government agencies and other public bodies, awarded competitively for specific research projects carried out by the institution in 1000 Euros. | This includes research projects funded through grants and contracts by research councils, ministries and other government agencies. Such grants and contracts are normally awarded after a peer review of research proposals submitted by (teams of) academics. Funds provided by the European Research Council (ERC) are also included. Revenues from research councils such as the French ANR, the NSF in the USA, or the Dutch NWO/SKO/KNAW should also go under this heading. In the German context, DFG would qualify as a Research Council. Research related project based funding (e.g. the Dutch RAAK subsidies) has to be included in this category as well. |
| Externally funded research contracts & consultancy (excluding national and international research councils) | All research and consultancy income that is not part of the Direct Basic Government Funds or part of the revenues from Research Councils, in 1000 Euros | This category includes revenues from research and consultancies commissioned by government entities (e.g. ministries, regional governments, public sector organisations) and private for-profit or not-for-profit organisations (e.g. industry, medical charities, private foundations). Please note: this excludes revenues from Research Councils (national and foreign), Donations and Revenues from licensing and copyrighted products which are reported elsewhere in this questionnaire. |
| Other activities: | | |
| Licensing agreements | The annual income from licensing agreements for the patents it holds. | If a patent is given, the owner of the patent may grant a permission to a licensee to use the invention protected by the patent. In the license agreement the financial compensation the licensor will receive from the licensee is specified. Licensing is defined as: A formal agreement that allows the transfer of technology between two parties, where the owner of the technology (licensor) permits the other party (licensee) to share the rights to use the technology, without fear of a claim of intellectual property infringement brought by the licensor. The income generated from licences is an indication of both the impact and success of an institution's knowledge transfer (or: its transfer of intellectual property rights; IP). |



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| Copyrighted products | Income from copyrighted products for which the institution holds the copyright in 1000 Euros. | Copyrighted products are manuscripts, designs, software, and goods of an artistic or literary nature protected by copyright law. Copyright is a right to prevent copying of original literary, artistic and musical works, and computer software. "Original" means that the work is the creation of its author, not being copied from any other work. The copyrights protect the creator's right to be appropriately acknowledged for their work and give the creator a means of controlling how their protected work is exploited, thereby ensuring that they are properly rewarded for their creative endeavours. |
| Other sources like donations, other fees | Income from charitable donations, interest, fees paid to institutions for ancillary services (e.g. student lodging), rents paid by private organisations; and earnings from private endowment funds in 1000 Euros. | Only cash donations. Donations in kind do (usually) not appear in the total income. |
| 3 By Source of income | | |
| International sources | Income from international sources, including subsidies and contracts for teaching and research, from both public and private international sources in 1000 Euros. | Fees from foreign students are also part of the income from international sources. |
| National sources | Income from all national sources, including grants, subsidies and contracts for teaching and research, from both public and private national sources (government, private entities, non-profits, research councils, etc) in 1000 Euros. | This excludes regional sources – where region is defined elsewhere in this glossary. All fees from domestic students are to be treated as income from national sources. Fees from foreign students are part of the income from international sources. |
| Regional/local sources | Total income from regional and local sources (both public and private), including all income from grants, subsidies and contracts for teaching and research, from both public and private regional sources public bodies, private contractors) in 1000 Euros. | What a region is is defined elsewhere in this glossary. |



Expenditure

| Data element | Definition | Remarks |
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| 1 Expenditure | This data category refers to the total amount of expenditure of the institution in a calendar year and the breakdown by sources. | |
| Total expenditure | The total expenditure of the institution, including current expenditure and capital expenditure in 1000 Euros. | Total expenditures include expenditures for educational services, research, knowledge transfer and other services. |
| Breakdown by costcenter: | The percentage of expenditure that is dedicated to the activity mentioned. | The distinction between expenditure per activity (teaching; research; knowledge exchange) will not be readily available for many institutions. In cases like this, we hope to receive an estimate that is as accurate as possible. |
| Teaching | The percentage of the institution's total expenditure dedicated to the teaching activities. | <p>Including expenditure on instruction in teaching hospitals and expenditure on services indirectly related to instruction (e.g. educational services, curriculum development, administration, capital expenditure). The expenditure on management and organization of teaching is to be included.</p> <p>Excluding expenditure on CPD activities, the university hospitals' expenditure on patient care and other non-education related general expenditure.</p> <p>Some institutions are engaged in teaching as well as research. This makes it difficult to single out teaching-related expenditure. In this case we only request an estimate of the share of teaching in the total activity.</p> |
| Research | The percentage of the institution's total expenditure on research activities. | <p>Including expenditure on R&D at academic hospitals and including expenditure on services indirectly related to research (e.g. management and organisation of research, administration, capital expenditure).</p> <p>Excluding the academic hospitals' expenditure on patient care and other non-research-related general expenditure.</p> <p>All expenditure on research is included, regardless of whether the research is funded from general institutional funds or through separate grants or contracts from public or private sponsors. This includes all research institutes and experimental stations operating under the direct control of, or administered by, or associated with, the higher education institution.</p> |



