

**ANNEX to Classification grid**

We propose to use the 6 dimensions and the criteria defined in the U-MAP project as a first approach to define the specifics of the Thai HEIs. Here you will find a summary table of the dimensions and criteria:

1. Teaching and learning profile	2. Student profile	3. Research involvement	4. Involvement in knowledge exchange	5. International orientation	6. Regional engagement
1.1 Degree level focus 1.2 Range of subjects 1.3 Orientation of degrees 1.4 Expenditure on teaching	2.1 Mature students 2.2 Part time students 2.3 Distance learning students 2.4 Size of student body	3.1 Peer reviewed academic publications 3.2 Professional publications 3.3 Other research output 3.4 Doctorate production 3.5 Expenditure on research	4.1 Start-up firms 4.2 Patent applications filed 4.3 Cultural activities 4.4 Income from knowledge exchange activities	5.1 Foreign degree seeking students 5.2 Incoming students in exchange programmes 5.3 Students sent out in exchange programmes 5.4 International academic staff 5.5 Importance of international income sources	6.1 New entrants from the region 6.2 Graduates working in the region 6.3 Importance of local/regional income sources

The table is followed by a matrix containing the definitions of the criteria, the rationale behind using them in a multidimensional classification, the measurable data elements and the possible sources where to find those. Besides, the threshold criteria are mentioned – using the European threshold criteria, for a possible implementation in the Thai system this part should be revised. The last column contains some explicatory notes to better understand the different criteria.



Dimension 1: teaching and learning profile

Criteria/Definition	Rationale	Data elements / Source	Specific threshold criteria	Remarks
<p>1.1 Degree level focus DEF: The number of degrees awarded in the reference year, by level of degree</p>	<p>The relative size of the various degree levels gives an indication of the focus of the profile of the HEI. Degrees are counted and not enrolment to avoid double counting and the biasing effect of 'eternal students'.</p>	<p>N° of degrees awarded in Advanced Diploma programs; Bachelor programs; Graduate Diploma programs; Master programs; Higher Graduate Diploma programs; Doctor/PhD programs.</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data <input type="checkbox"/> OHEC CHE QA <input type="checkbox"/> HEI <input type="checkbox"/> Other:</p>	<p>In order to determine the focus of the HEI define the ratio of awarded degrees in relation to all qualifications for all the 9 levels in the Thai system.</p> <p>For example: Doctorate focus: >= 5% PhD; Master focus >= 25% M; Bachelor focus: >= 40% B</p>	<p>Qualifications comprise all 9 levels including and other diplomas and certificates.</p> <p>The categories are chosen to avoid a hierarchical connotation.</p>
<p>1.2 Range of subjects DEF: The number of field of studies defined by TQF in which qualifications are awarded</p>	<p>The mix of subject offerings is an indicator of the width of the scope of activities of the HEI</p>	<p>Degrees awarded in education; Degrees awarded in humanities and arts; Degrees awarded in social sciences, journalism and information; Degrees awarded in business, administration and law; Degrees awarded in natural sciences and mathematics and statistics; Degrees awarded in Information and Communication Technologies</p>	<p>For example: fields covered <= 3 specialised; 3< fields covered <= 6 broad; fields covered > 6 comprehensive.</p>	<p>I have used the UNESCO ISCED97 classification to define the broad subject areas or fields of education (10 fields). These broad areas are likely to be used at the national level, for reporting to UNESCO. The Thai reporting agency usually has to have 'conversion tables' converting the national names into the broad international groups. I could not find it.</p> <p>A field of studies is counted if at</p>



		<p>(ICTs); Degrees awarded in engineering, manufacturing and construction; Degrees awarded in agriculture forestry, fisheries and veterinary; Degrees awarded in health and welfare; Degrees awarded in services.</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>		<p>least five percent of the qualifications offered are in that subject area.</p>
<p>1.3 Orientation of degrees</p> <p>DEF: The proportion of graduates (all levels combined) in three types of programs: general formative programs, programs leading to licensed/regulated professions, and other career-oriented programs</p>	<p>Programs leading to certified/regulated professions as assumed to have a clear professional orientation. Professional orientation thus can be described as having a direct link to the needs of the labourmarket.</p>	<p>Qualifications awarded in career oriented programmes; Qualifications awarded in programmes leading to licens; Qualifications awarded in general formative programm.</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>More than one third of graduates in general formative programs: general formative focus</p> <p>More than one third of graduates in programs leading to licensed/regulated professions: licensed/regulated professional orientation</p> <p>More than one third of graduates in other career-oriented programs: other career-oriented focus.</p> <p>More than one third of graduates in two categories: mixed orientation</p>	<p>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)</p> <p>Lists of regulated professions: medical doctor, nurse, midwife, pharmacist, dentist, or veterinary surgeon, and also postsecondary programs to become an architect or</p>