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| | | Some institutions are engaged in teaching as well as research. This makes it difficult to single out research-related expenditure. In this case we only request an estimate of the share of research in the total activity. Please indicate the percentage of the institution's total expenditure dedicated to the research activity. |
| Knowledge exchange | The percentage (estimated) of the institution's total expenditure on knowledge exchange or transfer activity. | Knowledge transfer, or knowledge exchange, includes research commercialization, activities organised within the framework of continuing professional development (CPD), the institution's regional engagement and other activities aimed at disseminating the knowledge and expertise of the institution to business, the public sector, cultural and community partners, and other societal entities. As such, knowledge transfer is broader and more encompassing than technology transfer. |
| Other | The percentage of the institution's total expenditure on activities other than teaching, research and knowledge transfer. | This includes expenditures related to debt service and ancillary services. Preferably, this category should be as small as possible, since most activities of the institution will directly or indirectly be related to either of these. |
| Are all staff on the payroll of the institution? | If (a large amount of) staff is on the payroll of a ministry or regional government, this should be indicated (by means of a Yes/No answer). | This question seeks to capture the extent to which an institution's staff carries out teaching and research duties on behalf of the institution while receiving a salary from a third party. This relates to the 'average' staff member. In case the institution hires some of its staff from an employment agency the answer relates to its regular staff. |
| Who owns the buildings? | The extent to which the buildings are owned by the institution is indicated in the three answer categories, that is: (1) owned by the institution; (2) mainly by the institution, some by others; (3) mainly by others. In case of (2) and (3), please specify what types of costs are paid directly by external bodies. | This question seeks to clarify the extent to which the institution is the prime responsible actor for maintaining and investing in its infrastructure. The answer to this question provides important contextual information for interpreting expenditure data. If the majority of the buildings are owned by the institution (e.g. in contrast to the government owning the buildings), this will have implications for its investment (fixed capital formation) and debt servicing. An example of case 3 is a situation where most buildings used by the institution (e.g. auditoriums, research facilities, laboratories and other facilities) are owned by others and the associated capital costs are borne by others. |
| 2 Full cost accounting | | |
| Does the institution use full cost accounting in its external contracts? | Full cost accounting describes how goods and services should be priced to reflect their true costs. | |

Research and 3rd Mission

| Data element | Definition | Remarks |
|---|---|--|
| Research and knowledge exchange | | |
| 1 Research | | |
| Number of peer reviewed academic publications | A count of peer reviewed publications of the institution. | This includes PhD dissertations and books. 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 conference proceedings. You may use your database where national journals and other academic peer reviewed publications (that do not appear in the existing databases) are counted as well. |
| Number of professional publications | A count of all publications published in journals/ books/ proceedings 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. |
| Number of peer reviewed other research products | The number of research outputs other than peer-reviewed publications and professional publications. | These outputs may be found through bibliographical searches and have been documented officially. This category includes exhibition catalogues, musical compositions, designs, and other artifacts that underwent a process of peer review. |
| 2 Knowledge exchange | | |
| The number of new patent applications filed by your institution | The number of new patent applications filed by the institution (or one of its researchers/departments) with a patent office. | A patent is an exclusive right granted for an invention, which is a product or a process that provides, in general, a new way of doing something, or offers a new technical solution to a problem. A patent gives an inventor the right for a limited period to stop others from making, using or selling the invention without the permission of the inventor. |
| Number of concerts and exhibitions organised | The question refers to concerts and 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. | An exhibition is an event organised by the higher education institution where the academic staff or the students of the institution display their work (products, services, design, prototype, audiovisual/musical output) to the general public. There should be some evidence of the event in terms of a bibliographically traceable catalogue, or similar evidence that the event took place. |
| The average annual number of start up firms established in the | The average annual number of start up firms established | The number of firms set-up as an independent business to exploit intellectual property (IP) that has |



last three years

in the previous three year period (in reference to the default year).

originated from within the higher education institution. The newly formed company usually obtains the assets, intellectual property, technology, and/or existing products from the parent organization as a result of a licensing/transferring of technology. To reduce erratic fluctuations in spin-off activity, a three year average is requested. If data is available for one year only, please mention this.

In addition to this definition, the following specification applies where the start up firm is considered a spin-off of the higher education institution. Hereby a spin-off is defined as a new firm where knowledge that was recently created in a HEI is used as a substantial contribution to the firm's foundation (Wintjes, et al., 2002).

In U-Map the following three criteria for spin-offs are used:

1. New firms founded by employees of a university or another higher education institution (including staff, professors or post-docs) to transfer and commercialise inventions resulting from the R&D efforts of the HEI's departments.
2. New firms that have received a license to use technology (or broader: Intellectual Property) created in the university/HEI.
3. Firms where the university/HEI participates in the equity (i.e. share) capital or that have been started directly by the university/HEI.

If one of these criteria is met, we speak of a spin-off.

The definition is based on the idea that it is a new company and there is a direct transfer of knowledge from the institution ('host') to the company. It is not just a simple matter of including all firms started by students or alumni, or counting all firms located on/in an institution's incubator or science park. There has to be a direct link between the new firm and the HEI in the sense of the knowledge transferred to the firm or the HEI making capital or facilities available to the firm. If there is no such link or involvement of the HEI, the firm will not be counted as a spin-off of the HEI.

The location of the firm as such is not important. The firm can be located in the immediate region, but just as well somewhere else. Crucial is the knowledge (technology) at stake and the host institution where the knowledge originates from.

The definition is not restricted to a particular type of firm. The firm's products or services may be of a technological or non-technological (e.g. creative arts; media services) character.