				<p>barrister</p> <p>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).</p> <p>An example of the third category would be a Bachelor in Business Administration in Tourism Management.</p>
<p>1.4 Expenditure on teaching</p> <p>DEF: The percentage of the institution's total expenditure dedicated to the teaching activities in the reference year</p>	<p>This indicator highlights the priority given to teaching activities, in relation to research and knowledge exchange.</p>	<p>Expenditure on teaching as % of the total budget of the HEI.</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>For example:</p> <p>more than 40%: major</p> <p>between 20 and 40: substantial</p> <p>between 5 and 20: some</p> <p>between 0 and 5: none</p>	<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</p>



				<p>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>
<p>Add here other criteria you think it will be relevant in this dimension.</p>		<p>Source:</p> <ul style="list-style-type: none"><input type="checkbox"/> OHEC general data<input type="checkbox"/> OHEC CHE QA<input type="checkbox"/> HEI<input type="checkbox"/> Other:.....	<p>For example:</p>	



Dimension 2: Student profile

Criteria/Definition	Rationale	Data elements / Source	Specific threshold criteria	Remarks
<p>2.1 Mature students</p> <p>DEF: The number of students aged for example 30 years or older (headcount, all levels combined) as a percentage of total number of students enrolled (headcount, all levels combined)</p>	<p>The proportion of adult learners is seen both as an indicator for the involvement in life-long learning as for the age distribution of the student body.</p>	<p>Students aged 30+; Total enrolment</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>For example:</p> <p>more than 20%: predominant between 10 and 20% substantial between 5 and 10% some less than 5% none</p>	
<p>2.2 Part-time students</p> <p>DEF: The number of students enrolled in part-time programs (headcount) as a % of total enrolment (headcount)</p>	<p>Part time programs are a distinct characteristic of the way the programs are offered to students. An institution that has relatively many part time students enrolled is likely to have an opener attitude to its environment/ stakeholders.</p>	<p>Part time students; Total enrolment</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>For example:</p> <p>more than 20%: predominant between 10 and 20% substantial between 5 and 10% some less than 5% none</p>	<p>The approach taken here differs slightly with the approach taken by OECD; At the tertiary level, an individual is considered part-time if he or she is taking a course load or educational programme that requires less than 75 per cent of a full-time commitment of time and resources.</p> <p>Full time students who are de facto part time students (taking much more time to complete than the standard time) are not to be counted here.</p>
<p>2.3 Distance learning students</p> <p>DEF: Students enrolled in distance learning programs as a</p>	<p>Distance learning programs is a distinct characteristics of the way the programs are offered</p>	<p>Students in distance learning; Total enrolment</p>	<p>For example:</p> <p>more than 20%: predominant between 10 and 20% substantial</p>	<p>All levels combined</p>



<p>percentage of total number of students enrolled. Distant learning programs provide courses not requiring students physical on-site presence to receive their education</p>	<p>to students. An institution that has relatively many students enrolled in distance learning programs is likely to have an opener attitude to its environment/ stakeholders</p>	<p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>between 5 and 10% some less than 5% none</p>	
<p>2.4 Size of student body</p> <p>DEF: The headcount number of students enrolled in all types of degrees and certificate programs</p>	<p>A basic size indicator</p>	<p>Total enrolment</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:</p>	<p>For example:</p> <p>very large: more than 30,000; large: between 15,000 and 30,000; medium sized: between 5,000 and 15,000; small: less than 5,000</p>	<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</p>



				students. 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.)
Add here other criteria you think it will be relevant in this dimension.		Source: <input type="checkbox"/> OHEC general data <input type="checkbox"/> OHEC CHE QA <input type="checkbox"/> HEI <input type="checkbox"/> Other:.....	For example:	



Dimension 3: Research involvement

Criteria/Definition	Rationale	Data elements / Source	Specific threshold criteria	Remarks
<p>3.1 Peer reviewed academic publications</p> <p><i>DEF:</i> Annual number of peer reviewed academic publications relative to the total number of academic staff (FTE)</p>	<p>The number of publications is seen as an important indicator for the involvement in research</p>	<p>Academic staff (FTE); Peer reviewed academic publications.</p> <p><i>Source:</i></p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> WEB of Science</p> <p><input type="checkbox"/> SCOPUS</p> <p><input type="checkbox"/> Thai Journal Citation Index Centre (TCI) database</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> Other:</p>	<p><i>For example:</i></p> <p>more than 1.5: major</p> <p>between 0.75 and 1.5: substantial</p> <p>between 0,1 and 0.75 some</p> <p>less than 0,1 none</p>	<p>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.</p> <p>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, like for example the Thai Journal Citation Index Centre (TCI) database.</p>
<p>3.2 Professional publications</p> <p><i>DEF:</i> All publications published in journals/ books/ proceedings that are addressed to a professional audience and that can be traced bibliographically per FTE academic staff.</p>	<p>This indicator points at the more professional oriented research activities of an institution</p>	<p>Academic staff (FTE); Professional publications.</p> <p><i>Source:</i></p> <p><input type="checkbox"/> OHEC general data</p>	<p><i>For example:</i></p> <p>more than 7.5: major</p> <p>between 3.75 and 7,5: substantial</p> <p>between 0,5 and 3.75 some</p> <p>less than 0,5 none</p>	<p>These publications are not peer reviewed as in the category academic publications.</p> <p>A count of all publications published in journals/ books/ proceedings that are addressed to a professional audience and</p>



		<input type="checkbox"/> OHEC CHE QA <input type="checkbox"/> HEI <input type="checkbox"/> Other:.....		that can be traced bibliographically
3.3 Peer reviewed other research output DEF: The number of research outputs other than peer-reviewed publications and professional publications per FTE academic staff	This indicator points at the more professional oriented research activities of an institution.	Academic staff (FTE); Peer reviewed other research output. Source: <input type="checkbox"/> OHEC general data <input type="checkbox"/> OHEC CHE QA <input type="checkbox"/> HEI <input type="checkbox"/> Other:.....	For example: more than 1.5: major; between 0.75 and 1.5: substantial between 0,1 and 0.75; some less than 0,1 none	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.
3.4 Doctorate production DEF: The number of doctorate degrees awarded as a percentage of the number of academic staff (FTE)	In many higher education systems the 'production' of a doctorate degree is seen as a research intensive activity of a higher education institution. The doctorate thesis is in most cases a significant research publication	Doctorate degrees awarded Academic staff (FTE) Source: <input type="checkbox"/> OHEC general data <input type="checkbox"/> OHEC CHE QA <input type="checkbox"/> HEI <input type="checkbox"/> Other:.....	For example: more than 0,15:major; between 0,05 and 0,15: substantial; between 0 and 0,15 some 0 none	Doctorate degrees comprise PhD degrees as well as professional doctorate degrees. Academic staff includes teaching and research staff! In the Thai system there is no expression for "academic" staff.
3.5 Expenditure on research DEF: The amount of money spent on research activities in the reference year as a percentage of total expenditure	Research expenditure is seen as a strong indicator for involvement in research	Total expenditure; Expenditure on research. Source: <input type="checkbox"/> OHEC general data	For example: more than 40%:major; between 20 and 40%: substantial	Including expenditure on R&D at academic hospitals and including expenditure on services indirectly related to research (e.g. management and organisation of research,



		<input type="checkbox"/> OHEC CHE QA <input type="checkbox"/> HEI <input type="checkbox"/> Other:.....	between 5 and 20%: some between 0 and 5%: none	<p>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> <p>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.</p>
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<p>Add here other criteria you think it will be relevant in this dimension.</p>		<p>Source:</p> <ul style="list-style-type: none"><input type="checkbox"/> OHEC general data<input type="checkbox"/> OHEC CHE QA<input type="checkbox"/> HEI<input type="checkbox"/> Other:.....	<p>For example:</p>	
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**Dimension 4: Involvement in knowledge exchange**

Criteria/Definition	Rationale	Data elements / Source	Specific threshold criteria	Remarks
<p>4.1 Start-up firms</p> <p>DEF: The average number of start-up firms created over the last three years per 100 FTE academic staff</p>	<p>The number of start-up firms established in a period is considered to be an indication of the innovative character of an institution. The more start-up firms are established the better the institution has succeeded in turning its knowledge production into knowledge used</p>	<p>Start-up firms Number of FTE academic staff</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>For example:</p> <p>more than 10: major</p> <p>between 5 and 10: substantial</p> <p>between 1 and 5: some</p>	<p>The number of firms set-up as an independent business to exploit intellectual property (IP) that has 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.</p> <p>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-ff 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.</p>



				<p>I propose to use the following three criteria for spin-offs:</p> <ol style="list-style-type: none"> 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.
<p>4.2 Patent applications filed DEF: The number of patents filed related to the total FTE of academic staff x 1000</p>	<p>The number of patents filed is a traditional indicator of innovativeness.</p>	<p>Source:</p> <ul style="list-style-type: none"> <input type="checkbox"/> OHEC general data <input type="checkbox"/> OHEC CHE QA <input type="checkbox"/> HEI <input type="checkbox"/> Thai Patent Office <input type="checkbox"/> Other:..... 	<p>For example:</p> <p>more than 10: major</p> <p>between 5 and 10: substantial</p> <p>between 1 and 5: some</p>	<p>A patent is a set of exclusive rights for a fixed period of time in exchange for a disclosure of an invention. The exclusive right granted is the right to prevent of exclude others from making, using, selling or offering to sell or importing the invention. In order to be patented an invention must be novel, useful and not of an obvious nature.</p> <p>Applications for patents are filed to national states or</p>



				application agencies. Most patents and applications for patents are listed in national and international electronic databases.
<p>4.3 Cultural activities</p> <p>DEF: The number of official exhibitions, official concerts and performances, (co)-organised by the institution or a department of it, that are registered as such and that are open to the general public, per 100 FTE academic staff</p>	<p>The number of exhibitions, concerts and performances in arts and architecture a generally accepted indicator of the level of their activities</p>	<p>Exhibitions Concerts and performances</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>For example:</p> <p>more than 100: major</p> <p>between 50 and 100: substantial</p> <p>between 0 and 50: some</p>	<p>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.</p>
<p>4.4 4 Income from knowledge exchange activities</p> <p>DEF: Sum of income from licensing agreements, income from 'private' research contracts with business and public sector organisations, income from copy righted products and income from CPD activities as a percentage of total income.</p>	<p>If a HEI gets relatively much of its income from 'knowledge exchange activities it is assumed to be more involved in those activities.</p>	<p>Total income; Licensing income; Income from CPD; Volume of privately funded research contracts; Income from copyright protected products.</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p>	<p>For example:</p> <p>more than 10% major</p> <p>between 1 and 10% substantial</p> <p>between 0 and 1% some</p>	



		<input type="checkbox"/> Other:.....		
Add here other criteria you think it will be relevant in this dimension.		Source: <input type="checkbox"/> OHEC general data <input type="checkbox"/> OHEC CHE QA <input type="checkbox"/> HEI <input type="checkbox"/> Other:.....	For example:	

**Dimension 5: International orientation**

Criteria/Definition	Rationale	Data elements / Source	Specific threshold criteria	Remarks
<p>5.1 Foreign degree seeking students</p> <p>DEF: The number of degree seeking students with a foreign diploma on entrance as % of total enrolment in degree seeking programs.</p>	<p>A high percentage of foreign degree seeking students reflects a high attractiveness of the HEI to international students, which is assumed to be correlated with a high degree of international orientation.</p>	<p>Foreign degree seeking students with foreign qualifying; Total enrolment</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>For example:</p> <p>more than 7,5%: major</p> <p>between 2,5 and 7,5%: substantial</p> <p>between 0,5 and 2,5%: some</p>	<p>Only full degree seeking. Exchange students are covered in one of the next questions. A degree seeking students is enrolled in a degree program with the intention to get the degree. Students enrolled for only one or two modules or on exchange basis are not considered to be degree seeking students. Students who are enrolled in programs that do not lead to degrees (but to certificates) are also not considered to be degree seeking.</p> <p>The fall back position is to use nationality as a foreign indication. 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.</p>



				The number of students enrolled only refers to students for which the institution is the institution of principal enrolment. Simultaneous enrolments at other institutions should be excluded here.
<p>5.2 Incoming students in exchange programmes</p> <p><i>DEF:</i> The number of incoming students in international exchange programmes, as a percentage of total enrolment</p>	<p>The indicator reflects the international orientation of the institution. The assumption is that a strong international orientation will lead to a higher proportion of students coming in.</p>	<p>Incoming students in international exchange programs; Total enrolment.</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>For example:</p> <p>more than 2%: major</p> <p>between 1 and 2%: substantial</p> <p>between 0,5 and 1%: some</p>	
<p>5.3 Students sent out in exchange programmes</p> <p><i>DEF:</i> The number of students sent out in international exchange programs as a % of total enrolment</p>	<p>The indicator reflects the international orientation of the institution. The assumption is that a strong international orientation will lead to a higher proportion of students sent out.</p>	<p>Total enrolment Students sent out in international exchange programs</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>For example:</p> <p>more than 2%: major</p> <p>between 1 and 2%: substantial</p> <p>between 0,5 and 1%: some</p>	
<p>5.4 International academic staff</p> <p><i>DEF:</i> Foreign academic staff</p>	<p>A high percentage of international staff flags a strong international orientation.</p>	<p>International academic staff Academic staff (headcount) doctoral students in staff</p>	<p>For example:</p> <p>more than 10%: major</p>	



<p>members (headcount) as % of total number of academic staff members (headcount). Foreign academic staff is academic staff with a foreign nationality, employed by the institution or working on an exchange base</p>		<p>foreign PhD students</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>between 5 and 10%: substantial</p> <p>between 1 and 5%: some</p>	
<p>5.5 Importance of international income sources</p> <p>DEF: Income from international sources, including subsidies and contracts for teaching and research, from both public and private international sources in 1000 Euros/Dollars, as a percentage of total income</p>	<p>If the relative size of international sources of income is large this indicates a strong international orientation.</p>	<p>Income from international sources</p> <p>Total budget</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>For example:</p> <p>more than 10% major</p> <p>between 5 and 10% substantial</p> <p>between 1 and 5% some</p>	<p>This indicator is based on an assessment of the relative importance of the various sources/levels of income.</p>
<p>Add here other criteria you think it will be relevant in this dimension.</p>		<p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>For example:</p>	



Dimension 6: Regional engagement

Criteria/Definition	Rationale	Data elements / Source	Specific threshold criteria	Remarks
<p>6.1 First year bachelor students from the region</p> <p>DEF: The number of first year bachelor students (headcount) from the region as a percentage of total number of first year bachelor students. The region is determined by the home address of the student.</p>	<p>A HEI that draws many of its students from the region has a stronger relation with the region than a HEI with only few new entrants from the region</p>	<p>% of first year bachelor students from the region</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>For example:</p> <p>more than 10% major</p> <p>between 5 and 10% substantial</p> <p>between 1 and 5% some</p> <p>0 none</p>	<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).</p>
<p>6.2 Graduates working in the region</p> <p>DEF: The number of the graduates from two years ago (reference year – 2), who work in the region, as a percentage of the total number of graduates from two years ago.</p>	<p>A high proportion of graduates working in the region indicates a close relation between the higher education institution and the region</p>	<p>Graduates working in the region</p> <p>Total N° of graduates at the reference year -2</p> <p>Source:</p> <p><input type="checkbox"/> OHEC general data</p> <p><input type="checkbox"/> OHEC CHE QA</p> <p><input type="checkbox"/> HEI</p> <p><input type="checkbox"/> Other:.....</p>	<p>For example:</p> <p>more than 10% : major</p> <p>between 5 and 10% substantial</p> <p>between 1 and 5% some</p> <p>0 none</p>	<p>To be asked either as exact numbers or as broad categories.</p> <p>What is a region will be determined in two ways: the region the HEI uses in its data reporting (needs to be specified by the HEI).</p>
<p>6.3 Importance of local/regional income sources</p> <p>DEF: Total income from</p>	<p>A high proportion of income from regional/local sources indicates a strong relation</p>	<p>more than 10% major</p> <p>between 5 and 10% substantial</p> <p>between 1 and 5% some</p>	<p>For example:</p> <p>more than 10% major</p> <p>between 5 and 10% substantial</p>	



<p>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 10.000 baht as a percentage of total income</p>	<p>between the higher education institution and the region.</p>	<p>Source:</p> <ul style="list-style-type: none"> <input type="checkbox"/> OHEC general data <input type="checkbox"/> OHEC CHE QA <input type="checkbox"/> HEI <input type="checkbox"/> Other:..... 	<p>between 1 and 5% some</p>	
<p>Add here other criteria you think it will be relevant in this dimension.</p>		<p>Source:</p> <ul style="list-style-type: none"> <input type="checkbox"/> OHEC general data <input type="checkbox"/> OHEC CHE QA <input type="checkbox"/> HEI <input type="checkbox"/> Other:..... 	<p>For example:</p>	